International Student Mobility and Internationalisation of Universities

The role of serendipity, risk and uncertainty in student mobility and the possible development of cosmopolitan mindset and identity through knowledge transfer and intercultural competence. Employability, students’ future mobility aspirations and the EU’s support of international student mobility

A thesis submitted in partial fulfilment of the requirements for the
Degree of Doctor of Philosophy in European Studies

National Centre for Research on Europe

Gabriel Weibl
2014
Contents

Contents ............................................................................................................................................. 1
Dedication ........................................................................................................................................ 12
Acknowledgement ......................................................................................................................... 12
Abstract .......................................................................................................................................... 14
Abbreviations .................................................................................................................................. 16
List of Figures ................................................................................................................................. 19
List of Tables ..................................................................................................................................... 21
Chapter 1
INTRODUCTION .............................................................................................................................. 23
  1.1 Introduction ............................................................................................................................... 23
  1.2 Problem setting ......................................................................................................................... 24
  1.3 Empirical literature ................................................................................................................... 27
    1.3.1 International Student Mobility - Definition ...................................................................... 27
    1.3.2 History of student mobility ................................................................................................. 27
    1.3.3 Mobility versus migration ................................................................................................. 28
    1.3.4 International versus foreign students .............................................................................. 29
    1.3.5 Diploma and degree mobility ............................................................................................. 29
    1.3.6 Global flow of ISM ............................................................................................................ 31
    1.3.7 Mobility rates .................................................................................................................... 31
    1.3.8 IoU and globalisation .......................................................................................................... 32
    1.3.9 Rationales for IoU .............................................................................................................. 33
    1.3.10 Internationalisation at Home and Internationalisation Abroad .................................... 34
    1.3.11 University ranking ............................................................................................................ 36
    1.3.12 The EU’s support of ISM ................................................................................................ 37
1.3.13 KBEs, Knowledge triangle and the fifth freedom ......................................................... 40
1.3.14 EU and New Zealand .................................................................................................... 42
1.3.15 ‘Push and pull’ factors of mobility .............................................................................. 46
1.3.16 Intercultural competence ............................................................................................ 47
1.3.17 Acquisition and transfer of knowledge and skills ....................................................... 48
1.3.18 Development of students’ identities ............................................................................ 49
1.3.19 Forming of cosmopolitan mindsets ............................................................................ 50
1.3.20 Empathy ......................................................................................................................... 51
1.3.21 Employability and future mobility aspirations .............................................................. 53
1.4 Objectives and research questions .................................................................................... 54
1.5 Theoretical framework ....................................................................................................... 60
  1.5.1 Social capital .................................................................................................................. 60
  1.5.2 Europeanisation ............................................................................................................ 64
  1.5.3 ‘Do-it-yourself biography’ ........................................................................................... 66
1.6 Methodology and limitations ............................................................................................. 68
  1.6.1 Sampling ........................................................................................................................ 70
  1.6.2 Source and use of data .................................................................................................. 71
  1.6.3 Data evaluation .............................................................................................................. 71
  1.6.4 Delimitations ................................................................................................................... 72
1.7 Chapter overview ................................................................................................................ 72
1.8 Summary .............................................................................................................................. 73

Chapter 2
LITERATURE REVIEW ............................................................................................................. 75
  2.1 Introduction ......................................................................................................................... 75
  2.2 Review of Literature .......................................................................................................... 76
    2.2.1 IoU .............................................................................................................................. 80
2.2.7 Forming of students’ cosmopolitan mindset ................................................................. 163
2.2.7.2 Global citizenship ........................................................................................................ 166
2.2.7.3 Cosmopolitanism ........................................................................................................ 167
2.2.7.4 History of Cosmopolitanism ....................................................................................... 172
2.2.7.5 Empathy ...................................................................................................................... 177
2.2.7.6 Empathy and mirror neurons ..................................................................................... 179
2.2.7.7 Cosmopolitan mindset ............................................................................................... 181
2.2.7.8 Employability ............................................................................................................. 182
2.2.7.9 Future mobility aspirations ......................................................................................... 185
2.2.8 Conclusion - Forming of cosmopolitan mindset ............................................................. 188
2.3 Conclusion of the Literature Review .................................................................................. 189

Chapter 3
THEORETICAL FRAMEWORK ................................................................................................. 199
3.1 Introduction ........................................................................................................................ 199
3.2 Social capital ...................................................................................................................... 200
3.2.1 Economic capital .......................................................................................................... 202
3.2.2 Social Capital ................................................................................................................. 203
3.2.3 Cultural capital ............................................................................................................. 206
3.2.4 Forms of cultural capital ............................................................................................... 207
3.2.5 Habitus .......................................................................................................................... 209
3.2.6 Human capital .............................................................................................................. 210
3.2.7 Other forms of capital ................................................................................................... 211
3.2.8 Social capital - conclusion .......................................................................................... 214
3.3 Europeanisation ............................................................................................................... 215
3.3.1 Europeanisation - definition ........................................................................................ 217
3.3.2 Europeanisation – rationales for the IoU ......................................................................... 219
3.3.3 Europeanisation – historical and cultural Europe........................................220
3.3.4 Europeanisation - political Europe...............................................................221
3.3.5 Europeanisation - conclusion.................................................................225
3.4 ‘Do-it-yourself biography’ ........................................................................226
  3.4.1 ‘Do-it-yourself biography’ - origins .......................................................227
  3.4.2 ‘Do-it-yourself biography’ - transnationalism ........................................228
  3.4.3 ‘Do-it-yourself biography’ and identity construction .........................229
  3.4.4 ‘Do-it-yourself biography’ and the cosmopolitan mindset ....................230
  3.4.5 ‘Do-it-yourself biography’ and social class ...........................................232
  3.4.6 ‘Do-it-yourself biography’ and highly skilled migration .......................233
  3.4.7 ‘Do-it-yourself biography’ – conclusion ..............................................233
3.5 Conclusion.............................................................................................234

Chapter 4
RESEARCH DESIGN AND METHODOLOGY.........................................................236
  4.1 Introduction ..............................................................................................236
  4.2 Ontology and epistemology .................................................................237
  4.3 Gaps in study of ISM and in the IoU.......................................................239
  4.4 Research Method/Methodology: Mixed Methods .....................................245
  4.5 Research strategies / strategies of enquiry ..............................................246
    4.5.1 Case study ..........................................................................................247
    4.5.2 The grounded theory research method .............................................252
    4.5.3 Survey ................................................................................................253
      4.5.3.1 Anonymous on-line survey .........................................................254
      4.5.3.2 Semi-structured face-to-face interview .......................................258
      4.5.3.3 Twelve on-line diary-type surveys ..............................................261
      4.5.3.4 Skype semi-structured interview and the final email survey .......263
4.5.3.5 Semi-structured interviews - stakeholders engaged in ISM and the IoU...265
4.5.4 Limitations and strengths of the methodology .........................................................266
4.5.5 Credibility: reliability and validity .............................................................................268
4.6 Conclusion of the methodology chapter .................................................................269

Chapter 5
INTERNATIONALISATION OF UNIVERSITIES AND INTERNATIONALISATION OF HIGHER EDUCATION 272
5.1 Introduction ......................................................................................................................272
5.2 IoU ...................................................................................................................................273
  5.2.1 Historical overview ....................................................................................................274
  5.2.2 Definition ..................................................................................................................277
  5.2.3 Rationales of the IoU ...............................................................................................280
  5.2.4 IA .............................................................................................................................285
  5.2.5 IaH ...........................................................................................................................286
5.3 Globalisation ....................................................................................................................290
  5.3.1 Globalisation – effects ............................................................................................297
  5.3.2 Globalisation - perceptions ......................................................................................302
  5.3.3 Globalisation - perception of ISM in the context of globalisation .......................304
5.4 Europeanisation ..............................................................................................................306
  5.4.1 EU in the literature ..................................................................................................307
  5.4.2 Europeanisation - theories .......................................................................................311
  5.4.3 EU policies .............................................................................................................314
5.5 Internationalisation at national level and the IoU .....................................................322
  5.5.2 IoU ...........................................................................................................................328
  5.5.3 International ranking systems ................................................................................329
  5.5.4 World-class university ............................................................................................330
  5.5.5 Internationalisation strategies of universities .......................................................332
5.5.5.1 Internationalisation strategies - purpose ................................................................. 335
5.5.5.2 Internationalisation strategies - function .............................................................. 335
5.5.5.3 Internationalisation strategies - delivery .............................................................. 336
5.5.6 The role of ISM in society ....................................................................................... 338
5.5.7 Outcome of the IoU - perceptions of international students ................................. 341
5.5.8 The benefits and drawbacks of ISM - perceptions of international students ........ 348
5.6 Conclusion .................................................................................................................. 352

Chapter 6
MOTIVATIONS AND EXPECTATIONS OF INTERNATIONAL STUDENTS IN REGARDS TO STUDY ABROAD .................................................................................................................. 355
6.1 Introduction .................................................................................................................. 355
6.2 ‘Push and pull’ factors of mobility ............................................................................. 358
   6.2.1 ‘Push and pull’ factors of mobility – perceptions of international students .......... 361
6.3 Barriers to mobility ..................................................................................................... 364
   6.3.1 Barriers to mobility - perceptions of international students ............................ 369
6.4 Motivations to study abroad ....................................................................................... 375
   6.4.1 Motivations to study abroad – perceptions of international students ............. 385
6.5 Previous mobility ........................................................................................................ 393
6.6 Expectations from study abroad - perceptions of international students ............... 395
   6.6.4 Expectations from study abroad - Personal skills .............................................. 398
   6.6.5 Expectations from study abroad - academic skills ............................................ 399
6.7 Risk and uncertainty ................................................................................................. 401
   6.7.1 Risk and uncertainty – perceptions of international students .......................... 402
   6.7.2 Risk and uncertainty - perceptions of international students - pre-departure .... 405
   6.7.3 Risk and uncertainty versus serendipity ......................................................... 413
6.8 Serendipity .................................................................................................................. 416
6.8.1 Serendipity - perceptions of international students .......................................................... 418
6.8.2 Serendipity and expectations ............................................................................................... 422
6.8.3 Serendipity - blurred perceptions ....................................................................................... 423
6.9 Conclusion .............................................................................................................................. 427

Chapter 7

EXPERIENCES OF INTERNATIONAL STUDENTS – INTERCULTURAL COMPETENCE, ACQUISITION AND TRANSFER OF KNOWLEDGE AND DEVELOPMENT OF PERSONAL IDENTITIES .......................... 429

7.1 Introduction ............................................................................................................................. 429
7.2 Transnationalism .................................................................................................................... 432
7.3 New typologies of European migration and geographical typologies of migration ............. 435
    7.3.3 New typologies of European migration and geographical typologies of migration versus
    motivations and expectations of international students ......................................................... 439
7.4 Three contextual frames of ISM ............................................................................................. 442
    7.4.1 ‘Brain drain and brain gain’ ............................................................................................ 444
    7.4.2 Acquisition and transfer of knowledge .......................................................................... 446
    7.4.3 Acquisition and transfer of knowledge – students’ experiences and perceptions .......... 454
        7.4.3.1 Encoded knowledge and skills ................................................................................ 456
        7.4.3.2 Encultured knowledge and skills ............................................................................ 456
        7.4.3.3 Embraigned, embodied and embedded knowledge and skills ............................... 459
    7.4.4 Intercultural competence ................................................................................................. 460
    7.4.5 Intercultural competence – students’ experiences and perceptions ............................ 467
    7.4.6 Development of students’ identities ............................................................................... 472
        7.4.6.1 Three fallacies in regards to identity ...................................................................... 476
    7.4.7 Development of students’ identities - students’ experiences and perceptions ............ 480
7.5 Conclusion .............................................................................................................................. 490

Chapter 8
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.4.2 Acquisition and transfer of knowledge</td>
<td>569</td>
</tr>
<tr>
<td>9.4.3 Intercultural competence</td>
<td>570</td>
</tr>
<tr>
<td>9.4.4 Development of students’ identities</td>
<td>571</td>
</tr>
<tr>
<td>9.4.5 Cosmopolitan mindset and empathy</td>
<td>573</td>
</tr>
<tr>
<td>9.4.6 Employability</td>
<td>577</td>
</tr>
<tr>
<td>9.5 Recommendations</td>
<td>580</td>
</tr>
<tr>
<td>9.5.1 Contribution to literature</td>
<td>581</td>
</tr>
<tr>
<td>9.5.2 Suggestions to the theoretical framework</td>
<td>582</td>
</tr>
<tr>
<td>9.5.3 Global, European, national and institutional implications</td>
<td>582</td>
</tr>
<tr>
<td>9.5.4 Motivations and expectations of international students in regards to their study abroad</td>
<td>583</td>
</tr>
<tr>
<td>9.5.5 Experiences abroad</td>
<td>584</td>
</tr>
<tr>
<td>9.6 Overall conclusion</td>
<td>585</td>
</tr>
<tr>
<td>Bibliography</td>
<td>587</td>
</tr>
<tr>
<td>Appendix 1: cover letters – requests of cooperation, advertising pamphlets, information sheets, consent forms and Ethics Committee approvals</td>
<td>636</td>
</tr>
<tr>
<td>Appendix 2: survey tools employed to study international students</td>
<td>651</td>
</tr>
<tr>
<td>Appendix 3: profiles of international students engaged in the longitudinal study (90)</td>
<td>742</td>
</tr>
<tr>
<td>Appendix 4: list of stakeholders interviewed and interview sample</td>
<td>781</td>
</tr>
<tr>
<td>Appendix 5: perceptions of globalisation</td>
<td>785</td>
</tr>
<tr>
<td>Appendix 6: perceptions of student mobility within globalisation</td>
<td>785</td>
</tr>
<tr>
<td>Appendix 7: the role of the EU in the IoU</td>
<td>787</td>
</tr>
<tr>
<td>Appendix 8: comparison of the AUT and UC’s internationalisation strategies</td>
<td>791</td>
</tr>
<tr>
<td>Appendix 9: outcome of the IoU according to international students</td>
<td>796</td>
</tr>
<tr>
<td>Appendix 10: perceptions of the benefits and drawbacks of student mobility</td>
<td>800</td>
</tr>
<tr>
<td>Appendix 11: perceptions of the ‘push and pull’ factors of mobility</td>
<td>808</td>
</tr>
<tr>
<td>Appendix 12: perceptions of the barriers to mobility</td>
<td>811</td>
</tr>
</tbody>
</table>
Dedication

I would like to dedicate this work to Neil, thank you for reading, thinking and debating this patiently. Thank you heaps for your care and encouragement, for the sunshine and all the wonderful things you are. This also goes to my mum and dad, thank you very much for being my loving parents and for my idyllic childhood; all the things you taught me helped me to finish this thesis, nagyon köszönöm. Lastly, I wish to dedicate this to my grandparents nagymama, nagypapa, mama és papa, to mum in law Irene and Betty.

Acknowledgement

I would like to thank Natasha Chaban and Martin Holland for their supervision, interest and belief in me. I am tremendously lucky for being taught and prepared by you. I would like to sincerely thank the whole NCRE team and students for their great support, work and friendships. It is a wonderful department, network and a unique concept. Many thanks to Allan Williams for your supervision, time and for the best mobility book you wrote with Vlado Baláž, who was also ready to meet for discussions. Your book is a great piece of work and it awoke my curiosity in this topic. Likewise thank you very much Peter Kiely, for ‘commissioning’ my first paper on student mobility back in 2009.

A special and huge thanks to all the international students who participated in my study. I appreciate your help, patience and time. Thank you for your stories and testimonies and I hope to work with you again sometime in the future. Similarly, I would like to acknowledge my thanks to the stakeholders interviewed for my study at the European Commission, UC, AUT, Oxford, Charles, Primorska and Valencia especially to Frances Kelly, Bodo Richter
and Laura Fiore. Many thanks to the wonderful IaH team: Hanneke Teekens, Bernd Wächter, Matthias Otten and Sandra Hertlein and to Neil Kemp and Nadine Burquel.

Thank you to the University of Oxford and the Campion Hall for offering the earthquake relief and thank you to the EUCN, NCRE, KEEENZ, EU/Erasmus Mundus, the UC and TEU, your funding facilitated my work greatly.

Thank you Gail and John and to the rest of neighbourhood crew for your support and thanks to the Euro-cell and the Oxford gang. Time with you was creative fun. Special thanks to Qian and Kirsty and thanks André for fuelling my ambitions as a researcher. Thank you to all my family and friends in Slovakia, Hungary, the Czech Republic, New Zealand, Thailand, Slovenia, the UK and Germany for cheering me on. Köszí Csirki és Kati for kick starting Kiwiland for me, thank you Nori és Kevin for your love and laughs as well as to Ági and Eric, Rooneys, Sugrue and Ghislaine for the fun times, especially gracias Maria. I wish you many serendipitous events with fortuitous outcomes.

Gabriel Weibl
Abstract

The background to this study lies in the discrepancy between the perceptions of international student mobility in the context of the internationalisation of higher education by the EU and universities on one hand and international students’ motivations for study abroad on the other. This is a comparative study based on three main case studies, of six universities in New Zealand, Oxford University in the UK and the Charles University in the Czech Republic. It explores the students’ experiences abroad in terms of their intercultural competence, the shaping of identities, the acquisition and transfer of knowledge, the possible forming of cosmopolitan mindsets and empathy, perceptions of employability and their future mobility aspirations. This thesis also considers the barriers and ‘push and pull’ factors of mobility, perceptions of risk and uncertainty with regards to mobility and the role of serendipity in student mobility, which has been overlooked in the literature on mobility and migration.

The theoretical framework of the study builds on social capital theory, Europeanisation and the ‘do-it-yourself biography’ theory. The nature of this topic, however, lent itself to the concepts of globalisation, transnationalism and consideration of other forms of capital, such as the total human capital, mobility capital and transnational identity capital.

This is predominantly a qualitative, mixed-method and longitudinal research project, which uses surveys, case studies, interviews and the data collecting tool called grounded theory. It triangulates data to support and enhance the analytical validity of the thesis.
This research concludes that student experiences abroad as well as the internationalisation efforts of universities and the EU would benefit from the introduction of education for global citizenship, which should focus on the intercultural competencies of students. The thesis suggests that sociocultural elements such as the cosmopolitan mindset can enhance the economic, academic and political rationales of internationalisation, such as employability.
# Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA</td>
<td>Academic Cooperation Association</td>
</tr>
<tr>
<td>AUT</td>
<td>Auckland University of Technology</td>
</tr>
<tr>
<td>Auckland</td>
<td>University of Auckland</td>
</tr>
<tr>
<td>BC</td>
<td>British Council</td>
</tr>
<tr>
<td>Bologna</td>
<td>Bologna Process/Bologna Declaration</td>
</tr>
<tr>
<td>Charles</td>
<td>Charles University</td>
</tr>
<tr>
<td>CHEPS</td>
<td>Center for Higher Education Policy Studies</td>
</tr>
<tr>
<td>CZ</td>
<td>The Czech Republic</td>
</tr>
<tr>
<td>CI</td>
<td>Comprehensive Internationalisation</td>
</tr>
<tr>
<td>CIHE</td>
<td>Centre for International Higher Education</td>
</tr>
<tr>
<td>DS</td>
<td>Diploma Supplement</td>
</tr>
<tr>
<td>EC</td>
<td>European Commission</td>
</tr>
<tr>
<td>ECSA</td>
<td>European Community Studies Association</td>
</tr>
<tr>
<td>ECTS</td>
<td>European Credit Transfer and Accumulation System</td>
</tr>
<tr>
<td>EHEA</td>
<td>European Higher Education Area</td>
</tr>
<tr>
<td>EM</td>
<td>Erasmus Mundus</td>
</tr>
<tr>
<td>ERA</td>
<td>European Research Area</td>
</tr>
<tr>
<td>Erasmus</td>
<td>Erasmus study exchange programmes</td>
</tr>
<tr>
<td>ESMU</td>
<td>European Centre for Strategic Management of Universities</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>EUA</td>
<td>European Association of Universities</td>
</tr>
<tr>
<td>EUCN</td>
<td>European Union Centres Network</td>
</tr>
<tr>
<td>GATS</td>
<td>General Agreement on Trade in Services</td>
</tr>
<tr>
<td>HEFCE</td>
<td>Higher Education Funding Council for England</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>IA</td>
<td>Internationalisation Abroad</td>
</tr>
<tr>
<td>IaH</td>
<td>Internationalisation at Home</td>
</tr>
<tr>
<td>IAU</td>
<td>International Association of Universities</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>i-Graduate</td>
<td>International Graduate Insight Group</td>
</tr>
<tr>
<td>INCHER-Kassel</td>
<td>International Centre for Higher Education Research Kassel</td>
</tr>
<tr>
<td>IJHE</td>
<td>International Journal of Higher Education</td>
</tr>
<tr>
<td>IoU</td>
<td>Internationalisation of Universities</td>
</tr>
<tr>
<td>ISM</td>
<td>International Student Mobility</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>KBE</td>
<td>Knowledge Based Economy</td>
</tr>
<tr>
<td>Knowledge triangle</td>
<td>Education, Research and Innovation</td>
</tr>
<tr>
<td>Lincoln</td>
<td>Lincoln University</td>
</tr>
<tr>
<td>Massey</td>
<td>Massey University</td>
</tr>
<tr>
<td>MS</td>
<td>Member State</td>
</tr>
<tr>
<td>NCRE</td>
<td>National Centre for Research on Europe</td>
</tr>
<tr>
<td>NUFFIC</td>
<td>Netherlands Organisation for International Cooperation in Higher Education</td>
</tr>
<tr>
<td>NZ</td>
<td>New Zealand</td>
</tr>
<tr>
<td>OBHE</td>
<td>Observatory on Borderless Higher Education</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization of Economic Cooperation and Development</td>
</tr>
<tr>
<td>Otago</td>
<td>University of Otago</td>
</tr>
<tr>
<td>Oxford</td>
<td>University of Oxford</td>
</tr>
<tr>
<td>PMI1</td>
<td>The Prime Minister’s Initiative for International Education 1</td>
</tr>
<tr>
<td>PMI2</td>
<td>The Prime Minister’s Initiative for International Education 2</td>
</tr>
<tr>
<td>QS</td>
<td>QS World University Ranking</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>PR</td>
<td>Permanent Resident</td>
</tr>
<tr>
<td>RTD</td>
<td>Research and Technological Development</td>
</tr>
<tr>
<td>SJU</td>
<td>Shanghai Jiaotong University</td>
</tr>
<tr>
<td>THES</td>
<td>Times Higher Education World University Rankings</td>
</tr>
<tr>
<td>UC</td>
<td>University of Canterbury</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organization</td>
</tr>
<tr>
<td>VET</td>
<td>Vocation education and training</td>
</tr>
<tr>
<td>Victoria</td>
<td>Victoria University of Wellington</td>
</tr>
<tr>
<td>WB</td>
<td>World Bank</td>
</tr>
<tr>
<td>WTO</td>
<td>World Trade Organization</td>
</tr>
</tbody>
</table>
List of Figures

Figure 1.3.14.1: Distribution of foreign students in tertiary education, by country of destination (2012) 43

Figure 1.4.1: Multilevel Conceptual Model 58

Figure 2.1.1: Multilevel Conceptual Model 78

Figure 2.2.1.1: First analytical level of the Multilevel Conceptual Model 81

Figure 2.2.1.8.1: Distribution of international and foreign students in tertiary education by country of origin in 2011 102

Figure 2.2.3.1: Second analytical level of the Multilevel Conceptual Model 109

Figure 2.2.5.1: Third analytical level of the Multilevel Conceptual Model 126

Figure 2.2.5.8.1: A concentric theory of political identities (on the left) and Relative strength of territorial identity circles 158

Figure 2.2.5.8.2: Measuring identity in relative proximity models 159

Figure 2.2.7.1: Fourth analytical level of the Multilevel Conceptual Model 165

Figure 4.2.1: The research ‘onion’ 239

Figure 5.1.1: First analytical level of the Multilevel Conceptual Model 273

Figure 5.5.1: Distribution of international and foreign students in tertiary education by country of origin in 2011 324

Figure 6.1.1: Second analytical level of the Multilevel Conceptual Model 358

Figure 6.3.1.1: Obstacles to mobility - International students at universities in New Zealand 372

Figure 6.3.1.2: Obstacles to mobility - International students at the University of Oxford 372

Figure 6.3.1.3: Obstacles to mobility - International students at the Charles University 372

Figure 6.4.1.1: The importance of the following factors in choosing New Zealand as a place to study 386
Figure 6.4.1.2: The importance of the following factors in choosing the UK as a place to study

Figure 6.4.1.3: The importance of the following factors in choosing the Czech Republic as a place to study

Figure 6.6.1: Expectations of international students from study/stay in New Zealand

Figure 6.6.2: Expectations of international students from study/stay in the UK

Figure 6.6.3: Expectations of international students from study/stay in Czech Republic

Figure 6.7.1.1: Risk and uncertainty – perceptions of international students in New Zealand

Figure 6.7.1.2: Risk and uncertainty – perceptions of international students in the UK

Figure 6.7.1.3: Risk and uncertainty – perceptions of international students in the Czech Republic

Figure 7.1.1: Third analytical level of the Multilevel Conceptual Model

Figure 7.4.6.2: A concentric theory of political identities (on the left) and Relative strength of territorial identity circles

Figure 7.4.6.3: Measuring identity in relative proximity models

Figure 7.4.7.1: Identity rankings of international students in the case of New Zealand (survey no. 4)

Figure 7.4.7.2: Identity rankings of international students in the case of New Zealand (survey no. 8)

Figure 7.4.7.3: Identity rankings of international students in the case of New Zealand (survey no. 10)

Figure 7.4.7.4: Identity rankings of international students in the case of the UK (survey no. 4)

Figure 7.4.7.5: Identity rankings of international students in the case of the UK (survey no. 8)

Figure 7.4.7.6: Identity rankings of international students in the case of the UK (survey no. 10)
Figure 7.4.7.7: Identity rankings of international students in the case of the Czech Republic (survey no. 4) 485
Figure 7.4.7.8: Identity rankings of international students in the case of the Czech Republic (survey no. 8) 485
Figure 7.4.7.9: Identity rankings of international students in the case of the Czech Republic (survey no. 10) 485

Figure 8.1.1: Fourth analytical level of the Multilevel Conceptual Model 495
Figure 8.6.1.1: Individual qualities in regards to employability - the case of NZ 537
Figure 8.6.1.2: Individual qualities in regards to employability - the case of the UK 538
Figure 8.6.1.3: Individual qualities in regards to employability - the case of the Czech Republic 538
Figure 8.6.1.4: Perceptions of mobility - the case of New Zealand 540
Figure 8.6.1.5: Perceptions of mobility - the case of the UK 540
Figure 8.6.1.6: Perceptions of mobility - the case of the Czech Republic 540
Figure 8.6.1.7: Ideal distance of the future work/study destination from home - the case of New Zealand 542
Figure 8.6.1.8: Ideal distance of the future work/study destination from home - the case of the UK 542
Figure 8.6.1.8: Ideal distance of the future work/study destination from home – the case of the Czech Republic 542

List of Tables

Table 2.2.1.3.1: Rationales of IoU - Four Categories of Rationales (1999) 88
Table 2.2.3.2.1: ‘Push and Pull’ factors of mobility according to different levels 111
Table 2.2.5.3.1: Seven new European typologies of migration 133
Table 2.2.5.3.2: Geographical typologies of migration 134
Table 2.2.5.7.1: Hypercultural competence 149
Table 2.3.1: Summary of the research interests of this thesis and approaches and concepts derived from reviewing the literature on ISM and IoU 190
Table 4.3.1: Methodology

Table 4.5.3.1.1: Response rates of international students

Table 5.2.3.1: Rationales of IoU – four categories of rationales (1999)

Table 5.3.1.1: Perceptions of international students on globalisation

Table 5.5.6.1: Students’ perceptions of ISM in society

Table 6.4.1.4: Students’ choices in regards to their study in New Zealand, the UK and in the Czech Republic: according to academic, economic, political and sociocultural motivations

Table 6.7.3.1: Risk and uncertainty versus serendipity - perceptions of international students

Table 6.8.1.1: Serendipity - perceptions of international students - response rates

Table 6.8.1.2: Serendipity – international students’ perceptions of serendipity

Table 7.3.1: Seven new European typologies of migration

Table 7.3.2: Geographical typologies of migration

Table 7.4.2.1: Tacit and explicit knowledge - five types of knowledge

Table 7.4.4.1: Hypercultural competence
“I was very willing to go to Paris, Vanko was attracted to Russia. We said goodbye in a Spanish port, and since then I lost his trail.”

Nikolai Smirnov
‘Land of the Sun’

Chapter 1
INTRODUCTION

THESIS TITLE

International student mobility and internationalisation of universities

The role of serendipity, risk and uncertainty in student mobility and the possible development of cosmopolitan mindset and identity through knowledge transfer and intercultural competence. Employability, students’ future mobility aspirations and the EU’s support of international student mobility

1.1 Introduction

Universities worldwide place great emphasis on international student mobility (ISM) as increasing numbers of students choose to study abroad. Students’ decisions to study abroad are shaped by an ever-changing kaleidoscope of motives and expectations; at the same time, student mobility and mobility in general are often triggered by serendipitous events. ISM is a dynamic element of migration and mobility with a growing student population prone to changes due to a variety of forces. The increased mobility of students has been enabled by several factors. First, at the macro-scale there are economic and cultural globalisation and the internationalisation of universities (IoU), which include: more affordable travel; the information technology (IT) revolution and the wider use of information communications technology (ICT); spread of the English language through media and throughout academia,
science and popular culture; the rise in the number of high school graduates and the rise of the middle class in developing economies; and nation-states’ neoliberal agendas in the context of knowledge based economies (KBEs). There is also the support of student and academic mobility by the European Union (EU), through the Erasmus exchange programmes, comparability of higher education qualification, the awards of the European Credit Transfer and Accumulation System and/or the Diploma Supplement (ECTS/DS) and the Bologna Process (Bologna) initiated by 29 European countries with European Commission being one of the signatory parts. Second, the factors on the meso-scale point to institutional initiatives, such as the IoU, the recruitment strategies of some universities and the adoption of English language curricula in countries where English is not the first language. Third, at the individual (micro) level there are causal factors influencing ISM, consisting of a variety of motivations and expectations in regards to study abroad\(^1\) which are often influenced by the demographics of students, socioeconomic status, personal relationships, the cost and length of degrees and/or by the geographical location of the host countries and education institutions. These influences characterise the ‘push and pull’ factors of student mobility.

1.2 Problem setting

Universities and the EU seem to pursue a neoliberal circuit in the context of KBEs for example through their efforts to perform well in the university ranking systems, to collect higher fees from international students and through Union’s efforts to support establishment of European citizenship and European labour market.\(^2\) ISM is on the agenda of the

---

internationalisation efforts of universities and the EU; at the same time, student mobility helps to facilitate EU and universities’ neoliberal agendas. The term neoliberalism has been used since the 1990’s to describe capitalism, global market-liberalism and free trade policies. However, it is “not simply an economic structure (...) it is a social and moral philosophy.”

Higher education is universally perceived as crucial to economic development, because “knowledge is treated as a raw material” and universities are capable of creating and transferring knowledge. Thus, universities enhance countries’ ability to compete in KBEs. On the other hand, universities are expected to fulfil an astonishingly wide range of often conflicting functions and roles, with the objective of creating “a high income, knowledge-based economy.” In New Zealand, for example, this led to the shift to a “new multi-layered conception” of universities serving different social, symbolic, economic and political functions. These translate to the rationales for IoU, where ISM can be considered as one of the tools of internationalisation; at the same time; student mobility is one of the drivers of IoU. Student mobility is influenced by a “cocktail” of ‘push and pull’ factors; for example by actors such as universities, national governments and the EU, which are often driven by their neoliberal agenda.

4 Wright and Rabo, "Introduction: Anthropologies of University Reform,” 2.
6 Wright and Rabo, "Introduction: Anthropologies of University Reform,” 2.
7 Ibid., 3.
9 Ibid., 19.
10 Ibid.
The question is how much neoliberal ideas influence the actions and thinking of international students when it comes to their motivations to study abroad. Improved employability is a motivation,\textsuperscript{12} which is characteristically neoliberal, because it seeks to maximise advantages in the labour market.\textsuperscript{13} This is in line with the existence of neoliberal mentality\textsuperscript{14} and with neoliberalism as social and moral philosophy.\textsuperscript{15} Apparently, neoliberal philosophy has an effect on the psychology of individuals (self-interest, consumerism, greed),\textsuperscript{16} with profound effect on people’s norms, values and personalities (outbursts of temper, jealousy, white lies, revenge etc.).\textsuperscript{17} Neoliberalism is blamed for causing the decline in social mobility. It has also delivered atomisation and loneliness, together with fear, frustration and psychiatric conditions such as self-harm, eating disorders, depression and personality disorders, performance anxiety and social phobia.\textsuperscript{18} Arguably then, neoliberalism has such a pervasive effect on psychology that it halts the influence of mirror neurons in human brains, affecting social interactions. Mirror neurons wire humans socially, helping to bond humans mentally and emotionally through the ability to create a certain distress resulting in empathy.\textsuperscript{19}

Interestingly, another cluster of motivations for study abroad refer to the expectations to

---


\textsuperscript{13} Treanor, “Neoliberalism: Origins, Theory, Definition”.


\textsuperscript{15} Treanor, ”Neoliberalism: Origins, Theory, Definition”.


\textsuperscript{18} George Monbiot, ”Sick of This Market-Driven World? You Should Be,” ibid., http://www.theguardian.com/commentisfree/2014/aug/03/neoliberalism-mental-health-rich-poverty-economy.(Accessed September 1, 2014).

\textsuperscript{19} Marco Iacoboni, Mirroring People: The New Science of How We Connect with Others (New York: Farrar, Strauss and Giroux, 2009), 4-5.
develop intercultural competencies and cosmopolitan mindset based on a sense of empathy towards other human beings.

1.3 Empirical literature

1.3.1 International Student Mobility - Definition

Internationally mobile students can be defined as “individuals who leave their country or territory of origin and travel to another for the purpose of studying there.”\(^{20}\) They “cross a national border to study or to undertake other study related activities, for at least a certain unit of a study programme or a certain period of time, in the country to which they move to.”\(^{21}\) Student mobility as used this thesis can be also broadly defined as “crossing country borders for the purpose of or in the context of tertiary education.”\(^{22}\) This thesis uses the term international student mobility captured by these definitions.

1.3.2 History of student mobility

The origins of student mobility date back centuries. Universities often cherished the circulation of students and academics, as it led to “productive intellectual cross-fertilisation,”\(^{23}\) for example the Danish travelling medieval student Erasmus of Rotterdam who studied in England. The Medieval period was followed by colonial patterns of

migrations, later by the ‘education for aid’ initiatives, and most recently (end of 1970s) there was a shift from aid to trade. ISM is now frequently discussed within the contexts of IoU and KBEs.

1.3.3 Mobility versus migration

In the past, the terms student ‘mobility’ and student ‘migration’ were used interchangeably. ‘Mobility’ is now used to refer to a shorter time-frame with a high probability of return; whereas, the term migration denotes relocation for at least one year. However, the term migration does not fit PhD studies for example, because many postgraduate students are expected to return home after their studies, but these take more than one year to complete. Furthermore, there are cases when mobility becomes migration. A term “international student circulation” has been recently introduced to the discourse of ISM and is supposed to capture both the inward and outward flow of students. In comparison to the ‘mobility’ versus ‘migration’ dichotomy, the term ‘circulation’ points to a different aspect of ISM; the direction of the mobility/migration flow rather than the length. Contemporary migration produces new forms of migration, where mobility plays continuous and multiple roles rather than just being

---

24 Mostly well-off students from the colonies travelled to France, the UK or the Netherlands to pursue their higher education and education in colonies was modelled on that of the coloniser countries.
25 More developed countries offering education in their institutions to students from developing countries as a part of their aid programme.
26 Move from technical and education assistance to recruitment of international students with the expectation of fiscal benefits.
27 King and Findlay, "International Student Mobility Literature Review.
a one-way move. This thesis will use the terms ‘student mobility’ or ISM instead of as student ‘circulation’ and ‘migration’ as ISM is a more comprehensive and flexible term.

1.3.4 International versus foreign students

There is an important distinction to be made between the terms ‘international’ and ‘foreign’ students. The former characterizes students who cross borders for the purpose of studying abroad, while the latter defines non-citizens at institutions outside their home country, but who have not necessarily crossed a border to study. Cross-border mobility and transnational mobility are terms which have recently entered the student mobility discourse; however, they seem not to add value to the definition of international student mobility. The definitions are further complicated by the legal or minority status of individuals (double nationalities, changes of citizenship, and foreigners since birth) or the ongoing migration of people over their lifetime.

1.3.5 Diploma and degree mobility

Student mobility can be also divided into three categories: “diploma, degree or programme mobility,” which means mobility for the whole programme of study; “credit mobility,” which is the term for mobility as a part of the programme (Erasmus type exchanges and

---

30 Murphy-Lejeune, Student Mobility and Narrative in Europe: The New Strangers, 2.
34 King et al., "International Student Mobility".
bilateral agreements between universities are the most common); and “voluntary mobility,”35 which is undertaken usually for a variety of personal reasons.36 Credit mobility denotes “going to another country [temporarily] to gain knowledge and experience in addition to what is learned at home. … [it] is undertaken in the course of study, and students return to the country of prior study in order to continue and complete their programme there.”37 To the contrary, diploma or degree mobility refers to students who “spend the whole study period, up to the award of a degree or other qualification, in the same country.”38 The ‘degree’ and ‘credit’ mobility are the most commonly used terms in the ISM discourse. In terms of ‘voluntary’ mobility,’ the literature identifies “international free movers”39 and “spontaneous student mobility,”40 which is the opposite of any “organised” student mobility.41 These are not usually arranged through any institutions but initiated by students themselves42 and they can encompass Erasmus type of exchanges, as well as, branch campuses abroad or cross-border programmes.43 Thus, diploma, degree or programme mobilities can be voluntary, unless students are enrolled in programmes with element of mandatory study abroad. In Europe currently the number of ‘free movers’ exceeds organized student mobility.44

35 Ibid.
36 Ibid.
37 Richters and Teichler, "Student Mobility Data: Current Methodological Issues and Future Prospects," 92.
38 Ibid.
39 King et al., "International Student Mobility".
40 Ibid.
42 Murphy-Lejeune, Student Mobility and Narrative in Europe: The New Strangers, 7.
1.3.6 Global flow of ISM

The global flow of students traditionally follows the South to North and North to North trajectory; although marginally, South to South flows also exist. Increasingly these mobility routes give way to the more individual paths of “educational shoppers.” There is a parallel rise in regional mobility known as “regional globalism,” which gained popularity for several reasons. For example: a) the global economic crisis has made long haul education less affordable; b) some religious beliefs and cultural practices distort the study destinations accordingly; c) the EU’s support of Erasmus type exchange programmes drives regional mobility in Europe, such as the growing interest in Scandinavian countries and in universities with English taught courses on the continent, such as the Charles University. On the other hand, UK students prefer long haul destinations such as the Anglophone US, Canada, Australia, New Zealand, Singapore, Hong Kong and South Africa but also countries in Latin America.

1.3.7 Mobility rates

The number of internationally mobile students has been historically persistent at 2 – 3 per cent of the total global student population. However, the actual headcount of student numbers has risen from about 0.8 million in 1975 to 3.7 million in 2009 over the past 40 years and this trend is expected to continue. Most of the international students are enrolled within the

---

49 Ibid., 47, 50.
50 Russell King, Allan Findlay, and Jill Ahrens, "International Student Mobility Literature Review," (2010).
51 Ibid., 17.
OECD area, the US being the largest receiver of foreign students (22% - 2008 data). In Europe it is the UK (12%), followed by Germany (10%), France (9%), Spain (2%), Belgium (2%), Italy (2%), Austria (1%), Sweden (1%) and the Netherlands (1%). Worldwide these European countries account for 40 per cent of students. Australia has 6 per cent of foreign students from the global share, making it fifth place behind France. In monetary terms, New Zealand’s earnings from the education export industry have risen from NZ$2.3 billion in 2007/2008 to NZ$2.7 billion in 2010/2011, which makes international education New Zealand’s fifth largest export industry. The UK’s total value of education and training export to the economy in 2008/9 was nearly £14.1 billion and it is expected to reach £21.5 billion in 2020 and £26.6 billion in 2025.

1.3.8 IoU and globalisation

ISM plays an important role in the IoU; at the same time, the IoU has an effect on ISM. The internationalisation of higher education can be defined as “a process of integrating an international, intercultural or global dimension into the purpose, functions, or delivery of postsecondary education.” The IoU is closely related to globalisation and the literature has been increasingly focusing on the link between the two phenomena, namely how the IoU as an agent of globalisation adopts the characteristics of globalisation. Definitions of globalisation are abundant. This thesis defines globalisation as “broad economic,

---

technological, and scientific trends that directly affect higher education and are largely inevitable in the contemporary world.\textsuperscript{57} Globalisation is also defined here as a “flow of technology, knowledge, economy, ideas, people and values.”\textsuperscript{58} Globalisation is characterised as a catalyst of flows and trends and internationalisation is seen as one of the active responses to globalisation.\textsuperscript{59} While globalisation has an effect on higher education, the IoU affects globalisation.\textsuperscript{60} Universities are believed to be “key agents of globalisation”\textsuperscript{61} and globalisation is often used interchangeably with neoliberalism.\textsuperscript{62}

1.3.9 Rationales for IoU

In order to understand institutional efforts to internationalise, it is important to study the rationales for internationalisation.\textsuperscript{63} Rationales can be classified as: political, economic, academic, sociocultural; however these terms are not mutually exclusive or absolute.\textsuperscript{64} Changes in the rationales for IoU are influenced by the change in needs for internationalisation over time and by their inherently unstable nature.\textsuperscript{65} For example, the academic and political rationales were dominant in the early stage of the IoU in 1980s, but

\textsuperscript{59} Ibid., 332.
\textsuperscript{60} Agarwal et al., "The Dynamics of International Student Circulation in a Global Context," 111.
\textsuperscript{62} Treanor, "Neoliberalism: Origins, Theory, Definition".
\textsuperscript{64} Knight, "Internationalisation of Higher Education: A Conceptual Framework," 9-12.
have been overtaken by economic rationales most recently. The same is true for ISM, as the nature of study exchanges has shifted from aid to trade.

1.3.10 Internationalisation at Home and Internationalisation Abroad

The IoU can be divided into two interdependent parts: internationalisation at home (IaH) and internationalisation abroad (IA). IaH refers to the campus-based approaches of internationalisation, such as the: “international, intercultural and global dimension in the teaching, learning, process and research; extracurricular activities, relationships with local cultural and ethnic community groups, and the integration of foreign students and scholars into campus life and activities.” IA or cross-border education concerns the mobility of “people, programs, providers, policies, knowledge, ideas, projects and services.” This thesis investigates both concepts through the perceptions of international students, university employees and stakeholders active in the process of internationalisation.

There are many ways to internationalise; at the same time, internationalisation is perceived as a means, which can take various forms, rather than an end. While ‘global education’ as such

69 Ibid.
Bernd Wächter - director - ACA, interview by Gabriel Weibl2010.
Huib de Jong and Hanneke Teekens, "The Case of the University of Twente: Internationalisation as Education Policy," ibid.: 2, 5.
does not exist, some scholars believe internationalisation creates a sense of it.\textsuperscript{71} Ben Wildavsky uses the term “globalisation of universities”\textsuperscript{72} instead of the ‘internationalisation’ of universities without any explanation. Likewise, Roberta Katz, former Stanford University Vice President for Strategic Planning uses the term ‘global university’ over ‘international’ because of its philosophical implication, which in her view recognizes the existence of the global network of universities and of their global perspective.\textsuperscript{73} In contrast the term ‘international’ suggests a self-centred vision: the university (Stanford in her case) sees itself and its own country (the US) as the “hub of the wheel.”\textsuperscript{74} Commenting on the offshore/satellite campuses, John Sexton, the President of the New York University, also described his institution as a “global network university.”\textsuperscript{75} Nevertheless, other scholars prefer the term ‘international education,’ reflecting the considerable influence states retain over higher education. For example, Mark Olssen points to the influence nation-states have on the shaping of education policies and over the nature of globalisation.\textsuperscript{76} According to Andy Green, education (including tertiary level) has a key role in nation-building, in serving the national ends and in the shaping of national identities.\textsuperscript{77} Similarly, Hanneke Teekens argues that the international character of higher education is a better descriptor than global, when debating the appropriateness of the term.\textsuperscript{78} Both the international and global character


\textsuperscript{72} Wildavsky, \textit{The Great Brain Race: How Global Universities Are Reshaping the World}, 4.

\textsuperscript{73} Ibid., 32.

\textsuperscript{74} Ibid.

\textsuperscript{75} Ibid., 43-44.


\textsuperscript{78} Hanneke Teekens - Director of Communication - Nuffic, interview by Gabriel Weibl 2012.
of universities is often highlighted when recruiting for enrolment both domestically and abroad.

1.3.11 University ranking

Similarly, international branding and universities’ profiles for recruitment are enhanced by citing the global ranking systems where these are favourable. While the credibility of the ranking systems is contested, mainly because of their criteria, these rankings are increasingly in demand by students, employers, governments, the general public and by the higher educational institutions themselves. This has led the EU to establishing the U-Multirank, which takes into account other aspects of output. The most well-known world ranking systems are the Times Higher Education World University Rankings (THES), the Shanghai Jiaotong University (SJU) and the QS World University Ranking (QS). They have recently reconsidered their assessment criteria and improved their methodology. For example, the QS also ranks universities according to the employability of their graduates and the THES’s 2012/13 report considers the entire core missions of higher education institutions. It consists of five broad performance categories: teaching, research and citations, all of which are worth 30 per cent of the overall ranking, and of international outlook (staff, students and research)

---


83 Kevin J. Downing - UUM's Strategic Approaches To Be Among The Top 10 Universities by 2025 Dr. "Road to Qs World University Rankings." http://www.youtube.com/watch?v=Pv9h-Asdmjw.(Accessed March 23, 2014).
worth 7.5 per cent and of industry income (innovation) worth 2.5 per cent. The ranking improves where international students are hosted.

1.3.12 The EU’s support of ISM

Turning to the EU’s support of ISM and its role in the IoU, since 1980, student mobility in Europe has been strongly promoted by the European Commission (EC) through its Erasmus type student exchange programmes, assisted by the Bologna Process (due to EC being a signatory to the Bologna) and the ECTS/DS. The EU is also in the process of creating a European Higher Education Area (EHEA) and the European Research Area (ERA), with EC’s support of the Bologna and the ECTS/DS; hence, the EU’s involvement in the IoU and the perception of ISM as a tool of internationalisation. Within the EU, education is to be found under the cluster of ‘Education, training and youth’ initiatives; however, education policies are made by individual Member States (MSs). Together with the Union Member States share good practice and set joint goals. The MSs and other countries which participate in student exchange programmes work together on the basis of an Open Method of Cooperation (OMC), which enables flexibility and mutual learning; at the same time, it could hinder the implementation or lead to different interpretations of agreed educational policies. ‘Education, training and youth’ is underpinned by articles 165 and 166 of the ‘Treaty on functioning of the European Union,’ in which the EU acknowledges its supporting and

---

supplementing role for teaching content, administration of education systems, including support of the cultural and linguistic diversity to the MSs. The articles are explicit about the EU acting in a way which excludes any “harmonisation of the laws and regulations of the Member States.”

Article 165 describes the Union’s complementary role in education in terms of added value. The aims of the Union which are listed after the competences express the internationalisation dimension of education; the focus is on language teaching, student and teacher mobility, academic degree recognition, educational cooperation, information and experience exchange, youth and instructor exchanges, and the development of distance education. Furthermore, the article sets the Union and the MSs to “foster cooperation with third countries.” Thus the EU can be seen as a driver of internationalisation. In article 166 the Union refers to the vocational training policy, with the same supplementary competences to the MSs as it does in article 165. The EU’s aims are again in line with efforts to internationalise the sector and the

---

89 2. Union action shall be aimed at:
   — developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States,
   — encouraging mobility of students and teachers, by encouraging inter alia, the academic recognition of diplomas and periods of study,
   — promoting cooperation between educational establishments,
   — developing exchanges of information and experience on issues common to the education systems of the Member States,
   — encouraging the development of youth exchanges and of exchanges of socio educational instructors, and encouraging the participation of young people in democratic life in Europe,
   — encouraging the development of distance education,
   — developing the European dimension in sport, by promoting fairness and openness in sporting competitions and cooperation between bodies responsible for sports, and by protecting the physical and moral integrity of sportsmen and sportswomen, especially the youngest sportsmen and sportswomen.
90 Ibid., (December 3, 2009).
goal is to bridge the education, industry and labour market. In article 167 the Union reinstates its complementary function and proclaims to foster cultural cooperation with third countries, to “respect and to promote the diversity of its cultures,” and to enhance the spread of the knowledge, culture and history of Europeans. These aims correspond with the academic, political and sociocultural rationales for the IoU.

The EU’s mobility targets for youth (16-29) stand at 30 per cent by 2015 and at least 50 per cent in 2020, which translate to 1,800,000 for 2015 and 2,900,000 in 2020. The target is based on the following division: 6 per cent of university students, 3.5 per cent of VET trainees, 0.45 per cent of secondary students and just over 1 per cent in a mobility-based voluntary action. It would mean 900,000 mobile university students by 2015 and 1,400,000 by 2020. Despite the various exchange programmes on offer, the numbers of mobile individuals are lower than the targets set by the Union. In general, Europe still lacks mobility, especially of the workforce. Only 18 per cent of Europeans left their region, 4 per cent have moved to another MS and only 3 per cent reside outside the Union. Even though most

---

91 “1. The Union shall implement a vocational training policy which shall support and supplement the action of the Member States, while fully respecting the responsibility of the Member States for the content and organisation of vocational training.

2. Union action shall aim to:
— facilitate adaptation to industrial changes, in particular through vocational training and retraining,
— improve initial and continuing vocational training in order to facilitate vocational integration and reintegration into the labour market,
— facilitate access to vocational training and encourage mobility of instructors and trainees and particularly young people,
— stimulate cooperation on training between educational or training establishments and firms,
— develop exchanges of information and experience on issues common to the training systems of the Member States.

3. The Union and the Member States shall foster cooperation with third countries and the competent international organisations in the sphere of vocational training.


92 Ibid., (December 3, 2009).

93 Ibid., (December 3, 2009).

Europeans highly regard geographical mobility, almost 70 per cent of them have no intention to move.\textsuperscript{95} At the time of writing, most of the mobility is taking place in the new MSs and amongst the educated members of the younger generation. At the same time there is an increasing trend towards international student mobility as the share of students coming to Europe from outside is growing.\textsuperscript{96}

1.3.13 KBEs, Knowledge triangle and the fifth freedom

The EU’s engagement in the education sphere is driven by aims to create the so-called ‘fifth freedom,’\textsuperscript{97} the freedom of knowledge, which would facilitate the mobility of young people, researchers, entrepreneurs and volunteers.\textsuperscript{98} It is based on the idea of the knowledge triangle (education, research and innovation), with a greater role for ISM,\textsuperscript{99} which supports elements of the EU’s Lisbon Strategy.\textsuperscript{100} The Union declared 2009 the European Year of Creativity and Innovation.\textsuperscript{101} Accordingly, international students are perceived as the future highly

\textsuperscript{95} Tom Vandenbrande et al., "Mobility in Europe - Analysis of the 2005 Eurobarometer Survey on Geographical and Labour Market Mobility," (European Foundation for the Improvement of Living and Working Conditions, 2005).

\textsuperscript{96} “Report Of The High Level Expert Forum On Mobility: Making learning mobility an opportunity for all,” EU – Gateway to the European Union, (January 11, 2010).

\textsuperscript{97} Mobility is a fundamental element for the establishment of the fifth freedom, or the “world-class knowledge infrastructure,” otherwise benefits of the free circulation of people, knowledge and technology will not transfer to students, teachers, researchers, institutions and enterprise.


\textsuperscript{99} ISM is characteristic of diversity, which is believed to spark creativity and lead to innovation.


skilled and mobile labour force to be issued with Europass documents.\(^{102}\) In a context of
globalisation and sustainable development, the EU sees education and training as pivotal to
economic and social change.\(^{103}\) European cooperation in education and training focusses on
four main goals to be achieved by 2020.\(^{104}\) As the communication states, mobility is essential
for lifelong learning and for building individuals’ “employability and adaptability.”\(^{105}\) The
new Europe 2020 framework aims to achieve a genuine European Knowledge Area, where
growth is based on education, knowledge and innovation; thus the knowledge triangle
remains an EU concept.\(^{106}\) The EU’s education and training strategy also promotes equity,
social cohesion and active citizenship, which correspond with the basic function of an
educational institution to serve society.\(^{107}\)

\(^{102}\) Include: Europass CV, Europass Language Passport and Europass Mobility (holds information on time spent abroad).

\(^{103}\) European Commission, “2008 Joint Progress Report of the Council and the Commission on the
Implementation of the ‘Education and Training 2010’ Work Programme - ‘Delivering Lifelong Learning for

\(^{104}\) 1) making lifelong learning and (learner) mobility a reality; 2) improvement of the quality and efficiency of
education and training (provision and outcomes); 3) promotion of equity (social cohesion) and active
citizenship; and 4) enhancement of creativity and innovation, including entrepreneurship at all levels of
education and training - the words in the brackets represent the words omitted in the online version).

“European strategy and co-operation in education and training – European Commission: Education and
Training,” EUROPA – Gateway to the European Union, http://ec.europa.eu/education/lifelong-learning-
policy/doc28_en.htm (January 7, 2010).

European Economic And Social Committee And The Committee Of The Regions - An updated strategic
framework for European cooperation in education and training,” EUROPA – Gateway to the European Union,

COM(2006) 208 final: Communication From The Commission To The Council And The European
Parliament - Delivering on the Modernisation Agenda for Universities:
Education, Research and Innovation,” LERU – League of European Research Universities, (January 5, 2010).
Jane Knight, “Internationalisation of higher education: a conceptual framework,” in Internationalisation of
higher education in Asia Pacific countries, 8.
1.3.14 EU and New Zealand

Europe is one of the most significant study destinations for New Zealand students and New Zealand receives around 2% of global internationally mobile students annually (Figure 1.3.14.1 Distribution of foreign students in tertiary education, by country of destination (2012) – Percentage of foreign tertiary students reported to the OECD who are enrolled in each country destination). Europe is the source of around 10 percent of New Zealand’s international students and the number of European students coming to New Zealand is increasing. After Australia the EU, is New Zealand’s second most significant partner; tourism is the country’s largest export industry with one fifth of visitors arriving from Europe and the exports of goods and services to the EU in 2008 accounted for €2.9bn and €1.9 respectively. EU – New Zealand relations are based on common and comprehensive goals in the global and regional arena (South Pacific). The participants also aim for more innovation, productivity and competitiveness through the development of shared knowledge.


and mutual inter-cultural understanding.\textsuperscript{112} Moreover, the Joint Declaration particularly refers to New Zealand Universities under the “Education and professional exchanges”\textsuperscript{113} banner.

Figure 1.3.14.1: Distribution of foreign students in tertiary education, by country of destination (2012) – Percentage of foreign tertiary students reported to the OECD who are enrolled in each country destination.

Adopted from Education at a Glance.\textsuperscript{114}

New Zealand’s alignment with the Bologna and the ECTS/DS through the Lisbon Convention began in 2008. This alignment helps to enhance the competitiveness of New Zealand’s higher education and contributes to cooperation between higher education institutions. The Bologna partnership enables wider recognition of national qualifications (European Qualification Framework); ensures the comparability and quality of education degrees and enables a greater transparency of the qualification systems of the Bologna

\textsuperscript{112} “The Joint Declaration is structured as following: Common goals; The existing basis for cooperation; High level contacts; Global and regional security, counter-terrorism and human rights; Movement of people; Development cooperation; Trade and economic cooperation; Science, technology and innovation; Education and professional exchanges; Environment and Climate Change; Fisheries; Transport; and People-to-people links and outreach activities,” “The European Union and New Zealand Joint Declaration on Relations and Cooperation,” EUROP\textsuperscript{A} – Gateway to the European Union, September 21, 2009).

\textsuperscript{113} Ibid., (September 21, 2009).

signatory countries. The base of EU - New Zealand cooperation is the Union’s involvement with industrialised nations such as the US, Canada, Australia, Japan and South Korea, with the goal to enhance the quality of higher education and vocational training, and the promotion of intercultural understanding.\textsuperscript{115} Study exchanges fall under the Erasmus Mundus programmes (and numerous bi-lateral agreements). There were seven Erasmus Mundus participants from New Zealand in the academic year 2009/10 from a total of 21 students since 2004 and a total of 10 scholars have visited Europe under the Erasmus Mundus scheme from New Zealand since 2004.\textsuperscript{116} The author of this thesis was a participant of the Erasmus Mundus programme as an outgoing New Zealand student and spent one academic year (2013) at the Charles University in Prague.

The New Zealand export industry is linked with policies and programmes of the Ministry of Foreign Affairs and Trade and because of its importance to this country, for which, internationalisation is crucial.\textsuperscript{117} Important cooperation related to education between the EU and New Zealand exists in science, technology and innovation, which is currently based on the Seventh Framework Programme for Research and Development (FP7)\textsuperscript{118} connecting the European Commission and the New Zealand Ministry of Research, Science and

\textsuperscript{117} Jane Knight, “Internationalisation of higher education: a conceptual framework,” in \textit{Internationalisation of higher education in Asia Pacific countries}, 125, 127.
\textsuperscript{118} “What is Framework Programme 7?” FRENZ, \url{http://www.frenz.org.nz/framework_whatis.html} (November 1, 2009).
Technology. Finally, a distinct part of EU – New Zealand relations and the New Zealand universities concerns the “Movement of people” and “People-to-people links and outreach activities.” They include initiatives, such as the working holiday schemes, currently enjoyed by 15 European countries, with another 11 under negotiation; the annual European Union Journalist Award offering travel and study opportunity for New Zealand journalists; the placement and exchange of EU officials (EC and EP) within New Zealand, as well as of graduate students through the European Union Centres Network (EUCN) in New Zealand into various internship positions. Both parties recognize the great future potential of these schemes. Most recently, an umbrella organisation of Education New Zealand started to concentrate the information and work in regards to the New Zealand export education sector. In the context of internationalisation, the EU and New Zealand have proved to be mutually attractive partners. The Union proclaims its interest in maintaining and broadening its cooperation with New Zealand, as diversification matters equally to both the EU and New Zealand. The New Zealand Vice-Chancellors’ Committee is accountable for the promotion, representation, development and coordination of New Zealand universities’ interuniversity policies. Universities construct their own International Strategies as an addition to New Zealand’s Internationalisation strategy issued by the Ministry of Education.

120 “The European Union and New Zealand Joint Declaration on Relations and Cooperation,” EUROPA – Gateway to the European Union, (September 21, 2009).
121 Ibid., (September 21, 2009).
1.3.15 ‘Push and pull’ factors of mobility

The motivations and expectations of international students in regards to their study abroad are influenced by a “cocktail” of ‘push and pull’ factors of mobility. This concept helps to examine the factors influencing students’ preferences and decisions about their study destinations, which act simultaneously across different levels (global, European, national and local). Consequently, the “cocktail [...] of migration factors,” consists of a mixture of educational, leisure, travel and experiential goals of individuals. These can be classified according to academic, economic, political and sociocultural rationales, just like the motivations for IoU. At the same time, there are various barriers to mobility, which can also be academic (qualification recognition), economic (cost of study), political (visa issues) and sociocultural (general fear of the unknown). Furthermore, student mobility can be the consequence of a “sequence of events,” and/or an ideal timing of events, which points to

127 King, "Towards a New Map of European Migration," 95.
130 King, “Towards a New Map of European Migration,” 95.
133 Carlson, "Just a Matter of Choice? Student Mobility as a Social and Biographical Process".
the role of serendipity in mobility. Serendipity refers to “making discoveries by accidents and sagacity while travelling”\textsuperscript{135} but in the mobility context it characterises a myriad of events or a single incident, either planned or unplanned, which may trigger a “mobility episode.”\textsuperscript{136} A piece of good luck, “serendipity or chance”\textsuperscript{137} as factors of mobility and migration are scarcely addressed in literature on ISM, which makes this thesis a unique contribution to the field. The idea of serendipity can be connected to the concepts of risk and uncertainty in regards to mobility, because serendipity refers to the unknown. The difference between risk and uncertainty is that uncertainty is a uniformed risk and mobility is more disposed to uncertainty than risk.\textsuperscript{138} However, the perceptions of risk and uncertainty can be diminished by increased knowledge, often derived from experiences of mobility.\textsuperscript{139} When looking at individual motivations to study abroad, the focus is on students’ intercultural competence, acquisition and sharing of knowledge, and development of their identities; as well as, on the forming of their cosmopolitan mindset, future mobility aspirations and employability.

1.3.16 Intercultural competence

One of the principal motivations for study abroad which can be classified as a sociocultural rationale is to develop and/or enhance students’ intercultural competence. This can be characterised as “a long-term change of a person’s knowledge (cognition), attitudes (emotions), and skills (behaviour) to enable positive and effective interaction with members

\textsuperscript{136} Louise Ackers and Bryony Gill, eds., Moving People and Knowledge: Scientific Mobility in an Enlarging European Union (Cheltenham, UK; Northampton, MA: Edward Elgar Pub, 2008), 59.
\textsuperscript{137} Ibid.
of other cultures both abroad and at home.”

Intercultural competence accounts for “foreign language skills and/or knowledge about the political, social, and economic development of countries/regions.”

It can also be defined as “the development of understanding, respect and empathy for people with different national, cultural, social, religious, and ethnical origins.”

Intercultural competence is a characteristic that an individual possesses which facilitates competent intercultural interaction. It is pivotal for the acquisition and transfer of knowledge, especially in the context of ISM, because it helps to facilitate communication in a multicultural setting.

1.3.17 Acquisition and transfer of knowledge and skills

Acquisition and transfer of knowledge can be perceived mostly as academic and economic rationales for study abroad. Knowledge can be defined as: facts, information, and skills acquired through experience or education; and as the theoretical or practical understanding of a subject. Skill is the ability to do something well, it is also expertise in practiced ability (facility in action or in doing or to do something). There are two main types of knowledge: tacit and explicit knowledge; the latter is formulated in written words, mathematics or maps and the former is unformulated and describes “the act of doing.”

It is the tacit knowledge and soft skills which are highly valued in the context of KBEs, because, tacit

---


142 Ibid.


The Tacit Dimension, 23.
knowledge is “the dominant principle of all knowledge.” However, “knowledge in itself is of limited value,” as it is “place- and/or culture-specific” and subject of social (class) recognition. Therefore, “what matters is how that knowledge is collected, transferred and applied,” which highlights the importance of intercultural competence, because the actual transfer of knowledge is usually on a modest scale. International students are believed to have the potential to transfer knowledge and skills; although, the intercultural competence in this regard has to be “somehow schooled,” ideally including self-reflective practices.

1.3.18 Development of students’ identities

Acquisition of skills and knowledge including development of intercultural competencies shape students’ identities, because they are social constructs. They are most vocal in connection with ISM in regards to the creation of European identity and enhancement of European citizenship. This is in the context of “production” of multilingual and mobile

---

146 The Study of Man, 13.
148 Ibid., 37.
149 Allan Williams, 2014.
150 Williams and Baláž, International Migration and Knowledge, 1.
151 Ibid., xi.
152 Ibid., 45.
153 King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour," 233.
154 Nuffic, "Internationalisation of Universities and International Student Mobility."
156 Mol, "Intra-European Student Mobility and European Identity: A Successful Marriage?"
158 Emmanuel Sigalas, "Cross-Border Mobility and European Identity: The Effectiveness of Intergroup Contact During the Erasmus Year Abroad," European Union Politics 11, no. 2 (2010).
graduates, capable of supporting European integration." Similarly, at the institutional level there are calls for education for global citizenship and globally competent individuals, which are often based on cosmopolitan ideas. However, study of identities in the context of ISM is challenging, because international students are constantly renegotiating their identities, and they can have an “extremely powerful emotional dimension.”

1.3.19 Forming of cosmopolitan mindsets

The cosmopolitan mindset determines global citizenship and it is expected to be one of the outcomes of study abroad characterised mostly as a sociocultural rationale. It is closely related to the development of intercultural competence through empathy, because empathy accounts for one of the most important intercultural skills. Teaching the universal values of global citizenship together with the development of intercultural competence should be central to education in the contemporary multicultural world. Furthermore, cosmopolitanism informs debate on transnationalism, multiculturalism and identity politics. There are several streams of cosmopolitanism, such as: moral/philosophical,


Citizens of Europe? The Emergence of a Mass European Identity (Basingstoke: Palgrave Macmillan, 2005).


Ibid.

cultural, political, economic and banal or rooted cosmopolitanism. Here students’ cosmopolitan mindset depicts mostly moral and cultural cosmopolitanism. Moral cosmopolitanism is interested in the connections and relations between human beings and in the promotion of basic human rights; while, cultural cosmopolitanism argues for openness toward differences and values the ability to make “one’s way into other culture.” In this vein, this thesis adopts the following definitions of cosmopolitanism and global citizenship: it is a “moral egalitarianism and reciprocal recognition of the equal moral respect of every person;” it is about cultivating intercultural competencies so that an individual is able to deal with ethical frameworks different from one’s own; it is also a “moral assumption that we have an obligation and responsibilities to other people” and it is a loyalty not to locality but to relationships which are both local and global.

1.3.20 Empathy

Empathy is an intercultural competence and the most critical emotional competence, which stimulates diversity and facilitates understanding of others. It is synonymous to the human

164 Hannerz, "Two Faces of Cosmopolitanism: Culture and Politics". (June 5, 2013).
169 Hannerz, "Two Faces of Cosmopolitanism: Culture and Politics". (June 5, 2013).
capacity to think what it might be to be in someone else’s shoes.\textsuperscript{169} Empathy is the ability to understand and share the feelings of others and to make “one’s way into other cultures,”\textsuperscript{170} through channelling people’s empathic sociability.\textsuperscript{171} It resides in mirror neurons,\textsuperscript{172} which are the “foundation of empathy and possibly of morality.”\textsuperscript{173}

Empathy is the base for ancient moral principles, such as: ‘love your neighbour as yourself,’ or ‘do unto others as you would have them do unto you.’ These capture the moral values of justice that are based on the premise that “we should regard all human beings as our fellow citizen and neighbours,”\textsuperscript{174} which proclaims egalitarianism and reciprocity considered to be the “cosmopolitan virtue”\textsuperscript{175} vis-à-vis the cosmopolitan mindset in this case. Such a cosmopolitan mindset captures the Aristotelian and Chinese philosophical traditions of self-actualization and self-reflection.\textsuperscript{176} Finally, cosmopolitan virtue refers to the human capacity to be good, and to continuously ‘becoming good’ through discipline and study.\textsuperscript{177} This ideal is put to the test, when it comes to employability and competition for employment respectively, as was outlined earlier suggested in this thesis. Put simply: international student experiences epitomise the clash of cosmopolitanism with neoliberalism.

\textsuperscript{170} Hannerz, “Two Faces of Cosmopolitanism: Culture and Politics” (June 5, 2013).
\textsuperscript{172} Iacoboni, Mirroring People: The New Science of How We Connect with Others, 4.
\textsuperscript{173} Ibid., 5, 271.
\textsuperscript{176} Ibid.
\textsuperscript{177} Ibid.
1.3.21 Employability and future mobility aspirations

This dichotomy is evident through the question of employment, which is one of students’
expectations in regards to study abroad. It concerns matters such as increasing youth
unemployment (‘lost generation’);\textsuperscript{178} the need of highly skilled mobile workers; growing
generation gap and democratic fatigue;\textsuperscript{179} diminishing social cohesion and increased
competition for university admission;\textsuperscript{180} issues of immigration and student visa restrictions;\textsuperscript{181}
the need for soft skills for employment, including empathy and emotional intelligence,\textsuperscript{182}
which refers to the cosmopolitan mindset versus graduates’ incompetency when it comes to
their employability.\textsuperscript{183} The question of students’ employment relates to their future mobility
aspirations, because ISM tends to lead to professional mobility, which is perhaps one of the
ways to increase one’s employability. Therefore, ISM can be considered a precursor to
forthcoming challenges of global job markets; as well as negotiations of individuals’
identities, virtues and values in the increasingly interconnected and multicultural world. It is
because international students arguably have greater exposure to diversity (cultural, ethnic,
religious, social etc.) and have experiences surrounding mobility (departure from home
countries, integration into host society, re-integration into a home societies etc.). The
challenge to cosmopolitan mindsets in the contemporary world are the huge influences of

\textsuperscript{178} EuroObserver, “No Jobs for Europe's Brightest Graduates,” ed. Méabh Mc Mahon (YouTube, 21 October
\textsuperscript{179} Valentina Pop, “Eu Leaders Pledge €2bn Extra for Youth Scheme,” \textit{EuroObserver} (4 July 2013),
\textsuperscript{180} EuroObserver, “No Jobs for Europe's Brightest Graduates.”
March 24, 2014).
\textsuperscript{182} Goleman, \textit{Working with Emotional Intelligence}, 58, 136-38.
\textsuperscript{183} Ashoka, “Two Sides of the Same Coin: The Employment Crisis and the Education Crisis,” \textit{Forbes} (3 April
economic (neoliberal), political and religious systems, including the media, which seem to counter the empathy determined by humans’ neurobiological links based on mirror neurons.184

1.4 Objectives and research questions

The phenomenon of ISM in the context of the IoU is conceptually challenging. It is studied by various disciplines, resulting in a vast pool of concepts and theories employed to explain this phenomena. Empirical research on ISM transcends the borders of academic fields, which define the multidisciplinary character of this thesis. The majority of research on ISM concerns the motivations and experiences of students in their study abroad. This is echoed by this thesis in the cases of eight universities in New Zealand, and two universities in the EU, the University of Oxford and at the Charles University in Prague, Czech Republic. There are few interdisciplinary studies with a focus on the role of long term experiences and the self-perceptions of international students abroad, including their future mobility aspirations, either in terms of study or employment.185 This thesis addresses these research deficits by amplifying students’ voices.186 There are also few accounts on the role of serendipity, chance or good luck in the literature on migration and mobility; therefore, this study assesses the role

184 Iacoboni, Mirroring People: The New Science of How We Connect with Others, 271.
of serendipity in student mobility. While there is a body of literature on intercultural competence, it is limited in terms of its conjunction with the acquisition and transfer of knowledge and the shaping of personal identities in the context of cosmopolitan identity. Therefore, this study is interested in the forming of students’ identities and cosmopolitan mindsets through experiences abroad, including the development of students’ intercultural competencies, in particular empathy, and learning (knowledge acquisition, sharing and transfer). There is an abundance of work on the IoU; however, this research offers a unique insight into the self-perception of international students, universities and the EU on their role in the IoU in regards to ISM. Finally, this thesis makes a distinct contribution to the literature on the IoU and ISM is in its comparative, interdisciplinary, longitudinal and qualitative approach.
This thesis asks the following four main questions and sets out the subsequent four hypotheses:

**Research questions:**

1. What rationales in the internationalisation of universities underline their support of international student mobility? (Case studies of eight New Zealand universities, the University of Oxford and the Charles University).

2. What is the role of the European Union in the internationalisation of higher education, within and outside the Union, and in regards to student mobility? (Case studies of eight New Zealand universities, the University of Oxford and the Charles University).

3. What are the motivations, expectations and experiences of international students in regards to their study abroad? (Case studies of eight New Zealand universities, the University of Oxford and the Charles University).

4. What is the role of serendipity in international student mobility? (Case studies of eight New Zealand universities, the University of Oxford and the Charles University).

**Hypothesis:**

1. Economic and sociocultural rationales will play a major role in the internationalisation of higher education in support of international student mobility.

2. The EU’s role in the IoU in regards to ISM will be perceived positively.

3. While the motivations and experiences of international students to participate in study abroad will differ for example due to their age, social class, ethnicity, gender, religious affiliation, sexual orientation, type and length of study, geographical location of home and host countries and universities; regardless of these, there will be similarities and commonalities in students’ stories.

4. Serendipity will play a role in international student mobility.
This thesis will approach the phenomena of ISM and the IoU through a multilevel analytical model of interrelated and interconnected concepts derived from different fields of study on student mobility and internationalisation (Figure 1.4.1). This model was developed to address the research aims of this thesis. It bridges the various ISM concepts, which create multifaceted elements of this model. In the first two parts of the model this thesis contextualizes IoU; thus, it is mainly dedicated to the first and second research questions. The second two levels of the conceptual model are based on the third and fourth research questions as they focus on students’ motivations, expectations and experiences in regards to their study abroad, on the role of serendipity in mobility. Students’ employability, future mobility aspirations, the development of their identities, acquisition and transfer of knowledge, intercultural competencies and the forming of their cosmopolitan mindsets are also examined.
Figure 1.4.1: Multilevel Conceptual Model
1.5 Theoretical framework

This thesis uses a multilevelled analytical model, using a three-levelled theoretical approach to study ISM and the IoU. The theoretical framework consists of three approaches. On the macro level it is the theory of social capital, on the meso level it is Europeanisation and on the micro level it is the theory of ‘do-it-yourself biographies.’ The theory of social capital encompasses and complements several conceptual frameworks employed in the multilevel model, as it relates to the fourfold analytical lens of academic, economic, political and sociocultural categorisation. This is adopted from the four main rationales for the IoU. Similarly, the theory of Europeanisation can take on economic, political and sociocultural character as can the theory of ‘do-it-yourself biography,’ which focuses on individual students’ stories. Currently, there is no all-encompassing theory to capture the phenomenon of ISM and the IoU.187 There are increasing calls for an “interdisciplinary”188 approach to research ISM in the context of the IoU.

1.5.1 Social capital

The theory of social capital with its focus on social class in conjunction with education makes it highly applicable to this thesis. It is relevant to connect the theory of social capital with the theory of Europeanisation at the meso level, capturing the process of the IoU; as well as, with the theory of the ‘do-it-yourself biography’ at the micro level. The focus of social capital theory is on the reproduction of social structures through education with the consequent

effect on culture, race and ethnicity.\(^{189}\) There are three fundamental forms of capital: economic capital, cultural and social capital, which can transform into one another;\(^ {190}\) however, all forms of capital derive from economic capital.\(^ {191}\) The three forms of capital are linked to the fourfold analytical lens of this thesis: academic, economic, political and sociocultural rationales, which are applied to each of its themes from the plethora of motivating factors to study abroad, through rationales for the IoU to, for example, the acquisition and transfer of knowledge and the shaping of students’ cosmopolitan mindsets.

Accordingly, economic capital accounts for expectations of a higher income as a result of tertiary education, better employment opportunities resulting from international experience and/or from obtaining a foreign university degree.\(^ {192}\) These capture some of the motivations and expectations for students’ decisions to study abroad, mostly those of an academic or economic nature. Sociocultural motivation characterises mostly accumulation of social and cultural capital. Social capital in the context of this thesis can consist of: being a member of an affluent class or school; connection to political parties; social connections; social networks and access they provide to other networks and people.\(^ {193}\) The volume of social capital depends on the magnitude of individuals’ connections, their quality and ability to be

---


\(^{193}\) Bourdieu, “The Forms of Capital,” 176-77.

mobilized, which is mostly in the form of a purposive action. Social capital helps the negotiation of students’ identities and their geographical, cultural and socio-political boundaries. Cultural capital comprises forms of educational qualification; intercultural awareness; inherited cultural competencies; acquired skills and knowledge; language abilities and the willingness to learn other languages. The theme of cultural capital is central to the research interests of this thesis which examine students’ intercultural competence, cultural empathy and the shaping of their cosmopolitan mindsets, which are achieved through personal cost and effort. Human capital depends on previously invested cultural capital and its conversion into economic or social capital depends on inherited social capital. It includes knowledge and skills gathered via formal and informal learning, while social capital facilitates the use of such skills, for example the choice of a university based on the ranking system.

Cultural capital is accompanied by the concept of habitus, which can be understood as the character, way of thinking, and the perceptions and responses of an individual to societal structures and social fields, such as family, class, art and education. It is also a “system

---

196 Ibid., 36.
197 Varghese, "Globalization of Higher Education and Cross-Border Student Mobility" 36.
201 Varghese, "Globalization of Higher Education and Cross-Border Student Mobility".
of durable, transportable dispositions … [which are] …progressively inscribed in people’s minds” 203 from early childhood this and is perpetually being modified to form a person’s current views. 204 Thus, the concept of habitus perhaps connects best the theoretical macro level of social capital with the micro level of the ‘do-it-yourself biography’ theory. There are several other forms of capital relevant to ISM in the context of the IoU such as: total human capital, language capital, English language capital, financial capital, mobility and/or geographical mobility capital, symbolic capital, transnational capital and transnational identity capital. 205 Accumulation of forms of capital can be “strategic” 206 for some students while “accidental” 207 for others, which challenges the assumption that all forms of capital derive from and return to economic capital. 208 This thesis seeks to determine whether the development of students’ cosmopolitan mindsets as one of the motivations for study abroad,

---

207 Ibid.
is compatible with their expectation of better employment. Increased employability would be based on the cumulative effect of students’ experiences abroad, including the acquisition and transfer of knowledge, development of their intercultural competencies and the forming of their identities.

1.5.2 Europeanisation

The theory of Europeanisation is employed at the meso level of the theoretical framework.

Europeanisation as a systemised concept is “highly contested”\(^\text{209}\) and it is mostly mentioned in the context of European integration, but it can also refer to the wider Europe.\(^\text{210}\) It is used in this thesis to examine to the EU’s support of ISM and the Union’s engagement in the process of the IoU (Erasmus programmes, EC’s alignment with the Bologna Process and the ECTS/DS). Accordingly, this thesis adopts the following definition of Europeanisation - as a process of the “a) construction, b) diffusion and c) institutionalisation of formal and informal rules, procedures, policy paradigms, styles, ‘ways of doing things’ and shared beliefs and norms which are first defined and consolidated in the EU policy process and then incorporated in the logic of domestic (national and subnational) discourse, political structures and public policies.”\(^\text{211}\) At the same time, “Europeanisation is a process of social construction


rather than one of state building.”

The EU has not advanced in the higher education sphere as much as it has in other European policies due to its limited legal powers. Nevertheless, it has profiled a bottom-up approach in the case of the EC’s engagement in the Bologna Process; as well as, top-down approach such as the study exchange programmes. Considering the academic, economic (employability, economic competition and performance), political and sociocultural rationales driving EU actions in the IoU and its support of ISM, the Union can be seen engaged in the accumulation of different forms of

---


213 Nuffic, "Internationalisation of Universities and International Student Mobility."


221 King and Findlay, *International Student Mobility Literature Review*.

222 Bache, "Europeansisation and Higher Education: Towards a Core Curriculum in European Studies?" 2.


225 Hans de Wit and Gilbert Merkx, "The History of Internationalization of Higher Education," ibid.


228 Sittermann, "Europeansisation – a Step Forward in Understanding Europe?"

229 "Europeansisation – a Step Forward in Understanding Europe?". 2003.


capital. Therefore, it can be argued that the EU itself becomes a feature of Europeanisation.²¹⁸ It can manifest itself in students’ stories, which make the ISM an interesting case study of Europeanisation. Students’ experiences abroad are approached through the concept of ‘do-it-yourself biographies.’

1.5.3 ‘Do-it-yourself biography’

The concept of the ‘do-it-yourself biography’ in regards to ISM is often employed by the relevant literature to study students’ motivations and experiences abroad,²¹⁹ sometimes in the form of “‘elective’ do-it-yourself biography.”²²⁰ The ‘elective’ element highlights the link between this concept at the micro level with the theory of social capital at the macro level of the theoretical framework, in particular in regards to the accumulation of different forms of capital. These capture the various research interests of this thesis, which link the micro level with the concept of Europeanisation on the meso and macro level of social capital. This theory is also instrumental in unpacking the motivations to study abroad, the construction of personal identities, knowledge transfer and the process of learning; as well as, in the forming of individuals’ cosmopolitan mindsets, future mobility aspirations and employability. The ‘do-it-yourself biography’ refers to a “human being who aspires to be the author of his or her

²¹⁹ King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour,” 232.
²²¹ Andrew Pieter Butcher, "No Place Like Home? The Experiences of South-East Asian International University Students in New Zealand and Their Re-Entry into Their Countries of Origin," Sociology (Albany: Massey University, 2002).
²²² Vladimír Baláž and Allan M. Williams, "'Been There, Done That': International Student Migration and Human Capital Transfers from the Uk to Slovakia," *Population, Space and Place* 10 (2004): 217.
own life”\textsuperscript{221} by choosing, deciding and shaping it in order to create his or her individual identity.\textsuperscript{222} Individual students this way become “actors, builders, jugglers and stage managers of their own biographies and identities and also of their social links and networks,”\textsuperscript{223} which are self-organized and self-thematised.\textsuperscript{224}

International students build and develop their networks in relation to others,\textsuperscript{225} which points out the forming of transnational networks (transnationalism), the notion of identity construction and shaping of (cosmopolitan) mindsets, which trigger this thesis. International students therefore narrate their own biographies, which are no longer “sedentary or tied to a particular place”\textsuperscript{226} but globalised and transnational often devoted to more places at once, which is termed “place polygamy.”\textsuperscript{227} Therefore, student identities become multi-layered,\textsuperscript{228} based on the societal changes, which influence an individuals’ consciousness.\textsuperscript{229} This captures the process of becoming an individual, but not the kind of possessive and egoistic individual of free-market liberalism.\textsuperscript{230} Subsequently, because the concepts of the ‘do-it-yourself biography’ and individualisation characterise “structural [and] sociological transformation (…) and the relationship of the individual to society,”\textsuperscript{231} they encapsulate the fundamental tension at the heart of this thesis. This is because study abroad is considered a life-changing experience similar to the idea of individualisation being a journey of self-

\begin{thebibliography}{99}
\bibitem{} Ibid.
\bibitem{} Ibid.
\bibitem{} Ibid., 24.
\bibitem{} Ibid., 203.
\bibitem{} Ibid., 25.
\bibitem{} Ibid.
\bibitem{} Bruter, \textit{Citizens of Europe? The Emergence of a Mass European Identity.}
\end{thebibliography}
discovery and self-reflection; therefore, students may feel torn between cosmopolitan and neoliberal ideas.

1.6 Methodology and limitations

In line with the "scaffolding learning," framework of enquiry this research builds an individual and purposive study approach to answer the research questions of the thesis and impact on the choice of methods and methodologies employed. It is positioned within the constructive camp, in the pragmatic corner of critical realism, placing the philosophical assumptions, including epistemology and ontology at the broadest level of enquiry. The literature on ISM and the IoU calls for more complete, comparative, empirical, large scale, longitudinal and regular research. These are addressed by this study; although, the time span of this thesis placed some restrictions on research. Furthermore, this study aims to be more "holistic," interdisciplinary, qualitative, using a mixed method approach and

---

234 Ibid., 2.
235 Ibid.
237 King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour," 231.
238 King et al., "International Student Mobility". (September 2, 2012).
240 Chaban et al., "Crossing Cultures: Analysing the Experiences of Nz Returnees from the Eu (Uk Vs. Non-Uk)," 777.
242 King, "Towards a New Map of European Migration," 90.
244 Nuffic, "Internationalisation of Universities and International Student Mobility."
integrating a range of “perspectives, frameworks, theoretical stances and methodologies.”

The holistic approach accounts for study of stakeholders’ perceptions of ISM in addition to study of international students. Finally, this thesis answers the calls for research which would amplify student voices including their self-perceptions on the motivations and experiences of study abroad. The study looks beyond the mere economic influences of ISM, an approach which is crucial, because mobility is stimulated also by ‘social imagination’ of global opportunities.

---

King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour," 231.
OECD, "Mobilising Human Resources for Innovation: Science, Technology, Industry".
Brooks and Waters, Student Mobilities, Migration and the Internationalization of Higher Education, 11.
Andrew Butcher, Paul Spoonley, and Andrew Trlin, eds., Being Accepted: The Experience of Discrimination and Social Exclusion by Immigrants and Refugees in New Zealand (Palmerston North, N.Z: New Settlers Programme, Massey University, 2006).
King, "Towards a New Map of European Migration," 90.
Stakeholders engaged in the IoU and the ISM at European, national and institutional levels.
"Grounded Identities, Transient Lives: The Emergence of International Student Voices in an Era of Cosmopolitan Learning," 145.
Brooks and Waters, Student Mobilities, Migration and the Internationalization of Higher Education, 2.
Ibid., 18.
The deficits detailed above demonstrate the need for a variety of methods to be used to guarantee the reliability and validity of this research. As part of this different data sources and methodological triangulation were applied throughout the research. This thesis begins its investigation by reviewing the literature on ISM and on the IoU. This is followed by a summary of information gathered on ISM and the IoU through interviews with stakeholders engaged in student mobility and in the IoU at the institutional, national and European levels. Primary data was collected from international students at New Zealand universities, the University of Oxford and the Charles University, through anonymous surveys, in-depth face-to-face interviews, 12 on-line surveys, an in-depth Skype interview and open-ended question email survey; this research comprises the longitudinal study. The method of data evaluation is interpretative, transformative and takes the form of content analysis.

1.6.1 Sampling

The recruitment of research participants was inevitably demarked by the academic calendar as well as some unforeseen serendipitous events, such as the two major earthquakes in Christchurch and also several research and study abroad opportunities (EUCN Research Awards – London Metropolitan University, EC, think tanks, the New Zealand Embassy and Mission to the EU and several conferences; Canterbury University, Victoria University, University of Otago, Lincoln University, Auckland University of Technology (AUT), University of Auckland, University of Oxford, Charles University, University of Primorska and University of Valencia). These offered opportunities to approach academics,

---

247 Case study, anonymous on-line survey, face-to-face semi-structured interview (students and stakeholders); 12 on-line diary-like surveys; Skype semi-structured interviews; email based open-ended survey. Table 4.3.1 illustrates the methodology of this thesis according to the individual research topics. The method of data evaluation is in all cases interpretative, transformative and content analysis.
professionals and employees of universities and the EC involved in ISM and in the IoU; as well as, international students studying at New Zealand universities, the University of Oxford and Charles University.

1.6.2 Source and use of data

Data used in this study originated from several sources:

- In-depth semi-structured face-to-face interviews with stakeholders engaged in ISM and in the IoU at institutional, national and European levels.
- Anonymous on-line questionnaires conducted at New Zealand universities, University of Oxford and Charles University.
- In-depth semi-structured face-to-face interviews with international students at New Zealand universities, University of Oxford and Charles University.
- Twelve on-line surveys (longitudinal study) with international students at New Zealand universities, University of Oxford and Charles University.
- In-depth semi-structured Skype interviews with international students at New Zealand universities, University of Oxford and Charles University.
- Email survey of open-ended questions with international students at New Zealand universities, University of Oxford and Charles University.

1.6.3 Data evaluation

The collected data was compared and interpreted according to other available literature and data sources. It was improved by employing a pilot study and methodological tool called
'grounded theory,' which develops each tool of enquiry using empirical data received previously.

1.6.4 Delimitations

The data sought primarily to answer the main research questions of this thesis concerning the EU’s support of the ISM within the IoU, the rationales of universities for their support of ISM; as well as motivations and expectations of international students in regards to their study abroad and the role of serendipity in mobility. Data collected helped to identify areas for further investigation. The longitudinal study consisted of a relatively limited number of participants; therefore, this study cannot claim to be representative of ISM globally. Nevertheless, the research revealed some trends throughout the case studies, for example, some of the students engaged in this study did so because they were convinced that the voices of international students needed to be heard. The conclusions of this study suggest the need for further research on ISM comprising a greater number of case studies and students.

1.7 Chapter overview

After the introductory chapter, Chapter 2 discusses the relevant literature on ISM and the IoU. The theoretical framework is contained in Chapter 3 and the methodological explanation in Chapter 4. The following four chapters are dedicated to the empirical findings, which are based on the multileveled analytical model and on the research questions of this thesis. Chapter 5 focuses on the first two research questions – the role of the EU in the IoU in regards to student mobility and the rationales of universities supporting the ISM within the IoU, which in both cases are a blend of academic, economic, political and sociocultural
rationales. Chapter 6 answers the other two research questions: the first on the motivations and perceptions of international students in regards to study abroad and the second on the role of serendipity in international student mobility. This included the examination of the barriers and the ‘push and pull’ factors of mobility and students’ attitudes towards risk and uncertainty in regards to mobility. The acquisition and transfer of knowledge, intercultural competencies and the development of students’ identities were investigated in Chapter 7. Chapter 8 pays attention to study of students’ cosmopolitan mindsets, their perceptions of empathy; as well as, of students’ future mobility aspirations and attitudes to employability. Finally, Chapter 9 discusses and concludes the findings of this research.

1.8 Summary

The aim of this chapter was to provide the contextual background for this study and defining the main concepts and terminology. It also sought to outline its main research questions and introduce the theoretical and methodological framework of the research. In short, this thesis studies the rationales of the EU and selected universities in their support for ISM in the context of the IoU on one hand, and the motivations and expectations of international students in regards to their study abroad on the other. The research on ISM further focuses on: the role of serendipity in mobility; study of students’ attitudes to risk and uncertainty in terms of mobility; the acquisition and transfer of knowledge; intercultural competence; the shaping of students’ identities; cultural empathy and the forming of students’ cosmopolitan mindsets; students’ future mobility aspirations and perceptions of employability. There is a shortage of similar academic research on ISM and the IoU, which is at once comparative, longitudinal and qualitative. This study is based on a multileveled analytical model and a
threefold theoretical framework consisting of the theory of social capital, Europeanisation and ‘do-it-yourself biography’ theories.
Chapter 2
LITERATURE REVIEW

2.1 Introduction

The purpose of this review is threefold. First, it aims to analyse and synthesise conceptual information on ISM relative to the research interests of this thesis. Second, it seeks to highlight and inform on some of the current and historical practices and applications on ISM. Thirdly it identifies central issues worthy of investigation in the field by critical reading and assessment of pivotal works on ISM and IoU. Consequently, the review is organized on four analytical levels. This multilevel approach enhances the understanding of research questions and supports new understandings and investigations of ISM.

The outcome of the review is a selection of interrelated approaches and concepts organized in a unique four levelled analytical model, which attempts to provide a comprehensive view of ISM in the context of IoU. The conceptual clusters at each level are of multidisciplinary nature and gravitate around the main analytical lens of this thesis, which consists of the four categories: academic, economic, political and sociocultural. These four categories add another analytical layer to the research findings. At the same time, the concepts and their relationships at each level and between the levels of the model are assessed. This is a novel approach to the study of ISM. It captures the full mobility cycle of ISM and considers the institutional and international forces influencing student mobility. This literature review follows a model of four interlinked levels (Figure 2.1.1)
2.2 Review of Literature

Figure 2.1.1 illustrates a model which consists of a cluster of interconnected and interrelated concepts. The first level of this model contextualises the IoU respective to ISM. The second part of this model focuses on the motivations and expectations of students in regards to their study abroad. The third level examines the experiences of international students while abroad and the final, fourth level, focuses on the notion of cosmopolitanism. Different disciplines such as, anthropology, economy, education, geography, history, migration studies, philosophy, political and EU studies, psychology and sociology study ISM and the IoU. This thesis reviews the relevant literature on ISM and the IoU in the analytical elements of this model to answer the research questions of this thesis.

The literature review is organised around the four interlinked levels. The first level of this model concentrates on the IoU literature in regards to ISM. The IoU is examined at the global, European, national and institutional levels. Works assessed relate to the concepts of IoU, which are approached through the four categories (academic, economic, political and sociocultural) of internationalisation rationales. The IoU are examined at four different levels in order to grasp the scope of actors engaged in internationalisation, because their activities impact on ISM, accounting thus for the ‘push and pull’ factors of mobility. The fourfold categorisation of rationales of the IoU is being adopted as the main analytical lens of this conceptual model. It means that each approach and concept and the relationships on all levels of this analytical model are considered through four lenses. This is a novel approach and is the principal contribution of this thesis to the study of ISM.
The second level of this model investigates the motivations and expectations of international students in regards to study abroad. The literature assessed at this level relates to the concept of ‘push and pull’ factors of mobility, because the policies and activities of the IoU influence ISM; works on the barriers to student mobility are reviewed. Another two concepts influencing ISM and examined through literature at this level are the concept of risk, uncertainty and knowledge and the notion of serendipity. Studies or risk and uncertainty are among the most recent developments in research on ISM, and there are only a handful of references to serendipity in connection with mobility in relevant literature.

Literature reviewed in the third part of this thesis’s model focuses on works on the experiences of international students abroad, mainly in terms of knowledge acquisition and knowledge transfer, students’ intercultural competencies and the development of their personal identities. In addition, reviews typically focus on European and geographical typologies of migration and the concept of transnationalism which connect ISM with concepts such as highly skilled migration or ‘brain drain and brain gain.’

The fourth and final part of this model is dedicated to literature on cosmopolitanism, in particular on the formation of students’ cosmopolitan mindsets, global citizenship and on cultural empathy. This is done in conjunction with previously reviewed works on students’ expectations and motivations to study abroad, the ‘push and pull’ factors of mobility and through students’ experiences abroad. Finally, this literature review examines studies on employability and future mobility aspirations of international students.
Figure 2.1.1: Multilevel Conceptual Model

1. Analytical Level
   Internationalisation of Universities (IoU)
   Four Analytical Categories / Fourfold Analytical Lens (Academic, Economic, Political, Sociocultural)
   - Rationales of IoU: A, E, P, SC
   - Internationalisation Abroad (IA)
   - Internationalisation at Home (IaH)
   - Global Level (IoU)
   - Globalisation
   - European Level (IoU)
   - Europisation
   - National Level (IoU)
   - Internationalisation at national level
   - Institutional Level – university (IoU)
   - Internationalisation of universities

2. Analytical Level
   International Student Mobility (ISM): Motivations and Expectations in regards to study abroad
   Four Analytical Categories / Fourfold Analytical Lens (A, E, P, SC)
   - Push and Pull factors of mobility
   - Push factors
   - Pull factors
   - Motivations and expectations
   - Motivations
   - Expectations
   - Barriers to Mobility
   - Risk and Uncertainty and knowledge
   - Serendipity
2.2.1 IoU

The first part of the review assesses relevant works which contextualise the IoU in regards to ISM and literature dealing with the IoU at the global, European, national and institutional (universities) levels. In addition to works on IoU, this review examines literature on globalisation, Europeanisation and the IoU. This part of the literature review seeks to answer two of the research questions of this thesis: 1) what rationales in the internationalisation of universities underline their support of international student mobility? and 2) what is the role of the EU in the IoU, within and outside of the Union, and with regard to student mobility? The main analytical approach at this level is the fourfold categorisation of the internationalisation rationale which is academic, economic, political and sociocultural as adopted from Knight’s concept on the internationalisation of higher education.248 This fourfold categorisation serves as the prime analytical lens of this thesis; thus, it is applied at each level of this model in order to assess all concepts and their relationships utilised in this research (Figure 2.2.1.1).

---

2.2.1.2 IoU - Background

Literature on the IoU is increasing in volume and complexity. The concept of the internationalisation of higher education was pioneered by leading experts such as Jane Knight, Hans de Wit, Philip G. Altbach, Peter Scott, Ulrich Teichler, Marijk van der Wende, Hans de Wit and John K. Hudzik and most recently, in the European context, by Ivar Bleiklie, Ase Gornitzka and Barbara M. Kehm.

Knight provides a widely used definition of the internationalisation in higher education which states that it is “the process of integrating an international and intercultural dimension into the

---


teaching, research and service functions of the institution.” A few years later, in 2004, Knight revisited her definition and came up with the following concept: “a process of integrating an international, intercultural or global dimension into the purpose, functions, or delivery of postsecondary education.” The ‘global dimension’ was added to the ‘international and intercultural dimension’ in the 2004 definition and the ‘teaching, research and service functions of the institution’ have been condensed to one word - ‘functions’ and joined by the ‘purpose and delivery’ of postsecondary education; thus, making the definition of the internationalisation of higher education broader. Furthermore, in 2012 Knight added yet another phrase: “comparative perspective,” to her concept of internationalisation, which evokes the definition of comprehensive internationalisation (CI) by Hudzik, described in the following paragraphs. Knight, in a 2012 publication, when explaining her 2004 definition of internationalisation, states that: “international, intercultural, and global are three terms intentionally used as a triad, as together they reflect the breadth of internationalisation.” Moreover, she highlights the fact that both international and intercultural elements should be present when institutions internationalise thus preventing the homogenisation of higher education. Knight also believes that internationalisation is a way for countries to promote and strengthen their national identities. This prevents internationalisation having an overriding negative effect. Elsewhere, Knight explains that the definition of internationalisation must aim to address the complex and multi-layered nature of the internationalisation process and for the myriad of motivations that the many actors of internationalisation may have.

252 "Updating the Definition of Internationalization," 2.
253 "Student Mobility and Internationalization: Trends and Tribulations," 20.
Importantly, the evolution of Knights’ definition also reflects the changes of the meanings assigned to the concept of the IoU over time. It has evolved from a rather narrow definition in terms of aid and scholarships for foreign students, to definitions and processes which consider a vast array of subjects numbering approximately thirty,\textsuperscript{256} including branding, global citizenship and even joint double degrees.\textsuperscript{257} Consequently, ISM has been an integral part of the IoU from its early stages. Definitions of the IoU ought to be applicable to a variety of countries, different cultures and education systems as well as for many processes like regionalization, globalisation and even “planetization.”\textsuperscript{258} Knight does recognize “that there will never be one universal definition”\textsuperscript{259} for internationalisation, so in her definitions listed above she aimed for a minimum - “a common understanding of the term.”\textsuperscript{260}

Echoing Knight’s definition, the concept of CI by Hudzik aims to accommodate many possible dimensions of internationalisation in order to become a “conceptual and operational tent.”\textsuperscript{261} Childress,\textsuperscript{262} Dewey,\textsuperscript{263} Knight,\textsuperscript{264} and Engberg & Green,\textsuperscript{265} also explore internationalisation from the comprehensive perspective. According to Hudzik, CI is “a

\textsuperscript{256}Neil Kemp - International Education Consultant, 2010.
\textsuperscript{257}Knight, ”Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education,” 29.
\textsuperscript{258}Ibid.
\textsuperscript{259}Ibid.
\textsuperscript{260}Ibid., 28.
\textsuperscript{262}Childress, ”Internationalization Plans for Higher Education Institution,” 290.
\textsuperscript{264}Knight, ”Internationalisation of Higher Education: A Conceptual Framework,” 9-12.
\textsuperscript{265}Childress, ”Internationalization Plans for Higher Education Institution,” 290.
\textsuperscript{266}Dewey and Duff, ”Reason before Passion: Faculty Views on Internationalization in Higher Education,” 496, 503.
\textsuperscript{267}Knight, ”Internationalisation of Higher Education: A Conceptual Framework,” 9-12.
commitment, confirmed through actions, to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise.”\footnote{266} As such, it is essential that “institutional leadership, governance, faculty, students and all academic service and support units”\footnote{267} embrace this concept. In the eyes of Hudzik, it becomes “an institutional imperative, not just a desirable possibility.”\footnote{268} CI does not only impact on all aspects of campus life but “the institution’s external frames of reference, partnerships, and relations.”\footnote{269} However, when it comes to the institutions of higher education, Neil Kemp suggests that any international strategy should be specific to the individual university, determined by the university mission statement and followed by thorough commitment and its implementation.\footnote{270} According to Hudzik and McCarthy, the main drivers for CI are “the global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life.”\footnote{271} These characteristics led Rumbley et al. to conclude that there are few organizations totally immune to internationalisation.\footnote{272} The term CI has been promoted by the American Council of Education since 2002, which has issued three major publications on CI and since 2003 has conducted a competition among US institutions for an award in promoting this concept.

\footnote{266}Hudzik, Comprehensive Internationalization: From Concept to Action, 6.
\footnote{268}Hudzik, Comprehensive Internationalization: From Concept to Action, 6.
\footnote{269}Hudzik and McCarthy, Leading Comprehensive Internationalization: Strategy and Tactics for Action, 6.
\footnote{270}Neil Kemp - International Education Consultant, 2010.
\footnote{271}Hudzik, Comprehensive Internationalization: From Concept to Action, 6.
\footnote{272}Hudzik and McCarthy, Leading Comprehensive Internationalization: Strategy and Tactics for Action, 6.
According to these studies, internationalisation is a top-down approach, perhaps without a bottom-up variant. However, this thesis attempts to conceptualise internationalisation via an insight into students’ attitudes to their role in the IoU, which suggests the importance of the bottom-up approach. At first glance, Hudzik’s definition of internationalisation seems broader than Knight’s. However, the core concept in both definitions is almost identical. The definition of CI emphasizes the interconnectivity of higher education with the broader and diverse external frames at the global and local levels. Importantly, Knight also includes this multi-level and multi-form internationalisation, for example in “political alliances, economic groupings and sector networks.” The same can be said about the different forms, or as Hudzik called them, the “regional synonyms of internationalisation.” In the case of the USA, it is the CI, while in Europe it is mainstream internationalisation and in Australia it is deep internationalisation. Hudzik does not elaborate on these terms, but all of them comprise two elements, IA and IaH. Significantly, both scholars seem to agree that the definition of internationalisation should be flexible in order to be relevant. The majority of literature on the IoU refers to Knight’s definition of the internationalisation of higher education. Beyond the definition the IoU can be understood through rationales to internationalise. Similarly, in order to understand any other entity’s effort to internationalise (universities, international organisations, nation states), it is important to study the rationales for internationalisation.

---


275 Childress, "Internationalization Plans for Higher Education Institution," 290.
2.2.1.3 Rationales of IoU

Literature on the IoU frequently refers to the fourfold categorisation of the rationales for the IoU, introduced by Knight first in 1997 in a co-edited work; namely: academic, economic, political and sociocultural.\(^{276}\) The fourfold rationales categorisation of the IoU has been accepted by other authors, for example: by Hudzik in his work on defining the concept of Ci,\(^{277}\) by Scott in regards to massification and globalisation of the IoU;\(^{278}\) by Ewa Krzaklewska’s classification of study abroad motivations, which was inspired by Murphy-Lejeune\(^ {279}\) and her categorisation of study abroad rationales into four concurrently appearing areas: academic; linguistic; cultural; and personal;\(^ {280}\) or by Gordon F. De Jong and Robert W. Gardner who recognise the role of noneconomic (social, cultural and political) factors of mobility aside from the dominant economic rationales.\(^ {281}\) Blumenthal et al. divide the internationalisation rationales into two groups; one consisting of educational, cultural, political and economic motives while the other group contains the academic, scientific and technological rationales for internationalisation.\(^ {282}\) Hudzik sees motivations for internationalisation through four rationales and names them drivers of change for internationalisation: 1) the core mission or business rationale (economic rationale) – ideas and innovation through creation, transmission and translation of knowledge; 2) the


\(^{278}\) Scott, "Massification, Internationalization and Globalization."

"Globalisation and the University."

\(^{279}\) Murphy-Lejeune, *Student Mobility and Narrative in Europe: The New Strangers*, 79.


client/customer (academic and economic rationales) – students/graduates, communities and business/employers; 3) the social and national responsibilities rationale (political and sociocultural rationales) – foster global relations, influence, peace and justice, and improve cross-cultural understanding; and 4) globalisation (academic rationale) – growth and spread of global higher education and increased cross-border higher education. These different configurations resemble Knight and de Wit’s academic, political, economic and sociocultural rationales for IoU as suggested in the brackets above. This thesis adopts the fourfold categorisation of the rationales as its main analytical lens. This is also employed to assess all other concepts utilised in this thesis including their relationships.

Table 2.2.1.3.1 records the four rationales of the IoU, together with some of their sub-elements. Knight emphasises that these rationales have an unstable nature as they change over time and they are not mutually exclusive or absolute. For example, academic and political rationales were dominant in the early stages of the IoU in 1980s. More recently economic rationales seem to be the priority, which is due to a shift in education systems, for example in terms of ISM from aid to trade, and due to the acceleration of global economic competition and the importance of knowledge based economies. The literature on the IoU considers the relationship between internationalisation and student mobility, based on the rationales of the IoU, for its pivotal role in the process of internationalisation. After all, two

of the fallacies of the IoU are that foreign students are the agents of internationalisation and internationalisation equals study abroad.\textsuperscript{286} The process of internationalisation raises the question: what is the goal of internationalisation? Hudzik believes that de Wit thinks of the four categories of internationalisation (academic, economic, political and sociocultural) “both as ends in themselves and as means to other ends.”\textsuperscript{287} However, many academics believe that internationalisation is a means rather than an end and that there are various ends.\textsuperscript{288} According to Hudzik and Stohl, internationalisation should not be seen as “one of the shops in the university mall from which some elect to purchase the product, rather as something to which all shops in the mall contribute in unique ways.”\textsuperscript{289} These analogies can characterise the relationship between the IoU and ISM, which depends on rationales to internationalise. Division of the IoU into IA and IaH offers some understanding.

Table 2.2.1.3.1: Rationales of IoU - Four Categories of Rationales (1999)

<table>
<thead>
<tr>
<th>Academic</th>
<th>Political</th>
</tr>
</thead>
<tbody>
<tr>
<td>International dimension to research and teaching</td>
<td>Foreign policy</td>
</tr>
<tr>
<td>Extension of academic horizon</td>
<td>National security</td>
</tr>
<tr>
<td>Institutional building</td>
<td>Technical assistance</td>
</tr>
<tr>
<td>Profile and status</td>
<td>Peace and mutual understanding</td>
</tr>
<tr>
<td>Enhancement of quality</td>
<td>National identity</td>
</tr>
<tr>
<td>International academic standards</td>
<td>Regional identity</td>
</tr>
<tr>
<td>Economic</td>
<td>Sociocultural</td>
</tr>
<tr>
<td>Revenue generation</td>
<td>National cultural identity</td>
</tr>
</tbody>
</table>

\textsuperscript{286} “Globalisation and Internationalisation of Higher Education,” 245-46.
\textsuperscript{287} Hudzik, \textit{Comprehensive Internationalization: From Concept to Action}, 13.
\textsuperscript{288} Biddle, \textit{Internationalization: Rhetoric or Reality}, 13.
\textsuperscript{289} ACA, ”Internationalisation of Universities and International Student Mobility.”
Huib de Jong and Hanneke Teekens, ”The Case of the University of Twente: Internationalisation as Education Policy,” ibid.: 2, 5.
Knight, ”Student Mobility and Internationalization: Trends and Tribulations,” 22.
<table>
<thead>
<tr>
<th>Competitiveness</th>
<th>Intercultural understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour market</td>
<td>(Global) citizenship development</td>
</tr>
<tr>
<td>Financial incentives</td>
<td>Social and community understanding</td>
</tr>
</tbody>
</table>

Adopted from Knight. 290

### 2.2.1.4 IA

Internationalisation consists of two parts, IA and IaH. These are two sides of the same coin, but their single application can lead to different outcomes. Literature on IA and IaH is more specific in regards to ISM than works on the IoU. IA refers to the cross-border mobility of people (students, academics and researchers), programmes, providers and services, policies, projects, ideas and knowledge. 291 International students can be perceived as double agents, as outgoing students of a home institution represent IA; at the same time, they are incoming students, therefore IaH to their host institutions. These two dimensions occur simultaneously; therefore, this thesis considers ISM from both, the point of view of IA and IaH, through the perceptions of students, which is a novel contribution to this field of research. The logic is that international students can not only gain international and intercultural experience while abroad; at the same time they can facilitate these to their fellow students (domestic and international) and to academia. Studies which focus on IA and IaH, refer to many aspects of ISM, including different stages of mobility and a range of related topics, some of which are researched by this thesis: knowledge transfer, intercultural competence and the development of students’ identities; therefore, the relevant literature is reviewed in paragraphs dedicated to those topics.

290 Knight, "Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education,” 33.
291 Ibid., 36.
2.2.1.5 IaH

The concept of IaH was first introduced in 1990 by Bengt Nilsson, although it is considered to be more of a rediscovery of intercultural studies and intercultural communication. The rationale behind IaH concept is to provide students who do not participate in exchange programmes with international and intercultural experience, which is the majority of students at most universities. This way, if every discipline had an international dimension, as suggested by Mestenhauser, each university graduate would have the chance to acquire international experience and intercultural competence at their home university. The leading scholars on the concept of IaH often reflect on the internationalisation practices of their own universities in Europe, the USA and Australia while collaborating with Nilsson. Among those are: Bernd Wächter, Matthias Otten, Paul Crowther, Michael Joris, Hanneke Teekens and Huib de Jong; Paula Dunstan; and Michael Page. These scholars are united in the view that intercultural learning should become a concrete part of the universities’ curricula, but not only as an optional course or additional training. IaH also plays a part in Hudzik’s concept of CI. In this view, internationalisation is considered one of the most pivotal driving forces of change in higher education in recent decades, which has an impact on ISM. In addition there are the forces of globalisation and internationalisation.

293 Ibid.
294 Hudzik, Comprehensive Internationalization: From Concept to Action, 20.
296 Matthias Otten, "Intercultural Learning and Diversity in Higher Education," ibid., no. 1.
298 Ibid.
300 Jong and Teekens, "The Case of the University of Twente: Internationalisation as Education Policy."
301 Paula Dunstan, "Cultural Diversity for Life: A Case Study from Australia," ibid.
activities at European, national and institutional levels, which is correspondingly captured in the literature.

2.2.1.6 Globalisation

The understanding of globalisation is challenging, because it is a concept which denotes “not a homogenous, equitable, or uniform phenomenon.” This thesis considers globalisation as “broad economic, technological, and scientific trends that directly affect higher education and are largely inevitable in the contemporary world.” Globalisation is also defined here as a “flow of technology, knowledge, economy, ideas, people and values,” which includes the mobility of students. David Held warns against globalisation becoming “the cliché of our times” due to the lack of its precise definition and because it encompasses a wide variety of things from the internet to the financial market, but without deeper insight into the human condition. He points out that globalisation has existed across humankind over centuries, but the contemporary “broadening, deepening and speeding up of world-wide interconnectedness” is unprecedented as its nature and forms are distinctive. In comparison to the definition of globalisation beforehand Held et al. highlight that globalisation moulds the world into “a shared economic and political arena,” by economic

304 Altbach, “Globalization and the University: Realities in an Unequal World,” 123.
309 Held et al., "What Is Globalization?".
310 "What Is Globalization?".
311 Held, Principles and Institutions of Global Justice.
312 Held et al., "What Is Globalization?".
and technological processes.\textsuperscript{312} They emphasize the political forces, which shifted to the
global level, with the diminishing powers of the nation states ability to regulate societies and
economies.\textsuperscript{313} As places are becoming increasingly interconnected the importance of borders
decreases and the national agenda becomes partly global.\textsuperscript{314} Accordingly, Held et al. believe
that “cultural flows are transforming the politics of national identity and the politics of
identity more generally,”\textsuperscript{315} as the interconnectedness concerns all aspects of social life, from
the cultural to the financial, the criminal to the spiritual.\textsuperscript{316} On the other hand, Teekens
believes that the term international is more appropriate, because any engagement with
globalisation is through national means, for example the global consumption culture still
utilises national means such as web-sites, national currencies, local tax systems and deliveries
or postal services.\textsuperscript{317}

Globalisation can be conceptualized through three distinct schools of thought; this then
provides grounds for claims and their further assessments.\textsuperscript{318} These schools are: the
hyperglobalizers; the sceptics; and the transformationalists.\textsuperscript{319} While hyperglobalizers believe
that globalisation represents a new era of the global marketplace, sceptics argue that
globalisation is a myth and the economy is more international and government controlled and
fragmented into three regional blocs (North American, European and Asia-Pacific). The

\textsuperscript{312} \textit{Global Transformations: Politics, Economics, Culture}, 1.
\textsuperscript{313} Thomas Hale, David Held, and Kevin Young, "Gridlock: From Self-Reinforcing Interdependence to Second-
\textsuperscript{314} Held, \textit{Principles and Institutions of Global Justice}.
\textsuperscript{315} Held et al., \textit{Global Transformations: Politics, Economics, Culture}, 1.
\textsuperscript{316} Held, \textit{Principles and Institutions of Global Justice}.
\textsuperscript{317} Nuffic, "Internationalisation of Universities and International Student Mobility."
\textsuperscript{318} Held et al., \textit{Global Transformations: Politics, Economics, Culture}, 2, 10-11.
\textsuperscript{319} Ibid., 2.
transformationalists recognize the power of states, but also acknowledge the impact of globalisation and its contemporary template across states and societies world-wide. Based on this distinction, Held et al. could be classified as hyperglobalizers; while, Teekens’s statement would categorise her as one from the sceptic school of thought. However, she acknowledges a “thin layer of globalisation” on the top of international and other sub-levels; therefore, her view could qualify as a transformationalist position as well. Similarly, this thesis gravitates to the transformationalist view of globalisation, because higher education world-wide contains both characteristics of the hyperglobalizers and the sceptics’ positions on globalisation; as well as, that of the transformationalists, differing on a country by country case. The assumption is that the transformationalist position on globalisation consists of both the hyperglobalizers and the sceptics’ views, applicable to this thesis. The IoU at the national and institutional levels concurs with the sceptics’ position, because the competencies in regards to higher education are being concentrated within nation states. At the same time, global higher education, even though undefined and only assumed, with the EU’s activities in the field of higher education (EC’s support of the Bologna Process and the Erasmus+ programmes) can be perceived as a transformationalist stance on globalisation.

Concurrently, when referring to globalisation Held et al. point out, that this era of financial, economic, criminal, cultural, political and spiritual interconnectedness has been marked by increased internationalisation and transnationalism, for example, in the plethora of

320 Ibid., 4-8.
321 Nuffic, "Internationalisation of Universities and International Student Mobility."
323 Held et al., "What Is Globalization?"
multilateral, intergovernmental and regional organisations. These are accompanied by the phenomena of increased international student mobility, immigration/emigration and flows of refugees, which highlight the fact that neither national borders nor the newly created borders of international organisations are easily manageable. Moreover, often these organisations are not sufficient to resolve global challenges or do not use legitimate means and while they proclaim to support mobility, they seem to stymie it at the same time (visa regimes, quotas, detention camps). This thesis maps the attitudes of international students to the effects of globalisation and their perceptions of transnationalism in the context of world-wide human migration.

Literature on ISM refers frequently to globalisation through transnationalism and cosmopolitanism. Transnationalism refers to “simultaneity in localities and multiplicity in identities,” and is discussed in the second part of this review. Cosmopolitanism, in terms of the forming of students’ cosmopolitan mindsets, is one of the research interests of this study and is addressed at the final stage of literature review, including the historical overview and types of cosmopolitanism. Globalisation brought about the development of international law, referred to as the Westphalian regime, also known as the classic regime; however, Held believes that there is a need for cosmopolitan law to emerge, in order to tackle environmental issues, issues of war, human rights and crimes against humanity. This is because cosmopolitan law and cosmopolitan justice understood in terms of re-invention, of

---

324 Multilateral and intergovernmental organisation such as: UN, OECE, WTO, World Bank, IMF and regional organisations such as: ASEAN, NAFTA, MERCOSUR and the EU, which can be classified as intergovernmental as well as regional organisation.
326 Gargano, “(Re)Conceptualizing International Student Mobility the Potential of Transnational Social Fields,” 331.
328 Ibid., 165.
democracy, of pluralism and diversity, that is a re-discovery of true democratic principles, would delimit the political power of nation-states and other entities with abilities to act on global stage. The idea of cosmopolitan law originates from the Kantian idea of the peaceful coexistence of human beings, which refers to moral and political cosmopolitanism; this will be discussed later.

Worldwide, internationalisation is frequently linked to globalisation; in fact, the terms are often used interchangeably due to their dynamic relationship. In comparison to internationalisation, scholars interpreted the difference between ‘global’ and ‘international’ by defining the former as the relationship “between and among nations, cultures or countries,” and the latter as “addressing the idea of worldwide or global [and] sensing the worldwide scope.” This debate between the terms of ‘global’ and ‘international’ when it comes to higher education is not new. In this view, Knight’s definition of internationalisation is conceptualised as the integration of “international, intercultural and global dimensions” into the functions of institutions. Similarly, Hudzik sees it as “relations between and among sovereign nations while globalisation […] as the rise of factors and forces that transcend borders of sovereign states.” Paige thinks of globalisation as the world order, while of internationalisation as interpreted in terms of organizations and institutions, including

329 Principles and Institutions of Global Justice.
330 Held et al., ”What Is Globalization?”.
331 Kleingeld and Brown, ”Cosmopolitanism”. (January 11, 2013).
333 Ibid.
334 Ibid.
337 Hudzik, Comprehensive Internationalization: From Concept to Action, 15.
universities.  

Scott, like Hudzik, believes that internationalisation is “a world order dominated by nation states,” while globalisation is a force with a “radical reordering of this world order.”

The global forces influencing the IoU and student mobility according to Wildavsky are: the increasing role of English as the language of teaching and research even in non-English speaking countries; the intensifying aims for the knowledge economy resulting in the “free trade in minds”; the influence of the ICT together with the IT revolution; or cheaper and relatively easier travel in comparison to the past. These are only some of the factors of globalisation influencing ISM. They will be introduced in greater detail in the next part of the multilevel model which focuses on the literature on motivations for students to study abroad, including the ‘push and pull’ factors of mobility. On the other hand, some literature on the IoU perceives also the negative associations of globalisation, which stem from the homogenizing power it may have on nations, cultures and identities. Gargano mentions globalisation perceived as “Americanization and Westernization,” accomplished through cultural domination resulting in assimilation. Specifically for education, de Wit and Merkx argue that the higher education systems of the metropolis were transposed to the colonies and

---

340 Ibid., 127.
346 Ibid., 145.
have remained in place after the colonies became independent states, which they described as “academic colonialism or academic imperialism.” This is further reinforced by the dominance and the prestige of the Western type of universities. Unsurprisingly, the global quest for a world-class university often ends with the notion of elite Western universities. However, globalisation is also seen as nurturing diversity, a variety of identities and the differences between cultures and nations.

### 2.2.1.7 Europeanisation

Predictably this ambiguity in interpreting globalisation triggers a range of reactions from supporters and critics of globalisation. By extension, the same is true in the case of the EU, because of unpopular EU policies, resulting for example in the ‘butter mountains and milk lakes’ in regards to the EU’s Common Agricultural Policy. The EU is an internationally recognised player in higher education, which actively supports student mobility and some of its actions extend also to New Zealand, Australia or Japan and South Korea (ECTS/DS; EC being signatory to the Bologna Process; and Erasmus+ programmes, e.g.: Erasmus Mundus, Marie Curie). The EU’s activities in the IoU translate to the ‘push and pull’ factors of mobility, which is the domain of the next conceptual level of this model. This is central to one of the main questions of this thesis: what is the role of the EU in the internationalisation of higher education, within and outside the Union, and in regards to student mobility? As

---

345 Wit and Merkx, "The History of Internationalization of Higher Education," 45.
350 Nuffic, "Internationalisation of Universities and International Student Mobility."
Gordon De Jong and Robert Gardner argue, it is important to study global players supporting ISM, because their policies and mobility schemes can control or affect the character of mobility decision making processes. This is relevant to this thesis, as it seeks to examine the motivations of international students to study abroad. What makes the EU case unique is that it has no formal competence to act in the educational policies of its MSs; yet it has a long history of supporting ISM and it adds value to MSs’ own mobility initiatives.

There is a difference in the EU’s policies and action being constructed and negotiated as opposed to them being outcome of a free flow. Knight believes that globalisation creates the conditions for Europeanisation; hence, the literature is divided on the role of the EU in the IoU, just like in the case of globalisation. Furthermore, Delanty and Rumford consider Europeanisation “as a cosmopolitan response to globalisation;” in the same token, Castells argues that Europeanisation as European integration is both, reaction to the process of globalisation and it is its most advanced expression. Hay and Rosamond imply that globalisation, through Europeanisation is able to enter national level politics. This can be perceived positively and negatively, for example when examining the globalisation and internationalisation dichotomy Knight points out that the latter is often debated as Europeanisation, Americanisation and Westernisation. Apparently, she continues, this confusion is determined by the rationales driving these processes and by the strategies used to

---

351 Delanty and Rumford, Rethinking Europe: Social Theory and the Implications of Europeanization, 11.
352 Ibid., 9.
implement them,\textsuperscript{356} which relates to this thesis’ research question on the EU’s role in the IoU.

The EU’s involvement in the IoU follows its premise of “united in diversity,”\textsuperscript{357} which refers to the initial ‘idea of Europe’ of a peace movement, which for example includes education for European citizenship.\textsuperscript{358} The Union’s engagement in the IoU can be understood through the interpretation of Europeanisation within three main categories - historical, cultural and political Europe, which are dealt with in greater detail in Chapter 3.

Olsen believes that Europeanisation vis-à-vis actions of the European institutions have interests in strengthening a sense of European identity and in the democratic and European dimension of education.\textsuperscript{359} This can be partly seen in the EU’s objectives in regards to student mobility as they span across all four categories of mobility rationales (academic, economic, political and sociocultural). Their aims are triple:

- “To enable students to benefit educationally, linguistically and culturally from the experience of learning in other European countries;
- To promote co-operation between institutions and to enrich the educational environment of host institutions;
- To contribute to the development of a pool of well-qualified, open-minded and internationally experienced young people as future professionals.”\textsuperscript{360}
The term Europeanisation itself attracts scholarly attention which is addressed to a greater extent in Chapter 3 of this thesis. This term encompasses for example: a European layer of higher education; a sense of a European model; a European project being constructed; a normative Europe; and even a European dream, all within an undefined but assumed global higher education.\textsuperscript{361} In these parameters Judith Litjens argues that Bologna lifts national education to “a higher (European) level;”\textsuperscript{362} similarly, Huisman et al. believe that the Erasmus “brought a supranational dimension to mobility.”\textsuperscript{363} On the other hand, Olssen remarks that national governments remain the most influential actors in shaping education policies in the EU MSs.\textsuperscript{364} Similarly, Ducklaud-Williams disputes the presence of the European dimension pointing to Bologna policies addressing education at national level. While Ducklaud-Williams acknowledges the genuine support for cross-border mobility at the level of MSs and universities, he sees these more as a process of internationalisation rather than of Europeanisation.\textsuperscript{365}

De Wit and Verhoven suggest that free movement of people, capital, goods and services eventually spilled over to the field of higher education,\textsuperscript{366} which could imply that ISM is an agent of Europeanisation. On the other hand, Linda Dokuzović refers to the reverse spill over effect in terms of culture proximity on innovation through education where universities are perceived as ideal places for such spill overs to be implemented, so they can become creative clusters. It describes the knowledge spill overs through cultural exchange of new ideas and

\textsuperscript{361} Litjens, “The Europeanisation of Higher Education in the Netherlands,” 208.
\textsuperscript{362} Ibid., 209-10.
\textsuperscript{363} Huisman et al., “Europe's Bologna Process and Its Impact on Global Higher Education,” 82.
\textsuperscript{364} Olssen, “Neoliberalism, Globalization, Democracy: Challenges for Education.”
technologies at minimal cost, which are then applied elsewhere without compensation. She explains the important role Research and Technological Development play in the Bologna created EHEA and ERA as one of the EU’s efforts to become a globally competitive knowledge economy.\textsuperscript{367} This captures the idea of individuals being potential “knowledge brokers,”\textsuperscript{368} which is further discussed in paragraphs on knowledge transfer and international student mobility. In the same token, Williams points out that the free movement of people (academics, researchers and students) might have spilled over to the higher education from the idea of creating ERA.\textsuperscript{369} Teichler indicates that the Bologna would not have happened without Erasmus.\textsuperscript{370} It may be that both the EU and its MSs create an added value to the IoU and in support of ISM at the same time they mutually benefit each other. The study of the IoU in regards to ISM at national and institutional levels appears to be the logical next step and this thesis follows this research direction.

\subsection*{2.2.1.8 Internationalisation at national level and the IoU}

Literature often considers the internationalisation of higher education at a national level together with the IoU. This highlights the fact that the international mobility of students is a matter of national enrolments. While private institutions are in charge of their finances, public universities in the ‘West’ increasingly rely more on self-generated revenues. This is because governments see the higher educational sector as one of the few which can cosily

\begin{footnotesize}
\begin{itemize}
\item \textsuperscript{368} Williams and Baláž, \textit{International Migration and Knowledge}, x, 16.
\item \textsuperscript{369} Williams, op cit.
\item \textsuperscript{370} Teichler, "Europeanisation of Higher Education, Trends, Issues, Perspectives."(November 7, 2011).
\end{itemize}
\end{footnotesize}
generate money by raising tuition fees,\textsuperscript{371} which encourages universities to compete for enrolments. This has been escalated by the inclusion of higher education into the General Agreement on Trade in Services (GATS) talks.\textsuperscript{372} Moreover, the steady increase in student mobility over time is mainly fuelled by the IoU.\textsuperscript{373} In 2011 there were nearly 4.3 million international tertiary enrolments worldwide. The UK and New Zealand were among the top five host countries with more than 10 per cent of incoming students (Figure 2.2.1.8.1). Student enrolments are even higher when it comes to international students at the advanced research programme level, more than 40\% in the case of the UK and around 40\% in the case of New Zealand.\textsuperscript{374}

![Figure 2.2.1.8.1: Distribution of international and foreign students in tertiary education by country of origin in 2011](image-url)

Adopted from the OECD Education at a Glance 2013\textsuperscript{375}


\textsuperscript{372} Rumbley, Albach, and Reisberg, "Internationalization within the Higher Education Context," 22.


\textsuperscript{374} Ibid. (Accessed March 14, 2014).

\textsuperscript{375} Ibid. (Accessed March 14, 2014).
The UK and New Zealand, similarly to the Czech Republic, initiated policies in order to attract more international students. For example: the domestic fees scheme in New Zealand for PhD students since 2005; the change from the 20 hour working limit for international students to unlimited working rights for Masters and doctoral degree study programmes from 2014; and the call for an overall increase of international students at New Zealand universities to 20 per cent. The UK launched ‘The Prime Minister’s Initiative for International Education 2’ (PMI2) in 2006, it is the successor to the strategy of the (The Prime Minister’s Initiative for International Education 1’ (PMI1) from 1999. They both aimed to attract more international students to the UK; as well as, to encourage outward mobility in order to strengthen inter-cultural skills and develop students’ cosmopolitan outlook. On the other hand, the current immigration policies of cutting migration numbers in the UK targets internationally mobile students as an easy way to decrease net migration. Although there was an issue of ‘bogus and/or phantom colleges,’ the visa crackdown was too heavy handed and sent out a disastrous message of not welcoming international students, resulting in applications plummeting from some of the worlds’ economic powerhouses including India; this certainly had a negative effect on the UK economy. The Czech government seeks to increase the number of international student enrolments to 10 per cent.

---

379 Williams.
with an aim to generate revenue and attract talented students,\textsuperscript{381} which is a likely prospect given that the Czech Republic is becoming one of the new hubs of ISM in Europe, together with Norway and the Netherlands.\textsuperscript{382} Such cooperative targets in the higher educational sector at the national and institutional levels highlight the prevailing interconnectedness in the quest for global character in tertiary education or in the pursuit of higher rankings, increased status or greater numbers of international students. The main topics in the literature on internationalisation at the national and university levels gravitate around ISM and issues of the international character of universities; the world class status of universities; and university ranking systems.

The global ranking systems are a contested issue. Ellen Hazelkorn argues that it is mainly the ranking criteria which undermine credibility for several reasons: for not measuring teaching and learning, in terms of their added value; for omitting the arts, humanities and social science research; for not considering technology and knowledge transfer, including the benefit of research; and for neglecting regional and civic engagement including student experience.\textsuperscript{383} Kemp states that he wished rankings did not exist, for example because of their connection with advertisement revenues through university websites and the uneven playing field for the top positions in the global ranking of universities.\textsuperscript{384} Hence, rankings impose competition in an increasingly competitive global market, in which there are losers and winners. However, rankings are increasingly relied upon by students, employers,

\begin{itemize}
\item[382] Ibid., 307.
\end{itemize}
governments, the general public and by the higher educational institutions.\textsuperscript{385} One of the negative effects of ranking in the UK concerns the entering of work market, because many recruitment agencies only consider graduates from the top ranking universities.\textsuperscript{386} There is also a positive correlation between the rankings and the ‘world-class’ status of universities,\textsuperscript{387} despite the absence of a clear definition for a ‘world-class university.’ Altbach laments: “everyone wants one, no one knows what it is, and no one knows how to get one,”\textsuperscript{388} while Jamil Salmi questions whether ‘world-class’ equates to “elite Western.”\textsuperscript{389} This research aligns with Fazal Rizvi’s characterisation of ‘global university,’ which must be engaged with: “the processes of globalisation, its international networks and its internationalised curriculum.”\textsuperscript{390} In addition, it should also engage with ‘interculturality,’ derived from King’s definition on the internationalisation of higher education. A ‘world-class university’ should produce “highly sought graduates, leading-edge research, and technology transfer,”\textsuperscript{391} and should be engaged in “activities contributing to the cultural, scientific, and civic life of society.”\textsuperscript{392} There seems to be inherent competition between the three terms ‘international,’ ‘global’ and ‘world-class;’ however, ‘international’ is further disputed with the term ‘national.’ For

\textsuperscript{385} Hazelkorn, "World-Class Universities or World-Class Systems? Rankings and Higher Education Policy Choices," 8.
\textsuperscript{386} Documentary, "Who Gets the Best Jobs?!
\textsuperscript{389} Salmi, The Challenge of Establishing World-Class Universities. 3.
\textsuperscript{391} Salmi, The Challenge of Establishing World-Class Universities. 19.
example, Clark Kerr thinks of universities as essentially international, because of their role in advancing universal knowledge.\footnote{Clark Kerr, Higher Education Cannot Escape History: Issues for the Twenty-First Century, (Albany: State University of New York Press, 1994). 6.} In contrary, de Wit believes that universities had a clear national orientation when they originated in the 18th and 19th centuries.\footnote{Hans de Wit, ed. Internationalisation of Higher Education in the United States of America and Europe: A Historical Comparative and Conceptual Analysis (Westport, CT: Greenwood Publishing Group, 2002), 3-18.} Scott is of the same opinion, stressing that universities 500 years ago could not be international, because nation-states were as yet un-formed.\footnote{Scott, “Globalisation and the University.”} Nevertheless, the phenomena of travelling students and scholars as pilgrims did exist,\footnote{Wit and Merkx, “The History of Internationalization of Higher Education,” 43.} which means that they fulfilled the role of ambassadors and cross-pollinators of knowledge, practices and ideas; therefore, the scholarly dispute over the character of their institutions could depart from ISM. Such early student mobility perhaps contributed to the perception of ISM being a synonym of the IoU and vice versa and to the consideration of the IoU as soft and/or public diplomacy with the role of the international students as quasi-ambassadors. Moreover, ISM serves as an example of the change in rationales of internationalisation. Three worldwide surveys (2003, 2005 and 2009) by the International Association of Universities on internationalisation revealed the importance of sociocultural rationales (intercultural competence and the global awareness of students) while economic rationales were the least important.\footnote{Ibid.} This contradicts other findings which claim that economic and political rationales increasingly drive national policies on the IoU and academic and sociocultural lag behind.\footnote{Jane Knight, “Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education,” ibid., 32.} Yet, Hudzik believes that it is socio-economics which drive internationalisation with an aim to build a population of “global citizens capable of advancing social and economic development for all.”\footnote{Hudzik, Executive Summary - Comprehensive Internationalization: From Concept to Action, 2.}
2.2.2 IoU – Conclusion

Hudzik’s statement partly characterises the aim of this thesis in combining ISM and the IoU in the cosmopolitan context, including aims of academic, cultural and political advancement in addition to social and economic development for all. The starting point is the review of literature on IoU in regards to ISM at global, European, national and institutional levels, which revealed a fairly cohesive development in definitions on the IoU including rationales behind this phenomena. While the IoU at each of the four levels has its particularities, the forces of globalisation, Europeanisation, and internationalisation at the national and institutional (university) levels intertwine when it comes to ISM, especially in the case of IaH and IA. Higher education and student mobility are therefore an interesting case from the point of view of multilevel governance, because while it is the domain of nation states, as it has a growing global presence it attracts international actors and results, for example, in enhancing internationalisation efforts through their various policies and programmes, such as the case of the EU. The four categories of IoU rationales (academic, economic, political and sociocultural) seem to be a precise analytical tool to assess the IoU at each of the contextual levels (global, European, national and institutional) and it is being adopted as the main analytical lens of this thesis, to be employed in the remaining three analytical levels of this model. It means looking at students’ motivations to study abroad and their experiences through the perspectives of the four categories cohesively, which represent a novel approach in studies of the IoU and ISM pioneered by this thesis.
Another innovation of this research is to assess the many rationales of the IoU in regards to ISM at the global, European, national and institutional levels in terms of the ‘push and pull’ factors of mobility, because they influence decision making of international students when choosing their study destinations. This thesis builds on the migration literature and answers the calls for a multidisciplinary approach to study of student mobility that infuses the perception of the EU and cultural studies, education and sociology. Looking at the phenomenon of internationalisation this study investigates the self-perceptions of internationally mobile students on their role in this process of the IoU together with their views on globalisation and transnationalism, which has also been overlooked in the works on ISM. Accordingly, this thesis seeks to reveal the extent to which international students want to become “global citizens capable of advancing social and economic development for all,” and advance their intercultural skills, acquire and share knowledge and skills, which is partly the intention of the universities, national governments and the EU in their support of mobility programmes and international education.

2.2.3 Students’ motivations and expectations in regard to study abroad

The literature reviewed at the second analytical level focuses on the motivations and expectations of international students as they pursue study abroad. The review starts with studies of the ‘push and pull’ factors for mobility, which build on previous works on the rationales for the IoU from the previous analytical part of the model. This is followed by the examination of the barriers to mobility based on students’ views and according to the literature on the IoU including the EU’s role in the ISM. This is followed by assessment of

---

400 Ibid.
Brooks and Waters, "Social Networks and Educational Mobility: The Experiences of Uk Students," 143.
the literature on students’ motivations to study abroad, including works on risk, uncertainty and knowledge in decision-making in choosing the study destinations. The review also examines the literature on serendipity of mobility, which is an under-researched, if not a wholly unique area of study on ISM. Serendipity refers to fortuitous events which occur at different stages of student mobility or which lead to mobility. As mentioned earlier, the fourfold analytical lens of academic, economic, political and sociocultural categories is an additional assessment tool which complements the other concepts utilised at this analytical level. See Figure 2.2.3.1 for the illustration of the second analytical level of the conceptual model of this thesis.

Figure 2.2.3.1: Second analytical level of the Multilevel Conceptual Model
Study of the motivations and expectations of students in regards to study abroad, including the ‘push and pull’ factors of mobility influenced by the IoU is a vital step towards the understanding of students’ experiences abroad. This is because the ‘push and pull’ factors of mobility can be direct consequences of policies and initiatives of internationalisation. This study focuses on students’ experiences in terms of: acquisition and transfer of knowledge, intercultural competence and the development of students’ identities, which can be identified as part of students’ motivations to study abroad. This review focuses on answering the following two research questions of this thesis: 1) what are the motivations, expectations and experiences of international students to participate in international mobility? 2) what is the role of serendipity in international student mobility?

2.2.3.2 ‘Push and pull’ factors of mobility

The ‘push and pull’ factors of mobility, originally used in marketing and later in immigration studies of human behaviour, help to explain why people leave one place and why another location appears to be favourable. The concept of ‘push and pull’ has been adopted by studies on ISM, for example Altbach distinguishes “push and pull” factors which influence students’ decisions to study abroad. Some of the other works which utilise the concept of ‘push and pull’ factors of mobility in regards to ISM are by Tim Creswell, Zilin Wang.

---

402 Creswell, "Mobility as Resistance: A Geographical Reading of Kerouac’s 'on the Road'," 259.
404 Altbach, Comparative Higher Education: Knowledge, the University and Development, 172-3.
405 Altbach, "Impact and Adjustment: Foreign Students in Comparative Perspective in Higher Education," 305, 09-10.
Pawan Agarwal et al.\textsuperscript{406} The ‘push’ factors for outward mobility are usually perceived as unfavourable to home countries; while, the ‘pull’ factors indicate inward mobility and are usually favourable to host countries, typically in the context of skilled migration.\textsuperscript{407} The ‘push and pull’ factors act often in parallel and from various sources, and can originate at multiple levels, such as: global, European, national, institutional and personal. While the effects of the IoU can impact on mobility they are not the only source of mobility influence, for example personal relationships can also influence decisions to move. Similarly to the rationales for the IoU, the ‘push and pull’ factors of mobility can be categorised as being academic, economic, political and sociocultural in nature. Table 2.2.3.2.1 contains some of the ‘push and pull’ factors of mobility derived from several sources, based on the five levels of origin. Many of these factors act on several levels simultaneously and/or are country specific.

Table 2.2.3.2.1: ‘Push and Pull’ factors of mobility according to different levels

<table>
<thead>
<tr>
<th>‘Push’ factors</th>
<th>‘Pull’ factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global level</strong></td>
<td><strong>Global level</strong></td>
</tr>
<tr>
<td>Development of knowledge based economies (factor also at all other levels)</td>
<td>Development of knowledge based economies (factor also at all other levels)</td>
</tr>
<tr>
<td>more affordable travel</td>
<td>more affordable travel</td>
</tr>
<tr>
<td>wider use of information communications technology - ICT</td>
<td>wider use of information communications technology - ICT</td>
</tr>
<tr>
<td>spread of the English language through and throughout academia, science and popular culture</td>
<td>spread of the English language through and throughout academia, science and popular culture</td>
</tr>
<tr>
<td>the rise in number of high school graduates and the rise of the middle class in developing economies (factor also at national level)</td>
<td>the rise in number of the high school graduates, the rise of the middle class in developing economies and the value of international qualification (cultural capital), (factor also at national level)</td>
</tr>
</tbody>
</table>

\textsuperscript{406} Agarwal et al., "The Dynamics of International Student Circulation in a Global Context."

\textsuperscript{407} Ibid., 118.
<table>
<thead>
<tr>
<th>Support of Erasmus type exchange programmes (factor also at global, national and institutional levels)</th>
<th>Support of Erasmus type exchange programmes (factor also at global, national and institutional levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECTS/DS</td>
<td>ECTS/DS</td>
</tr>
<tr>
<td><strong>National level</strong></td>
<td><strong>National level</strong></td>
</tr>
<tr>
<td>poor-quality of the domestic educational systems (factor also at institutional level)</td>
<td>more advanced research and teaching facilities (factor also at national level)</td>
</tr>
<tr>
<td>uncongenial domestic political situation: discrimination against minorities</td>
<td>friendly political and socioeconomic environment in the host country</td>
</tr>
<tr>
<td>Geographical location (New Zealand, Czech Republic, the UK)</td>
<td>Geographical location (New Zealand, Czech Republic, the UK)</td>
</tr>
<tr>
<td><strong>Institutional level</strong></td>
<td><strong>Institutional level</strong></td>
</tr>
<tr>
<td>the lack of appropriate teaching and research facilities (factor also at national level)</td>
<td>good-quality education in the host country, quality and ranking (factor also at national and institutional levels)</td>
</tr>
<tr>
<td>lack of academic freedom (factor also at national level)</td>
<td>scholarships for international students (factor also at national level)</td>
</tr>
<tr>
<td>enhanced prestige of a foreign degree in comparison to a degree from a local institution upon return</td>
<td>a specific study field and availability to cooperate with a renowned specialist in a study area at a particular university</td>
</tr>
<tr>
<td>curricula taught in the English language (New Zealand, the UK, the Czech Republic)</td>
<td></td>
</tr>
<tr>
<td>domestic fees scheme for international PhD students (New Zealand)</td>
<td></td>
</tr>
<tr>
<td>Recruitment activities of universities (factor also at institutional level)</td>
<td></td>
</tr>
<tr>
<td><strong>Personal level</strong></td>
<td><strong>Personal level</strong></td>
</tr>
<tr>
<td>Not admitted to a local institution (factor also at institutional level)</td>
<td>easier study admission (factor also at institutional level)</td>
</tr>
<tr>
<td>Previous mobility experience of friends</td>
<td>Previous mobility experience</td>
</tr>
<tr>
<td>Embeddedness of mobility - family networks</td>
<td>Existing social networks abroad</td>
</tr>
<tr>
<td>Images gathered through TV and media</td>
<td>Images gathered through TV and media</td>
</tr>
</tbody>
</table>

Adopted from various sources. 408

Chaban et al., "Crossing Cultures: Analysing the Experiences of Nz Returnees from the Eu (Uk Vs. Non-Uk)," 782.
Carlson, "Just a Matter of Choice? Student Mobility as a Social and Biographical Process".
Brooks and Waters, "Social Networks and Educational Mobility: The Experiences of Uk Students," 146.
Williams and Baláž, "From Private to Public Sphere, the Commodification of Au Pair Experience? Returned Migrants from Slovakia to the Uk," 1815.
King, "Towards a New Map of European Migration," 92.
Just as in the case of the rationales for IoU, there are multiple ‘push and pull’ factors of mobility, as can be seen in the case of the Erasmus exchange programmes. They are an example of being driven by economic, academic, political and sociocultural rationales, which can impact the students’ expectations of the EU exchange programmes. For example, the EU and its MSs’ aim to educate and train future highly skilled (and mobile) individuals, which can boost national economies and the European labour markets in the context of KBEs. Similarly, the EU’s exchange programmes aim to enhance the shaping of national and European citizenships and identities. Correspondingly, international students expect better employment opportunities; to gain new experience in the field of culture, society and politics as an outcome of their participation in exchange programmes.

Corbett and Kim believe, that when it comes to attracting international students, in this era of knowledge economies and higher education, the fiscal (economic) rationale seems to be prevalent, despite the fact that higher education institutions proclaim their motivations to be academic and sociocultural. Kim stresses that the core reasons for hosting international students are monetary. For example: international study fees provide welcome additional

---

411 Mol, "Intra-European Student Mobility and European Identity: A Successful Marriage?,” 209.
412 Ibid., 210.
414 "Transnational Academic Mobility, Internationalization and Interculturality in Higher Education.” 396.
revenue for often under-funded public universities; but in extreme cases there is a perception of treating international students as “cash cows.”\footnote{Fred Dervin, “Introduction,” in \textit{Analysing the Consequences of Academic Mobility and Migration}, ed. Fred Dervin (Newcastle upon Tyne: Cambridge Scholars Publishing, 2011), 5.} Hosting international students increases universities’ ‘prestige’ and adds value to their ranking. In this case, the fiscal motivations, of the institution for hosting international students does not seem to impact on students’ motivations as the cost of study is an important indicator for choosing a study destination. Nevertheless, the motivations for mobility are ever-changing and difficult to define, seldom falling into just one category.

2.2.3.3 Barriers to mobility

The third level of the conceptual model examines the study of students’ experiences; however, they are being also considered here in order to examine students’ attitudes to risk and uncertainty, serendipity and barriers to mobility. The literature refers to numerous barriers to international student mobility, which vary in importance and can occur in clusters, for example: finances, including the loss of income, the economic crises and higher living costs abroad; language efficiency and availability of courses in English language; geographical distance; culture; religion; visa concerns; lack of exchange information; institutional barriers; qualification recognition and so on. There are also personal factors such as: existing relationships at home; fear of the unknown and of different way of living in a foreign country.\footnote{Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad," 306, 13.} These can be country specific, for instance, in the case of the UK students,\footnote{Wildavsky, \textit{The Great Brain Race: How Global Universities Are Reshaping the World}, 38, 47, 50.} \footnote{Byram, \textit{The ‘Value’ of Student Mobility}, 36.} \footnote{Findlay and King, "Motivations and Experiences of Uk Students Studying Abroad".}
their lack of language competence partly results in the students favouring of study destinations where English is the official language, widely spoken or where courses are taught in English, such as: North America, Australia, Singapore, Hong Kong and South Africa. Many of these mobility barriers act collectively, for example the fear of the unknown, which relates to the ability and willingness to take risk together with the fears of jeopardising students’ already established relationships (family, friends, and partners), work/income, health/wellbeing and living conditions. These barriers to mobility lead to the concepts of risk and uncertainty and the notion of serendipity. Before turning to the discussion on serendipity, risk and uncertainty, the next paragraphs will review literature on students’ motivations to and expectations of study abroad which are examined in disciplines such as anthropology, education, geography, migration and EU studies, psychology and sociology.

2.2.3.4 Motivations and expectations of students in regards to study abroad

The ‘push and pull’ factors of mobility can become the motivations for study abroad and may influence the decision making process. King refers to motivations as a “cocktail […] of migration factors,” which influence students’ choice of study destinations. These can be categorised as academic, economic, political and sociocultural just like the rationales for the IoU. According to King and Riuz-Gelices, motivations are a mixture of educational, leisure,
travel and experiential goals of individuals.\footnote{Russell King and Enric Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour,” ibid.9 (2003): 231.} Carlson is of a similar opinion; although, he is not particularly concerned whether study abroad is a result of different motives, a one-off decision or an outcome of a trajectory of several decisions. Rather he suggests that the question should be how students become spatially mobile; thus, he believes in a “sequence of events,”\footnote{Carlson, “Just a Matter of Choice? Student Mobility as a Social and Biographical Process”.} which trigger international mobility. Abbott is interested in the timing or sequence of the events that contribute to international mobility.\footnote{Abbott, \textit{Time Matters. On Theory and Method}, 47.} Addressing the 'cocktail of mobility factors, Williams and Baláž point out, that students’ rationale for international mobility may change throughout their study abroad period.\footnote{Williams and Baláž, \textit{International Migration and Knowledge}, 128.}

In addition to the ‘push and pull’ factors of mobility which are recorded in the table above, there are numerous other factors acting as motivations for study abroad such as: recommendation of the study destination by an educational agent, family, friend, or teacher; favourable living and study costs; the acquisition of specific academic knowledge and skills; supportive study visa schemes; having family or social networks present in the host country; opportunities to travel, including beautiful natural scenery; safety - law and order; the host country’s culture and life style, including preference for living in a foreign country; and an opportunity to live in the host country permanently at a later date. This leads to the topic of students’ future mobility aspirations, which can be linked to the issues of ‘brain drain and brain gain’ and knowledge transfer discussed at the next analytical levels of this thesis.

Finally, there is often an expectation of better employment opportunities or gaining a
competitive edge in terms of employability by choosing to study abroad. Employment is one of the most topical issues for graduates world-wide, in particular the younger generation, which face high rates of youth unemployment and are sometimes termed the ‘lost generation,’ which is discussed at the final stage of this review. These motivations and expectations seldom act in isolation, as was earlier depicted by the metaphor of a ‘cocktail of migration factors.’ The motivations and expectations also vary significantly between countries (both origin and destination) due to lifestyle or cultural experiences; this is demonstrated in the case studies outlined later in this thesis. Students’ many motivations for study are interwoven with their expectations of study abroad. This is revealed by examining students’ experiences and their perceptions of these; as well as their depictions of the obstacles to student mobility.

2.2.3.5 Risk and uncertainty and knowledge

The recent developments in migration research concerning risk, uncertainty and knowledge are pioneered by Williams and Baláž. On a theoretical level they have been mainly inspired by economics and sociology. According to the authors, migration informs and is informed by risk and uncertainty, which applies simultaneously to migrants and non-migrants and to sending and receiving countries. Migration can be thought of as a form of knowledge acquisition, intended to decrease the risk and/or uncertainty of future migration /mobility. This thesis focuses on mobility, knowledge acquisition and knowledge transfer by looking at the study of student experiences. Williams and Baláž note that research on risk and

---

423 Monitor, "Show Me: Students Want Evidence Their Degree Will Lead to Success". Accessed (June 6, 2014).
425 Williams.
426 Alwang, Siegel, and Jorgensen, "Vulnerability: A View from Different Disciplines". 3, 25.
uncertainty lacks a single comprehensive theory. They argue that migration is more prone to uncertainty than risk. This is because risk is taken on circumstances which are known and outcomes that can be understood in terms of probabilities while uncertainty describes an imperfect knowledge of the situation and the unpredictability of the nature of risk. Uncertainty can thus be understood as uninformed risk. 427

As unpredictability is an element of serendipity, there is a link between uncertainty and serendipity. Both uncertainty and serendipity can have a positive and negative effects (on mobility), although serendipity usually refers to a lucky chance. As far as ISM is concerned, Williams and Baláž refer to the concept of the “edgeworker” 428 and the notion of “selective biographies.” 429 The first concept characterises the type of migrant such as students and backpackers, who seek a kind of adventure through which they hope to develop their personal competencies and skills; at the same time constructing their personal biographies. Thus, it can be said that these individuals perceive risk positively, because it offers them opportunity to develop. 430 The notion of ‘selective biographies’ is addressed in the theory chapter of this thesis. It refers to the concept of ‘do-it-yourself biographies,’ which is one of the theoretical concepts of this thesis. Going abroad has a certain appeal and people tend to approach this with expectations of adventure as well as the courage or the will to do things they would not do at home. This also because the environment at home does not provide such opportunities. People in the pre-departure period might experience events, which can be termed as serendipitous and this can also influence their experience.

428 Williams.
429 Williams and Baláž, "Migration, Risk, and Uncertainty: Theoretical Perspectives," 175.
430 Ibid., 174.
2.2.3.6 Serendipity

By definition serendipity cannot be planned; it can however occur in the process of planning or preparation for mobility/migration. Research on serendipity as a factor in ISM is significantly absent, yet it can be an experienced reality of student mobility. The interplay of chance, good luck or fortuitous events plays a part in mobility. In its research on the role of serendipity in mobility, this thesis makes a significant contribution to the study of ISM. Prior to the work of Williams et al. and Coleman and Chafer, there was only one other publication by Ackers and Gill which introduced the idea of serendipity in conjunction with the notion of mobility. They drew attention to the reality that not all pre-migration processes result in actual mobility; at the same time, there are circumstances which “precipitate or trigger an unplanned mobility episode.” To illustrate this, the authors presented the story of a Polish PhD student, who ended up finishing her degree in Germany as the result of unexpected events. Hence, Ackers and Gill argue that “serendipity or chance [thus] plays a critical role in understanding the migratory process,” because of the existence of unpredictable, unforeseeable and unplanned circumstances which can supersede and trigger other actions. Williams et al.’s article briefly mentions serendipity as a factor of mobility and in finding a job or meeting a partner as consequence of a fortuitous event(s). Similarly, Coleman and

---

431 Ackers and Gill, Moving People and Knowledge: Scientific Mobility in an Enlarging European Union, 59.
432 Ibid.
Chafer referred to socialisation of international students abroad as “in fact highly serendipitous.”

The analysis of serendipity starts with examination of the mobility episode of students, which may include planning beforehand and which could be motivated by a single rational or by a mixture of them. Interestingly, there is typically either one event which tips an individual towards study abroad or a number of events which occurs simultaneously, which resembles Carlson’s belief in a “sequence of events,” acting as a catalyst for mobility and Abbott’s timing or sequence of events.

The various factors at play are encapsulated in these two quotations: Virgil said that “audaces fortuna iuvat” (‘fortune favours the bold’) while Louis Pasteur declared “fortune favours the prepared mind.” If ‘fortune favours the bold’ it is arguable that there are “migrant personalities” which lead a person to undertake adventure. Second, the conditions for migration are created when serendipitous or fortuitous events happen to those people, who have ‘prepared their minds’ for mobility. This may occur at the pre-departure preparation process. By extension, it can also refer to “previous travels,” or

---

435 Carlson, “Just a Matter of Choice? Student Mobility as a Social and Biographical Process”.
439 Carlson, “Just a Matter of Choice? Student Mobility as a Social and Biographical Process”.
440 Irene Hanson Frieze, Susan B. Hansen, and Bonka Boneva, “The Migrant Personality and College Students’ Plans for Geographic Mobility,” *Journal of Environmental Psychology* 26, no. 2 (2006): 170-73, 75-76.
442 King and Ruiz-Gelices, “International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour,” 243-45.
“international social networks.” However, serendipity also occurs in instances where planning was not undertaken, as highlighted by Ackers and Gill, with an opportunity perhaps appearing ‘out of the blue.’

Serendipity often connected with scientific discoveries, as a happy accident a phenomenon well documented by Royston M. Roberts. Merton and Barber’s book ‘The Travels and Adventures of Serendipity’ is a good guide through the history of serendipity and through individual scientific fields. In 2008 Darwin College at Cambridge University hosted a seven-part lecture series focusing on the role of serendipity in science. The lectures covered anthropology, physics, political science, history, literature and astronomy, and showed how serendipity or accidents played a major role in discoveries that furthered science. However, there were not any references of serendipity as far as mobility and migration are concerned. Of interest, the ‘initial’ 1754 story of serendipity by Horace Walpole, which describes the travels of ‘The three Princes of Serendip’ (sic), described the three travellers who “were always making discoveries by accidents and sagacity, of things they were not in quest of.”

Merton and Barber validated serendipity for sociological theory. They stated that “fruitful empirical research not only tests theoretically derived hypotheses, it also generates new

---

442 Ackers and Gill, Moving People and Knowledge: Scientific Mobility in an Enlarging European Union, 59.
hypotheses. This might be called the ‘serendipity’ component in research, i.e., the discovery by chance or sagacity, of valid results which were not sought for. In regards to the ‘three princes of Serendip’ their story combines the element of travel with international mobility. A ‘prepared mind’ is useful here. Sagacity can refer to the process of planning and information gathering as well as to preparedness for making a decision or taking a chance when it presents itself. While serendipity does not occur explicitly among the factors influencing mobility, it is clearly present cases of scholars referring to mobility as an outcome of a “sequence of events” and of convenient timing of events. Serendipity is not evident nor sought out in existing research on student mobility. This thesis investigates serendipity as a trigger of mobility and as a factor in students’ experiences abroad, offering a unique contribution to the literature on ISM.

2.2.4 Conclusion – Students’ motivations and expectations in regard to study abroad

The review of literature on students’ motivations for and expectations of study abroad builds on and highlights the existence of the ‘cocktail’ of motivations. While there is a body of work on the ‘push and pull’ factors of mobility which influence the decision making. These can act simultaneously, sometimes in clusters and from multiple levels (global, European, national, international and personal) and can be country specific. Therefore, this thesis combines these two concepts and examines their interplay according to the four analytical lenses (academic, economic, political and sociocultural) through several case studies thereby adding a

449 Time Matters. On Theory and Method, 47.
comparative element to this type of research, which contributes to the literature on ISM. Furthermore, this thesis utilises the most recent developments in research on ISM by considering people’s attitudes to risk and uncertainty. Similarly to the factors influencing mobility, the level of risk considered, uncertainties and knowledge vary according to the host and home country and to the type of degree/exchange undertaken (one semester versus whole degree or undergraduate versus postgraduate). This is because the amount of risk is reduced when it comes to highly managed and regulated exchanges, such as a single semester Erasmus programme as opposed to a whole degree study programme abroad negotiated by the students themselves (free-movers). Finally, there has been limited attention given to the role of serendipity in mobility. This thesis therefore directs its focus on serendipity and student mobility offering a unique contribution to the field of ISM. Another novel approach to studies of ISM is the combination of above outlined concepts at this level of the model in conjunction with the rationales of the IoU introduced in the first level of this model. Moreover, this conceptual structure is further developed by the notions of knowledge transfer, intercultural competence, and the construction of students’ identities, which are reviewed below.

### 2.2.5 Experiences of international students abroad

Literature reviewed at the third analytical level of this model refers to students’ experiences abroad in terms of acquisition and transfer of knowledge, their intercultural competencies and the construction of their personal identities. The literature reviewed spans multiple disciplines. The outlined research areas of acquisition and transfer of knowledge, intercultural competence and identity development are inspired by the examination of students’
motivations and expectations in regards to study abroad and by other research on ISM. The main concepts reviewed and utilised to examine students’ experiences abroad, their acquisition and transfer of knowledge, increased intercultural competence and identity development are (Figure 2.2.5.1): 1) the concept of transnationalism;\textsuperscript{450} 2) seven new typologies of European migration;\textsuperscript{451} 3) six geographical typologies of migration;\textsuperscript{452} on the left side of the figure, while on the right side there are: 4) three contextual frames of ISM,\textsuperscript{453} which consider international students as: a) highly skilled migrants, which include acquisition and transfer of knowledge; b) outcome of youth mobility cultures and consumption geographies, referring to intercultural competence; and c) product of globalisation, depicting identity development approached through Groothues’s concept of identity construction and Bruters’s concept of concentric circles of political identity construction. In addition to these concepts, students’ experiences in terms of acquisition and transfer of knowledge, intercultural competence and identity development are examined through the analytical lens of academic, economic, political and sociocultural categorisation adopted from the concept of the IoU.\textsuperscript{454} The advantage of this multifaceted conceptual approach is the variety of outlooks which allow deeper investigation of students’ individual stories in a more holistic manner,\textsuperscript{455} which is enhanced by interdisciplinary research\textsuperscript{456} employing longitudinal, comparative, in-

\textsuperscript{450} Gargano, "(Re)Conceptualizing International Student Mobility the Potential of Transnational Social Fields."
\textsuperscript{451} King, "Towards a New Map of European Migration," 93-100.
\textsuperscript{452} “Geography and Migration Studies: Retrospect and Prospect,” Population, space and place 18 (2012): 137.
\textsuperscript{453} Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad."
\textsuperscript{454} Knight, "Internationalisation of Higher Education: A Conceptual Framework," 9-12.
\textsuperscript{455} King, "Towards a New Map of European Migration," 90.
\textsuperscript{456} McInnis, Peacock, and Catherwood, New Zealand Ministry of Education: Internationalisation in New Zealand Tertiary Education Organisations.(November 17, 2009).
depth, grounded theory and qualitative and mixed method\textsuperscript{457} study echoing students’ perceptions of their experiences\textsuperscript{458} called upon by the respective literature in the footnotes in regards to ISM. This is crucial to the understanding of the acquisition and transfer of knowledge, intercultural competence and identity development which informs the further research on empathy and the shaping of students’ cosmopolitan mindsets that is outlined in the final part of this thesis.

\textsuperscript{457} Butcher and McGrath, "International Students in New Zealand: Needs and Responses," 543.
Butcher, Spoonley, and Trlin, \textit{Being Accepted: The Experience of Discrimination and Social Exclusion by Immigrants and Refugees in New Zealand}.


\textsuperscript{458} Haan and Sherry, "Internationalisation of the Sport Management Curriculum: Academic and Student Reflections," 25.


Brooks and Waters, \textit{Student Mobilities, Migration and the Internationalization of Higher Education}, 2.
2.2.5.2 Transnationalism

Transnationalism at first instance portrays international student mobility because it captures its geographical aspect and because of its multidimensional and non-stagnant character, which “recognise[s] simultaneity in localities and multiplicity in identities.”

Transnationalism in regards to migration was developed in the early 1990’s by Linda Basch, Nina Glick Schiller and Cristina Szanton Blanc, followed by other protagonists for

---

459 Gargano, "(Re)Conceptualizing International Student Mobility the Potential of Transnational Social Fields,” 331.

example Steven Vertovec, Peggy Levitt, Andreas Wimmer, Josh DeWind, Alejandro Portes, Ewa Morawska, Luis Eduardo Guarnizo, Georges Fouron, Michael Peter Smith and Terra Gargano. Many of the definitions of transnationalism refer to migration; however, it is highly applicable to mobility, because the division between mobility and migration is often blurred. Moreover, literature on ISM tends to use the terms mobility and migration interchangeably. Gargano calls for this theory to be used in studies of ISM in order to illuminate students’ meaning making, identity constructions and to allow student voices on their educational experiences abroad to be heard.

2.2.5.2.1 Transnationalism - definition

Transnationalism can be defined as “a process by which migrants, through their daily activities and social, economic, and political relations, create social fields that cross national

465 Ibid.
469 Smith and Guarnizo, "Transnationalism from Below: Comparative Urban and Community Research".
470 Gargano, "(Re)Conceptualizing International Student Mobility the Potential of Transnational Social Fields."
471 "Grounded Identities, Transcient Lives: The Emergence of International Student Voices in an Era of Cosmopolitan Learning."
472 King, "Towards a New Map of European Migration."
473 King and Findlay, International Student Mobility Literature Review.
474 Agarwal et al., "The Dynamics of International Student Circulation in a Global Context."
475 King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour."
476 Gargano, "(Re)Conceptualizing International Student Mobility the Potential of Transnational Social Fields," 337.
boundaries.” Their identities and practices are configured by “… race[,] (and) ethnicity,” citizenship, class and nationhood. Transnational social relations are multi-stranded (familial, geographical, cultural, economic, religious, organizational etc.) and simultaneously sustained domestically and internationally. Transnational social fields are an “unbounded terrain of interlocking egocentric networks […] that incorporate participants [mobile and immobile] in the day-to-day activities,” as co-creators of transnational social networks. In transnational social fields “a constant flow of ideas and practices is embedded within [evolving] relationships,” identities are constructed and “social spaces, physical locales and the geography of the mind” are negotiated. Similarly, Williams et al. agree that social relations of individuals are negotiated and “embedded in the enfolded mobilities of increasingly mobile social networks,” so that an individual cannot be perceived in isolation from “the transnational social fields in which they are embedded.” Thus, transnational communities comprise of “…dense networks across political borders created by immigrants in their quest for economic advancement and social recognition. Through these networks, an increasing number of people are able to live dual lives. Participants are often bilingual, move easily between different cultures, frequently maintain homes in two countries, and pursue economic,

474 Ibid.
475 Ibid., 8.
476 Fouron and Schiller, “All in the Family: Gender, Transnational Migration, and the Nation-State,” 544.
477 Ibid., 331.
478 Ibid., 331.
480 Levitt, ”Transnational Migration: Taking Stock and Future Directions,” 197.
political and cultural interests that require their presence in both,"^{481} this trend in some cases characterizes ISM.

These definitions of transnationalism allow for analysis of “‘lived’ and fluid experiences of individuals,"^{482} including negotiations of social identities, conflations of personal geographies and transformations of transnational practices,^{483} all of which fits with the research interests of this thesis. Based on the personal or professional networks international students vis-à-vis transmigrants forge, they should be seen, according to Khadria, as a vital part of transnational migration systems; their networks are often formed with a view towards long term migration and/or future settlement,^{484} which makes the concept of transnationalism relevant to the notions of ‘brain drain and brain gain,’ ‘highly skilled youth mobility/migration’ and/or ‘future skilled labour force.’ Levitt highlights, that even the ‘full-time’ transnationals may be engaged only in one area of social action;^{485} while, King points out, some mobile individuals have “no wish to fit in to the ideology of one national identity,”^{486} because they usually possess multiple place affiliations with hybrid or cosmopolitan identities. Gargano develops this argument by recognising that for some international students a context of origin is likely to be a “myriad of destinations or localities.”^{487} Host countries become a part of students’ transnational geographies, but this belonging is likely to be one of constant re-negotiation. Transnational lives can eventually

---

^{483} Ibid.
^{486} King, “Towards a New Map of European Migration,” 103.
^{487} Gargano, “(Re)Conceptualizing International Student Mobility the Potential of Transnational Social Fields,” 341.
turn into transnational communities, but, according to Vertovec and Portes, this is not inevitable.⁴⁸⁸

### 2.2.5.2 Forms of transnationalism

The ‘transnational’ can be found in many forms, for example it refers to communities, identities, citizenship, social spaces or “transnational anything-you-want.”⁴⁸⁹ Thus, apart from geography, transnationalism also has social, cultural and political dimensions, which help to form social networks and social fields that are often linked to diaspora.⁴⁹⁰ Relatively cheap transport, facilitated by recent advents in ICT⁴⁹¹ led to the “non-synchronised”⁴⁹² yet regular transnational lives of families which “live together apart.”⁴⁹³ However, movement is not a requirement for engaging in transnationalism; hence, the extent of transnational practices defines: “frequent travellers; periodic movers [(international students)]; and those who stay in one place.”⁴⁹⁴ Based on the intensity and the scope of transnational practices, Guarnizo divides transnationalism into core transnationalism and expanded transnationalism.⁴⁹⁵ Core transnationalism is defined as activities that: “form an integral part of the individual’s habitual life; are undertaken on a regular basis; and are patterned and therefore somewhat predictable.”⁴⁹⁶ In contrast, expanded transnationalism equates to

---

⁴⁸⁸ Portes, "Immigration Theory for a New Century: Som Problems and Opportunities," 812. Vertovec, "Transnational Networks and Skilled Labour Migration."
⁴⁸⁹ King, "Geography and Migration Studies: Retrospect and Prospect," 144.
⁴⁹⁵ Guarnizo, "Notes on Transnationalism."
⁴⁹⁶ Ibid.
“occasional transnational practices,”\textsuperscript{497} for example political refugees or refugees of a natural disaster. Another division within transnationalism is institutional, categorised as broad transnational practices and narrow transnational practices.\textsuperscript{498} Broad practices are sporadic, with occasional participation and not well institutionalised; while narrow transnational practices are highly institutionalised, require regular movement and are constant.\textsuperscript{499}

Transnationalism is also divided between the high and low levels of transnationalism, which depend on the position of transnational communities. Smith and Guarnizo distinguish between transnationalism “from above”\textsuperscript{500} and transnationalism “from below.”\textsuperscript{501} The first refers to global governance, economic activities and the weakening of the nation state due to global media, transnational capital and the increasing power of supranational political institutions; while, the latter captures the everyday, grounded practices of individuals, such as grassroots activism, ethnic nationalism and the rise of the informal economy.\textsuperscript{502} However, migration and mobility are “cultural event[s] rich in meaning for individuals, families, social groups, communities and nations;”\textsuperscript{503} likewise, transnationalism is “a cultural, rather than a strictly geographical metaphor.”\textsuperscript{504} The transnational localities of international students, real or cyber, impact on students’ social networks which can develop into long lasting ties of mutual trust, and they also encourage exchange and creation of knowledge. In effect, transnational student networks frequently predate skilled labour circulation; therefore,

\textsuperscript{497} Ibid.
\textsuperscript{499} Ibid., 317, 20.
\textsuperscript{500} Smith and Guarnizo, "Transnationalism from Below: Comparative Urban and Community Research". 3.
\textsuperscript{501} Ibid.
\textsuperscript{502} Ibid., 3, 6-7, 23.
\textsuperscript{504} Michael Peter Smith, \textit{Transnational Urbanism: Locating Globalisation} (Malden, Mass.: Blackwell Publishers, 2001), 5.
students are considered to be “semi-finished human capital,” often pursuing higher education abroad. Although transnationalism does not create a third space in-between national territories, the “in-betweenness” as a temporary fiction and state of mind can trigger creativity, leading to the innovation component of skills and knowledge, captured by the idea of the knowledge triangle. The following two concepts employed in this study have a geographic basis and similarly to transnationalism they also extend to other spheres such as economy, leisure or social relationships.

2.2.5.3 New typologies of European migration and geographical typologies of migration

Literature about students’ experiences intertwines with writing on the motivations and expectations students bring to their study abroad. This is evident in the case of King’s two concepts utilised concurrently at this analytical level: the new typologies of European migration and the geographical typologies of migration. These concepts help to identify the motivations for mobility and project them onto students’ experiences abroad. Ackers and Gill drew attention to the fact that not all motivations and even pre-migration processes result in actual mobility. While King’s two concepts are not exclusive to ISM, they help to connect the motivations and expectations of students with their experiences abroad. This is illustrated in King’s seven new European typologies of migration (Table 2.2.5.3.1).

506 Ibid.
508 Bash, Schiller, and Blanc, Nations Unbound: Transnational Projects, Postcolonial Predicaments and Deterritorialized Nation-States, 8.
509 King, “Towards a New Map of European Migration,” 93-100.
510 “Geography and Migration Studies: Retrospect and Prospect,” 137.
510 Ackers and Gill, Moving People and Knowledge: Scientific Mobility in an Enlarging European Union, 59.
Table 2.2.5.3.1: Seven new European typologies of migration

<table>
<thead>
<tr>
<th>Typology</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The migrations of crises</td>
<td>refuge, irregular and ‘illegal’ migrations</td>
</tr>
<tr>
<td>2. The ‘sisters are doing it for themselves’</td>
<td>growth in independent female migration</td>
</tr>
<tr>
<td>3. The playing the global labour market</td>
<td>skilled and professional migrants</td>
</tr>
<tr>
<td>4. The here and there and back and forth</td>
<td>shuttle migration</td>
</tr>
<tr>
<td>5. The student migrations</td>
<td>from the year abroad to the ‘Big OE’</td>
</tr>
<tr>
<td>6. The love migration</td>
<td>the transnationalisation of intimacy</td>
</tr>
<tr>
<td>7. The heliotropes and rural idyllists</td>
<td>migrations of environmental preference</td>
</tr>
</tbody>
</table>

Adopted from: Towards ‘A New Map of European Migration.’

These typologies can have global implications, although they originate in the European context. The many types of mobility constantly develop, fragment and intertwine, and their boundaries blur. These typologies are by nature more individual and represent a form of self-realisation. Therefore, they can assist with the detailed examination of students’ experiences in terms of acquisition and transfer of knowledge, intercultural competence and identity building. According to King, mobility can no longer be simply categorised by the usual internal or domestic versus international, voluntary versus forced, temporary versus permanent, and legal versus illegal migration as the distinct lines between them are becoming blurred. Therefore, the previously outlined typologies are enhanced by King’s second concept of six geographical types of migration, which include: 1) distance; 2) time; 3) stage in life cycle; 4) geography; 5) timing/sequencing and; 6) family/gender, and their subcategories (Table 2.2.5.3.2). These add a spatial and geographical dimension to the seven previously mentioned types of migration.

---

511 King, "Towards a New Map of European Migration," 93-100.
512 Ibid., 90, 92-94.
513 Ibid., 92-94.
514 "Geography and Migration Studies: Retrospect and Prospect," 137.
Table 2.2.5.3.2: Geographical typologies of migration

<table>
<thead>
<tr>
<th>Distance</th>
<th>Geographical</th>
<th>Stage in life cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>intercontinental</td>
<td>rural – urban</td>
<td>baby / young (child)</td>
</tr>
<tr>
<td>intercontinental, within a continental region</td>
<td>urban – rural</td>
<td>youth</td>
</tr>
<tr>
<td>internal, interregional</td>
<td>rural – rural</td>
<td>adult</td>
</tr>
<tr>
<td>local</td>
<td>inter – urban</td>
<td>elderly</td>
</tr>
<tr>
<td></td>
<td>intra – urban</td>
<td>corpse (place of burial)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family/gender</th>
<th>Timing/sequencing</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>individual male</td>
<td>first time migration</td>
<td>permanent</td>
</tr>
<tr>
<td>individual female</td>
<td>return migration</td>
<td>temporary</td>
</tr>
<tr>
<td>household/family</td>
<td>repeat migration</td>
<td>circulation</td>
</tr>
<tr>
<td>group male</td>
<td>chain migration</td>
<td></td>
</tr>
<tr>
<td>group female</td>
<td>onward or serial migration</td>
<td></td>
</tr>
<tr>
<td>mass migration/displacement</td>
<td>Transnationalism</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from “Geography and Migration Studies: Retrospect and Prospect.”

While not all of the geographical typologies out of King’s concepts may apply to ISM, many aspects of these concepts and their sub-categories characterise individual student motivations for study mobility and experiences abroad. Moreover, King highlights the fact that the contemporary migratory dyads lead to the creation of new combinations and matrices of mobility types. For instance, international students are at one time employees, tourists and they often collaborate internationally (research, conferences, internships and exchanges). Consequently, the migration type of ‘student migrations - from the year abroad to the ‘Big OE’ can intertwine with other types such as the ‘heliotrope’ (students being tourists), the ‘shuttle’ (international collaboration with frequent travel) and/or the ‘skilled migrant’ (students being employees). Furthermore, ‘student migrations’ can also be interwoven with other types of migration, for example with the ‘sisters doing it for themselves’ (female international students studying abroad based on their own preference), the migration of crisis

---

515 Ibid., 137.
516 “Towards a New Map of European Migration,” 94.
(earthquake caused changes to study destination) and/or with the transnationalisation of intimacy (relationships formed abroad or as a reason for undertaking study abroad). The same is true for the six geographical typologies of migration, because these types of mobility/migration can change for example according to the forces of globalisation.517

Studies of ISM which combine the three latest research themes on acquisition and transfer of knowledge, intercultural competence and identity development are rare; they contain any combination of two of these notions at most. For example, in the case of New Zealand, the Ministry of Education’s surveys on international students (2004, 2007, 2011)518 focus was on students’ motivations to study abroad and partly examined sociocultural encounters; however, the surveys did not focus on acquisition and transfer of knowledge and identity development. Similarly, Chaban et al.’s research connects the motivations to study abroad to intercultural competence;519 while, Williams and Baláž’s focused on mobility in conjunction of acquisition and transfer of knowledge,520 but without considering the development of students’ identities. This thesis combines the three elements of acquisition and transfer of knowledge, intercultural competence and identity development due to their symbiotic relationships. Sound intercultural competence has the potential to enhance the acquisition and transfer of knowledge, as well as have a positive impact on academic achievement (learning is also acquisition and transfer of knowledge)521 and on economic outcomes of mobility

517 Ibid., 89.
519 Deloitte, “The Experiences of International Students in New Zealand: Report on the Results of the National Survey 2007 - Researched for the Ministry of Education by Deloitte”.
521 Chaban et al., “Crossing Cultures: Analysing the Experiences of Nz Returnees from the Eu (Uk Vs. Non-Uk)”.
522 Williams and Baláž, International Migration and Knowledge.
For instance the EU study exchanges can contribute to the building of European and national identities, enhance European and MSs’ competitiveness in knowledge-based economies and contribute to the creation of European citizenship; thus, exchange programmes can capture the mutual relationship between acquisition and transfer of knowledge, intercultural competence and identity development.

2.2.5.4 Three contextual frames of ISM

Zooming in on the research on knowledge transfer, intercultural competencies and identity building, Findlay et al.’s framing of ISM into three main categories also contextualise the notions of acquisition and transfer of knowledge, intercultural competence and identity development. They consider ISM as: 1) a subset of highly skilled migration (acquisition and transfer of knowledge); 2) an outcome of youth mobility cultures and geographies of consumption (intercultural competence); and 3) a product of globalisation (identity development). Findlay et al.’s contextual frame of the ISM has many subsets, which do not

---


Tony Browne, "New Zealand and China: Nearly Forty Years On" (paper presented at the “New Zealand and China: Nearly forty years on,” at New Zealand Institute of International Affairs seminar, Room 208, Macmillan Brown Centre in Te Ao Marama Building, University of Canterbury, Christchurch, New Zealand, 15 April 2010).


Fontaine, *Europe in 12 Lessons*.

function in isolation. For example they are compatible with some of King’s previously introduced typologies of migration, such as “playing the global labour market - skilled and professional migrants,” which resonates with Findlay et al.’s consideration of ISM as ‘a subset of highly skilled migration.’ The notion of ‘highly skilled migration’ in connection with knowledge transfer relates to concepts such as: human capital, ‘brain drain and brain gain.’

Mahroum identifies five types of skilled migration: managers and executives; engineers and technicians; academics and scientists; entrepreneurs; and students, where students are considered to be main supply route to the first four types of skilled migration. Other authors see international students similarly, for instance as “future highly skilled migrants,” “semi-finished human capital,” or as “potential knowledgeable workers.” They recognize the fact that considerable human capital can be acquired through a relatively short time spent abroad. Another dimension is the idea of “total human capital,” which equally values soft skills such as confidence, intercultural competence and communication.

---

525 King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour,” 245-47.
Williams, Baláž, and Kollár, "Temporary Versus Permanent Youth Brain Drain: Economic Implications.”
Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad,” 293.
Williams, Baláž, and Kollár, "Temporary Versus Permanent Youth Brain Drain: Economic Implications.”

526 King, "Towards a New Map of European Migration,” 93-100.


528 Williams, Baláž, and Kollár, "Temporary Versus Permanent Youth Brain Drain: Economic Implications.”
Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad,” 293.


530 Ibid., 46.

531 Williams and Baláž, "What Human Capital, Which Migrants? Returned Skilled Migration to Slovakia from the Uk,” 462.

skills together with the traditional technical skills, education and qualifications. Moreover, the soft skills in addition to the traditional skills are currently in great demand by employers.\textsuperscript{533} Finally, the previously mentioned contextualisation of ISM, including the notions of acquisition and transfer of knowledge, intercultural competence and identity development is examined through the fourfold categorisation of academic, economic, political and sociocultural rationales.,

\textbf{2.2.5.5 ‘Brain drain and brain gain’}

Knowledge is considered as a very “meaningful”\textsuperscript{534} resource in the contemporary context of knowledge based economies, in which student mobility is characterised as “a subset of highly skilled migration.”\textsuperscript{535} Correspondingly, unlike Findlay et al.’s earlier work on skilled international migration,\textsuperscript{536} these authors’ recent work links highly skilled migration to flow of the students from the poorer regions of the world to the wealthier ones; as well as, the exchange of students based on their talent.\textsuperscript{537} This has been captured by notions of ‘brain drain and brain gain,’ which originate in the field of neo-classical economics and operate on the premise of acquisition and transfer of knowledge. Contemporary notions of ‘brain drain and brain gain’ are consistent with the phenomena of “global talent wars,”\textsuperscript{538} which describe the worldwide competition for highly skilled and potentially mobile individuals in the context of knowledge-based economies. The connection with ISM is that migration is becoming

\textsuperscript{535} Findlay et al., “Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad,” 293.
\textsuperscript{536} Findlay et al., “Skilled International Migration and the Global City: A Study of Expatriates in Hong Kong.”
\textsuperscript{537} Findlay et al., “Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad,” 293.
\textsuperscript{538} Williams and Baláž, \textit{International Migration and Knowledge}, 2.
highly selective and migrants tend to be younger and better educated individuals; the implication is that there is an issue of “youth brain drain.” On the other hand, student mobility also concerns ‘mature’ or ‘adult’ students.

The notions of ‘brain gain and brain drain’ have expanded and include descriptions such as: ‘brain exchange,’ ‘brain circulation,’ ‘brain overflow,’ ‘brain waste,’ ‘brain training’ and ‘brain circulation,’ to match the different forms of migration they describe, for example temporary, return, circular and serial migration. These capture some of King’s typologies of migration, for instance ‘shuttle migration,’ or ‘chain, repeat and transnational migrations.’ However, the idea of ‘brain drain’ remains the most widely used, perhaps due to the fact that mobile students are more likely to go abroad in their professional lives unlike their non-mobile counterparts, hence the term ‘youth brain drain.’ This was confirmed by Baláž et al. who debated migration in terms of ‘brain drain/overflow’ versus ‘brain circulation’ and highlighted the fact that temporary migration very often leads to permanent migration and suggested that nation states consider interventions to prevent ‘brain drain’ and consequent losses in GDP.

---

539 Williams, Baláž, and Kollár, "Temporary Versus Permanent Youth Brain Drain: Economic Implications," 5.
540 Williams and Baláž, International Migration and Knowledge, 30-31.
541 Williams and Baláž, "What Human Capital, Which Migrants? Returned Skilled Migration to Slovakia from the Uk," 441-42.
542 Williams and Baláž, International Migration and Knowledge, 30.
543 King, "Towards a New Map of European Migration," 93-100.
544 "Geography and Migration Studies: Retrospect and Prospect," 137.
545 King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour," 243-45.
546 Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad," 301-03.
547 Williams, Baláž, and Kollár, "Temporary Versus Permanent Youth Brain Drain: Economic Implications," 1, 4, 7.
2.2.5.6 Acquisition and transfer of knowledge

As mentioned earlier, acquisition and transfer of knowledge, intercultural competence and identity development can be identified within the motivations and expectations of students in regards to their study abroad, as well as, among the ‘push and pull’ factors of mobility. As far as knowledge transfer is concerned, students seek to acquire knowledge and skills which can be of academic, economic, political and sociocultural character. For example: interest in studying a specific course/degree (academic), improvement of employment opportunities (economic), experience of living in a different political system (political), and improvement of intercultural skills as an outcome of living abroad (sociocultural). This classification follows the fourfold analytical lens applied at each part of the conceptual level derived from the four rationales of IoU. In this vein, Williams and Baláž’s pivotal work for this thesis investigated the relationship between mobility and knowledge acquisition, including the cross-cultural relations. They emphasize the knowledge circulation in terms of the ability to learn and the ability to transfer learning; hence, the research focus of this thesis on acquisition and transfer of knowledge and intercultural competence. While “knowledge in itself is of limited value,” Williams and Baláž argue that, “what matters is how that knowledge is collected, transferred and applied.” Moreover, knowledge can be “place- and/or culture-specific” and subject of social (class) recognition.

Knowledge can be defined as facts, information and skills acquired through experience or education, and as the theoretical or practical understanding of a subject. Skill is the ability to

---

546 Williams and Baláž, *International Migration and Knowledge*.
547 Ibid., 1.
548 Ibid.
549 Ibid., 37.
550 Williams.
do something well, it is also expertise in practiced ability (facility in action or in doing or to do something). According to Polanyi, there are two main types of knowledge, tacit and explicit knowledge. Explicit knowledge is formulated in written words, mathematics or maps; tacit knowledge is unformulated and describes “the act of doing.” Explicit knowledge is also known as the encoded knowledge which is information conveyed by and embedded in symbols and signs. It can be found in what are called traditional forms, such as manuals, codes of practice, books or websites; it can be easily articulated, codified and transmitted as its formats can be formal and systematic. However, Polanyi continues that “tacit knowing is in fact the dominant principle of all knowledge.” Tacit knowledge is person and context specific. This is highly applicable to this thesis in terms of ISM and transfer of tacit knowledge. According to Williams research in this area is empirically poor. Tacit knowledge resembles soft skills, which are highly valued in the context of knowledge based economies.

Tacit knowledge is an “amalgam” of four types: embrained, embodied, encultured and embedded knowledge according to Collins, Blackler and Williams and Baláž. These are

551 Press, "Knowledge." "Skill."
552 Polanyi, The Tacit Dimension.
553 The Study of Man, 12.
The Tacit Dimension, 23.
Williams and Baláž, International Migration and Knowledge, 41.
555 Polanyi, The Study of Man, 13.
557 Ibid.
558 Williams and Baláž, International Migration and Knowledge, i.
559 Ibid., 40-43.
located in bodies, routines, brains, dialogue and symbols. Embrained and embodied knowledge is easily transferable across borders via individuals; while, encultured and embedded knowledge is relational, institutional and person specific and less easy to transfer. Embrained knowledge is the knowledge of conceptual skills and cognitive abilities, which permits the recognition of causal patterns, personal insights, visions and thinking and reflection. Embrained knowledge is therefore indivisible from and intrinsic to an individual. Similarly, embodied knowledge is intrinsic and indivisible, but it is action-oriented and is partly explicit. It is dependent on peoples’ physical presence and is in essence practical thinking entrenched in a specific physical setting. Embodied knowledge is both sensory and sentient information. For example, it consists of physical cues and face-to-face discussions and is therefore acquired by doing or learned in doing.

Encultured knowledge is the process of achieving shared understanding as a result of socialization and acculturation. This includes cultural meaning systems, stories, sociality and metaphors that are socially constructed and open to negotiation and that heavily depend on language because language is the medium of culture. Encultured knowledge is grounded in relationships in particular settings, which makes them difficult to replicate or transfer; thus, it


Williams and Baláž, "International Return Mobility, Learning and Knowledge Transfer: A Case Study of Slovak Doctors," 1025.
Williams, "Lost in Translation? International Migration, Learning and Knowledge," 590.

Williams and Baláž, "International Return Mobility, Learning and Knowledge Transfer: A Case Study of Slovak Doctors," 1925.

is important in the understanding of different perspectives.\textsuperscript{564} Embedded knowledge is also grounded in relationships in particular settings and represents a specific form of relational knowledge. Embedded knowledge is not objectively pre-ordained. It resides in systemic routines, contextual factors and is hence generated by specific organizational cultures including language systems and working groups.\textsuperscript{565} Both encultured and embedded knowledge according to Williams and Baláž can be transferred by migrants in their truncated forms.\textsuperscript{566} This can be made easier through familiarity with different systems and cultures, which can be achieved through mobility and migration because it offers the necessary reflexivity to harvest such types of knowledge.

The nature of modern economies and migration and mobility play an important role in the transfer of tacit knowledge; its value is increasing in this context.\textsuperscript{567} Sometimes mobility is the only effective means for the transfer of tacit knowledge.\textsuperscript{568} Williams and Baláž consider internationally mobile individuals as potential “knowledge brokers”\textsuperscript{569} who have a crucial role in sharing soft skills and tacit knowledge, which are hard to transfer without face-to-face relationships.\textsuperscript{570} Moreover, mobile individuals, including international students, could

\textsuperscript{564} Blackler, “Knowledge, Knowledge Work and Organizations: An Overview and Interpretation,” 1024.
Williams and Baláž, \textit{International Migration and Knowledge}, 41.
Williams and Baláž, “International Return Mobility, Learning and Knowledge Transfer: A Case Study of Slovak Doctors,” 1925.
\textsuperscript{565} “International Return Mobility, Learning and Knowledge Transfer: A Case Study of Slovak Doctors,” 1925.
Williams and Baláž, \textit{International Migration and Knowledge}, 41.
\textsuperscript{566} Williams and Baláž, “International Return Mobility, Learning and Knowledge Transfer: A Case Study of Slovak Doctors,” 1926.
\textsuperscript{567} Williams and Baláž, \textit{International Migration and Knowledge}, 16.
Williams and Baláž, “International Return Mobility, Learning and Knowledge Transfer: A Case Study of Slovak Doctors,” 1925.
\textsuperscript{568} Williams and Baláž, \textit{International Migration and Knowledge}, x, 16.
\textsuperscript{569} Ibid., 45.
\textsuperscript{570} Ibid., 43-45.
become “boundary spanners”\textsuperscript{571} who hold the potential of unusual learning and new possibilities, where boundaries are mostly understood and national borders. However, in terms of knowledge transfer and mobility, Williams and Baláž recognize that there is no simple model in place. These depend on a multitude of factors, such as country of origin, the host country; the length of stay abroad; recognition of the qualification; and many others.\textsuperscript{572} Although they note that in terms of the potential sources of knowledge transfer, the likelihood of the actual knowledge transaction in most cases takes place on a modest scale.\textsuperscript{573} This thesis investigates this as well as the transfer of country specific knowledge by international students who can be therefore considered as boundary spanners and knowledge brokers.

Knowledge transfer and the creation of knowledge depend on colearning argues Williams.\textsuperscript{574} Blackler claims that the term knowing is more appropriate and should be used instead of knowledge because it helps to unite abstract knowledge with specific, as well as social knowledge with technical knowledge thus expressing the multidimensionality of the process of knowing.\textsuperscript{575} Knowing is something individuals do, in contrast to knowledge which is merely something that individuals have.\textsuperscript{576} This leads to knowledge translation, a dimension of colearning, which can be thought of as a stepping stone to knowledge creation. It captures the process of energizing ideas which travel between users or creators of knowledge, where all agents involved can add to that idea; at the same time, everything can become modified, including the idea itself, the people involved with that idea and even the surrounding

\textsuperscript{571} Allan Williams and Vladimír Baláž, eds., \textit{International Migration and Knowledge} (London: Routledge, 2008), 43-45.
\textsuperscript{572} Williams and Baláž, "International Return Mobility, Learning and Knowledge Transfer: A Case Study of Slovak Doctors," 1925-26.
\textsuperscript{573} Williams and Baláž, \textit{International Migration and Knowledge}, xi.
\textsuperscript{574} Williams, "Lost in Translation? International Migration, Learning and Knowledge," 599.
\textsuperscript{575} Blackler, "Knowledge, Knowledge Work and Organizations: An Overview and Interpretation," 1035.
\textsuperscript{576} Ibid., 1023, 38.
According to Williams, all types of knowledge transfers involve translation and “knowledge transfer (effectively translation) and knowledge creation become inseparable from colearning.”

In the context of the globalisation of higher education, there has been a shift from the transmission of knowledge to the acquisition of transferable skills, including competences and training. There is still a limited understanding of the process of skills transformation, especially in the case of international migrants. The case might be that there is a need for a certain skill or competence for an individual to be able to transfer her or his acquired knowledge and skills into portable competences. One such skill is likely to be intercultural competence. For instance, Williams identified that international migrants not only transfer ideas, knowledge and skills but they also carry the means to access them once they are transferred. Collin adds that the transfer of skills is best done through socialisation or interpersonal contact as opposed to learning from books. Finally, Drucker believes that “you have to learn to connect” in order to make knowledge, otherwise its value is limited, because what matters is the way knowledge is acquired, transferred and applied. So knowledge and skills can be perceived as competences, which benefit from international mobility, as Ainley describes it: “‘skills’ formerly understood by many as complex social processes have become de-contextualised and de-constructed into finite, isolable

578 Williams, “Lost in Translation? International Migration, Learning and Knowledge,” 593.
579 Ibid., 596.
‘competences’ to be located as the property of the individual, who then carries them, like a suitcase, from job to job and also across spatial boundaries.” Hence, “knowledgeable or learning” individuals who are mobile have the ability to create translocal networks. This thesis is inspired by such developments; therefore, in addition acquisition and transfer of knowledge, intercultural competence and identity development, this research examines the acquisition and transfer of skills. This research also explores the transnational networks of students’ vis-à-vis knowledgeable or learning individuals.

2.2.5.7 Intercultural competence

Following Collin’s idea of socialisation in terms of skill transfer and Drucker’s ability to connect to facilitate knowledge, literature reviewed in the next paragraphs focuses on intercultural competence, because it is an important skill for socialisation and acquisition and transfer of knowledge. One of the main research interests of this thesis is development and/or improvement of students’ intercultural competencies through their experiences abroad. As mentioned earlier, Findlay et al.’s consideration of ISM as an outcome of youth mobility cultures and geographies of consumption helps to contextualise intercultural competence. This is because the main perspective of this ISM frame is that students’ rationales for international mobility and study abroad are more of an individual and experiential goal than an economic factor. These are in line with intercultural competence being perceived as

590 Ibid.
sociocultural rationale for study abroad alongside the other three competences: academic, economic and political. Findlay et al. refer to several other concepts within this frame, which can be utilised to examine students’ experiences including intercultural competence, such as the do-it-yourself biographies; accumulation of capital; transnationalism and social class.\textsuperscript{591} These form the theoretical approaches of this study and are discussed in the theory chapter of this thesis.

Historically, intercultural competence follows the political, economic and sociocultural development of humankind, and takes the form of communication and different languages and cultures, from the times of the Silk Road to the contemporary era of the Peace Corps.\textsuperscript{592} The division between the terms skill and competence in the literature in regards to intercultural competence is blurred and both are often used interchangeably. As far as the term competence is concerned, the literature identifies a division between the European and the US use, based on the different interpretations of the word. The US term originated in the field of management and consultancy from the late 1970s and has since been adapted in various environments. Its singular form is competency and plural competencies. So the US understanding of intercultural competency characterises what you know in terms of skills and knowledge, while the European term of intercultural incompetence (in plural intercultural competences) describes what one does and how knowledge is applied in practice.\textsuperscript{593} This thesis adopts both of these meanings when referring to intercultural competence, which offers

\textsuperscript{591} Ibid.
\textsuperscript{593} Young Yun Kim, "The Identity Factor in Intercultural Competence," ibid., 60.
a greater operational scope. This is also captured by several definitions of intercultural competence.

Intercultural competence can be defined as “a long-term change of a person’s knowledge (cognition), attitudes (emotions), and skills (behaviour) to enable positive and effective interaction with members of other cultures both abroad and at home.” It can also be defined as “knowledge about and ability in international relations, for example foreign language skills and knowledge about the political, social, and economic development of countries or regions.” Intercultural competences are characteristics that an individual possesses which facilitate competent intercultural interaction. It is also “the development of understanding, respect, and empathy for people with different national, cultural, social, religious, and ethnic origins.” This thesis adopts these understandings of intercultural competence and it employs the last two definitions in its empirical section in interviews and surveys with the participants of this study.

Literature on intercultural competence has recently seen the introduction of the term hypercultural competence, which aims to measure and describe several competence paradigms that operate in the culture discourse as their scope ranges from thoughts, sensitivities, and explanatory capacities to intellectual skills. The components of hypercultural competence are: cross-cultural competence; intercultural competence; transcultural competence; and intracultural competence. All of these are applicable to ISM,

595 Nilsson, ”Internationalisation at Home from a Swedish Perspective: The Case of Malmo,” 12.
596 Ibid.
based on the outcomes they seek to achieve (Table 2.2.5.7.1). The individual components of the hypercultural competence are not utilised in this research at this point; however, the potential in adopting these terms in the context of ISM is abundant due to their specific descriptions and outcomes.

Table 2.2.5.7.1: Hypercultural competence

<table>
<thead>
<tr>
<th>Hypercultural Competence</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cross-cultural competence</strong></td>
<td>The capability to function according to the cultural rules of more than one cultural system; ability to respond in culturally sensitive and appropriate ways according to the cultural demands of a given situation</td>
</tr>
<tr>
<td><strong>Intercultural competence</strong></td>
<td>The capability for successful communication and effective collaboration with people of other cultures through recognition of differences and respect for other points of view</td>
</tr>
<tr>
<td><strong>Transcultural competence</strong></td>
<td>The capability to connect different points of view through the elicitation of dilemmas and their reconciliation</td>
</tr>
<tr>
<td><strong>Transcultural competence</strong></td>
<td>The capability to deliver the business benefits of cultural reconciliation through servant leadership</td>
</tr>
<tr>
<td><strong>Intracultural competence (aka servant leader)</strong></td>
<td>The capability to leverage cultural and/or ethnic diversity and differences within teams</td>
</tr>
</tbody>
</table>


The literature on ISM and intercultural competence often refers to the challenges of intercultural communication and highlights the importance of this skill. The challenge of

---

598 Please note that the Transcultural Competence is recorded in the table twice in the left column as it is in the original text.
600 Otten, “Intercultural Learning and Diversity in Higher Education.”
intercultural competence is that the culture is not static, but as Bennett believes, “culture is action.” In addition “culture is learned,” and the process of learning shapes the beliefs, values and the behaviour of an individual. Moreover, encountering an intercultural experience, cultural diversity and/or engagement in a transnational way of living does not equate to the ability to harvest its benefits, nor does it always lead to an intercultural learning experience or to making someone interculturally competent. So, the generally perceived value of the idea of mobility is perhaps more of an ideal, in that study exchange does not automatically guarantee international understanding, cultural awareness or even peace.

Chaban et al. found that the most intense challenges in terms of intercultural competence according to their study were in regards to job adjustment and social interaction. Likewise, Amanda Daly suggests that lack of intercultural interaction and of intercultural competence is predominantly caused by students’ socialisation habits of “clingingness,” to other international students or fellow citizens, which are also termed as “national ‘cliques.’” On the other hand, Paula Dunstan encounters disinterest and perceived hostility towards

---

Daly, "Outbound Student Exchange at Australian and New Zealand Universities: The Effects of Pre-Departure Decision-Making, in-Country Experiences and Post-Sojourn Outcomes."


Nuffic, "Internationalisation of Universities and International Student Mobility."


Deardorff, "Preface,” xiii.

Otten, "Intercultural Learning and Diversity in Higher Education," 14.


Chaban et al., "Crossing Cultures: Analysing the Experiences of Nz Returnees from the Eu (Uk Vs. Non-Uk),” 783-84.

Otten, "Intercultural Learning and Diversity in Higher Education.” 18.

Daly, "Outbound Student Exchange at Australian and New Zealand Universities: The Effects of Pre-Departure Decision-Making, in-Country Experiences and Post-Sojourn Outcomes."


Daly, "Outbound Student Exchange at Australian and New Zealand Universities: The Effects of Pre-Departure Decision-Making, in-Country Experiences and Post-Sojourn Outcomes."

Teekens, "Internationalization at Home: A Background Paper.”
international students based on two issues: 1) unwillingness to engage with them because of their short transitory character of residence; and 2) already established multicultural environment through the migration history which leads to lack of curiosity.\textsuperscript{609} Therefore, as King and Ruiz-Gelices put it, if intercultural understanding and the acquisitions of related skills and knowledge are to emerge they have to be “somehow schooled.”\textsuperscript{610}

Intercultural understanding and competencies are pivotal because intercultural encounters have the ability to reinforce stereotypes and prejudices, especially in cases of failed intercultural communication.\textsuperscript{611} This can have a negative effect on the academic performances\textsuperscript{612} of students and deliver a culture shock.\textsuperscript{613} Moreover, in extreme situations a breakdown of intercultural communication can even lead to the “development of xenophobic views.”\textsuperscript{614} Therefore, intercultural competence is more than a “diminishment of prejudice,”\textsuperscript{615} it is a lifelong process, with the aim of people thinking, behaving and communicating interculturally, which should contain components of regular self-reflective practices.\textsuperscript{616} Self-reflection has an important role in empathy and the notion of universalism within the cosmopolitan ideal.\textsuperscript{617} Empathy, as seen in one of the definitions of intercultural competence, is one of its vital elements alongside respect and the development of understanding.\textsuperscript{618}

Regular practices and interactions enhance cultural learning, which include learning from

\begin{itemize}
\item Dunstan, “Cultural Diversity for Life: A Case Study from Australia,” 70.
\item King and Ruiz-Gelices, “International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour,” 233.
\item Otten, “Intercultural Learning and Diversity in Higher Education,” 6.
\item Williams and Johnson, “Why Can't We Be Friends?: Multicultural Attitudes and Friendships with International Students,”
\item Otten, “Intercultural Learning and Diversity in Higher Education,” 6.
\item Darla K. Deardorff, “Preface,” ibid., xiii.
\item Nilsson, “Internationalisation at Home from a Swedish Perspective: The Case of Malmo,” 12.
\end{itemize}
each other often resulting in the formation of respect and trust. Cultural learning in this sense accounts for of the acquisition of knowledge and skills, as explained in the previous paragraphs on knowledge transfer.

Cultural learning ideally consists of processes of observation, listening, asking, sharing, teaching and learning from each other, which should preferably occur on a daily basis. Regular intercultural interactions and practices can lead to positive interactions and thus to long-term exchange of knowledge, attitudes and skills which capture the full potential of intercultural competence, provided individuals’ possess some intercultural competence skills initially. Study abroad seems to be an ideal ‘incubator-like’ environment where regular dialogue and cultural learning can take place. In addition, it can enhance self-reflective practices by projecting different perspectives, including changes in perceptions of both, home and host countries, which is important, because self-reflection is crucial for cultural learning to take place. Moreover, increased cultural competence and better intercultural interaction can be achieved by cultivating individuals’ attitudes and skills through multicultural experiences, including the forming of friendships. Skills gained that way account for open-mindedness, flexibility and greater tolerance in uncertainty, where uncertainty can arise from different cultural environments, which leads to the concepts of risk and uncertainty in regards to study abroad. These ‘equations’ about intercultural competence and study abroad...

---

620 Ibid.
621 Janet M. Bennett, "Cultivating Intercultural Competence," ibid., 134.
622 Ibid.
624 Williams and Johnson, "Why Can't We Be Friends?: Multicultural Attitudes and Friendships with International Students," 47.
are further investigated in the final stage of this thesis through the literature on cosmopolitanism, together with the development of student identities.

2.2.5.8 Development of students’ identities

Much of the study of identities within the literature on ISM focusses on the EU’s efforts to strengthen European identity in supporting the creation of European citizenship. There are also references to students developing cosmopolitan identities as a result of study abroad including descriptions of their becoming global citizens. However, most of these works lack analytical and empirical depth in terms of cosmopolitanism, global citizenship and global competencies. Findlay et al.’s third contextual frame which considers ISM as “product of globalisation” also refers to international students in connection with European identity and with the role of the EU in the IoU, including the Erasmus exchanges and the EC’s commitment to the Bologna Process. In addition, this contextualisation of ISM extends to “production” of multilingual and mobile graduates capable of supporting European

---

625 Mol, "Intra-European Student Mobility and European Identity: A Successful Marriage?"

626 King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour."


628 Sigalas, "Cross-Border Mobility and European Identity: The Effectiveness of Intergroup Contact During the Erasmus Year Abroad."

629 Bruter, "On What Citizens Mean by Feeling 'European': Perception of News, Symbols and Borderless-Ness." 

628 Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad." 293.

628 Ibid.
integration, which can be extended to the ideas of cosmopolitanism, global citizenship and of globally competent individuals. Catherine Montgomery argues that international students are constantly renegotiating their identities as they adapt to their new surroundings, including their novel educational context. There are numerous interlinked forces that play a vital role in identity construction and there are several types of identities including political, cultural, ethnic, and religious among others. The younger generation increasingly forms identities within a “new cultural space” of global mobility, including individuals who do not participate in geographical relocation. This is because their desires are often subject to “global opportunities” and “social imaginaries” phenomena which this thesis seeks to understand. This study examines the development of student identities through their experiences abroad, considering acquisition and transfer of knowledge, intercultural competence, as well as, considering ISM through the concept of IaH. This is essential to reaching an understanding of how students’ cosmopolitan mindsets are formed. This thesis also investigates how this occurs.

As suggested by Montgomery, Christof Van Mol also characterises identities as being unstable, not homogenous and relational to persons and to environments. Likewise, other

---

630 Ibid.
631 King, “‘International Student Migration in Europe and the Institutionalization of Identity as “Young Europeans”’.”
632 Montgomery, Understanding the International Student Experience.
633 Groothues, "Imagine: A European Identity".
634 Mol, "Intra-European Student Mobility and European Identity: A Successful Marriage?", 210.
635 Bruter, Citizens of Europe? The Emergence of a Mass European Identity, 2, 9.
638 Ibid.
authors conceptualise identities as ever-changing and fluid processes. Accordingly, the main approach in regards to the development of students’ identities is Groothues’s idea of identity construction consisting of six interlinked forces: family; language; education; government policy; media and icons of identity. Identity negotiations are examined within these six categories of identity construction, which can also characterise a culture. Consequently, formation of identities can be thought of as a social and cultural construct, mirroring cultures or perhaps more precisely their practices, manifested through individuals’ identities. They can be based on personal interactions as well as perceptions of social environments; identities are subject to ‘social imaginaries.’ According to Groothues, identity matter because it determines the perceptions of people in relations to others and has a mutual influence on their behaviours. In this view, Groothues, similarly to other authors, for example Bruter, Fan, Waters and Brook, Van Mol, Checkel and Katzenstein, considers identity as a social construct. His approach fits with this research due to its interest in the development of student identities influenced by new geographical locations (transnationalism), learning (acquisition and transfer of knowledge) and by interactions and relationships (intercultural competence). Identity has an “extremely powerful emotional dimension,” which is also relevant to this thesis because it is focused on empathy as one of the elements of intercultural competence that form students’ cosmopolitan mindsets.

---

638 Groothues, "Imagine: A European Identity".
639 Ibid.
641 Groothues, "Imagine: A European Identity".
The advantage of applying Groothues’s six-fold conceptualisation of identity is twofold: 1) compatibility with perception of identity being a social construct,\textsuperscript{642} for example Checkel and Katzenstein’s understanding of identities which arise from “social practices … geographical structures and national contexts …”;\textsuperscript{643} and 2) ability to analyse students’ multiple identities in greater detail. This analysis will now turn to the six dimensions of identity construction. First, the role of family can be intentional or not,\textsuperscript{644} for instance in terms of motivations and the ‘push and pull’ factors of mobility as described earlier. Second, language(s) spoken and also those not spoken, which can affect mobility aspirations and willingness to learn foreign languages; thus, produce inclination for wider identification, for example the UK vs. European identity.\textsuperscript{645} At the same time taking the case of the English language as an example, the motivation to learn/improve English and/or study in English can be seen as an instrument of improving future career prospects.\textsuperscript{646} Third, education can instil and even produce identity, for example the rational of cross-border education is to generate multiple affiliations.\textsuperscript{647} Fourth, government policy, similarly to education, has an impact on identity creation in terms of cultural, educational and language policies.\textsuperscript{648} The role of government, education (educational institution) and family in identity construction is reminiscent of the ‘push and pull’ factors of mobility at national, institutional and personal levels. Fifth, media has the ability to play on emotions and create shared spaces,\textsuperscript{649} which can transcend borders and thus broaden individuals’ perceptions. It is perhaps the strongest mediator of popular culture. Sixth, icons of identity, just like media, family and language, can provide an “emotional

\begin{footnotes}
\item\textsuperscript{642} Ibid.
\item\textsuperscript{643} Jeffrey T. Checkel and Peter J. Katzenstein, "The Politization of European Identities " in European Identity, ed. Jeffrey T. Checkel and Peter J. Katzenstein (Cambridge: Cambridge University Press, 2009), 4.
\item\textsuperscript{644} Groothues, "Imagine: A European Identity".
\item\textsuperscript{645} Ibid.
\item\textsuperscript{646} Williams.
\item\textsuperscript{647} Groothues, "Imagine: A European Identity".
\item\textsuperscript{648} Ibid.
\item\textsuperscript{649} Ibid.
\end{footnotes}
sense of belonging, trust and security, which are assessed in the empirical part of this thesis, for example through the photographic images provided by the students.

Groothues also points out the three fallacies in regards to perception of identity being: 1) static, almost mystical and essentially unchanging; 2) zero sum game; and 3) able to be imposed from above. In the first case, change in identity can be dramatic (collapse of communism or apartheid) or gradual (immigration and globalisation). ISM can be seen as an agent of change, both dramatic and gradual. Most of the literature on identity construction highlights this “deeply ahistoric” fallacy together with identity being perceived as a ‘zero sum game,’ although for example, European populism and cosmopolitanism, considered opposites, continue to mobilize populations in Europe through targeted political manoeuvres, where European cosmopolitanism describes increasing acceptance of cross-border exchanges of Europeans. Nevertheless, cosmopolitanism and populism exist alongside other forms of identities such as social; democratic; civilian, military or xenophobic. Similarly, Williams and Baláž’s revealed multiple identifications of migrants from Slovakia to the UK, students who were university graduates on study break but at the same time au pairs, English language students and part-time workers. Different elements of personal identities become vocal dependant on circumstances or context. Correspondingly, Bruter describes the multiple characters of identities through concentric territorial circles of political identities (Figure 2.2.5.8.1) and star-shaped individual centred network of identity feelings (Figure 2.2.5.8.2).

---

650 Ibid.
651 Ibid.
652 Ibid.
653 Ibid.
655 Ibid., 14.
656 Williams and Baláž, "From Private to Public Sphere, the Commodification of Au Pair Experience? Returned Migrants from Slovakia to the Uk." 1821, 26.
Both types of Bruter’s figures can be enhanced by inducing the circles and the arrows with six categories of identity construction according to Goothues’s concept, where the size of each of the six parts would correlate with the scope of the contribution of each of the six elements (family, language, education, government, media and icons of identity) of identity construction based on individual’ self-perceptions.

Figure 2.2.5.8.1: A concentric theory of political identities (on the left) and Relative strength of territorial identity circles: the examples of strong and weak European identities (on the right)

Adopted from: “Citizens of Europe?” Bruter, Citizens of Europe? The Emergence of a Mass European Identity, 16.
Figure 2.2.5.8.2: Measuring identity in relative proximity models: the identity map of the (imaginary) sisters Lara and Ayala Khan

Adopted from: “Citizens of Europe?”

In terms of affiliation to institutions, King and Ruiz-Gelices identified that UK students have become more conscious about their European identity as a consequence of their study abroad; second, that their future professional paths are likely to include placements in continental Europe. As Findlay et al. put it, mobility cultures influence the aspiration, motivations and behaviours of students with an increasing pace and Van Mol adds that European students perceive Europe as a personal project of social rather than political character.

---

658 Ibid., 18.
659 King and Ruiz-Gelices, “International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour.”
660 Findlay et al., ”Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad,” 314.
661 Mol, ”Intra-European Student Mobility and European Identity: A Successful Marriage?,” 214.
2.2.6 Conclusion – students’ experiences abroad

The focus of the third analytical level of this model is on the experiences of international students abroad with attention to knowledge transfer, intercultural competencies and formation of students’ identities. The empirical part of the study of students’ experiences abroad is longitudinal (more than one year), comparative, qualitative, mixed-method with a grounded theory approach enabling an echo of students self-perceptions, which is rare in studies on student mobility. The methodology and research interests in acquisition and transfer of knowledge, intercultural competence and identity development reflect the calls made by relevant literature on ISM and follow the outcome of the examination of students’ motivations and expectations in regards to their study abroad. Focus on this combination of research topics is scarce in works of ISM, but it provides a vital foundation for the study of students’ cosmopolitan mindsets which is examined in the final stage of this thesis. Research on acquisition and transfer of knowledge, intercultural competence and identity development builds on several interlinked concepts originating in various disciplines, which are: 1) transnationalism; 2) seven new typologies of European migration;\footnote{662} 3) six geographical typologies of migration;\footnote{663} 4) three contextualisations of ISM,\footnote{664} which consider international students as: a) highly skilled migrants (knowledge transfer); b) outcome of youth mobility cultures and consumption geographies (intercultural competence); and c) product of globalisation (identity development); finally, 4) Groothues’s concept of identity construction; and 5) the fourfold analytical lens of academic, economic, political and sociocultural categories adopted from the concept of the IoU.\footnote{665} These approaches are interconnected and

\footnote{662} King, "Towards a New Map of European Migration," 93-100.
\footnote{663} "Geography and Migration Studies: Retrospect and Prospect," 137.
\footnote{664} Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad."
interlinked at the third analytical level of this thesis’ conceptual model, which contributes to research on students’ experiences abroad in terms of acquisition and transfer of knowledge, intercultural competence and identity development because it tests the existing concepts in various settings and the clustering of the selected concepts offers a more holistic view of ISM.

King’s seven new typologies of European migration, which were published more than a decade ago, are examined through the case studies of the UK, the Czech Republic and beyond the European contingent – in New Zealand. Application of Kings’ typologies considers the migratory variables of geographical typologies through research on the mobility of students. In terms of the knowledge transfer, this thesis seeks to contribute to deficit of empirically supported research on tacit knowledge, and it inspects the phenomena of ISM as potential sources of knowledge transfer, because the actual knowledge transaction and skills transformation in the context of migration/mobility is in most cases on a modest scale. This thesis therefore seeks to explore the possibly of international students being ‘boundary spanners’ and/or ‘knowledge brokers.’ Moreover, according to Williams, migrants also carry the means to access and transfer knowledge and skills, which leads to the next research interest of this thesis on students’ intercultural competence. Based on the understanding that knowledge is learning and cultures are learned this study aims to assess the possession and improvement of students’ intercultural competence through their

666 King, “Towards a New Map of European Migration,” 93-100.
667 “Geography and Migration Studies: Retrospect and Prospect,” 137.
669 Williams and Baláž, International Migration and Knowledge, xi.
experiences abroad over time based on their self-perceptions. However, it also acknowledges that intercultural competence can be developed ‘at home’ in line with the concept of IaH, measurements of intercultural competence are difficult, disputable and changes in students’ minds may take a long time.\textsuperscript{673} The value of this study on intercultural competence lies in its longitudinal, qualitative, mixed method and grounded approach, which records students’ views on their intercultural competencies over time and discusses their competencies and skills with them in connection with the learning and acquisition and sharing of knowledge. At the same time, this thesis tests the ‘self-reflective’ character of its empirical methodology in regards to student mobility as literature suggests that intercultural competences have to be “somehow schooled”\textsuperscript{674} and it should contain components of regular self-reflective practices, ideally repeatedly.\textsuperscript{675}

Examination of the forming of students’ identities seems a necessary part of studying acquisition and transfer of knowledge and intercultural competence as identity determines individuals’ perceptions and influences their behaviours.\textsuperscript{676} This can contribute to the understanding of issues of “clingingness”\textsuperscript{677} and/or “national ‘cliques’”\textsuperscript{678} based on empirical findings. The advantage of using Groothues and Bruter’s understating of identity formation is the interconnectedness and multidimensional character of their concepts, which allows for ample empirical applications. Studies of identity also connect the individual or personal

\textsuperscript{673} Nuffic, "Internationalisation of Universities and International Student Mobility."
\textsuperscript{674} King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour," 233.
\textsuperscript{675} Deardorff, "Preface," xiii.
\textsuperscript{676} Nuffic, "Internationalisation of Universities and International Student Mobility."
\textsuperscript{677} Groothues, "Imagine: A European Identity".
\textsuperscript{678} Weibl, "The European Union Postgraduates in New Zealand."
Daly, "Outbound Student Exchange at Australian and New Zealand Universities: The Effects of Pre-Destination Decision-Making, In-Country Experiences and Post-Sojourn Outcomes."
\textsuperscript{676} Teekens, "Internationalization at Home: A Background Paper."
dimension with the institutional, for example in the case of the EU’s aim to create a European citizenship and the national and institutional objectives to educate students to become globally competent individuals. Finally, works on acquisition and transfer of knowledge, intercultural competence and identity development serve as building blocks for research on cosmopolitanism, which gathers the outcomes of research on the previous three levels and with focus on cultural empathy as one of the intercultural competence. This is because study abroad does not automatically lead to intercultural understanding or even peace, but it can re-affirm prejudices, reinforce stereotypes and even develop or confirm xenophobic views. Similarly, possession of intercultural competencies does not make an individual an empathetic person; intercultural competence can be the outcome of schooling or training for conducting business abroad or in case of diplomacy.

2.2.7 Forming of students’ cosmopolitan mindset

The final research interest of this thesis’ investigation of students’ experiences abroad is the forming of their cosmopolitan mindsets through the combination of results from the previous three analytical levels and an assessment of students’ own views on cultural empathy. Cosmopolitan mindsets are developed through students’ motivations and expectations in regards to study abroad, for example a wish to broaden their horizons and live abroad, and to be exposed to different perceptions. The cosmopolitan idea act also as the ‘push and pull’ factor of mobility, for instance universities and governments’ proclamations to educate students for globally competent citizenship, which often appears in connection with study

---

679 Ibid., 9.
abroad programmes\textsuperscript{682} and can be achieved through the implementation of the concepts of IA and IaH. Intercultural competence is an important skill in an increasingly multicultural and globalised world; however, as mentioned in the previous chapter which sought to define intercultural competence, this competence consists of various aspects of skills. Cultural empathy is one of the pivotal skills of intercultural competence; this helps to indicate individuals’ cosmopolitan attitudes, because some intercultural competence skills can be acquired for the purpose of tourism or business, yet they do not always eliminate racist or xenophobic views.

Empathy can be acquired through learning which points to knowledge transfer and it is likely to lead to personal growth, which links to the development of identities. Empathy can assist the examination of students’ cosmopolitan mindsets in terms of their cultural and moral dimensions. In addition, similarly to the previous parts of the analytical model, this level adopts the fourfold analytical lens of academic, economic, political and sociocultural categories to study the cosmopolitan mindsets of international students. This can aid the understanding of the rationales behind the acquisition of intercultural competence, for example motivations that are purely economic arguably do not contribute to the development of cosmopolitan attitudes. Literature on cosmopolitanism is vast in scope. According to Hannerz, cosmopolitanism belongs to debate in fields such as transnationalism, multiculturalism, and diaspora and identity politics, including political correctness,\textsuperscript{683} which

\begin{flushleft}
\textsuperscript{682}“Erasmus student mobility for studies,” \textit{EUROPA – Gateway to the European Union}, \url{http://ec.europa.eu/education/erasmus/study_en.htm} (May 30, 2012).  \\
Brooks and Waters, “Social Networks and Educational Mobility: The Experiences of Uk Students,” 143.  \\
\textsuperscript{683}Hannerz, “Two Faces of Cosmopolitanism: Culture and Politics”.(June 5, 2013).
\end{flushleft}
makes ISM an essential case study. Furthermore, Ribeiro adds that cosmopolitanism became a “metaphor for mobility, migrancy […] and transcultural and transnational realities …”

Cosmopolitanism can be also understood as a moral and political reaction to globalisation.

Figure 2.2.7.1 illustrates the fourth level of the conceptual model.

Figure 2.2.7.1: Fourth analytical level of the Multilevel Conceptual Model

---

2.2.7.2 Global citizenship

As mentioned earlier, when entering the discussion on the construction of identities, the literature often refers to ISM in regards to global citizenship and cosmopolitan identity\textsuperscript{686} as a result of mobility and study abroad. Derek Bok (former president of the Harvard University) believes that educational institutions have a central role in preparing students for a cosmopolitan world of bound interactions with foreigners and different ethnicities, and exchanges of values and cultures. He argues that teaching should include universal values of global citizenship accompanied by the development of intercultural competence\textsuperscript{687}. However, despite the need, there is an ongoing lack of intercultural competence education, or lack of understanding of its necessity\textsuperscript{688}. Therefore, becoming a global citizen is an “economic, practical and moral imperative … and … an issue of [our] very survival.”\textsuperscript{689} Global citizens share a moral assumption of responsibilities and obligations to other people everywhere around the world.\textsuperscript{690} Hence, Bok suggests active engagement with intercultural education and pleas for teaching students “how to think interculturally,”\textsuperscript{691} because knowledge alone does not suffice in order to equip individuals with intercultural competence. Global citizens or globally competent students, according to Russo and Osborne are individuals who possess

\textsuperscript{686} Campbell, "Promoting Intercultural Contact on Campus: A Project to Connect and Engage International and Host Students."

\textsuperscript{687} Ashwill and Oanh, "Developing Globally Competent Citizens: The Contrasting Case of the United States and Vietnam," 143.


\textsuperscript{690} Rönnström, “Cosmopolitan Communication and the Broken Dream of a Common Language,” 260.

\textsuperscript{691} Bok, "Foreword," x.
some level of intercultural competence and have diverse and knowledgeable worldviews; such students comprehend international dimensions in their major fields of study, communicate effectively in another language and/or cross-culturally; exhibit cross-cultural sensitivity and adaptability; and carry global competencies throughout their lives.692

Correspondingly, Giddens argues that there is a need for education that respects diversity by cultivating a sense of cosmopolitan identity and which also works towards a “principle of unity in diversity,”693 which is also the EU’s motto.694 In this sense, cosmopolitan identity does not reject other communal identities; rather it promotes the co-existence of multiple identities, capable of forming a “cosmopolitan nation.”695 ISM offers a valuable case study in this regard, due to students’ encounters with diversity and mobility and because of their potential as ‘ambassadors’ that facilitate the transfer of knowledge.

2.2.7.3 Cosmopolitanism

Cosmopolitanism has several branches which correspond to the several metamorphoses it has undergone that correspond with different stages of societal development, such as moral/philosophical, cultural, political, economic, and banal or rooted cosmopolitanism.696

696 Kieingeld and Brown, "Cosmopolitanism". (June 5, 2013).
 Works on this concept mainly centre around cosmopolitan morality, including its meaningful application, within the following interrelated themes: legal cosmopolitanism, global justice, political cosmopolitanism, cultural cosmopolitanism and civic cosmopolitanism. Moral or philosophical cosmopolitanism is interested in the ordinary attachments and connections of human beings. It is committed to justice, the promotion of basic human rights and to aiding people in need and who are suffering. For instance Erasmus of Rotterdam advocated the idea of world-wide peace, based on the belief that humans should live in harmony, because they are social by nature, a sentiment which is echoed by the contemporary Erasmus types of exchange programmes. Kant also argued for the peaceful coexistence of human beings as citizens of the earth, through the concept of ‘cosmopolitan law’ and the establishment of the League of Nations, which link moral and political cosmopolitanism together. Hannerz divides cosmopolitanism into cultural and political cosmopolitanism. While the political dimension is problematic mainly due to the dispute over the federal form of governance versus a centralized system, cultural cosmopolitanism deals with novel and different places, sights, tastes, sounds and new people. This relates to the debate on globalisation mentioned earlier and Held’s argument for cosmopolitan law and debate on the ideal form of governance, including the multi-level governance and democracy of pluralism and diversity. There are also anti-cosmopolitan voices, which argue for no international political entanglements. Cultural cosmopolitanism values openness toward difference. At

---

Appiah, "Cosmopolitan Patriots," 618.
Brown and Held, Editors' Introduction, 9.
Kleingeld and Brown, "Cosmopolitanism". (January 11, 2013).
Hannerz, "Two Faces of Cosmopolitanism: Culture and Politics". (June 5, 2013).
Principles and Institutions of Global Justice.
Kleingeld and Brown, "Cosmopolitanism". (January 11, 2013).
its core is the ability to make “one’s way into other cultures;” nevertheless, its internal division is over multiculturalism in the education sphere, due to resurgent nationalism, which is supported by cosmopolitanism in its cultural form but only to a certain point.

International students offer some insight into this as was illuminated in this study and its examination of international students’ perceptions on cosmopolitanism and globalisation. These students can be thought of as ambassadors of multiculturalism.

Economic cosmopolitanism believes in the cultivation of a single global economic market and in neoliberal free trade with little or no political involvement. It is often criticized, especially by moral/philosophical cosmopolitans for causing international economic inequality. The term banal or everyday cosmopolitanism refers to cultural consumption of all kinds, for example food, music and lifestyle, due to the relative closeness of cultures in the global arena. According to Beck, banal cosmopolitanism resides within the nation-state, because when cosmopolitanisation in injected the national becomes gradually transnational or cosmopolitan. Banal cosmopolitanism therefore, describes a “quiet revolution in everyday life” a mixing of national cultures and a sprouting of multiple loyalties, which is captured in this research into the formation of students’ identities. With banal cosmopolitanism there is a sense of a ‘mechanical’ or ‘leisure’ attitude towards the essence of cosmopolitanism, or cultural and moral cosmopolitanism. This thesis is interested in the cultural and moral dimensions of students’ cosmopolitan characteristics through the forming

\[\text{Ibid.(June 5, 2013).}\]
\[\text{Kleingeld and Brown, "Cosmopolitanism". (June 15, 2013).}\]
\[\text{Ibid.(January 11, 2013).}\]
\[\text{Hannerz, "Two Faces of Cosmopolitanism: Culture and Politics". (June 5, 2013).}\]
of their cosmopolitan mindsets; it does not ignore the influences of the other types of this concept. It has therefore adopted the following understandings of cosmopolitanism and global citizenship as a “moral egalitarianism and reciprocal recognition of the equal moral respect of every person.”\(^\text{711}\) It is about cultivating intercultural competencies so an individual is able to deal with ethical frameworks different from one’s own; it is also a “moral assumption that we have an obligation and responsibilities to other people”\(^\text{712}\) and it is a loyalty not to locality but relationships which are rooted locally or floating globally with whom we are related. This definition serves the investigation of students’ cosmopolitan mindsets because it helps to distinguish the rationales for the acquisition intercultural competence, (academic, economic, political and sociocultural) in the context of education for universal values of global citizenship which, according to Ashwill and Oanh, should include the development of intercultural competence.\(^\text{713}\)

The multidimensional definition used by this thesis encompasses the Ancient Greek ideas of cosmopolitanism and is in line with Martha Nussbaum’s suggested capabilities for citizens in the twenty-first century, which are: “[s]ocratic self-examination … and searching critical thinking; …a sense of global citizenship … and to have genuine curiosity in a sense of all human beings having equal dignity based on courageous thinking of pluralities of the world, pluralities of people, cultures and religion; and empathy, … humble and genuinely curious attempt to empathy.”\(^\text{714}\) Thus, Nussbaum advocates the relevance of the ancient and enlightenment cosmopolitan ideas to the contemporary


context. While this concept is fairly broad and her suggestions may sound demanding in terms of self-examination and critical thinking, ISM can serve an ideal case study of cosmopolitan ideas and the forming of the cosmopolitan mindset. It is because successful intercultural competence learning includes self-reflection, which is close to the demand of self-examination and critical thinking. Furthermore, motivations for study abroad are frequently accompanied by curiosity in many aspects, for example Nussbaum’s suggested curiosity in and thinking about the pluralities of people, cultures and/or religions. These can enhance empathy or even initiate empathy, especially when the previous two ‘conditions’ or steps of Nussbaum equations are involved (self-reflection together with self-examination and critical thinking).

The case for cosmopolitanism being associated with ISM can be argued on the premise of the mentioned need for education for global citizenship; and the EU’s and universities rationales for internationalisation in regards to study exchanges in the context of the increasingly interconnected and globalised world. The benefit of ISM as a case for mapping the formation of the cosmopolitan mindset is that international students can be considered as hybrids of Marco Polo, traveling students of medieval times and perhaps canaries in the coal mines; the latter in a sense, being pioneers of youth and/or study mobility, greater exposure to multiculturalism and the forces and processes of globalisation. At the same time; they can embody soft diplomacy, being

---

715 Ibid. (November 25, 2013).
Brooks and Waters, ”Social Networks and Educational Mobility: The Experiences of Uk Students,” 143.
ambassadors of their country(ies) of origin, culture(s) and/or university(ies).
Furthermore, the brief history of the cosmopolitan idea in the following paragraphs illustrates the great substance of ideas compressed into the definition cluster of cosmopolitanism used by this thesis, followed by its adaptability argument of cosmopolitanism regards to ISM discourse.

2.2.7.4 History of Cosmopolitanism

The idea of cosmopolitanism first appeared in Ancient Greece. Cosmopolitanism is derived from the word *kosmou politês/kosmopolitês*, which meant citizen of the world.\(^{717}\) It was proclaimed by Diogenes, a protagonist of Cynics, who said ‘I am a citizen of the world,’ when asked where he came from.\(^{718}\) Diogenes declared allegiance foremost to the community of human beings, deploying the ideals of justice and equality. His declaration was passed on to Stoics who developed it into the notion of the world citizen (*kosmou politês*), which describes the idea of everyone dwelling in two communities, that of our birth and that of human argument and aspirations.\(^ {719}\) Ancient ideas of cosmopolitanism arise from the belief that the place of birth is pure accident; hence, it is necessary to thrive for justice and equality.\(^ {720}\) Diogenes is believed to have been inspired by Socrates, who might even not have been self-consciously cosmopolitan and himself chose not to travel.\(^ {721}\) The stoic notion of compatibility of local and global identity reflects the individual being surrounded by a “series

\(^{717}\) Ribeiro, "What Is Cosmopolitanism?". (June 5, 2013).


\(^{719}\) Ibid.

\(^{720}\) Kleingeld and Brown, "Cosmopolitanism". (June 5, 2013).


\(^{721}\) Kleingeld and Brown, "Cosmopolitanism".(January 11, 2013).
of concentric circles … drawn to the centre,”\textsuperscript{722} starting from personal and family ties through neighbourhoods to ability to encompass the whole humanity and consider it also as a circle. This echoes Bruter’s idea of concentric territorial circles of political identities. Stoics believe that the worth of self-knowledge benefits from seeing the whole world: “we see ourselves more clearly when we see our ways in relation to those of other reasonable people.”\textsuperscript{723} Hierocles (Stoic philosopher) described it thus: “not to be inattentive to what another person says, and as far as possible enter into that person’s mind;”\textsuperscript{724} similarly, Nussbaum talks about empathy as the capacity to consider what it might be to be in someone else’s shoes.\textsuperscript{725}

Stoics experienced loneliness as a consequence of removal from the local environment, because the local provides us with trust, patriotism, love and security. So, by leaving the local boundaries, the individual is deprived of the warmth and safety embedded in the local (family and friendships) in exchange for a less colourful love of humanity.\textsuperscript{726} In contrary, Appiah argues in regards to his concept of rooted cosmopolitanism that there is no need to give up one’s native culture (the local) in order to embrace other cultural contaminations (circles further away), because a “cosmopolitan patriot”\textsuperscript{727} can be a ‘rooted cosmopolitan’ who is attached to the particularities of his or her own home who at the same time enjoys the presence of the other environment.\textsuperscript{728} The ‘cosmopolitan patriot’ has therefore an advantage of Aristotelian virtue of a continual

\begin{footnotes}
\item[722] Nussbaum, "Patriotism and Cosmopolitanism". (June 5, 2013).
\item[723] Ibid.(June 5, 2013).
\item[724] Ibid.(June 5, 2013).
\item[725] RSA, "Martha Nussbaum on 21st Century Enlightenment."(November 25, 2013).
\item[726] Nussbaum, "Patriotism and Cosmopolitanism". (June 5, 2013).
\item[727] Appiah, "Cosmopolitan Patriots," 618.
\item[728] Ibid.
\end{footnotes}
open-mindedness and readiness to accept a “potentially better point of view,” from a different location, together with appreciation of local (culture). This can be perceived as willingness to engage with the ‘other’ and in the openness towards different cultural experience which can lead to a personal quest for self-improvement, self-invention, self-creation and self-respect through cultural interaction. Farrer prizes this quality of cosmopolitanism for its ability to teach us or transfer something very valuable from places somewhere else, which can result in personal creative self-transformation. This resonates with the idea that study abroad and/or university study as such of being perceived as a part of growing up and becoming independent and with the research interest of this thesis in regards to acquisition and transfer of knowledge and international students being ambassadors of their home country(ies) and cultures.

Cosmopolitanism can therefore be regarded as a process of learning and as Wenger argues, learning “transforms who we are and what we can do;” hence, it helps us to become a certain person or prevents us from becoming a certain person. Wenger further claims that learning, being a “social becoming,” has a transformative effect; thus, it is “an experience of identity,” where identity represents “a complex relationship between the social and the

729 Farrer, "Cosmopolitanism as Virtue - toward an Ethics of Global City Life: Cosmopolitanism in Asia's Global Cities".
731 Hannerz, "Two Faces of Cosmopolitanism: Culture and Politics".
732 Farrer, "Cosmopolitanism as Virtue - toward an Ethics of Global City Life: Cosmopolitanism in Asia's Global Cities".
734 Ibid., 215.
736 Communities of Practice: Learning, Meaning, and Identity, 215.
Personal identities are worked and perpetually “reworked,” which point to the Aristotelian cosmopolitanism and Appiah’s ‘cosmopolitan patriotism;’ as well as, to the development of multiple or concentric identities by Bruter. Therefore, it seems important to also examine the shaping of students’ identities when studying their experiences abroad. The development of multiple identities can be enhanced by crossing multiple boundaries, because the face-to-face communication in a community is the best way to become a cosmopolitan individual, which makes ISM an apt case study in this regard. Personal development is often accompanied by what Hannerz refers to as “cultural repertoire … [which] equip[s] … [a] person to deal with a corresponding set of situations,” that resemble a possession of intercultural competences. Hannerz continues that perhaps at a different level there might be a genuine interest toward cultural diversity, which is termed as a “culture of cultures,” or a “metaculture.” By extension, empathy could be a sign of genuine interest towards other cultures, as captured by the definition of intercultural competence used by this thesis: understanding and respect and empathy towards people with different national, cultural, social, religious and ethnic origin.

The historical overview of cosmopolitanism contributes to a general understanding of this phenomenon; at the same time, the individual concepts mentioned make the ISM a pertinent case study. Perhaps even without knowing, international students embark on the journey of foreign experiences interwoven with aspects of cosmopolitanism. Referring to their motivations for study abroad, some of the students have cosmopolitan ideas entrenched in

738 Wenger, "Communities of Practice and Social Learning Systems: The Career of a Concept".
740 Hannerz, "Two Faces of Cosmopolitanism: Culture and Politics". (June 5, 2013).
741 Ibid. (June 5, 2013).
742 Ibid. (June 5, 2013).
their expectations. Often this experience is a process of learning which transforms individuals in terms of what they are and what they can do, in line with Wenger’s view on cosmopolitanism.\(^{743}\) Similarly, cosmopolitanism is described as a virtue by Ferrer, a process of self-transformation frequently based on experiences abroad and as a result of acquiring and learning from places elsewhere.\(^{744}\) This highlights the research interests of this thesis, in particular the acquisition and transfer of knowledge, intercultural competence and identity development. The ability to learn and gain knowledge expresses the Aristotelian open-mindedness of accepting a “potentially better point of view,”\(^{745}\) as an outcome of cultural interactions, experiences of diversity and plurality of ideas, which can lead to self-improvement, self-invention, self-creation and self-respect.\(^{746}\)

At the same time; just like Stoics, international students may experience loneliness ‘removing’ themselves from their home environment, which can be accompanied and/or caused by culture shock and/or homesickness. This may serve as self-reflection, according to studies on intercultural competence necessary for learning from the experience abroad, which can be enhanced by self-perception based on seeing one-self in relation to others, as pointed out by Nussbaum.\(^{747}\) Consequently, it complements and is complemented by Stoic idea of the compatibility of local and global identity as well as that of a ‘cosmopolitan patriot.’\(^{748}\) It is also expressed through the concentric formation of individuals’ identities, as mentioned in the chapter on development of students’ identities. When it comes to the possible development of individuals’ cosmopolitan mindsets, these align with Diogenes’s allegiances of universal

---

\(^{743}\) Wenger, *Communities of Practice: Learning, Meaning, and Identity*, 215.

\(^{744}\) Farrer, “Cosmopolitanism as Virtue - toward an Ethics of Global City Life: Cosmopolitanism in Asia's Global Cities”.

\(^{745}\) Ibid.

\(^{746}\) Appiah, "Cosmopolitan Patriots," 625, 33, 37.

\(^{747}\) Hannerz, “Two Faces of Cosmopolitanism: Culture and Politics”.

\(^{748}\) Nussbaum, "Patriotism and Cosmopolitanism". (June 5, 2013).

\(^{748}\) Ibid. (June 5, 2013).
justice and equality, which are partly based on the Ancient belief that it is pure accident where one was born. This sequence of cosmopolitan ideas interwoven with the experiences of international students abroad is examined through empirical, longitudinal, mixed-method and grounded theory approach, focusing on empathy. Empathy is one of the elements suggesting the forming of a cosmopolitan mindset as defined here and discussed in the following paragraphs. Finally, the relevance of ISM as a case study applicable to wider society towards gaining an understanding of the formation of universal cosmopolitan ideas is that of a precursor. Arguably, through their study abroad international students experience what tourists do, what individuals engaged in transnational business relationships experience and/or what multicultural societies face in this era of excelled global interconnectedness.

### 2.2.7.5 Empathy

Empathy can be defined as the ability to understand and share the feelings of others. Empathy should not be confused with sympathy, which means feelings of pity and sorrow with someone else’s misfortune. Nussbaum considers empathy to be a necessary characteristic for this century and understands it as the capacity to think what it might be to be in shoes of someone else. Likewise, Hannerz proclaims that the value of cultural cosmopolitanism is openness toward differences and ability to make “one’s way into other cultures.” These complement the earlier mentioned needs for global competencies of students by Russo and Osborne as well as the idea of education for intercultural thinking by Bok. In the context of emotional intelligence, Goleman argues that empathy is an intercultural competence which leverages diversity, facilitates understanding of others,

---

749 Ibid. (June 5, 2013).
so it is the most critical emotional competence.\textsuperscript{752} Empathy, together with anxiety management is considered to be a core intercultural competence when it comes to the knowledge of others. Empathy can be therefore developed as an outcome of the process of knowledge acquisition and the building of skills; it has an effect on people’s understanding; while, a reduction of anxiety (anxiety management) facilitates interactions. Consequently, empathy improves the impact of intercultural contact,\textsuperscript{753} which is why empathy is one of the complementing measures of cross-cultural adaptation\textsuperscript{754} and literature in this area often connects intercultural competence with the notion of global citizenship.\textsuperscript{755}

Since global citizenship is committed to social and economic justice and to a more peaceful and equitable world, intercultural competence through empathy plays a role in a moral/ethical cause.\textsuperscript{756} Comenius captured this in the idea of pedagogical universalism from the 1600s in the concept of the ‘intercultural,’ which advocates that a multiplicity of perspectives reinvigorate mutual understanding and knowledge acquisition between people of differing backgrounds.\textsuperscript{757} This highlights the concept of cultural learning which is tied to intercultural competence. However, intercultural competence can be employed for unjust, non-peaceful

\textsuperscript{752}Goleman, \textit{Working with Emotional Intelligence}, 58, 136-38.
Gargano, "Grounded Identities, Transient Lives: The Emergence of International Student Voices in an Era of Cosmopolitan Learning."
\textsuperscript{756}Ashwill and Oanh, "Developing Globally Competent Citizens: The Contrasting Case of the United States and Vietnam," 142.
and non-humanitarian purposes. Empathy is a very important quality for motivation and the running of business and for the creation of an empathic civilization, or for a “more empathetic, caring society” through channelling people’s empathic sociability. Therefore, this thesis investigates students’ attitudes towards empathy as a measure of their cosmopolitan mindsets, to determine whether this is of cultural and moral value or not. Research in neuroscience on the ability of humans to understand one another suggests that the presence of mirror neurons in human brains bind humans mentally and emotionally, because when humans interact these neurons interact creating a certain distress which people experience as empathy, for example emotions triggered in regards to sport or movie scenes. Mirror neurons show that humans are “biologically wired and evolutionarily designed to be deeply interconnected with one another.” This is expressed by Erasmus’s belief, mentioned earlier, that humans are destined by their nature to be social, which is why they should live together in harmony and establish world-wide peace.

2.2.7.6 Empathy and mirror neurons

Mirror neurons enable people to feel how other people do. Iacoboni argues that this is the “foundation of empathy and possibly of morality … [and] is deeply rooted in

---

760 Iacoboni, Mirroring People: The New Science of How We Connect with Others, 266.
762 Iacoboni, Mirroring People: The New Science of How We Connect with Others, 4-5.
763 Ibid., 267.
764 Kleingeld and Brown, "Cosmopolitanism". (January 11, 2013).
765 Iacoboni, Mirroring People: The New Science of How We Connect with Others, 4.
Moreover, face-to-face interactions convey more "solidarity, involvement and ‘togetherness,'" which are oft repeated themes in promotion of ISM. Accordingly, there is a link between empathy and mirror neurons suggested by much empirical evidence. For instance, there is a strong correlation between empathy and the ability to imitate others. Iacoboni argues that mirror neurons are important in the ‘self’ feeling and being the ‘other,’ which is traceable to primary inter-subjectivity observable in “mother-baby and father-baby interactions,” which may be the time for forming and shaping mirror neurons. Thus, mirror neurons are relevant to the sense of self-construction, which is “co-constituted” in the parlance with the ‘other;’ therefore, ‘self’ and the ‘other’ are the “inevitable interdependence,” glued by mirror neurons. Gallece puts this as the “other becomes another self;” similarly, Iacoboni proclaims that human biology makes people social and empathic by putting ‘self’ and ‘other’ “within each other,” “it is as if the other’s intentions inhabited (my body) [self], and (mine his) [self’s other].”

Empathy and mobility/migration are positively correlated. This is because empathy seems to add value to experiences of mobility for example in terms of being able to find a way into

---

766 Ibid., 5, 271.
767 Ibid., 69.
768 Ibid., 109.
769 Ibid., 112, 14.
770 Ibid., 155.
771 Ibid.
772 Ibid., 132.
773 Ibid., 133.
774 Ibid.
775 Ibid.
other cultures and feeling the otherness of being in someone else’s shoes. Mobility usually brings about diversity and empathy is an element which helps to leverage diversity because it has faculties of understanding. Furthermore, it is a vital component of emotional and cultural competencies, which are important to release the potential of mobility, for instance in terms of acquisition of knowledge, intercultural competences or even doing business. Finally, the literature reviewed has not identified any drawbacks when it comes to the development and/or possession of (cultural) empathy; to the contrary, the review suggests that empathy, in the cosmopolitan sense, is a highly beneficial component of mobility/migration.

2.2.7.7 Cosmopolitan mindset

The effects of mirror neurons bring to mind other ancient moral principles of many faiths and cultures which are: ‘do unto others as you would have them do unto you,’ ‘love your neighbour as yourself,’ or ‘tat tvam asi,’ which has various meanings, for example: “you are also that, you are also me”\textsuperscript{779} or “that art that”\textsuperscript{780} - absolute equal expression of the relationship between the individual self and as a part of the whole (tat), or part of the absolute. By extension, cosmopolitanism captures these ethics, for example in its ideal of hospitality that is common across civilizations, particularly in Islam.\textsuperscript{781} Similarly, Plutarch’s moral values of justice from the Platonist era state that: “we should regard all human beings as our fellow citizen and neighbours,”\textsuperscript{782} depicting the core values of moral cosmopolitanism as egalitarianism and reciprocity. These resonate in Farrer’s concept of a “cosmopolitan


\textsuperscript{781} Farrer, “Cosmopolitanism as Virtue - toward an Ethics of Global City Life: Cosmopolitanism in Asia's Global Cities”.(January 15, 2013).

\textsuperscript{782} Hindess, “Cosmopolitanism”. 3.(November 25, 2013).
virtue,”783 which is based on Aristotelian philosophy of self-actualization and self-reflection together with Chinese philosophical tradition.784 It is a virtue of ethics in regards to the capabilities of individuals for not only ‘being good,’ but rather continuously ‘becoming good’ through discipline and study.785 This can be metaphorised by “Gnothi Seauton”786 - know thyself, an expression of self-awareness, which seems to combine the concepts of ‘cosmopolitan virtue;’ ‘the Aristotelian self-reflection;’ and ‘cosmopolitanism of learning to become a certain person.’ This research is interested in the formation of students’ cosmopolitan mindsets along the lines of such ancient principles and also cultural and moral cosmopolitanism including empathy. This is of particular concern because of the plethora of global issues which put empathy and the cosmopolitan virtue or mindset to the test. One of the motivations for study abroad is the enhancement of students’ employability and one of the greatest challenges for students/graduates is finding employment. This challenge is discussed in the following paragraph.

2.2.7.8 Employability

Students studying abroad and the global student population in general faces a blend of academic, economic, political and sociocultural challenges when seen through the fourfold analytical lens of this thesis correspond with the ideas of banal, cultural, economic, political and rooted cosmopolitanism. Students are nowadays challenged by raising tuition fees which have resulted in student riots, led to increased indebtedness and have in some cases

---

783 Farrer, “Cosmopolitanism as Virtue - toward an Ethics of Global City Life: Cosmopolitanism in Asia's Global Cities”.
784 Ibid.
785 Ibid.
contributed to the growing dropout rates of students.\textsuperscript{787} Despite having postgraduate degrees and multiple language skills many students are confronted with poor career prospects, unemployment and other issues facing this so called ‘lost generation’.\textsuperscript{788} Some countries, for example Spain, possess the best educated populace in their history, yet they have direst prospects; the decade old pejorative term ‘mileuristas’ which used to describe young people who earned €1,000 a month is these days an unattainable aspiration for most.\textsuperscript{789} In Europe, this is the cause of a growing generation gap, as the ‘baby boomers’ are seen to possess a disproportionate number of assets and jobs; moreover, it disconnects young people from their governments and distances them from the EU even further as they blame authorities for not investing in education and youth choosing to bail out banks instead.\textsuperscript{790} At the same time, there is growing competition for admission at highly ranked universities, as prospective students hope to increase their chances of employment. These places are available mostly to students from privileged backgrounds, which creates and further entrenches existing social issues.\textsuperscript{791} Moreover, some governmental policies targeting immigration cuts, for example in the UK, resulted in the discouragement of incoming students. This was perceived negatively across the higher education sector globally and resulted in a drop in numbers of Indian students choosing the UK as their study destination. This is predicted to have a significant


economic implication for the UK economy, because India is considered one of the developing power-houses in the globe.\textsuperscript{792}

Alongside student unemployment and increasing number of graduates, there are calls from employers for better skilled applicants and complaints about graduates who cannot solve problems, write well or think critically and creatively and who lack communication and interpersonal skills, which beg the question of whether we are seeing an employment or an education crisis.\textsuperscript{793} However, the number of jobs created is not consistent with the growth in the number of graduates, which is fuelled by the rapid advances, increased power and ubiquity of technology.\textsuperscript{794} There is also a need for so called soft skills for professions besides the employees’ identified incompetencies which include teamwork; tenacity; social and emotional intelligence; problem solving; leadership; empathy; drive; creativity; personal and intellectual humility; ability to take ownership of the task at hand; and the ability to attribute some purpose to work.\textsuperscript{795} Empathy is amongst the listed soft skills and also forms part of other skills, such as the previously mentioned emotional intelligence,\textsuperscript{796} or personal and intellectual humility. Moreover, as mentioned earlier, empathy is very important for


\textsuperscript{793}Ashoka, "Two Sides of the Same Coin: The Employment Crisis and the Education Crisis". (Accessed April 7, 2014).

\textsuperscript{794}Ibid. (Accessed April 7, 2014).


\textsuperscript{795}Ashoka, "Two Sides of the Same Coin: The Employment Crisis and the Education Crisis". (Accessed April 7, 2014).

Documentary, "Who Gets the Best Jobs?."

\textsuperscript{796}Goleman, \textit{Working with Emotional Intelligence}, 58, 136-38.
motivation and the running of business; thus, it can be argued that empathy is a vital part of almost all soft skills, including teamwork; social intelligence; problem solving; leadership; and the ability to attribute some purpose to work. Soft skills were also discussed in paragraphs on intercultural competence and acquisition and transfer of knowledge in regards to international students who have great potential in sharing soft skills and tacit knowledge, because they are transferable mostly person-to-person. International experience has great economic and sociocultural potential because it can contribute to the development of trust-based relationships for which empathy is necessary and can also help people to develop soft skills but only through physical togetherness.

2.2.7.9 Future mobility aspirations

International experience and thus international students have potential to foster these relationships at both host and home universities (their mutual role in IA and IaH), because of the cross-cultural understanding and the exchanges of ideas they facilitate. This is partly due to the ability to develop multilingual skills and of cosmopolitan perspectives which is also being recognised by employers, e.g. diplomacy or employment with international scope.

798 Williams and Baláž, International Migration and Knowledge, 43-45.
800 Richardson, Hansen, and Bennett, "Eu-Nz Trade Conference."
801 Browne, "New Zealand and China: Nearly Forty Years On."
803 China, "Youtube". (July 27, 2010).
806 King et al., "International Student Mobility".
of work; thus, should be supported through study abroad. Notwithstanding the huge potential of ISM there is a sense of missed opportunities, confrontations, racism and xenophobia, which perhaps comes down to humans being complex, inconsistent and paradoxical creatures. Chomsky points to human beings’ contradictory nature as they are consciously endangering the future of their offspring by their over-consummptive style of living, but yet are loving and caring for their children and grandchildren at the same time. Similarly, Kumar highlights the persisting problem of poverty, hunger, deprivation and malnutrition in some parts of the world along with the excesses, obesity, technological advantages of industrial revolution and the buoyant economic activities of the post WWII era in others.

These considerations underpin the research interest of this thesis in seeking to unpack the shaping of international students’ cosmopolitan mindsets and cultural empathy.

Furthermore, despite increased global interconnectedness and interdependence resulting in the ‘shrinking’ of the world, in which easier travel and therefore ISM play an important part, there seems to be a lack of widespread empathy. In Europe, for instance, in the context

---

"International Student Exchanges: Remarks by Assistant Secretary Stock," (YouTube, 18 November 2010).(Accessed February 11, 2013.).
806 Nathan Akehurst, "'We Are All Oxford' Only Acts to Reinforce Racism and Damage the University’s Access Efforts,” OxfordStudent (17 March 2014), http://oxfordstudent.com/2014/03/17/we-are-all-oxford-only-acts-to-reinforce-racism-and-damage-the-universitys-access-efforts/.(Accessed April 1, 2014).
Butcher, "Asian Students in New Zealand: From a ‘Cultural Invasion’ to a National Conversation". 7.
809 Satish Kumar, The Four Horsemen (YouTube: Renegade Economist, 2013).
810 Brown and Held, Editors' Introduction, 1.
of proclaimed failed multiculturalism in Germany, France and the UK, \(^{811}\) Reyes highlights the issues of national citizenship versus immigration and guest workers, which reflect the self-perceptions of Europeans. \(^{812}\) Empathy does not equal sympathy and the lack of empathy in this case refers to the absence of cosmopolitan ideas of equality and mutual respect amongst human beings. In this sense, moral and political issues at the global level were raised, demonstrating the lack of empathy in the case of the negative responses by Australian, Indonesian and Norwegian governments to the 433 refugees on Tampa container ship, \(^{813}\) but there are plenty of such cases. This suggests resistance towards the claims of neuroscience in regards to humans being biologically wired and evolutionarily designed for deep mutual interconnectedness. \(^{814}\)

Iacoboni explains that the huge influences of political and religious belief systems and media deny the neurobiological links between humans, making thus true cross-cultural encounters impossible. \(^{815}\) Nevertheless, international students, due to their frequent intercultural experiences, are perhaps better ‘wired up’ with empathy and understanding that “being at home in the world,” \(^{816}\) is easier for some, than for others and that “where one is born is just (that of) an accident,” \(^{817}\) which captures the Aristotelian cosmopolitan virtue. Consequently, this study explores students’ attitudes to empathy within the framework of intercultural


\(^{815}\) Ibid., 271.


\(^{817}\) Nussbaum, "Patriotism and Cosmopolitanism".
competencies as well as looking at the role of empathy in the forming of their cosmopolitan mindsets, which are based on students’ self-perceptions and views on cosmopolitan ideas. As declared earlier, this thesis’s choice of ISM as a case study for research on cosmopolitanism may provide an empirical finding that international students who value empathy and develop cosmopolitan mindsets have different perceptions of their experiences abroad from those who have not yet developed them. This could be mirrored in their different experiences of acquisition and transfer of knowledge, intercultural competence and identity development.

2.2.8 Conclusion - Forming of cosmopolitan mindset

The final part of this overview concerns the outcome of the students’ experiences abroad and the formation of their cosmopolitan mindsets and cultural empathy in the light of cosmopolitan virtue. This fourth analytical part examines the findings of the previous three parts of the conceptual model according to the idea of cosmopolitanism and through the lens of the academic, economic, political and sociocultural rationales. This is a distinctive approach to the study of ISM introduced by this thesis. It is because this approach traces students’ attitudes towards empathy and the forming of students’ cosmopolitan mindsets through their expectations and motivations in regards to study abroad, considering the ‘push and pull’ factors of mobility as well as students’ experiences abroad in terms of knowledge transfer, intercultural competences and the developing of their personal identities. Where cosmopolitanism is concerned, the focus of this thesis is on the cultural and moral aspects of this concept but not omitting the banal, rooted, economic and other forms of cosmopolitanism. Cultural and moral cosmopolitanism partly built on the premise of intercultural competency and empathy is one of the characteristics that connects culturality
and morality with the experiences of international students abroad in terms of the development of their intercultural competencies and personal identities.

2.3 Conclusion of the Literature Review

This thesis is interested in two main concepts, the ISM and IoU. In terms of ISM the focus is on the motivations and expectations of international students from their study abroad; it also touches on their experiences and perceptions with greater detail on several topics: the role of serendipity in mobility; the acquisition and transfer of knowledge; students’ intercultural competencies; the forming of their personal identities; the developing of students’ cosmopolitan mindsets and their views on empathy; barriers to mobility and students’ future mobility aspirations; risk, uncertainty and knowledge in regards to study abroad; and perceptions of employability. In terms of IoU the aims of this study are: to examine the rationales supporting ISM in the IoU; and the role of the EU in support of ISM within the IoU.

This literature review analyses works on ISM following a distinctive conceptual model consisting of four levels. Each of the levels contains a cluster of analytical approaches and interrelated concepts which offer a comprehensive view of ISM in the context of IoU and cater to the research interests of this thesis. These concepts originate in disciplines such as anthropology, economy, education, history, geography, migrations studies, political and EU studies, philosophy, psychology and sociology, which is in line with calls by literature on ISM and IoU for more interdisciplinary approach. The main feature of each conceptual level is the fourfold analytical lens of academic, economic, political and sociocultural categories employed to assess the research outcomes of this thesis as well as the approaches and
concepts utilised in this thesis. This study proposes a novel conceptual model for research on ISM and IoU, which follows the full cycle of student mobility and captures personal, institutional, national and international influences of ISM.

Table 2.3.1 summarizes the research areas of this thesis (on the left side) according to the four analytical levels of the conceptual model, together with the corresponding approaches, concepts and the research interests of this thesis (on the right side). The first level of this model contextualises ISM in the IoU. The second level focuses on the motivations and expectations of students in regards to their study abroad. The third part examines the experiences of students abroad and the forth level focuses on cosmopolitanism together with the outcomes of the previous three levels.

Table 2.3.1: Summary of the research interests of this thesis and approaches and concepts derived from reviewing the literature on ISM and IoU

<table>
<thead>
<tr>
<th>Level</th>
<th>Research Area</th>
<th>Approaches</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 level</td>
<td>Internationalisation of universities (IoU) and International student mobility (ISM)</td>
<td>Fourfold analytical lens (academic, economic, political and sociocultural rationales)</td>
<td>IoU global level, IoU European level, IoU national level, IoU institutional level</td>
</tr>
<tr>
<td>2 level</td>
<td>ISM – motivation and expectations in regards to study abroad</td>
<td>Fourfold analytical lens</td>
<td>‘Push and pull’ factors of mobility, Barriers to mobility, Risk, uncertainty and knowledge, Serendipity</td>
</tr>
<tr>
<td>3 level</td>
<td>ISM – experiences abroad</td>
<td>Fourfold analytical lens</td>
<td>Transnationalism, New European typologies of migration, Geographical typologies of migration, Acquisition and transfer of knowledge, ‘Brain drain and brain gain’</td>
</tr>
</tbody>
</table>
Intercultural competencies
Development of identities

<table>
<thead>
<tr>
<th>4 level</th>
<th>ISM – Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourfold analytical lens</td>
<td></td>
</tr>
<tr>
<td>Cosmopolitanism</td>
<td></td>
</tr>
<tr>
<td>Forming of a cosmopolitan mindset</td>
<td></td>
</tr>
<tr>
<td>Cultural empathy</td>
<td></td>
</tr>
<tr>
<td>Global citizenship</td>
<td></td>
</tr>
<tr>
<td>Future mobility aspirations</td>
<td></td>
</tr>
<tr>
<td>Employability</td>
<td></td>
</tr>
</tbody>
</table>

Turning to the individual levels of the models and their conceptual clusters, the main analytical approach at each four levels is adopted from the fourfold categorisation of IoU rationale which is: academic; economic; political; and sociocultural.\textsuperscript{818} This is a novel method, especially because it applies the fourfold lens to each concept utilised at each level as well as to the relationships between these concepts.

The first part of the analytical model contextualises the IoU in regards to ISM at the global, European, national and institutional (universities) levels which relate to the corresponding literature on globalisation, Europeanisation and the IoU. The consideration of IoU at these four levels simultaneously is distinctive in the literature; likewise, it is a comparative research of several universities in different geographical locations. There is a plethora of definitions on IoU and those reviewed gravitate around the core concept pioneered by Knight, albeit with regional variations. Nevertheless, these definitions always consider both sides of this concept, IaH and IA, just like this study; moreover, this research maps international students’ attitudes on their role in IoU, transnationalism and globalisation, which is rare in studies on ISM.

Literature on IoU suggests approaching this concept through the fourfold rationale for

\textsuperscript{818} Knight, "Internationalisation of Higher Education: A Conceptual Framework," 9-12.
internationalisation, which in different combinations consistently re-appears in works on these themes. The rationales of internationalisation also help in the understanding of the other concepts of this thesis; hence, the adoption of this fourfold lens (academic, economic, political and sociocultural) as the main analytical tool. It is because all approaches and concepts in this study relate to the IoU in some way. For example, Hudzik connects internationalisation with global citizenship “capable of advancing social and economic development for all,” which captures the idea of Aristotelian cosmopolitan virtue discussed in the last part of this thesis. There is a close link between the IoU and ISM, because aspects of internationalisation can act as ‘push and pull’ factors of mobility directly or indirectly targeting international students. Perhaps the best known organisation at the regional and global levels is the EU despite the fact that (higher) education remains the domain of the Member States. Nevertheless, the EU’s policies in the IoU stretch far beyond the European continent; hence, this case study of New Zealand universities is highly topical.

The second part of this thesis focuses on the motivations and expectations of international students in regards to their study abroad. These are believed to be a cocktail of different factors. It considers the previously mentioned ‘push and pull’ factors of mobility, because they contribute to students’ decision making on their study destinations. These two elements of mobility are cross-examined through the fourfold analytical lens of this thesis (academic, economic, political and sociocultural; in addition, the research is comparative; this is a rare approach in the literature on ISM. The other research interests at this level which relate to motivations to study abroad are: 1) the role of serendipity in mobility 2) risk and uncertainty, some of the most recent research subjects in the field of migration/mobility and 3) barriers to

---

819 Hudzik, Executive Summary - Comprehensive Internationalization: From Concept to Action, 2.
mobility, which together with risk and uncertainty may differ according to the degree of study and/or country of origin and other factors. Students’ attitudes are examined over the period of their study abroad; thus, taking the form of a longitudinal study. This thesis builds on the previously mentioned concepts and seeks to further the knowledge of these topics within the study of ISM. Moreover, it utilises these concepts in the next level of research, which is dedicated to students’ experiences abroad in terms of notions of knowledge transfer, intercultural competence and the construction of students’ identities.

The third level investigates the experiences of international students abroad in terms of acquisition and sharing of knowledge, students’ intercultural competencies with a focus on empathy and the development of their personal identities. This research follows previous examinations of the motivations and expectations of students in regards to study abroad, including the ‘push and pull’ factors of mobility. The existing literature revealed a plethora of motivations for study abroad including a wish to acquire specific academic knowledge or enrol in a specific field of study at a particular institution, which lead to the topic of acquisition and transfer of knowledge. Another of the motivations is the decision to live in another country and/or to experience different culture, which is linked to the research topic of intercultural competence. When it comes to the study of students’ identities this can relate to the students’ expectations to become more independent and/or to do the experience abroad by themselves or on their own. There are a number of concepts at this analytical level, which capture this link. They cross disciplines and thus answer calls for interdisciplinary approach to study ISM. This multifaceted approach offers a variety of outlooks and allows a deeper investigation of students’ stories. The clustering of concepts utilised in the case studies tests the validity of the concepts and in some cases reveal shortcomings requiring further
investigation. Nevertheless, such a structuring of investigation and the choice of approaches and concepts is rare in the studies on ISM.

The concepts utilised are: 1) transnationalism; 2) seven new typologies of European migration; 3) six geographical typologies of migration, which were developed in at different time, test the applicability of European types of migration in New Zealand (globally) as well as the validity the geographical types of migration on ISM; 4) the three contextualisation of ISM, which consider international students as: a) highly skilled migrants (acquisition and transfer of knowledge); b) outcome of youth mobility cultures and consumption geographies (intercultural competence); and c) product of globalisation (development of identities), the aim of this study within these three concepts is to assess the types of knowledge acquired and transferred through ISM, based on the case studies of this thesis with a focus on tacit knowledge, because it lacks empirical research. Furthermore, according to literature, the actual cross-border transaction of knowledge and skills transformation is in most cases on a modest scale; therefore, this thesis investigates the potential of international students being ‘boundary spanners’ and/or ‘knowledge brokers.’ According to Williams, migrants, of which international students are a part, carry the means to access and transfer knowledge and skills, some of which accounts for intercultural competencies. Examples of how intercultural competencies develop over time are mapped out based on students’ self-perceptions. Intercultural competencies of students’ are then studied further in terms of cultural empathy, which can be used to distinguish different types of the cosmopolitan mindset. While this study recognises that changes in intercultural competencies may take a long time to develop, it attempts to map the development of students’ intercultural competencies through their own
views, employing a longitudinal, mixed-method and grounded theory approach, which also considers the forming of students’ personal identities.

This is approached through the Groothues’s concept of identity construction which consists of six elements. This study also partly considers Bruter’s conceptualisation of identity formation of concentric circles. The six elements of Groothues’s concept are used to enable this study to offer a wide view of this process. In addition, students’ self-perceptions of their identity were also examined. The focus on acquisition and transfer of knowledge, intercultural competence and identity development can help the understanding of phenomena of “clinginess” and/or “national ‘cliques’” which re-appear in the literature on ISM. The study of identities also considers students’ perceptions on their broader regional, European and global identities according to the concept of concentric circles. This contributes to research on the role of the EU in IoU due to its visibility and support of study exchange programmes. Finally, as in the other two levels of the model, the fourfold analytical lens of academic, economic, political and sociocultural categories adopted from the concept of the IoU is used to assess the utilised concepts and their relationships. The analytical framework of this level seeks to justify the calls for research of more holistic manner in regards to ISM, which is also enhanced by the corresponding methodology, as suggested by literature on student mobility and the IoU, consisting of longitudinal, comparative, in-depth, grounded theoretical and qualitative and mixed method approach. Moreover, the literature calls for studies based on the individuals’ experiences and intercultural competencies, which should be
The outcome of this thesis may contribute to the development of a module that embodies this idea.

The final section of this thesis is dedicated to cosmopolitanism, students’ future mobility aspirations and their perceptions of employability. The focus is on examining the development of students’ cosmopolitan mindsets through one of the major intercultural competence skills: empathy. This is combined with the findings from the previous levels of this study. This is because, similarly to acquisition and transfer of knowledge, intercultural competence and identity development, cosmopolitanism in the sense of cultural, moral/philosophical and ethical cosmopolitanism, as adopted by this thesis, is a continuum and builds on a previous research of the ‘push and pull’ factors of mobility, the role of the EU and universities in the IoU and of students’ motivations and expectations in regards to study abroad mainly in terms of the sociocultural motives (e.g. wish to broaden horizons and live abroad, and to be exposed to different perceptions) following to the wish of students to improve their intercultural competencies with a corresponding aim of acquisition of knowledge and identity formation. The literature on IoU often refers to a need to educate for global citizenship and advance common goods for all, which is expected as an outcome of study abroad as students develop cosmopolitan identities; however, most of the existing literature lacks analytical and empirical depth. Study abroad does not necessarily lead to intercultural understanding or peace; on the contrary, it may re-affirm prejudices, reinforce stereotypes and even develop xenophobic views. The development of intercultural competence and corresponding acquisition of knowledge and construction of identities is not equal to the development of cosmopolitan mindsets; therefore, this thesis examines students’

---

820 King and Ruiz-Gelices, “International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour,” 233.
attitudes in regards to cultural empathy as one of the intercultural competence skills of a cosmopolitan individual.

Furthermore, the fourfold analytical lens of academic, economic, political and sociocultural rationales assists in the examination of intercultural competencies and empathy in terms of cosmopolitan virtue. In addition to calls for educating graduates for global citizenship and equipping them with skills for an increasingly globalised world, the phenomena of ISM seems an ideal case study of cosmopolitanism because it is a part of research on transnationalism, multiculturalism, diaspora and identity politics, including political correctness, which also belongs to the cosmopolitan discourse. Cosmopolitanism can be thought of as a “metaphor for mobility, migrancy […] and transcultural and transnational realities ….”

Therefore, international students share experiences with other mobile peoples, which is evident mostly when considered pejoratively as tourist or on the other hand as (future) highly skilled individuals. Hence, the interest in students’ attitudes on their employability and future mobility aspirations. There are many commonalities among mobile, migrant, transcultural or transnational individuals, for example a more intensive awareness of borders, home, mobility and transition together with the acts of leaving, arriving, remaining, returning or visiting. This could be partly an origin of the cosmopolitan in us all; although the spectrum of people ranges from the most to the least fortunate. While international high-flyers for instance transit between their homes, refugees are being expelled or forced to flee and are being “catapulted into nowhere.” Home can be many places for some; for others there is no home and a refugee camp/detention centre must suffice. The point is that these and other contradicting realities are in the consciousness of everybody. In all cases they are about

humankind. International students have perhaps a greater chance to see and understand this, due to their exposure and to greater diversity and mobility; therefore, they as individuals could become more interested in or convinced by the cosmopolitan virtue.

Finally, this thesis suggests the following areas for further studies based on the findings of this research and on the review of literature on ISM and the other topics of this work:

- Cosmopolitan attitudes of (former) international students in regards to legal and illegal (im)migration in their ‘current’ localities in the context of the multiculturalisation of societies world-wide.
- The process of job searching – employment interviews – hiring of (former) international students.
- Mapping of international students’ perceptions on local and global economies and governance in the context of cosmopolitanism and globalisation.
- What can the EU learn from civil societies such as the occupy movement in the context of participatory democracy of diversity and the plurality of opinions.
- The role of serendipity and intuition in international student mobility in the words of wisdom.
- The development of a longitudinal mixed method and grounded theory methodology on international students’ experiences abroad which with self-reflexive qualities in order to facilitate intercultural learning.
Chapter 3
THEORETICAL FRAMEWORK

3.1 Introduction

The literature review on ISM and IoU revealed that the following three theories: 1) social capital; 2) Europeanisation; and 3) ‘do-it-yourself biographies’ referred most frequently to the research interests of this thesis. The social capital theory serves as an all-encompassing approach to this study, which in this case is nested in the constructive camp, the pragmatic corner of critical realism, because it understands reality through the human agent. The theory of Europeanisation in conjunction with the social capital theory is applicable to one part of this thesis, as it studies the EU’s rationales for support of ISM within and outside of the Union as well as the rationales of universities for supporting the ISM. This is aided by Knight’s concept of the four rationales for the internationalisation of higher education (academic, economic, political and sociocultural), as mentioned in the Chapter 2. The theory of ‘do-it-yourself biography’ intensifies the social capital theory and contributes to the analysis in the second part of this thesis which is on the motivations, expectations and experiences of international students in regards to study abroad. The study of students’ stories focus on the acquisition and transfer of knowledge, intercultural competence, the development of students’ identities and the forming of their cosmopolitan mindsets; as well as on perceptions of employability and their future mobility aspirations.

The theoretical triptych of social capital, Europeanisation and ‘do-it-yourself biographies’ is based on the micro-meso-macro framework. This stratification is in line with the analytical research model introduced in Chapter 2, which first investigates the IoU at global, European, national and institutional level and then progresses to study of students’ motivations and expectations to study abroad as the IoU act as ‘push and pull’ factors of mobility. Currently there is no single encompassing theory, which would capture the phenomenon of ISM and the IoU, nor is there any intention to construct one. However, there is growing call for an “interdisciplinary” approach to research on ISM, rather than a multidisciplinary or cross-disciplinary approach to the study of student mobility. According to King, it ought to be conducted in a more “holistic” manner. Indeed, migration is a problem of many disciplines and it has been approached in anthropology, education, geography, migration studies, political and EU studies, psychology and sociology. The combination of the three theories of social capital, Europeanisation and ‘do-it-yourself biographies’ together with several of the concepts and approaches mentioned in the Chapter 2 provide useful insights and appropriate conceptual tools to examine and theorize ISM and the IoU through the case studies of this thesis.

3.2 Social capital

The theory of social capital, considered as the macro level of theoretical approach, has been widely used in studies of ISM. It has been exported from sociology to disciplines such as

---

824 King, Skeldon, and Vullnetari, “Internal and International Migration: Bridging the Theoretical Divide”.
825 King, “Towards a New Map of European Migration,” 90.
Brooks and Waters, Student Mobilities, Migration and the Internationalization of Higher Education, 11.
826 King, “Towards a New Map of European Migration,” 90.
anthropology, business, economics, education, development/planning and political science,\textsuperscript{828} complementing earlier calls for an interdisciplinary approach to study of ISM. This theory has its main focus on social class in conjunction with education, which relates to the theory of the ‘do-it-yourself biography’ at the micro level. Marrying the theory of social capital and Europeanisation captures the process of IoU in connection with the economic and sociocultural rationales and their wider implications. The concept of social capital was popularized by French sociologist Pierre Bourdieu and American sociologist James Coleman, although the term ‘social capital’ originated as early as 1920.\textsuperscript{829} Bourdieu’s work focuses on issues of social class and education as it reproduces existing social structures and has an effect on culture, race and ethnicity.\textsuperscript{830} According to Bourdieu, capital can exist in three fundamental forms: economic capital, cultural and social capital. They can all transform into one another and the cost of the transformation depends on the fields they function in.\textsuperscript{831} These forms of capital resemble the four categories of the IoU’s rationales (academic, economic, political and sociocultural) which formed the main analytical lens of this thesis in Chapter 2, and highlight the link between the social capital theory and the Europeanisation. Accordingly, the issue of social class and its other forms of capital relate to several aspects of this thesis, for example motivations to study abroad and ‘push and pull’ factors of mobility as well as knowledge transfer and future mobility aspirations, including employment.

\textsuperscript{831} Cicourel, \textit{Aspects of Structural and Processual Theories of Knowledge}, 107.
Bourdieu and Wacquant, \textit{An Invitation to Reflexive Sociology}, 118-19.
3.2.1 Economic capital

Turning to the individual forms of capital in greater detail, economic capital can be immediately converted into money. It comprises forms of property rights; expectations of a higher income based on tertiary education; better employment opportunities resulting from international experience and/or from obtaining a foreign university degree. These also characterise the theory of the ‘do-it-yourself biography’ and can act as expectations and motivations to study abroad as well as ‘push and pull’ factors of mobility. Economic capital encompasses the economic rationales for IoU, which is one of the main driving forces of the process of internationalisation as identified in Chapter 2. Bourdieu states, that economic capital is the origin of all other forms of capital, but at the same time, it is the last analysis of every type of capital. Thus, all forms of capital derive from economic capital through the transformation of more or less effort. This study considers economic capital alongside the other forms of capital; its analysis is not final; rather the different forms of capital are considered simultaneously. Such an approach depicts the examination of the concepts and issues of this thesis based on the four categories (academic, economic, political and sociocultural), which intertwine and mutually support each other. This is in line with Bourdieu’s call for forms of capital to be reintroduced in all their forms not only in economic terms otherwise capital would be considered in terms of the capitalism of a mercantile character, driven by the maximization of profit. Correspondingly, one of the aims of this thesis is to study the development of students’ cosmopolitan mindset in line with cultural and

834 Ibid., 168.
moral/philosophical cosmopolitanism as opposed to only banal and/or economical cosmopolitanism.

### 3.2.2 Social Capital

Bourdieu defines social capital as: “the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition.” The concept of social capital arose from Bourdieu’s interest in the many ways that societies reproduce themselves and in the ways dominant classes maintain their position in societies, which Bourdieu believed could not be explained merely by economics. He suggests the introduction of the notion of capital into social science, which he defines as the accumulated labour of materialized and embodied or incorporated form, including the accumulation of capital and all its effects into the social world. This avoids the treatment of the social world as the accumulated history of mechanical and interchangeable particles and agents. Because Bourdieu defines accumulated labour as a way of acquiring capital, this concept can be directly linked to the theory of ‘do-it-yourself biography’ according to which individuals selectively construct and accumulate aspects of their biographies. Social capital can be converted into economic capital, under certain conditions. It consists of titles of nobility; affluent family names, classes or schools; political parties; social obligations or connections; social networks and access they provide to other networks and people. In the context of ISM, these translate for example to the ranking of individual universities and/or international

---

alumni networks which can contribute to university endowments and assist with the search for employment. Similarly, university rankings play an important role in attracting ISM in terms of the EU’s support of the IoU, which is manifested for example in launching of the U-Multirank.838

Social capital is about reproduction in terms of social class and social position; however, Bourdieu highlights the fact that what matters is not the social position, but the ability to use social capital, for example by transforming circumstantial relationships and acquaintances into lasting connections.839 This, on personal level, echoes the “ability to connect”840 in regards to intercultural competencies, pointed out in the previous chapter by Drucker; thus, students’ intercultural competencies are subject to social capital/social class, but at the same time, the international experience can be a tool for acquiring intercultural competencies, bypassing thus the social status by birth, which characterises the idea of individualisation and ‘do-it-yourself biography.’ Traditionally, social reproduction is preoccupied with the way membership of a particular group creates advantages for some individuals.841 Furthermore, in terms of the relationships and acquaintances being transformed into lasting connections, the context of ISM predisposes the relationships to having a transnational character, which is captured by the concept of transnationalism in Chapter 2. The volume of social capital depends on the size of a person’s connections and number of social networks that can be mobilized; as well as, on the size and quality of the accumulated capital of those connected within the networks. Social capital also refers to membership of a group of mutual recognition and acquaintances; consequently, it is enacted, reinforced and maintained through

841 Kim and Díaz, “Immigrant Students and Higher Education”. 36.
exchanges, which relates to the employability aspect of this study. The maintenance of exchange is based on the proximity of physical, geographical, economic or social spaces, which makes the creation and maintenance of transnational networks challenging. While Bourdieu recognises the importance of networks in social capital, his theory does not pay specific attention to transnational social fields, which are characteristic to the topics of ISM and the EU’s support of the IoU and ISM respectively.

Nan Lin defines social capital as “resources embedded in a social structure, which can be mobilized when an actor wishes to increase the likelihood of success in a purposive action”\textsuperscript{843} Lin’s version of social capital has three main elements: 1) resources embedded within the network; 2) access to those resources through relationships; and 3) the use of the resources for purposive action. According to Lin, use and access to social resources can result in better socioeconomic status.\textsuperscript{844} This is similar to Bourdieu’s concept, especially in that what matters is how resources are being used. However, resources which help to improve one’s socioeconomic status are not necessarily embedded in the same social networks. Lin argues that in order to acquire additional resources, an individual might seek relationships with those of higher socioeconomic status.\textsuperscript{845} Students studying abroad can improve their human and cultural capital by developing relationships and connections with their peers, staff, faculty and local population, which then enable access to resources which improve their human and cultural capitals, so their social networks allow them socioeconomic advancement. In addition, according to Kim and Díaz, the social capital of international students plays an important role in the negotiation of identities and their geographical, cultural and socio-

\textsuperscript{842} Bourdieu, "The Forms of Capital," 169.
\textsuperscript{844} "Social Networks and Status Attainment," \textit{Annual Review of Sociology} 25, no. 1: 470-71.
\textsuperscript{845} \textit{Social Capital: A Theory of Social Structure and Action}. 
political boundaries.\footnote{Kim and Díaz, “Immigrant Students and Higher Education”. 46.} Therefore, social capital determines the sense of adaptation, belonging and inclusion,\footnote{Ibid.} which depicts the interest of this thesis in studying the construction of students’ identities through their experiences abroad. The difference between Bourdieu and Coleman’s view of social capital is that Bourdieu sees it predominantly in terms of social class and highlights the structural constraints, inequality based on class, gender and race, and on uneven access to institutional resources;\footnote{Annette lareau, “Social Class Differences in Family-School Relationships: The Importance of Cultural Capital,” Sociology of Education 60, no. 2 (1987): 74.} while Coleman views social capital positively as a social control of social relations of norms, trust and information channels. Coleman therefore considers the family responsible for the acquisition and transfer of social and human capital to their children in order for them to succeed in education.\footnote{Dika and Singh, "Applications of Social Capital in Educational Literature: A Critical Synthesis," 34.} Lin focuses on social networks and social structures in order to access resources embedded within the social structures.

### 3.2.3 Cultural capital

However, social capital is inextricably linked to concepts of habitus and cultural capital,\footnote{Bourdieu, “The Forms of Capital,” 170.} which play an important role in the context of transnationalism. Cultural capital is made up of forms of educational qualification; intercultural awareness; inherited cultural competencies; acquired skills and knowledge; language abilities and the willingness to learn other languages. It is convertible into economic capital under certain conditions.\footnote{Kim and Díaz, “Immigrant Students and Higher Education”. 36.} Varghese, “Globalization of Higher Education and Cross-Border Student Mobility” 36. Based on its forms, cultural capital can be identified in many aspects of ISM, because both study abroad
and international mobility impact on students’ intercultural competencies, including knowledge acquisition. ISM can therefore add value to the inherited cultural capital.

### 3.2.4 Forms of cultural capital

Cultural capital exists in three forms: the embodied, objectified and institutionalized forms. The embodied state is the disposition of mind and body and one’s acquired properties, such as linguistic capital. It can be linked to habitus which is an individual’s character, perceptions and way of thinking. Accumulation of capital in an embodied state, such as culture and cultivation, cannot be delegated or done second hand; it takes place over time. It can be understood as a personal cost or a personal effort as well as work on one-self or self-improvement, which relates to the cosmopolitan virtues and to the forming of cosmopolitan mindsets as introduced in the Chapter 2. Embodied capital is external wealth transformed into habitus or into an integral part of the person, which points to the notion of individualisation and the ‘do-it-yourself biography,’ which is the theoretical approach at the micro level. Study abroad is often considered a character shaping experience, which defines the habitus and the embodied states of cultural capital.

The objectified states of cultural capital include cultural goods, like works of art, pictures, books, dictionaries or instruments and machines. They are only defined in the relationship with the embodied form of cultural capital. The objectified state of cultural capital appears as autonomous and coherent with its own laws, and it is materially and symbolically active.

---

854 Kim and Díaz, "Immigrant Students and Higher Education", 36-37.
855 Bourdieu, Cultural Reproduction and Social Reproduction, 492.
856 Ibid.
appropriated by the mastery of its agents; thus, to the degree of their embodied capital. In material or physical form, it is transmitted as an exercise in economic capital, if it appears symbolically it represents cultural capital, which is determined by the ability for this capital to be used and enjoyed. In terms of ISM, the exposure and ownership of objectified cultural capital can have an added value to habitus, for example works of art can be inspirational, contribute to creativity, or access to rare books in museums and universities (Bodleian Library in Oxford), because they can enhance education.

The institutionalized state of cultural capital has original properties, for instance academic credentials or educational qualifications, which in the form of a university or college degree suggest the acquisition of capital. Possession of such capital usually assumes a certain cache in society because it is recognized by institutions and so it eases its conversion to economic capital. This is because the fiscal value of a given academic capital and qualification is guaranteed by the institution and is dependent on the level of the degree. Also, it makes it possible to compare the holders and to exchange them on the labour market. In the context of the IoU, the value of institutionalised cultural capital can be expressed in the international rankings of universities, in the rate of graduate employment, and/or in participation in a study exchange programme. Consequently, the EU facilitates the creation of cultural capital, in this case its institutionalised stage by supporting the Erasmus type of exchange programmes.

Kim and Díaz, "Immigrant Students and Higher Education". 37.
Kim and Díaz, "Immigrant Students and Higher Education". 37.
3.2.5 Habitus

Returning to the notion of habitus, according to Bourdieu it can be only understood in its position and actions to the social context it occurs in. Habitus is the character, the way of thinking and the perceptions of an individual. 858 Hence, habitus expresses the link between the individual’s actions and societal structures. It can also be understood as an individual’s response to societal structures or social spaces, such as family, class, art and education, which Bourdieu calls social fields. 859 This characterisation of habitus puts it into close correlation with the process of individualisation and with the concept of ‘do-it-yourself biography,’ employed at the micro level on students’ motivations, expectations and experiences in regards to study abroad. Bourdieu defines habitus as a “system of durable, transportable dispositions … [which are] …progressively inscribed in people’s minds.” 860 It is continually modified, from early childhood to current experiences with the world; hence, habitus influences a person’s worldview and actions, which are charged by the individual and collective histories of that person, including their ethnicity, race and class. 861 Therefore habitus in conjunction with the ‘do-it-yourself biography’ help to conceptualise students’ decision making process in terms of international mobility and habitus has influence on a person’s worldview including the cosmopolitan mindset. Education and particularly study abroad holds great potential for the development of habitus, because it contributes to the accumulation of cultural capital. On the other hand, Bourdieu argues that education and

858 Bourdieu, Cultural Reproduction and Social Reproduction. 492.
therefore educational institutions reproduce social class and inequalities. This has been noted in ISM in the echoed accusations of student mobility being elitist.\textsuperscript{862}

### 3.2.6 Human capital

Human capital does not extend beyond economics as in the case of education it depends on previously invested cultural capital, for example by the family. Moreover, in the case of educational qualification, its conversion into economic or social capital depends on inherited social capital.\textsuperscript{863} Human capital includes skills and knowledge gathered via formal and informal learning, while social capital facilitates this learning and the use of knowledge and skills.\textsuperscript{864} Often students’ choice of a particular university, especially when the university’s ranking is taken into account, is also considered to be human capital.\textsuperscript{865} This describes knowledge transfer and the process of learning, which are integral to the research interests of this thesis. ISM is considered a process of learning and developing as a person, as identified in Chapter 2, which coincides with the forming of cosmopolitan mindsets. Therefore, study abroad enhances both social and cultural capital which helps to transform human capital into economic capital. The dependence of human capital on social capital in terms of its conversion highlights the interconnected nature of the forms of capital and consequently validates the approach of this study in employing all forms of capital at the same time in its analysis.

\textsuperscript{862} Kim and Díaz, "Immigrant Students and Higher Education". 38-39.
\textsuperscript{864} Bourdieu, "The Forms of Capital," 174.
\textsuperscript{865} Falk, "Human Capital and Social Capital: What’s the Difference?", 2.
Coleman also points out that the transfer of human capital within a family is facilitated by social capital; thus, children of families which hold little human capital tend to be disadvantaged in generating social capital. For analytical purposes Coleman divided family background into three different components financial, human and social capital. Financial capital consists of the family’s wealth or income, including resources that aid achievement, for example learning materials, home and financial means. Human capital is represented by the educational background of the family, as well as, by its cognitive environment. The social capital of the family is the relations between parents and children, including the extended family in some cases.

3.2.7 Other forms of capital

In addition to the forms of capital outlined above, there are several other forms of capital which demonstrate the popularity of the concept in the mobility and migration discourse. These include: total human capital, language capital, English language capital, financial capital, mobility and/or geographical mobility capital, symbolic capital, transnational capital and transnational identity capital. Accumulation of these types of capital is enhanced by

---

867 Ibid., 109.
868 Ibid., 110.
study abroad; at the same time, the final economic value of a study abroad is influenced by the value of the above mentioned forms of capitals encompassed in the study abroad itself. Financial capital is for example accumulated alongside human, social and cultural capitals by migrants and sometimes students on the Big OE; however, they differ in value according to the space in which the individuals want to capitalise them.\textsuperscript{870} The mobility capital or geographical mobility capital can be accumulated and converted into other forms of capital.\textsuperscript{871} It expresses the appreciation of the international experience, which can demonstrate itself on many levels, from personal and social to those of employment and career development.\textsuperscript{872} Moreover, mobility capital helps to develop international expertise which is considered to be a skill, as according to Findlay et al, it is the internationality that matters not nationality.\textsuperscript{873} This points to the notions of transnationalism, because as Ho believes, social networks, including transnational networks, can be thought of as spatial strategies deployable to resource new migration and therefore further accumulate other forms of capital.\textsuperscript{874}

\textsuperscript{870} Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad."
\textsuperscript{871} Kim, "Transnational Academic Mobility, Knowledge, and Identity Capital."
\textsuperscript{872} Smith and Guarnizo, "Transnationalism from Below: Comparative Urban and Community Research". 3.
\textsuperscript{873} Williams and Baláž, "From Private to Public Sphere, the Commodification of Au Pair Experience? Returned Migrants from Slovakia to the Uk," 1814.
\textsuperscript{874} Leung, "'Read Ten Thousand Books, Walk Ten Thousand Miles': Geographical Mobility and Capital Accumulation among Chinese Scholars," 311.
\textsuperscript{875} Murphy-Lejeune, Student Mobility and Narrative in Europe: The New Strangers, 51.
\textsuperscript{876} Li, Findlay, and Jones, "A Cultural Economy Perspective on Service Sector Migration in the Global City: The Case of Hong Kong."
\textsuperscript{877} Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad."
\textsuperscript{878} Findlay et al., "Skilled International Migration and the Global City: A Study of Expatriates in Hong Kong," 52-53.
\textsuperscript{879} Elaine Lynn-Ee Ho, "Migration Trajectories of 'Highly Skilled' Middling Transnationals: Singaporean Transmigrants in London," Population, Space And Place 17 (2011): 127.
Likewise, Kim argues for advantages derived from international experience by introducing the term “transnational identity capital,” which refers to competences (personal skills) that help to engage with otherness. Although Kim refers to the mobility of academics, transnational identity capital is applicable to ISM, because students, especially postgraduates show signs of academic ‘behaviour.’ Transnational identity capital is also “a mode of cosmopolitan positioning” which helps to manage multi-faceted relations but requires active engagement. It can also be understood as a mode of thinking and categorizing meanings which help to utilize cultural capital in different settings as a consequence of mobility. Consequently, the forming of students’ cosmopolitan mindsets can be considered as a form of capital, including the construction of identities, especially if they have a transnational component.

The concept of total human capital was called upon in reaction to the limitations of the human capital theory, because it focuses on skills in terms of competences, including communication skills, confidence and interpersonal abilities. Language capital and its cultural nuances are related to the concept of human capital, as they help to utilize skills that a person already possesses and they also help to acquire host country specific skills. In effect, skills from home and skills from the host country complement each other. Symbolic capital explains the way in which other forms of capital are perceived in a corresponding social structure, including values and/or places of research and learning; or statute value or prestige.

875 Kim, "Transnational Academic Mobility, Knowledge, and Identity Capital," 577, 83.
876 Ibid., 584.
877 Ibid., 585.
879 Li et al., "Migrating to Learn and Learning to Migrate: A Study of the Experiences and Intentions of International Student Migrants."
880 Williams and Baláž, International Migration and Knowledge, 27.
attached to individual competencies. As mentioned earlier, all forms of capital derive from economic capital through some effort and transformation. The economic value of human capital is a topical subject, especially in the context of knowledge-based economies, because of its importance to innovation in science and in technology led economic growth. Hence, human capital, as a creator of knowledge becomes as vital as financial capital.

3.2.8 Social capital - conclusion

According to Waters and Brooks, accumulation of the forms of capital can be more "strategic" for some students than for others, if not "accidental." Nevertheless, social capital theories help to examine the relationships of mobile students with their peers, families, staff and faculties at universities in the context of social strata. Together with the theory of the ‘do-it-yourself biographies’ the forms of capital help to decode the plethora of motivations driving student mobility. In terms of the EU’s support of ISM, it can be seen as a co-creator and supporter of cultural and social capital through the study exchange programmes; at the same time, the EU can be thought of as an entity which accumulates different forms of capital. For example the rationales for supporting ISM are mostly economic and sociocultural, as revealed in Chapter 2. The aim to strengthen the development of European identity and/or support foreign language learning and to improve the employability of graduates as some of the objectives and promotions of the EU study exchange programmes can be considered and transnational identity capital, language and

885 Ibid.
economic capitals. ISM can be seen as one of the avenues to enhance and validate human capital, including the establishment of local and translocal ties; hence, the use of social capital theory in regards to students mobility.

3.3 Europeanisation

The theory of Europeanisation is employed at the meso level of this theoretical approach to examine the role of the EU in support of ISM in the IoU, which is employed along with Knight’s concept of the four rationales of the IoU introduced in Chapter 2. The idea of Europeanisation as a systemised concept is “highly contested” and due to the surge of publications on this theme, there seems to be a confusion and scarcity of pertinent definitions. It is mostly mentioned in regards to European integration of the EU and its MSs, but it can also refer to the wider Europe. Birgit Sittermann implies that European integration is often mixed up with the term Europeanisation and that both of these terms are used simultaneously. Claudio Radaelli also indicates that European integration is sometimes re-branded as Europeanisation; consequently, he uses the term “EU-isation,” likewise Beate Kohler-Koch uses “EU-Europäisierung.” According to Johan Olsen, Europeanisation possesses five meanings, whereas Robert Harmensen and Thomas Willson

---

888 Knight, "Internationalisation of Higher Education: A Conceptual Framework."
889 Kassim, Peters, and Wright, "The National Co-Ordination of Eu Policy. The Domestic Level, Uk and USA,” 235.
890 Mair, "The Europeanization Dimension,” 338.
891 "Europeanization.”(February 1, 2013).
893 Sittermann, "Europeanisation – a Step Forward in Understanding Europe?”. 
identify up to eight connotations and Kevin Featherstone divides Europeanisation into four typological trends. This is due to the fact that it occurs in different disciplines. Whilst, Hussein Kassim argues, that owing to the lack of a stable or precise meaning, Europeanisation is an unwieldy term and should be abandoned as an organizing concept. However, Olsen points out, that while Europeanisation is a relatively young concept and lacks a grand theory; it should not be rejected, rather investigated further, because it is valuable in understanding the dynamics of European polity.

The EU is a visible and recognised player in global, regional and national higher education with the Erasmus programmes, the ECTS/DS and by the EC’s involvement in the Bologna Process at the forefront of its educational engagements. Over time as Erasmus has marked its 25th anniversary and more participants have signed up to Bologna, the EU’s attention to education has increased. For example, the importance of education in the Lisbon Strategy and in the European 2020 Strategy; however, the Union’s formal decision-making power, in regards to higher education, remains limited. In addition, despite the increasing autonomy of higher education institutions, national governments have the ability to stimulate or depress institutional actions of Europeanisation (meaning the actions of the EU in the education sphere), globalisation and internationalisation. For now it is the nation states, who are responsible for higher education policy, for instance the implementation of the Bologna Declaration is in the hands of its signatory countries. As Mark Olssen remarks, the national

governments remain the most influential actors in shaping education policies in the EU MSs.\footnote{898}

### 3.3.1 Europeanisation - definition

The literature provides a plethora of definitions of Europeanisation. Radaelli’s definition includes the implication of informed rules that are considered in this research. He states that Europeanisation as a process consists of the “a) construction, b) diffusion and c) institutionalisation of formal and informal rules, procedures, policy paradigms, styles, ‘ways of doing things’ and shared beliefs and norms which are first defined and consolidated in the EU policy process and then incorporated in the logic of domestic (national and subnational) discourse, political structures and public policies.”\footnote{899} This definition arguably indicates the top-down political understanding of Europeanisation. At the same time, Radaelli recognizes the limiting and static nature of the top-down approach and implies that the EU is influential even without political powers, by providing ideas that national actors and institutions can turn to. Therefore, he is also arguing for the bottom-up approach in understanding the processes of Europeanisation.\footnote{900} In this interpretation the EU serves as a cognitive and normative context that creates opportunities for socialisation producing exchanges, ideas, powers and policies. The stress is upon what occurs within the process of Europeanisation.\footnote{901} Gerard Delanty and Chris Rumford expand this further, claiming that “Europeanisation is a process of social construction rather than one of state building.”\footnote{902} In the case of the Bologna Process, which is

\footnote{898} Olssen, “Neoliberalism, Globalization, Democracy: Challenges for Education.”
\footnote{900} “Europeanisation: Solution or Problem?”. 4.
\footnote{901} Ibid., 5.
\footnote{902} Delanty and Rumford, Rethinking Europe: Social Theory and the Implications of Europeanization, 6.
one of the instruments of the EU’s support for ISM through EC being one of the signatory parties, it was the MSs which approached the EU to act in the higher education sphere; therefore, it can be considered as a bottom-up approach, with characteristics of top-down Europeanisation. ISM is also viewed as beneficial in regards to the development of European identity and therefore European integration.

The two definitions by Radaelli and Delanty and Rumford of Europeanisation inform this research. Importantly, the process of the institutionalisation in higher education in the EU has not advanced as much as it has in other European policies, yet it has profiled a bottom-up approach, where national actors and institutions turn to the EU, in particular to the EC, for example in the case of the Bologna Process. In terms of education policies, including study exchanges, processes of construction and diffusion of policy paradigms were consolidated in the EU and then gradually incorporated into national structures. In the case of the Erasmus type of student exchanges, the initial idea for cooperation at the European and international levels came from the EU MSs. However, the effects of Europeanisation, just like that of globalisation and internationalisation differ from country to country and from institution to institution. Hence, the effects of the Bologna Declaration are different in individual countries, firstly because of the Union’s, respectively EC’s limited responsibility in the education sector and secondly because of the funding and policy issues between institutions and national governments. Ian Bache adds that despite the significant developments within the higher

---

903 Nuffic, "Internationalisation of Universities and International Student Mobility."
904 Hanneke Teekens - Director of Communication - Nuffic, ibid.
905 Hanneke Teekens - Director of Communication - Nuffic, ibid.
906 Hanneke Teekens - Director of Communication - Nuffic, ibid.
education sphere, the Europeanisation of higher education curricula is a distant prospect.\textsuperscript{907} The reluctance of Member States to transfer education policy competence to EU institutions can be understood in the context of the building of national identities, the socialisation of citizens and nation building.\textsuperscript{908} The EU’s support of ISM through its exchange programmes, the ECTS/DS and EC’s alignment with the Bologna Process, can be also perceived as being aimed at the accumulation of social and cultural capital, especially considering the support of ISM through the rationales for the IoU.

3.3.2 Europeanisation – rationales for the IoU

As discussed in Chapter 2, it is vital to identify the rationales behind the processes of Europeanisation, globalisation and internationalisation in order to understand these processes. Referring to the earlier introduced categorisation of rationales for the internationalisation of higher education by Knight (academic, economic, political and sociocultural);\textsuperscript{909} Judith Litjens argues that economic motives perhaps pair Europeanisation with internationalisation in the higher education area.\textsuperscript{910} Bache warns that economic and political rationales might be taking over; for instance, the Bologna Declaration and thus the EC aim to promote employability as well as mobility.\textsuperscript{911} Moreover, the inclusion of education in the Lisbon Strategy and in the Europe 2020 aims to enhance the economic performance of the Union. However, Bache’s warning of the increasing dominance of economic rationales behind the

\textsuperscript{907} Bache, “Europeanisation and Higher Education: Towards a Core Curriculum in European Studies?”.
\textsuperscript{908} Beukel, “Educational Policy: Institutionalization and Multi-Level Governance,” 126.
\textsuperscript{910} Litjens, “The Europeanisation of Higher Education in the Netherlands,” 211.
\textsuperscript{911} Bache, “Europeanisation and Higher Education: Towards a Core Curriculum in European Studies?” 2.

Europeanisation of higher education is built on weak evidence, the link between graduates’ knowledge and skills to their employment performance, based on the Mason et al. argument. Yet, Anne Corbett and Hans de Wit see the Bologna Declaration and the Lisbon Strategy as a neoliberal project of the EC with the objective of competing with the US. Hence, John McMurty’s belief that “the long-term development of education and of civilization itself requires the autonomy of education from market command.”

Europeanisation can be seen through the logic of marketization, because of the global preoccupation with economic growth, knowledge economies and the consequent competition between higher education institutions. This can be captured by the accumulation of social and cultural capital, which can accordingly be transformed to economic capital.

3.3.3 Europeanisation – historical and cultural Europe

The literature recognizes three different categories of Europeanisation: historical, cultural and political Europe. There is abundant literature on historical Europe, which provides philosophical and historical perspectives and usually serves as a ‘background’ concept to understanding Europeanisation. This category incorporates the spread of the European political institution across borders; political systems as a result of colonisation or the export of university types based on British and German models. The works of Featherstone and Olsen belong to this category. European societies have been researched predominantly

---

913 King and Findlay, International Student Mobility Literature Review,(February 1, 2013).
915 Wit and Merkx, "The History of Internationalization of Higher Education," 45.
916 Olsen, "The Many Faces of Europeanization". Featherstone, "Introduction: In the Name of Europe."
through the prism of national societies, yet studies of ‘cultural Europe’ via cultural structures and social relations on a communal level are rare.\textsuperscript{917} Social science and anthropology did focus on the role of identities and on the dispersal of ideas, habits and traditions in the European context (for example the works of Castells and Habermas, Harmsen and Wilson and Mair.)\textsuperscript{918} Mair in particular refers to informal Europeanisation, which is a broad notion linked to globalisation, encompassing citizenship, cross-border contacts and communication, standardization of cultural expressions and practices, which result in “cross-cultural convergence.”\textsuperscript{919} This definition of Europeanisation informs this thesis; it is applied it to the concept of student mobility. This study also examines the role of the EU in support of ISM in the context of the IoU. This research is therefore a significant contribution to the idea of ‘cultural Europe’ in the process of Europeanisation and can also be considered in terms of accumulation of cultural capital.

3.3.4 Europeanisation - political Europe

The concept of Europeanisation interpreted within the ‘political Europe’ domain has been shaped by three evolutions in the European project: EU enlargement; the development of polity and policies at the European level; and the EU’s influence on the adaptation of national policies.\textsuperscript{920} Europeanisation as a consequence and characterisation of EU enlargement predominantly refers to the most recent 2004, 2007 and 2013 enlargements. The literature mostly deals with the modernization process of the less developed countries through financial support as well as with the process of adaptation of new EU MSs to the Western European

\textsuperscript{917} Delanty and Rumford, \textit{Rethinking Europe: Social Theory and the Implications of Europeanization}, 1.
\textsuperscript{918} Sittermann, “Europeanisation – a Step Forward in Understanding Europe?” (January 17, 2013).
\textsuperscript{919} Mair, “The Europeanization Dimension,” 342.
\textsuperscript{920} Sittermann, “Europeanisation – a Step Forward in Understanding Europe?”. 4-5.
state model (Chryssochoou, Diez, Olsen, Puetter and Wiener, Harmsen and Wilson).921

Secondly, references within political Europe are to policy and polities formed in the legal, political and social institutions at the European level; thus, the outcome of this process is structuring governance in a formalized fashion, due to the actor and policy network interactions at the communal level (Cowles et al., Mair, Börzel and Risse, Graziano and Vink).922 These authors consider Europeanisation as adaptation of nation-specific practices to EU rules, norms and standards and see Europeanisation as a cause of change within the political systems at the domestic level. These EU-led changes, according to Featherstone occur on two levels: institutional adaptation and the adaptation of policies and policy processes.923

Europeanisation as ‘political Europe’ is both a bottom-up and a top-down process. The bottom-up Europeanisation proceeds from the national level to a communal level while the top-down process characterises the impact of the Union’s policies on the national level.924

The top-down Europeanisation of ‘political Europe’ can be divided into three categories which rarely stand alone: 1) governance; 2) institutionalisation and 3) discourse. The process of governance is either based on the contemporary models of governance, for example on

921 Olsen, "The Many Faces of Europeanization".
Harmsen and Wilson, "Introduction: Approaches to Europeanization."
923 Mair, "The Europeanization Dimension."
Paolo Graziano and Maarten P. Vink, Europeanization (Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2007).
924 Radaelli, "Europeanisation: Solution or Problem?", 4.
Börzel and Risse, "Conceptualizing the Domestic Impact of Europe," 1.
multi-level governance or on the governance’s changing understanding in Europe, which often includes the regional level as a complex layer of governance.\textsuperscript{925} The governance discourse leads to the contested normative power of Europeanisation; it implies that Europeanisation smokescreens domestic politics.\textsuperscript{926} Europeanisation as institutionalisation does not reject the previous governance stance. It argues that Europeanisation is set first in the EU context, taking the shape of formal rules, which are then projected at the national level and infiltrating their mindset at the same time.\textsuperscript{927} The third, Europeanisation as a discourse claims that Europe is constructed through language and discourse as well as through interactive processes and a set of ideas. Further, Wallace advocates that the EU itself becomes a feature of Europeanisation.\textsuperscript{928} In terms of education, de Wit and Verhoven imply that the free movement of people, capital, goods and services eventually spilled over to the field of higher education.\textsuperscript{929} The EC’s involvement in the Bologna Declaration is one such example, as Teichler indicates that it would not have happened without Erasmus.\textsuperscript{930}

On the other hand, Williams disputes the presence of the European dimension in educational policies and points out that the progress and problems the EC tries to address through the Bologna Declaration are stranded at the national level. He continues by acknowledging national governments, universities and academics’ genuine support for cross-border mobility; however, he sees their involvement more as a process of internationalisation rather than of

\textsuperscript{925} Radaelli, “Europeanisation: Solution or Problem?”, 3.
\textsuperscript{927} Radaelli, “Europeanisation: Solution or Problem?”, 7.
\textsuperscript{928} Wallace, “Europeanisation and Globalisation: Complimentary or Contradictory Trends?,” 370.
\textsuperscript{929} Wit and C.Verhoeven, “The Higher Education Policy of the European Union: With or against the Member States?,” 204.
\textsuperscript{930} Teichler, ”Europeanisation of Higher Education, Trends, Issues, Perspectives.”(November 7, 2011).
Europeanisation. Nevertheless, Anne Corbett believes that since the Community’s foundation “there has been an interlinking of the idea of a higher education dimension to Europe and a European dimension to higher education.” Furthermore, Beukel argues that “aspects of education policy are an established part of the Europeanisation of national policy-making.” Nóvoa adds that the European model of education is created by European member states agreeing upon several common principles of higher education, which is evident from the consensus on the guidelines and programmes implemented so far. For example the appeal of the EC through the Bologna Declaration was based on its ability to address domestic higher education issues. At the same time, Litjens believes that EC’s support of “the Bologna Process has been a major push for the recognition and integration of the European dimension in national higher education policy,” which is a process described as Europeanisation.

Olsen suggests five meanings of the Europeanisation process, which consist of understanding changes in: 1) external territorial boundaries; 2) development of institutions of governance at the European level; 3) central penetration of national and sub-national systems of governance; 4) exporting forms of political organization and governance that are typical and distinct to Europe beyond the European territory; and 5) a political project aiming at a unified and politically stronger Europe. He adds that the relations between these types of Europeanisation are not

---

necessarily positive, nor is there a correlation between them which would lead to a politically stronger Europe. Europeanisation in regards to higher education, according to Olsen is to be found in the second and third process of change. The second meaning of Europeanisation relates to the European institutions which have two main interests in regards to higher education. The first is strengthening a sense of European identity; although, there has been a revival of nationalism and ethnic-based identities in Europe. The second is the enhancement of democratic (European citizenship) and of a European dimension to education. One of the Erasmus programmes’ rationales is the building of a European identity, which would also contribute to the sustaining of peace and the legitimization of EU institutions. However, according to Anneke Luijten-Lub changes in policies not only in institutions have been apparent. Domestic impacts of European-level institutions, which is Olsen’s third meaning of Europeanisation, are hard to detect, because they enter the domestic level through individual traditions, identities, institutions and resources.

3.3.5 Europeanisation - conclusion

The effects of Europeanisation, globalization and internationalisation are hard to separate, because the changes in educational policy have been interpreted as changes influenced by broader economic factors, which are outside the EU’s sphere of legal influence. This thesis supports Olsen’s argument that Europeanisation has a value in understanding European

\[938\] Ibid.


\[940\] Olsen, "The Many Faces of Europeanization".


\[942\] Beukel, "Educational Policy: Institutionalization and Multi-Level Governance," 139.
polity.\textsuperscript{943} It adopts Radaelli’s definition of Europeanisation being a “process of construction, diffusion and institutionalisation of formal and informal rules […] and shared beliefs and norms which are first defined and consolidated in the EU policy process and then incorporated in the logic of domestic discourse, political structures and public policies.”\textsuperscript{944} In addition, this thesis adapts Delanty and Rumford’s claim that “Europeanisation is a process of social construction rather than one of state building,”\textsuperscript{945} because the EU’s cognitive and normative contexts characterises the opportunities for socialisation, producing exchanges, ideas, powers and policies. Thus, ISM represents an ideal case study of Europeanisation. It can manifest in students’ stories, which are approached on an individual level through the concept of ‘do-it-yourself biographies.’

3.4 ‘Do-it-yourself biography’

Several scholars, including King, refer to the concept of the ‘do-it-yourself biography’ in regards to ISM, although they do so without a deeper ‘introduction’ or analytical implication of this concept. King and Enric Ruiz-Gelices mention the “elective”\textsuperscript{946} and the “do-it-yourself biography”\textsuperscript{947} in their study of the year abroad experiences of international students and its effect on the formation of European identity and the subsequent migration aspirations of students. King and Ruiz-Gelices’s use the concept of biographies to elucidate the ‘cocktail of

\textsuperscript{943} Olsen, “The Many Faces of Europeanization”. (February 2, 2013).
\textsuperscript{945} “Europeanisation: Solution or Problem?”. 3.
\textsuperscript{946} Delanty and Rumford, \textit{Rethinking Europe: Social Theory and the Implications of Europeanization}, 6.
\textsuperscript{947} King and Ruiz-Gelices, “International Student Migration and the ‘Year Abroad’ Effects of European Identity and Subsequent Migration Behaviour,” 232.
\textsuperscript{947} King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour," 232.
mobility factors’ and the ‘seven typologies of European migration,’ which are employed by this thesis at the third level of the analytical model in Chapter 2. Similarly, Allan Williams and Vladimír Baláž point to the concept of the “‘elective’ do-it-yourself biography” in their article on Slovak international student migration to the UK and their return. Their paper calls for more attention to studies on the social biographies of students in regards to migration, learning and transfer of human capital. Lastly, Andrew Butcher in his doctoral study employs the concept of “do-it-yourself biography” in the context of risk and returned migrants, as well as, in regards to the building of virtual and multiple identities. Hence, the concept of the ‘do-it-yourself-biographies’ is adopted in this thesis at the micro level. It is chosen for its proclaimed potential to link the various interests of this research, starting with the analysis of students’ motivations for study abroad and the decision making process. The theory is also instrumental in regards to the construction of personal identities, knowledge transfer and the process of learning; as well as, in the forming of individuals’ cosmopolitan mindsets and social networks, which connects it with the remaining two theories of social capital and Europeanisation.

3.4.1 ‘Do-it-yourself biography’ - origins

While the concept of the “do-it-yourself biography” is assigned to Urlich Beck and Elisabeth Beck-Gernsheim, in their book “Individualization” they acknowledge that this

948 Baláž and Williams, “Been There, Done That’: International Student Migration and Human Capital Transfers from the Uk to Slovakia,” 217.
949 Williams, ”Lost in Translation? International Migration, Learning and Knowledge,” 589, 604.
950 Butcher, ”No Place Like Home? The Experiences of South-East Asian International University Students in New Zealand and Their Re-Entry into Their Countries of Origin,” 18, 188.
951 Ibid.
952 Beck and Beck-Gernsheim, Individualization, 3.
concept originates in Ronald Hitzler’s notion of “Bastelbiographie” from a German publication titled ‘Kleine Lenenselten – Einbeitrag zum Vetsche von Kultur.’ Similarly, the concept of “elective biography” utilised by King and Ruiz-Gelices and referred to Beck and Beck-Gernsheim was originally introduced by Katrin Ley in her work ‘Von der Normal – zur Wahlbiographie,’ again written in German. This thesis adopts the concept of the ‘do-it-yourself biography’ as introduced and applied in the process of individualisation by Beck and Beck-Gernsheim.

3.4.2 ‘Do-it-yourself biography’ and transnationalism

Accordingly, the theory of the ‘do-it-yourself biography’ in the context of individualisation refers to a “human being who aspires to be the author of his or her own life” by choosing, deciding and shaping it in order to create his or her individual identity. In the context of Western culture, such individuals are “the central character[s] of our time,” whose assertions have caused changes in many spheres of society, including, politics, family, gender and work relations. Individuals thus become “actors, builders, jugglers and stage managers of their own biographies and identities and also of their social links and networks,” which are self-organized and self-thematised. They have to be built and developed in relation to others, which also relates to the notion of identity construction, negotiation of multiple

955 Beck and Beck-Gernsheim, Individualization, 3.
957 Beck and Beck-Gernsheim, Individualization, 23.
958 Ibid.
959 Ibid.
960 Ibid.
961 Ibid., 24.
962 Ibid., 203.
identities and construction of transnational networks (transnationalism), which underpin this thesis. Beck and Beck-Gernsheim state, that recognition of individualism, diversity and scepticism is necessary in any attempt to form a sense of social cohesion. The concept of the ‘do-it-yourself-biography’ is therefore applicable to ISM, as mobile students often narrate their own biographies based on their motivations and expectations and they are in a constant negotiation of diversities often influenced by transnational realities. Decision making on study abroad includes the weighing up of gains and losses and juggling the risks and uncertainties, all of which has implications on students’ relationships and their self-realisation. References of the ‘do-it-yourself biography’ and applying it to the aspects of ISM demonstrate the applicability of this theory to the research interests of this thesis.

3.4.3 ‘Do-it-yourself biography’ and identity construction

Beck and Beck-Gernsheim argue that individual biographies are becoming elective and risk identities, as well as broken and broken-down biographies as a consequence of “biographical slippage [or] collapse” resulting from people’s social networks and their myriad of identities. Biographies are also becoming globalised as they are no longer “sedentary or tied to a particular place;” therefore, the lives of individuals are likely to gain international flair, which is further explored through the theory of transnationalism. Beck and Beck-Gernsheim state that the globalisation of biographies means that people are devoted to more places at once, which they termed “place polygamy.” Such place-polygamous living requires biographies to be constantly translated for others and for oneself concurrently, which

963 Ibid., 23.
964 Ibid., 24.
965 Ibid., 25.
966 Ibid.
therefore enables living in-between lives.\footnote{Ibid.} This in turn enables detraditionalization, which can be understood as the other side of globalisation. It has the effect of formulating hybrid identities and cultures, where traditions play a part in biographies, but instead of being imposed, traditions are selected and are often invented,\footnote{Ibid., 26-26.} hence, the term ‘elective’ biographies. Identities also form through combination, intersection and conflict with other identities, which in the context of risk can mean diverse personal and contradictory transnational identities as the backdrop to the conflict between global and local.\footnote{Ibid., 25-26.} This can be triggered by challenges of making sense of the new place vis-à-vis the host country, but also students’ home countries after the return home. Identities can also become multi-layered, as suggested in Chapter 2 based on the concept of concentric identity circles.\footnote{Bruter, Citizens of Europe? The Emergence of a Mass European Identity.}

3.4.4 ‘Do-it-yourself biography’ and the cosmopolitan mindset

The concept of the ‘do-it-yourself biography’ within individualisation is about exploring how people deal with societal change, such as inter-generational and family ties, religious faith, alteration of their biographical patterns and changes of their identities and consciousness.\footnote{Beck and Beck-Gernsheim, Individualization, 202.}

Individualisation is about being an individual and about the process of becoming an individual, but not the kind of possessive and egoistic individual of free-market liberalism.\footnote{Lash, “Individualization in a Non-Linear Mode,” vii.}

Beck explains that individualisation does not mean the individualism of psychological terminology, which is a process of becoming an autonomous individual, nor does it mean
emancipation. Rather, individualisation is a process of “structural [and] sociological transformation of social institutions and the relationship of the individual to society.” This process occurred in the past for example in the Renaissance or in the asceticism of Protestantism and the emancipation of the peasants. However, the notion of the contemporary individual is different from the ethical and altruistic Enlightenment individualism, which was about being-individual as opposed to becoming-individual. This is because the individualism of the Enlightenment according to Beck took place in the ‘first’ or ‘simple modernity,’ while contemporary individualism is that of ‘second’ or ‘reflexive modernity,’ and while the first modernity comprises the logic of structures, the second modernity is about the logic of flows. These flows encompass an array of notions, for example those of unintended consequences, which relates to serendipity; the notion of ever-incomplete knowledge, depicting the process of learning and knowledge transfer; the forever indeterminate rationality and the idea of living with risk and risk taking, captured by Williams and Baláž in the concept of risk and uncertainty adopted by this thesis. These flows distinguish the choices of contemporary individuals from previous generations who had fewer chances. A contemporary individual is a “combinard,” and a “rule finder” in risk and social uncertainty. As part of this, the notion of serendipity explored by this thesis can help to examine this generation and show how it has more opportunities than the previous generation.

974 Ibid.
975 Ibid.
977 Beck and Beck-Gernsheim, Individualization, vii, ix.
978 Williams and Baláž, “Migration, Risk, and Uncertainty: Theoretical Perspectives.”
979 Lash, “Individualization in a Non-Linear Mode,” vii, ix.
980 Ibid., xi.
981 Ibid.
3.4.5 ‘Do-it-yourself biography’ and social class

Individualisation vis-à-vis an individual acting alongside the idea of the ‘do-it-yourself biography,’ is also about transforming “human ‘identity’ from a ‘given’ into a ‘task’” responsible for performing that task and absorbing its consequences. Thus, individuals are no longer “‘born into’” their identities, because the second modernity transformed the determination of social standing into “compulsive and obligatory self-determination.”

Individuals born into society and its preconditions have to make an active daily effort of self-determination in order to compete for limited resources in the context of the detraditionalized and classless society, which links this theory to that of social capital. Ownership and accumulation of capital gave rise to the processes of the individualisation of the bourgeoisie in the first modernity; however, in late modernity individualisation is determined by the “acquisition, proffering and application” of diverse work skills. Hence, the process of learning and acquisition of knowledge, as termed by this thesis, can be thought of as a process of individualisation and ‘do-it-yourself biographies,’ which transcends the boundaries of social class. Beck and Beck-Gernsheim support this idea, because they consider individualisation to be a product of the labour market which can be elaborated by analysing the labour market’s three dimensions: education, mobility and competition.

---

983 Ibid.
984 Ibid.
985 Ibid., 32.
3.4.6 ‘Do-it-yourself biography’ and highly skilled migration

Education facilitates a certain degree of self-discovery and self-reflection as well as an expectation of upward mobility. At the same time, education can be thought of as insurance against downward mobility and an opportunity to maximise opportunities in the labour market. Hence, participation in the labour market can lead to mobility in the form of occupational mobility, geographical and social mobility imbuing people’s lives with a quality of independence enabling thus the experience of personal destiny. The individuality of people and the uniqueness of their accomplishments and work induce competition. Education, mobility and competition reinforce, support and are dependent on each other. Study abroad combines education, mobility and, to a certain extent, competition. By extension, this captures the notion of highly skilled migration, as introduced in Chapter 2. Student exchange programmes, such as Erasmus, are advertised as opportunities to enhance employment opportunities by an accumulation of experiences which can be characterised as social, cultural and other forms of capital (language or mobility capital). Time spent abroad is often considered a life-changing experience similar to the idea of individualisation being a journey of self-discovery and self-reflection.

3.4.7 ‘Do-it-yourself biography’ – conclusion

The concept of the ‘do-it-yourself biography’ in the process of individualisation seems to be a beneficial theoretical approach for this thesis, because of its applicability to the research interests of this study centred on the micro level of individual students’ stories. Moreover, other studies on ISM, in terms of the motivations of students in regards to study abroad, also

refer to this theoretical approach. The advantage of this theoretical lens is the consideration of international students as individuals who narrate their own lives and negotiate their multiple identities in relation to others and places. In this process of individualisation students are confronted with issues of risk and uncertainty and can experience serendipity, acquire skills and knowledge as well as encounter social stratification. Therefore, study abroad can be seen through the theory of the ‘do-it-yourself biography’ as a process of individual self-discovery and self-reflection, which encompasses the idea of the development of a cosmopolitan mindset. While this theory refers to the issues of social class and the forms of capital, this thesis benefits greatly from using Pierre Bourdieu’s concept of social capital and other forms of capital. Furthermore, this study employs the concept of transnationalism, which focuses on students’ negotiations of place in regards to their relationships, competencies and sense of self-making.

3.5 Conclusion

The combination of the theories of social capital, Europeanisation and the ‘do-it-yourself biography’ underpins the research of this thesis, as it offers another approach to the study of ISM and the IoU from broader perspectives. These theories offer a multidimensional lens to examine several interconnected areas with social capital theory on the macro level; Europeanisation at the meso and the ‘do-it-yourself biography’ at the micro level. The main research interests of this thesis are: the role of universities and the EU in support of ISM in the IoU (Europeanisation and social capital); motivations, expectations and experiences of international students in regards to their study abroad, with a focus on knowledge transfer, intercultural competencies, construction of individual identities, forming of cosmopolitan mindsets and students’ future mobility aspirations and employability (‘do-it-yourself
biography,’ social capital and Europeanisation). The choice of this set of theories is twofold; first, these theories are frequently used in the literature to explaining ISM and the IoU; second, the clustering of these three theories is unique. The three theoretical approaches are each equally necessary to grasp the specificities of this research topic, which include international, institutional and personal levels of analysis. Social capital captures the accumulative effect of different forms of capital in regards to the EU and universities in their support of ISM. At the same time, the theory of social capital in conjunction with the theory of ‘do-it-yourself biographies’ helps explain individual students constructing their own biographies through acquisition and transformation of various forms of capital as a consequence of their study abroad. Furthermore, Europeanisation in the context of IoU acts as a ‘push and pull’ factor of mobility and the EU places expectations on international students’ in terms of European identity building which is supposed to enhance European integration (Europeanisation) as well as employability of students (economic capital).
Chapter 4
RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

This chapter is dedicated to the methodology and research design developed to explore and better understand the phenomena of ISM in the context of the IoU as formulated in the research questions of this thesis. The chapter departs from the gaps and needs identified in the fields of ISM and IoU, which have influenced the choice of methods and research strategies selected to answer the objectives of this thesis. This study is based on Michael Crotty’s framework of social research inspired by “scaffolding learning,” which consists of four elements: epistemology, ontology, methodology and methods of data collection. Hay also argues that the order of enquiry is important, starting with ontology, which logically progresses to epistemology and then methodology, research methods and data sources. The scaffolding allows the building of an individual study approach guided by the understanding and purposes of the particular research. These are embodied in the research questions of the thesis and impact on the choice of methods and methodologies employed.

---

991 Ibid., 2.
994 Ibid.
4.2 Ontology and epistemology

Ontology has two aspects, objectivism and subjectivism.995 The first aspect positions social entities external to social actors related to their existence; to the contrary, the second aspect portrays social phenomena related to social actors whose actions and perceptions impact on their existence.996 This research adopts the subjectivist ontology most of the time, although it explores objectivism as well, due to the mixed method research approach. In terms of epistemology, Saunders et al. recognise two contrasting and most important epistemological distinctions, positivist and interpretivist philosophy to the development of knowledge,997 however, other important epistemologies are realist, post-positivist, constructivism998 and pragmatist999 philosophies. The latter two best characterise the epistemological position of this thesis considering the methodological strategies applied in this study; at the same time, they represent a greater theoretical view, paving the way to the theory of social capital at the macro level as seen in Chapter 3. This study positions itself within the constructive camp, in the pragmatic corner of critical realism, because it sees an understanding of reality through the human agent. Creswell and Plano-Clark support Crotty’s conceptualisation of philosophical positioning, which place the philosophical assumptions, including epistemology and ontology at the broadest level of enquiry.1000

996 Ibid.
999 Closeness (e.g. researchers visit participants at their sites to collect data).
1000 Either or both observable phenomena and subjective meanings can provide acceptable knowledge dependent upon the research question, practicality, applied research, integrating different perspectives (e.g. researchers collect data by ‘what works’ to address research question).
Mark Saunders, Philip Lewis and Adrian Thornhill introduce their model of a research ‘onion’ (Figure 4.2.1) positioning of philosophies (positivism, realism, interpretivism, pragmatism at the outskirts of the research ‘onion’), approaches, strategies and other elements of inquiry. The deductive\textsuperscript{1001} research approach at the second outer layer belongs to post-positivism, while the inductive\textsuperscript{1002} approach relates to constructivism, which theoretically frames this thesis. Although not captured by the research ‘onion’ there are also the participatory\textsuperscript{1003} (participatory worldview) and combining\textsuperscript{1004} approaches (pragmatic worldviews), the latter of which characterises this research. In terms of strategies, this thesis uses the survey, case study, interviews and the grounded theory as the data collecting tools and chooses the mixed method and longitudinal research approach as captured, at the three light blue coloured layers of the research ‘onion,’ which are discussed in the paragraphs following the gaps and calls of the literature on ISM and IoU.

\textsuperscript{1001} Deductive - e.g. researchers test an a priori theory
\textsuperscript{1002} Inductive - e.g. researchers start with participants; views and build ‘up’ to patterns, theories, and generalisations.
\textsuperscript{1003} Participatory - e.g. researchers involve participants in all stages of the research and engage in cyclical reviews of results.
\textsuperscript{1004} Combining - e.g. researchers collect both quantitative and qualitative data and mix them, mixed or multiple research design.
4.3 Gaps in study of ISM and in the IoU

Despite the fact that there is much research in the fields of ISM and the IoU, how to research ISM in conjunction with IoU remains terra incognita. Correspondingly, this thesis contributes to the understanding of the phenomenon of ISM by addressing several conceptual and methodological gaps identified by many disciplines, such as anthropology, education, geography, migration studies, psychology, sociology, political science and the EU studies. Indeed, Jansen declares that migration is a problem of many disciplines.\textsuperscript{1006} Within the field of ISM and the IoU, there have been calls for research which is more complete, comparative,

\textsuperscript{1005} Saunders, Lewis, and Thornhill, Research Methods for Business Students, 108.  
\textsuperscript{1006} Jansen, "Some Sociological Aspects of Migration," 60.
empirical, large scale, longitudinal and regular. This thesis addresses all of above, apart from the regular, due to the limited time scale of a thesis which was restricted by the length of PhD study. Moreover, this study approaches ISM and the IoU from the perspective of both international students as well as professionals, in conjunction with research on factors which support and inhibit mobility.

This study was extended by several months due to earthquakes and other external factors which affected the data collection process. These are explained further in the below. As far as the calls for large scale studies are concerned, considering the limited time frame of this thesis and the nature of the research in terms of the empirical data (qualitative), this study can be considered a relatively large scale study.

According to King, research on ISM ought to be conducted in a more “holistic” manner, which brings together and “integrates a range of perspectives, frameworks, theoretical stances and methodologies.” There have also been calls for interdisciplinary, qualitative and a mixed method approach to study of ISM, which would echo student voices including

1008 King, "Towards a New Map of European Migration,” 90.
1009 Ibid.
their self-perceptions on the motivations and experiences of study abroad. Specifically, in the New Zealand context, more research on students originating from China would be welcomed; at the same time, in terms of students’ needs abroad, research revealed requirements in terms of proper pastoral care and proactive responses, which points to study of the stakeholders involved in ISM not only international students. In terms of rationales for mobility (motivations and expectations), while the economic approach (meaning focus on economic rationales) to mobility is mainly behavioural according to De Jong and Gardner, attention to motivations and decision-making is also critical and depends on the degree of information available and on individual circumstances. Therefore, assessment of the policies and initiatives on ISM at multiple levels seems important, which is why this thesis also includes study of stakeholders’ perceptions on the IoU and ISM.

Similarly, Brooks and Waters suggest that it is necessary to look beyond the mere economic

Butcher, Spoonley, and Trilln, Being Accepted: The Experience of Discrimination and Social Exclusion by Immigrants and Refugees in New Zealand.
Brooks and Waters, Student Mobilities, Migration and the Internationalization of Higher Education, 2.
Butcher, "Asian Students in New Zealand: From a ‘Cultural Invasion’ to a National Conversation".
Butcher and McGrath, "International Students in New Zealand: Needs and Responses," 540, 48.
Butcher, "No Place Like Home? The Experiences of South-East Asian International University Students in New Zealand and Their Re-Entry into Their Countries of Origin."
Jong and Gardner, Introduction and Overview, 5.
influences of ISM.\textsuperscript{1016} This is because apart from the political and economic drivers, mobility is stimulated by ‘social imaginaries’ of individuals, often desired and subjected by global opportunities, and by the awareness of these,\textsuperscript{1017} which can be studied by students’ perceptions and by a more holistic approach to ISM as mentioned earlier by King. This is the aim of this thesis. King also reiterates the important connection between ISM and its sociocultural aspect by recognising that migration has become a crucial element in cultural studies.\textsuperscript{1018}

Turning to intercultural competence, according to Ward and Kennedy, students’ sociocultural adaptation in terms of behavioural competence has a strong stimulus in the learning of culture and the acquisition of social skills;\textsuperscript{1019} therefore, research in this area would benefit from longitudinal measure, the approach taken by this thesis. Likewise, Darla Deardorf calls for a longitudinal, multi-method and multi-perspective approach, beyond the use of a single tool in intercultural and global learning, intercultural competence development, which she believes should be conducted on an ongoing basis, providing feedback to students and avoiding a beginning and/or an end of learning experience snapshots as the only research for this matter. Ideally, such research should take the form of a more “holistically developed and documented thorough assessment plan,\textsuperscript{1020} which is in line with King’s call for a more holistic approach to

\begin{thebibliography}{10}
\bibitem{1016} Brooks and Waters, \textit{Student Mobilities, Migration and the Internationalization of Higher Education}, 18.
\bibitem{1018} King, “Towards a New Map of European Migration,” 90.
\end{thebibliography}
studies on ISM, as well as, the need for regular self-reflective practices in education on intercultural competence. Institutions would benefit if they had a clear vision of how such data is communicated and used, for instance advocacy, program improvement and student feedback, which is the reason this thesis also focuses on employees of universities, and scholars in this field, not on ISM exclusively. This study sheds light on the actual practice of official strategies and policies of universities and the EU in regards to mobility from the point of view of international students as well as professionals. This approach is rare in this field of research, especially in combination with the examination of supports and barriers to ISM through the plethora of transnational, ethnic, national, racial, gender, religious and cultural identities of international students.

In terms of acquisition and transfer of knowledge, international students could become boundary spanners who hold the potential of unusual learning and new possibilities, where boundaries are mostly understood as national borders, for example in case of tacit knowledge and soft skills. Such skills are increasingly valued by employees and relate to issues of employability and the future mobility aspirations of students. However, as far as the link between knowledge transfer and mobility is concerned, Williams and Baláž recognize that there is no simple model in place; rather it depends on a multitude of factors, such as the student’s country of origin, the host country; the length of stay abroad; recognition of the qualification; and many others. Moreover, tacit knowledge is person and context

---

1021 King, "Towards a New Map of European Migration," 90.
1023 "Outcomes Assessment in International Education."
1024 Kim, "Transnational Academic Mobility, Internationalization and Interculturality in Higher Education," 403.
1025 Williams and Baláž, "International Return Mobility, Learning and Knowledge Transfer: A Case Study of Slovak Doctors," 1925-26.
specific; therefore, this thesis is interested in the transfer of tacit knowledge in its many forms through ISM, which as a research area lacks empirical support. Finally, this thesis draws attention to the interplay of serendipity in student mobility and students’ experiences abroad, which appears to be an omission in studies of migration and mobility. To address these gaps conceptually, the study methods used are guided by the scaffolding model. The variety of deficits and calls above require a mix of certain methods to guarantee the reliability and validity of this research, which in this case are content analysis of literature; case study; anonymous on-line survey; face-to-face semi-structured interview; 12 on-line diary-like surveys; Skype semi-structured interviews; email based open-ended survey. Table 4.3.1 illustrates the methodology of this thesis according to the individual research topics. The method of data evaluation is in all cases interpretative, transformative and content analysis.

Table 4.3.1: Methodology

<table>
<thead>
<tr>
<th>Research questions</th>
<th>Method of data collection – research strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivations and perceptions of international students (Push and pull factors of mobility; barriers to mobility; intercultural competence; acquisition and transfer of knowledge; development of identities; forming of cosmopolitan mindsets; employability and future mobility aspirations)</td>
<td>Literature research, anonymous on-line survey, face-to-face semi-structured interview, 12 on-line diary-like surveys, Skype semi-structured interview, email based open-ended survey, methodological tool called grounded theory, case studies</td>
</tr>
<tr>
<td>Role of serendipity in ISM (risk, uncertainty and knowledge)</td>
<td>Literature research, anonymous on-line survey, face-to-face semi-structured interview, 12 on-line diary-like surveys, Skype semi-structured interview, email based open-ended survey, methodological tool called grounded theory case studies</td>
</tr>
<tr>
<td>Rationales in the IoU for ISM (IaH and IA)</td>
<td>Literature research, face-to-face semi-structured interview, on-line diary-like surveys</td>
</tr>
<tr>
<td>Role of the EU in the IoU and in regards to ISM (Globalisation,</td>
<td>Literature research, face-to-face semi-structured interview, on-line diary-like surveys</td>
</tr>
</tbody>
</table>

1026 Williams, "Lost in Translation? International Migration, Learning and Knowledge," 590.
1027 Ibid.
4.4 Research Method/Methodology: Mixed Methods

As suggested, this thesis applies a mixed method research design, which combines, collects and analyses both quantitative and qualitative methods in a methodology of a single study in order to understand the research problem;\textsuperscript{1028} as well as, to address the research gaps in the field of ISM and the IoU. The mixed method approach combines quantitative and qualitative data collection and analysis, and it refers to pragmatism as the way of claiming knowledge.

However, the ratio between the quantitative and qualitative data is not 50:50; qualitative sources prevail, because some of the quantitative data is interpreted qualitatively. The main distinction between the quantitative and qualitative data collections techniques is that the first is characteristic to numeric (numbers) and the later to non-numeric (words) data,\textsuperscript{1029} which is called for by the literature on ISM. Different methods are employable within one study for different purposes and at different stages of research, for example interviews at an exploratory phase and a questionnaire for gathering descriptive or explanatory data.\textsuperscript{1030}

Another reason for using mixed method design in case of this thesis is data triangulation, which helps to verify the findings of research; facilitates complementarity and interpretation of data and aids the reliability and validity of this study.\textsuperscript{1031}

\textsuperscript{1028} Abbas Tashakkori and Charles Teddlie, Mixed Methodology: Combining Qualitative and Quantitative Approaches (Thousand Oaks, CA: Sager, 1998), ix.
\textsuperscript{1029} Saunders, Lewis, and Thornhill, Research Methods for Business Students, 151.
\textsuperscript{1030} Ibid., 152-53.
This thesis employs both, cross-sectional and longitudinal study which was frequently called upon by literature on ISM. Mixed methods can be divided into two sub-categories: mixed-method and mixed-model research. Mixed method uses both qualitative and quantitative data collection techniques and analysis either parallel (at the same time) or sequential (one after the other), but does not combine them. One of the techniques usually dominates. On the other hand, the mixed-model research combines the data collection techniques and analysis procedures, meaning that quantitative data can be qualitised and qualitative data can be quantified; that is, analysed qualitatively, and qualitative data can be analysed statistically, and if the sample is good enough there is potential to generalize. This study meets the above criteria for generalisation, is used to generate research strategies, following the scaffolding model of learning.

4.5 Research strategies/strategies of enquiry

There are several research strategies, which can be employed for exploratory, descriptive and explanatory research. Some of them belong to deductive, others to an inductive approach, for example: experiment; survey; case study; action research; grounded theory; ethnography; archival; narrative and phenomenological research. Saunders et al. stresses that there is no

1032 A snap shot – taken at a particular, single point in time, often in the form of a survey.
1033 Takes place over time - presenting events and developments over a period of time – repeated measures (two or a few waves of measurement) or time series (anything over twenty waves of measurement.
hierarchy among these research strategies; they are not mutually exclusive and what matters is their ability to meet research objectives – to answer the research questions. As introduced earlier (Table 4.3.1) this thesis employs literature research; an anonymous on-line survey; twelve on-line diary-like surveys; an email based open-ended survey; face-to-face semi-structured interviews; Skype semi-structured interviews; a methodological tool called grounded theory and case studies.

4.5.1 Case study

Case study, according to Colin Robson, involves empirical investigation of multiple sources of evidence of a specific contemporary phenomenon within its real life context. It is an in depth exploration of an activity, event, program, process or one or more individuals, which is bound by activity and time and the data collection is executed over a sustained period of time. It combines data collection techniques and it usually requires triangulation of multiple data sources, in this study case studies comprise surveys (anonymous on-line, twelve diary type on-line surveys, email open ended questions) and interviews (face-to-face semi-structured and Skype semi-structured). Literature distinguishes between four types of case study strategies: single case versus multiple cases and holistic case versus embedded case. This research employs multiple and embedded case studies which are

---


1038 *Research Methods for Business Students*, 141.


1041 The sequence of these research tools was the following: 1) anonymous on-line; 2) face-to-face semi-structured interview; 3) twelve diary type on-line surveys; 4) Skype semi-structured; and

1042 Single case is employed when it comes to critical, extreme or unique case and is ideal for observing and analysing a case or phenomenon which has not been considered before.

1043 The multiple cases incorporate more than one case, in order to reveal whether findings of a single case occur also in other cases. The multiple cases are preferable, because the single case study is less justifiable.

1044 The holistic case refers to the single unit of analysis.

1045 The embedded case describes analysis of more units, sometimes sub-units of the unit analysed in the holistic case.
represented by international students versus stakeholders engaged in the IoU and ISM at multiple levels (academics; employees of universities, think tanks, the EC and of the Representation of New Zealand to the EU); and universities in three different geographical locations, seven universities in New Zealand\textsuperscript{1046} and one in both the UK\textsuperscript{1047} and the Czech Republic.\textsuperscript{1048}

The empirical part of the original study was University of Canterbury focused. However, the choice of the case studies is an outcome of initially planned and some sequences of unplanned (serendipitous) events. The intention was to research the pre-departure, in-country experience and after the return phase of student mobility, but several events halted this plan. First, the inability to gain access to international students prior to their departure for New Zealand resulted in omitting the pre-departure period of the study. Consequently, in order to capture students’ most pertinent memories of pre-departure, this study targeted the first semester students and students who were new to the host country and/or host university respectively. This thesis mapped the entry stage and the in-country experiences of international students in order to capture the whole mobility cycle and in some cases this study recorded the re-entry of students to their home countries, which represents the longitudinal element of this research (2010 – 2014). Second, the September 2010 earthquake in Christchurch (New Zealand) caused another difficulty in engaging students in this study. Most of the international students left the University of Canterbury and/or did not have internet access for a considerable amount of time. The earthquake hit the city two days after

\textsuperscript{1046} The University of Canterbury, the Auckland University of Technology, the Lincoln University, the Massey University, the University of Otago, the Victoria University of Wellington and the University of Auckland.

\textsuperscript{1047} The University of Oxford.

\textsuperscript{1048} The Charles University.
the anonymous on-line survey was circulated among students (email with an on-line link to
the survey distributed by the University of Canterbury’s authority).

To overcome the shortfall of limited survey participants from the University of Canterbury, a
decision was made to include all the other universities in New Zealand and their first
year/new international students. Appendix 1 contains the cover letter sent to the Universities
as an invite for cooperation, as well as, the information sheet provided to the participants of
the study and two examples of consent forms, one for the international students and the other
one for the stakeholders engaged in the IoU. Unfortunately, access to students in terms of the
circulation of the anonymous on-line surveys was minimal. Third, the second round of
data collection at the University of Canterbury failed again. It was scheduled for the
following semester in February, but there was another major earthquake in Christchurch only
a day after the distribution of the surveys. This time, in addition to the centrally sent email

\[1049\] All eight universities in New Zealand as well as all colleges at the University of Oxford and all faculties at
the Charles University were asked to circulate a link to the initial anonymous survey of this thesis to all new
international students at their universities in that particular year. This was done by an email to the universities’
international (relations) offices, heads of the colleges, faculties and offices of the vice-deans international. The
email contained a short introduction of the survey and attached an official letter from the main supervisor of this
thesis asking for support and collaboration in this research by circulating the survey link of this study within an
information sheet explaining the study and included the contact details of the supervisors, constructed according
to the Ethics Committee template. The universities were asked to send the email and following two reminders of
the study to students on behalf of the researcher in order to ensure the anonymity of students. The AUT, the
University of Canterbury, the University of Oxford and the Charles University agreed to circulate the
anonymous survey by approaching their international students directly by email, although some colleges and
faculties in the latter two cases did not support this thesis or sent only one email. In the case of the AUT this was
done after acquiring approval from the AUT Ethic Committee. The circulation of the anonymous survey at the
remaining universities in New Zealand was case by case based on the negotiated permission. For example:
printed posters with tear-off survey links were placed around the campuses at the University of Lincoln the
University of Otago the University of Oxford, the Charles University and the University of Canterbury, to
increase the chances of participation. However, in the case of the University of Otago, the printed posters were
order to be removed by the university authorities, despite of the circulation being supported by the international
office staff. In the cases of the University of Auckland, the University of Victoria and the Massey University; a
pop-up advertisement at international student website at Victoria, or an advertisement in the student newsletter
were the permitted options to advertise this thesis, and the University of Waikato did not allow the circulation of
the initial email at all. In the cases of the University of Oxford and the Charles University, the researcher
employed also a snowball method, which consisted of sending the survey link with the information sheet to the
acquaintances and friends for circulation and it was also posted on the Facebook site of the international
students’ association, because the return rates were low.
with the survey link the researcher handed pamphlets to international students at the international orientation day as well as placing posters with the anonymous survey links around the university campus; however, without significant success in raising the participation rate. The Christchurch earthquakes were followed by an exodus of international students with on-going consequences, such as the closure of some study programmes and the redundancy of academic and administrative staff.  

Fourth, fortunately, the researcher had the opportunity to travel and study abroad on three occasions following the February Christchurch earthquake, which added four more case studies and helped to increase the number of international students in the surveys as well as the number of stakeholders and university employees engaged in ISM. The study destinations were pre-determined; hence, the research on international students at the University of Oxford, the Charles University, the University of Primorska and the University of Valencia. In the case of the last two universities, research did not concern international students, because the date of the exchange (Slovenia) and visit (Spain) were in the last year of


1051 In the case of the University of Oxford, it offered study for a semester (March – May 2011) as part of the earthquake relief initiative to 30 undergraduates and12 postgraduates, based on successful application. Similarly, the University of Adelaide also offered a scheme, but it was for undergraduates only. In the case of the Charles University, the researcher succeeded in an application for the Erasmus Mundus study exchange, which consisted of a consortium of six universities, and the researcher was awarded his second choice of preference. The consortia included a number of European partners: the University of Limerick, Ireland; University of Bath, the UK; Foundation Nationale des Science Politiques, France; the Freie Universitat Berlin, Germany; Livera Universita Internazionale degli Studi Sociali – Guido Carli, Italy; and the Charles University, the Czech Republic. On the Australia/New Zealand side, these were: the University of Canterbury, the Victoria University of Wellington; the Monash University; the University of Sydney and the Australian National University. In the case of the University of Valencia, the researcher spent one week on a visit during the three month stay at the University of Primorska, which was the study exchange based on the KEEENZ (Knowledge and Expertise Exchange Europe – New Zealand) study exchange, which include: London School of Economics, the UK; Newcastle University, the UK; Lund University, Sweden; and the University Primorska, Slovenia.
the thesis, which would not have been efficient for conducting a longitudinal study. This benefited the research by giving it a more global dimension and greater comparative scope. While the choice of the case studies in terms of student mobility was serendipitous in the way that it successfully engaged in the available study exchange programmes, the global implication is that the three studies of New Zealand, the UK and the Czech Republic universities can be considered similar in some respects and different in others. For example, similarities are in the world wide effect of the IoU and the rising number of internationally mobile students globally. The differences can be based on the various levels of university ranking systems and the academic language as well as having different historical, academic and sociocultural environments. Moreover, if the researcher had retained the New Zealand oriented study only, its implication would be less global and the comparisons could have been made only between the University of Canterbury and the AUT, given the response rates to the surveys.

Consequently, the case studies of ISM, such as at the universities in New Zealand, the UK and the Czech Republic help to form the kaleidoscope of student mobility globally and its many components (e.g. ‘push and pull’ factors of mobility, motivations and expectations of international students in regards to study abroad). As mentioned earlier, the unforeseen (serendipitous) events and their consequences in regards to this thesis (data collection) which were initially negative determined the use of grounded theory and multiphase approach in this research and required a great amount of flexibility. Similarly, it was vital for the researcher to adapt to students’ preferences in terms of the research tools in the longitudinal study, which resulted in the use of twelve on-line surveys as diaries instead of essay structured and emailed diary entries.
4.5.2 The grounded theory research method

Grounded theory begins with an initial theoretical framework and it is further developed through data gained by a sequence of observations. The predictions are then tested by further observations in order to be confirmed, adjusted or rejected.\textsuperscript{1052} It constantly compares and refers to the data, which results in categorisations and theoretical samplings of various groupings.\textsuperscript{1053} Grounded theory is an interpretive and highly creative process rather than a logico-deductive process.\textsuperscript{1054} It is suitable for research that explains and predicts behaviour. It can be messy; therefore, it is essential to develop a tacit knowledge and feel for the data concerned. Furthermore, it is a craft which requires creativity, considerable experience, hard work and at times a dose of good luck.\textsuperscript{1055} This thesis has employed grounded theory as data from the initial anonymous survey, was tested and further developed by the face-to-face semi-structured interviews, and the data was again tested and further developed in the following twelve on-line diary type surveys and in the final semi-structured interview via Skype and through the survey of open-ended questions sent by email. The choice of research tools was also suggested by international students as the majority of them opted for the twelve on-line diary type surveys of the longitudinal study instead of the essay type diaries. The final Skype interview also proved a valid choice of data collecting tool, because the majority of students’ identified the semi-structured interviews as their most preferred tool of inquiry. Grounded theory worked well in conjunction with the mixed method of data collection in terms of eliminating the shortcomings of any particular single research method. Accordingly, it helped to increase the quality of the quantitative data and vice versa.

\textsuperscript{1052} Creamer and Burrows, "Using Mixed Methods to Conduct Research in Higher Education - Workshop."
\textsuperscript{1053} Creswell, \textit{Research Design: Quantitative, Qualitative, Mixed Methods Approaches}, 15.
4.5.3 Survey

The survey strategy answers questions of who, what, where, how much or how many and it is able to measure the changes in attitudes over time. The advantage of using surveys is that the results are easily compared and they allow a researcher to economically collect a large amount of data. Surveys are usually analysed quantitatively, but can also be assessed qualitatively, as was done in this thesis in line with the mixed method approach. However, some of the challenges in the use of surveys were representativeness, response rate and time consuming design due to piloting and data analyses. Survey strategy can take the form of questionnaires, structured observations and structured interviews. This thesis uses on-line questionnaires, both anonymous and non-anonymous, a short survey of open-ended questions sent by email and two semi-structured interviews, one conducted face-to-face and the other via Skype, Appendix 2 contains all the survey tools employed by this thesis in the sequence they were distributed to the international students (the anonymous survey, the semi-structured in-depth face-to-face interview questions, twelve diary-type online questionnaires, the Skype semi-structured interview and the final survey of open-ended questions distributed by email). The on-line anonymous survey and twelve diary-type of questionnaires consisted of a variety of question types: yes and no answers; ticking boxes, 10 likert scale questions; open-ended questions; questions which included definitions; in several cases questions which encouraged students to email pictures on a pre-given theme were asked. The final question of all surveys allowed students to record messages to the researcher. This allowed the surveys to become a qualitative tool of enquiry. There were also two in-depth semi-structured interviews. The first

---

interview (face-to-face) followed the on-line anonymous questionnaire and the second interview by Skype took place after the twelve monthly diary-type questionnaires. The final research tool was a short survey of eight open-ended questions sent by email. The next section looks at the sequence in which each of the research tools were applied. For international students this started with the anonymous on-line survey and continued with the face-to-face semi-structured in-depth interview, twelve on-line diary-type surveys, a Skype semi-structured interview and a short survey by email of open-ended questions.

4.5.3.1 Anonymous on-line survey

The anonymous on-line surveys targeted international students studying for the first time or who were new to the particular university or host country. The focus was on motivations and the expectations of students in regards to their study abroad. The questionnaires were modelled on various sources including literature on ISM; two surveys of the New Zealand’s Ministry of Education on international students from 2004 and 2007;\(^\text{1057}\) a survey on EU postgraduates in New Zealand from 2009.\(^\text{1058}\) There was also a pilot anonymous on-line survey of international students at the University of Canterbury from 2010, which had 239 completed responses. It focused on students’ perceptions of their carbon footprint, but included questions on students’ expectations and motivations in regards to their study in New Zealand. The pilot survey helped to develop the main anonymous survey. It indicated the need to: a) shorten the list of motivational factors available to students to choose from; b) use the ‘sliding device’ in the case of questions which require ranking instead of box ticking; c)

\(^{1057}\) Ward and Kennedy, “The Measurement of Sociocultural Adaptation.”
\(^{1058}\) Ward and Masgoret, “The Experiences of International Students in New Zealand Report on the Results of the National Survey Prepared for the Ministry of Education”.
\(^{1057}\) Weibl, “The European Union Postgraduates in New Zealand.”
use the 10 likert scale for ranking; d) question the personal details of students (age, sex, country of origin etc.) at the beginning of the survey; and e) choose a qualitative and longitudinal study in regards to this thesis in order to obtain data worth analysing. In addition, the main anonymous survey was tested in a class on research methods and techniques in 2010 at the University of Canterbury taught by the NCRE (EURO 480 – Research Project: Research Methods and Techniques in EU Studies). The anonymous surveys included at the end a question on students’ willingness to participate in the follow up interview and longitudinal study and in case of agreement students were asked to type in their mail addresses. The anonymous surveys similar to the twelve on-line diary-type surveys were constructed using the Qualtrics Survey Software. This licence is purchased by the University of Canterbury.

As mentioned earlier, the anonymous survey distribution was dependent on the permissions gained from the individual universities, which had an impact on the participation rate of students. Universities which centrally emailed students the on-line survey link including the two follow-up reminders (the University of Canterbury and the AUT) had the greatest number of respondents in the study. The initial email sent to students contained the on-line survey link, the information sheet about this thesis, including the statement of the Ethics Committee approval and the contact details of the supervisors and of the researcher. This email also informed students about the two up-coming weekly survey reminders, which were to be ignored where students had already completed the anonymous survey. This distribution method was only permitted at the AUT and at the University of Canterbury, at some colleges and faculties at the University of Oxford and Charles University. The researcher therefore opted for other distribution methods allowed by the authorities of the individual universities,
such as advertisement of the anonymous survey through: international student on-line newsletters; the websites of student unions, clubs; international students associations’ Facebook sites; printed advertisements at the campuses; handing out pamphlets with the on-line anonymous survey link to students by the researcher at the international orientation week at the University of Canterbury, and a snowball method – which included international students personally known to the researcher, their friends and acquaintances, in terms of survey circulation. This seemed necessary in order to recruit participants in the study, because attracting participants for the anonymous surveys was difficult. At the same time, the snowball method did generate a noticeable increase in respondents; hence, one of the main limitations of this study is the ability to recruit participants in the surveys.

In the case of New Zealand there were 302 responses to the anonymous survey out of which 286 were complete. 136 respondents were female (48%) and 150 male (52%). The average age of the participants was 24.7 years and international students originated from 60 different countries; the top three countries of origin were the USA (n=36), China (n=34) and Germany (n=24). Most of the responses to the anonymous survey were at the University of Canterbury (n=127) and at the AUT (n=106), followed by Victoria University of Wellington (n=28), the University of Auckland (n=22), the University of Otago (n=16), the Lincoln University (n=5) and the Massey University (n=5). Unfortunately there were no participants from the University of Waikato. This total adds up to 309, because some of the students recorded more than one university of study at the time of the survey as they were perhaps yet to make a decision which university to pick at that stage. In the case of the University of Oxford, there were 142 respondents to the anonymous survey out of which 131 were completed. International students originated from 42 different countries, the top three were: the USA
(n=25), Germany (n=13) and India (n=9). There were 120 respondents to the anonymous survey at the Charles University out of which 106 were completed. The respondents originated from the programmes that were taught in both English and Czech languages.

Students originated from 39 different countries, the top three were: Poland (n=10), Germany (n=9) and France (n=9). Table 4.5.3.1.1 contains the response rates to the anonymous surveys in the first column, followed by the response rates to the face-to-face semi-structured interviews, twelve on-line diary-type surveys, Skype semi-structured interviews and survey of open-ended questions sent by email. Anecdotal evidence suggests that there is a so called ‘survey apathy’ phenomenon among the student population due to them being frequently surveyed.\textsuperscript{1059} In addition, students tend to ignore the emails originating from their universities as suggested by several universities which monitor whether or not students opened their emails. This also impacted on the response rate of this study, because the initial anonymous survey links were distributed by universities.

Table 4.5.3.1.1: Response rates of international students

<table>
<thead>
<tr>
<th>Unis/ surveys</th>
<th>Anonym</th>
<th>Inter.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Skype</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canterbury</td>
<td>127</td>
<td>19</td>
<td>17</td>
<td>8</td>
<td>13</td>
<td>11</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AUT</td>
<td>106</td>
<td>19</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lincoln</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otago</td>
<td>16</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Victoria</td>
<td>28</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Auckland</td>
<td>22</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Massey</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Oxford</td>
<td>131</td>
<td>24</td>
<td>19</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>9</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Charles</td>
<td>106</td>
<td>16</td>
<td>15</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>9</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td><strong>SUM</strong></td>
<td><strong>563</strong></td>
<td><strong>90</strong></td>
<td><strong>81</strong></td>
<td><strong>58</strong></td>
<td><strong>66</strong></td>
<td><strong>60</strong></td>
<td><strong>55</strong></td>
<td><strong>57</strong></td>
<td><strong>52</strong></td>
<td><strong>49</strong></td>
<td><strong>50</strong></td>
<td><strong>42</strong></td>
<td><strong>44</strong></td>
<td><strong>46</strong></td>
<td><strong>39</strong></td>
<td></td>
</tr>
</tbody>
</table>

Legend: Anonym = anonymous on-line surveys; Inter. = face-to-face semi-structured interview; 1-12 = twelve on-line diary-type surveys; Skype = semi-structured interviews via Skype, Email = survey of open-ended questions via email.

\textsuperscript{1059} This evidence originated both from students and employees of universities. Some of the universities reasoned their unwillingness to circulate the anonymous survey by explaining that they experience difficulties in attracting students for their own internal surveys, therefore, they did not want to burden their students with an external questionnaire. In the case of international students, for example Oleg_UK, a psychology student, explained in his interview that part of their learning relies on the frequent surveying of students, therefore students may feel sometimes over-surveyed.
4.5.3.2 Semi-structured face-to-face interview

Following the anonymous survey, international students who declared their willingness to further participate in this study by recording their email addresses were then contacted by the researcher to schedule the interview. Appendix 3 holds a record of all students interviewed for this study including their short profiles. Students at universities in New Zealand received a NZ$20 Amazon voucher as an exchange for their interview, which was already indicated in the anonymous survey. International students at the University of Oxford and at the Charles University were not offered the initial vouchers due to the lack of funds during this period of study. This is regrettable; however, it provided valuable information to the researcher about the degree to which financial incentives are effective in this type of research. The initial voucher did not seem to create an impetus in terms of the response rate and speed of completing the diary entries; on the other hand, the value of the voucher was low. There were in fact only three students in the entire study of three countries who explicitly asked whether there was financial compensation for their participation in this study. Moreover, many students were surprised when presented with the voucher at the beginning of the interview as they did not expect it; they had forgotten reading about it in the anonymous survey. Several students participated in this study, as they mentioned, because they felt that their voices needed to be heard and in some cases students either refused the voucher or returned it, these were then re-distributed among the study participants based on a lottery. All students who expressed their willingness to further participate in the longitudinal study, by recording their email address at the end of the anonymous survey, were invited for the interview; there was not any selection criteria applied in this case. There were three no-shows for the interviews,
one at the University of Otago, one at the University of Oxford, and one at the Victoria University of Wellington.

The face-to-face in-depth interviews were conducted at various locations and negotiated with students via email. Locations included: university and public libraries; students’ offices; and university and public café’s. The researcher used the EUCN research awards to fund his visits to Dunedin, Wellington and Auckland, which consisted of one trip and he travelled to Lincoln two times. The choice of places for conducting the interviews was dependent on the availability of facilities at the individual locations. For example, there was the option of booking study rooms at university libraries for the interviews at the University of Canterbury, Lincoln University, the University of Otago, and the Victoria University of Wellington. At AUT, the researcher conducted most of the interviews at Auckland city library in one of their common rooms which was booked ahead and in the case of the University of Auckland the researcher conducted the interview in the participants’ offices. As for Oxford, most of the interviews were conducted in the study room of Campion Hall, the rest of them in various colleges or cafés around the town chosen by the international students themselves. At Charles University all the interviews were conducted at the seminar room of the Institute of International Studies which hosted the researcher. Interviews with the stakeholders were conducted at their own offices.

The interviews were all recorded and transcribed. On one occasion (Oxford) the initial interview was conducted via Skype, due to a student’s field work placement abroad. Similar to the anonymous survey, the interviews consisted of all types of questions (Appendix 2). The interview time of the face-to-face interview was tested to be 45 minutes by other international
student counterparts known to the researcher, who themselves did not participate in the actual study, but the average time proved to be 1 hour. There were 90 interviews conducted with the international students. The face-to-face variant was chosen in order to establish a relationship with the students, considering the up-coming longitudinal study; as well as, to gain more in-depth data of students’ stories, which is seemingly collected most efficiently through the interviews. Although, the researcher underestimated the time needed to schedule the interviews for a particular day or days (emails and room bookings), which was especially the case in New Zealand, because it required travel to Auckland, Wellington and Dunedin, the interviews proved a great source of a quality data. The interviews had a pre-defined structure and questions, but always expanded, as expected, into semi-structured in-depth interviews.

The interviews started with a short oral introduction of the study by the researcher, after which students were given the information sheet about the thesis, which they were to keep, together with the business card and the voucher (in the case of New Zealand universities). Students also read and signed the consent forms, one for the researcher one for the student, and they were asked for their permission to be recorded, which was given to the researcher in all cases. The face-to-face interviews served as an entry to the longitudinal study, which followed with the first survey link emailed to students approximately one month after conducting the interview. There were no significant differences between individual students in terms of the quality of the interview, apart from perhaps two observations, which were subjective to the researcher. First, the ‘degree’ students, those who studied their whole degrees at the host university, regardless whether undergraduate or postgraduate, seemed to be more focused and concerned about their courses or subjects as opposed to the students

---

who were abroad only for one semester. This impression was given by the international students at the University of Oxford in comparison to the international students at New Zealand universities and the Charles University, they seemed to be more study and result oriented. This was partly, according to the students, because it would have required more effort to travel and more financial resources to enjoy leisure activities from Oxford, if London as a destination is put aside, as opposed to studying in New Zealand and Prague or the Czech Republic, which is a gateway for European travelling. There were inevitable exceptions to these two generalisations.

### 4.5.3.3 Twelve on-line diary-type surveys

The longitudinal study of twelve on-line diary-type surveys was envisaged to take place for one year following the face-to-face semi-structured interviews. This diary was a research tool that responded to calls by literature on ISM for studies lasting longer than six months and the need for these to be comparative, empirical, large scale and regular in order to capture changes in students’ attitudes and behaviours.\(^{1061}\) The on-line links to the diary-type surveys were distributed by email and were followed by reminders where students failed to complete the surveys within one month. However, the time span of one month proved to be challenging for most of the participants; therefore, it was extended to two or more months. In some cases students themselves chose the time frame for receiving the survey links, which often

---

\(^{1061}\) King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour," 231.
King et al., "International Student Mobility". (September 2, 2012).
Daly, "Outbound Student Exchange at Australian and New Zealand Universities: The Effects of Pre-Departure Decision-Making, in-Country Experiences and Post-Sojourn Outcomes."
Chaban et al., "Crossing Cultures: Analysing the Experiences of Nz Returnees from the Eu (Uk Vs. Non-Uk)," 777.
Rizvi et al., "Keynote Speakers: Education and Cultural Change."
depended on their study versus free time schedules. While in some cases the reminders were welcomed, in others they seemed to irritate students; hence, the customised time frame for receiving the survey links, which in a final result prolonged the completion of the longitudinal study. Moreover, because the longitudinal study followed the idea of the methodological tool called grounded theory, where each next stage was partly developed through previously received and analysed data, this delay in receiving results meant that the one year period dedicated to the longitudinal study was extended. This had an overall delaying effect on the whole empirical study including the Skype interview and email survey, which followed the twelve on-line surveys.

In order to retain the participation rate in the longitudinal study at the highest possible level students were motivated by vouchers; these were distributed at different stages of the study. Each student received a $20 voucher for the face-to-face semi-structured interview; as well as, for the Skype interview and the survey sent by email. These vouchers (Amazon) were financed by two research funds awarded by the NCRE ($2000 in 2011 and $2000 in 2013). The twelve on-line questionnaires consisted of all types of questions. The research also offered the participants to record suggestions or messages at the end of each diary entry. There were 88 students who agreed to participate in the twelve on-line diary-type surveys and

---

1062 In addition, students at New Zealand universities went into a draw for various vouchers after completion of the first three diary-type on-line surveys. These were obtained from several tourist providers in New Zealand (Two times visit to a Shrimp farm, five NZ$50 and one NZ$250 bungee jumping vouchers, which were distributed amongst the students on a lottery basis). Tourist providers as well as transport companies, banks, accommodation providers and other related businesses in New Zealand were approached via email by the researcher to sponsor this study in exchange for questions they would like to have answered by international students. As a result, two companies supported this study and one of them suggested a question to international students (The question was: while abroad as an international student, how do you fund your travel/tourism activities? This was predominantly funded by students themselves, including money saved from previous employment). The vouchers were distributed amongst the students on a lottery basis. However, this type of revenue seeking proved time consuming (200 emails and research time) with little response and was therefore abandoned by the researcher. Consequently, the researcher did not extend this activity in the case of the UK and the Czech Republic.
44 of them completed this part of the study (Table 4.5.3.1.1), which is in line with the this type of research, which carries an expectation of a maximum of 50% return rate in the case of studies longer than one year. All students who were interviewed agreed to participate in the longitudinal study (90), apart from two students at the University of Oxford. The on-line diary type questionnaires were developed using the Qualtrics software which was also used for the initial anonymous survey. It allowed for the generating of an on-line survey link, which was emailed to students. The software was used partly for the analyses of the data, because it is capable of producing tables, graphs and charts. The remaining analysis and interpretation of data was done by the researcher, similar to the interviews which were transcribed and analysed by the researcher. The analytical process was enhanced by repeated access and engagement with the data, for example, the interviews were listened to repeatedly and the data collected by the longitudinal surveys was read as soon as it was received and on other occasions later on.

4.5.3.4 Skype semi-structured interview and the final email survey

The semi-structured Skype interviews followed the twelve on-line diary-type questionnaires. As with the initial face-to-face interviews, the Skype interviews were semi-structured, in-depth and consisted of question types used in the initial face-to-face interview (Appendix 2). They took on average 40 minutes to complete, were recorded and transcribed. Again, they were pilot tested on international students who are friends of the researcher but did not take part in this study. The Skype interviews, in line with the methodological tool of grounded theory and the mixed method of inquiry, allowed deeper investigation of students’ attitudes

1063 ECER, "Pre-Conference - Methodology Panel - Session H."
and perceptions while abroad. For example, students ranked their intercultural competencies four times across the longitudinal study (face-to-face interview and the twelve diary type surveys) and were asked to comment on their ranking outcomes in the Skype interview. All students received NZ$20 Amazon voucher as a token of appreciation for both the Skype interview and the email survey, which were sent by email in pdf form. Out of the 88 students who engaged in the longitudinal study and the initial 90 who were interviewed in the first place, 46 students agreed to be interviewed. Out of those 46 students 44 were actually interviewed via Skype and two students emailed their responses via email due to the time difference and inability to access internet at the time when Skype interviews were executed.\textsuperscript{1064} This is two more students in comparison to the respondents for the 11th and 12th on-line diary type survey, which was perhaps due to the NZ$20 Amazon voucher indicated to be sent to students in the pdf form after the interview. This is in line with the expectations of a 50\% return rate for the longitudinal studies, which are longer than six months.\textsuperscript{1065}

As the final question, students were asked whether they could be contacted by email in the future in order to clarify data if needed and for further research, this was met with a positive response. This was a progressive decision, because it increased the time frame of the longitudinal study; thus, the study of students’ experiences abroad (mobility cycle - Skype interviews were conducted between three to six months after the final on-line diary-type survey was completed). Furthermore, the study benefited from the more in-depth data collected. This included students’ reflection on the longitudinal study, which identified the

\textsuperscript{1064} One student from the AUT, reason was travelling around Europe and another student from the Charles University who was back in her home country but in the process of settling in and thus without internet connection.

\textsuperscript{1065} ECER, "Pre-Conference - Methodology Panel - Session H."
interviews as the most preferred research tool by students. There were 44 interviewees, which represents exactly 50% response rate. This number dropped to 39 in the case of the final email survey of eight open-ended questions. The email survey enabled the researcher to ask the students another set of questions from each research topics of this thesis, which further aided the mapping of the changes of perceptions and/or record certain developments in the students’ experiences abroad.

4.5.3.5 Semi-structured interviews – stakeholders engaged in ISM and the IoU

Part of this research was also to conduct a number of semi-structured face-to-face interviews with stakeholders engaged in the IoU and ISM. These included several representatives and employees of universities (vice-chancellors of universities responsible for the internationalisation of their institutions; members of international support teams, student services, student unions and university career services and other research or academic units supporting mobility); scholars; researchers; experts; and employees of the EC. Appendix 4 records the stakeholders interviewed for this thesis. The list of names is followed by an example of interview questions used to conduct a semi-structured interview with the stakeholders; the questions varied according to the individual interviewee. All interviews with stakeholders were semi-structured. These interviews were preceded by review and analysis of secondary data from scholarly literature on ISM and the IoU, statistical data and publications by universities (internationalisation strategies; annual reports; university plans, visions and strategies) and data published by think tanks, NGOs and the EU (research projects, policies and special reports). This follows the idea of triangulation and mixed methods where information is collected from multiple sources. The interviews with the
stakeholders consisted of open-ended questions omitting the 10 likert scale types of questions. In a few cases, the questions were sent by email. Some of the participants of the interviews were contacted again by email with follow-up questions as agreed at the end of each interview. The stakeholders chosen for the interview were the employees of the universities engaged in the process of the IoU and ISM, usually the vice-deans international and members of the international offices. Appendix 4 contains those individuals who were willing to participate in this study. In the case of the experts and the employees of the EC, similarly, the table of interviewees contains individuals who were interested in being interviewed. In the case of the experts, the researcher targeted individual engaged in the concept of IaH. There were altogether 42 interviews conducted with stakeholders for this study (Appendix 4).

4.5.4 Limitations and strengths of the methodology

The main limitation of this thesis may concern its empirical part in regards to international students because it does not include a control sample of domestic (immobile) students. However, studies which compare international students with those who did not go to study abroad are usually conducted from the international students’ home universities, which allow research of both out-going and immobile students. This study is different as the research is conducted abroad - at the host universities/host countries of international students. Hence, the control group of international students engaged in this study is scattered across the many universities and countries where these students come from. Accessing such a control group is impractical because of the time constraints of a PhD thesis. Furthermore, many international students in this study were free-movers studying towards their whole degree abroad; thus, not
enrolled at any university in their home countries.’ Another weakness of this study may concern the participation rate of international students, which seems to be relatively low despite the great efforts invested in circulating the initial anonymous surveys to international students. However, the participatory rates are comparable to similar research in the field of ISM and the IoU. As explained earlier, this and the lack of control over the choice of case studies stemmed from the earthquakes in Christchurch, difficulties in accessing international students and availability of particular study exchange opportunities at the time of the research.

This comparative study consists of three case studies: New Zealand; the UK and the Czech Republic, an approach which is scarce in research on ISM and the IoU. Another strength of this research is its empirical, qualitative and longitudinal element, repeatedly called for by literature on ISM. Furthermore, this research juxtaposes perspectives of international students together with the views expressed by stakeholders on ISM and the IoU, which is rare in studies in these fields. In addition, this study developed a multilevel analytical model of interrelated and interconnected concepts to study the research interests of this thesis, which represent a holistic approach in the field of ISM and the IoU. This analytical model is enhanced by the mixed method approach and by a particular research method called grounded theory, which facilitated a more in-depth and qualitative approach. It also helped to identify the phenomenon of serendipity in mobility, which is a unique contribution of this thesis to studies on ISM. Lastly, the longitudinal study served as a self-reflective tool in some cases due to its involved inquiry of experiences, which is crucial in terms of the development of intercultural competencies and has therefore potential to be transformed into a learning tool.
4.5.5 Credibility: reliability and validity

According to Creswell, all methods have limitations and any single method is inherently biased.\textsuperscript{1066} This is because scientific methodology can be deceived by researchers’ subjective hunches, which originate from knowledge of and consequent relationships with their data.\textsuperscript{1067} These can be eliminated by focusing on internal (data collection and data analysis tests the initial research assumptions) and external (research results compared with related relevant data/surveys) validities. The use of a research tool called grounded theory in this thesis partly serves as an internal validity tool, together with mixed method of enquiry and triangulation to ensure the validity and reliability of the data, through multiple methods of inquiry and through obtaining multiple data from various sources as mentioned previously.\textsuperscript{1068} This study aimed to establish a relationship between quantitative and qualitative methods (qualitising the quantitative and vice versa so the same question collected quantitatively and qualitatively, and/or one can help to answer the other and vice versa),\textsuperscript{1069} and mixing them, which is highly beneficial and enduring for gaining useful insights.\textsuperscript{1070} The study was also informed by similar surveys and studies through the review of literature and by a pilot questionnaire which served as an external validity test.

The survey part of this thesis (anonymous surveys, twelve on-line diary-type questionnaires, the face-to-face and Skype semi-structured interviews and survey sent by email) was

\textsuperscript{1066} Creswell, \textit{Research Design: Quantitative, Qualitative, Mixed Methods Approaches}, 15.
\textsuperscript{1069} Creswell and Plano-Clark, \textit{Designing and Conducting Mixed Method Research}, 12.
\textsuperscript{1070} Charles S. Reichardt and Sharon F. Rallis, "Qualitative and Quantitative Inquiries Are Not Incompatible: A Call for a New Partnership," \textit{New Directions for Program Evaluation} Spring, no. 61 (1994): 80.
approved by the University of Canterbury Ethics Committee and by the AUT Ethics Committee. In compliance with the ethics approval, the whole research process was handled confidentially. Participation in this study was on a voluntary basis with written consent to use the data provided. In some cases participants expressed their will to remain anonymous, in others they chose a pseudonym respectively or allowed for their real name to be used.

Finally, contextual background of the researcher was of great benefit to this study for two reasons. First, the researcher originate from a tri-cultural environment and speaks four languages fluently (Slovak, Hungarian, Czech and English), which provided the sense of cultural openness and sensitivity necessary for this kind of research. Second, the researcher spent a considerable time period in each of the countries of the case studies, which contributed to the cultural familiarity with the environment of the individual case studies (three months in the UK as an exchange student 2011 and 3 months as a private citizen in 2005; one year in the Czech Republic on an Erasmus Mundus study exchange in 2012 and most of the remaining time in New Zealand, which included studying in Auckland for four months as an English language student in 2002, with consequent travel and work in New Zealand in the following nine months and returning to New Zealand in 2005 again as a English language student and enrolling as a PR at the University of Canterbury since mid-2006). The researcher is not aware of any disadvantages that may arise from his mobility history.

4.6 Conclusion of the methodology chapter

The methodological approach of this thesis follows the ‘scaffolding learning’ frame, which begins with ontology, followed by epistemology, methodology and methods of data
collection. However, as Crotty argues, this frame only provides a sense of direction and the researchers’ approach should be guided by the purposes and understanding of their particular research and led by their research questions. This thesis utilises Crotty’s observation as it opted for the pragmatic stance, which has a character of both, post-positivist and constructivist. Moreover, it is in line with Trochim’s idea that most of the social research blends theoretical and empirical aspects, despite their seemingly contrasting nature. The epistemological stance of this research is practical, allowing the collection of data ‘that works’ in addressing the research questions on ISM as well as on the IoU. Moreover, this thesis triangulates several theoretical approaches with empirical research.

In terms of methodology this study used a sequential, transformative, exploratory and mixed-method design. In the design, data from literature and quantitative data was collected and analysed first, followed by the qualitative phase, built on the results of the first phase. The qualitative data is collected and analysed through a longitudinal study in the case of international students and through in-depth semi-structured interviews with stakeholders engaged in ISM and the IoU. The qualitative data (survey methods and case studies) in combination with the longitudinal study and a particular methodological tool called grounded theory help to further results of the quantitative research. The qualitative phase was a valuable means to uncover themes that may have not been discovered otherwise, such as the role of serendipity in mobility. Finally, the thesis confirms the view that the grounded theory methodological tool can be complicated and that it is therefore essential to develop a tacit knowledge and feel for the data concerned. Moreover, at times a dose of good luck is of great

---

1072 Trochim, "Research Methods Knowledge Based". (Accessed May 1, 2014).
benefit; this may be evident in the serendipity the researcher experienced in the case of the two European case studies.

Chapter 5

INTERNATIONALISATION OF UNIVERSITIES AND INTERNATIONALISATION OF HIGHER EDUCATION

5.1 Introduction

This chapter focuses on two main objectives of this thesis captured by the research questions: 1) the rationales supporting ISM in the internationalisation of universities; and 2) the role of the EU in the IoU in regards to ISM. The chapter is structured following the first level of the analytical model introduced in the literature review, as can be seen below. This offers a relatively comprehensive view of ISM in the context of the IoU. The approaches and concepts gathered in the analytical frame through reviewing the literature stem from and are common to disciplines such as: anthropology, economy, education, geography, history, migrations studies, political science and EU studies, philosophy, psychology and tourism. This great variety of disciplines mirror the many concepts utilised in this chapter; however, they are interrelated and interconnected. Together they help to identify existing scholarly deficits, gain insights and ideas worthy of investigation in the outlined disciplines. Moreover, discussion of the two main objectives of this chapter is supported by the theoretical perspective of Europeanisation and by the empirical evidence collected from the stakeholders engaged in the IoU at universities and in the EU and from the international students. It is also enabled by the distinct method of data collection, which contrasts different perspectives and self-perceptions from a variety of sources following the idea of triangulation, mixed method approach and the methodological tool of grounded theory. This is because the phenomenon of ISM is conceptually challenging and dynamic.
5.2 IoU

As seen in the first part of the model, the IoU is considered within the greater context of globalisation, Europeanisation, internationalisation at national level and the internationalisation of universities. This allows the research to answer the research questions: 1) what rationales in the internationalisation of universities underline their support of international student mobility? and 2) what is the role of the EU in the IoU, within and outside of the Union, and with regard to student mobility? To do this, the chapter first debates the concept of IoU through its contemporary definitions together with the rationales for the IoU and the concepts of IA and IaH. This is followed by discussion of the concepts of
globalisation, Europeanisation, internationalisation at national and institutional (university) levels, which are examined through case studies and assess both written articles and empirical findings.

5.2.1 Historical overview

Literature on the IoU is increasing in both volume and complexity. Historically, the term internationalisation gained popularity in the 1980’s within the higher education sector. The major regionalization of higher education has been driven by the European Community since the 1990s. However, formal institutionalised fellowships to support this type of mobility appeared at the turn of the twentieth century. Original scholarly reflections from that time already presented the first controversy: a disagreement on whether the first universities were international institutions or not. Altbach believes that universities have always been global, pointing to the medieval European universities and to the universities of the modern era which are engaged in the international system of knowledge. This is true especially when ISM is considered including the historical perspective of the travelling student to the Erasmus+ flagship of the EU’s study exchanges. Moreover, despite being fallacies in regards to IoU foreign students are generally perceived as agents of internationalisation and internationalisation is viewed mostly as study abroad.

1074 Kehm and Teichler, ”Research on Internationalisation in Higher Education,” 269.
1075 Wit and Merx, ”The History of Internationalization of Higher Education,” 43-47, 55.
1076 Ibid., 47.
1078 Wit, ”Globalisation and Internationalisation of Higher Education,” 245-46.
The concept of the internationalisation of higher education was pioneered by leading experts such as Jane Knight, Hans de Wit, Philip G. Altbach, Peter Scott, Ulrich Teichler, Marijk van der Wende and John K. Hudzik and most recently in the European context by Ivar Bleiklie, Ase Gornitzka, Barbara M. Kehm. Among the most significant institutions contributing to the research in higher education are: the International Association of Universities (IAU), the European Association of Universities (EUA), the International Graduate Insight Group (i-graduate) and The Observatory on Borderless Higher Education (OBHE). A number of research centres focus their research on this phenomenon - the Centre for International Higher Education (CIHE) at Boston College (which also publishes the International Higher Education (IHE) in English, Chinese, Russian, Portuguese and Spanish); the International Centre for Higher Education Research Kassel (INCHER-Kassel) at the University of Kassel; and the Center for Higher Education Policy Studies at the University of Twente.

National and multilateral organisations are also concerned with this phenomenon. Among those, the Netherlands Organisation for International Cooperation in Higher Education – NUFFIC, the British Council, the Organization of Economic Cooperation and Development (OECD), the United Nations Education Scientific and Cultural Organization (UNESCO), the World Bank (WB) and the World Trade Organization (WTO). The IHE and the Journal of Studies in International Education are the two most important academic journals on IoU. Specialised periodicals such as the Newsletter of the Academic Cooperation Association called Education Europe; Chronicle of Higher Education; the University World News; InsideHigherEd.com; and the Times Higher Education discuss the internationalisation of the tertiary sector with academics and practitioners in the field. Finally, mainstream reputable

\[1079\] Kehm and Teichler, "Research on Internationalisation in Higher Education," 263.
media, such as The Economist and the New York Times also publish on higher education and its internationalisation.

The IAU, the EUA, the i-graduate and the OBHE, all work on multilateral levels and service institutions as well as at the individual level by providing strategic research data either on their websites or by links to the publications. The IAU, is the UNESCO based worldwide association which seeks to promote and strengthen higher education. It organises highly sought after annual conferences and offers a vast online bibliographical database. The EUA seeks to echo Europe’s universities in the European level policy debates with projects funded by the EU. The i-graduate specializes in global tracking and benchmarking student and stakeholder opinions. Finally the OBHE is an independent entity, which focuses on the issues of cross-border higher education programme delivery. The work of these institutions is a great source of information for this thesis, for example the i-graduate conducted the national survey on international students in New Zealand commissioned by the Ministry of Education in 2011. The EUA’s special focus on European matters is well suited to this research as it offers insights into the role of the EU in the internationalisation of universities.

The IHE and the JSI are the principal sources of academic articles for this research. They publish the works of the leading authors in the IoU and on ISM, such as Knight’s definitions of the internationalisation of higher education (2004) and Scott’s concepts of internationalisation through globalisation (2000). In 2003, the JSI published a special issue on the concept of IaH, which consisted of works of the founders of IaH since their formation. The 2003 special issue was particularly significant to this work, as IaH is one of the conceptual tools employed in this research. The NUFFIC also published valuable work on IaH in 2006. In 2007 the JSI had a special issue on the IoU, part of which was an article by
Kehm and Teichler on analysis of the JSI’s contribution of the research on IoU. Kehm and Teichler identified that the journal has a unique emphasis on persons (students and staff) as opposed to institutions or policies and the mobility theme is focused on their experiences and needs.\textsuperscript{1080} This makes the journal highly relevant to this thesis, because of its research focus on the experiences of international students. Both of the authors of this article, Kehm and Teichler are employed at the INCHER-Kassel centre mentioned above.

The UNESCO, OECD, WTO, WB systematically publish on IoU and the ISM, their domain is mobility of students and academic staff; influences of higher education systems on each other; the internationalisation of teaching, learning, and research; strategies of internationalisation; knowledge transfer; national and supranational policies on IoU. The following publications are highly relevant to this thesis: Education at a Glance (OECD - annually); The Bologna Process: its impact in Europe and beyond (UNESCO - 2012); Loosening the shackles: the future of global higher education (WTO – 2005); Cross-border Tertiary Education: a way towards capacity development (WB – 2007). These publications frequently refer to the definition of internationalisation of higher education by Knight.

5.2.2 Definition

The most up to date definition of the internationalisation of higher education describes it as “a process of integrating an international, intercultural and global [and comparative] dimension into the purpose, functions, or delivery of postsecondary education.”\textsuperscript{1081} Knight believes that: “international, intercultural, and global are three terms intentionally used as a

\textsuperscript{1080} Ibid., 268.
\textsuperscript{1081} Knight, “Updating the Definition of Internationalization,” 2.
"Student Mobility and Internationalization: Trends and Tribulations,” 20.
triad, as together they reflect the breadth of internationalisation.” Therefore, by including them all in the process of internationalisation, higher education is prevented from homogenisation. It is a way to promote and strengthen national identities and the character of the national education. Knight’s definition seems inclusive, which is also the case of the concept of CI by Hudzik, and Childress, Dewey, Knight, Engberg & Green, which aims to become a “conceptual and operational tent.” Accordingly, CI is “a commitment, confirmed through actions, to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education.” As such, it is essential that “institutional leadership, governance, faculty, students and all academic service and support units” embrace this concept. So, CI is an “institutional imperative not just a desirable possibility.”

Internationalisation of higher education has different “regional synonyms” and although they are not specified in the literature they seem to refer to different aspects of the previously mentioned definitions of internationalisation; for example in Europe, it is referred to as mainstream internationalisation and internationalisation at home; in Australia, it is deep

---

1083 Jane Knight, “Internationalisation of higher education: a conceptual framework,” in Internationalisation of higher education in Asia Pacific countries, 9.
1084 Childress, "Internationalization Plans for Higher Education Institution,” 290.
1086 Dewey and Duff, "Reason before Passion: Faculty Views on Internationalization in Higher Education,” 496, 503.
1089 Hudzik, Comprehensive Internationalization: From Concept to Action, 10.
1090 Ibid., 6.
1092 Hudzik, Comprehensive Internationalization: From Concept to Action, 6.
1094 Hudzik, Comprehensive Internationalization: From Concept to Action, 6.
internationalisation with emphasis on internationalisation of the curriculum; in the USA, it is the comprehensive internationalisation and mission holistic internationalisation; in Asia internationalisation is being built from the start; in Africa the central aspect of internationalisation is regionalism; and in Latin America internationalisation concerns all academic programmes with the focus on collaborations and an increase of research capacity. These different kinds of internationalisation depict the many routes to internationalise, which depend on the rationales for internationalisation, which will be discussed later.

Knight does recognize “that there will never be one universal definition for internationalisation; consequently, definitions can only aim for a common understanding of the term.” Another reason is the dynamic development of internationalisation over time as it has evolved from a rather narrow definition in terms of aid and scholarships for foreign students, to definitions which consider a vast array of subjects, including branding, global citizenship and even joint double degrees approximately thirty different ones. The core concept in both, Knight and Hudzik’s definition of IoU is almost identical. Both of them consider the IoU in a broader and diverse context, for example through “political alliances, economic groupings and sector networks.” Similarly, Hudzik and McCarthy argue, that the main drivers for CI are “the global reconfiguration of economies, systems of trade,

---

1093 Ibid., 29.
1094 Neil Kemp - International Education Consultant.
research, and communication, and the impact of global forces on local life." Hence, presumably there are no organizations immune to internationalisation and the wider contextualisation of the IoU clarifies the need to understand the rationales behind the IoU, or internationalisation in general in order to grasp this concept.

5.2.3 Rationales of the IoU

The study of the rationales of the IoU within this thesis is underpinned by one of the research questions, which seeks to investigate what rationales in the internationalisation of universities underline their support of ISM in the case-studies of selected New Zealand universities, the University of Oxford and the Charles University in Prague. The main premise is that the rationales for internationalisation are interdependent and may vary according to individual environments, which in this case can refer to the different levels of internationalisation as well as to different case-studies. The main categorisation of the rationales for the IoU (Table 5.2.3.1) is fourfold: academic, economic, political and sociocultural. This classification has been accepted by other authors on this subject, such as: by Hudzik, Scott, Ewa Krzaklewska, Blumenthal et al., and Murphy-Lejeune. Knight adds to the main premise of the rationales that they are unstable in their nature because they change over time.

1095 Hudzik, Comprehensive Internationalization: From Concept to Action, 6.
1098 Childress, "Internationalization Plans for Higher Education Institution," 290.
1099 Wit, "Globalisation and Internationalisation of Higher Education," 245.
1101 Hudzik, Comprehensive Internationalization: From Concept to Action. Executive Summary - Comprehensive Internationalization: From Concept to Action.
1102 Scott, "Massification, Internationalization and Globalization."
1103 Krzaklewska, Why Study Abroad? An Analysis of Erasmus Students' Motivations, 89-90.
1105 Murphy-Lejeune, Student Mobility and Narrative in Europe: The New Strangers, 79.
and they are not mutually exclusive or absolute.\textsuperscript{1105} This is evident throughout the literature on the IoU as authors ascribe different levels of importance to the rationales, individually or in various combinations. The significance attached to the categories by institutions is also contested. For instance some argue that the academic and political rationales characterised the early stages of the IoU in 1980s, while more recently the economic rationales seem to prevail.\textsuperscript{1106} Knight also sees that the economic and political rationales increasingly drive the IoU at the national level,\textsuperscript{1107} and according to Hudzik internationalisation is favoured by socioeconomic rationales.\textsuperscript{1108} On the other hand, Gordon F. de Jong and Robert W. Gardner recognise the role of noneconomic (social, cultural and political) rationales alongside the dominant economic rationales.\textsuperscript{1109} Furthermore, global institutional surveys of the last decade identified the particular importance of intercultural competence and global awareness of students as a driving force of the IoU, classifying the economic rationales as the least important.\textsuperscript{1110}

Table 5.2.3.1: Rationales of IoU – four categories of rationales (1999)

<table>
<thead>
<tr>
<th>Academic</th>
<th>Political</th>
</tr>
</thead>
<tbody>
<tr>
<td>International dimension to research and teaching</td>
<td>Foreign policy</td>
</tr>
<tr>
<td>Extension of academic horizon</td>
<td>National security</td>
</tr>
<tr>
<td>Institutional building</td>
<td>Technical assistance</td>
</tr>
<tr>
<td>Profile and status</td>
<td>Peace and mutual understanding</td>
</tr>
</tbody>
</table>

\textsuperscript{1105} Knight, "Internationalization Remodeled: Definition, Approaches and Rationales," 21.
\textsuperscript{1106} Wit and Merkx, "The History of Internationalization of Higher Education," 52.
\textsuperscript{1107} Reichert and Wächter, "The Globalisation of Education and Training: Recommendations for a Coherent Response of the European Union".
\textsuperscript{1108} Wit, "Globalisation and Internationalisation of Higher Education," 245.
\textsuperscript{1109} Knight, "Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education," 32.
\textsuperscript{1110} Hudzik, Executive Summary - Comprehensive Internationalization: From Concept to Action, 2.
\textsuperscript{1109} Jong and Gardner, Introduction and Overview, 3.
\textsuperscript{1110} Knight, "Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education," 32.
As mentioned earlier, Knight’s fourfold categorisation of the internationalisation rationales is adopted as the main analytical lens of this thesis. The sociocultural rationales for IoU are often portrayed through the need to foster understanding and peaceful relations between cultures and nations, the need to value religious and ethnic diversity within local communities or the need for individuals’ self-development and for education for global citizenship, including social transformation, equity and justice in the interdependent world. These contribute to many of the research themes of this thesis for instance: the forming of students’ cosmopolitan mindsets; development of their intercultural competencies; acquisition of intercultural knowledge and the building of students’ personal identities; students’ motivations to study abroad, including the ‘push and pull’ factors of mobility. The case is more or less the same for the remaining three rationales of the IoU. Knight also categorized the rationales for internationalisation as existing on institutional and national levels. The former comprises international branding and profile; income generation; student and staff development; strategic alliances and knowledge production. The latter consists of human resources development; strategic alliances; commercial trade; nation building and social cultural development.

---

1111 Ibid., 33.
1112 Ibid.
1113 Ibid.
The category of political rationales for IoU is in many cases identical to those in the sociocultural category, as it consists of efforts to support and develop national and regional identities, as well as peace and mutual understanding. In the case of the EU, international students can help to legitimise the Union by developing positive European attitudes or a broader European identity through participating in a European study exchange programme.\textsuperscript{1114} International students can act as ambassadors of their countries of origin, which might have a positive impact on foreign policy and national security. They can enrich the building of cultural identities of both their host and home countries through enhancement of intercultural understanding by mediating the host and the home cultures and blending and accumulating their identities.\textsuperscript{1115} At the same time, countries tend to use academic and student exchanges as precursors for future political relations, which can lead to the establishment of diplomatic relations or can be used as a means of maintaining and expanding influence.\textsuperscript{1116} The political rationale therefore also relates to the topic of the development of students’ cosmopolitan mindsets and intercultural competencies.

The economic rationale for IoU from the institutional or national point of view accounts for revenue generation, for example through international student fees\textsuperscript{1117} or improved university ranking which positively correlates with the hosting of international students.\textsuperscript{1118}

Furthermore, future (highly skilled) graduates can improve countries’ competitiveness in the

\textsuperscript{1114} Mol, "Intra-European Student Mobility and European Identity: A Successful Marriage?," 214.
\textsuperscript{1115} Find reference, recent reading if not online book
\textsuperscript{1116} Knight, "Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education," 33.
\textsuperscript{1117} Hudzik, \textit{Comprehensive Internationalization: From Concept to Action}, 13.
\textsuperscript{1118} Hudzik and Stohl, "Comprehensive and Strategic Internationalization Fo U.S. Higher Education," 70.
context of the KBEs, which is also true for the EU. Finally, within the academic category, 
the rationales for the IoU view ISM as having the potential to contribute to intellectual cross-
fertilisation by adding an international dimension to research through knowledge sharing 
through joint research ventures. Thus, international students can help to extend academic 
horizons of institutions and enhance the quality and international standards of academia. 
International students may offer different ideas on learning, teaching, alternative points of 
view, techniques and solutions; in essence they bring a unique perspective that serves to 
enhance the academic search for truth and knowledge.

Hudzik sees motivations for internationalisation through four rationales and calls them 
drivers of change for internationalisation. Although these appear in different configuration to 
Knight’s rationales they still resemble the fourfold categorisation of the internationalisation 
rationales (academic, economic, political and sociocultural). For example: 1) the core mission 
(business) rationale – ideas and innovation through creation, transmission and translation of 
knowledge (academic and economic); 2) the client/customer – students/graduates, 
communities and business/employers (economic); 3) the social and national responsibilities 
rationale – foster global relations, influence, peace and justice, and improve cross-cultural 
understanding (political and sociocultural); and 4) globalisation – growth and spread of 
global higher education and increased cross-border higher education (academic and

1119 Knight, “Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher 
Education,” 33.
Hudzik, Comprehensive Internationalization: From Concept to Action, 13.
1120 Knight, “Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher 
Education,” 33.
Hudzik, Comprehensive Internationalization: From Concept to Action, 13.
sociocultural). Hudzik declares that the social responsibilities of higher education are becoming more global and that the local or national prosperity frequently depends on global prosperity; thus, instead of local versus global, they go hand in hand. Similarly, Teeknes stresses the need to understand that the wealth of countries often depends on international/trade relations with countries abroad.

5.2.4 IA

There are two parts to internationalisation, IA and IaH, which are essentially two sides of the same coin. IA, perhaps the better known part consists of cross-border mobility of people, including students, academics and researchers, programmes, providers and services, policies, projects, ideas and knowledge. From an institutional point of view these represent out-going activities. At the same time, they automatically become in-coming elements of internationalisation for the host country and institution. The study of ISM is interesting as students can offer views of both sides, host and home university in regards to ISM and their perceptions of international students’ role in the IoU. This is a novel contribution of this thesis to the studies of ISM and the IoU. This study focuses on ISM from the point of view of the host university and country; therefore, it concerns IaH more than IA.

1124 Knight, "Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education," 36.
1125 Nuffic, "Internationalisation of Universities and International Student Mobility."
5.2.5 IaH

The concept of IaH although officially introduced in 1990 is considered to be more of a rediscovery of intercultural studies and intercultural communication than a new field.\textsuperscript{1125} It has been developed to provide international and intercultural experience to non-mobile students, who generally represent the majority of the student population.\textsuperscript{1126} Moreover, IaH can benefit the future mobile students by helping them to develop their intercultural competencies and broaden their horizons. Unfortunately, as Wächter puts it, governments still seem to be obsessed with the mono-view of outgoing students as this data can be seen in various mobility targets. Student mobility is not a problem: outbound mobility is good as these students are also incoming students to other universities where they can provide international and intercultural experiences for non-mobile students. However, the focus should shift from looking at outgoing mobility to developing strategies and policies on providing international and intercultural experiences to non-mobile students.\textsuperscript{1127} In this sense, students engaged in the longitudinal study of this thesis were asked how comfortable they feel in the role of international and intercultural agent for domestic students.\textsuperscript{1128} Out of all 57 students in the three case studies only five students were familiar with the concept of IaH, two students at New Zealand universities and three students at the Charles University. Therefore, students were given the brief contextual information and a definition of IaH concept according to which they recorded their answers. Students were asked to indicate their level of comfort on the 10-likert scale. The level of students’ comfort in this regard does not

\textsuperscript{1125} Wächter, "An Introduction: Internationalisation at Home in Context," 5.
\textsuperscript{1126} Ibid.
\textsuperscript{1127} ACA, "Internationalisation of Universities and International Student Mobility."
\textsuperscript{1128} According to the concept of IaH, how comfortable are you with your ‘role’ of an international and intercultural ‘agent’ for domestic students? (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not comfortable at all, 5 means medium and 10 equals to very comfortable.
seem to be high as in the case of the New Zealand universities where 29 students indicated on average 7.7 on the scale from 1 – 10. The number is lower in the other two cases although the number of participants was half of those in New Zealand. 14 students at Oxford recorded 6.8 and the same number of students at Charles rated 6.5 in regards to their comfort being international and intercultural agents for domestic students as understood in the context of IaH. Students’ willingness to participate seems to be low, which is perhaps influenced by the novelty of the concept to students or because the question on the survey did not offer students tangible examples of IaH. The outcome of this question is surprising and rather low considering students’ other very positive responses in terms of interculturality in general, for example in ideas on how to introduce international and intercultural elements at their universities, which predominantly consist of activities based on intercultural communication. If IaH was a part of the curricula of every discipline, every student would have a chance to acquire international experience and develop intercultural competence without leaving their homes. The initial idea of IaH was that for it to become a concrete part of the universities’ curricula as opposed to a voluntary course.

While this has not been achieved on a wide scale, IaH has entered the official papers of the EU and has been taken up by some universities more than others. The problem is that, for this concept to become wide spread, it requires “opening of the mind, which is one of the most difficult things to do.” “Internationalisation is like modernisation” Burquel adds, which perhaps explains the resistance to adopt IaH concept in more universities. At the same time, the crafting of future mobility programmes and some aspects of the already existing

1129 Hudzik, Comprehensive Internationalization: From Concept to Action, 20.
1130 Nuffic, "Internationalisation of Universities and International Student Mobility."
1131 Ibid.
1132 Nadine Burquel - Secretary-General - ESMU, ibid.2010.
ones at the EU level, such as the Erasmus programmes, are now becoming a platform for much more IaH, in order to ensure the better integration of students, to better utilise the educational specialties of the host universities and to overall secure and increase the quality of the programmes and mobility experiences of the students. This is partly based on the increasing demand of university stakeholders, who wish for more intense and higher quality cooperation grounded in the decades of Erasmus links, as opposed to simply a large number of mobile students. Finally, similarly to Wächter, Kemp believes that IaH should be an integral part of a fully integrated internationalisation strategy, which is for example the case of many universities in Denmark, the Netherlands and the US, but not in the UK. This could help to eliminate the perennial issue of clingingness which is one of the most challenging phenomena in ISM.

IaH has also become a part of the comprehensive internationalisation. Therefore, considering IA with the interests of universities and of the EU to increase the numbers of mobile students, together with the aims to include IaH to the curricula, internationalisation can be considered one of the most pivotal driving forces of change in contemporary higher education.

---

Adam Tyson - Head of Unit for Higher Education and Erasmus - European Commission, ibid.
1134 “International Student Mobility and Internationalisation of Universities.”
1136 Ibid.
ESMU, "Internationalisation of Universities and International Student Mobility."
Hanneke Teekens - Director of Communication - Nuffic, ibid.2012.
Matthias Otten - Professor - Cologne University of Applied Sciences, interview by Gabriel Weibl2012.
Adam Tyson - Head of Unit for Higher Education and Erasmus - European Commission, ibid.
According to Wächter, IaH consists of two parts: “a mature concept of internationalisation and an adaptation of intercultural studies to higher education;”\textsuperscript{1138} however, without defining the concept of mature internationalisation he recognises two main goals of IaH: the maintenance of the equilibrium between international and intercultural elements within IaH; and the parallel presence of the international and intercultural elements within IaH should result in one single integrated one, where “the whole is larger and more meaningful than the sum of its parts.”\textsuperscript{1139} Consequently, Wächter’s understanding of IoU captures Knight’s definition of internationalisation She insisted that both the international and the intercultural are essential elements of internationalisation. In a similar vein Hudzik states that internationalisation will ideally become greater than the sum of its parts, provided there is a synergy amongst its elements, which makes comprehensive internationalisation possible.\textsuperscript{1140} This can refer to IaH ideally function together with IA. In addition, functioning in synergy can ease the delivery of these concepts as opposed to them being implemented individually.

However, some universities, subjects or courses do not attract international students and academics or do not have the resources for international cooperation. In these cases the international and intercultural elements will need to be introduced differently, for example by utilising the cultural diversity within the universities. Otten describes the situation at his faculty and study programme (social work) which has very few international students, but the majority of his students hold foreign passports, as many students are of Polish, Russian and Turkish origins.\textsuperscript{1141} This resident diversity offers great potential because often it reflects the

\textsuperscript{1139} Ibid.
\textsuperscript{1140} Hudzik, 	extit{Executive Summary - Comprehensive Internationalization: From Concept to Action}, 3.
\textsuperscript{1141} Matthias Otten - Professor - Cologne University of Applied Sciences, interview by Gabriel Weibl2012.
environment of future employment. Thus, Otten argues, each study programme would benefit from a “tailor made” internationalisation strategy.\footnote{Ibid.}

This debate also leads to the ultimate aim of internationalisation, which is contested. On one hand, academics agree that internationalisation is a means rather than an end and that there are various ends.\footnote{Ibid.} On the other hand, the following metaphor argues that internationalisation should not be seen as “one of the shops in the university mall from which some elect to purchase the product, rather as something to which all shops in the mall contribute in unique ways.”\footnote{Biddle, \textit{Internationalization: Rhetoric or Reality}, 13.} Moreover, both options are possible as the four categories of internationalisation (academic, economic, political and sociocultural) should be considered “both as ends in themselves and as means to other ends.”\footnote{ACA, "Internationalisation of Universities and International Student Mobility." Dunstan, "Cultural Diversity for Life: A Case Study from Australia," 4. Huib de Jong and Hanneke Teekens, "The Case of the University of Twente: Internationalisation as Education Policy," ibid.: 2, 5. Qiang, "Internationalization of Higher Education: Towards a Conceptual Framework," 249-50. Knight, "Student Mobility and Internationalization: Trends and Tribulations," 22. Hudzik and Stohl, "Modeling Assessment of Outcomes and Impacts from Internationalization," 19. Hudzik, \textit{Comprehensive Internationalization: From Concept to Action}, 13. Knight, "Internationalisation of Higher Education: A Conceptual Framework," 332. Gargano, "Grounded Identities, Transcient Lives: The Emergence of International Student Voices in an Era of Cosmopolitan Learning," 145.}

### 5.3 Globalisation

Turning to internationalisation at the global level, the terms internationalisation and globalisation are often used interchangeably due to their dynamic relationship.\footnote{Knight, "Internationalisation of Higher Education: A Conceptual Framework," 332. Gargano, "Grounded Identities, Transcient Lives: The Emergence of International Student Voices in an Era of Cosmopolitan Learning," 145.}

Globalisation itself is a dynamic process, far from being homogenous, uniform or equitable;\footnote{Knight, "Internationalisation of Higher Education: A Conceptual Framework," 332. Gargano, "Grounded Identities, Transcient Lives: The Emergence of International Student Voices in an Era of Cosmopolitan Learning," 145.} and is therefore difficult to comprehend. There is an abundance of definitions...
on globalisation. This thesis defines globalisation as a “flow of technology, knowledge, economy, ideas, people and values,”1149 which includes the mobility of students. Another definition used in this study considers globalisation as a “broad economic, technological, and scientific trends that directly affect higher education and are largely inevitable in the contemporary world.”1150 One of the distinctions between the terms ‘global’ and ‘international’ is that globalisation flows freely, similar to the technological progress and it has worldwide scope;1151 while the international in foremost defines the relationship “between and among nations, cultures or countries.”1152 Globalisation can thus be thought of as “factors and forces that transcend borders of sovereign states.”1153 Internationalisation also refers to “a world order dominated by nation-states,”1154 while globalisation is a force with a “radical reordering of this world order;”1155 hence, the two phenomena are in conflict, rather than two terms to describe the same thing. The term ‘globalisation’ is included in the definition of the IoU referring to it as a process of integrating “international, intercultural and global dimensions”1156 into the functions and delivery of institutions. It could be argued that their mutual relationship is inevitable.

The flows which drive globalisation have a great impact on the IoU and student mobility. They account for the increasing role of English as the language of teaching and research even in non-English speaking countries; the intensifying aims for the knowledge economy

---

1150 Altbach, "Globalization and the University: Realities in an Unequal World," 123.
1152 Ibid.
1153 Hudzik, Comprehensive Internationalization: From Concept to Action, 15.
1155 Hudzik, Comprehensive Internationalization: From Concept to Action, 15.
1158 Paige, "Internationalization of Higher Education: Performance Assessment and Indicators," 101-02.
resulting in the “free trade in minds;” the influence of ICT together with the IT revolution; or cheaper and relatively easier travel in comparison to the past. These can be allied with the ‘push and pull’ factors of mobility and influence the motivations of students in regard to study abroad. Mobility also affects the academia and curricula of study programmes, such as the case of the “global migration of liberal arts” from Western universities to Russia, Central and Southeast Asia or Palestine. Migration of liberal arts programmes helps to foster international relations between participating countries and universities. It can enhance the building of multicultural societies and the building of dynamic and mobile workforces with the capacity to innovate and adapt to change.

However, the cross-border delivery of education considers higher education as a commodity in the global market place and treats it as a private good as opposed to a public responsibility. This has also led to the rapid increase of for-profit higher educational institutions, mainly since higher education was included in the GATS talks. This has the effect of students being perceived as “a prized commodity in the new global talent market” and eventually led to the phenomena of “global talent wars.” Consequently, a negative perception of the IoU in association with globalisation can be formed. It can be

viewed as “Americanization and Westernization.”\textsuperscript{1165} The worry is that this may lead to homogenisation and cultural domination resulting in assimilation.\textsuperscript{1166} This is evident through the historical transfer of higher education systems to the colonies also described as “academic colonialism or academic imperialism.”\textsuperscript{1167} This now seems to be further reinforced by the dominance and the prestige of the Western type of universities,\textsuperscript{1168} and when students seek out world-class universities they are looking for elite Western universities.\textsuperscript{1169}

On the other hand, globalisation is also seen as nurturing diversity, a variety of identities and the differences between cultures and nations especially as explained by Knight in regards to the three elements in her definition of the internationalisation of higher education. The presence of the intercultural among international and global should prevent the homogenisation of higher education.\textsuperscript{1170} In addition, Hudzik implies that any discipline and profession benefits from a global perspective and from the capability to contribute globally. This is offered through the cross-border delivery of education offers, as demonstrated in the global migration of arts programmes or international study exchange programmes mentioned earlier.\textsuperscript{1171} On this note, Held and Teeken point out that throughout history globalisation has been always present,\textsuperscript{1172} but its nature and forms are unique in present times,\textsuperscript{1173} and have

\textsuperscript{1165} Gargano, “Grounded Identities, Transcient Lives: The Emergence of International Student Voices in an Era of Cosmopolitan Learning,” 144.
\textsuperscript{1166} Ibid.
\textsuperscript{1167} Wit and Merkx, ”The History of Internationalization of Higher Education,” 45.
\textsuperscript{1168} Laura E. Rumbley, Philip G. Altbach, and Liz Reisberg, ”Internationalization within the Higher Education Context,” ibid., 10.
\textsuperscript{1169} Salmi, The Challenge of Establishing World-Class Universities.
\textsuperscript{1170} Jane Knight, ”Internationalisation of higher education: a conceptual framework,” in Internationalisation of higher education in Asia Pacific countries, 9.
\textsuperscript{1171} Hudzik, Comprehensive Internationalization: From Concept to Action, 20.
\textsuperscript{1172} Held, Principles and Institutions of Global Justice.(Accessed June 5, 2014).
\textsuperscript{1173} Held et al., ”What Is Globalization?”. Nuffic, ”Internationalisation of Universities and International Student Mobility.”
resulted in the “broadening, deepening and speeding up of world-wide interconnectedness.”\textsuperscript{1174}

Nonetheless, Held and Teekens’s important observations that the world has become “a shared”\textsuperscript{1175} economic and political area moulded by economic and technological processes of globalisation,\textsuperscript{1176} which hastens the need for a cosmopolitan law to emerge in a form of true participatory, pluralism and diversity principles.\textsuperscript{1177} The idea of cosmopolitan law can be traced back to the Kantian idea of the peaceful coexistence of human beings,\textsuperscript{1178} referring to moral and political cosmopolitanism.\textsuperscript{1179} This will be discussed in detail in Chapter 8. This observation is significant because of the research interests surrounding cosmopolitanism, which from its ethical and moral point of view builds on the premise of a shared common place of interconnected and equal individuals. The present era of increased interconnectedness in the fields of economy, criminality, culture, politics and spirituality has been intensified by internationalisation and transnationalism.\textsuperscript{1180} Transnationalism is adopted as one of the theoretical frameworks of this thesis. It will be discussed in the following paragraphs. Transnationalism is understood as “simultaneity in localities and multiplicity in identities.”\textsuperscript{1181} Interconnectedness of localities and relationships denotes a common denominator of all segments of social life.\textsuperscript{1182}

\textsuperscript{1174} Held et al., “What Is Globalization?”.  
\textsuperscript{1175} Ibid.  
\textsuperscript{1176} Global Transformations: Politics, Economics, Culture, 1.  
\textsuperscript{1177} Held, Principles and Institutions of Global Justice.  
\textsuperscript{1178} Kleingeld and Brown, “Cosmopolitanism”. (January 11, 2013).  
\textsuperscript{1179} Held, “Principles of Cosmopolitan Order,” 2.  
\textsuperscript{1180} Held et al., “What Is Globalization?”.  
\textsuperscript{1181} Gargano, “(Re)Conceptualizing International Student Mobility the Potential of Transnational Social Fields,” 331.  
\textsuperscript{1182} Held et al., Global Transformations: Politics, Economics, Culture, 2.
Interconnectedness is evident through economic and political transformation which is shifting to the global level and causing declining powers of states,\textsuperscript{1183} caused also by cultural aspects as they have the power to alter the politics of identity, including national identity."\textsuperscript{1184} This thesis investigates the forming of students’ identities and the development of their intercultural competencies in the next chapters, which consider the impact of globalisation processes as well as internationalisation. Teekens notes that globalisation is often in fact internationalisation. Individuals engage in globalisation through international means, for example using national currencies, local shops or web-sites which are country registered and people are still subject of national healthcare, social policies or taxation.\textsuperscript{1185} These views mirror the three distinct schools of thoughts on globalisation: the hyperglobalizers; the sceptics; and the transformationalists.\textsuperscript{1186} The transformationalists highlight the power of states in conjunction with the processes of globalisation, while the sceptics and hyperglobalizers are on opposite sides of the spectra. Sceptics consider globalisation a myth, arguing for the residing power national governments have over economics and politics worldwide, which are fragmented into three regional blocs (North American, European and Asia-Pacific). Finally, hyperglobalizers believe that globalisation is the new era in all aspects of life from the marketplace, through politics to the shaping of societies and identities of culture.\textsuperscript{1187}

\textsuperscript{1183} Hale, Held, and Young, "Gridlock: From Self-Reinforcing Interdependence to Second-Order Cooperation Problems,” 223-24.

\textsuperscript{1184} Held, Principles and Institutions of Global Justice.

\textsuperscript{1185} Held et al., Global Transformations: Politics, Economics, Culture, 1.

\textsuperscript{1186} "What Is Globalization?”.

\textsuperscript{1187} Nuffic, "Internationalisation of Universities and International Student Mobility.”

\textsuperscript{1188} Held et al., Global Transformations: Politics, Economics, Culture, 2, 10-11.

\textsuperscript{1189} Ibid., 4-8.
This thesis examines the perceptions of international students on globalisation and studies its impact and that of transnationalism and local processes on students’ experiences abroad, including students’ making sense of their experiences. This chapter is primarily interested in the interplay of globalisation and forces of the internationalisation on higher education, including the role of the EU in regards to the ISM. While the education policies together with social, healthcare and taxation remain in the competence of the EU MSs, this is based on the assumption of an undefined global higher education.  

The following paragraphs introduce findings based on the longitudinal study with three groups of students, those at New Zealand universities, at the University of Oxford and at the Charles University. The researcher was interested in the perceptions of the students in regards to the process of globalisation and its effects on them. These perceptions serve as a contextual background for further investigation of the students’ motivations and expectations to study abroad their experiences of intercultural competencies, knowledge transfer, the constructing of their identities and forming of their cosmopolitan mindsets. This is because perceptions of the world, its issues and impacts on students are believed to shape their further actions. For example, the forces of globalisation as well as Europeanisation and internationalisation as will be seen in the following empirical findings could act as ‘push and pull’ factors of mobility which are the theme of the next chapter. The empirical findings are based on three questions. First, students were asked about the effects globalisation has on them, which was followed by investigation of their perception of globalisation and the role of ISM in

1189 7_3 How does globalisation affects you?
1190 7_19 How do you perceive globalisation (flow of technology, knowledge, economy, ideas, people and values)? 1 Positively (please explain – type in your answer), 2 negatively (please explain – type in your answer), 3 both (please explain – type in your answer).
the context of globalisation\textsuperscript{1191} and in wider society,\textsuperscript{1192} the latter following the paragraphs on IoU. The main conceptual lens of analysis of all findings is the fourfold categorisation of economic, academic, political and sociocultural. Data from the students was also assessed through individual concepts.

5.3.1 Globalisation – effects

According to students’ perceptions, globalisation has a mainly a sociocultural impact on their lives. These were followed by the economic and academic (mostly in terms of learning and gaining and spreading knowledge) aspects of globalisation, as it can be seen in Table 5.3.1.1: Perceptions of international students on globalisation. The answers were collected from 26 international students at New Zealand universities, 12 students at Oxford and 13 international students at Charles University.

Table 5.3.1.1: Perceptions of international students on globalisation

<table>
<thead>
<tr>
<th></th>
<th>Academic</th>
<th>Economic</th>
<th>Political</th>
<th>Sociocultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Zealand (26)</td>
<td>11</td>
<td>10</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>The UK (12)</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>The Czech Republic (13)</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>SUM</td>
<td>21</td>
<td>22</td>
<td>10</td>
<td>35</td>
</tr>
</tbody>
</table>

The following paragraphs introduce some examples of students’ testimonies based on the fourfold categorisation (academic, economic, political and sociocultural) of globalisation effects; however, many students experience several effects of globalisation simultaneously.

\textsuperscript{1191} 11_6 How do you perceive international students in the context of globalisation? 1 Positively (please explain – type in your answer), 2 negatively (please explain – type in your answer), 3 both (please explain – type in your answer).

\textsuperscript{1192} 6_1 What is the role of international student mobility in society?
For example Eric_NZ explains: ‘I was born as a citizen of a British colony in Asia, grew up in Canada, and had friends that came from a variety of nations. I then went to an International school in Hong Kong based on the UK education system before moving to New Zealand. My education, personality, political views, employment prospects and my circle of friends all are a result of globalisation.’ A similar trend can be seen for example first in Alexandra_NZ’s and second in Thong_NZ’s stories: ‘I had to learn several languages and encounter globalisation every day. I can choose from an array of international cuisines for dinner, buy clothes from different brands and watch films and listen to music from all over the world’ and ‘I watch Hollywood movies, eat British breakfast, using English every day, and making friends from all over the world.’ Indeed, references to globally accessible entertainment, movies, books, TV shows, fashion, internet (Olga_CZ, Benoit_UK) are the most commonly expressed effects of globalisation perceived by students. This is because, as Matt_UK explains ‘the ease of accessing new ideas, materials, foods, friends, etc.’ It also brings a feeling of a ‘greater latitude and space to behave, dress and live life the way (I) [individuals] want to (.), because it] allows (me) a greater range of options’ (Anonymous1_UK). This statement is a characteristic of the concept of ‘do-it-yourself biographies’ as well as transnationalism, which are also apparent in the previous three statements by Eric_NZ, Alexandra_NZ and Thong_NZ.

Correspondingly, Carmen_UK believes that globalisation enhances the ability ‘to travel more, and to know other countries’ as the world feels ‘more connected ... [and] undefined by borders’ (Manish_NZ). This can lead to the feeling of having a range of options (study, work) which ‘at the same time [increases one’s] (the) expectations’ (Carlos_CZ). Moreover,
Carlos_CZ stresses that ‘culturally, globalisation allows in principle to be more aware of things happening elsewhere with less effort and more timely’ but for a price of ‘condensation of it and with lower quality.’ By extension, this cultural element of globalisation could cause Anonymous23_NZ to ‘feel like my country [the US] is the driver of globalization. Therefore, I don’t feel particularly affected.’ If there has been any impact, he continues, then it would be ‘having to learn how to interact with other cultures in a working relationship.’ On the other hand, globalisation enhanced accessibility to different cultures which is widely perceived as a positive outcome of the process of globalisation, similar to the ability of internationalisation to support and strengthen the international and intercultural aspects from homogenisation. For example Ghislaine_NZ says, ‘I think I’ve realised that there is so much to see and do and while western culture is pervasive and makes me comfortable when I travel, I like experiencing different cultures.’ Yet, while students refer to the excitement of diversity many of them realise that it runs parallel with a certain uniformity. Yet, uniformity is welcomed as identified earlier for instance in the case of fast food, consumerism and popular culture. As Jason_UK puts it, globalisation ‘affects me when I travel outside of the United States, especially since so many people who I might expect to seem “foreign” to me are actually very similar’ and Nikita_UK adds that the effect globalisation has on him is that it ‘becomes easier to find common background wherever you are.’

The effects of globalisation based on intercultural encounters of students account for broadened views (Simon_CZ, Aaron_CZ) as Raj_NZ explains he has now the ‘ability to look at things differently and that’s a good thing.’ Raj_NZ’s ability to see things differently can partly characterise a cosmopolitan mindset. Similarly, Jed_UK confess that ‘I’m more aware

of other cultures and notice the differences between different elements of my culture and others, which led me to think and choose which elements suit me best.’ Consequently, the effects of globalisation can impact on the formation of individuals’ identities discussed in the third chapter of this study, as Tom_NZ points out in regards to his stay in New Zealand, ‘the experience while I'm here will certainly shape my person.’ Rex_UK takes this further, referring to what might be a cosmopolitan identity as he expresses: ‘In origin, as a first generation Haitian and the oldest generation Anglo-American. As a part of a globalized nation. As a citizen who has been able to travel outside of his country. It changes my perspective dramatically.’

Turning to the effects of globalisation, which can be characterised as academic, Tom_NZ believes that ‘studying geology in New Zealand. I am an example of globalization.’ Other perceived effects are the way we think, the way we learn, what we learn and the way knowledge is disseminated, as Hazieqa_NZ declares, ‘it affects in the way I think, and in what materials I read’ and Jennifer_NZ expresses that globalisation ‘helps me to learn the world and different cultures. It also helps me to expend my knowledge.’ Effects of globalisation according to Reid_CZ allow for interesting ‘conversations in the academic community,’ and offer different points of view by giving access to ‘a much wider range of information and a level of connection with other researchers/students/friends that was not previously available’(Leslie_NZ). This also results in a ‘perfect blending of knowledge’ as Heather_NZ explains in her case, because her team consists of multicultural members including her American supervisor. Global exposure and cultural diversity Zhanna_CZ thinks provide her with ‘the opportunity to know more in many spheres of human knowledge and
even participate in it.’ Moreover, globalisation brings about ‘international offers’ and a chance to work with ‘new technologies’ (Oleg_CZ).

The economic aspects of globalisation which affect students vary in nature and range from ‘consumption’ (Anonymous45_CZ) to employment. For example Silvia_NZ refers to the ease of buying ‘other countries’ stuff through internet,’ including availability of ‘good food from everywhere around the world’ (Imko_NZ) at different places at the same time. Linh_NZ feels much ‘induced’ because of the global advertisement, into purchasing products he thought he would never use. The effects of globalisation on employment were perceived both positively and negatively. Sarah_NZ already works with ‘people from around the globe and can look forward to semi-easily’ securing ‘the job (l) [she] want[s] abroad.’ Hence, Sarah_NZ is an example of a transnational individual. Tony_CZ recognises the ‘increased competition for jobs’ brought upon by globalisation which might force Anonymous45_CZ to ‘go abroad to get a decent earn,’ while Michael_UK thinks of increased chances to ‘work abroad, and indeed to travel.’ In contrary, Margaux_CZ sees that globalisation has made the job market more insecure with influence ‘on jobs, on social conditions and salaries.’ Heather_NZ and Renata_CZ, both residents of Canada, stated that jobs are ‘being outsourced’ (Heather_NZ) in Canada because of globalisation, which meant that ‘it will be harder for (me) [her] to return to try to find a job later’ (Heather_NZ); while, Renata_CZ believes that ‘globalisation has decreased the value of work in the western nations, as there is an influx of new immigrants willing to work more for the less money.’ These statements capture some of the contemporary issues of the young generation, mainly their employability, which is addressed in the final chapter of this thesis together with students’ future mobility aspirations.
When it comes to the political categorisation of globalisation enforced effects, this was always mentioned in broader conjunction with the global economy. For example, both Noelani_NZ and Stefanie_CZ mention the political effects of globalisation in their daily encounters. ‘Globalization is a constant topic of reflection, how it affects (...) [the] "bigger picture" things like economics, politics, and ethics’ (Noelani_NZ). Stefanie_CZ sees the effects of globalisation in 'shared same political values and economic views' with 'other countries of the world.' On the other hand, Anna_UK raises an important point, which is identical to that of Teekens in her perception of globalisation, of the popular confusion of globalisation with different stages of human development, albeit acknowledging the existence of globalisation. Anna_UK thinks that ‘I would develop also without "globalisation" as people always meet new people over time and gain new insights as they grow older.’ Anna_UK’s other reference to globalisation to a different question, explains her idea further ‘I don’t like the concept [of globalisation], I think it’s a-historic and assumes there was a time where societies where stable and not moving (which is clearly falsified by latest historic findings!).’

5.3.2 Globalisation - perceptions

Students’ general perception of globalisation has been identified predominantly as positive, although the majority of students also recognise the possible negative side of globalisation. The most frequently cited advantages of globalisation fall into the sociocultural category followed by views of the economic and academic benefits (in terms of increased

---

1194 Nuffic, "Internationalisation of Universities and International Student Mobility."
1195 7_19 How do you perceive globalisation (flow of technology, knowledge, economy, ideas, people and values)? 1 Positively (please explain – type in your answer), 2 negatively (please explain – type in your answer), 3 both (please explain – type in your answer).
knowledge) brought upon by globalisation. At the same time, culture or references within the sociocultural category, are perceived to be the most endangered by the forces of globalisation. In the case of international students at New Zealand universities 18 out of 26 students considered globalisation both positive and negative, in the case of Oxford (12 participants) and Charles (13 participants) it was found equally so by 7 students. There were no negative views of globalisation from students in New Zealand and only one negative view from Oxford and Charles universities. Moreover, globalisation is seen as a purely positive force by 8 students at New Zealand universities and by 4 students at both Oxford and Charles.

On the positive side, globalisation is praised for its ability to enrich diversity in society, and its ability to fuel economic and political development by helping to spread ideologies. It is mostly perceived to enhance communication between people including personal, political and professional links, due mainly to advances in technology, which contributes to a feeling of growing together. Students acknowledge that they enjoy certain benefits of the consumption culture as well as global aspects of local cultures especially in terms of cuisine, entertainment, media and popular culture, which were the most commonly expressed effects of globalisation on students from previous findings. Finally, globalisation is valued because it provides access to cultures, helps individuals to think differently and broadens their horizons. This leads to sharing of knowledge and makes it easier travel and work abroad. The benefits of globalisation correspond to the other research topics of this thesis, such as intercultural competence, knowledge transfer, transnationalism as well as students’ future mobility aspirations and employability.
Students view globalisation as having the power to erase cultural particularities through homogenisation and the imposition of negative common practices. While students admit to enjoying the fruits of global consumption, they perceive the spread of global economies, especially companies and corporations negatively. This phenomenon is sometimes perceived as ‘Westernisation’ and is seen to result in ‘exploitation and destruction of local economies;’ ‘repercussions on jobs,’ ‘the worsening of social conditions’ and is even described to cause feelings of ‘detachment’ and ‘loneliness.’ Based on these testimonies, students can be mainly thought of as transformationalists acknowledging both the positive and the negative effects of globalisation. At the same time, students who had an overwhelmingly positive perception of globalisation can be considered hyperglobalizer; at the other end of the spectrum are some sceptics who perceive globalisation only negatively. Appendix 5 records testimonies of all students in terms of their perception of globalisation.\footnote{7_19 How do you perceive globalisation (flow of technology, knowledge, economy, ideas, people and values)? 1 Positively (please explain – type in your answer), 2 negatively (please explain – type in your answer), 3 both (please explain – type in your answer).}

\subsection*{5.3.3 Globalisation - perception of ISM in the context of globalisation}

Following the ideas of students on globalisation and the effects of globalisation on themselves the next paragraphs focus on the views of students on international studentship in the context of globalisation.\footnote{11_6 How do you perceive international students in the context of globalisation? 1 Positively (please explain – type in your answer), 2 negatively (please explain – type in your answer), 3 both (please explain – type in your answer).} There were 21 students at New Zealand universities who responded to this question 17 that perceived international students positively in the context of globalisation, while two students thought negatively and six students viewed themselves both positively and negatively in the context of globalisation. There were however no explanations
for the negative and to both positive and negative perceptions. The same is true for the responses from students at Oxford, as out of 12 students nine saw ISM positively; none perceived it negatively and three students thought of ISM both positively and negatively in regards to globalisation, although again without any explanation. Finally, all nine international students at the Charles University perceived themselves only positively in the context of globalisation. Almost all positive encounters can be classified as sociocultural in nature as well as academic, economic and political. The findings complement the previously identified positive views of globalisation and effects of globalisation on students’ themselves. Consequently, it can be argued that ISM becomes an agent of globalisation in its positive sense, just as Eric_NZ said, international student mobility ‘aids in building the concept (of globalisation) and how it works.’

From a sociocultural point of view, international students help the understanding of different cultures and their perceptions (Raj_NZ) as Ghislaine_NZ thinks ‘I've brought some colour and a different perspective to the community,’ because international students often provide ‘an insight into a culture which could not be obtained otherwise’ (Jess_NZ). Therefore, by ‘promoting and exposing culture to other people’ (Hazieqa_NZ) international students help to ‘bridge(s) the gap of understanding’ (Noelani_NZ). In addition, ‘study abroad is a great way to immerse students from non-diverse cultures into the global community at a relatively early age, before notions of nation really set in’ (Jason_UK). These responses depict the characteristics of intercultural communication and intercultural competencies as addresses in Chapter 3; at the same time, the responses capture some aspects of cosmopolitanism and social and cultural capital. The sociocultural benefits of ISM in the context of globalisation also support the economic, political and academic benefits as Debbie_UK suggests, it ‘better
enables students to achieve what they want and help other sectors of society.’ This resonates with the idea of intercultural competence, which states that intercultural competencies of students are pivotal in succeeding in the academic (learning and exchange of knowledge), economic (employability) or political (integration into multicultural society) spheres of their lives. In addition, international students can make the learning interesting (Matt_UK) as well as ‘allow(s) to learn new experiences and knowledge’ (Carlos_CZ) by ‘bring[ing] the far wide world to (my) home university’ (Steffi_CZ).

In the economic field, some of the students’ responses capture the idea of the knowledge triangle, which is one of the rationales for the EU’s support of ISM in the context of KBEs. For example, Manish_NZ characterises student mobility by diversity and ‘diversity in ideologies gives rise to creativity and innovation,’ which is the fundamental of the knowledge triangle. Renata_CZ adds that ISM ‘enables the growth of ideas.’ In terms of politics, students’ ideas capture the concept of soft diplomacy, because the responses gravitate around the idea of international students being ‘the best ambassadors for their respective countries’ (Leslie_NZ). Hence, international students can be perceived as ‘extremely important,’ because of their ability to impact on ‘long lasting (...) diplomatic ties’ (Rex_UK). As Heather_NZ explains, international students’ formed friendships can enhance globalisation and ‘lay the foundation for future collaborations between nations.’ Appendix 6 contains all responses to the question of students’ perception of ISM in the context of globalisation categorised according to three criteria (positive, negative, both positive and negative) and the host university/country.

5.4 Europeanisation
The following paragraphs address one of the main research questions of this thesis: What is the role of the European Union in the IoU, within and outside the Union, and in regards to student mobility? This is explored through case-studies of eight New Zealand universities, the University of Oxford and the Charles University in Prague.

First, it summarizes the EU’s involvement in the IoU according to scholarly articles, including the theoretical views on Europeanisation. This is followed by the analysis of the EU policies in the field of the IoU. Empirical data based on interviews with several stakeholders in the IoU at the international, European, national and institutional level is integrated into the following paragraphs. The analysis of EU policies is approached through the four rationales for the IoU academic, economic, political and socio-cultural rationales as can be seen in the earlier introduced first level of the analytical model. The main objectives of the EU based on its recent policies point to the notion of a KBEs, the knowledge triangle and the fifth freedom (education), where mobile individuals are perceived as human capital and valued in terms of ‘brain circulation’ or as individuals who mediate intercultural awareness and understanding. At the same time, the EU has an increasingly economic agenda by seeking to promote the EHEA in order to attract talented individuals to address the shortage of skills.

5.4.1 EU in the literature

The EU is one of the main international players in higher education and its activities extend beyond European continent.¹¹⁹⁸ The term Europeanisation can refer to the Union’s higher

education activities, or its added European layer, but it also refers to normative Europe, the European project being constructed, a sense of a European model and sometimes to a European dream in the context of an undefined but assumed global higher education.\textsuperscript{1199} One of the normative encounters is for example the adaptation of the term employability into German language due to its frequent references.\textsuperscript{1200} However, the role of the EU in the IoU is disputed, perhaps because of it is perceived as involvement with globalisation. The relationship resembles that of globalisation and internationalisation, where the terms are used interchangeably, but in this case the stratification is clearer. Globalisation is believed to create the conditions for Europeanisation\textsuperscript{1201} and it is also considered a “cosmopolitan response to globalisation.”\textsuperscript{1202} Likewise, Europeanisation as European integration is both, reaction to and the most advanced expression to the process of globalisation.\textsuperscript{1203} This is similar to Knight’s argument that globalisation can be thought of as a catalyst and internationalisation an active response to it.\textsuperscript{1204} Furthermore, Europeanisation can be the agent through which globalisation enters national level politics,\textsuperscript{1205} which can be both positive and negative, for example, globalisation seen as internationalisation can be perceived as Europeanisation, Americanisation and Westernisation.\textsuperscript{1206} This accounts for the confusion in regards to the driving forces and implementation of the process,\textsuperscript{1207} which points to the earlier mentioned need to study the rationales for the IoU, in order to grasp this concept.\textsuperscript{1208}

\textsuperscript{1199} Litjens, "The Europeanisation of Higher Education in the Netherlands," 208.
\textsuperscript{1200} Matthais Otten – Professor - Cologne University of Applied Sciences.
\textsuperscript{1201} Delanty and Rumford, Rethinking Europe: Social Theory and the Implications of Europeanization, 11.
\textsuperscript{1202} Ibid., 9.
\textsuperscript{1203} Castells, End of Millennium, the Information Age: Economy, Society and Culture, 348.
\textsuperscript{1204} Jane Knight, “Internationalisation of higher education: a conceptual framework,” in Internationalisation of higher education in Asia Pacific countries, 6.
\textsuperscript{1205} Radaelli, “Europeanisation: Solution or Problem?”. 8.(February 20, 2013).
\textsuperscript{1206} Knight, "Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education," 29.
\textsuperscript{1207} Ibid.
\textsuperscript{1208} Childress, "Internationalization Plans for Higher Education Institution," 290.
Another way to understand the EU’s role in the IoU is through its historical, cultural and political imperatives.

The EC’s engagement in the Bologna Process arguably lifts national education to “a higher (European) level.”\textsuperscript{1209} Likewise, the other higher education totem, Erasmus is believed to bring a “supranational dimension to mobility”\textsuperscript{1210} and Bologna itself would not have happened without Erasmus.\textsuperscript{1211} Arguably the EU’s MSs remain the most influential in terms of shaping their education policies\textsuperscript{1212} and even though Bologna signals the presence of the European dimension in higher education, because of EC is one of its participants, it still apparently addresses national level education.\textsuperscript{1213} It should not be forgotten that the initial idea in regards to Bologna came from the ministers of the MSs.\textsuperscript{1214} When it comes to the mobility programmes, the EU’s role is acknowledged but rather seen as a process of internationalisation as opposed to Europeanisation.\textsuperscript{1215} Another suggestion is that the free movement of capital, goods, people and services in time spilled over to the field of higher education,\textsuperscript{1216} which is plausible due to the EU’s interest to establish education as the fifth freedom. Yet, the spill over to higher education could have resulted from the efforts to create an ERA in the context of the EU’s efforts in regards to the KBEs.\textsuperscript{1217}

\textsuperscript{1209} Litjens, "The Europeanisation of Higher Education in the Netherlands," 209-10.
\textsuperscript{1210} Huisman et al., "Europe's Bologna Process and Its Impact on Global Higher Education," 82.
\textsuperscript{1212} Olssen, "Neoliberalism, Globalization, Democracy: Challenges for Education."
\textsuperscript{1213} Duclaud-Williams, "Europeanisation and Higher Education”. 1, 11.(March 2, 2013).
\textsuperscript{1214} Frances Kelly - Education Counsellor - Ministry of Education New Zealand.
\textsuperscript{1215} Hanneke Teekens - Director of Communication - NUFFIC.
\textsuperscript{1216} Nadine Burquel - Secretary-General - ESMU.
\textsuperscript{1217} Bernd Wächter - director - ACA, ibid.
\textsuperscript{1218} Duclaud-Williams, "Europeanisation and Higher Education”. 1, 11.(March 2, 2013).
\textsuperscript{1219} Wit and C.Verhoeven, "The Higher Education Policy of the European Union: With or against the Member States?,” 204.
\textsuperscript{1217} Dokuzović, “Culture and Education or Spillover Knowledge Economies”.(Accessed June 5, 2014).
This explains the reluctance of the EU MSs to transfer education policy competence to EU institutions. Education is the device for the building of national identities, the socialisation of citizens and nation building.\textsuperscript{1218} Thus, the Europeanisation of higher education curricula is a distant prospect;\textsuperscript{1219} moreover, the effects of the EC’s involvement in the Bologna are country specific due to the responsibility, funding and policy issues between institutions and national governments.\textsuperscript{1220} However, when it comes to the power struggle between the EU and its MSs in regards to setting the educational policies, the reality is that it is cooperation between the two entities.\textsuperscript{1221} In terms of the rationales behind the IoU, the initial goals of the EC via Bologna were to promote employability and mobility but these may gradually be overtaken by economic and political rationales.\textsuperscript{1222} The EU is increasingly finding itself trying to balance its aims in terms of economic competitiveness and social aspects of its mobility strategies, which are very market driven and based on neoliberal ideas versus education being public goods.\textsuperscript{1223}

Another sign of the prevailing economic rationales is the inclusion of education in the Lisbon Strategy and in the Europe 2020 as they seek to enhance the economic performance of the Union. These two represent a neoliberal project aimed to improve the EU’s competitiveness

\textsuperscript{1218} Beukel, "Educational Policy: Institutionalization and Multi-Level Governance," 126.
\textsuperscript{1219} Bache, "Europeanisation and Higher Education: Towards a Core Curriculum in European Studies?".
\textsuperscript{1220} Reichert and Tauch, Trends 2003 Progress Towards the European Higher Education Area. (January 7, 2013).
\textsuperscript{1221} Commission, "International Student Mobility and Internationalisation of Universities."
\textsuperscript{1222} Adam Tyson - Head of Unit for Higher Education and Erasmus - European Commission, ibid.
\textsuperscript{1223} Bache, "Europeanisation and Higher Education: Towards a Core Curriculum in European Studies?". 2.
\textsuperscript{1224} Huisman et al., "Europe's Bologna Process and Its Impact on Global Higher Education," 81, 83.
\textsuperscript{1225} Sciences, "Internationalisation of Universities and International Student Mobility."
with the US. However, for the sake of the long-term educational and civilizational development there should be autonomy between education and the commands of the market, which is difficult to achieve in the European context given the variety of stakeholders and educational systems, for example the practice of tuition (market driven) higher education in the UK and Ireland and the fees free higher education study of the continental education, for example in France and Germany.

5.4.2 Europeanisation - theories

The theoretical assumptions of Europeanisation originate in historical, cultural and political imperatives; it comprehends the EU as well as wider Europe and includes both the top down and bottom up process. The term Europeanisation is often used instead or simultaneously with European integration, therefore it can occur re-branded as “EU-isation,” or “EU-Europäisierung.” Accordingly, Europeanisation possesses a plethora of meanings, due to its multidisciplinary origin. At the same time, Europeanisation lacks a precise meaning and should be abandoned as a concept; due to its value in regards to understanding the dynamics of European polity. Capturing the top down process, one of the comprehensive definitions of Europeanisation perceives it as “a) construction, b) diffusion and c) institutionalisation of formal and informal rules, procedures, policy paradigms, styles, ‘ways of doing things’ and shared beliefs and norms which are first

---

1224 King and Findlay, *International Student Mobility Literature Review*. (February 1, 2013).
1226 “Europeanization.” (February 1, 2013).
1227 Sittermann, “Europeanisation – a Step Forward in Understanding Europe?”.
1228 Radaelli, "The Europeanization of Public Policy," 27.
1231 Harmsen and Wilson, "Introduction: Approaches to Europeanization." (February 2, 2013).
1232 Kassim, "Conclusion," 238.
defined and consolidated in the EU policy process and then incorporated in the logic of
domestic (national and subnational) discourse, political structures and public policies.”

The bottom-up process can occur at the same time as the top-down process. They are usually
based on socialisation and focus on what occurs within the process in terms of cognition,
ideas and norms, for example the Union’s support of study exchanges and Commissions
involvement in the Bologna Process. Consequently, “Europeanisation is a process of social
construction rather than one of state building.” For example, the origins of the Bologna
Process (proposed by the MSs and taken up by the EU), which initiated higher education
reform that has an impact outside of the EU, captures both the bottom-up and top-down
process. From a historical and cultural point of view, Europeanisation characterises an
informal process, broadly linked to globalisation. It embodies cross-border contacts and
communication, citizenship and standardization of cultural expressions and practices,
outcomes of which are “cross-cultural convergences.”

The interpretation of the Europeanisation within ‘political Europe’ emphasizes three major
developments of the European project: the EU enlargement, mainly the most recent 2004,
2007 and 2013 enlargements; the development of polity and policies at the European level;
and the EU’s influence on the adaptation of national policies.

Europeanisation is mostly about the process of modernization, financial support and
adaptation to the Western European state model. Europeanisation of policy and polities

"Europeanisation: Solution or Problem?". 3.
Ibid., 5.
Mair, "The Europeanization Dimension," 342.
Sittermann, “Europeanisation – a Step Forward in Understanding Europe?”. 4-5.
Olsen, "The Many Faces of Europeanization".
focuses on the legal, political and social institutions at the European level based on the actor and policy network interactions at the communal level. ¹²³⁹ Finally, Europeanisation as the adaptation of policies, nation-specific practices to norms and standards relate to two aspects, to the institutional adaptation and the adaptation of policies and policy processes. ¹²⁴⁰ Thus ‘political’ Europeanisation is both, a bottom-up and a top-down process. The first one proceeds from the national level to a communal level; while, the latter characterises the impact of the Union’s policies on the national level, ¹²⁴¹ which can be demonstrated by the EC’s alignment with nation states’ initiated Bologna Process as suggested earlier. Another division of political Europeanisation is along five imperatives. The first is the process of changes in external territorial boundaries; the second development of institutions of governance at the European level; third is on central penetration of national and sub-national systems of governance; fourth refers to exporting forms of political organization and governance that are typical and distinct to Europe beyond the European territory; and the fifth is on a political project aiming at a unified and politically stronger Europe. ¹²⁴² The relations between these five types of Europeanisation are not necessarily positive, neither is there a correlation between them which would politically strengthen Europe. ¹²⁴³

Puetter and Wiener, "Accommodating Normative Divergence in European Foreign Policy Co-Ordination: The Example of the Iraq Crisis.”
Harmsen and Wilson, "Introduction: Approaches to Europeanization.”
Chryssochoou, Theorizing European Integration.
Diez, "‘Constructing the Self and Changing Others: Reconsidering ‘Normative Power Europe’” Millennium.”
¹²³⁹ Mair, "The Europeanization Dimension.”
Börzel and Risse, "Conceptualizing the Domestic Impact of Europe.”
Cowles, Caporaso, and Risse, Transforming Europe: Europeanization and Domestic Change.
Graziano and Vink, Europeanization.
¹²⁴⁰ Featherstone, "Introduction: In the Name of Europe,” 7, 9.
¹²⁴¹ Radaelli, “Europeanisation: Solution or Problem?”. 4.
Börzel and Risse, "Conceptualizing the Domestic Impact of Europe.” 1.
¹²⁴³ Ibid.
According to this fivefold understanding of Europeanisation, the EU’s role in higher education resembles the second and third processes as well as the fourth imperative in that the European Higher Education reforms influence higher education policies outside of the EU, for example in New Zealand and Australia\textsuperscript{1244} and China, Japan and South Korea.\textsuperscript{1245} The institutional aspect of Europeanisation is believed to have two main interests in higher education: the strengthening of European identity and enhancement of the democratic and European dimensions in education.\textsuperscript{1246} Yet, the changes have been in policies not only in institutions.\textsuperscript{1247} On the other hand, despite aims to strengthen European citizenship, the continent is experiencing a revival of nationalism and the formation of ethnic-based identities.\textsuperscript{1248} The third process of penetration of national and sub-national governance is hard to detect as these are integrated into the domestic level via multiple channels, such as identities, institutions, resources and traditions.\textsuperscript{1249} The following paragraphs introduce some of the relevant EU policies, including the Union’s base for its role in the higher education.

\textbf{5.4.3 EU policies}

The EU’s engagement in the education sphere is driven by aims to create the fifth freedom, the freedom of knowledge, which would facilitate the mobility of young people, researchers, entrepreneurs and volunteers.\textsuperscript{1250} It is based on the idea of the knowledge triangle – education, research and innovation, believed to play a key role in boosting jobs and growth.

\textsuperscript{1244} Frances Kelly - Education Counsellor - Ministry of Education New Zealand.
\textsuperscript{1245} Hanneke Teekens - Director of Communication - Nuffic, ibid.2012.
\textsuperscript{1246} Olsen, "The Many Faces of Europeanization".
\textsuperscript{1247} Luijten-Lub, "Europeanisation, Internationalisation and Globalisation in Higher Education". (February 17, 2013).
\textsuperscript{1248} Bache, "Europeanisation and Higher Education: Towards a Core Curriculum in European Studies?". (February 17, 2013).
\textsuperscript{1250} Olsen, "The Many Faces of Europeanization".
which are elements of the EU’s Lisbon Strategy.\footnote{COM(2009) 647 final: Commission Working Document - Consultation On The Future "Eu 2020" Strategy,” EUROPA – Gateway to the European Union, (February 7, 2010). “Europe 2020: Background information for the Informal European Council, 11 February 2010,” EUROPA – Gateway to the European Union, (February 12, 2010).} Indeed, alongside the earlier focus of the higher education sector on democratic engagement, civic responsibilities, culture and making the world a better place, the priorities of the EU are to utilise the higher education’s potential to attract foreign students and increase the number of higher education graduates within EU MSs in order to create jobs and lift its performance in the global race for talent so living standards can be maintained.\footnote{Ibid.} The focus on transversal skills and skills that enable innovative and creative thinking and thinking in different ways,\footnote{Union, “Education, Training and Youth - Eu by Topic”. (Accessed March 12, 2014).} connects this part of the thesis with the discussion on employability and students’ future mobility aspirations in the final chapter.

In line with these aims, some of the EU’s most recent (2014) goals and activities are: 1) education exchanges for students and teachers; 2) comparability and recognition of qualifications and skills (ECTS/DS and the EC’s participation in the Bologna Process); and 3) support for knowledge and innovation communities.\footnote{Union, “Education, Training and Youth - Eu by Topic”. (Accessed March 12, 2014).} The aim is to educate and train the population for effective competitiveness in a globalised KBE (economic rationale of IoU), which seems to be the most reiterated objective in terms of EU’s support of ‘Education, training and youth’ activities.\footnote{Ibid. (Accessed March 12, 2014).} The initial Lisbon Strategy, a sort of road map of the EU, aimed to establish the Union as the most competitive and knowledgeable economy by 2010 and to deliver Europe a “prosperous, fair and environmentally sustainable future,”\footnote{“General Report on the Activities of the European Union,” EUROPA – Gateway to the European Union, (January 10, 2009).} but
global competition has proved to be fierce. The ‘Europe 2020’ strategy, the EU’s new road
map, considers education together with employment, innovation, climate/energy and social
inclusion one of its five ambitious objectives. It is acknowledged that investment in quality
education, lifelong learning and training is important for reaching the growth objectives,\textsuperscript{1257}
including improvement of the performance and international attractiveness of European
universities within the ‘Youth on the move’ initiative.\textsuperscript{1258}

Another two important elements of the ‘Europe 2020’ strategy are: ‘Education and Training
2020’ and ‘Horizon 2020.’ The agenda of the ‘Education and Training 2020’ is to strengthen
cooperation between the EU and its MSs. It is a follow up to the ‘Education and Training
2010.’ The priority of this approach is lifelong learning. It aims to complement and detail the
‘Europe 2020’ objectives. It aims to make lifelong learning and mobility a reality; improving
the quality and efficiency of education and training; promoting equity, social cohesion and
active citizenship; and enhancing creativity and innovation, including entrepreneurship, at all
levels of education and training.\textsuperscript{1259} ‘Horizon 2020’ is the financial instrument of ‘Europe
2020.’ They aim for innovation and global competitiveness, with funding of nearly 80€
billion for the time frame of the 7 years from 2014 to 2020.\textsuperscript{1260}

\textsuperscript{1257} “Communication to the spring European Council – working together for growth and jobs: a new start for the
3, 2009).
\textsuperscript{1258} “Lisbon Strategy for growth and jobs: towards a green and innovative economy,” EUROPA – Gateway to the
\textsuperscript{1259} “General report on EU activities – EU policies for growth – Europe 2020,” EUROPA – Gateway to the
\textsuperscript{1260} “Europe 2020 – smart growth,” EUROPA – Gateway to the European Union,
\textsuperscript{1259} “Strategic framework for education and training,” EUROPA – Gateway to the European Union,
\textsuperscript{1260} EUROPA - Gateway to the European Union, “Horizon 2020 - the Eu Framework Programme for Research
2014).
As for the Erasmus type student exchange programmes, these have been failing to achieve the targeted student numbers; yet the number of students who choose to study abroad by their own design, so called free movers, is on the rise. Also, there has been a 114% increase in the number of international students in Europe from 2000 to 2010 and the new ‘Erasmus+’ scheme is the EU’s latest boost in support for mobility via its exchange programmes. It can be said that Europeanisation vis-à-vis actions of the European institutions has interests in strengthening a sense of European identity and in the democratic and European dimension of education. This is partly visible in the EU’s objectives in regards to student mobility as they span across all four rationales (academic, economic, political and sociocultural). Their aims are:

- “To enable students to benefit educationally, linguistically and culturally from the experience of learning in other European countries;
- To promote co-operation between institutions and to enrich the educational environment of host institutions;
- To contribute to the development of a pool of well-qualified, open-minded and internationally experienced young people as future professionals.”

---

1263 Olsen, “The Many Faces of Europeanization”.
As mentioned before, education is the policy domain of the EU’s MSs; however, the EU believes that it can add value in several ways. Added value includes increasing the pace of reforms, facilitating better transnational coherence and synergy, supply of funding, contributing to the Community programmes and by coordinating cooperation on the European level of education based on the open method of cooperation. It has many advantages as the MSs are reluctant to relinquish their responsibility for education. Advantages include the flexibility of cooperation; the exchange of ideas and peer learning; dissemination of outcomes; periodic monitoring and reporting; evidence and data from European agencies; and networking and cooperation with international organisations.1265

The Erasmus exchanges were extended to Erasmus Mundus programmes in 2004 in order to gain greater international outreach. The main goals of Erasmus Mundus are to improve the visibility of the EHEA idea worldwide and improve its accessibility; promote the quality of higher education with European added value within and beyond EU borders; facilitate highly qualified students a postgraduate qualification and experience in the EU; build up more structured cooperation between third country and EU institutions; and endorse dialogue and understanding between peoples and cultures. The total budget of the Erasmus Mundus programmes for the period 2004-2008 was 296.1 million Euros.1266


Mundus programme canvass the EU by the earlier introduced four rationales of internationalisation. For example, the political motives are captured by the first objective: improvement of visibility, improved accessibility and promotion of the higher education beyond the EU borders, while social and cultural rationales are expressed by the aim to endorse dialogue and understanding between peoples and cultures. Another effect of the Erasmus Mundus programme is connected with the perception of the quality of European higher education, which is based on the strict criteria to set up an EM exchange (consortium, curricula, degree recognition). The EM is considered to have a similar value for universities as global rankings; moreover, it is believed to establish a supportive and vibrant alumnus.

Appendix 7 records the main ideas of stakeholders engaged in IoU in regards to the EU’s engagement and support of the IoU within and outside of the Union, some of which have been already incorporated into this chapter. Appendix 7 also records some of the challenges of the EU in regards to internationalisation based on the interviews with stakeholders. The first part of Appendix 7 contains ideas about the EU’s role in higher education in the IoU, these are followed by the positive and negative comments on EU’s actions in the second part of the table. Based on these answers, the EU is mainly perceived as an entity which promotes the European Higher Education outside of the EU, including being a driving force for

---


1267 Nadine Burquel - Secretary-General – ESMU.
1268 Frances Kelly - Education Counsellor - Ministry of Education New Zealand.
1269 Adam Tyson - Head of Unit for Higher Education and Erasmus - European Commission.
1269 Laura Fiore - Policy Officer - Division for Relations with Japan, Korea, Australia and New Zealand, European External Action Service - European Commission.
1269 Hanneke Teekens - Director of Communication - NUFFIC.
1269 Nadine Burquel - Secretary-General - ESMU.
higher educational reforms,\textsuperscript{1270} for example in New Zealand and Australia,\textsuperscript{1271} which resulted in much appreciated degree comparability and credit structure and so on.\textsuperscript{1272} In addition, the EU through its European Union Centres Network engages in public diplomacy,\textsuperscript{1273} but even without such active engagement it is thought to be followed as an example of regional integration and cooperation in the field of higher education,\textsuperscript{1274} for example by China, Japan and South Korea, its actions are viewed as “infectious”\textsuperscript{1275} in this regard. On the Continent, the Union is acknowledged for its role in setting the European Commission’s agenda for European Higher Education in cooperation with MSs,\textsuperscript{1276} being able to pull resources for its programmes\textsuperscript{1277} and thus overall being perceived as an added value to the higher education field.\textsuperscript{1278}

In terms of stakeholders’ negative perceptions of the EU’s role in the IoU, it is predominantly bureaucratic in nature.\textsuperscript{1279} The scheme uses a great deal of public money to fund mobility for

\textsuperscript{1270} Frances Kelly - Education Counsellor - Ministry of Education New Zealand.  
Bernd Wächter - director - ACA.  
Matthias Otten - Professor - Cologne University of Applied Sciences.  
Sandra Hertlein - Faculty of Applied Social Sciences - Institute for Intercultural Education and Development - Cologne University of Applied Sciences.  
\textsuperscript{1271} Hanneke Teekens - Director of Communication - NUFFIC.  
Frances Kelly - Education Counsellor - Ministry of Education New Zealand.  
Bernd Wächter - director - ACA.  
Neil Kemp - International Education Expert.  
\textsuperscript{1272} Frances Kelly - Education Counsellor - Ministry of Education New Zealand.  
\textsuperscript{1273} Laura Fiore - Policy Officer - Division for Relations with Japan, Korea, Australia and New Zealand, European External Action Service - European Commission.  
\textsuperscript{1274} Neil Kemp - International Education Expert.  
\textsuperscript{1275} Hanneke Teekens - Director of Communication - NUFFIC.  
\textsuperscript{1276} Hanneke Teekens - Director of Communication - NUFFIC.  
Adam Tyson - Head of Unit for Higher Education and Erasmus - European Commission.  
Matthias Otten - Professor - Cologne University of Applied Sciences.  
Sandra Hertlein - Faculty of Applied Social Sciences - Institute for Intercultural Education and Development - Cologne University of Applied Sciences.  
\textsuperscript{1277} Matthias Otten - Professor - Cologne University of Applied Sciences.  
\textsuperscript{1278} Adam Tyson - Head of Unit for Higher Education and Erasmus - European Commission.  
\textsuperscript{1279} Sandra Hertlein - Faculty of Applied Social Sciences - Institute for Intercultural Education and Development - Cologne University of Applied Sciences.
just a few individuals; at the same time, when it comes to improving the exchange programmes stakeholders almost unanimously agree that more funds are needed. In terms of the mobility aspect of the IoU, the EU’s support is seen as based on a very neoliberal agenda. While the EU’s achievements in the higher education sphere are not questioned, it has been expressed in some quarters that is time for the MSs to work more on implementation of policies rather than being contested with new reforms. Otherwise the Union risks being “too mechanistic and a tool of stifling.” Finally, some criticism has been levelled at how the EU administers research grants, in particular the complicated and lengthy applications, which increasingly discourage applicants and in effect lead the EU to lose research capacities within its territory.

The next paragraphs focus on the internationalisation of universities and internationalisation efforts at the national level as a step in research between globalisation, Europeanisation and

Maja Vidmar Bratuš - Rektorat – University of Primorska.
Tatjana Mikelič Goja – Rektorat – University of Primorska.
Petra Slavec – FAMNIT - University of Primorska.
Valentina Bertok – FHŠ - University of Primorska.
Barbara Panger Jevtič - FTŠ Turistica - University of Primorska.
Sebastian Rosa – ZRS - University of Primorska.
Mitja Žagar – ZRS - University of Primorska and University of Ljubljana.
1280 Matthias Otten - Professor - Cologne University of Applied Sciences.
1281 Valentina Bertok – FHŠ - University of Primorska.
Barbara Panger Jevtič - FTŠ Turistica - University of Primorska.
Sebastian Rosa – ZRS - University of Primorska.
Mitja Žagar – ZRS - University of Primorska and University of Ljubljana.
1282 Petra Slavec – FAMNIT - University of Primorska.
Tatjana Mikelič Goja – Rektorat – University of Primorska.
Maja Vidmar Bratuš - Rektorat – University of Primorska.
1282 Matthias Otten - Professor - Cologne University of Applied Sciences.
Tatjana Mikelič Goja – Rektorat – University of Primorska.
Maja Vidmar Bratuš - Rektorat – University of Primorska.
1284 Hanneke Teekens - Director of Communication - NUFFIC.
1285 Sandra Hertlein - Faculty of Applied Social Sciences - Institute for Intercultural Education and Development - Cologne University of Applied Sciences.
Matthias Otten - Professor - Cologne University of Applied Sciences.
student mobility. The IoU at these levels may influence student mobility by creating conditions which could act as ‘push and pull’ factors of mobility.

5.5 Internationalisation at national level and the IoU

This section focuses on the research question of this thesis:

What rationales in the internationalisation of universities underline their support of international student mobility? It considers the case-studies of eight New Zealand universities, the University of Oxford and the Charles University in Prague.

The following paragraphs focus on literature on the IoU and data collected from stakeholders engaged in the IoU as well as views of international students on this theme. The IoU at a national level often characterises the earlier mentioned relationship and power structure of education being the domain of national governments. Moreover, international mobility, including student mobility matters to governments as already described, for example in the context of KBEs, which is further investigated in the following chapters through the research on knowledge transfer, intercultural competence and forming of identities. The relationship between governments and universities is mostly determined by the status of the individual university, that is whether it is a public university or a private institution. This link is arguably significant when it comes to ISM and study fees generated from hosting international students; however, distinctions between the different types of mobility programmes need to be made, because in some cases international students pay much higher study fees than their domestic counterparts; in other cases they only pay fees at their home universities. This has an influence on the mobility of individuals.
Public universities rely on revenues from their governments; however, with cuts in educational budgets they increasingly rely on different schemes of income, one of which is tuition fees. What is more, the higher educational sector is seen as one of the national economic sectors which can steadily generate money by raising tuition fees. This situation has escalated to the extent that higher education is now included in the GATS talks. The winners are predictably the ‘western type’ universities, universities in the global ‘west’ or those where English is the language of instruction, or those which scored high in international ranking systems. This is based on the premise of value given to university degrees from such institution and/or in regards to better employment options, or having a degree from abroad and other factors which are further investigated in the following chapters.

This thesis offers a comparative study as its case studies consist of universities in three countries. New Zealand universities and the University of Oxford are examples of instances where international student fees contribute to universities’ revenues because they are higher than domestic fees. They also account for some of the major study destinations worldwide for international students. The Charles University can be considered a developing case; it is becoming a popular study destination because it offers a growing number of courses in English. In addition, as at New Zealand universities and Oxford there is an additional element of Prague and the Czech Republic being attractive as it is a favourable tourist destination together and boasts a high score in international university rankings. The global IoU also contributes to the solid increase in student mobility.

---

1287 Rumbley, Altbach, and Reisberg, "Internationalization within the Higher Education Context," 22.
There were almost 4.3 million international tertiary enrolments worldwide in 2011. The UK and New Zealand belong to the top five host countries receiving more than 10 per cent of incoming students, as can be seen in the Figure 5.5.1. The actual number of international enrolments is greater when the advanced research programme level enrolments are included, showing more than 40% international students studying in the UK and around 40% enrolled in New Zealand. These high rates are outcomes of special governmental initiatives, which again demonstrate the interconnectedness of internationalisation at institutional and national levels.

Figure 5.5.1: Distribution of international and foreign students in tertiary education by country of origin in 2011

Adopted from the OECD Education at a Glance 2013.

In all three cases, national governments have initiated policies to boost the attractiveness of their tertiary education institutions as study destinations for foreign students. Educational policies at the national level can be incremental in their support for student mobility, for

example: immigration policies including student and working visas; scholarships schemes; fees subsidies and the overall cost of the education; recognition of foreign degrees and policies facilitating transfer of credits; codes of pastoral care and so on. Given their support for ISM these policies can be perceived as instruments for the IoU. In 2005, the New Zealand government introduced a domestic fees scheme for PhD students. This scheme favours doctoral studies over MA degrees for which annual international fees are three times higher than domestic fees. However, prior to 2009 New Zealand also had a domestic fees scheme for MA students from France and Germany.

These were two more recent policies on ISM, which concern unlimited working time rights for Masters and PhD students who were previously limited to 20 working hours per week. The overall national increase in the rate of international students at New Zealand universities is 20 per cent. The monetary gains from the education export industry are not insignificant. In the case of New Zealand it was NZ$2.3 billion in 2007/2008 and NZ$2.7 billion in 2010/2011, making it the country’s fifth largest export industry. The earnings in the UK are even higher, where the total value of international students to the economy in 2008/9 was nearly £14.1 billion and is expected to reach £21.5 billion in 2020 and £26.6 billion in 2025.

One of the UK’s most well-known policies supporting ISM was the PMI2 from 2006, which followed the PMI1 from 1999. Both policies sought to attract more international students to the country. At the same they aimed to encourage outward mobility in order to strengthen inter-cultural skills and develop students’ cosmopolitan outlook.\(^{1295}\) Unfortunately, the UK has seen a recent change in its immigration policies which has lowered international student numbers. The policy in question aims to cut migration numbers in the country and the internationally mobile students seem to be a convenient target to quickly reduce net migration. While the UK experienced the issue of ‘bogus and/or phantom colleges,’ as did Australia, the visa crackdown is not a reaction to this problem and it issued a negative message of not welcoming international students. This has already resulted in a plummeting of student applications from the global economic powerhouses like India, with a damaging flow on effect on the UK economy.\(^{1296}\)

The UK has also experienced a great number of well organised student riots in reaction to the raising of study fees. The Czech government also seeks to boost the number of incoming international student to10 per cent with the rationale of attracting talented students and generating income,\(^{1297}\) which is a fairly new initiative in terms of fees, given the large scale of public higher education, and the existence of some private institutions. The only case study where there are no tuition fees is the Czech Republic; here study at higher education is only free if it is taught in the Czech language at a public institution.\(^{1298}\) The increase in incoming

\(^{1296}\) Brooks and Waters, "Social Networks and Educational Mobility: The Experiences of Uk Students," 143.
\(^{1298}\) Gürüz, Higher Education and International Student Mobility in the Global Knowledge Economy, 306.
students is likely to succeed given the fact that this country together with Norway and the Netherlands is quickly becoming one of the new European hubs of ISM; thus, it could be argued that their international profiles are increasing.

Looking at the rationales for the IoU at national and institutional levels, three worldwide surveys (2003, 2005 and 2009) identified the sociocultural rationales (intercultural competence and the global awareness of students) as the most important; economic was rated the least important. However, other sources offer a different opinion, placing the economic and political rationales as the main drivers of national policies while the academic and sociocultural are not considered important. Another belief is that socio-economic motives drive internationalisation on a national level with the aim to grow a population of “global citizens capable of advancing social and economic development for all.” The last idea captures partly the cosmopolitan virtue which is one of the research interests of this thesis. This study can compare the rationales for the IoU at different levels (EU, national, institutional) with the motivations and expectations of international students in regards to their study abroad. The next paragraphs focus on the IoU including the rationales behind the IoU and on the issue of university ranking, which can all act as ‘push and pull’ factors of mobility.

1300 Knight, "Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education," 32.
1301 Ibid.
1302 Hudzik, Executive Summary - Comprehensive Internationalization: From Concept to Action, 2.
5.5.2 IoU

The IoU points to the issue of the origins of universities and partly answers the research question on the EU’s role in the IoU in its support for ISM beyond Europe. It refers to the debate on globalisation, Europeanisation and internationalisation, when one can be the agent of the other or perceived as the other. Furthermore, the internationalisation efforts of the EU in the field of higher education and/or the process of Europeanisation can be examined through the case study of New Zealand universities.

One of the disputes is whether universities have national or international character. The international side of the argument is based on the role of universities in advancing universal knowledge; on the other side, universities ought to have a clear national orientation because their origins date mainly to the 18th and 19th centuries. This is also supported by Scott’s point that 500 years ago being international was not possible as nation-states did not yet exist. However, there were medieval travelling students and earlier travelling scholars and pilgrims; This challenges the notion of universities thriving on the grounds of nationalism. The premise was that an individual left his place of origin for the sake of education, as it is captured by the definition of ISM. Consequently, such scholarly mobility perhaps contributed to the perception of internationalisation being equal to student mobility foremost. Coincidentally, the EU’s flagship Erasmus exchange programme carries the name of a well-known travelling student/scholar.

---


Scott, “Globalisation and the University.”

Wit and Merkx, “The History of Internationalization of Higher Education,” 43.

Ibid.
Finally, the disagreement over the term ‘international’ or ‘national’ does not change the purpose of universities, which is the dissemination of knowledge, cross-pollination of ideas and to serve society. As expressed earlier, this purpose is enhanced by ISM, because it is one of the reasons for students to travel between universities and/or abroad. On this note, Knight’s definition of the internationalisation of higher education - “integrating global, international and intercultural dimension into teaching and functioning of an institution,” offers a solution in this dispute, suggesting that universities are at once international and national, because the term ‘intercultural’ in her definition can be thought of as ‘national.’ Another contested issue is the international ranking system, which distorts the terms international and national in a different way.

5.5.3 International ranking systems

The issue of the international ranking system was briefly in discussion of the position of European universities as opposed to those in the US and Japan, which showed European universities lagging behind, despite three UK universities ranking among the top 10 in the world. New Zealand universities strive for improvement of their ranking; however, this year (2014) all of them but two dropped from their previous positions. The international ranking systems of tertiary institutions are a contested issue, mainly due to the ranking criteria. The issues are: not measuring teaching and learning, in terms of their added value; omitting the arts, humanities and social science research; not considering technology and

---

1309 Knight, “Updating the Definition of Internationalization,” 2.
knowledge transfer, including the benefit of research; and neglecting regional and civic engagement including student experience. Rankings also fulfil other agendas, for instance they can be connected with earnings from advertisements when it comes to the websites of the highly ranked institutions. These further distort the uneven playing field between the top positions and the rest of the competitors. It costs lots of money to ‘buy into’ the top of the chart, which creates winners and losers in this race; for this reason perhaps it would be better if they did not exist; however, they are here to stay. They are gaining popularity with students, employers, governments, the general public and with the higher educational institutions themselves. The international ranking of universities improves when institutions host international students. One of the already evident negative impacts of the international rankings is the UK case which reports that when it comes to employment many agencies prefer and/or only consider graduates from the top ranked institutions. However, this might be the response to employers’ demand, who perhaps see rankings as a guarantee of a quality education. This is based on a widespread perception that the higher the score the better the institution and that high ranking equates to the ‘world-class’ status of universities. Problematically, the term world class lacks clear definition.

5.5.4 World-class university

A world-class university or a degree from one is seemingly in high demand, due to better employment prospects. Apparently, “everyone wants one, no one knows what it is, and no

1315 Documentary, “Who Gets the Best Jobs?,“
one knows how to get one.”\textsuperscript{1317} At the same time, questions arise whether ‘world-class’ equates to “elite Western,”\textsuperscript{1318} which disadvantages some universities over others. Literature refers to conceptual fuzziness when it comes to the three terms ‘international,’ ‘global’ and ‘world-class,’ and there is inherent competition between these three terms. Nevertheless, Fazal Rizvi’s definition of a ‘global university,’ encompasses the three competing terms as he believes that a global university must engage with the processes of “globalisation, its international networks and its internationalised curriculum.”\textsuperscript{1319} This thesis adopts Rizvi’s definition and adds that it should also engage with ‘interculturality,’ as explained in Knight’s definition of the internationalisation of higher education, because the intercultural element should prevent homogenisation as well as promote national identity building. The question is how to achieve ‘world-class’ status for a university, not whether to establish ‘international’ or ‘global’ universities.\textsuperscript{1320} Hence, another operational term of ‘world-class university’ is that it is an institution which produces “highly sought graduates, leading-edge research, and technology transfer.”\textsuperscript{1321}

A ‘world-class university’ is engaged in “activities contributing to the cultural, scientific, and civic life of society,”\textsuperscript{1322} which validates the adding of the term ‘interculturality’ to Rizvi’s definition of ‘world-class university.’ A world-class university should also feature: 1) “a high concentration of talent (faculty and students); 2) abundant resources to offer a rich learning environment and to conduct advanced research; 3) favourable governance features that

\textsuperscript{1317} Altbach, “The Costs and Benefits of World-Class Universities,” 1.
\textsuperscript{1318} Salmi, The Challenge of Establishing World-Class Universities, 3.
\textsuperscript{1320} ACA, "Internationalisation of Universities and International Student Mobility."
\textsuperscript{1321} Salmi, The Challenge of Establishing World-Class Universities, 19.
\textsuperscript{1322} Levin, Jeong, and Ou, “What Is a World Class University?,” 2-3.
encourage strategic vision, innovation, and flexibility and that enable institutions to make
decisions and to manage resources without being encumbered by bureaucracy.”

Consequently, a ‘world-class university’ seems to be an ideal entity; albeit challenging to
fulfil the aspects that define it. If this was the goal of each country and university, then it
would be perhaps accompanied with yet another type of ranking. Nevertheless, in the
meantime internationalisation efforts in regards to higher education partially transform the
institutions towards an ideal similar to that of a ‘world-class university.’

5.5.5 Internationalisation strategies of universities

A brief analysis of university international strategies, in the case of the University of
Canterbury and the AUT, helps to identify the rationales for support of ISM; as well as, other
aspects of the internationalisation process/phenomena, including the importance the ‘world
class university’ status in the study cases of this thesis. The analysis is based on the definition
of the internationalisation of higher education by Knight used by this thesis and viewed
through the fourfold lens of internationalisation rationales - Appendix 8. The same approach
has been used in one of the following analysis of student’s perception of the outcome of
internationalisation, which consists of a two tiered table with references to the main points of
Knights definition of this concept (Appendix 9).

Comparing the AUT and the University of Canterbury’s international strategies, according to
the definition based references of international, intercultural and global using Knight’s

university Network for innovation (2013), http://www.guninetwork.org/resources/he-articles/building-world-
internationalisation definition, all these three aspects are explicitly spelled out by both universities’ strategies, perhaps the only difference can be detected in terms of the global aspect of the internationalisation. While the AUT refers to the global aspect, ‘the world’ only once it is from the point of view of university, which is the same language used throughout the international strategy, the University of Canterbury has more references to the global element in its document, (citing: globalised world; global quality; global issues; or occurring globally) and the language on one occasion switches from university-centred to student-centred – ‘our graduates who we expect…’ In addition, the University of Canterbury’s strategy has an ongoing competitive element underpinning its internationalisation efforts, which is contextualised globally, for example ‘the research is internationally collaborative with researchers and institutions of recognised global quality,’ ‘international recognition,’ and ‘competitive nature of the world,’ which are reminiscent of the EU’s shift in its rationale and support for the internationalisation of universities. On the other hand, it has been noted and perceived as a neoliberal agenda recently driving the mobility initiatives in Europe by some stakeholders, or more precisely trying to constantly balance the social and economic rationales and outcomes of mobility.

Turning to the second part of the IoU definition and strategy comparison, it refers to the purpose, function and delivery of the institution. These three elements consist of several subgroups which can be identified in the international strategies. This separates into teaching,

---

1324 A process of integrating an international, intercultural or global dimension into the purpose, functions, or delivery of postsecondary education.
1325 Adam Tyson - Head of Unit for Higher Education and Erasmus - European Commission.
1326 Matthias Otten - Professor - Cologne University of Applied Sciences.
Sandra Hertlein - Faculty of Applied Social Sciences - Institute for Intercultural Education and Development - Cologne University of Applied Sciences.
1327 Matthias Otten - Professor - Cologne University of Applied Sciences.
curricula, extra curricula and research parts; the function is divided into exchanges, collaborations/networks, admission, environment and administration; while the delivery consists of the following subgroups: knowledge, skills, quality, views/values, ideas, attitudes and other. This part of the analysis is very informative, especially because it can be compared with the answers of international students on the question of what should be the outcome of the IoU (Appendix 9).

5.5.5.1 Internationalisation strategies – purpose

In the purpose part of the internationalisation strategies the AUT’s document has a specific and comprehensive reference to Māori, (successes, advancement, commitment, valuing and promoting)¹³²⁸ and includes the national and international element only in the research part of the purpose function of the institution, alongside Māori.¹³²⁹ This characterises the fusion of local and global, which is one of the main ideas of internationalisation. The University of Canterbury’s internationalisation strategy holds a very nearly accurate definition of the IoU, including its IaH dimension.¹³³⁰ It infiltrates the whole document throughout the purpose part

¹³²⁸ Success and advancement for Māori staff and students; and valuing and promoting te reo and tikanga Māori. strengthening commitment
¹³²⁹ Growing national and international research impact by promoting research by Māori for the benefit of their communities;
¹³³⁰ Teaching includes an international dimension, is delivered internationally or is deliberate in its incorporation of international student engagement for the benefit of domestic students and vice versa = IaH
of the strategy, including incoming staff and students in curricula and extra curricula\textsuperscript{1331} and a competitive element once again including knowledge creation.\textsuperscript{1332}

### 5.5.5.2 Internationalisation strategies - function

As far as the exchanges and admission of the institutions are concerned, AUT’s focus is on increasing the number of incoming international Māori and Pacific postgraduate students, staff and taught and research programmes. In contrast, the University of Canterbury stresses its outbound focus when it comes to students and it seeks world-class status built on recruitment of international experts. In the collaboration part of university function, the AUT aims to diversify its collaboration to all sectors of society and contribute to regional, New Zealand and global issues; while the University of Canterbury focuses on ranking and benchmarking as well as on developing collaborative degree programmes, research and teaching that are internationally relevant. It also aims to integrate its international staff and students into local communities in order for their experiences and knowledge to be the base for internationalisation. This is the area where both universities are operating on the same playing field. Finally, the University of Canterbury and AUT differ in their administration; the AUT seeks to improve its facilities, infrastructure and services based on understanding the experiences and aspirations of students and staff, while the University of Canterbury’s approach is to support students with travel funds.

\textsuperscript{1331}particular focus on enriching teaching through inbound experts from the world’s best universities and the development of new teaching materials and methodologies for UC staff while they are visiting the world’s best universities

Coupled with learning in the field while abroad on exchanges or international Work Integrated Learning and Service Learning placements provides further opportunity to expand and confirm knowledge and opinions gained while on campus

\textsuperscript{1332}Our strategic approach to internationalisation incorporates several key elements to advance the internationalisation process in support of our institution’s research agenda and ultimate accomplishments in teaching, learning and the creation of knowledge.
5.5.5.3 Internationalisation strategies – delivery

In terms of the delivery function of the institutions, both the AUT and the University of Canterbury’s international strategies show a focused commitment to the process of internationalisation, considering it as the means to an end rather than an end in itself. At the same time as quoted from the University of Canterbury’s strategy: “our commitment to internationalisation is a sine qua non of our ambition to achieve and maintain world-class quality in all that we do.” References are intertwined by benchmarking, ranking and aims for world-class quality and an international reputation with phrases such as: “enhancing students’ international and intercultural competencies,” “exposure to a wide array of world views held by international students” and “strengthens cross-cultural sensitivity and awareness.”

Lastly, several impressions of a different nature perhaps deserve attention. First, the AUT states that it is aiming at “increasing appointments of Māori and Pacific staff in academic and senior roles,” which seems to contradict the spirit of getting the best academics and staff by competition for positions, which does not have to come at the cost of diversity. Second, the AUT seeks to ensure that “every academic staff member contributes to teaching and research.” This can be perceived as a dictum against internationalisation to some extent, because it should play on the strength of a particular institution, meaning that some

1335 Office, "Uc International Strategy."
1336 Ibid.
1337 Ibid.
1338 Ibid.
universities are excellent in teaching, while others have better research capacities. Although, it goes along with the AUT’s proclamation within the ‘research’ subgroup of the purpose of the university aims for a ‘growing national and international research impact (...) supporting the further development of areas of research strength (...) enhance the internationalisation of research collaborations.”

Third, there were calls for education for global citizenship within the University of Canterbury’s internationalisation strategy, which responds to the calls made by literature on ISM and higher education and by stakeholders engaged in the IoU on the scarcity of education in this regard.

From the IoU rationale point of view (economic, academic, political and sociocultural) the AUT and the University of Canterbury’s international strategies are predominantly sociocultural, economic and academic in nature, with the academic rationale equally supporting the economic and sociocultural aims. Hence, similar to the EU’s support of mobility and IoU, both the AUT and the University of Canterbury seem to balance their social and neoliberal agendas. The real issues of the internationalisation (strategies) are the institutional ability to implement them according to the IoU stakeholders. Appendix 7

---

1339 Sciences, "Internationalisation of Universities and International Student Mobility." Hanneke Teekens - Director of Communication - Nuffic, ibid.
1340 Development, "Aut Internationalisation Strategy.”
1341 Preparing students to become internationally responsible and effective citizens; exposure to a wide array of world views held by international students from a diverse range of countries; strengthens cross-cultural sensitivity and awareness.
1343 Sciences, "Internationalisation of Universities and International Student Mobility.” Sandra Hertlein - Faculty of Applied Social Sciences - Institute for Intercultural Education and Development - Cologne University of Applied Sciences, ibid.
Hanneke Teekens - Director of Communication - Nuffic, ibid.
Nadine Burquel - Secretary-General - ESMU, ibid., 2010.
gathers the contemporary challenges of the IoU and student mobility, many of which are being addressed within the internationalisation strategies of the AUT and the University of Canterbury. For example the need for more specialisation of universities with cooperation between universities and universities and companies in order to remain competitive,\textsuperscript{1344} which in the case of the AUT lies in the focus on Māori and Pacific research, cooperation with all spheres of society including business and the University of Canterbury’s competitive and benchmarking angle of many aspects of internationalisation. The international strategies ought to have also integrated IaH and IA elements,\textsuperscript{1345} as depicted by both the AUT and the University of Canterbury’s strategies. Finally, New Zealand’s prevailing economic rationale for the IoU and its export character\textsuperscript{1346} can also be identified within the two case studies.

\textbf{5.5.6 The role of ISM in society}

The next set of answers investigates further the student’s self-perceptions, this time on the role of ISM in society.\textsuperscript{1347} The responses were collected in the middle of the longitudinal study through the sixth on-line survey, which means this data precedes the above mentioned perceptions of students on the role of ISM in the context of globalisation. There were 29 international students taking part in this survey from universities in New Zealand, and 14 students from both University of Oxford and Charles University in Prague. The responses are categorised in the Table 5.5.6.1 Students’ perceptions of ISM in society reveals that students

\textsuperscript{1344} ESMU, "Internationalisation of Universities and International Student Mobility."
Sandra Hertlein - Faculty of Applied Social Sciences - Institute for Intercultural Education and Development - Cologne University of Applied Sciences, ibid.2012.
\textsuperscript{1345} ESMU, "Internationalisation of Universities and International Student Mobility."
\textsuperscript{1346} Sciences, "Internationalisation of Universities and International Student Mobility."
\textsuperscript{1347} What is the role of international student mobility in society?
see the ISM mostly as a sociocultural role followed by the economic, academic and political roles, which corresponds with the previously identified perceptions of ISM in the context of globalisation, as well as, with the views of the relevant literature on ISM, the EU and stakeholders active in internationalisation on ISM. Many of the students thought of the role of ISM in society as belonging to more than one category.

Table 5.5.6.1: Students’ perceptions of ISM in society

<table>
<thead>
<tr>
<th></th>
<th>Academic</th>
<th>Economic</th>
<th>Political</th>
<th>Sociocultural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Zealand (29)</strong></td>
<td>8</td>
<td>12</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td><strong>The UK (14)</strong></td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>The Czech Republic (14)</strong></td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td><strong>SUM</strong></td>
<td>16</td>
<td>20</td>
<td>14</td>
<td>38</td>
</tr>
</tbody>
</table>

The findings based on students’ experiences abroad revealed that their positive perceptions of the role of international students in society are determined by their abilities to acquire and share knowledge reinforced by mobility and positive attitudes to diversity (cultural, ethnic, religious, social etc.). Thus, from the sociocultural point of view, ISM is valued for its ability to ‘go anywhere in the world (...) [and] get and offer international exposure’ (Jess_NZ). At the same time, international students are able to ‘understand different cultures, share experiences (...) [and] appreciate differences’ (Namisha_NZ), which can help in ‘reducing prejudices’ (Benoit_UK) and ‘dissolving the perceived barrier between people from different cultures (...) [and in] dispelling stereotypes’ (Anonymous1_UK). In effect this can contribute to ‘understand[ing ones] own culture’ (Olga_CZ) and in the same token ‘student mobility fosters cultural exchange for both the individual traveling, the country they come from, and host family, city, country’ (Tom_NZ). In this regard Raj_NZ highlights the fact ‘that
education is the basis of culture and movement’ which indirectly impacts on ‘work and cultural diversity.’

As expressed earlier, the sociocultural benefits of ISM spill-over and/or determine the benefits economic, academic and political spheres. Thong_NZ captures the economic element by recognising that ISM ‘stimulates the cultural communication between countries and bring more business opportunities.’ International students are also ‘good source of income for a host country’ (Eric_NZ), which can therefore ‘stimulate the economy of a country’ (Anonymous20_NZ). Another economic benefit of student mobility is expressed in Benjamin_UK’s equation that ‘youth is the first cause of unemployment - student mobility gets youth away [consequently] unemployment is so much lesser then.’ On the other hand, ‘studying in an English speaking country, is very helpful for the future (of my) career’ of international students’ (Cesco_NZ).

In the academic field, the often repeated ‘understanding different perspectives throughout the world’ (Matt_UK) re-appeared in this case also, for the ability of international students to ‘bring about new intellectual thoughts and contribute to the academic dialogue in unique ways’ (Anonymous16_NZ), which helps to ‘expand our knowledge and progress of society’ (JP_NZ). Furthermore, ‘international students serve (...) [through their] invaluable experience[s] and connections (...) [as a base for many] associations and networks (...) [and] in post graduate careers’ (Reid_CZ). As for the political dimension of the ISM’s role in society, students mostly refer to themselves in terms of being ambassadors and bridges. International students are perceived as ‘representative of their countries’ (Jennifer_NZ) and ‘cultures (...) to other people, becoming [thus] ambassadors’ (Hazieqa_NZ); at the same
time, they can bring ‘their experiences abroad back to their home countries’ (Leslie_NZ).

Hence, students’ perceptions of ISM being a ‘bridge’ (Anonymous21_NZ), which can contribute to ‘bring[ing] the world closer together’ (Anonymous12_CZ). As (Anonymous37_UK) puts it ‘I think societies benefit from being exposed to foreign ways of thinking. For example, New Zealand will surely benefit in a geopolitical way from understanding Chinese values and why certain actions are taken by the Chinese government.’

However, some students identified challenges to the above mentioned benefits of ISM to societies. First, international studentship is being viewed as an elitist movement and the second; there might be an issue of social mobility. Nikita_UK believes that the ‘student mobility is very limited unfortunately (...) [with] the greatest impact on the fellow students, which is the minority of the population anyway (...) [; nevertheless, it] might be beneficial in the long run.’ Simon_CZ thinks, that international students ‘can be considered more of an elite thing (and) [which] does not concern the population as a whole.’ However, Simon_CZ continues, ‘for ‘elites’ it is a very helpful and enlightening experience, on both sides of the contact.’ Finally, Noelani_NZ is afraid that the benefits ISM represent for both the host and home countries may be jeopardised if international students are not able to have ‘the same opportunities for upward social mobility in society (...) [; because it prevents] students to completely immerse (oneself) [themselves] in the society of the host country.’

5.5.7 Outcome of the IoU - perceptions of international students

Students were asked to provide ideas about the outcomes of the internationalisation of higher education/international of universities. This was done by suggesting a definition of
globalisation followed by a definition of IoU. The answers originated from the online survey no. 11 of the longitudinal study which had 21 submissions from international students at New Zealand universities, 12 from the University of Oxford and 9 responses from the Charles University in Prague. The answers were categorised according to the definition of the IoU rather than based on the usual fourfold academic, economic, political and sociocultural assessment, because of the highly specific nature of the responses (Appendix 9). More detailed categorisation offers a clearer picture by looking at students answers through the fourfold analytical lens, the majority of ideas in regards to the outcomes of the IoU are of academic nature with the focus on student, professor/teacher/researcher as well as curricula/teaching.

Most of the students’ responses on the IoU related to more than a single suggestion. All answers are recorded in the table below in their fragmented form according to how they relate to individual aspects of the definition on the IoU. The table is divided into two levels and each of them consists of three categories based on the wording of the definition: 1) level categories of international, intercultural and global (dimension); 2) level categories of purpose, function and delivery (of the institutions). Each of the three categories at the second level contains several subcategories which are titled according to the main subjects of reference in students’ answers. So, the first category at the second level - the purpose has the following subcategories: teaching; curricula; extracurricular; and research. The next category of function consists of four subcategories: exchanges; collaborations/networks; admission;

---

11_1 Globalisation can be defined as a flow of technology, knowledge, economy, ideas, people and values, to which countries can respond with the internationalisation of, for example, higher education. Internationalisation of higher education / universities can be defined as the process of integrating an international, intercultural and global dimension into the purpose, functions or delivery of an institution. What should be the outcome of the internationalisation of universities?
and administration. Lastly the third, category of delivery institution is made up of subcategories of knowledge; skills, quality/quality assurance; views/values; idea; and attitudes. Many of the ideas and suggestions of international students cross or combine the above mentioned categories.

The top part of the table in Appendix 9 at contains the three dimensions of the IoU, the international, the intercultural and the global, have received various suggestions from 8 different students. In terms of the international dimension, universities should *increase the number of international students* (Namisha_NZ) and their *international relations* (Zhanna_CZ), which could take the form of academic, research and extra curricula activities, ideally with *involvement of international students* (Linh_NZ, Leslie_NZ, Simon_CZ). This could have a positive impact on the *forming of friendships between students* (Alexandra_NZ). Noelani_NZ points out that *aspect[s] of internationalization* should be introduced in a way that universities would *retain what is culturally local,* in the place of their origin which captures Knight’s own interpretation of the internationalisation of higher education as she argues that all three: the international, the intercultural and the global elements are integral parts of and should be present in the process of internationalisation. Thus, Noelani_NZ’s idea is recorded as a response under the intercultural and global categories in the table below.

In terms of the intercultural dimension, students refer to the need to *increase the multicultural environment at universities* (Giang_NZ) by opening them up to *more non-domestic students and staff* (Michael_UK) which could enhance the *difficulties of cross-cultural communication* (Matt_UK) as well as the *exposure to and tolerating of*
other people’s differences’ (Hazieqa_NZ). Moreover, it would help the circulation of ideas originating from ‘interactions of people with different cultural backgrounds’ (Heather_NZ, Silvia_NZ).

Considering the global dimension of internationalisation, students’ responses mainly focus on the role of universities and on the characteristics and/or skills of graduates. Universities ‘should have a global focus’ (Noelani_NZ), be ‘better connected globally’ (Thong_NZ, Manish_NZ, Rex_UK) in order to be able to ‘resolve issues in national perspective but also applicable to the world’ (Linh_NZ). In effect their education should aim for the production of globally competent students, who ‘can operate globally’ (Noelani_NZ) and who are ‘more globally aware’ (Ghislaine_NZ). ‘Internationalisation of universities should lead to a globalized society (...) in which individuals (...) are regarded as citizens of the world’ (Jason_UK).

These findings have several implications. They canvas students’ views on the IoU and on its three individual elements, which arguably demonstrates students’ comprehension of the process of globalisation in relation to the concept of internationalisation. It also offers a hint of what is important for students in this context, which helps the understanding of students motivations for and expectations of their study abroad as well as their ‘push and pull’ factors of mobility that will be discussed in the next chapter. The second part of the table records students’ ideas on the purpose, function and delivery of the higher education institution. These can also help the analysis of students’ expectations in regards to their study abroad; moreover, in terms of the delivery, students’ testimonies in regards to the knowledge and skills of graduates can by extension be considered the ideal outcomes of their studies.
Turning to the second level of the table (Appendix 9), the first category, the purpose part of the institutions contains 6 responses to its teaching subcategory, 7 to the subcategory of curricula, 1 to extra curricula activities and 5 responses to the research subcategory of the purpose of universities in the context of the IoU outcomes.

According to the answers on the teaching purpose of university, Raj_NZ felt that the outcome of internationalisation ‘should be the improvement of education,’ while Noelani_NZ and Eric_NZ would like to see more ‘global’ input to teaching. JP_NZ would prefer teaching in a ‘more open (,) [and] relaxed place of free flowing ideas, philosophies and knowledge.’ Such a setting could ‘support new ways of thinking’ (Benjamin_UK) and it should also consist of ‘multi-language lectures’ (Carmen_NZ). Similarly, Olga_CZ would welcome ‘more subjects taught in English’ as a part of the curricula at Charles University. Other responses in regards to curricula as the outcome of the IoU refer to having a ‘better specialised learning process’ (Cesco_NZ); greater ‘variety of courses within majors’ (Jennifer_NZ); a more ‘uniform curricula’ (Jed_UK); a curricula which would integrate approaches and theories originating from ‘different cultural backgrounds’ (Silvia_NZ, Heather_CZ) and as Debbie_UK puts it there should be a ‘better understanding of the world’s challenges and problems that will enable the creation of programs and curricula that can respond to these challenges and problems.’

The research aspect of university purpose was mainly perceived in connection with ‘international collaborations’ (Leslie_NZ), ‘international networks’ (Simon_CZ) and ‘international approaches’ (Linh_NZ). These, according to Carlos_CZ, ‘should allow
reaching better results more quickly and in more areas by combining the expertise of experts and researchers from several countries and cultures.’ In doing this, it has to be ensured that local cultures and research fields are not lost echoing Noelani_NZ’s plea for ‘not omitting the intercultural element,’ or any other from the three, international, intercultural and global from the process IoU. The last response in this subcategory refers to the need for interdisciplinary perspectives, because they could produce more balanced research, ‘new ideas and leave behind the Eurocentric perspectives’ (Anna_UK). Clearly the purpose of the university, based on the answers to its subcategories shows students’ consideration of the international and intercultural aspects of the IoU. These reappear in function and delivery of university together with the global element especially in the delivery part of university.

The ‘function’ element of the university consists here of three subcategories as identified by student responses, which are: exchange (11 responses); collaborations/networks (9 responses); admission (2 responses); environment (6 responses) and administration (1 response). The exchanges were the most popular elements of university function and students mainly referred to exchange of people – students and staff (Tony_CZ, Benoit_UK, Debbie_UK, Jed_UK, Anna_UK, Carmen_UK, Steffi_CZ, Carlos_CZ), followed by exchange of information (Tom_NZ, Tony_CZ) and exchange programs (Leslie_NZ, Olga_CZ). The collaborations and networks followed closely the references to exchanges as outcomes of the IoU and similarly to the exchanges, students mentioned ‘international’ collaborations and networks (Simon_CZ, Zhanna_CZ) between individuals (Benoit_UK, Reid_CZ), universities (Steffi_CZ) and their connection with wider global networks and society (Manish_NZ, Tony_CZ, Thong_NZ) or with the world (Rex_UK).
In terms of environment, students thought of diversity in terms of multicultural background (Giang_NZ) and countries of origin (Namisha_NZ), including students’ ‘interactions’ (Silvia_NZ), ‘friendships’ (Alexandra_NZ), ‘experiences’ (Rex_UK) and exposure which would generate tolerance of ‘other people differences’ (Hazeiqa_NZ). As far as the admission is concerned, students agreed on the need to ‘accommodate more students’ (Jess_NZ) including being more ‘receptive to non-domestic students and staff’ (Michael_UK). The response to the final subcategory – administration, to the function of university referred to more uniform ‘administrative system’ (Jed_UK) which should ease earlier mentioned student exchanges.

The delivery part of university in the context of the ideal outcome of the IoU is divided into several subcategories of ideas based on students’ responses, which are: knowledge (4 responses); skills (2 responses); quality (4 responses); views/values (7 responses); ideas (6 responses) and attitudes (2 responses). Students predominantly thought of knowledge and skills in terms of ‘improving’ (Jennifer_NZ), ‘diffusing’ (Benoit_NZ), ‘exchanging and sharing’ what they are in possession of, in order to: enhance ‘their academic results’ (Jennifer_NZ); acquiring ‘new ideas, philosophies’ (JP_NZ); ‘development of knowledge and technologies’ (Zhanna_CZ); improve ‘intercultural competence’ (Imko_NZ) and skills which help ‘to operate in the world’ (Noelani_NZ). As for the quality element of university delivery, students had in mind ‘institutional quality’ (Raj_NZ) including ‘higher quality of education’ (Zhanna_CZ) and ‘what is taught’ (Raj_NZ) but also individual qualities, such as ‘good standard of highly educated students’ (Imko_NZ) and ‘teach students about personal qualities instead of strictly academic content’ (Jess_NZ).
The responses to the following three subcategories views/values, ideas and attitudes refer more to students’ characteristics and perhaps to what they as individuals should look like as an outcome of study and/or study abroad. Some of the answers were partly already mentioned in the international, intercultural and global dimension of the IoU in the first part of the table (Appendix 9). Correspondingly, students expect their views and values and consequently their attitudes and ideas to be ‘more well-rounded’ (Heather_NZ, Ghislaine_NZ), based on ‘increased perspectives from different cultures’ (Heather_NZ). Students should become ‘more globally aware’ (Ghislaine_NZ), ‘broad-minded and creative’ (Leslie_NZ), ‘open-minded and mobile’ (Nikita_UK), ‘globally-focused’ (Noelani_NZ) and ‘intellectually better equipped’ (Anonymous1_UK). In addition, they should be aware of the ‘effects of globalisation’ (Eric_NZ) so they can be ‘regarded as citizens of the world’ (Jason_UK) and are willing ‘to improve the world, not just their own societies’ (Imko_NZ).

5.5.8 The benefits and drawbacks of ISM - perceptions of international students

Following the ideas about the outcomes of the IoU, the discussion turns to the students’ perceptions on the benefits of having international students at universities respectively in classrooms and on the drawbacks or challenges in this regard. The data originated from the face-to-face in-depth interview and from the on-line survey no.3 of the longitudinal study. At each occasion students were questioned on both the benefits and drawbacks on ISM.

---

1349 I/73 What benefits are there do you think for universities to have international students?
3_23 What benefits are there do you think for students (domestic and international) in having international student sat their universities / having them as classmates?
I/74 What would be the draw backs?
3_24 What would be the draw backs for students (domestic and international) of having international students at their universities?
There were 90 responses altogether from the interview and 66 answers collected from the online survey (Appendix 10).

This information adds value to the previous explicit question on what should be the outcome of internationalisation, which is tied to one of the research questions of this thesis. Students’ perceptions of their benefit to universities and to their fellow students, and the possible drawbacks can be thought of as additional information to the functions of universities as perceived previously in the context of the IoU. Interestingly, many of the perceived benefits can be categorised similarly to the delivery functions of the universities from the previous question. Furthermore, the awareness of the benefits of ISM for universities is closely linked to the motivations and expectations of students in regards to study abroad.

Answers were grouped into several categories and many of them are identical to the previously discussed subcategories of the delivery function of universities as the outcome of the IoU. In terms of perceived benefits, students’ answers fall into the following categories, positive: knowledge; skills; views, values, open-minded perspectives; ideas; attitudes; funding, income; cultural exchange, interaction, communication; networking, contacts; other. In terms of negative views of international studentship the answers can be grouped into the following themes: integration; admission; education, learning, teaching; clinginess; communication, language; employment; family; confusion; stereotyping; finances; other; and none.

The majority answers in regards to the benefits of hosting international students at universities are considered in terms of knowledge – sharing and learning from courses and
from other students; skills – which account mainly for language skills but also for interpersonal skills, including communication and intercultural skills; ideas – sparked by the environments and relationships; views, values, new perspectives and open mindedness – which received the most numerous references, based on being in new and/or a different environment and as an outcome of interactions with other people; culture, cultural exchanges and communication – because of the diversity of everyday encounters; and networking – in terms of future visits, friendships or professional relationships. In terms of drawbacks or challenges, the main three categories of answers were: integration – into the host society and university environment; communication – mostly based on the initial language barrier and different cultural backgrounds of students; and clinginess – which describe student clusters based on the country of origin, status of being international, and/or culture and ethnicity. Appendix 10 contains students’ answers to these themes.

Many of students’ perceptions on the benefits and drawbacks to universities can be linked to other research topics of this thesis, which are knowledge transfer, intercultural competence, shaping of students’ identities, employability, future mobility and forming of students’ cosmopolitan mindsets. For instance, in terms of learning and knowledge transfer, international students can facilitate ‘exchange of knowledge’ (Simon_CZ, Jennifer_NZ) ‘share idea, knowledge and experience’ (Renata_CZ) as ‘there is a wider range of knowledge’ (Jess_NZ) and different ‘experiences [which] give insight and knowledge’ (Anonymous17_NZ) which has potential to add value. This is also due to the ‘awareness of different (...) academic traditions (...) and academic strategies/methods’ (Anna_UK), which help ‘to learn’ to ‘better engage with a wider world’ (Reid_CZ). This leads to intercultural competence as a skill which can facilitate ‘intercultural dialogue’ (Olga_CZ) through
interacting with international students as well as ‘expand (your) ability to deal with people’ from all over the world (Anonymous18_NZ). So international students have the potential to rise ‘cross cultural awareness’ (Ghislaine_NZ) and ‘enhance international communication’ (Thong_NZ) by helping to ‘improve intercultural skills’ (Anonymous2_NZ) and ‘increase intercultural competences’ (Carlos_CZ). These skills and interactions with international students in effect can contribute to the ‘understanding of different cultures and habits’ (Anonymous33_UK), which means that students will ‘more easily get along with other people in the future’ (Anonymous21_NZ).

‘Having international students’ also helps to ‘learn (so) much about human nature’ (Heather_NZ) by learning about ‘different realities from different cultures’ (Anonymous29_NZ). ‘The entire cultural experience’ (Anonymous34_UK) partly facilitated by ISM can be a process of learning and identity building as ‘students [can gain] ability to understand themselves.’ (Rex_UK). A big part of this is the capacity to alter one’s own views, which is perceived as the most beneficial in having international students at universities. The ability to ‘absorb different worldviews and enhance (my) [one’s] own’ (Anonymous16_NZ) requires ‘open (their) minds’ (Aaron_CZ), which can be achieved by ‘exposure (…) of both [domestic and international] students’ (Hazieqa_NZ) to ‘other views’ (Zhanna_CZ). This is one of the fundamentals of the cosmopolitan virtues. ‘First hand exposure’ as interactions with international students can eliminate ‘narrow minded[ness]’ (Hazieqa_NZ), increase ‘tolerance’ (Anonymous13_NZ) and ‘empathy for other students’ (Anna_UK); consequently, it is possible to see ‘common views with persons from other culture’ (Zhana_CZ) and become ‘less prejudiced[,] [and] much more flexible and understanding’ (Nikita_UK). Such skills and characteristics are highly valued in the labour
market, as discussed in the final chapter in regards to employment. However, when it comes to the perceptions of students in regards to the drawbacks of having international students at universities and in the classrooms, Alexandra_NZ points out that they present ‘more competition on job market,’ similarly to Zhanna_CZ; although, she sees the competition also as a good thing. Finally, on a positive note, one effect of having international students might be an ‘incentive for domestic students also to go abroad’ (Steffi_CZ). Befriending international students can lead to mutual visits later on (Khrystina_CZ), so international encounters are seen in general as inspirational ‘travel more’ (Anonymous17_NZ, Heather_NZ).

5.6 Conclusion

The empirical findings explored in this chapter revealed the existence of several dichotomies all of which relate to the research problem of this thesis; namely the perceived divide between the economic and sociocultural aspects of the particular topics, whether in terms of rationales for internationalisation, the driving forces behind ISM or the perceived benefits of both. The role of the EU in the internationalisation of higher education, within and outside of the Union, in regards to student mobility, as the first research question of this thesis, spans the neoliberal and cosmopolitan agendas of the EU, in addition to the forces of globalisation. However, despite its limited legal powers, the Union and its Member States developed an open method of cooperation, which is only endangered by the possibly over-mechanistic approach of the EU and a lack of funding, which also accounts for the long standing barriers to mobility suggested in Chapter 6. The EU’s commitment to student mobility has necessitated policies, which co-define what is being considered as Europeanisation, because their implications accede beyond the European continent, as is the case of New Zealand and
its involvement in the ECTS/DS. Arguably, this has the normative potential, reflecting efforts for higher education cooperation in other regions around the world or in exporting terms such as employability and linking it with ISM.

Similarly, the rationales in the internationalisation efforts of universities which underline their support for student mobility mimic the global, European and national trends in this regard, which consider ISM predominantly in monetary and sociocultural terms, which include and support the academic and less vocal political rationales. Internationalisation became a constant throughout the higher education and/or tertiary terminology, with student mobility being one of the main protagonists at the same time perceived proponents, for the potential which does not seem to be utilised fully. The contradiction lies in the persistence with merely economic agendas, without inclusion of sociocultural, academic or political aspects, which are being proclaimed, debated and perceived as complementary and even fundamental in achieving the economic goals.

On the personal level, the empirical findings identified a rift that exists owing to the ambiguity of being foreign or being culturally different, which accompanies the ISM phenomena. It manifested itself in the form of students’ reserved attitudes to their possibly active role in the implementation of the internationalisation at home concept versus the overwhelmingly positive perceptions of the wide reaching benefits of international studentship. Henceforth, the ever present issues of clinginess and socialising in ethnic, national or international cliques coexist with a longing for greater integration and quality relationships facilitated by studying abroad. These are here to stay; regardless the advances of global consumption of cultures, access to knowledge and ease of mobility, these values are in
danger of remaining but virtual, unless attention turns to the unleashed intercultural potential of the student community. This becomes more apparent in the following Chapter 6, especially in terms of students expectations from study abroad paired with their perceived fears of risk and uncertainties of their intercultural abilities, these can be responded to by the implementation of strategies and policies’ international and intercultural visions into teaching, research and functioning of universities, because these would cater for both, the homogenisation effects of globalisation and for the rationales supporting ISM, including students’ motivations for international study.
Chapter 6

MOTIVATIONS AND EXPECTATIONS OF INTERNATIONAL STUDENTS IN REGARDS TO STUDY ABROAD

6.1 Introduction

The main goal of this chapter is to examine the ‘push and pull’ factors of mobility and to reveal the motivations and expectations of international students in regards to their study abroad and thus to answer the following two research questions of this thesis:

5. What are the motivations, expectations and experiences of international students in regards to their study abroad? (Case-studies of eight New Zealand universities, the University of Oxford and the Charles University in Prague).

6. What is the role of serendipity in international student mobility? (Case-studies of eight New Zealand universities, the University of Oxford and the Charles University in Prague).

The analysis is performed through the fourfold analytical lens of academic, economic, political and sociocultural rationales, adopted from the concept of the internationalisation of higher education by Knight. In addition to the aforementioned principal research topics, this chapter focuses on several interconnected mobility themes: barriers to mobility; and risk, uncertainty and knowledge (Figure 6.1.1). The second part of the analytical model below shows the structural configuration of both the principal and additional research interests of this thesis. In the theoretical approach three concepts are utilised: the ‘do-it-yourself biography;’ social capital; and transnationalism.
The concept of the ‘push and pull’ factors of mobility bridges the previous research interests of this study which have examined the IoU at global, European, national and institutional levels with students’ motivations and expectations in regards to study abroad, because the actions and the policies of the IoU can act as ‘push and pull’ factors of mobility and impact on the motivations and expectations of students. This can be considered as the starting point of a students’ mobility cycle. In many cases this thesis has been able to examine the entire mobility cycle of international students. The following chapter concerns the experiences of students abroad in terms of their intercultural competencies, acquisition and transfer of knowledge, development of identities and finally the forming of their cosmopolitan mindsets.

This chapter focuses on the first phase of international students’ mobility cycle through a discussion of the ‘push and pull’ factors of mobility and by examining the motivations and expectations of international students for their study abroad. It is believed that these policies and mobility schemes can affect and control the character of the decision making process in regards to mobility; therefore, this thesis considers the IoU at global, European, national and institutional levels. They are then contrasted with a plethora of expectations and motives of mobility for students’ studies abroad. This is achieved by employing the fourfold analytical lens of academic, economic, political and sociocultural rationales, as in the case of the IoU. This study also examines the barriers to mobility, some of which were suggested in the previous chapter in the EU documents. Barriers to mobility can be linked to the knowledge of risk and perceptions of uncertainty, which are also considered as part of students’ motivations to study abroad. Finally, this study examines the interplay of serendipity in mobility from pre-departure to the experiences of students living abroad.

\textsuperscript{1350} Jong and Gardner, \textit{Introduction and Overview}, 4.
This chapter also investigates the motivations and expectations of international students in regards to study abroad through the conceptual triptych of theoretical approaches, the ‘do-it-yourself biographies,’ social capital and transnationalism frequently employed in the contemporary literature on ISM in various disciplines; albeit, seldom applied together in one study. The combination of these elements in this thesis is a valuable contribution to studies on ISM and the IoU. The research is further enhanced by the evaluation of empirical data originating in three case studies. This thesis seeks to fill several voids in the literature in regards to ISM by offering holistic research on ISM, considering students’ perceptions on the role of ISM in society and at universities, their ‘push and pull’ factors of mobility including the barriers to mobility, which lead to study of their experiences abroad. This study also employs qualitative and grounded theory tools consisting of anonymous surveys, in-depth interviews (face-to-face and Skype), longitudinal study (12 on-line surveys) and open-ended questions by email.
6.2 ‘Push and pull’ factors of mobility

The advantage of reviewing the rationales of the IoU beforehand is that they often transform into the ‘push and pull’ factors of mobility in the form of initiatives or policies which then trigger mobility. These are not static and can act individually or simultaneously and across different levels (globalisation, European - EU, national – national governments, institutional - universities and personal – family and friends) which make the actors at these levels agents of internationalisation capable of driving or halting ISM. Therefore many ‘push and pull’ factors of mobility can be identical with students’ motivations and expectations of study abroad. The
concept of ‘push and pull’ factors of mobility was adopted from the field of marketing in order to help the understanding of human behaviour in terms of how it affects decision-making. In his works Altbach pioneered adoption of this concept to ISM by examining the factors influencing students’ preferences and decisions in regards to their study destinations. Thus, to grasp the phenomena of ISM, including the motivations and expectations of students it is beneficial to evaluate the ‘push and pull’ factors of mobility at different levels. This helps to canvas a more holistic picture of the whole mobility cycle of international students.

One of the contemporary phenomena capable of initiating actions at all levels (global, European, national, institutional and personal) and which can translate to ‘push and pull’ factors of mobility is engagement in the KBEs. This is because of the potential of innovation that international students offer through the creation and transfer of knowledge, which is highly valued in the KBEs. Innovation, following the logic of the knowledge triangle is often an outcome of creativity, sparked by diversity. International students are often the embodiment of diversity. Many countries and cities are inspired to become ‘idea capitals’ or ‘knowledge hubs,’ in the context of the KBEs, that value highly skilled individuals; international students are often perceived as “future highly skilled migrants.”

Correspondingly, international students are also referred to as “semi-finished human

---

1351 Creswell, “Mobility as Resistance: A Geographical Reading of Kerouac’s 'on the Road',' 259.

1352 Altbach, Comparative Higher Education: Knowledge, the University and Development, 172-3.
Altbach, "Impact and Adjustment:Foreign Students in Comparative Perspective in Higher Education," 305, 09-10.

capital,"1354 “global careerist[s],”1355 “globetrotters,”1356 “new strangers,”1357 “migratory elites,”1358 and/or “middling transnational actors.”1359 These are also characterised by the main theories in this study, the ‘do-it-yourself biographies,’ social capital and transnationalism. They depict the fact that students are often constructing their biographies, with economic or social benefits in mind (social capital), including plans to study and live abroad (transnationalism); thus, their biographies (‘do-it-yourself biographies’) and accumulated capitals frequently have a necessary transnational component, which itself can be considered as a form of capital.

The necessary elements in the aim to become the ‘idea capitals’ and ‘knowledge hubs’ are: intellectual, cultural and educational assets, which can be partly facilitated by ISM; as well as, finance, insurance and real estate. These are believed to enhance the performance in the KBEs.1360 Oxford (which is one of the case studies of this thesis), Cambridge (Silicon Fen), London, Stockholm, Münich, Dublin, Melbourne, Bangalore, New York, the Silicon Valley or the Route 128 Boston and the greater Boston area are some already established ‘idea capitals’ and ‘knowledge hubs,’ and there is an abundance of aspirational places such as Abu Dhabi, Singapore, Kuala Lumpur, Seoul, Taipei, Beijing and Shanghai.1361 The new

1355 Ho, "Migration Trajectories of 'Highly Skilled' Middling Transnationals: Singaporean Transmigrants in London," 122.
1357 Murphy-Lejeune, Student Mobility and Narrative in Europe: The New Strangers. Ibid., 5.
1359 Wildavsky, The Great Brain Race: How Global Universities Are Reshaping the World, 44.
1360 Ibid.
destinations seem to possess the three means for becoming ‘knowledge hubs,’ which are: financial investment; partnership with western universities; and the motivation to attract international students. Therefore, one of the indicators of successful strategies to become ‘idea capitals’ and ‘knowledge hubs’ can be the effectiveness of their ‘pull’ factors in regards to ISM. However, it remains to be seen, whether these ‘idea capitals’ and ‘knowledge hubs’ utilise the ISM diversity. If they are successful they could become cosmopolitan places with the potential to stimulate individuals’ cosmopolitan mindsets. Through its three case studies this thesis can offers insight into the forming of the ‘knowledge hub’ like communities at universities involving international students. The examination of the ‘push and pull’ factors of mobility can assist the understanding of developing such communities; moreover, study of motivations and expectations of students to go abroad paints a more complete picture of the role of ISM.

6.2.1 ‘Push and pull’ factors of mobility – perceptions of international students

The following paragraphs are based on data collected from the on-line questionnaire no 8, which received 28 responses from universities in New Zealand, and twelve from both Oxford and Charles. Students were asked what drives them or pushes them to go abroad in general as well as asking them to consider what draws them or pulls them to go abroad. Appendix 11

Poh-Kam Wong, Yuen-Ping Ho, and Annette Singh, "Towards an “Entrepreneurial University” Model to Support Knowledge-Based Economic Development: The Case of the National University of Singapore," ibid.: 942, 49.
contains all the recorded answers. Responses were classified according to the fourfold analytical lens (academic, economic, political and sociocultural) and it compares students’ answers from the three case studies.

According to students’ responses both, the ‘push and pull’ factors were predominantly sociocultural. Their sheer number and diversity far out-weighed the academic, economic and political factors of mobility. Students’ responses did not record major variations between the ‘push and pull’ factors of mobility, apart from the political category where similar and sometimes identical ideas were mentioned by different students under both ‘push and pull’ factors of mobility. The political factor is different only in that it was never recorded under the pull factors of mobility. Most of the students gave more than one type of ‘push or pull’ factor of mobility in their answers.

The sociocultural ‘push and pull’ factors can be further divided into four categories: the intercultural experience and socialising; leisure, travel, adventure; escape; and the dream. Students in this case, but also in general (note the exact wording of the question) were either purposely driven by the wish for an international and intercultural encounter outside of their countries or places of residence, or longed for travel and adventure; in a few cases their current study abroad represents a dream or part of their escape from home. For example in terms of the intercultural experiences, students in all three case studies wanted an ‘exposure to different cultures’ (Manish_NZ), were ‘interest[ed] in foreign culture’ (Michael_UK), as Kristina_CZ puts it, pushed ‘to get out of my own limited cultural imprint.’ Curiosity,

---

363 8_10 what drives you (pushes you) to go abroad in general
8_11 what draws you (pulls you) to go abroad in general
including intellectual curiosity was another theme within this category mentioned by five people across the three case studies.

Other cases mentioned intercultural learning and learning about themselves, better interaction and integration into another society and there were three references to expanding horizons and change of mid-set. As for leisure, adventure and tourism, push factors ranged from references to general travel, adventure, different experiences and food, without any discernible differences across the three case studies. There was one student who had always dreamed to visit New Zealand and interestingly in all three cases few students were pushed by the wish to escape from family or other circumstances of the ‘until then life.’ For example there were four such students at New Zealand universities, four at Oxford and two at Charles: ‘be far away from family problems,’ (Hazieqa_NZ); ‘getting away from parents’ (Anonymous23_NZ), which in the cases of New Zealand was at one point an advertisement campaign theme, although not suggesting or ridiculing the seriousness of students’ answers; ‘home country feels rather small and narrow at times’ (Michael_UK); ‘being uninspired at home or bored’ (Anna_UK); ‘boredom from my own country’ (Anonymous45_CZ); however, as Steffi_CZ points out the ability to go back is ‘important I need a change of surroundings from time to time, but always with the opportunity to go back to my old life.’

The second most numerous was the economic category of ‘push and pull’ factors of mobility. In all three cases students referred mostly to the perceived increased job opportunities in their host country, which suggests that they hope to remain in New Zealand, the UK, or in the Czech Republic after their graduation. There were also few examples of ‘push and pull’ factors, which mention in general better and/or new opportunities (in the future). In terms of
academic ‘push and pull’ factors of mobility, in New Zealand few students also cited study of language in addition to the improvement and/or availability of study abroad, better education and a specific academic qualification in the host country, which occurred in all three case studies. Finally, there were overall only four references to the political ‘push’ factor of mobility, three in New Zealand (dissatisfied with Chinese, Indian, USA situation) and one at Oxford (commenting on Russia). Many of the ‘push and pull’ factors identified here sound like the motivations and expectations of students’ in regards to their study abroad. At the same time, the ‘push and pull’ factors are believed to be reactions of students to greater global trends and/or regional, European, national and/or institutional forces which have an impact on mobility. Based on this data, the sociocultural ‘push and pull’ factors seem mainly expressive of globalisation, especially if we consider the students’ perceptions on globalisation and its effect on them as discussed in the previous chapter. The economic factors are reminiscent of the EU’s support for ISM in the context of the IoU in that the issue of employability seemed to be present in people’s consciousness. Moreover, their wish to remain in their host countries can be seen as the ‘highly skilled migrant’ who are valued in the context of KBEs. Nevertheless, there are many barriers to mobility; at any given time student mobility represents only around 3 per cent of the student population worldwide.

6.3 Barriers to mobility

While there are many factors which contribute to mobility there are several barriers to mobility. Some of these barriers were already identified in the previous chapter in its discussion of the EU’s role in the IoU and student mobility. The EU related mobility issues help to contextualize the following mobility obstacles identified by the literature on ISM and to triangulate them with findings of this thesis, which are based on international students’
experiences and perceptions of mobility. This approach allows the comparison of contemporary barriers to student mobility based on empirical findings in three geographically different case studies with those revealed in the recent decade by academics and stakeholders at various levels of IoU published in articles, policies, strategies and/or various reports.

These barriers are:

- small number of organized learning mobility options, mostly university based and often lacking promotion
- missing information about advantages gained through mobility, including mobility promotion, learning mobility and employment
- insufficient incentives and knowledge of mobility programmes by all people involved
- problems with certification, degree recognition and portability of national grants
- off-putting administrative bureaucracy
- financial costs – travel/study fees, loss of income, underfunded exchange schemes
- conflicting academic calendars


1365 “Commission staff working document Progress Towards The Lisbon Objectives In Education And Training Indicators and benchmarks 2008,” EUROPA – Gateway to the European Union, (January 4, 2010).


• two cycle degree structure with a perceived reduction of horizontal mobility (within a programme)\textsuperscript{1366}

• lack of research network mobility

• lack of knowledge sharing between universities and between universities and businesses communities, which holds a great potential in the context of the KBEs\textsuperscript{1367}

• language and cultures\textsuperscript{1368}

Challenges to mobility are also reflected in nine recommendations, which the Commission proposed to the Council and the European Parliament. They appeal primarily to the MSs and the universities and other educational and research institutions even though they ought to be independent. The recommendations are to break-down the barriers around European universities, with substantial need for an increase of geographical and inter-sectorial mobility; portability of grants and pensions with efforts to achieve Bologna reforms in regards to the comparability of qualification between MSs; the guarantee of the autonomy and accountability of universities; the establishment of structural partnerships with the business community; to provide the optimal mix of skills and competencies for the labour market; to

---


\textsuperscript{1368} Bruce Brawer, While Europe Slept: How Radical Islam Is Destroying the West from Within. (New York: Doubleday, 2006), 108.

adjust the funding gap and the effectiveness of educational and research funding; boost interdisciplinarity and transdisciplinarity; infiltrate knowledge interaction with society; reward excellence at the highest level; and finally to increase the visibility and attractiveness of the EHEA and the ERA.

Language and culture, as identified above, form some of the biggest obstacles to trade expansion and mobility according to New Zealand business representatives who recognise the value of intercultural ties because the greatest challenge in the new destinations were the lack of a human presence, knowledge of local language and market expertise. To overcome these obstacles, representatives found personal connections invaluable. Student exchanges have huge potential in this regard. This is because personal connections formed during study time abroad form the base for trust and like-minded relationships which then facilitates business expansion. New Zealand as a study destination, has generally lower study costs in comparison to other countries where English is the first language, such as Australia, Canada, the US and the UK; however, students’ motives to study abroad were rather a weighted combination of factors. The literature on ISM identifies similar barriers to mobility: financial cost (cost of study and living abroad, loss of income), geographical distance, language and culture. For example, a study of UK international students’ rationales for study and work abroad revealed that finances and the language barrier to be prime reasons for choosing North America and Australia as destinations as opposed to

---

Deloitte, “The Experiences of International Students in New Zealand: Report on the Results of the National Survey 2007 - Researched for the Ministry of Education by Deloitte”.
1371 King, Findlay, and Ahrens, "International Student Mobility Literature Review".
countries on the European continent.\textsuperscript{1372} The spectre of financial burden incurred through study abroad also suggests why students prefer to secure work placements over study abroad. In addition, the lack of foreign language skills tends to redirect the UK student flows to destinations where English is an official language. Therefore, the gap year is perhaps the ideal overseas experience for UK students.\textsuperscript{1373} The study also found the lack of information, specific and perceived academic and institutional barriers, and personal attitudinal factors such as fear of the unknown, were also among the obstacles to ISM.\textsuperscript{1374}

The fear of the unknown highlights the issues of risk and uncertainty, which have recently, entered research on ISM.\textsuperscript{1375} Finances seem to be the greatest obstacle, whether in the form of the loss of income, higher financial expenditure abroad in comparison to the home country, including extra university fee payments together with the problems of the recognition of the qualification by the home institutions and the lack of information on international study.\textsuperscript{1376} Other concerns mentioned by students in regards to studying outside the UK before leaving home were issues of relationships: leaving boy/girlfriend and parental family; visa concerns; recognition of qualifications upon return; the cost of health services; and the fear from the way of living in another country/culture.\textsuperscript{1377} These could be resolved for instance by advertisement of mobility opportunities at university Open Days; the encouragement of staff mobility; improvement of financial support for mobility; promotion of mobility by alumni and by international employers; improvement of study abroad credits recognition; promotion

\textsuperscript{1372} Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad."
\textsuperscript{1373} Neil Kemp – International Education Expert.
\textsuperscript{1374} King, Findlay, and Ahrens, "International Student Mobility Literature Review". King and Findlay, \textit{International Student Mobility Literature Review}.
\textsuperscript{1375} Williams and Baláž, "Migration, Risk, and Uncertainty: Theoretical Perspectives."
\textsuperscript{1376} Byram, \textit{The 'Value' of Student Mobility}, 36.
Findlay and King, "Motivations and Experiences of Uk Students Studying Abroad".
\textsuperscript{1377} "Motivations and Experiences of Uk Students Studying Abroad".
of study and work placement abroad by returning students. The existence of better pre-departure information on study information would be of great benefit; this could be provided by friends and family (formal and informal networks), previous visits to the host country and by images gathered from TV and schools as motivational factors to international mobility. Finally, there is a strong correlation between previous mobility experience and the likelihood of mobility being repeated, which leads to the debate on the future mobility aspirations of international students, which is paired with issue of the future employability of students in the final chapter of this thesis.

6.3.1 Barriers to mobility - perceptions of international students

Turning to the empirical findings, students in all three geographical locations were asked what keeps them at home. This question followed the one on the ‘push and pull’ factors of mobility. The response rate is the same for this question (28 responses from universities in New Zealand, and twelve from both, Oxford and Charles), see Appendix 12 for all the recorded answers. The responses were classified according to the fourfold analytical lens (academic, economic, political and sociocultural) and it compares students’ answers from the three case studies. The anonymous survey had earlier questioned students about the obstacles they experienced in regards to their study in New Zealand, in the UK or in the Czech Republic.

1378 King, Findlay, and Ahrens, "International Student Mobility Literature Review".
1379 Chaban et al., "Crossing Cultures: Analysing the Experiences of Nz Returnees from the Eu (Uk Vs. Non-Uk)." 782.
1380 King, Findlay, and Ahrens, "International Student Mobility Literature Review".
1381 8_12What keeps you at home?
1382 0_12 What obstacles have you experienced in regards to your study in NZ, UK, CZ? (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all, 5 means medium and 10 equals to extreme).
The answers about what keeps students at home were classified according to their academic, economic, political and sociocultural character and as with the ‘push and pull’ factors of mobility the sociocultural factors scored overwhelmingly high, referring to family and friends as the main consideration in regards to mobility: 17 answers out of 28 from universities in New Zealand, 7 out of 12 in the case of Oxford and 8 out of 12 at Charles. These were followed by the economic considerations of staying at home, 9 students at New Zealand universities referred to the loss of income or missing out on jobs as to what would keep them at home as did three students at Oxford and two students at Charles. Academic factors were cited by only three students at New Zealand universities, who mentioned missing out on lectures at home. Political factors were mentioned in only one case, a student from Russia cited visa problems in general. Apart from the relationships with family and friends, students mentioned feelings of security, comfort, hobbies, good food, laziness, inertia and the appreciation of ‘local culture and people’ (Manish_NZ) or as Reanui_NZ puts it ‘I love my country too much’ referring to Tahiti. In addition, three US students noted that ‘New York has plenty to offer from around the world, very little need to travel to see it/eat it/meet people’ (Matt_UK) and the ‘fact that I can experience so much diversity without even leaving the US’ (Jason_UK) and Rex_UK who upon his return decided to leave the US ‘could not live there anymore’ and moved to Haiti working on development projects ‘now I think of being home as an interlude to another great journey.’

Turning to the obstacles to students’ experiences on their way to New Zealand, the UK and the Czech Republic, see Figures 6.3.1.1 – 6.3.1.3 on the barriers to mobility based on the
perceptions of international students. Data originates from the anonymous surveys. This was the very first contact with students engaged in this study. Students were asked to indicate the degree of difficulty they experienced in terms of the obstacles of pre-departure on a scale of 0 to 10. In all cases lack of funding was the biggest obstacle to study abroad, followed by issues of visa/entry to the country (second place for the New Zealand case study and fourth place in the UK and the Czech Republic), relationship (second in the UK and fourth in New Zealand and third in the Czech Republic), and lack of information (third position in the case of New Zealand and the UK). Time off from study at home and from work was the least common obstacle in all three case studies. Appendix 13 first shows the table of barriers to mobility, which compares the three case studies (New Zealand, the UK and the Czech Republic), followed by the three tables of each case study containing response rates and values.
Figure 6.3.1.1: Obstacles to mobility - International students at universities in New Zealand

Figure 6.3.1.2: Obstacles to mobility - International students at the University of Oxford

Figure 6.3.1.3: Obstacles to mobility - International students at the Charles University
These findings correspond with the obstacles to mobility identified by literature. The lack of information, which scored relatively high in all cases, has been already identified as an obstacle by EU reports in regards to the promotion of exchange programmes, but stakeholders engaged in ISM would like more information, especially in terms of university websites. Similarly, the number one issue according to students is funding to cover the cost of living, tuition fees, healthcare and compensate for loss of income, an issue which is also acknowledged by official documents of the Union as well as by literature on ISM. Universities are aware of the lack of scholarships for fees and funding for exchanges. This lack of funding makes Oxford University less competitive in comparison to US Ivy league institutions. Funding in terms of not having resources to offer better facilities and/or not


1387 “Commission staff working document Progress Towards The Lisbon Objectives In Education And Training Indicators and benchmarks 2008,” EUROPA – Gateway to the European Union, (January 4, 2010).


1388 King, Findlay, and Ahrens, "International Student Mobility Literature Review". Byram, The ‘Value’ of Student Mobility, 36.

Findlay and King, "Motivations and Experiences of Uk Students Studying Abroad".

collecting tuition fees is also a problem. Funding is closely linked to issues of Visa as well, because students need to have money upfront to cover their living costs and tuition fees, which makes study abroad in some countries a very expensive prospect.

Relationships and ties with family and friends, already identified by literature, are also important obstacles to mobility according to the empirical findings. These are closely linked to finances and visa issues, for example loss of income or visas for spouses. Visa entry seemed to be a lesser problem for students in the Czech Republic, most likely because the majority of international students were ‘for credit’ students and mostly came from Europe. The New Zealand and the UK’s issues with visas are also recognised by the literature and through primary data collected. These are likely to be determined by the fact that their international students pay higher or full international fees as opposed to often ‘free’ study within the EU. In the case of New Zealand visa processing can sometimes be lengthy. Improved cooperation between the universities and the immigration offices could go long way towards mitigating this issue. For example a streamlined entry for spouses of

---

1388 Miroslava Černochová - academic coordinator - Faculty of Education - Charles University, ibid.
1389 Tomáš Zima – vice dean - First Faculty of Medicine - Charles University, ibid.
1390 Lenka Lukešová - Erasmus incoming coordinator - Faculty of Humanities - Charles University, ibid.
1391 Iva Holmerová – vice dean international relations - Faculty of Humanities - Charles University, ibid.
1392 Miroslava Černochová - academic coordinator - Faculty of Education - Charles University, ibid.
1393 Be. Katerina Mitasová - Head of the International Office - Faculty of Arts - Charles University, ibid.
1394 Jiri Zima - dean Faculty of Science - Charles University, ibid.
1395 Petra Slavec – FAMNIT - University of Primorska, ibid. 2014.
1396 Valentina Bertok – FHS - University of Primorska, ibid.
1397 Barbara Panger Jevtic - FTS Turistica - University of Primorska, ibid.
1398 Findlay and King, "Motivations and Experiences of Uk Students Studying Abroad".
1399 Ibid.
1400 Canterbury, "International Student Mobility and Internationalisation of Universities."
1401 Kenneth Holt - International coordinator - International Programmes – Auckland University of Technology, ibid.
international students would ease this problem.\textsuperscript{1393} Funding, relationships, visa issues and lack of information are likely to challenge mobility in the future as tuition fees and the cost of living and traveling (long-haul) worldwide continue to rise. The changing profile of international students to more mature students who already tend to be in relationships may also lead to less mobility. However, visa processing and lack of information could be easily remedied. It is disappointing that this was identified as an issue in reports and the literature 10 years ago and yet it is still an issue. The following paragraphs look more closely at the motivations and expectations of international students in regards to their study abroad, beginning with a literature review followed by empirical findings.

6.4 Motivations to study abroad

International students cross borders in pursuit of education, but also in pursuit of leisure, adventure and prospects for future employment or residency. These aspirations may change over time.\textsuperscript{1394} Motivations behind mobility and expectations to study abroad are ever-changing based on academic, economic, political and sociocultural rationales.\textsuperscript{1395} This corresponds with the “myriad of objectives” students expect to fulfil during their stay abroad.\textsuperscript{1396} The broad variety of students’ objectives is also reflected in the literature, which

\begin{itemize}
  \item \textsuperscript{1393} Rhiannon McKenzie-Smit - Senior International Recruitment Coordinator - University of Canterbury, ibid.2014.
  \item \textsuperscript{1394} Williams and Baláž, \textit{International Migration and Knowledge}, 128.
  \item \textsuperscript{1396} Robert O'Dowd, ed. \textit{Virtual Academic Mobility: Online Preparation and Support for the Intercultural Experience}, Analysing the Consequences of Academic Mobility and Migration (Newcastle: Cambridge Scholars Publishing, 2011), 100.
\end{itemize}
consequently refers to international students as being: a “semi-finished human capital,”
“future highly skilled migrants,” “global careerist[s],” “globetrotters,” “new
strangers,” “migratory elites,” “middling transnational actors,” and/or “aliens”
owing to the mixture of factors based on individual calculations when considering
international mobility. Student mobility is “enfolded in relational places,” in social
networks and in students’ “biographies.”

ISM is becoming an integral part of universities often through the strategies and policies of
the IoU; at the same time, universities contribute to the forming of students’ individual
identities, which tend to be complex and multifaceted. Students are often members of
“youth mobility cultures and the consumption geographies,” as well as, of “transnational
communities of mobile persons” with a “strategic cosmopolitan imaginary already in

1397 Khadria, "Actors and Models of Indian Diaspora in International Relations: From Social Parasites to Economic Boon?" (July 23, 2011).
1399 Ho, "Migration Trajectories of 'Highly Skilled' Middling Transnationals: Singaporean Transmigrants in London," 122.
1400 Mahroum, "Highly Skilled Globetrotters: The International Migration of Human Capital". (October 23, 2012).
1401 Murphy-Lejeune, Student Mobility and Narrative in Europe: The New Strangers.
1402 Ibid., 5.
1407 Beck and Beck-Gernsheim, Individualization.
1410 Williams and Baláž, International Migration and Knowledge, 145.
mind." Consequently, ISM is captured by concepts like ‘do-it-yourself biographies,’ social/human capital, transnationalism and cosmopolitanism, which are adopted as theoretical frames for this thesis.

One of the most characteristic aspects of students’ motivations and expectations in regards to their study abroad is their changeable nature, which often mirrors the fluctuations in the ‘push and pull’ factors of mobility influenced by the dynamic processes of globalisation, internationalisation and/or Europeanisation. Changes even occur in the course of the study period abroad, not only prior to departure, which has an impact on students’ future mobility aspirations. While there are identifiable patterns in students’ motivations to study abroad, they frequently consist of various components, which can be revealed through a thorough investigation of students’ stories. In fact there is a call for a more holistic examination of students’ experiences abroad allowing them to use their voices, which is

Gargano, “(Re)Conceptualizing International Student Mobility the Potential of Transnational Social Fields,” 332.
1413 Williams and Baláž, International Migration and Knowledge, 128.
1414 King, "Towards a New Map of European Migration," 90.
Brooks and Waters, Student Mobilities, Migration and the Internationalization of Higher Education, 2.
the aim of this thesis. As suggested by Gargano, this can be achieved by application of the theory of transnationalism on ISM, as it is able to capture the fluidity of places, ideas and practices;\textsuperscript{1416} furthermore, it also considers the social and physical geographies and the geographies of the mind.\textsuperscript{1417} In addition, it enables the stories and patterns of mobility to be approached through a multiplicity of categories including age; sex; countries of origin; subject of study/type of study; race; religious affiliation; ethnicity; nationality; sexual orientation; citizenship; class and/or nationhood.\textsuperscript{1418} When it comes to the decision making process surrounding selecting a study destination, literature on ISM recurrently refers to the theory of “elective”\textsuperscript{1419} and “do-it-yourself biography,”\textsuperscript{1420} which describes the aspirations of an individual human of being “the author of his or her own life”\textsuperscript{1421} by choosing, deciding and shaping it in order to create his or her individual identity.\textsuperscript{1422} Thus, apart from the motivation to study abroad, this concept is employed when studying the formation of students’ identities based on their myriad social networks. Students’ biographies are therefore

\textsuperscript{1416} Ibid., 331.
\textsuperscript{1417} Ibid., 331.
\textsuperscript{1418} Bash, Schiller, and Blanc, Nations Unbound: Transnational Projects, Postcolonial Predicaments and Deterritorialized Nation-States, 23.
\textsuperscript{1419} King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour," 232.
\textsuperscript{1420} Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad," 293.
\textsuperscript{1421} Baláž and Williams, "'Been There, Done That': International Student Migration and Human Capital Transfers from the Uk to Slovakia," 217.
\textsuperscript{1422} Butcher, "No Place Like Home? The Experiences of South-East Asian International University Students in New Zealand and Their Re-Entry into Their Countries of Origin," 18, 188.
\textsuperscript{1423} Beck and Beck-Gernsheim, Individualization, 23.
becoming globalised rather than “sedentary or tied to a particular place;” which is a dimension characterised also by transnationalism describing devotion to more places at once, termed sometimes as “place polygamy.”

Alongside the two theoretical approaches of transnationalism and the ‘do-it-yourself biographies’ this thesis also employs the theory of social capital which complements the previous two concepts, because it has the potential to not only capture the motivations and expectation of students in regards to study abroad but it also connects these with study of students’ experiences of learning and the transfer of knowledge (one of the main research interests of this thesis), which include the accumulation of different forms of capital. This is a topical issue, needing more attention in the research of migration and the ISM in the context of KBEs. It is important to study students’ experiences of mobility together with their motivations and expectations because it is no longer about why students go abroad (motivations and expectations), but about how they become mobile which is frequently based on the sequence of events. This is examined here through students’ intercultural competencies, acquisition and transfer of knowledge and shaping of their identities in the next paragraphs, which also leads to the development of students’ cosmopolitan mindsets.

The theory of social capital highlights the connection between education and reproduction of social class structures, as they have an effect on culture, race and ethnicity, which are useful analytical categories of ISM as suggested in works on transnationalism. ISM can be

---

1423 Ibid., 24-25.
1424 Ibid., 25.
1426 Carlson, "Just a Matter of Choice? Student Mobility as a Social and Biographical Process".
Cicourel, Aspects of Structural and Processual Theories of Knowledge, 107.
perceived as a form of capital itself since there are various forms of capital that can transform into one another and the cost of the transformation depends on the fields they function in.\textsuperscript{1428}

Returning to pre-departure/departure stage of mobility, King and Ruiz-Gelices highlight the fact that motivations to study abroad are a combination of the various educational, leisure, travel and experiential goals of individuals,\textsuperscript{1429} and Abbott stresses the timing or sequence of events that contribute to international mobility.\textsuperscript{1430} In terms of international study destinations, King et al. acknowledge that there is a growing interest in long-haul destinations among UK students, which includes the traditional Anglophone countries (Australia, North America), and also Singapore, Hong Kong, South Africa and countries in Latin America.\textsuperscript{1431} Another trend is the growing interest in Scandinavian countries among Erasmus students because many of the courses in these countries are offered in English. The Czech Republic is attractive to students studying medicine.\textsuperscript{1432} In addition to the popular long-haul study destinations, regional mobility is also on the rise. It is due to the global economic crises, but there are cultural reasons as well, for example the wish to study in a location that is culturally and religiously similar to the home country.\textsuperscript{1433} Finance, language, distance and culture can act as barriers to mobility. In terms of previous visit/s to the host country, King et al. point out that there is a strong correlation between the previous mobility experience and the likelihood of mobility being repeated.\textsuperscript{1434} As far as the images and influences from schools are concerned, Lamont and Molnár in the case of international students studying towards BA

\textsuperscript{1428} Bourdieu, "The Forms of Capital," 173.
Bourdieu and Wacquant, \textit{An Invitation to Reflexive Sociology}, 118-19.
\textsuperscript{1429} King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour," 231.
\textsuperscript{1431} King, Findlay, and Ahrens, "International Student Mobility Literature Review”, 17.
\textsuperscript{1432} Ibid., 17-18.
\textsuperscript{1433} Wildavsky, \textit{The Great Brain Race: How Global Universities Are Reshaping the World}, 38, 47, 50.
\textsuperscript{1434} King, Findlay, and Ahrens, "International Student Mobility Literature Review".
in the UK, highlight the positive influence of other pupils and academics in the process of becoming mobile.\textsuperscript{1435}

The importance of friends and family, as formal and informal networks, in regards to spatial mobility reappears in other cases as well. A study by Williams and Baláž recognises the embeddedness of mobility in social relations, which influence the rationales for international mobility,\textsuperscript{1436} captured by the theory of social capital. However, increasingly social networks which influence individuals to become mobile students extend beyond the borders of family and friends, as they include also teachers and/or lectures at universities,\textsuperscript{1437} which complement Kim’s call for a support for academic mobility in order to increase ISM.\textsuperscript{1438} Brooks and Waters, similarly to Williams and Baláž, recognize the importance of many kinds of social networks in regards to ISM of tertiary education.\textsuperscript{1439} Finally, in terms of personal influences on actual spatial mobility, including various networks or people as mentioned above, Carlson refers to “information brokers,”\textsuperscript{1440} who point out the crucial information, which was unknown to students at the time of contemplating or prior to study abroad.

In this sense, New Zealand’s Ministry of Education conducted three national surveys on ISM (2004, 2007, 2011) with the following objectives: 1) identification of the general characteristics of international students in New Zealand – including their motivations and expectations from study abroad; 2) self-assessment of students’ academic performance – their

\begin{flushleft}
\textsuperscript{1435} Lamont and Molnár, “The Study of Boundaries across the Social Sciences,” 168-69.  \\
\textsuperscript{1436} Williams and Baláž, "From Private to Public Sphere, the Commodification of Au Pair Experience? Returned Migrants from Slovakia to the Uk," 1815.  \\
\textsuperscript{1437} Carlson, "Just a Matter of Choice? Student Mobility as a Social and Biographical Process".  \\
\textsuperscript{1438} Kim, “Transnational Academic Mobility, Internationalization and Interculturality in Higher Education.”  \\
\textsuperscript{1439} ESMU, "Internationalisation of Universities and International Student Mobility.”  \\
\textsuperscript{1439} Brooks and Waters, "Social Networks and Educational Mobility: The Experiences of Uk Students," 146.  \\
\textsuperscript{1440} Carlson, "Just a Matter of Choice? Student Mobility as a Social and Biographical Process".
\end{flushleft}
success rate; 3) determination of students’ satisfaction with their educational, pastoral and support services, with their living conditions and social circumstances; and 4) revelation of students’ future plans.\textsuperscript{1441} The objectives of all these three reports are identical, except that the 2007 report is also interested in students’ working experiences and their future employment plans in New Zealand.\textsuperscript{1442} This has inspired the research interests of this thesis, in particular by inquiring about students’ future mobility aspirations and employment. These reports, similarly to Chaban et al.’s, connect the motivations to study abroad to intercultural competence within the exchange programmes,\textsuperscript{1443} which is one the pivotal concerns of this thesis and will be discussed in greater detail in the following paragraphs.

In the case of the UK, King et al. in their article from 2010,\textsuperscript{1444} in a similar approach to their previous article from 2004,\textsuperscript{1445} point out the inherent imbalances between the inbound and outbound international students.\textsuperscript{1446} Both reports identified common features between the credit and the degree mobility based on students’ demographics and socio-economic characteristics. Employment related aspects and the university’s prestige are mostly preferred by ‘degree-mobile’ students as opposed to ‘credit-mobile’ students.\textsuperscript{1447} As far as the student cohort is concerned, the ‘2004 HEFCE report’\textsuperscript{1448} identified that study abroad in the UK is undertaken mostly by language students and by self-motivated students seeking to fulfil their

Deloitte, “The Experiences of International Students in New Zealand: Report on the Results of the National Survey 2007 - Researched for the Ministry of Education by Deloitte”.
\textsuperscript{1442} Deloitte, “The Experiences of International Students in New Zealand: Report on the Results of the National Survey 2007 - Researched for the Ministry of Education by Deloitte”. 1.
\textsuperscript{1444} King, Findlay, and Ahrens, “International Student Mobility Literature Review”.
\textsuperscript{1445} King et al., “International Student Mobility”.
\textsuperscript{1446} King, Findlay, and Ahrens, “International Student Mobility Literature Review”. 1.
\textsuperscript{1447} Carlson, “Just a Matter of Choice? Student Mobility as a Social and Biographical Process”. 3.
\textsuperscript{1448} King et al., “International Student Mobility”.
personal, professional and educational goals.\textsuperscript{1449} Their findings on students’ mobility factors and students’ characteristics have informed this thesis. The motivational factors are similar to other UK and New Zealand cases and consist of the improvement of English language competencies, future employment and income prospects, as well as improved networking and interpersonal competencies. The latter two benefits of ISM were also identified by Williams and Baláž’s other work also from four years later.\textsuperscript{1450} Consistent with Williams and Baláž’s findings,\textsuperscript{1451} language students and the improvement of language skills seem to constantly define ISM in English speaking destinations.

International students at universities in New Zealand, at Oxford in the UK and at the Charles in the Czech Republic identified the following motivations and expectations, which can be classified according to the fourfold analytical lens of this thesis (academic, economic, political and sociocultural): the wish to study in a foreign country in general (sociocultural) and the relatively lower cost of study in New Zealand in comparison to other English speaking countries (economic); New Zealand and the Czech Republic’s geographical location, including its natural beauty and scenery (sociocultural); the domestic fees scheme for PhD students, which previously covered also German and French MA students in the case of New Zealand (economic); New Zealand and the UK being an English language speaking country together with the ease in getting by using English in Prague (academic, economic, political); the international recognition of New Zealand, British and Czech qualifications (academic, economic, political); the quality of education and the acquisition of specific academic skills (academic, economic); safety (sociocultural) and better employment

\begin{thebibliography}{99}
\bibitem{1449} ibid., 6-7.
\bibitem{1450} Williams and Baláž, \textit{International Migration and Knowledge}, 1.
\bibitem{1451} Baláž and Williams, “Been There, Done That”: International Student Migration and Human Capital Transfers from the Uk to Slovakia.”
\end{thebibliography}
prospects based on study abroad and/or academic degree from New Zealand, the UK and from the Czech Republic (academic, economic); greater confidence and becoming more self-reliant (sociocultural); the wish to attend world-class/highly ranked universities (academic, economic); limited places in UK for the chosen education course, mostly in the case of the Czech Republic (academic, economic, sociocultural); and family/friends/university staff encouragement (sociocultural). These literature based findings reflect the range of motivational of factors and expectations surrounding study abroad. In all cases, it is rather a weighted combination of factors or the interplay of several factors rather than a single rationale or event that trigger mobility. There is only one study on serendipity by Ackers and Gill which explicitly refers to its role or the role of chance in migratory processes, despite its original connection with travel. This thesis addresses this gap as it sheds light on the role of serendipity in student mobility as one of its main research focuses. This is addressed at the end of this chapter.

1454 Ward and Masgoret, “The Experiences of International Students in New Zealand Report on the Results of the National Survey Prepared for the Ministry of Education”.
1455 Deloitte, “The Experiences of International Students in New Zealand: Report on the Results of the National Survey 2007 - Researched for the Ministry of Education by Deloitte”.
1456 Weibl, “The European Union Postgraduates in New Zealand.”
1457 King, Findlay, and Ahrens, “International Student Mobility Literature Review”.
1458 National Union of Students, ”Students Studying Abroad and the European Higher Education Area,” (2010).
1459 Findlay and King, ”Motivations and Experiences of Uk Students Studying Abroad”.
1450 Ackers and Gill, Moving People and Knowledge: Scientific Mobility in an Enlarging European Union, 59.
6.4.1 Motivations to study abroad – perceptions of international students

The empirical findings of the motivations and expectations of international students in regards to their study abroad is based on the question in the footnote,\textsuperscript{1455} which originates from the initial anonymous survey. This survey had 284 responses from New Zealand universities out of which 273 ranked their motivations; 131 total responses from Oxford out of which 124 engaged in the ranking and 106 from Charles University all of which ranked their motivations to study abroad. Figures 6.4.1.1 – 6.4.1.3 show 18 factors influencing the motivations to study abroad based on students’ perceptions in the order of their importance. Appendix 14 contains a table comparing the 18 factors influencing the motivations of students to study at their chosen destination in the order of most important from the top to the bottom.

\textsuperscript{1455} 0_20 How important were the following factors in choosing NZ, UK, CZ as a place to study (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all important, 5 means neither important nor unimportant and 10 equals to extremely important); educational agent’s recommendation; family/friend/teacher’s recommendation; a scholarship from NZ, UK, CZ or form your government/employee; cost of studying and/or living in NZ, UK, CZ; to acquire specific academic skills; university entrance requirements and/or easy to get visa; family’s preference; your own preference; English spoken in the country; family members and/or friends living in NZ, UK, CZ; the quality of NZ, UK, CZ education and/or international recognition of the NZ, UK, CZ qualification and/or university ranking; beautiful scenery and/or travel and adventure; safety (law and order); NZ, UK, CZ culture and lifestyle; preference of living in a foreign country; higher salary following study abroad and/or greater employability due to study abroad; opportunity to live in NZ, UK, CZ permanently at a later date; other – please specify.

0_9 Is study abroad a compulsory part of your current programme/degree at your university in home country?
0_14 Was New Zealand your first choice as a place of study?
0_6 Have you studied or lived abroad prior to your stay in New Zealand?
0_7 Have you visited New Zealand prior to your studies here?
0_13 what do you expect from your study/stay in NZ, UK, CZ: advanced personal skills (please type in your answer); advanced academic skills – knowledge acquirement (please type in your answer); employment while in NZ, UK, CZ (please type in your answer); employment after graduating (please type in your answer); leisure/travel (please type in your answer); culture (please type in your answer); social life (please type in your answer); accommodation – quality, location, cost … (please type in your answer); other (please type in your answer).
Figure 6.4.1.1: The importance of the following factors in choosing New Zealand as a place to study

Figure 6.4.1.2: The importance of the following factors in choosing the UK as a place to study
It can be seen that ‘your own preference’ scored at the top for students in the Czech Republic and second for those in the UK and New Zealand. The other top spot, taken by quality of the education was first in the UK while seventh in New Zealand and eighth in the Czech Republic. The category of ‘English speaking country’ as a motivation for study abroad scored on the top spot in New Zealand, while it was number four in the UK and ninth in the Czech Republic. This was number four in the UK and ninth in the Czech Republic. Preference for living in a foreign country was in second position in the Czech Republic (sixth in New Zealand and seventh in the UK) and the beautiful scenery and/or travel and adventure ended on the third position for international students in New Zealand and in the Czech Republic.

At the other end of the scale, students in all three locations ranked factors such as family members and/or friends living in UK, family’s preference and educational agent’s recommendation in the last three positions in terms of importance on their motivations for study abroad. Students’ wish to acquire specific academic skills ranked reasonably high (UK
– 3; New Zealand – 5, the Czech Republic – 6), which possibly negates the accusation of New Zealand and Prague being targeted by students mainly as tourist destinations, based on anecdotal evidence; moreover, it is in line with the previously identified highly regarded value of the education, based on students’ perceptions on outcomes of the IoU from the previous chapter. These findings confirm King and Ruiz-Gelices belief that motivations to study abroad are a mixture of educational, leisure, travel and experiential goals of individuals. These findings did not confirm that New Zealand would be preferred over the UK based on the lover cost of study, as suggested by the literature, because this factor ranked number eight in New Zealand and ninth in the UK. On the other hand, the findings are in line with geographical locations and natural beauty and scenery being of high preference in the case of New Zealand and the Czech Republic. The interplay of serendipity does not appear just yet in this ‘cocktail’ of motivational factors, but there are a few references to it in the responses to the open ended question on why did students choose to study in New Zealand, the UK and in the Czech Republic.

The following Table 6.4.1.4 contains the most frequently cited students’ choices in regards to their study in the particular country, derived from Appendix 15 which records all of students’ answers in this regard classified according to the academic, economic, political and

---

1456 King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour," 231.
Butcher and McGrath, "International Students in New Zealand: Needs and Responses," 7.
Ward and Masgoret, "The Experiences of International Students in New Zealand Report on the Results of the National Survey Prepared for the Ministry of Education".
Deloitte, "The Experiences of International Students in New Zealand: Report on the Results of the National Survey 2007 - Researched for the Ministry of Education by Deloitte".
Weibl, "The European Union Postgraduates in New Zealand."
King, Findlay, and Ahrens, "International Student Mobility Literature Review".
Students, "Students Studying Abroad and the European Higher Education Area".
Findlay and King, "Motivations and Experiences of Uk Students Studying Abroad".
1458 0_17 why did you choose to study in NZ, UK, CZ?
sociocultural analytical lens, first in the case of international students at New Zealand universities; second, students at the University of Oxford; and third, at the Charles University.

Table 6.4.1.4: Students’ choices in regards to their study in New Zealand, the UK and in the Czech Republic: according to academic, economic, political and sociocultural motivations

<table>
<thead>
<tr>
<th>New Zealand – Academic (190 out of 284 responses)</th>
<th>UK – Academic (143 out of 131 responses)</th>
<th>Czech Republic – Academic (63 out of 106 responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of NZ education/international recognition of the qualification/university ranking (62)</td>
<td>The quality of the UK education/international recognition of the qualification/university ranking (50)</td>
<td>Bilateral agreement/study programme (14)</td>
</tr>
<tr>
<td>To acquire specific academic skill (42)</td>
<td>English spoken in the country/education in English (31)</td>
<td>To acquire specific academic skill specific (13)</td>
</tr>
<tr>
<td>English spoken in the country/education in English (30)</td>
<td>To acquire specific academic skill specific (25)</td>
<td>The quality of the Czech Republic education/international recognition of the qualification/university ranking (10) Czech language (10)</td>
</tr>
<tr>
<td>Cost of studying/living in New Zealand (53)</td>
<td>Cost of studying/living in the UK (7)</td>
<td>Cost of studying/living in the Czech Republic (20)</td>
</tr>
<tr>
<td>Quality of life (15)</td>
<td>Higher salary following study abroad/greater employability due to study abroad (4)</td>
<td>Opportunity to live in the Czech Republic at the later date (3)</td>
</tr>
<tr>
<td>New Zealand – Political (27/284)</td>
<td>UK – Political (1/131)</td>
<td>Czech Republic – Political (0/106)</td>
</tr>
<tr>
<td>Safety - law and order (26)</td>
<td>Safety - law and order (1)</td>
<td>0</td>
</tr>
<tr>
<td>Beautiful scenery/travel and adventure (75)</td>
<td>Preference of living in a foreign country (17)</td>
<td>The Czech culture and lifestyle (49)</td>
</tr>
<tr>
<td>New Zealand culture and lifestyle (45)</td>
<td>The UK culture and lifestyle (11)</td>
<td>Beautiful scenery/travel and adventure (24)</td>
</tr>
<tr>
<td>Family/friend/teacher</td>
<td>Family/friend/teacher</td>
<td>Distance from home country</td>
</tr>
</tbody>
</table>
recommendation and family members/friends living in New Zealand (35)
recommendation and family members/friends living in the UK (10)
Friendly environment for international students (26) Beautiful scenery/travel and adventure (9)
Family/friend/teacher recommendation and family members/friends living in the Czech Republic (11)

These answers help to explain the previous factors of mobility and the consideration of students’ expectations in regards to their study abroad. Due to their more qualitative character they are also of value to the next stage of this research on the intercultural competencies of students, knowledge transfer, students’ identities, the forming of their cosmopolitan mindsets, and their perceptions on their employability and future mobility aspirations. Table 6.4.1.4 classifies the students’ choices according to their academic, economic, political and sociocultural character. The first column contains New Zealand data, the second pertains to the UK and the third has the answers from Czech Republic with the particular category and followed by the sum of references within the particular category and the number of students’ responses in bold italics. Each category then gathers several subgroups of answers, with a sum of references beforehand, which are identical to those of students’ motivations in regards to study abroad in the graph above. The subcategories are the most numerous from top down, the rest of the data can be found in Appendix 15. While it is challenging to quantitatively compare this data, for example because of the different response rates; the New Zealand data comes from more than one university; and/or because some students recorded more than one answer, which is in line with the literature on ISM, it helps the more qualitative explanation.
This data, based on the categorisation of responses confirms previous findings that the motivations to study at New Zealand universities and at Charles are predominantly sociocultural while Oxford is selected for academic motivation. However, what is different in the case of New Zealand universities is that there is seemingly a much higher appreciation of the ‘New Zealand education/international recognition of the qualification/university ranking’ to the previous data, because it received 62 responses here, second after the ‘beautiful scenery/travel and adventure’ (75 responses) as opposed to being in seventh place out of 18 when it comes to the degree of importance of factors influencing mobility. This is reinforced by the fact that there were 45 references within the academic sub-category of ‘to acquire specific academic skill’ which raises the score of academic further. According to this data only 4 students chose to study at Oxford out of 131 respondents because of the ‘higher salary following study abroad/greater employability due to study abroad;’ while, the same category scored seventh position out of 18 in the previous findings. An interesting finding in the case of the Charles University as well as in the case of universities in New Zealand is that the geographical distance of these places matters to many students, which is a category of motivation for study abroad which was not used and/or thought of being used in the previous question.

18 of the international students at Charles appreciated the geographical proximity of the Czech Republic to their homes and tourist destinations as the following answers from Appendix 15 demonstrate: geographical location - ‘practically speaking I knew my friends and family could easily come and visit me; the opportunity to travel around Europe’ (Benjamin_UK). There were five such students at Oxford, who saw Oxford ‘being not far from home’ in general, or ‘not far from home in the case of emergency’ or in regards to
‘being close to friends at home.’ In the case of 21 students at universities in New Zealand, see the Appendix 15, the opposite was true as they appreciated this country’s geographical remoteness from their homes expressed as being: ‘as far as possible;’ ‘it is the furthest away I can get from home;’ ‘far away yet a global platform;’ ‘opportunity to travel to different destinations from here;’ and New Zealand being ‘off the beaten track.’

These types of motivations, being away and/or far-away from home, were already mentioned by several students speaking of the ‘push and pull’ factors of mobility, in particular four students from the longitudinal study at New Zealand universities, four at Oxford and two at Charles. Lastly, this question identified one category of motivations which contribute to the choice of place to study, which is a ‘friendly environment for international students’ by 25 students in the case of New Zealand universities only. They referred to friendly people, less discrimination against Arabs; a more tolerant society; tolerance to cultural diversity; locals friendly towards international students; which is perhaps based on students’ prior knowledge of New Zealand society either second hand or first hand.. Lastly, there was one account of serendipity in regards to mobility, as one student at New Zealand institution wrote that his study there seems to be the result of a lucky chance and good timing. Serendipity is further investigated in the final part of this chapter.
6.5 Previous mobility

The literature on student mobility recognises the positive impact that previous mobility experience has on the likelihood of future mobility.\textsuperscript{1459} Similarly, there is a positive influence and motivation from mobile students and staff on others,\textsuperscript{1460} which was also identified in several cases in the previous chapter in regards to the benefits of ISM to their host universities and domestic students. Some students thought that one of the benefits of having international students might be that they will inspire other students to go abroad.\textsuperscript{1461} This thesis considers additional information on students’ mobility history and information as to whether their degree had a compulsory study abroad element.\textsuperscript{1462}

In the anonymous survey on international students at New Zealand universities, 81 per cent (244 students) said that study abroad was not a compulsory part of their current programme, so they were fully enrolled in their universities for the whole duration of their degree, and 42 students (15 per cent) had a compulsory study abroad component. Out of these students 200 (70 per cent) selected New Zealand as their first choice of study destination, 86 students (30 per cent) did not. The ratio is similar, albeit slightly higher, in the case of Charles University where 26 students (25 per cent) were exchange or ‘credit’ students, while 80 of them (75 per cent) were ‘free movers’ and 72 of these students (68 per cent) had the Czech Republic or Prague as their main study destination. At Oxford there were four (3 per cent) students in this

\textsuperscript{1459} King, Findlay, and Ahrens, “International Student Mobility Literature Review”.
\textsuperscript{1460} Lamont and Molnár, “The Study of Boundaries across the Social Sciences,” 168-69.
\textsuperscript{1461} Befriending international students can lead to mutual visits in later on (Kristina_CZ), so international encounters are seen in general as inspirational ‘travel more’ (Anonymous17_NZ, Heather_NZ) and ‘incentive for domestic students also to go abroad’ (Steffi_CZ).
\textsuperscript{1462} 0_9 Is study abroad a compulsory part of your current programme/degree at your university in home country?
0_14. Was New Zealand your first choice as a place of study?
0_6. Have you studied or lived abroad prior to your stay in New Zealand?
0_7. Have you visited New Zealand prior to your studies here?
survey who had their study based on a compulsory exchange and 128 students (97 per cent) were enrolled full time at Oxford for the entire length of their degree, out of these 119 (90 per cent) had Oxford university as their first choice of study and 13 students (10 percent) did not. In the case of Charles this challenges the anecdotal belief that most of the international students are Erasmus students: only 26 of them were ‘credit students.’

Where students have a history of mobility this may play a supporting role in their decision to study abroad. Out of 286 international students at New Zealand universities, 120 students (42 per cent) had already studied or lived abroad prior to their stay in New Zealand. 227 students (79 per cent) did not visit New Zealand prior to their study while 49 had visited earlier for a holiday, 19 who studied and one had taken a business trip to New Zealand. In the case of Oxford 76 students (58 per cent) had lived abroad prior to their UK study, 55 students (42 per cent) had not. 81 students (61 per cent) had visited Oxford prior to their studies for the purpose of holiday, 23 students (17 per cent) had studied there and 6 (5 per cent) had come to Oxford for business prior to their study there. Finally, in the case of the Charles University, 37 international students surveyed had already lived abroad, which is the lowest number out of these three case studies. 67 (63 percent) of these students have not been to the Czech Republic before, whereas, 38 students came here for holiday, 7 for study and 3 for business. There is a significant number of international students who were mobile prior to their studies at these three locations. Hence, students’ previous mobility together with their current mobility can result in future mobility. This is further discussed in Chapter 8 in the context of students’ future mobility aspirations and perceptions of employability. Several international students engaged in this research stayed abroad (in the host country) or moved to a different country after they finished university degrees. Hence, they fulfilled their expectations and
motivations to remain mobile in the future. The following paragraphs introduce students’ expectations of their stay abroad followed by their perceptions on risk, uncertainty, knowledge and serendipity.

6.6 Expectations from study abroad - perceptions of international students

The findings on students’ expectations in regards to their study abroad are complementary to the data on students’ motivations for study related mobility and the factors which influenced their decisions. Students were asked to choose from the list of expectations selecting as many as apply to them and to record their particular expectations or interests within each group of expectations.\footnote{0_13 what do you expect from your study/stay in NZ, UK, CZ: advanced personal skills (please type in your answer); advanced academic skills – knowledge acquirement (please type in your answer); employment while in NZ, UK, CZ (please type in your answer); employment after graduating (please type in your answer); leisure/travel (please type in your answer); culture (please type in your answer); social life (please type in your answer); accommodation – quality, location, cost … (please type in your answer); other (please type in your answer).} This allowed the collecting of qualitative data from a large number of respondents as well as enabling a quantitative outlook based on the number of responses as can be seen in Figures 6.6.1 – 6.6.3. There were 271 responses in the case of New Zealand universities, 124 from Oxford and 100 from Charles. Appendix 16 contains a table which compares students’ study abroad expectations in New Zealand, the UK and in the Czech Republic. It is followed by detailed responses of international students about their expectations of study abroad.
Figure 6.6.1: Expectations of international students from study/stay in New Zealand

Figure 6.6.2: Expectations of international students from study/stay in the UK

Figure 6.6.3: Expectations of international students from study/stay in Czech Republic
Advanced academic skills account for the most widely expected outcome of study abroad especially from New Zealand universities and Oxford. While the expectations of advanced academic skills at Charles University was in third position, behind culture and leisure/travel, it can be argued that its position is similarly important to that at NZ universities and at Oxford, because the difference between the first, second and the third positions of students’ expectations were only by differences in ranking of one and three students as you can see in the above figures. Looking at students’ expectation of skill enhancement, previous questions did not investigate this in terms of advanced personal skills. Answers to this question revealed that students expect their personal skills to improve, especially in the case of New Zealand universities and Oxford (third position in both cases), but Charles is not far behind when the relative difference is considered. Furthermore, student expectations confirmed the strong interest in leisure/travel in the cases of New Zealand universities and Charles.

Interestingly, the expectation of better employment after graduation was at second position in the case of Oxford fourth in the case of New Zealand universities, which did not score highly in the previous questions on motivations and reasons to study abroad. In addition, focus on the expectations of students closely relates to further study of their intercultural competencies, knowledge transfer and the shaping of their personal identities, as well as perceptions of employment, future mobility aspirations and the forming of their cosmopolitan mindsets; it is also connected with students perceptions on the outcome of the IoU, the role of ISM in society and the wider global context in the previous chapter, especially where the outcomes and expectations about skills and knowledge are concerned.
Turning to the more detailed findings on students’ expectations, the following paragraphs focus on expectations in terms of advanced personal and academic skills, the remaining detailed data, which contains samples of students’ testimonies can be found in Appendix 16. The analysis of personal skills focuses on communication skills; skills and/or characteristics of a cosmopolitan or global citizen; and intercultural competence or communication. This is because these relate to acquisition and transfer of knowledge, intercultural competence and the shaping of identities and the forming of students’ cosmopolitan mindsets. There were also strong references to these three types of skills in the previous chapter in particular looking at students’ perceptions of globalisation, on its effects on themselves; students’ perceptions on the role of student mobility in the global context and on the wider society; students’ perceptions on the outcome of the IoU; analysis of internationalisation strategies; interviews with stakeholders engaged in the IoU at international, European, national and institutional levels.

6.6.4 Expectations from study abroad - Personal skills

These three types of skills were the most frequently mentioned personal skills in all three case studies differing only in the final score; communication skills were top among the responses from the New Zealand universities with 26 responses and top in Oxford with 13 references and they had 6 responses from the Charles University. The skills or characteristics of a cosmopolitan/global citizen were in second position from New Zealand with 21 references and in third at Oxford with 8 responses, and they had 7 responses at Charles. Students there did not make a clear distinction between the cosmopolitan skills and those of intercultural communication. The intercultural competence of communication skills received
13 responses from New Zealand and 11 at Oxford. The examples of communication skills,\textsuperscript{1464} skills or characteristics of a cosmopolitan or global citizen\textsuperscript{1465} and intercultural competence or communication\textsuperscript{1466} based on students’ testimonies from all three case studies can be found in the footnotes below.

### 6.6.5 Expectations from study abroad - academic skills

In New Zealand most of the students canvassed in the anonymous surveys declared academic skills as the area of highest expectation from the options provided. This pertained mostly to the advancement of academic skills in students’ particular fields of study, followed by research and lab skills, including gaining skills to conduct and finish PhD degree as well as language proficiency. This trend is illustrated in the above graph. In the case of the expectation from study/stay in the UK the advancement of students’ academic skills scored the highest. The same is true for the particular expectations within the pool of the academic skills. Students mostly expect to gain skills related to their chosen study fields, including their

\textsuperscript{1464} NZ - interpersonal and social skills; Oxford - social awareness, social interaction with British culture, interaction with students, social experience, bound to improve communication skills, become more socially apt, practice communicating with peers; Charles - being more comfortable with meeting new people, social skills.

\textsuperscript{1465} NZ - to become more aware of the word, preparing myself for a global platform, better understanding of world cultures, international experience, a global student audience means I can learn from them as they can from me, international student environment gives you good exposure get to know the world, see more of life, widen my experiences and perceptions, higher tolerance, learn about a new country and people, openness to new cultures and people, good to get out of my comfort zone and meet new people and learn about a new place, relate to all kinds of people better understanding of other cultures, adapting to new cultures, a more broad perspective and understanding of other cultures, get a better understanding of different cultures; Oxford - communication with the people around the world, relating to people from all walks of life, international friendships, meeting students from a variety of backgrounds and becoming more competent in communicating with other from different backgrounds, more open-minded and flexible, broadening of own horizon, appreciation and knowledge of many different cultures; Charles – please see the following footnote as they are intertwined.

\textsuperscript{1466} NZ - intercultural competence, cross-cultural communication, learning to work with people of different background; Oxford - working across cultures, more competent in communicating with others from different backgrounds, being flexible in adjusting to cultures, ability to communicate cross-culturally, flexible interacting with different cultures, communicate with different people on cross-cultural stage; Charles - to get to know how to get along with people from all over the world, learning about other cultures, intercultural contacts, ability to meet different people, better at communicating with different people.
research skills - ‘associated with my DPhil,’ followed by improved debating, presenting, thinking (critically) and writing skills, so they can ‘become (a) competent scientist(s).’ Moreover, students expect ‘in-depth,’ ‘state-of-art’ and ‘up-to-date knowledge’ often knowledge ‘gained from world experts,’ as well as ‘solid basics, wide coverage of related fields and allowance for further exploration, specialisation in research, networking and future publications.’ Students also expected ‘familiarity with (an) approach to (my) discipline[s] other than that of (my) [their] home university,’ hence ‘simply seeing different approaches to (my) [their] subject[s].’

The testimonies from students at Charles New Zealand and at Oxford are very similar. They account for improvement of English and Czech language skills; knowledge in regards to students’ fields of study and research interests, including ‘new approach of the subjects,’ ‘new aspects, different perspectives and up to date knowledge,’ ‘laboratory skills,’ ‘new methods’ and skills essential for completion of a ‘PhD thesis;’ and finally students expect to gain ‘more knowledge on European politics, history and culture,’ and ‘views on central European politics and relations.’

Mapping of students’ expectations in regards to their study abroad allows for better understanding of their experiences abroad. Unpacking these expectations in terms of personal and academic skills will assist the analysis of students’ intercultural competencies, knowledge transfer, the shaping of their identities and forming of cosmopolitan mindsets.
6.7 Risk and uncertainty

Fear of the unknown as one of the barriers to mobility relates to the issue of risk, uncertainty and knowledge, which has been recently connected to the phenomena of ISM; although there is no single comprehensive theory to describe it.\footnote{Williams and Baláž, "Migration, Risk, and Uncertainty: Theoretical Perspectives," 168-69.} While this discourse originated in economics and sociology, it is applicable to the notions of mobility and/or migration, because they are informed by risk and uncertainty. Migration and mobility can be thought of as forms of knowledge acquisition which can reduce the perceptions of risk and uncertainties about the future mobility of both mobile and non-mobile individuals and in both sending and receiving countries.\footnote{Alwang, Siegel, and Jorgensen, "Vulnerability: A View from Different Disciplines", 3, 25.} This stresses the previous finding, which revealed a strong link between mobility experiences and the likelihood of future mobility.\footnote{King, Findlay, and Ahrens, "International Student Mobility Literature Review".} This is because the possession of mobility/migration related knowledge and because the mobility experience enhances feelings of confidence and independence. At the same time, it is believed that migration is more prone to uncertainty than risk. Risk applies to circumstances which are known and where outcomes can be understood in terms of probabilities; uncertainties describe imperfect knowledge of the situation and an unpredictability of outcome. Uncertainty can be understood as uninformed risk.\footnote{Williams and Baláž, "Migration, Risk, and Uncertainty: Theoretical Perspectives," 168-69.} Mobile individuals or students tend to weigh up risks based on knowledge vis-à-vis certainties in regards to their study abroad. Uncertainties are difficult to measure since they are by definition unknown. Students considering the variety of rationales which translate to their motivations and expectations in regards to study abroad are likely to think in terms of risks rather than uncertainties. Therefore, knowing the risks and concerns of uncertainties play a part in the process of decision making in regards to mobility.
Some of the motivations to study abroad relate to leisure activities including adventure seeking, which suggests that individuals are “selective”$^{1471}$ and attracted to exciting experiences; they are “edgeworkers”$^{1472}$ a concept closer to adventure tourism than to student mobility. However, study and living abroad can be challenging and are often perceived as risky. This captures one of the initial ideas of student exchanges: to shape individuals’ self-confidence and independence. Seen in this light, risk is valued positively as it offers opportunities to develop interpersonal skills and intercultural skills.$^{1473}$ However, there are international students who prefer their study abroad to be at least risky as possible. This is one of the distinctions between the EU exchange schemes and the free movers type of study abroad which are mostly organised by individual students’ themselves. Another aspect of mobility which differs from the usual set of rationales for mobility or study abroad is serendipity. This lucky coincidence or chance combines unpredictability with notions of risk and uncertainty as it is hard to know how this will play out across the mobility cycle of an individual.

6.7.1 Risk and uncertainty – perceptions of international students

International students were questioned about their attitudes in regards to risk and uncertainty throughout the longitudinal study of this thesis. First, they were asked questions about aspects of their departure and mobility;$^{1474}$ second, they were asked questions about specific risks

---

$^{1471}$ Ibid., 174.
$^{1472}$ Ibid., 175.
$^{1473}$ Ibid.
$^{1474}$ 3_4 Did your move abroad have an element of risk or did you feel uncertain about some aspects of your decision to study abroad?
about moving abroad; third, they were asked about their attitudes to risk and uncertainty after they had been living abroad for some time, considering the role of their age in this regard; and fourth, they were asked questions on risk and uncertainty and also the role of chance linking into the topic of serendipity, which is examined in the following section.

Figures 6.7.1.1 – 6.7.1.3 contextualise the risk and uncertainty surrounding mobility based on students’ perceptions at New Zealand universities, the University of Oxford and the Charles University. They show students’ perceived degree of importance in terms of the suggested categories. These categories originate from the literature on risk and uncertainty, but they are covered in most of the students’ references to risk and uncertainty.

---

12_19 There may be specific risks when moving to live abroad. How important would these risks be in deterring you from moving abroad? Poor hygiene; health concerns; different climate/weather; crime/terrorism; poor accommodation; political unrest; local customs/religion; natural disasters; weakening ties with family/friends; financial risk; employment; other (Please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not important at all, 5 means neither important nor unimportant and 10 equals to extremely important).

1476 Skype 30 How do you perceive risk and uncertainty in general or in terms of mobility after having lived abroad?

EM_3 When weighting the risks and uncertainties in regards to your study abroad, which did you leave to chance or good fortune?

12_19. There may be specific risks when moving to live abroad. How important would these risks be in deterring you from moving abroad? Poor hygiene; health concerns; different climate/weather; crime/terrorism; poor accommodation; political unrest; local customs/religion; natural disasters; weakening ties with family/friends; financial risk; employment; other (Please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not important at all, 5 means neither important nor unimportant and 10 equals to extremely important).
Figure 6.7.1.1: Risk and uncertainty – perceptions of international students in New Zealand

Figure 6.7.1.2: Risk and uncertainty – perceptions of international students in the UK

Figure 6.7.1.3: Risk and uncertainty – perceptions of international students in the Czech Republic
The most commonly cited aspect of risk and uncertainty were: employment; crime/terrorism; political unrest; health concern; poor hygiene; and in the case of New Zealand, weakening ties with family and friends. These factors ranked at the top of students’ perceived barriers to mobility. New Zealand was seen as more risky in comparison to Oxford and Prague is most likely due to the geographical distance of New Zealand to any other home country in general. While there could be other reasons for this, many students mentioned in their answers to the following question that the proximity of Oxford and Prague to their home countries lessened their concerns when they were weighing the factors influencing their decision to study there. Interestingly, according to the graph, the least worrisome categories in each case study were local customs or religion and different climate or weather. This is reinforced by sociocultural aspects of mobility scoring the highest when it comes to the ‘push and pull’ factors of mobility and in terms of students’ motivations to study abroad. However, the greatest barriers to mobility are also of sociocultural character.

6.7.2 Risk and uncertainty - perceptions of international students - pre-departure

Turning to students’ views on risk and uncertainty in regards to their pre-departure and experiences abroad, in all cases (New Zealand, the UK and the Czech Republic) there was a similar proportion of students, usually one third to one quarter, who did not encounter any events or aspects leading to mobility which they would consider risky or uncertain. In the case of international students at New Zealand universities, 10 out of 42 students perceived neither risk nor uncertainty in regards to their study abroad. Six of them stated this without offering any specific explanation, but one of them explained that her initial visit to New
Zealand was a holiday, which by chance turned into study. Her PhD study can thus be considered as a serendipitous event, which she later confirmed in her answers to questions on serendipity. Another student stated that in her case ‘it was a leap of faith’ (Ghislaine_NZ), not a risk; while, other students believed that they eliminated any risk/uncertainty through thorough preparation, for example: ‘no, I don’t believe in formative opinions before I go to a place. I didn’t think there was an element of risk,’ (Raj_NZ) and ‘I felt no uncertainty and had planned/expected to move abroad for my PhD for years (virtually before I even started my BSc), the only question was ”where?”’ (Leslie_NZ). On the other hand, one of the students actually likes risk taking: ‘I enjoy taking risks but had absolutely no doubt as to the fact that going overseas to study was the best decision I made’(Anonymous16_NZ), which characterises the “edgeworker.”

In the case of the international students at Oxford, five out of 15 did not believe that their study abroad involved risk or uncertainty. Similarly, four out of twelve students at Charles did not think of their experience abroad in terms of risk and uncertainty. One of the reasons was a previous visit to the study destination which confirms the literature which emphasises a strong link between previous mobility experiences and the likelihood of future mobility. For example: ‘No; I had to go on exchange as part of my undergraduate degree, and the decision to stay felt right’ (Benoit_UK) and ‘No, Not much risk involved as it is part of an organised programme’ (Carlos_CZ). The majority of students perceived more than one element of risk and/or uncertainty, for example Eric_NZ - ‘I was never sure whether or not I would be able to ’fit in’ socially, would I be able to be financially responsible and whether or not I have the willpower to work hard academically. I didn’t know anyone in NZ and there

1479 Williams and Baláž, ”Migration, Risk, and Uncertainty: Theoretical Perspectives,” 175.
1480 King, Findlay, and Ahrens, ”International Student Mobility Literature Review”.
was always the risk that my chosen field of study was actually the one that is suitable for me.’

Most of the students’ testimonies fall into categories such as those in the graphs above and their responses therefore validate the commonly used categories of risk and uncertainty; however, some of the answers would better fit into new categories for example concerns about study, which is an obvious aspect of risk. Students’ responses are henceforth introduced according to the categories based on the nature of their responses.

1. Study (assignments, supervisors, exams, content of study, returning to study from professional lives, style of education, degree recognition)

The majority of the students were uncertain and/or find their stay abroad risky in connection to their studies; they especially ‘had doubts about the outcomes of (my) [their] study in university’ or whether they ‘could pass the exams so that (l) [they] can gain the certificate smoothly’ (Anonymous20_NZ), or as Anonymous33_UK said: ‘there is always the risk that I might not achieve what I set out to do, getting a doctorate degree,’ at the same time she adds that she ‘always felt certain about studying abroad.’ Another worry was ‘the differences of teaching and thinking’ (Thong_NZ) or study as a mature student, ‘the element of risk was that I was taking up studies after a gap of 21 years, I was not sure whether I would be able to cope. Besides not knowing a soul in this new country was also a problem’ (Namisha_NZ) which similarly to the following statement demonstrate the cluster of risk/uncertainties as opposed to a single element, ‘I studied in NZ because of a scholarship, so the risk was to fail

1481 Poor hygiene; health concerns; different climate/weather; crime/terrorism; poor accommodation; political unrest; local customs RELIGION; natural disasters; weakening ties with family/friends; financial risk; employment; other

1482 Study (assignments, supervisors, exams, content of study, returning to study from professional lives, style of education, degree recognition); right decision; living alone far away from home; unspecified/general worries; previous mobility experience.
after approx. 8 years of not going to any university. The uncertainty was to find a job after coming back home. The challenge is still to get better wage’ (Anonymous29_NZ). Few postgraduate students worried about their ‘supervisory team (since they) had not met them in person’ prior to their arrival, ‘but sometimes you have to be willing to take a risk’ (Anonymous12_NZ). The quality of the university and curricula presented a risk also, as Anonymous2_NZ said: ‘I wasn't sure about the quality and content of my university courses. Moving itself was okay because I already had friends in the country,’ or ‘a definite element of risk, but worthwhile for sure. Was not sure about the University and those doubts were kind of proven’ (JP_NZ). In addition whether their degree would be recognised was an issue as well, in the case of a Canadian Renata_CZ ‘the risk taken was whether or not my diploma will be accepted in my home country.’

2. The right decision

Several students questioned their overall decision to take up study abroad; they perceived the whole study endeavour as a risky business. Again this worry was accompanied by other elements of leaving home. These three testimonies capture it well: 1, ‘I wasn't sure if it was the best decision but I knew that it was what I wanted for a long time. My boyfriend and family were really supportive and I went on with my decision to come study in New Zealand’ (Anonymous19_NZ); 2, ‘Unsure if I made the right decision to study abroad at first. I think there's always an element of risk because you're going to a new country alone’ (Anonymous3_NZ); and 3, ‘I was not sure if I chose the right place to study abroad. I knew I really wanted to see New Zealand, but as a student who studies international development maybe this was not the best country for this specific topic’ (Anonymous10_NZ).
3. Financial risk and employment

The financial risk was often intertwined with the ability to generate income through employment (but not exclusively with employment), which is another typical category of risk and uncertainty in terms of mobility, for example Noelani_NZ said, followed by Matt_UK: ‘I felt a little uncertain about the cost of living in New Zealand (...) but it was a very minor anxiety, because I figured I had been wanting to do this my entire life and I wasn't going to back out for anything (...) worried about not being able to work (...) I wasn't able to get a work visa, but again I was too determined to make things work out,’ and ‘Yes. I was unsure how it would work from a career perspective.’ In addition, concerns were raised about future employment, ‘The only part that I was most concerned with is the fact that I would have to return home and work for the government, which may not be the best job available’ (Jed_UK) ‘Uncertain about the time after I am back at home (job, regrets that I didn't manage to stay longer’ Olga_CZ and ‘uncertain as to what would happen at the end of the exchange.’ Tony_CZ.

4. Local customs/religion

The worries tied to local customs and religion can vary from the food to the general conditions in society; for example Imko_NZ ‘was not aware of the cultural and social condition in New Zealand’ and ‘whether I can get accustomed to the life in New Zealand’ (Anonymous20_NZ). For Anonymous18_NZ ‘the main risk of moving abroad is financial concerns and somehow cultural differences for me;’ while, Heather_NZ ‘was very worried
about how people might be fundamentally different (...) I'm vegan so food was a bit of a worry.’

5. Living alone far away from home

Some students worried about their ‘ability of living alone in a foreign country for a very long time (Jennifer_NZ) and ‘it was a bit of a risk because New Zealand is so far away from my home country. I wasn't too certain about this trip’ (Alexandra_NZ). The perceptions of risk and uncertainty, similar to the motivations for mobility, can change over time or through the mobility/migration experience. As Anna_UK puts it: ‘moving to an unknown place always feels exciting but uncertain at the same time. First, I am always super excited and at some stage I than realise that I have not a real idea of what life will be in the new place.’ In some cases students deal with unpleasant feelings, which highlight the role of knowledge in regards to risk and uncertainty,\textsuperscript{1483} as in the next two examples: ‘I felt that it was the wrong decision even before I arrived, and on my first day in Oxford I was convinced that I had made a mistake. By the end of the year my perception of the university and especially the city had changed somewhat. But the whole experience was a risk for me, since I was both unprepared for and unwilling to deal with a year on my own in a foreign country,’ (Jason_UK) and ‘I was terrified a few days before I headed off. I thought going to Oxford would be way too hard for me and that I wouldn’t be able to cope at all. So yes, I was excited but nervous even more than that’ (Anonymous34_UK). The following testimonies perhaps challenge the premise that mobility and migration are prone to uncertainty rather than risk, because the feeling of uncertainty seemed to escalate. ‘I did not feel there were any risks but I was uncertain about

\textsuperscript{1483} Alwang, Siegel, and Jorgensen, “Vulnerability: A View from Different Disciplines”. 3, 25.
going in general’ (Jess_NZ) and ‘I felt uncertain at the beginning (...) stress and other bad thoughts came up after a few months’ (Anonymous5_NZ). On the other hand, both of the students went abroad which shows that despite unspecified uncertainties mobility occurred. Finally, Aaron_CZ pointed out another aspect of risk and uncertainty ‘or sure, it is a big change, so it is always risky. But I did not feel like I was doing wrong,’ which perhaps refers to intuition.

6. Poor accommodation and natural disasters

Concerns about accommodation and natural disasters are also typical categories of mobility related risks and uncertainties, which was the case of few students, for instances ‘I was also worried about practical things, like trying to find an apartment’ (Heather_NZ) and ‘Just some anxiety concerning living conditions (...) if there might be a medical emergency, but I have never had to use a doctor overseas’ (Reid_CZ) which in Reid_CZ’s case was perhaps more prominent, because his whole family lived with him while in Prague. As for the natural disaster, despite a large number of international students who left the UC following the September 2010 and February 2011 some stayed ‘yes, within 8 days Christchurch had an earthquake but I still decided to stay and not move to another city or go home’ (Anonymous17_NZ).
7. Previous mobility experience

The literature claims that previous mobility experience can lower the perception of risk and uncertainty.\textsuperscript{1484} This is confirmed by Michael UK’s response as he still perceived risk: ‘it certainly had an element of risk (would I find new friends, would I be able to cope with living alone abroad?), but I was strengthened by previous experience of living abroad and away from home during my gap year’ (Michael UK). Similarly, as Anonymous37 UK puts it ‘I was excited to study abroad. I guess it carried an element of risk but I didn't worry about it.’ This expresses Anonymous37 UK’s confidence in his skill set which help to adjust to living abroad, and/or it may describe the ‘euphoria’ and ‘thrill’ from international experience that lower the perception of risk.

8. Weakening ties with family/friends

Finally, weakening family ties and friendships were one of the most often cited risks and uncertainties in regards to mobility. This is reinforced by the fact that when it comes to the ‘push and pull’ factors of mobility, as identified earlier, relationships with family and friends are those which keep people at home the most. For example: ‘the only uncertainty was with regards to my Dad’ (Debbie UK) and ‘there was no real element of risk but I was not sure to be able to continue studying in France when I had to go back to France (and I had to go back). My mother was in bad health in France. Difficult to leave family in doubt’ (Benjamin UK). Furthermore, Kristina CZ highlighted an important, fact of a possible

\textsuperscript{1484} Ibid.
change of values or character, which suggests research on gains and losses in regards to mobility: ‘I left my bf alone for some months, wasn’t sure if he would visit me because he hates travelling. I was not sure if it would be the same afterwards. Rest was ok, knew Czech Republic before, the cultural difference is not big and it’s only 300km away.’ Consequently, there are types of risks or uncertainties which cannot be eliminated, for example by improving information in regards to the study destination or possession of intercultural skills. So, while in general, ‘credit mobility’ is being perceived less prone to risk and uncertainty in comparison to ‘whole degree/free movers’, when it comes to family ties and relationships arguably there is no difference.

6.7.3 Risk and uncertainty versus serendipity

This discussion will now examine the link between risk, uncertainty and serendipity. Students were questioned about chance and good fortune and their study abroad. The question sought to identify whether, as literature suggests, mobility is more prone to uncertainty. There were 37 responses to this question. All responses came from students who completed the longitudinal study as it was among the last set of open-ended questions sent to students via email. Their answers are classified according to the same eight categories used in the paragraphs above. Several responses are similar to students’ previous calls and attitudes to risk and uncertainty; therefore, the following paragraphs deal with those which are more serendipitous in nature. Content analysis has been done in regards to the wording of ‘risk,’ ‘uncertainty,’ ‘good luck,’ and ‘chance,’ because these words appeared in actual wording of the question. As can be seen in the Table 6.7.3.1 on risk and uncertainty versus serendipity,

1485 When weighting the risk and uncertainties in regards to your study abroad, which did you leave to chance or good fortune?
there were 35 students out of 46 who perceived their student mobility as having an element of risk, uncertainty, good luck and/or chance. There were twelve answers to the question which describe the situation, but do not contain any of the four words (risk, uncertainty, good luck, and chance – ‘assumed’ in the very last column). There were 9 references to risk across the 6 references to uncertainties. The difference (3 references) was the same for good luck: eleven and chance: nine. This may suggest that risk is more likely to be associated with mobility than uncertainty is. Some of the students’ testimonies follow the table.

Table 6.7.3.1: Risk and uncertainty versus serendipity - perceptions of international students

<table>
<thead>
<tr>
<th>35/46</th>
<th>No. of students</th>
<th>No. of cases</th>
<th>risk</th>
<th>uncertain</th>
<th>good luck</th>
<th>chance</th>
<th>assumed</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everything</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>12</td>
<td>14</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Weakening ties (family, friends)</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Accommodation</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Natural disasters</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Financial risk</td>
<td>2</td>
<td>2 (+3)</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>VISA</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Local customs</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUM</td>
<td>35</td>
<td>41</td>
<td>9</td>
<td>6</td>
<td>11</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

The plethora of risks and uncertainties in regards to students’ study abroad experiences is captured by the number of different categories, where those which related to study were the most numerous. As Ghislaine_NZ puts it, ‘moving all the way to New Zealand is always a risk, almost everything was left up to good fortune;’ thus, more than one aspect at a time was perceived as risky or uncertain. In second position are weakening the ties with family and friends and third are accommodation related risks or uncertainties and financial risks and
uncertainties, if (the +3 in the brackets) are also considered, because they represent scholarships which led to mobility. Interestingly, based on the content analysis, more responses refer to good luck and chance than to risk and uncertainty (20 to 15 or 32 to 15 if the category of ‘assumed’ is counted as related to good luck and chance). This suggests a close relationship between risk, uncertainty and serendipity and helps to validate the role of serendipity in mobility.

The following testimonies encompass this close relationship between risk, uncertainty and serendipity: ‘I came to New Zealand without a student visa nor a PhD position available so I was relying on a bit of luck’ (Cesco_NZ); ‘the project I started my PhD on - which ended up NOT being good fortune and was subsequently switched, but now it's great, so no problems;)’ (Leslie_NZ); ‘looking back, the only certainty that I had was that I wanted to research squid - everything else was up to chance;’ (Heather_NZ); ‘I did not leave any financial aspect of my stay up to chance or good fortune (…) I left my fate in terms of earthquakes up to chance or good fortune’ (Jess_NZ). ‘Issues like security, job prospects were left to good fortune’ (Manish_NZ). Finally, Raj_NZ offers his explanation in regards to risk: ‘it is fair to say for me I did leave a lot to chance. Personally, I have always found that random events or chance decisions (which for me is something that occurs out of unnatural circumstances, unexpected meetings etc.) have always worked positively in my favour (...) what I CANNOT produce is chance. That is a random event. If it happens, I will convert that chance into something positive for me through effective communication. The chance I cannot produce, but the chance I get I can convert.
Chance: random. Conversion was due to communication.’ This testimony is as close to serendipity as possible; however, when asked very first time on serendipity directly, Raj_NZ
recorded this answer: *'I think me being an Indian, and people in my country having the pre-empted tendency to use "divine disposition" and "coincidence' has turned me off that aspect of it. Even if it were a coincidence, I would not have noticed it: because I am averse to it.'* Nevertheless, his statements points out that serendipity can have different cultural connotations, which make this concept challenging to study.

### 6.8 Serendipity

The literature on ISM almost entirely omits references to the role of serendipity in mobility. There is only a handful of works mentioning this concept and only one of these engages with serendipity in greater detail. In this case serendipity describes situations or circumstances which “precipitate or trigger an unplanned mobility episode;” at the same time, not all pre-mobility activities result in an actual mobility event. This term originally described three travellers (the three princes of Serendip) who “were always making discoveries by accidents and sagacity, of things they were not in quest of.” In fact serendipity is perhaps best known in connection with scientific discoveries, as happy accidents or chance, which furthered science for example in anthropology, physics, political science, history, literature and astronomy. The significance of the initial story is threefold. First, it describes travellers, which embody the phenomena of ISM or mobility itself. Second, it mentions discoveries by accidents and sagacity, which leads to understanding of serendipity as a happy or as lucky accidents as well as sagacity vis-à-vis “fortune favours the prepared mind.”

Happy or lucky accidents can thus be understood as ‘not- prepared mind’ or as the final part

---

1488 Ibid.
of the quotations has it “of things they were not in quest of.” Consequently, serendipity can cause mobility ‘out of the blue’ without any prior references to possible mobility. Serendipity is almost ‘inevitable’ when it comes to mobility, because of the chain of events even just thoughts surrounding or preceding the act of mobility itself. As Virgil has it “audaces fortuna iuvat” meaning that ‘fortune favours the bold.’

In investigating its role in mobility through the perceptions of international students this thesis adopts all of the above references to serendipity in order to keep the definition broad. This approach helps to refine this concept as literature references are combined with empirical evidence. For example the implication of Pasteur’s “fortune favours the prepared mind,” is that it connects the first introduced metaphysical notion of lucky accidents with the characteristics of an individual, because it points to the phenomena of “migrant personalities” and perhaps even to those individuals whose motivation to study abroad consists of the expectation of thrilling and risky adventures. By extension, the ‘prepared mind’ could be identified in persons of “international social networks” and/or “previous travels,” which leads to the theory of social and human capital. Ackers and Gill, who bring the concept of serendipity to mobility argue that “serendipity or chance [thus] plays a

---

1495 Williams and Baláž, ”Migration, Risk, and Uncertainty: Theoretical Perspectives,” 175.
1498 Findlay et al., ”Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad,” 301-03.
1499 King and Ruiz-Gelices, ”International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour,” 243-45.
critical role in understanding the migratory process,” because of the existence of unpredictable, unforeseeable and unplanned circumstances which can supersede and trigger other actions. Williams et al.’s also mention serendipity as a consequence of a fortuitous event(s), a factor of mobility and in regards to finding a job or meeting a spouse; while Coleman and Chafer note that the socialisation of international students abroad is “in fact highly serendipitous.” Finally, Robert Merton and Elinor Barber proclaim that “fruitful empirical research not only tests theoretically derived hypotheses, it also originates new hypotheses. This might be called the ‘serendipity’ component in research, i.e., the discovery by chance or sagacity, of valid results which were not sought.”

6.8.1 Serendipity - perceptions of international students

As mentioned earlier, work on the role of serendipity in mobility/migration is limited. The study of serendipity is also challenging because it is not a standard phenomenon in social sciences in general and it is a concept which can have different cultural connotations. The study of serendipity is one of the main research interests of this thesis, as it aims to answer the question:

1. What is the role of serendipity in international student mobility? (Case-studies of eight New Zealand universities, the University of Oxford and the Charles University in Prague).

---

1501 Merton and Barber, *The Travels and Adventures of Serendipity*, 141.
Students were asked on several occasions whether their pre-departure and experiences abroad contained an element of serendipity, both positive and negative. Serendipity can refer to a single event as well as to a sequence of incidents or co-incidents. Students were questioned about serendipity in terms of luck and the mix of coincidental events that might have contributed to the students’ choice of study abroad. Data was gathered from the third online survey in the longitudinal study, which was circulated among students two months after the initial face to face interview. The question about serendipity was open-ended and while it did not contain a definition of serendipity it offered students few examples of what serendipity in mobility might stand for, for example received visa within a short period of time; unexpected admission or/and scholarship, partner relocating at the same time, partner from the country of study destination.

The next questions relating to serendipity were open-ended. These were included in the eleventh on-line survey of the longitudinal study and this time the students were offered a definition of serendipity, which was included in the wording of the question. Students were also questioned about the role of serendipity in their mobility experiences via a Skype interview once the on-line part of the longitudinal study was completed; as well as in the

---

1502 Was there any luck of a mix of coincidental events involved do you think which might have contributed to your choice to study abroad? (e.g.: received a visa within a short period of time, unexpected admission or/and scholarship, partner relocating at the same time, partner from the country of study destination etc.)

1503 11/17 To what degree has your study in NZ/UK/CZ triggered unexpected, unplanned or serendipitous events? Please give an example. (Serendipity defined as: the occurrence and development of events by chance, in a happy or beneficial way).

11/18 What serendipitous flavour or elements did your preparation, departure or arrival to study in NZ, UK, CZ have?

11/19 What did not go according to your plans in the process of moving and settling in NZ, UK, CZ, yet turned out in a beneficial way?

1504 11/13 can you think of any serendipitous or unexpected events which happened to you while you were abroad or because you were abroad? Meaning such which had fortuitous outcomes?
The final email of open-ended questions sent to students four months after the Skype interview. The reason for questioning students on serendipity with such frequency is based on the grounded theory of enquiry. This approach serves to triangulate the data collection method, meaning that every research topic is questioned on at least three occasions. Furthermore, the longitudinal approach allowed the capture of possibly serendipitous events throughout the whole mobility cycle of the students as well as an opportunity to investigate students’ awareness of this concept and its reflection in their lives. Table 6.8.1.1 is based on the responses of 39 international students at New Zealand universities (survey no. 3), 19 of them encountered serendipity in their mobility experience and 18 did not. In the case of the 18 no answers, 17 students left the field for answer empty, only one student typed in ‘no.’

Table 6.8.1.1: Serendipity - perceptions of international students - response rates

<table>
<thead>
<tr>
<th>Universities</th>
<th>Survey no. 3</th>
<th>Survey no. 11</th>
<th>Skype interview</th>
<th>Email survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AUT</td>
<td>15</td>
<td>12</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Lincoln University</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>University of Otago</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Victoria University</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>University of Auckland</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>SUM of New Zealand universities</strong></td>
<td><strong>39</strong></td>
<td><strong>21</strong></td>
<td><strong>22</strong></td>
<td><strong>19</strong></td>
</tr>
<tr>
<td>University of Oxford</td>
<td>15</td>
<td>12</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Charles University</td>
<td>12</td>
<td>9</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td><strong>SUM of all universities</strong></td>
<td><strong>66</strong></td>
<td><strong>42</strong></td>
<td><strong>46</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

II/14 how about events which did not have fortuitous outcomes?

1505 Email/2 in terms of your expectations and experiences studying abroad, did anything unexpected happen to you that you had hitherto not contemplated?

1506 3_4 Was there any luck of a mix of coincidental events involved do you think which might have contributed to your choice to study abroad? (e.g.: received a visa within a short period of time, unexpected admission or/scholarship, partner relocating at the same time, partner from the country of study destination etc.)
In the case of students at Oxford, 13 students out of 15 thought of some circumstances leading to their study abroad as serendipitous and two did not. The ratio was 50/50 in the case of the 12 students at Charles. Table 6.8.1.2 shows the type of the serendipitous event based on the students’ responses. The most frequent instances of serendipity were references to scholarships (6 times), but this appeared only in the case of New Zealand universities and Oxford (4 times). Hence, students’ personal encounters can be considered the most serendipitous events. These occurred five times in the case of New Zealand universities, four times at Oxford and three times at Charles. It is important to note that the number of responses at New Zealand universities is more than double that of the other two cases.

Table 6.8.1.2: Serendipity – international students’ perceptions of serendipity

<table>
<thead>
<tr>
<th>Serendipity</th>
<th>New Zealand universities (39)</th>
<th>University of Oxford (15)</th>
<th>Charles University (12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>18</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Yes - scholarship</td>
<td>6</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Yes - a person (partner, teacher, friend …)</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Yes - visa</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Yes - admission</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Yes - information</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Yes – location (right time right place …)</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>SUM - YES</strong></td>
<td><strong>19</strong></td>
<td><strong>13</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

The other references to serendipity, based on the data from the remaining questions, fall into and extend the six categories in the table above, which were based on the initial

---

11/17 To what degree has your study in NZ/UK/CZ triggered unexpected, unplanned or serendipitous events? Please give an example. (Serendipity defined as: the occurrence and development of events by chance, in a happy or beneficial way).

11/18 What serendipitous flavour or elements did your preparation, departure or arrival to study in NZ, UK, CZ have?
questioning of students about serendipity. This proved the importance in approaching the students several times on the same topic, either over a period of time or with a different type of question (suggesting or not a definition for example). The two main outcomes, aside from the interesting accounts of serendipitous stories, is the connection of serendipity with students’ expectations to study abroad before-hand and the sometimes blurred perception of what serendipity may be for one person but not for the other. Additional outcomes of serendipitous encounters concerned students’ studies, personal relationships, such as falling in love and meeting (best)friends, as well as, self-development and future mobility or the opposite – residing in the host country. Lastly, the researcher had the impression that towards the final stage of the longitudinal story students had understood the concept of serendipity; they not only listed the possible events but often provided a contextual background.

6.8.2 Serendipity and expectations

The role of serendipity in mobility and the perceptions of it seem to be connected with students’ expectations of their study abroad. The evidence suggests, although not unanimously, that students who did not go abroad with strong expectations view their experiences from a more serendipitous angle. For example Simon CZ said that he ‘generally had the mindset that most issues would be able to get solved on the spot (...) accordingly, most uncertainties were left to good fortune;’ therefore, perhaps because Tom_NZ ‘didn’t

11/19 What did not go according to your plans in the process of moving and settling in NZ, UK, CZ, yet turned out in a beneficial way?
11/13 can you think of any serendipitous or unexpected events which happened to you while you were abroad or because you were abroad? Meaning such which had fortuitous outcomes?
11/14 how about events which did not have fortuitous outcomes?
Email_2 In terms of your expectations and experiences studying abroad, did anything unexpected happen to you that you had hitherto not contemplated?
Email_3 When weighting the risks and uncertainties in regards to your study abroad, which did you leave to chance or good fortune?
know what to expect, (so) most things were ‘unexpected.’” On the other hand, having no expectations can also result in not that many serendipitous events, as Matt_UK shares: ‘I didn’t go into it with a ton of expectations before, because I didn’t know what to expect (...) I was surprised with the traditions and quirks of the place (...) but nothing particularly happened to me otherwise.’ Perhaps it is a question of a prepared mind, as the literature suggests; however, in these cases a ‘less prepared mind’ seemed to attract more serendipitous events. Nevertheless, considering students’ expectation from study abroad, as can be seen in Appendix 16 they differ to the accounts of unexpected or serendipitous encounters mentioned in the following paragraphs.

6.8.3 Serendipity - blurred perceptions

The other big question is the perception of students on the same event as being or not being serendipitous, which is questioned by some of the students as well. The common perception of serendipity is that of a lucky coincident which brought about a fortuitous event. So the main question is whether those serendipitous events perceived by students would still have happened to them if they had gone to other destinations or if they were not mobile, such as ‘finding out events, friends and ideas that got realized by seeming coincidences, but maybe not’ (JP_NZ). Similarly, Anonymous1_UK ‘made friends but (I) don’t see how that would have been different had (I) [she] stayed in (my) [her] home country’ and Jed_UK ‘got to know a few people which results in such a fruitful friendship even after they have left the UK. I am also fully aware that this could have happened elsewhere.’ However, Benjamin_UK thinks that ‘friendship is always somehow unexpected.’ While it is true that Anonymous1_UK and JP_NZ would most probably make friends in any other study abroad
destination, perhaps the question is whether they or how much they consider individual friendships or people significant to them, which would result in labelling them serendipitous because if they had been to the US or Australia, instead of the UK and New Zealand then they would most probably not have met with that particular friend(s) whose friendship they value and see as serendipitous.

Turning to the students’ perceived serendipity in their mobility experiences, as suggested by the literature, this can account for a one off event or a ‘mix of coincidental events’ (Debbie_UK). Furthermore, when it comes to mobility Anna_UK believes that ‘most of (my) [her] moves to new places were combined with much luck. You have to organise a lot, but it also has to work out really smoothly, which is luck’ which reminds the earlier mentioned “fortune favours the prepared mind.” The following examples of students’ encounters of serendipity or their perceptions of serendipity are categorised according to themes which emerged from their responses. Some of them already appeared in the previous table, such as: study/scholarship (study system, change of topic,); person; visa; admission; information; location; and some additional are: future mobility/immobility; employment; perception of home and personal development. The most numerous were references commonly grouped under study. Scholarships were the most common (Anonymous31_UK, Anonymous33_UK, Raj_NZ and Manish_NZ). In the case of Jess_NZ’s time abroad ‘encouraged (me) [her] not to pursue further education in marine ecology,’ but she will return for PhD study in a different specialisation. Furthermore, few students, like Steffi_CZ ‘failed the first exam’ and ‘didn’t understand why (I)[they] failed the papers’ (Jennifer_NZ) and Thong_NZ found herself in a situation which ‘has directly or indirectly ‘affected (my) [her] learning

experience, as less qualified teaching staff is being put in the position’ due to university’s shortage of funds.’

Serendipitous encounters based on personal contact or relationship range from meeting a supervisor to following a spouse, but most students in this category mention meeting their beloved ones while or because of studying abroad. JP_NZ’s reason to travel to New Zealand was Peter Jackson; while Heather_NZ’s was an encounter to expert in her chosen research field. Eric_NZ had the eye-opening experience of discovering ‘a huge and established Chinese and Asian community’ in Auckland and then ‘found out that (I) [he] did not fit in due to a difference in cultural perspectives.’ On the other hand, Cesco_NZ considered unexpected ‘the fact (I)[he] found friends really quickly;’ likewise Jason_UK and Steffi_CZ who found their best friends abroad and ‘people from home whom I would never have encountered there’ (Jason_UK). Turning to love interests, Michael_UK considers serendipitous ‘the fact that after being accepted to the same college and same degree course, one of (my) [his] very good friends also became (my) [his] girlfriend.’ Similarly, Tom_NZ, Noelani_NZ, Thong_NZ, James_UK, Benjamin_UK, Anna_UK, and Olga_CZ, all found their girl/boyfriends while abroad, in the case of Benjamin_UK this happened on the day and while at the Royal Wedding ceremony and Anna_UK’s relationship determined her future mobility endeavours. On a negative note, Imko_NZ’s stay abroad ‘ruined’ his relationship, but in the long run this led to an improvement of ‘general skills with women from different cultures.’ Finally both, Ghislaine_NZ and Noelani_NZ experienced life-threatening encounters with their flatmates.

In terms of visa ‘it was a mix of coincidences because (my visa) [it] was done really fast,’ (Alexandra_NZ). Imko_NZ also ‘received (my) [his] visa very quickly’ just like
Anonymous18_NZ’s ‘visa process lasted a short time.’ As far as admission is concerned, Hazieqa_NZ ‘got a sponsorship to study in New Zealand despite not making the grade required,’ Benoit_UK ‘didn’t even dream that (I)[he] could stay on for a degree,’ and ‘Oxford accepted’ Jason_UK after he ‘was rejected from all 11 PhD programs that (I) [he] applied for in the US.’ Related to admission to university is admission to employment, especially because some of these offers were made by the initial host universities, for example Tom_NZ’s ‘current job instructing field schools have been largely a surprise’ for him. Manish_NZ’s exposure in New Zealand ‘has led (to me) [him] starting (my) [his] own business in (my) [his] home country’ and Benoit_UK’s ability ‘to stay on to study for a master’s at Oxford, [enabled him] to meet (my) [his] future employer, which itself led to (my) [his] current job: it was literally life changing,’ he adds. On the other hand, Reanui_NZ ‘stopped university [dropped out] and started (my) [her own] business in New Zealand.’ While research suggests that previous mobility experiences can lead to future mobility, in many cases students’ perceive as serendipitous their consequent moves after student mobility. For instance, Silvia_NZ went for an ‘exchange to other country,’ Nikita_UK ‘moved to Japan – this was not planned before,’ and Tony_CZ ‘didn’t plan to stay so long [in Prague], but (I’m) [he is] still here!!’ and Renata_CZ ‘didn’t expect to stay there beyond (my) [her] Masters studies, [yet] (I) [she] continued on to do (my) [her] Ph.D in CZ.’ Similarly, Jason_UK, Rex_UK and Imko_NZ left for another country and Noleani_NZ and Jess_NZ have returned to New Zealand upon their graduation/study abroad. Finally, study abroad is often perceived as life-changing due to the wealth of experiences, exposure to diversity and learning that takes place. It is therefore debatable whether such experiences count as serendipitous. Nevertheless, several students felt that they had profound
serendipitous experiences which they did not expect that resulted in changes in their values and views. For example: ‘I knew that study abroad would change the way I saw the world, but I definitely was not expecting the extent at which it did. I began to question the position of the United States in the world and thought a lot about the idea of privilege of “developed” countries versus those that are not’ said Noelani_NZ and she adds that ‘those experiences during (my) [her] study abroad year really pushed (me) [her] over the edge.’ Consequently, after her return home she came to the realisation that she could not continue living there and eventually returned to New Zealand where she found her new boyfriend. Rex_UK tells a similar story: although, he did not record it as a serendipitous event, he too, after returning to the US from Oxford could not see his future there and had issues with the values he had held prior to living abroad, so he left for Haiti where he now works on development projects. In the same way, Raj_NZ ‘being away from (these) [home] circumstances has allowed (me) [him] to experience and evolve (my) [his] thinking and planning process,’ which he found unexpected. Jed_UK felt that he has ‘become more mature as a person’ and Reid_CZ proclaimed that his ‘year in the Czech Republic has completely changed (my) [his] level of self-confidence as a scholar (...) which would not have been possible without international study.’

6.9 Conclusion

There is no single reason for students to set out to study in a foreign country. Their voyage is often buoyed by serendipity, usually on or several events set them on a course in favour of the international experience. The factors influencing mobility can change over the course of the study abroad and students often engage in an additional study period or internship while abroad in a different location(s). The choice of the destinations, according to the findings,
usually marries incentives for education with leisure. The issue of the geographical distance from home plays an important role in students’ decision making, both ends of the spectrum are popular. The choice of destination is frequently based on the availability of family, relationships and/or friendship ties. Nevertheless, students themselves make the final decision to go, recognising and acting upon their chances for good fortune. Students possess a myriad of expectations in regards to their study abroad, which influence their biographical mosaic. They are regularly future oriented and constrained by societal and personal anticipations or circumstances. The findings revealed that in the first instance students seek to satisfy their own desires and imaginings in this regard; they are complementary to the preferences and needs of the (global) labour market. Yet, the value of the international experience and/or of a tertiary degree can be seen as circumspect given the contemporary challenges of securing employment in a chosen field. This is reflected in the plethora of perceived risks and uncertainties cited in regards to study abroad. Chapter 7 takes a closer look at students’ stories in terms of their learning and personal developments, which serve to help eliminate the countless and persistent obstacles to mobility.
Chapter 7

EXPERIENCES OF INTERNATIONAL STUDENTS – INTERCULTURAL COMPETENCE, ACQUISITION AND TRANSFER OF KNOWLEDGE AND DEVELOPMENT OF PERSONAL IDENTITIES

7.1 Introduction

This chapter investigates the experiences of international students abroad. It is based on students’ perceptions of their intercultural competencies, and their acquisition, sharing and transfer of knowledge as well as the shaping of their personal identities. This research follows some of the students’ motivations and expectations about their study abroad that were identified in Chapter 6, such as preference of living in a foreign country; and/or acquisition of specific academic skills. There are countless rationales for study abroad, which many refer to as the ‘push and pull’ factors of mobility. These are often influenced by efforts to internationalise higher education and the internationalisation of universities. This third level of the analytical model utilises several concepts, which originate in various discipline. This study addresses calls for an interdisciplinary approach to the study of ISM.\textsuperscript{1509} The empirical findings are based on a longitudinal study, offering a unique contribution to existing research on student mobility. The examination of intercultural competence, acquisition and transfer of knowledge and development of personal identities is an important part of understanding


King and Ruiz-Gelices, “International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour,” 231.


Brooks and Waters, \textit{Student Mobilities, Migration and the Internationalization of Higher Education}, 11.
students’ views on empathy and the possible forming of cosmopolitan mindsets. This aspect is addressed in the final stage of this thesis.

The investigation of international students’ experiences abroad is based on the cluster of concepts organised at the third level of the analytical model (Figure 7.1.1) They help to examine students’ experiences from the point of view of migration typologies and to focus on students’ perceptions of their intercultural competencies: acquisition and transfer of knowledge while abroad and the forming of students’ personal identities. The empirical study is longitudinal, in-depth, qualitative and echoes students’ voices,\(^{1510}\) which allows a deeper investigation of students’ individual stories to be conducted in a more holistic manner\(^{1511}\) as literature on ISM recommends. The main concepts utilised in this chapter are: 1) transnationalism;\(^{1512}\) 2) seven new typologies of European migration;\(^{1513}\) 3) six geographical typologies of migration;\(^{1514}\) all found on the left side of the model, followed by 4) three contextual frames of ISM,\(^{1515}\) which consider international students in three ways: a) as highly skilled migrants, which include acquisition and transfer of knowledge – concept of knowledge, total human capital, ‘brain drain and brain gain;’ b) the outcome of youth mobility cultures and consumption geographies, referring to intercultural competence and c)

---

\(^{1510}\) Haan and Sherry, "Internationalisation of the Sport Management Curriculum: Academic and Student Reflections," 25.
Brooks and Waters, Student Mobilities, Migration and the Internationalization of Higher Education, 2.

\(^{1511}\) King, "Towards a New Map of European Migration," 90.

\(^{1512}\) Gargano, "(Re)Conceptualizing International Student Mobility the Potential of Transnational Social Fields.”

Schiller, Basch, and Blanc, "From Immigrant to Transmigrant: Theorizing Transnational Migration.”

\(^{1513}\) King, "Towards a New Map of European Migration,” 93-100.

\(^{1514}\) “Geography and Migration Studies: Retrospect and Prospect,” 137.

\(^{1515}\) Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad.”
the product of globalisation, depicting shaping of identities based on Groothues’s idea of identity construction and Bruter’s concept of concentric identity circles. Finally, students’ experiences are evaluated through the fourfold analytical lens of academic, economic, political and sociocultural categorisation adopted from the concept of the IoU. These concepts provide a foundation for the research on empathy and the forming of students’ cosmopolitan mindsets, that are comprise the final research aim of this thesis.

Figure 7.1.1: Third analytical level of the Multilevel Conceptual Model

---

7.2 Transnationalism

Transnationalism is fundamental to the research interests of this thesis due to its comparability and compatibility with the other theories and approaches utilised in this study and also its versatility and ability to transcend disciplines and research subjects. Transnationalism adds a dimension of spatiality and locality which enter the geographies of the mind.\textsuperscript{1517} These are further transferred into the social networks and relationships of individual students, and eventually become embedded. Therefore, the theory of transnationalism offers new perspectives in regards to students’ motivations for study abroad and their future mobility aspirations as well as, in their identity negotiations, learning and knowledge sharing. This is all part of the development of intercultural competencies and the possible forming of cosmopolitan mindsets. Moreover, transnationalism relates to the institutionalisation of ISM, which adds value to the theory of Europeanisation and it has been conceptualised also for example as a transnational identity capital.\textsuperscript{1518}

Transnationalism “recognise[s] simultaneity in localities and multiplicity in identities,”\textsuperscript{1519} it is also a process of creating social fields through economic, social and political activities that cross national boundaries on a daily basis.\textsuperscript{1520} Transnational social fields are often linked to diaspora.\textsuperscript{1521} The social fields incorporate both mobile and immobile individuals\textsuperscript{1522} which

\textsuperscript{1517} Gargano, "(Re)Conceptualizing International Student Mobility the Potential of Transnational Social Fields," 331, 34.  
\textsuperscript{1518} Smith and Guarnizo, "Transnationalism from Below: Comparative Urban and Community Research". 6. Kim, "Transnational Academic Mobility, Internationalization and Interculturality in Higher Education."  
\textsuperscript{1519} Gargano, "(Re)Conceptualizing International Student Mobility the Potential of Transnational Social Fields," 331.  
\textsuperscript{1520} Bash, Schiller, and Blanc, Nations Unbound: Transnational Projects, Postcolonial Predicaments and Deterritorialized Nation-States, 23.  
\textsuperscript{1522} Fouron and Schiller, "All in the Family: Gender, Transnational Migration, and the Nation-State," 544.
makes transnationalism an “extremely cultural event.”\textsuperscript{1523} Moreover, Williams and Baláž identified that migration is one of the sources for acquiring social skills, such as networking skills, self-confidence, adaptability competences, self-reliance and learning.\textsuperscript{1524} Transnationalism is therefore significant in terms of intercultural competences and the acquisition and transfer of knowledge. Hence, individuals’ identities and practices become transnational and are configured by citizenship, class, ethnicity, nationhood and race.\textsuperscript{1525} Since identities are transnationally negotiated, they eventually become “embedded in the enfolded mobilities of increasingly mobile social networks.”\textsuperscript{1526} Individuals can no longer be perceived in isolation from “the transnational social fields in which they are embedded.”\textsuperscript{1527} Sometimes mobile individuals do not have a “wish to fit in to the ideology of one national identity,”\textsuperscript{1528} which can result in them rejecting the host society or refusing to identify with just one entity. For some international students, their place of origin is likely to be a “myriad of destinations or localities,”\textsuperscript{1529} which relates to the forming of cosmopolitan mindsets and identities. Similarly, transnationals may refer only to a certain aspect of life and omit the other;\textsuperscript{1530} these individuals are likely to be in constant re-negotiation. Lastly, transnational biographies can eventually turn into transnational communities,\textsuperscript{1531} which have an

\textsuperscript{1524} Williams and Baláž, “What Human Capital, Which Migrants? Returned Skilled Migration to Slovakia from the Uk,” 445.
\textsuperscript{1525} Bash, Schiller, and Blanc, \textit{Nations Unbound: Transnational Projects, Postcolonial Predicaments and Deterriorialized Nation-States}, 23.
\textsuperscript{1526} Williams, Chaban, and Holland, "The Circular International Migration of New Zealand: Enfolded Mobilities and Relational Places," 4.
\textsuperscript{1527} Levitt, "Transnational Migration: Taking Stock and Future Directions," 197.
\textsuperscript{1528} King, "Towards a New Map of European Migration," 103.
\textsuperscript{1529} Gargano, "(Re)Conceptualizing International Student Mobility the Potential of Transnational Social Fields,” 341.
\textsuperscript{1530} Levitt, "Transnational Migration: Taking Stock and Future Directions," 198.
\textsuperscript{1531} Portes, "Immigration Theory for a New Century: Som Problems and Opportunities," 812. Vertovec, "Transnational Networks and Skilled Labour Migration.”
implication for future mobility aspirations of international students. These are often tied to employment opportunities, which can serve as ‘pull’ factors of mobility.

The case of international students can be characterised as “non-synchronised” transnationalism as far as the frequency of mobility is concerned. Yet, international students are regular transnationals as they leave families and friends behind, and “live together apart.” Moreover, transnationals can be frequent travellers, periodic movers and those who stay in one place. They can be characterised by their “in-betweenness” in terms of the temporary state of mind, which is valued for its ability to trigger creativity. Value is also placed on the ability to consider multiple perspectives, which can also refer to a certain in-betweenness and/or ability to see the world through the eyes of others, which is usually determined by the possession of empathy as a part of a cosmopolitan virtue. This expresses the proximity of intercultural competence to transnationalism because of its role in identity and relationship development; the interconnectedness of many contexts transcending boundaries; transformation of differences; and in practicing genuine respect towards each other, including humility, which can facilitate cosmopolitan learning.

Correspondingly, there are calls for the literature on ISM to embrace the concept of

1533 Hardill, “Transnational Living and Moving Experiences: Intensified Mobility and Dual-Career Households,” 376-77, 79, 81
1535 Smith and Guarnizzo, "Transnationalism from Below: Comparative Urban and Community Research", 11.
transnationalism, which would illuminate students’ meaning making and amplify their voices as they speak of their experiences abroad.\footnote{\textsuperscript{1538}}

7.3 New typologies of European migration and geographical typologies of migration

The investigation of students’ experiences abroad has in a way already started through the identification of their motivations and expectations stemming from study abroad. This thesis focuses on some of those student experiences which are spelled out as the rationales for study abroad. These experiences fit with literature on migration, which tends to categorize different types of migration according to their main characteristic and often underpinned by rationales for migration. Two additional concepts of migration applied in this case on ISM are: the new typologies of European migration\footnote{\textsuperscript{1539}} and the geographical typologies of migration.\footnote{\textsuperscript{1540}} While these concepts are not unique to ISM, one of the categories within the new typologies of European migration is titled student migration. These categories contain general elements applicable to ISM. This is because student mobility itself is far from being a static phenomenon with aspects of different types of mobility and migration. Furthermore, as noted earlier, changes can occur within the course of a study period abroad\footnote{\textsuperscript{1541}} and international students are often engaged in employment and tourist activities; therefore, they can also be categorised as tourists or mobile workers. As King states, migration, mobility and their many types constantly develop, fragment and intertwine, and their boundaries blur; furthermore,

\begin{footnotesize}
\textsuperscript{1538} “(Re)Conceptualizing International Student Mobility the Potential of Transnational Social Fields,” 337.
\textsuperscript{1539} King, "Towards a New Map of European Migration," 93-100.
\textsuperscript{1540} “Geography and Migration Studies: Retrospect and Prospect,” 137.
\textsuperscript{1541} Williams and Baláž, \textit{International Migration and Knowledge}, 128.
\end{footnotesize}
these typologies are by nature individual and represent a form of self-realisation.\textsuperscript{1542} This points to the theoretical frames of ‘do-it-yourself biographies’ and social capital adopted by this thesis. It also links back to students’ motivations and expectations from their study abroad, which, alongside study tend to be a combination of different rationales, including leisure, travel and employment. Table 7.2.1 records the seven new European typologies of migration. The left side of the table contains the titles of the individual migration types which are collected on the right side of the table.

Table 7.3.1: Seven new European typologies of migration

<table>
<thead>
<tr>
<th>1. The migrations of crises</th>
<th>refuge, irregular and ‘illegal’ migrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The ‘sisters are doing it for themselves’</td>
<td>growth in independent female migration</td>
</tr>
<tr>
<td>3. The playing the global labour market</td>
<td>skilled and professional migrants</td>
</tr>
<tr>
<td>4. The here and there and back and forth</td>
<td>shuttle migration</td>
</tr>
<tr>
<td>5. The student migrations</td>
<td>from the year abroad to the ‘Big OE’</td>
</tr>
<tr>
<td>6. The love migration</td>
<td>the transnationalisation of intimacy</td>
</tr>
<tr>
<td>7. The heliotropes and rural idyllists</td>
<td>migrations of environmental preference</td>
</tr>
</tbody>
</table>

Adopted from: Towards ‘A New Map of European Migration.’\textsuperscript{1543}

While these typologies originate in the European context, they can have global implications. These are being tested on the case studies of this thesis. According to King, mobility can no longer be simply categorised and understood by the usual divisions of migration; namely internal or domestic versus international, voluntary versus forced, temporary versus permanent, and legal versus illegal migration as the lines between them are becoming increasingly blurred.\textsuperscript{1544} Moreover, King highlights the fact that the contemporary migratory dyads lead to the creation of new combinations and matrices of mobility types.\textsuperscript{1545} In this

\textsuperscript{1542} King, “Towards a New Map of European Migration,” 90, 92-94.
\textsuperscript{1543} Ibid., 93-100.
\textsuperscript{1544} Ibid., 92-94.
\textsuperscript{1545} Ibid., 94.
research ‘student migrations - from the year abroad to the ‘Big OE’ type of migration can intertwine with all other six types of European migration; for example, that of the ‘heliotrope’ as students are often tourists; also with the ‘shuttle’ type of migrations, because students tend to travel outside their host countries while studying abroad. Furthermore, ISM can relate to ‘skilled migrants’ because many students engage in work in addition to their studies; in some cases ISM relates to the ‘sisters doing it for themselves’ when female international students pursue their study abroad based on their own choices, and it also applies to the transnationalisation of intimacy because relationships can form during the time abroad. An extreme indication of this trend is the Erasmus exchange programme nicknamed “orgasmus.” In addition, the transnationalisation of intimacy highlights the transnational character of ISM; student mobility is often more than a ‘one off’ event. This is captured by the theory of transnationalism used in this thesis.

The conceptualisation of six geographical types of migration applied to the experiences of students abroad adds another lens of perception and categorisation of migration/mobility. These consist of: 1) distance; 2) time; 3) stage in life cycle; 4) geography; 5) timing/sequencing and; 6) family/gender. Table 7.2.2 matches the individual sub-categories of the geographical types of migration; many of them apply to ISM and are reminiscent of the transnational analytical categories of student migration suggested by Gargano such as the salient identities of class, ethnicity, gender, language, religion and sexual orientation. Study of student experiences and listening to students’ voices is important due

---

1547 King, "Geography and Migration Studies: Retrospect and Prospect,” 137.
1548 Gargano, "(Re)Conceptualizing International Student Mobility the Potential of Transnational Social Fields,” 331.
to the dynamic forces of globalisation which are able to change the character of migration and mobility, thus the set of any typologies.\textsuperscript{1549} Studies of students’ experiences often focus more closely on a particular segment of experiences abroad. Similarly to this case, which examines the acquisition and transfer of knowledge, intercultural competence and shaping of students’ identities, the New Zealand’s Ministry of Education’s surveys on international students from 2004, 2007 and 2011 revealed some of students’ motivations in regards to study abroad and their sociocultural experiences.\textsuperscript{1550} Chaban et al. connected the motivations to study abroad with the intercultural competence\textsuperscript{1551} and Williams and Baláž’s focused on mobility in terms of knowledge sharing.\textsuperscript{1552} This study’s focus on the learning and knowledge transfer, the development of intercultural competencies and the forming of identities was inspired by the above-mentioned works as well as on the preliminary findings of the pilot survey conducted in New Zealand. These three research themes are interconnected because the possession of sound intercultural competence benefits the academic achievements and has the potential to enhance the transfer of knowledge and learning\textsuperscript{1553} as well as the economic outcomes of mobility, for example international business and management.\textsuperscript{1554} Other examples are the rationales for the EU’s support of study exchanges, which are: building of

\textsuperscript{1549} King, "Towards a New Map of European Migration," 89.
\textsuperscript{1550} Ward and Masgoret, "The Experiences of International Students in New Zealand Report on the Results of the National Survey Prepared for the Ministry of Education". 7.
\textsuperscript{1551} Deloitte, "The Experiences of International Students in New Zealand: Report on the Results of the National Survey 2007 - Researched for the Ministry of Education by Deloitte".
\textsuperscript{1552} i-graduate, "The International Student Barometer - Executive Summary".
\textsuperscript{1553} Chaban et al., "Crossing Cultures: Analysing the Experiences of Nz Returnees from the EU (UK vs. Non-UK)."
\textsuperscript{1554} Williams and Baláž, \textit{International Migration and Knowledge}.
\textsuperscript{1555} Otten, "Intercultural Learning and Diversity in Higher Education," 6.
\textsuperscript{1556} Williams and Johnson, "Why Can't We Be Friends?: Multicultural Attitudes and Friendships with International Students," 41-42.
\textsuperscript{1557} Butcher, "Asian Students in New Zealand: From a ‘Cultural Invasion’ to a National Conversation".
\textsuperscript{1558} Richardson, Hansen, and Bennett, "EU-NZ Trade Conference."
\textsuperscript{1559} Browne, "New Zealand and China: Nearly Forty Years On."
\textsuperscript{1560} China, "Youtube".(Accessed July 27, 2010).
\textsuperscript{1561} Ryan, "Plans to Set up an Off-Site Construction Industry in NZ - Nine to Noon."(Accessed May 2, 2014).
European and national identities; enhancing European and MSs’ competitiveness in the KBEs; and contributing to the creation of European citizenship.  

Table 7.3.2: Geographical typologies of migration

<table>
<thead>
<tr>
<th>Distance</th>
<th>Geographical</th>
<th>Stage in life cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>intercontinental</td>
<td>rural - urban</td>
<td>baby / young (child)</td>
</tr>
<tr>
<td>intercontinental, within a</td>
<td>urban - rural</td>
<td>youth</td>
</tr>
<tr>
<td>continental region</td>
<td></td>
<td></td>
</tr>
<tr>
<td>internal, interregional</td>
<td>rural - rural</td>
<td>adult</td>
</tr>
<tr>
<td>local</td>
<td>inter - urban</td>
<td>elderly</td>
</tr>
<tr>
<td></td>
<td>intra - urban</td>
<td>corpse (place of burial)</td>
</tr>
</tbody>
</table>

Family/gender | Timing/sequencing | Timing |
----------------|-------------------|--------|
individual male | first time migration | permanent |
individual female | return migration | temporary |
household/family | repeat migration | circulation |
group male | chain migration | |
group female | onward or serial migration | |
mass migration/displacement | transnationalism | |

Adopted from “Geography and Migration Studies: Retrospect and Prospect.”

7.3.3 New typologies of European migration and geographical typologies of migration versus motivations and expectations of international students

This section compares the findings from the previous analytical level, in regards to students’ motivations and expectations to study abroad as well as the ‘push and pull’ factors leading to their mobility with the concept of transnationalism using King’s seven typologies of European migration and geographical typologies of migration in order to assess the relevance of these concepts to the case studies. Transnationalism is a component of students’ lives, given their histories of travel, study and residence, as well as their motivations to study abroad. In the three case studies of this thesis all seven typologies of European migration,

1555 Fontaine, *Europe in 12 Lessons.*
1556 Mol, "Intra-European Student Mobility and European Identity: A Successful Marriage?"
except that of the migration of crises, have been identified within the range of students’ motivations and expectations to study abroad. Yet, if the category of ‘the migration of crises’ extends to mobility triggered by economic crises or environmental disasters, then some of the participants of this study identify with this migration type as well. For example Aaron_CZ, considering his future mobility and ‘employment considers staying in Prague or move to the UK instead of returning home’ due to the lack of employment opportunities caused by the current economic crises in Europe. As for the environmental disaster, two earthquakes in Christchurch had a very negative impact on the influx of ISM to the University of Canterbury. The ‘sisters are doing it for themselves’ type of migration characterises one of the most mentioned motivations for study abroad by students in this study - ‘your own preference,’ which has also a close connotation with the theory of ‘do-it-yourself biography.’ However, in the case of student mobility, ‘sisters’ is not the precondition of this type of self-driven student migration. The next mobility type, ‘playing the global labour market,’ is most related to students’ expectations of better employment opportunities upon finishing their studies, as well as their expectations from ISM to advance their academic and personal skills, which should assist in job searching and accumulation of human capital. Similarly, some of the motivational factors for international students in this study were the quality of education and studying in English speaking country, which are also transferable into economic capital.

Many students were motivated to study abroad, especially in the cases of New Zealand and the Czech Republic, by the beautiful scenery and New Zealand and Czech cultures and lifestyles were another drawcard. Combined these factors satisfied the expectation of leisure and travel. These refer to the ‘heliotropes and rural idyllists’ type of migration. At the same time, this type of migration in cases of student mobility often intertwines with the ‘here and
there and back and forth’ type, because students spend some of their free time visiting touristsites frequently accompanied by their friends and family. ‘Love migration’ has been
identified in students’ stories through the role of serendipity in mobility. ‘Student migration’
from the year abroad to the ‘Big OE,’ perhaps gained a greater diversity and mobility due to
the exchange programmes which did not exist at the time these seven typologies were
drafted. ISM is arguably often a form of shuttle migration. It can be described by the idea of
‘brain train’ when students visit more than one study destination abroad during their degree,
which can take the form of two or three national degrees (as the case of Anna_UK,
Carlos_CZ and Simon_CZ) and/or internships, volunteering, summer schools, training or
conferencing which often have a mobility element.

Geographical types of mobility tend to complement the seven typologies of migration by
offering greater insights and background information to individual students’ stories. There
seems to be a greater international - interregional mobility. In Europe this is influenced by the
wish to remain relatively close to the home country (friends and family) at the same time its
serves as a ‘travel or tourist’ gate for students, in the case of New Zealand it is its proximity
to the countries which are often targeted for ISM. All of the universities in this study, apart
from the University of Lincoln perhaps entailed a move to an urban area. International
students engaged in this study represent a fragment of youth and adult mobility and
individual female and male mobility, sometimes also household mobility. In terms of timing
and timing/sequencing, as recalling some of the students’ previous travel/mobility
experiences, the range of these two categories apply across the three case studies.
The contributions of this study to the typology of mobility are trifold: serendipity, risk and uncertainty, and cosmopolitanism. First, research based on students’ motivations, expectations and experiences in regards to study abroad confirmed the role of serendipity in mobility. This may represent a separate mobility category within the international student type of migration/mobility. Second, the same is true for the students’ considerations and experiences of risk and uncertainty. Third, student mobility of a cosmopolitan type could be another mobility category, which is again based on the motivations and expectations of students in regards to their study abroad, in this case especially in terms of students expecting to acquire personal skills, many of which were classified as the skills or characteristics of the cosmopolitan person or global citizen. Further study of the development of students’ intercultural competencies and shaping of their identities can add another supporting argument to the cosmopolitan typology of mobility. Finally, this research supports King’s proclamation that new combinations and matrices of mobility types are constantly created\footnote{\textit{Towards a New Map of European Migration},” 94.} and they increasingly intertwine as their boundaries blur.\footnote{Ibid., 93, 92-94.}

### 7.4 Three contextual frames of ISM

The three more detailed areas of focus in this research relating to students’ experiences abroad; namely acquisition and transfer of knowledge, intercultural competence and shaping of students’ identities are underpinned by the threefold contextual framing of ISM. These consider ISM as: 1) a subset of highly skilled migration which refers to the knowledge sharing and learning; 2) an outcome of youth mobility cultures and geographies of consumption are contextualising the development of intercultural competence and 3) a
product of globalisation which relates to the forming of identities. These three categories have many subsets, which do not function in isolation and complement the earlier introduced typologies of migration, for example ISM as ‘a subset of highly skilled migration’ has an equivalent in the migration type of “playing the global labour market - skilled and professional migrants.” The first contextualisation of ISM as ‘highly skilled migration’ also relates to the concepts of social capital, which is one of the theoretical frame of this thesis and the ‘brain drain and brain gain’ in connection with the acquisition and transfer of knowledge. There are five types of skilled migration: managers and executives; engineers and technicians; academics and scientists; entrepreneurs; and students, who are the main supply route to the other four types of skilled migration. Consideration of ISM in terms of skilled migration can also be seen through the references to mobile students being perceived as “future highly skilled migrants,” “semi-finished human capital,” or as “potential knowledgeable workers.” These are further connected with the idea of “total human capital” derived from the concept of social capital, which equally values soft skills such as confidence, intercultural competence and communication skills together with the traditional

1560 King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour," 245-47.
1562 Williams, Baláž, and Kollár, "Temporary Versus Permanent Youth Brain Drain: Economic Implications." King, "Towards a New Map of European Migration," 93-100.
1565 Ibid., 46.
1566 Li et al., "Migrating to Learn and Learning to Migrate: A Study of the Experiences and Intentions of International Student Migrants."
technical skills, education and qualifications. Moreover, employers today demand graduates to possess soft skills in addition to the traditional skills.\textsuperscript{1567} The contextual frame of ISM as highly skilled migration provides the link between knowledge transfer and intercultural competence through the concept of total human capital.

\subsection*{7.4.1 ‘Brain drain and brain gain’}

The first contextual frame of ISM as highly skilled migration has been captured by notions of ‘brain drain - brain gain,’ which originate in the field of neo-classical economics. This operates mainly on the principle of the knowledge transfer. The recent approximation of ‘brain drain and brain gain’ is with the phenomena of the “global talent wars”\textsuperscript{1568} in the context of KBEs because it describes the worldwide competition for highly skilled and possibly mobile individuals. The ‘brain drain and brain gain’ refers also to the flow of students from the poorer regions of the world to the wealthier ones.\textsuperscript{1569} ISM can be thought of as the potential supply of highly skilled mobile individuals; although, because they are increasingly younger and better educated, migration is becoming highly selective, which is expressed by the term “youth brain drain.”\textsuperscript{1570} In regards to learning and the sharing of knowledge and ISM, knowledge is considered as a “meaningful”\textsuperscript{1571} resource nowadays when it comes to the performance in the KBEs. Moreover, considerable human capital and knowledge can be acquired through a relatively short time spent abroad,\textsuperscript{1572} which contributes

\begin{thebibliography}{99}
\item[\textsuperscript{1567}] BBC, "Who Gets the Best Jobs?."(Accessed March 24, 2014).
\item[\textsuperscript{1568}] Williams and Baláž, \textit{International Migration and Knowledge}, 2.
\item[\textsuperscript{1569}] Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad," 293.
\item[\textsuperscript{1570}] Williams, Baláž, and Kollár, "Temporary Versus Permanent Youth Brain Drain: Economic Implications," 5.
\item[\textsuperscript{1571}] Drucker, "Seminal Paper," 10.
\item[\textsuperscript{1572}] Williams and Baláž, "What Human Capital, Which Migrants? Returned Skilled Migration to Slovakia from the Uk," 462.
\end{thebibliography}
to the perception of internationally mobile students being “a subset of highly skilled migration.”

Mobile individuals can be thought of as carriers of knowledge in the context of international migration and human capital. Consequently the debate on ‘brain drain and brain gain,’ ‘brain waste and brain overflow,’ has shifted to ‘brain training,’ ‘brain circulation’ and ‘brain exchange.’ These partly depict the different forms of migration, for example temporary, return, circular and serial migrations, which correspond to King introduced typologies of migration and their subsets. ‘Brain distribution’ captures the idea of ‘shuttle migration,’ and the ‘brain circulation’ and/or brain training’ can be thought of as ‘chain, repeat and transnational migrations.’

However, ‘brain drain’ and ‘brain gain’ remain the most popular terms; they are constantly used in the literature on ISM. Baláž et al. recently debated migration in terms of ‘brain drain/overflow’ versus ‘brain circulation’ and highlighted the fact that temporary migration

---

1574 Williams and Baláž, International Migration and Knowledge, 30-31.
1575 Williams and Baláž, International Migration and Knowledge, 30.
1576 King, “Towards a New Map of European Migration,” 93-100.
1577 “Geography and Migration Studies: Retrospect and Prospect,” 137.
very often leads to permanent migration, suggesting interventions to prevent ‘brain drain’ and losses in GDP.\(^{1578}\) Similarly, student mobility is likely to lead to mobility in professional lives,\(^{1579}\) which is why this thesis investigated the future mobility aspirations of students. There is a link between ISM and ‘youth brain drain.’ The debate on ‘brain drain and brain gain’ and its related variations would benefit from the examination of the acquisition and transfer of knowledge as well as from assessment of the intercultural competencies and the forming of personal identities, in order to establish whether there is substance to ‘brain.’ As mentioned earlier, when it comes to mobility and knowledge there is a potential but no guarantee of transfer; moreover, intercultural competencies are pivotal in ‘harvesting’ knowledge because of their role in learning, especially in contemporary societies which increasingly consist of a variety of cultures. This thesis has examined learning and knowledge sharing, development of intercultural competence and the shaping of identities; these will be examined in the following paragraphs.

### 7.4.2 Acquisition and transfer of knowledge

The link between the knowledge transfer and intercultural competence, which is so important in the context of KBEs and also to the notion of ‘brain drain and brain gain’ can be traced back to the motivations and expectations of international students to study abroad as well as to the ‘push and pull’ factors of mobility. As Williams and Baláž’s emphasise “knowledge in

---

\(^{1578}\) Williams, Baláž, and Kollár, "Temporary Versus Permanent Youth Brain Drain: Economic Implications,” 1, 4, 7.

\(^{1579}\) King and Ruiz-Gelices, "International Student Migration and the "Year Abroad" Effects of European Identity and Subsequent Migration Behaviour,” 243-45.

Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad,” 301-03.
itself is of limited value, it is also “place- and/or culture-specific” and subject to social (class) recognition; therefore, “what matters is how that knowledge is collected, transferred and applied.” As far as the link to individual identities is concerned, it further describes individual students’ stories and is important to consider especially in terms of how it influences the forming of students’ cosmopolitan mindsets. In terms of rationales for study abroad and sharing of knowledge, students are interested to acquire a variety of skills and knowledge, often of academic, economic, political and sociocultural character, which corresponds with the main analytical lens of this thesis. This may include interest in studying a specific course/degree (academic), improvement of employment opportunities (economic), experience of living in a different political system (political), and improvement of intercultural skills as an outcome of living abroad (sociocultural). These are only some of the myriad motivational factors that influence study abroad. Inevitably these factors vary in their significance and impact in each individual student story.

This thesis adopts the following definitions of knowledge and skills. Knowledge can be understood as facts, information, and skills acquired through experience or education and also as the theoretical or practical understanding of a subject. Skill refers to the ability to do something well. It is expertise in practiced ability and facility in action or in doing or to do something. There are two main types of knowledge, tacit and explicit knowledge. Explicit knowledge is formulated in written words, maps or mathematics. It is also known

---

1581 Ibid., 37.
1582 Williams.
1584 Press, “Knowledge.”
1585 Polanyi, *The Tacit Dimension*.
1586 *The Study of Man*, 12.
as the encoded knowledge; information conveyed by and embedded in symbols and signs. It can be found in traditional forms of knowledge, which are manuals, codes of practice, books or websites; thus, it is can be codified and transmitted.\textsuperscript{1587} For this reason, it can be easily articulated and it is the most mobile type of knowledge; furthermore, the formats of explicit knowledge can be formal and systematic.\textsuperscript{1588} On the other hand, tacit knowledge is unformulated and describes “the act of doing”\textsuperscript{1589} and “tacit knowing is in fact the dominant principle of all knowledge.”\textsuperscript{1590} It is person and context specific and is a poorly supported area of research.\textsuperscript{1591} It is reminiscent of the possession of soft skills as debated earlier also in the context of KBEs. Therefore this thesis aims to reveal the specifics of tacit and explicit knowledge through three different case studies based on the experiences of knowledge sharing of international students. Finally, explicit knowledge refers to the encoded type of knowledge, while the tacit knowledge is an “amalgam”\textsuperscript{1592} of four types:embrained, embodied, encultured and embedded knowledge\textsuperscript{1593} respectively located in symbols, brains, bodies, dialogue and routines.\textsuperscript{1594} Table 7.4.2.1 summarizes the main characteristics of the

\begin{itemize}
  \item \textit{The Tacit Dimension}, 23.
  \item Williams and Baláž, \textit{International Migration and Knowledge}, 46.
  \item Blackler, "Knowledge, Knowledge Work and Organizations: An Overview and Interpretation," 1025.
  \item Williams and Baláž, \textit{International Migration and Knowledge}, 41.
  \item Polanyi, \textit{The Study of Man}, 12.
  \item \textit{The Tacit Dimension}, 23.
  \item \textit{The Study of Man}, 13.
  \item Williams, "'Lost in Translation? International Migration, Learning and Knowledge,'" 590.
  \item Williams and Baláž, \textit{International Migration and Knowledge}, 40.
  \item \textit{International Migration and Knowledge}, i.
  \item Ibid., 40-43.
  \item Williams and Baláž, "International Return Mobility, Learning and Knowledge Transfer: A Case Study of Slovak Doctors," 1025.
  \item Blackler, "Knowledge, Knowledge Work and Organizations: An Overview and Interpretation," 1021-22.
  \item Collins, "The Structure of Knowledge," 99.
  \item \textit{The Structure of Knowledge}, 99.
  \item Blackler, "Knowledge, Knowledge Work and Organizations: An Overview and Interpretation," 1021-22.
  \item Williams and Baláž, "International Return Mobility, Learning and Knowledge Transfer: A Case Study of Slovak Doctors," 1025.
  \item Williams and Baláž, \textit{International Migration and Knowledge}, 42-43.
\end{itemize}
explicit - encoded and tacit - embrained, embodied, encultured and embedded types of knowledge.

Table 7.4.2.1: Tacit and explicit knowledge - five types of knowledge

| Encoded (explicit) | Most mobile  
|                   | Easy to articulate, codify and transfer in different forms because it is formal and systematic  
|                   | Embedded in signs and symbols  
|                   | To be found in traditional forms – books, manuals, codes of practice, websites  
| Embrained (tacit)  | Fully transferable via human mobility  
|                   | Indivisible from individual and intrinsic to individual  
|                   | Individual mindset is key  
|                   | Dependent on conceptual skills and cognitive abilities, which allow the recognition of underlying patterns, personal insights, visions and thinking and reflection of these  
| Embodied (tacit)  | Fully transferable via human mobility  
|                   | Indivisible from individual and intrinsic to individual  
|                   | Results from experiences of physical presence (project, work)  
|                   | Action oriented and partly explicit  
|                   | Practical thinking rooted in specific context  
|                   | Sentient and sensory information  
|                   | Depends on and results from peoples’ physical presence and face-to-face discussion  
|                   | Acquired by doing or learned in doing  
| Encultured (tacit) | Partly transferable through human mobility in their truncated forms grounded in relationships and/or in particular setting  
|                   | Institutional and person specific  
|                   | Reliant on shared meaning  
|                   | Knowledge emphasises that meanings are shared understandings arising from socialisation and acculturation including cultural meaning systems, stories, sociality and metaphors that are socially constructed and open to negotiation - it is important in the understanding of different perspectives depend on language because language is the medium of culture  
| Embedded (tacit)  | Partly transferable through human mobility in their truncated forms grounded in relationships in practical setting - represents a specific form of relational knowledge - institutional and person specific  
|                   | Reliant on shared meaning  
|                   | Not objectively predetermined  
|                   | Resides in systemic routines and contextual factors hence it is generated in different language, systems, organisational cultures, working groups  

Adopted from different sources.1995

According to the fundamentals of the KBEs, knowledge is the basis for growth, an economic resource, which sets apart the developed and the underdeveloped; furthermore, within knowledge learning, in particular interactive learning, is the most important process.\textsuperscript{1596} This points to the value of the tacit types of knowledge together with migration/mobility as it plays an important role in the transfer of tacit knowledge.\textsuperscript{1597} Sometimes it is the only effective means for its transfer.\textsuperscript{1598} The different types of tacit knowledge are being increasingly recognised, because there has been a greater emphasis on soft skills\textsuperscript{1599} in regards to employability and university rankings. These include for example, creativity, communication skills and problem solving;\textsuperscript{1600} as well as, movement of R&D personnel; R&D cooperation amongst institutions, including universities and businesses; and cooperation between the public and private sector.\textsuperscript{1601} Furthermore, apart from creativity, tacit knowledge is crucial for fostering innovation\textsuperscript{1602} and therefore it has a direct implication on the development of knowledge triangle. This is because mobility and diversity, for example cultural, foster creativity; and innovation can be thought of as the “practical application of creative

Williams, "Lost in Translation? International Migration, Learning and Knowledge," 590.
\textsuperscript{1597} Williams and Baláž, \textit{International Migration and Knowledge}, 16.
Williams and Baláž, "International Return Mobility, Learning and Knowledge Transfer: A Case Study of Slovak Doctors," 1925.
\textsuperscript{1598} Williams and Baláž, \textit{International Migration and Knowledge}, x, 16.
\textsuperscript{1600} Ibid.
ideas. Internationally mobile individuals and social networks can be considered potential
“knowledge brokers” who have a crucial role in sharing soft skills and tacit knowledge, because they are hard to transfer without face-to-face relationships.

Henceforth, mobile individuals, such as international students have the potential to engage in unusual learning and new possibilities because of their diverse backgrounds and mobility. For this reason they can become so called ‘boundary spanners’ able to transfer knowledge across nation states. Mobility also plays a part in terms of “buzz” and “pipelines,” where buzz is a place or a region that facilitates face-to-face contacts; which is important for transfer of tacit knowledge. In the buzz, people and firms are co-presented and co-located, which creates local communication and information ecology. Thus, specific knowledge is in circulation within the buzz; however, different buzzes pose different areas of knowledge which can be accessed for example through strategic partnerships (universities or research centres) and facilitated either electronically or through human mobility (students, academics, researchers and professionals) which represent the pipelines. However, knowledge transfer and student mobility are dependent on a multitude of factors, such as: country of origin, the host country; the length of stay abroad; recognition of the qualification; and many others.

1604 Williams and Baláž, International Migration and Knowledge, 45.
1605 Ibid., 43–45.
1608 Williams and Baláž, ”International Return Mobility, Learning and Knowledge Transfer: A Case Study of Slovak Doctors,” 1925-26.
which can consequently contribute to the acquisition and transfer of unique knowledge, to unusual learning and new possibilities. Another fact relating to knowledge transfer is that the actual knowledge transaction is in general on a modest scale. This thesis is triggered by the mostly low levels of learning and knowledge sharing. It aims to expose country specific knowledge acquired and transferred by international students.

There is also another aspect of the acquisition and transfer of knowledge, which is knowledge creation. It is dependent on colearning, the steppingstone to knowledge creation. Colearning captures the process of energizing ideas which travel between users or creators of knowledge, where all agents involved can add to that idea; at the same time everything surrounding this idea can become modified, meaning the idea itself and the people involved with that idea and even the surrounding institutions. In this regard, the term knowing should be used instead of knowledge, because it captures the multidimensionality of the process of knowing uniting the abstract (knowledge) with the specific and the social with the technical. Therefore, knowing is a process, as distinct from knowledge which is merely something that individuals have. Knowledge creation is inseparable from colearning and knowledge translation where all types of knowledge transfer involve knowledge translation. Recalling Williams and Baláž’s observation that knowledge transaction in reality occurs on a modest scale, there seems to be a need for certain skills to facilitate colearning and knowledge transfer. This can be identified in academic literature on the

---

1609 Williams and Baláž, *International Migration and Knowledge*, xi.
1610 Williams, "Lost in Translation? International Migration, Learning and Knowledge," 599.
1611 Czarniawska, *Anthropology and Organizational Learning*, 126.
1613 Ibid., 1023, 38.
1615 Williams and Baláž, *International Migration and Knowledge*, xi.
globalisation of higher education which has shifted from knowledge transmission to the acquisition of transferable skills, including competences and training. However, the understanding of the processes of skills transformation in the context of international migration and mobility is still limited. This has all informed research interests on the relationship between acquisition and the transfer of knowledge and the intercultural competencies of international students, which can contribute to the research on the acquisition of transferable skills.

Williams identified that international migrants are also able to carry means to access and transfer ideas, knowledge and skills, which is crucial in terms of transfer of tacit knowledge as it is person specific and relies on shared meanings. An individual can possess competences which are portable and help colearning and knowledge transfer. Intercultural competence is one of these skills especially relevant to the context of ISM, because acquisition and transfer of intercultural competence skills are best done through socialisation or interpersonal contact as opposed to learning from books. Moreover, Drucker argues that “you have to learn to connect” in order to make knowledge, otherwise its value is limited. What matters is the way knowledge is acquired, transferred and applied. Furthermore, self-reflective practices are necessary in order for cultural learning to take place.

---

1616 Kim, "Transnational Academic Mobility, Knowledge, and Identity Capital," 588.
1617 Evans and Rainbird, The Significance of Workplace Learning for a 'Learning Society', 24.
1620 Williams and Baláž, "International Return Mobility, Learning and Knowledge Transfer: A Case Study of Slovak Doctors," 1925-26.
place; this is manifest in competent intercultural behaviour, communication and thinking.\textsuperscript{1622} Therefore, skills and knowledge can be thought of as competencies, which in the context of ISM benefit from international mobility. Skills understood as social processes can be de-contextualised and de-constructed into personal competencies, which can be carried “like a suitcase, from job to job and also across spatial boundaries.”\textsuperscript{1623} This relates to the notion of social and human capital when such portable competencies can be perceived as one of the accumulated types of capital. There is a link to the idea of transnationalism because mobile individuals in possession of such competencies vis-à-vis “knowledgeable or learning”\textsuperscript{1624} individuals have the ability to create trans-local networks. Finally, in the context of KBEs where innovation is believed to be the key driver, much also depends on education and research, concentrated on individuals, preferably mobile students, academics and researchers,\textsuperscript{1625} who can become the ‘knowledgeable and learning’ individuals. This thesis therefore studies the experiences of international students in terms of learning, knowledge sharing and looks at the development of intercultural competencies enhanced by their university and host country setting.

\section{7.4.3 Acquisition and transfer of knowledge – students’ experiences and perceptions}

The empirical findings on acquisition, sharing and transfer of knowledge and skills were shown in in Chapter 6 to reveal students’ wish to advance their academic and personal skills,

\begin{thebibliography}{99}
\bibitem{1622} Deardorff, "Preface," xiii.
\bibitem{1623} Nuffic, "Internationalisation of Universities and International Student Mobility."
\bibitem{1624} Ainley, \textit{Class and Skill: Changing Divisions of Knowledge and Labour}, 357.
\bibitem{1625} Bunnell and Coe, "Spaces and Scales of Innovation," 581-82.
\bibitem{1626} Williams and Baláž, \textit{International Migration and Knowledge}.
\end{thebibliography}
the latter consisting of three main skill areas. Students were asked about the knowledge and skills they had acquired and shared, and with whom they had shared it while they were abroad. The answers were approached through the earlier mentioned categorisation of knowledge into explicit (encoded knowledge) and tacit knowledge (embrained, embodied, encultured and embedded). As the literature revealed, nowadays stress is upon tacit knowledge and soft skills. These were also the skills students thought should be outcome of IoU, as revealed in the first chapter in this thesis; similarly, soft skills are the key for employability as evidenced by the professional sector. Findings here are based on 39 international students at New Zealand universities, 15 at Oxford and 12 from Charles. They revealed that the vast majority of students in all three case studies acquired knowledge and skills while abroad; they also shared it to a lesser degree (13 students altogether did not share or have not yet any knowledge and skills). In terms of the knowledge types, encoded knowledge was regularly referred to in connection with academic knowledge and skills and embrained knowledge was described as that acquired by professors but there was predominantly a student to student link. Embrained and encultured types of knowledge were the most commonly mentioned, both in terms of acquisition and sharing, while embodied knowledge was mentioned to a lesser degree and only occasional references to embedded knowledge were found, perhaps due to the difficulties in its exchange or the fact that international students have yet to experience fulltime employment.

---

1626 Communication skills, skills and characteristics of a cosmopolitan/global citizen and intercultural communication/competence skills.
1627 3_15 Skill – (definitions): the ability to do something well; skill expertise is practical ability, facility in action or in doing to to do something. What skills have you acquired in NZ, UK, CZ and from whom?
3_16 What skills have you shared or passed on while in NZ, UK, CZ and to whom?
3_17 Knowledge – (definitions): facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject. What knowledge did you gain in NZ, UK, CZ and from whom?
3_18 What knowledge have you shared or passed on while in NZ, UK, CZ and to whom?
3_19 Have you experienced any obstacles in knowledge and skills transfer and what were they?
1628 Williams and Baláž, International Migration and Knowledge.
7.4.3.1 Encoded knowledge and skills

As mentioned earlier, encoded knowledge regularly accompanies other types of knowledge and skills acquisition as in the case of Anonymous8_NZ: ‘I student! I learn every day from the literature and fellow researchers,’ or for example ‘study in libraries (...) loads of archives,’ (Benjamin_UK) or through university courses ‘learned about (...) through one paper I took’ (Heather_NZ) or through ICTs - ‘About Māori culture, from fellow students and Internet’ (Linh_NZ) and ‘have learned some basic GIS, which is a mapping software’ (Heather) or ‘programming in Matlab by self-study’ (Anonymous12_NZ). Students’ rarely learned only one thing as Nikita_UK explains ‘I have acquired a lot of academia related skills from the university. I have got lots of language skills from my friends. I developed a great deal my computer skills from the courses I attended. Japanese language from the Japan society and from classes at the language centre. Judo skills in the Judo club.’ However, some students did not specify the aspect of learning, for example Olga_CZ: ‘soft skills’ and a few students did not offer any answer to the question but one: ‘honestly don't remember a damned thing (I) learned’ (Eric_NZ). There were no responses relating to sharing this type of knowledge and skills.

7.4.3.2 Encultured knowledge and skills

Turning to the tacit knowledge, the encultured type of knowledge and skills outnumbered the other types in terms of acquisition and sharing and in terms of a detailed description of these. This is in line with students’ interests in cultural ‘matters’ throughout their expectations and perceptions thus far. As far as acquisition and sharing of knowledge, friends, students and
flatmates were the main means of gaining knowledge, but were often assisted by books and the internet; hence, the link between encoded and any other type of knowledge. Carlos_CZ acquired ‘some historical and cultural knowledge on the country. I gained it reading, in conversations with locals and colleagues,’ similarly Tony_CZ ‘gained a greater appreciation of the culture of Czechs from my friends, and also of the broader Central and Eastern Europe via people (I've) [he has] met.’ Anonymous17_NZ ‘even understands the humour better.’

Apart from host countries, students ‘learned a lot about middle eastern politics from my Saudi flatmates,’ (Noelani_NZ) or comparative knowledge – ‘gained an understanding of British culture, UK/US relations, and global (non-US) attitudes towards immigrants and foreigners’ (Jason_UK) including ‘a much better understanding of the deep cultural differences between Americans and Brits as well as Europeans and others in general’ (Matt_UK). Students mostly shared knowledge about their own culture, language, political systems, for example: ‘knowledge of France's political system (colleagues) - knowledge of the French language and culture (to friends, teachers and colleagues)’ (Benoit_UK);
‘knowledge about Russian culture through the seminars and events I organised as in the Oxford University Russian Society’ (Nikita_UK); ‘few words of German and German traditions to friends’ (Anonymous12_NZ), and ‘Chinese history and stories, to some other countries’ friends’ (Silvia_NZ). The role of a ‘ambassador’ and ‘travelling student’ has been also acknowledged, for example: Tom_NZ ‘shared (my) [his] experiences traveling abroad, acted as an ambassador of sorts for the USA, Canada, and the state of Alaska,’ Anonymous3_NZ ‘told (my) [her] family and (my) [her] friends back home about the culture in New Zealand’ or as Hazieqa_NZ ‘told to (my) [her] other Malaysian friends, and domestic students about how things are in (my) [her] country.’
Turning to the skills, acquisition and sharing of skills mainly concerned the languages, and for example: ‘learnt some Czech, mainly from my co-workers’ (Renata_CZ); ‘better pronunciation of Czech by a class on ‘korrektivní vyslovnost,’ brewing kombucha from a friend’ (Kristiina_CZ); practical domestic or leisure/hobby related skills: ‘how to make cultural dishes, how to break dance, how to play drinking games, how to properly use dining utensils, lies embedded in American history, religious practices’ (Rex_UK); set of personal skills (communication skills, intercultural competencies, skills of a cosmopolitan person): ‘the art of saying nothing when you want to kill the other one because of an intercultural misunderstanding’ (Margaux_CZ); ‘how to look past people's judgments (of me) and become more goal oriented (...) gradually(...)adjusted to the surprisingly different attitudes that people had in day-to-day interactions’ (Jason_UK); ‘I increased my awareness of class differences which are pretty prominent in the UK and especially Oxford. I learned more about how to detect them but then overcome them as well’ (Anna_UK); and ‘my flatmate has taught me many things about how poor economic conditions during one's childhood can affect someone. This has helped me as a cultural historian and also positively affected my intercultural skills’ (Anonymous2_NZ). The sharing of skills, similarly to knowledge, gravitated towards an exchange of ideas, practices and values of students being ambassadors, Marco Polo and travelling students. For example, from the expression of culture: ‘cultural insights, food dishes, and other activities’ (JP_NZ); ‘salsa dancing, to my friends and classmates’ (Debbie_UK), to navigating and preparing others for the cultural experience ‘loads of advice about France and how to spend great holidays there’ (Benjamin_UK) and gaining and spreading understanding through sharing, for example: how to ‘be more tolerant. I passed to everyone,’ (Aaron_CZ); Anonymous2_NZ ‘tried (my) [her] best to improve (my) [her] friends' intercultural skills by explaining things when I felt like they weren't getting
certain things;’ and finally ‘debating in classes and intercultural awareness. Some of my classmates where pretty racist, so I hope I have made them start thinking more critical about their statements and biases’ (Anna_UK).

7.4.3.3 Embrained, embodied and embedded knowledge and skills

The embrained and to a lesser degree embodied knowledge and skills mentioned by students’ mainly relate to their research and ‘area/field of study’ (Jess_NZ, Anonymous18_NZ) often with international and intercultural aspects. The students interviewed were as diverse as the topics studied (academic collaboration and/or study themes – development, international politics etc.), for example as Hazieqa_NZ puts it ‘issues affecting the world (politics, economics, social) from fellow Malaysians, from student activists I met, and from the many books in the library,’ or Noelani_NZ said ‘I know a lot of my friends were really excited to have someone with a critical and experienced viewpoint of American politics. I also shared with them a better view of an American, and not all of us are arrogant ignoramuses.’ There were only a handful of references to embedded knowledge, some of them are: ‘I gained knowledge about earthquakes from living them and also from teachers’ (Anonymous19_NZ); ‘organisational skills (...) "people skills" (...) "behaving in the workplace" skills (...) organisational skills at work’ (Benoit_UK); ‘I think I've learned to be less anxious about things and life in general. I think the environment has a very calming effect’ (Ghislaine_NZ).

While the last input is perhaps not traditional in sense of knowledge, it is an outcome of ‘learning’ as Ghislaine_NZ points out and it is a skill on which she can build, even though it has been acquired from a specific setting, which is what makes it embedded initially. Finally, the idea to focus on interculturality is not only based on the quantity and the quality of data; it
shows the importance of this aspect in general - ‘I'm not sure that I did pass on any skills, although I do occasionally offer "advice" to fellow Americans considering a move to the UK or Europe in general, specifically with respect to preparing for and dealing with Anti-Americanism abroad’ (Jason_UK), which is researched further through the topic of intercultural competence, development of students’ identities and forming of their cosmopolitan mindsets.

7.4.4 Intercultural competence

Another research interest of this thesis is on intercultural competencies. Intercultural competency is an important skill because the acquisition and transfer knowledge requires connection.\textsuperscript{1629} Intercultural competence can be acquired through socialisation\textsuperscript{1630} which can be specific and perhaps challenging given the unique situation of ISM. It can be contextualised through ISM as an outcome of youth mobility cultures and geographies of consumption.\textsuperscript{1631} This follows some of the motivations for international students in regards to their study abroad, such as the wish to live in a foreign country and/or experience a foreign culture, which can be classified as a sociocultural rationale out of the fourfold analytical lens of this thesis.\textsuperscript{1632} The main principle of this conceptual frame is that rationales for study abroad are of experiential and individual character and a goal rather than an economic factor.\textsuperscript{1633} This is the rationale for the EU’s initial support for study exchange programmes, which can be viewed as one of the ‘push and pull’ factors of mobility. ISM is also refers to

\begin{flushleft}
\textsuperscript{1629} Drucker, "Seminal Paper," 1.
\textsuperscript{1630} Collins, “The Structure of Knowledge,” 105.
\textsuperscript{1631} Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad," 293.
\textsuperscript{1632} Academic, economic, political and sociocultural.
\textsuperscript{1633} Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad," 293.
\end{flushleft}
the concepts of the ‘do-it-yourself biographies;’ accumulation of capital; transnationalism and social class within the contextual frame of the outcome of youth mobility cultures and geographies of consumption, which are adopted as the theoretical perspectives of this thesis. Finally, one of the skills within intercultural competence is empathy, which is a quality believed to be pivotal in the shaping of individuals’ cosmopolitan mindset. The study of intercultural competence is thus important in order to proceed with examination of the remaining two research interests of this thesis: the development of students’ identities and the forming of students’ cosmopolitan mindsets.

The development of the intercultural competence discourse follows the historical political, economic and sociocultural advancement of human kind, which progressed the communication and different languages and cultures from the times of the Silk Road to the contemporary era of the Peace Corps. This wide scope of relevance of intercultural competence perhaps contributed to the blurring of the terms skill and competence, which tend to be used interchangeably. The term competence is further divided between the European and US use, which describes different interpretations of the word. The US version, originally from the 70s’ consultancy and management field, takes the form of ‘competency’ in its singular and ‘competencies’ in its plural form. It characterises what you know in terms of skills and knowledge. The European term is ‘competence’ in the singular and ‘competences’ in the plural form. It describes what one does vis-à-vis how knowledge is applied in practice. In order to allow for a greater operational scope, this thesis adopts both the US

---

1634 Ibid.
Young Yun Kim, “The Identity Factor in Intercultural Competence,” ibid., 60.
and the European versions of intercultural competence, which can be detected also in the definitions of intercultural competence taken used in this study.

Intercultural competence can be defined as “a long-term change of a person’s knowledge (cognition), attitudes (emotions), and skills (behaviour) to enable positive and effective interaction with members of other cultures both abroad and at home.”\textsuperscript{1637} It can also mean “knowledge about and ability in international relations: for example foreign language skills and knowledge about the political, social, and economic development of countries or regions.”\textsuperscript{1638} Furthermore, intercultural competencies are characteristics that an individual possesses which facilitate competent intercultural interaction. It can be understood as “the development of understanding, respect, and empathy for people with different national, cultural, social, religious, and ethnic origins.”\textsuperscript{1639} As pointed out previously, the research on intercultural competence is important in regards to the study of the cosmopolitan mindsets of students, which is through cultural empathy and empathy is one of the intercultural skills. This thesis adopts the above suggested definitions of intercultural competence in particular the last two references of intercultural competence. Measuring intercultural competencies is very difficult and the full scale of the development and change in terms of intercultural competence manifests itself over a longer period of time or a life-cycle;\textsuperscript{1640} this needs to be considered when studying intercultural competence.

\textsuperscript{1638} Nilsson, "Internationalisation at Home from a Swedish Perspective: The Case of Malmo," 12.
\textsuperscript{1639} Ibid.
\textsuperscript{1640} Nuffic, "Internationalisation of Universities and International Student Mobility."
The abundance of definitions on intercultural competence corresponds with several related terms which are summarised in the table below. The ‘umbrella term’ hypercultural competence has been introduced most recently. It aims to measure and describe several competence paradigms that operate in the discourse of culture. The scope of the hypercultural competence’ subsets range from describing thoughts, sensitivities, and explanatory capacities to intellectual skills. These subsets are: cross-cultural competence; intercultural competence; transcultural competence in two occasions and intracultural competence. While this study does not categorise its empirical findings according to the suggested types of hypercultural competencies, it identifies their individual characteristics and outcomes in the stories of international students abroad. This is also captured in the definitions of intercultural competence adopted by this thesis; for example in the case of the specifics of the cross-cultural competence. In addition, Teekens stresses that in terms of being interculturally competent, it is not possible to know the aspects of all cultures, but it is important to understand the principles which form cultures and their many manifestations.

Table 7.4.4.1: Hypercultural competence

<table>
<thead>
<tr>
<th>Hypercultural Competence</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-cultural competence</td>
<td>The capability to function according to the cultural rules of more than one cultural system; ability to respond in culturally sensitive and appropriate ways according to the cultural demands of a given situation</td>
</tr>
<tr>
<td>Intercultural competence</td>
<td>The capability for successful communication and effective collaboration with people of other cultures through recognition of differences and respect for other points of</td>
</tr>
</tbody>
</table>

1642 Nuffic, "Internationalisation of Universities and International Student Mobility."
<table>
<thead>
<tr>
<th>Transcultural competence</th>
<th>The capability to connect different points of view through the elicitation of dilemmas and their reconciliation</th>
<th>Reconcile differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcultural competence</td>
<td>The capability to deliver the business benefits of cultural reconciliation through servant leadership</td>
<td>Leverage business benefits</td>
</tr>
<tr>
<td>Intracultural competence (aka servant leader)</td>
<td>The capability to leverage cultural and/or ethnic diversity and differences within teams</td>
<td>Managing and leveraging business benefits of diverse teams and employees</td>
</tr>
</tbody>
</table>


Similarly to the challenges of mobility, literature often refers to the challenges, which concern intercultural communication and thus highlights the importance of intercultural competence. 1644 They are determined by the fact that culture is not static; “culture is action.” 1645 Another important characteristic, which defies culture, is that it is learned. 1646 The process of learning constantly shapes the beliefs, values and the behaviour of an individual. Moreover, the benefits of intercultural learning are not automatic. Although, ISM can provide intercultural experience, cultural diversity and/or engagement in a transnational way of living, it does not guarantee intercultural learning nor does it turn one into an interculturally competent person. 1647 Hence, international mobility, living abroad and utilising transnational...

---

1644 Otten, "Intercultural Learning and Diversity in Higher Education."
1645 Daly, "Outbound Student Exchange at Australian and New Zealand Universities: The Effects of Pre-Departure Decision-Making, in-Country Experiences and Post-Sojourn Outcomes."
1646 Bennett, "On Constructing Culture".
Nuffic, "Internationalisation of Universities and International Student Mobility."
Otten, "Intercultural Learning and Diversity in Higher Education," 14.
ties does not provide international understanding, cultural awareness or even peace.\textsuperscript{1648} For instance, international students in Australia encountered disinterest, a lack of curiosity and sometimes hostility from domestic students due to the short transitory character of their study abroad and on this country’s already established multicultural environment due to its recent migration history.\textsuperscript{1649} Some literature identified the following challenges in regards to intercultural competence: social interaction and adjustment to working conditions;\textsuperscript{1650} lack of intercultural interaction and lack of intercultural competences which are predominantly caused by students’ socialisation habits,\textsuperscript{1651} so called “clingingness,”\textsuperscript{1652} or grouping in “national ‘cliques.’”\textsuperscript{1653}

Furthermore, failed intercultural understanding and communication and absent intercultural competence can reinforce stereotypes and prejudices.\textsuperscript{1654} This can also have a negative impact on students’ academic performances\textsuperscript{1655} and can cause culture shock.\textsuperscript{1656} In some extreme situations a breakdown of intercultural communication can even lead to the “development of xenophobic views.”\textsuperscript{1657} Therefore, for intercultural understanding to

\begin{flushleft}
\textsuperscript{1648} Teekens, “Internationalization at Home: A Background Paper,” 9.
\textsuperscript{1649} Dunstan, “Cultural Diversity for Life: A Case Study from Australia,” 70.
\textsuperscript{1650} Chaban et al., “Crossing Cultures: Analysing the Experiences of Nz Returnees from the Eu (Uk Vs. Non-Uk),” 783-84.
\textsuperscript{1651} Otten, “Intercultural Learning and Diversity in Higher Education,” 18.
\textsuperscript{1652} Daly, "Outbound Student Exchange at Australian and New Zealand Universities: The Effects of Pre-Departure Decision-Making, in-Country Experiences and Post-Sojourn Outcomes."
\textsuperscript{1653} Weibl, "The European Union Postgraduates in New Zealand."
\textsuperscript{1654} Daly, "Outbound Student Exchange at Australian and New Zealand Universities: The Effects of Pre-Departure Decision-Making, in-Country Experiences and Post-Sojourn Outcomes."
\textsuperscript{1655} Teekens, "Internationalization at Home: A Background Paper."
\textsuperscript{1656} Otten, "Intercultural Learning and Diversity in Higher Education," 6.
\textsuperscript{1657} Williams and Johnson, “Why Can’t We Be Friends?: Multicultural Attitudes and Friendships with International Students.”
\textsuperscript{1658} Otten, "Intercultural Learning and Diversity in Higher Education," 6.
\end{flushleft}
emerge, the acquisitions of related knowledge and skills have to be “somehow schooled.”

Consequently, intercultural competence is more than a “diminishment of prejudice,” rather it is a lifelong process aiming for intercultural learning in terms of behaving, communicating and thinking; moreover, as suggested previously it should ideally contain components of regular self-reflective practices, because self-reflection is crucial for cultural learning to take place, for example by projecting different perspectives when it comes to ISM. Cultural learning ideally consists of processes of observation, listening, asking, sharing, teaching and learning from each other, which should preferably occur on a daily basis. Regular intercultural interactions and practices can lead to positive interactions and thus to long-term change of knowledge, attitudes and skills which capture the full potential of intercultural competence.

Skills gained that way account for open-mindedness, flexibility and greater tolerance in uncertainty.

Intercultural competence and intercultural learning also play an important role in developing empathy, which can enhance the notion of universalism and other virtues within the cosmopolitan ideal; hence the choice of the intercultural competence definition for this thesis, which contains the word empathy. The final investigation conducted in this thesis is on the forming of students’ cosmopolitan mindsets. This effectively ties together all the previous

---

1658 King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour," 233.
1659 Bennett, "Cultivating Intercultural Competence," 132.
1661 Nuffic, "Internationalisation of Universities and International Student Mobility."
1663 Janet M. Bennett, "Cultivating Intercultural Competence," ibid., 134.
1664 Ibid.
1665 Williams and Johnson, "Why Can't We Be Friends?: Multicultural Attitudes and Friendships with International Students," 47.
research strands of this thesis. The study of students’ intercultural competence with a focus on empathy helps to canvas students’ attitudes to the notion of cosmopolitanism based on their experiences studying abroad. Intercultural learning in the context of ISM can be enhanced by self-reflection and regular intercultural practices based on interaction which means that individual students can learn from each other and may result in the building of respectful and trusting relations.\textsuperscript{1667} The process of cultural learning equates to acquisition of knowledge and skills which, being possibly a lifelong process, means that the benefits of intercultural competence are greater than the changes which may occur during the time spent abroad and upon return home. This study is able to measure this. Furthermore, this thesis focuses on the forming of students’ personal identities because it helps to contextualise intercultural competencies and intercultural learning by examining more aspects of students’ experiences abroad. This allows more individual and in-depth investigation of students’ stories.

7.4.5 Intercultural competence – students’ experiences and perceptions

The following paragraphs indicate students’ perceptions of their intercultural competencies over their mobility cycle. There were 46 students out of 90 who completed the longitudinal study up to the Skype interview and 39 who returned an additional email of 8 open-ended questions. Data used in this empirical review originates from the 46 respondents who took a minimum of 1 year to complete this study. Students were asked to rank their intercultural competencies on four occasions, at the initial in-depth face-to-face interview,\textsuperscript{1668} then in the

\textsuperscript{1667} Deardorff, "Preface," xiii.
\textsuperscript{1668} Interview 81: How would you rate yourself according to these definitions on the scale 1 – 10? Definition: Intercultural competence: Characteristics that an individual possesses which facilitate competent intercultural
on-line surveys no. 1, 3, and 10. Students were also asked whether they felt that their intercultural competence had improved in two occasions (on-line surveys no. 5 and 10), and finally, students were asked to comment on their record of intercultural competence ranking over the research period, which was done through the Skype interview. Appendix 17 has a record of students’ rankings and holds the answers to the questions in regards to their personal growth and thoughts about their rankings. Not all students ranked themselves during the face-to-face interview (only 27) and the ranking scale on the first attempt was 1-10; while the next three times the ranking scale was -5 to 5, which is still a 10-likert scale. This analysis concerns the last three attempts. Out of the 46 students 16 ranked their intercultural competence decreasingly, though 10 from the 16 accorded their first two attempts the same value, then lowered it in the final survey, usually by 1 point. 10 students

1_12: Intercultural competences – (definition): characteristics that an individual possesses which facilitate competent intercultural interaction. It also means understanding and respect and empathy to people of different national, cultural, social, religious and ethnic origin. How would you rate yourself and the following group of people according to the definition of the intercultural competences? (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means bad, 0 means neither or bad and 5 good).
3_13: Intercultural competences – (definition): characteristics that an individual possesses which facilitate competent intercultural interaction. It also means understanding and respect and empathy to people of different national, cultural, social, religious and ethnic origin. How would you rate yourself and the following group of people according to the definition of the intercultural competences? (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means bad, 0 means neither or bad and 5 good).
10_5: Intercultural competences – (definition): characteristics that an individual possesses which facilitate competent intercultural interaction. It also means understanding and respect and empathy to people of different national, cultural, social, religious and ethnic origin. How would you rate yourself and the following group of people according to the definition of the intercultural competences? (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means bad, 0 means neither or bad and 5 equals to good).

5_1: Has your intercultural competence do you think improved because of your study abroad? 10_5: Intercultural competence defined as: characteristics that an individual possesses which facilitate competent intercultural interaction. It also means understanding and respect and empathy to people of different national, cultural, social, religious and ethnic origin; yes (please specify – type in your answer); no (please specify – type in your answer); I don’t know (please specify – type in your answer).
10_4: Has your intercultural competence do you think improved because of your study abroad? 10_5: Intercultural competence defined as: characteristics that an individual possesses which facilitate competent intercultural interaction. It also means understanding and respect and empathy to people of different national, cultural, social, religious and ethnic origin; yes (please specify – type in your answer); no (please specify – type in your answer); I don’t know (please specify – type in your answer).

Skype_16: Looking at your ranking history of your IC, you have ranked yourself on first occasion as …. Can you please comment on your rankings?
did not deviate from their initial ranking and kept the same value all the way through; further 10 students followed the U shape in their intercultural competencies ranking. 6 students have improved their intercultural competence steadily, each time usually by one point; while 5 students’ ranking was that of the reversed U shape, and 1 student steadily ranked himself down.

In the question on perceived improvement of the intercultural competence, both times all but 10 students believed, that their intercultural competence had improved. There were three students who at first felt that their intercultural competence had improved but the second time they did not know. Their intercultural competence rankings accordingly were (3, 3, 4; 4, 3, 3; and 4, 4, 2). Conversely, three students didn’t know whether their intercultural competence had improved when asked the first time, but the second time they acknowledged improvement with consequent ranking of their intercultural competence (2, 3, 0; 5, 5, 5; 3, 3, 3). There were two students who didn’t think their intercultural competence had improved on both intakes (5, 5, 4; 3, 3, 1) and there was one student with both ‘no’ and ‘yes’ (3, 4, 5) and one student with ‘no’ and ‘don’t know’ (4, 2, 1). Nevertheless, based on the explanation of students in their ‘no’ and ‘don’t know’ answers as well as in the case of students who did not ranked their intercultural competence steadily or increasingly, the vast majority of students felt that their intercultural competence had improved. In general, the ‘no’ and ‘don’t know’ pointed out that their intercultural competence was already high and remained high, or that someone else should rank them. When considering these fluctuations, most of the students commented that they either over rated themselves at the beginning, or that they are without or were without contact with different cultures. The latter is identical to the information students were recording with their ‘yes’ answers on their improved intercultural competence, which
was thanks to exposure, interaction and living in an (foreign) environment of diversity in
terms of culture, country of origin, religion, study, social strata and sexual orientation. In
some cases students were taken by surprise by their earlier lower ranking, for example
Renata_CZ (5, 3, and 5) says ‘I feel that I am fairly open to different cultures, thus having
intercultural competence. I am not sure why I answered 3; I would like to confirm that I feel
all three should be 5.’

Turning to some of the students’ testimonies according to the same ranking patterns,
Ghislaine_NZ (3, 4, 2) explains that the lower final ranking is because she does not ‘socialise
as much as in the US and Cayman Island, (I) [she] didn’t adapt to Kiwi culture, never really
assimilated’ at the same time ‘(I) [she] cannot emphasize enough whether one can teach
intercultural competence.’ In the case of Linh_NZ (4, 5, 3) ‘some skills have improved some
didn’t, it depends on the status, sometimes (I am) [he is] engaged sometimes rejected;’ while
Thong_NZ (3, 5, 4) is ‘still trying to adapt (...) Kiwi friendship is difficult, (I am) [she is]
tired of this and not passionate enough so focusing on study instead.’ Continuing with the
downward trend in the final stage of ranking, Raj_NZ (4, 2, 1) started with the perception
from his country that ‘Caucasians behave the same’ and he found out that, based on his
previous encounters, ‘Americans and Canadians are not like New Zealanders and British,
Americans and Kiwis don’t think alike.’ Oleg_CZ (4, 4, 2) thinks that being ‘not in contact
with foreign people (...) having a gap’ resulted in his down grading his intercultural
competence the third time, but he adds that ‘overall I have a good intercultural competence.’
Similarly, Zhanna_CZ (4, 4, 3) explains that it is ‘because at the beginning (I) [she] used to
spend more time with people from other cultures,’ and Simon_CZ (3, 3, 1) thinks along
Ghislain_NZ’s idea that he ‘might have subconsciously not integrated to Czech society, or not speak the language.’ In the case of Tom_NZ (4, 1, 2) and Anna_UK (4, 4, 2) they both became more critical about their initial intercultural competence, as Anna_UK said ‘when you dig deeper you find out that you have so much prejudice, so you have to work on yourself a lot I guess, and now being back home I have to work on the same towards the home culture,’ and Tom_NZ adds ‘I feel at times certain degree of optimism (...) initially looking for commonalities later for differences.’

In terms of the U shaped ranking, which Nick_NZ’s fitted as well, Jennifer_NZ (5, 0, 5) says ‘I believe I had a high intercultural competence, but discovered I had to compromise and that I overestimated my intercultural competence.’ In the case of Giang_NZ (3, 2, 4) just like Benjamin_UK (1, 0, 5) travelling became learning ‘quite influential’ (Benjamin_UK) which resulted in ‘respect (...) [of things] intercultural’ (Giang_NZ) and ‘more confidence and (...) [being more] open-minded’ (Benjamin_UK). As for students who ranked themselves at the same level three times, JP_NZ (5, 5, 5) mentioned that it is ‘an outcome of 7-8 years of travelling, but (I) [he] also enjoys intercultural competence.’ Carlos_CZ (4, 4, 4) points out that ‘intercultural competence is at test mostly at the beginning and at the end of (your) stay’ and Margaux_CZ (3, 3, 3) ‘thinks that it cannot be higher because of where (I) [she] live[s] in France and Prague,’ referring to the comparative lesser degree of diversity than in other places in the world. Lastly, both Debbie_UK (3, 4, 5) and Kristina (1, 3, 4) ranked their intercultural competence higher each time, Debbie_UK thinks that it is because ‘starting from Oxford (I) [she] was able to meet more people from different cultures;’ likewise Kristina_CZ ‘joined the buddy programme (...) helps to get to know how you are perceived and how you perceive.’ These outcomes are in line with some of the findings of the literature as well as
other primary data relating to intercultural competence. First, that it is very difficult to
measure intercultural competence because the outcome might take a life time.\textsuperscript{1672} The
methodological approach suggests that one measure of intercultural competence is not
enough. At the same time, the data suggests that this longitudinal research using a grounded
theory approach with open-ended questions and interviews was able to offer valuable insight
into students’ perceptions on their intercultural competencies.

\textbf{7.4.6 Development of students’ identities}

The shaping of students’ identities throughout their stay abroad is a vital part of examining
students’ international experiences in addition to the investigation of the knowledge transfer
and the intercultural competence. All three contribute to better understanding of the forming
of a cosmopolitan mindset and empathy. ISM is perceived by the EU as one of the ways to
strengthen European identity in supporting the creation of European citizenship.\textsuperscript{1673} The
relevant literature also suggests that ISM contributes to the development of cosmopolitan
identities and global citizenship.\textsuperscript{1674} This study contributes to the scarce work on student
identities in connection with cosmopolitanism, global citizenship and global competencies,

\textsuperscript{1672} Nuffic, "Internationalisation of Universities and International Student Mobility."
Matthias Otten - Professor - Cologne University of Applied Sciences, ibid.

\textsuperscript{1673} Mol, "Intra-European Student Mobility and European Identity: A Successful Marriage?.

\textsuperscript{1674} King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity
and Subsequent Migration Behaviour."
Papatsiba, "Making Higher Education More European through Student Mobility? Revisiting Eu Initiatives in the
Context of the Bologna Process."
Sigalas, "Cross-Border Mobility and European Identity: The Effectiveness of Intergroup Contact During the
Erasmus Year Abroad."

\textsuperscript{1675} Bruter, "On What Citizens Mean by Feeling 'European': Perception of News, Symbols and Borderless-Ness."
Citizens of Europe? The Emergence of a Mass European Identity.

\textsuperscript{1676} Campbell, "Promoting Intercultural Contact on Campus: A Projec to Connect and Engage International and
Host Students."
Joellen Elizabeth Coryell et al., "Case Studies of Internationalization in Adult and Higher Education : Inside the
Processes of Four Universities in the United States and the United Kingdom “ ibid., no. 1 (2010).
Howe, "The Internationalization of Higher Education in East Asia: A Comparative Ethnographic Narrative of
Japanese Universities."
which lack analytical and empirical depth. This study also examines the development of student identities through their experiences abroad together with the acquisition and transfer of knowledge and the development of intercultural competencies. This is essential to understanding of the forming of students’ cosmopolitan mindsets.

Recalling the three-fold contextualisation of ISM together with some of the research aims of this thesis, student mobility here is being considered as a “product of globalisation,” which alongside ISM, is perceived as highly skilled migration (potential for transfer of knowledge) and youth mobility cultures and global consumption cultures (development of intercultural competencies). The references to ISM being a product of globalisation connects the topic of student mobility with that of the role of the EU in the IoU in terms of the creation and enhancement of European identity, including the Erasmus type of exchanges and the EC’s involvement in the Bologna Process. Moreover, ISM as a product of globalisation refers to the ‘creation’ of multilingual and mobile graduates capable of supporting European integration, which can be linked with the ideas of cosmopolitanism/global citizenship, globally competent individuals and intercultural learning. Because of their new surroundings and novel educational context, international students constantly renegotiate their identities, which are captured by the theory of the ‘do-it-yourself biographies.’ Furthermore, the younger generation’s identity formation is increasingly taking place within

\[1675\] Morais and Ogden, "Initial Development and Validation of the Global Citizenship Scale," 445.
[1678] Ibid.
[1679] Ibid.

[1678] King, “‘International Student Migration in Europe and the Institutionalization of Identity as “Young Europeans”’.”

\[1679\] Montgomery, *Understanding the International Student Experience.*
the “new cultural space” of global mobility as well as immobility; linking identities with the concept of transnationalism. There are numerous elements to identity construction. These are mirrored in the many types of identities, such as political, cultural, ethnic, and religious and so on, which can all be developed to different levels within a single individual. 1681

The consideration of the ISM as a “product of globalisation” captures the fact that the desire to pursue student mobility is often the subject of “global opportunities” and “social imaginaries,” which informed the research conducted in this thesis. Identities are characterised as being unstable, not homogenous and relational to persons and to environments. 1685 Furthermore, identities are viewed as an ever-changing, continuous process. 1686 Therefore, this thesis uses Groothues’ s idea of identity construction as its analytical tool when examining students’ identities. This uses six interlinked categories: family; language; education; government policy; media and icons of identity, which are of cultural nature. The formation of identities can be thought of as a social and cultural construct, which mirrors cultural practices based on personal interactions and perceptions of the social environments. Identities can be the subjects of social imaginaries captured by the theory of social and human capital, adopted as one of the theoretical frames of this thesis.

1680 Dolby and Rizvi, “Introduction, Youth Mobility and Identity,” 3.
1681 Groothues, “Imagine: A European Identity”.
Bruter, Citizens of Europe? The Emergence of a Mass European Identity, 2, 9.
1683 Rizvi, “Global Mobility and the Challenges of Educational Research and Policy,” 269.
1684 Ibid.
1686 Brubaker and Cooper, "Beyond 'Identity'," 1, 5.
Brubaker, Ethnicity without Groups, 4, 29, 31.
Jenkins, Social Identity, 30, 41, 70.
1687 Groothues, “Imagine: A European Identity”.
Identity matters, because it determines people’s mutual perceptions. It thus has an impact on their behaviours.\footnote{Groothues, "Imagine: A European Identity".} Identities have an “extremely powerful emotional dimension,”\footnote{Ibid.} which may be revealed by the in-depth investigation of individual students’ stories based on their perceptions. The use of the six-fold conceptualisation of identities assists the detailed examination of students’ multiple identities; it can also contribute to the understanding of identities as “social practices … geographical structures and national contexts ….”\footnote{Checkel and Katzenstein, "The Politization of European Identities " 4.}

Turning to Groothues’s concept of identity construction in regards to ISM (the motivation and expectations from study abroad): 1) the role of family can initiate student mobility,\footnote{Groothues, "Imagine: A European Identity".} for example by placing various expectations on their children, which can act as motivations to study abroad as well as the ‘push and pull’ factors of mobility. This element is often described through the concept of social capital; 2) the language(s) which are and are not spoken by an individual student can affect the mobility aspirations in regards to particular study destinations as well as the willingness to learn a foreign language. This can also produce an inclination for an individual to identify with a wider geographical area, for example the national (the UK) versus regional or supranational (European and or cosmopolitan) identity.\footnote{Ibid.} Learning a foreign language, especially in the case of English can be undertaken for the purpose of enhancing future career prospects; thus, the language aspect of identity building is also linked to the social capital theory, which combines the economic rationale for study abroad with the sociocultural when it is viewed through the fourfold
analytical lens of this thesis adopted from the rationales for the IoU as mentioned earlier; 3) education has the power to instil and produce identity as mentioned in regards to the EU MSs holding onto the educational policies. For example, the rational of cross-border education can generate multiple affiliations, both national and supranational at the same time; 4) the government policy complements the educational aspect of the identity formation; it can have an impact on identity creation through different policies and these can translate to the ‘push and pull’ factors of mobility; 5) the media is a strong mediator of popular culture; therefore, it has the ability to play on emotions of individuals as well as transcend borders and create shared spaces; 6) the icons of identity are related to the media, the family and the language aspects of identity building and can provide an “emotional sense of belonging, trust and security.”

7.4.6.1 Three fallacies in regards to identity

There are three main fallacies in regards to identity, which still seem to prevail, these are: 1) identity is static, almost mystical and essentially unchanging; 2) identity is a zero sum game; and 3) identity can be imposed from above. Changes in identity can be dramatic, for example the collapse of communism or apartheid or gradual as in the case of immigration and globalisation, both of these phenomena relate to ISM. Sudden change as in the first case can act as a ‘push and pull’ factor of mobility followed by new perceptions which can impact

---

1694 Academic, economic, political and sociocultural.
1695 Groothues, “Imagine: A European Identity”.
1696 Ibid.
1697 Ibid.
1698 Ibid.
1699 Ibid.
1700 Ibid.
on individual identities. In the case of immigration and globalisation, the ISM can be viewed as an agent. Most of the literature on identity construction refers to the “deeply ahistoric” fallacy and to the perception of identity being a ‘zero sum game.’ However, if this was the case, then populism and cosmopolitanism would not exist alongside one another as they do for contemporary Europeans. Moreover, cosmopolitanism and populism exist alongside the other forms of identities, including: social; democratic; civilian, military or xenophobic. This can be explained by Bruter’s concept of concentric territorial circles of political identities in Figures 7.4.6.2 and 7.4.6.3. Bruter developed a star-shaped individual-centred network of identity feelings diagram shown below. The idea of concentric identities captures the relative strength of the individual identities which together constitute a person of multiple and coexisting identities. Similarly, the star-shaped arrows refer to the identity construction of multiple elements or subcategories.

---

1701 Ibid.
1703 Ibid.
1704 Ibid., 14.
Figure 7.4.6.2: A concentric theory of political identities (on the left) and Relative strength of territorial identity circles: the examples of strong and weak European identities (on the right)

Adopted from: “Citizens of Europe?” 1705

1705 Bruter, Citizens of Europe? The Emergence of a Mass European Identity, 16.
Studies on ISM revealed the existence of migrants’ multiple spheres of identification. For example people were at once au pairs, graduate students on a study break abroad, language students and part-time workers. The intensity of the various identities is dependent on circumstances and context. Correspondingly, when it comes to the institutional affiliation, a study of UK students found that they have become more conscious of their European identity

---

1706 Ibid., 18.
1707 Williams and Baláž, "From Private to Public Sphere, the Commodification of Au Pair Experience? Returned Migrants from Slovakia to the Uk." 1821, 26.
in the course of their study abroad. In addition, they believed that their future employment is likely to include placements in continental Europe,\textsuperscript{1708} which in the context of ISM connects the identity discourse with students’ future mobility aspirations. This thesis focuses on students’ mobility plans in the previous chapter confirming the fact that with an increasing pace, mobility cultures influence the aspiration, motivations and behaviours,\textsuperscript{1709} which often lead to further mobility. Another study on students’ identities found that European identity was perceived as a personal project and it was more social rather than political in character.\textsuperscript{1710}

7.4.7 Development of students’ identities - students’ experiences and perceptions

Turning to the empirical data on students’ identities, the next paragraphs will first compare students’ rankings of their identities based on three on-line surveys of the longitudinal study with a focus on cosmopolitan identities.\textsuperscript{1711} This is followed analysis of students’ identity rankings (the final identity ranking was through the Skype interview)\textsuperscript{1712} in conjunction with

\textsuperscript{1708} King and Ruiz-Gelices, “International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour.”
\textsuperscript{1709} Findlay et al., “Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad,” 314.
\textsuperscript{1710} Mol, "Intra-European Student Mobility and European Identity: A Successful Marriage?,” 214.
\textsuperscript{1711} 4_7 and 10_18 Identity – how do you see yourself and how strong are your feelings? I see myself as / a part of: (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means weak, 5 means neither weak nor strong and 10 equals to strong) local community (village, city, region, with your home country …); minority group (if applicable) with your own community (e.g. Catalan in Spain, Colombian in the USA, Welsh in the UK etc.); national citizen; supranational citizen (e.g. European, Pacific, African …); cosmopolitan; other ( please specify – type in your answer)
\textsuperscript{1712} Skype interview – 25: please open your email and read the definition of cosmopolitanism I’ve just sent to you - Cosmopolitanism can be defined as: cultivating intercultural competencies so an individual is able to deal with ethical frameworks different from one’s own; it is also a moral assumption that we have obligation and responsibilities to other people; and it is a loyalty not to locality but relationships which are rooted locally or
their intercultural competence as introduced earlier. Finally, the researcher will examine students’ perceptions of their personal growth. The outcome of this chapter will assist the study of the formation of students’ cosmopolitan mindset in the final/next chapter of this thesis.

Data gathered for the ranking of students’ identities originates from the on-line surveys no. 4, 8, and 10 of the longitudinal study and from the Skype interview conducted afterwards with focus on cosmopolitan identity. The questions in the study 4 and 10 are identical and allow the best comparison of students’ perception over time. Question 8 places cosmopolitan identity within a different context as did the Skype interview, which took a different approach. It asked students to define cosmopolitan identity based on their thoughts, followed by self-ranking of students’ identities according to a definition of cosmopolitanism which was emailed to students as the interview progressed to that question. This prevented influencing the definition of cosmopolitanism to the previous question, which asked students to define cosmopolitanism based on their own understanding of this term. Students were also questioned about the notion of cosmopolitanism in the final email\(^{1713}\) (this followed the Skype interview by 4 months). This is analysed in the next chapter. The idea of including various types of identities within the questions on the ranking of students’ cosmopolitan identities was influenced by Groothues’s concept and Bruter’s concept of concentric identities; as well as, by literature which identified a positive correlation of ISM with the floating globally. How much of a cosmopolitan do you think you are from 1 – 10, one being the least and 10 the most?

\(^{1713}\) Email questionnaire _7_: What interest do you have in the concept of global citizenship or cosmopolitanism? (cosmopolitanism/global citizenship can be defined as: a moral egalitarianism and reciprocal recognition of the equal moral respect of every person?)

Email q._8_ what should the education towards global citizenship consist of?
development of cosmopolitan identities and global citizenship\textsuperscript{1714} and with the support of the creation of European citizenship and European identity.\textsuperscript{1715}

Appendix 18 contains three tables which record: 1) the number of respondents from individual universities according to the four surveys which questioned students on perceptions of their identities; 2) compares the ranking of cosmopolitan identities between the three case studies (New Zealand, UK and the Czech Republic) based on the surveys number 4 and 10, because they had identical identity categories to choose from; and 3) compares students’ identity ranking between the three case studies (New Zealand, UK and the Czech Republic) according to survey no. 8. Figures 7.4.7.1 – 7.4.7.3 visualise students’ identity rankings in the case of the surveys number 4, 8 and 10 in the case of New Zealand. Figures 7.4.7.4 – 7.4.7.6 do the same in the case of the UK and Figures 7.4.7.7 – 7.4.7.9 rank students’ self-perceptions of identities in the Czech Republic.

\textsuperscript{1714} Campbell, "Promoting Intercultural Contact on Campus: A Project to Connect and Engage International and Host Students."
Joellen Elizabeth Coryell et al., "Case Studies of Internationalization in Adult and Higher Education: Inside the Processes of Four Universities in the United States and the United Kingdom " ibid., no. 1 (2010).
Howe, "The Internationalization of Higher Education in East Asia: A Comparative Ethnographic Narrative of Japanese Universities."

\textsuperscript{1715} Mol, "Intra-European Student Mobility and European Identity: A Successful Marriage?.
King and Ruiz-Gelices, "International Student Migration and the "Year Abroad" Effects of European Identity and Subsequent Migration Behaviour."
Sigalas, "Cross-Border Mobility and European Identity: The Effectiveness of Intergroup Contact During the Erasmus Year Abroad."
Bruter, "On What Citizens Mean by Feeling 'European': Perception of News, Symbols and Borderless-Ness."
\textit{Citizens of Europe? The Emergence of a Mass European Identity.}
Figure 7.4.7.1: Identity rankings of international students in the case of New Zealand (survey no. 4)

Figure 7.4.7.2: Identity rankings of international students in the case of New Zealand (survey no. 8)

Figure 7.4.7.3: Identity rankings of international students in the case of New Zealand (survey no. 10)
Figure 7.4.7.4: Identity rankings of international students in the case of the UK (survey no. 4)

Figure 7.4.7.5: Identity rankings of international students in the case of the UK (survey no. 8)

Figure 7.4.7.6: Identity rankings of international students in the case of the UK (survey no. 10)
Figure 7.4.7.7: Identity rankings of international students in the case of the Czech Republic (survey no. 4)

Figure 7.4.7.8: Identity rankings of international students in the case of the Czech Republic (survey no. 8)

Figure 7.4.7.9: Identity rankings of international students in the case of the Czech Republic (survey no. 10)
Cosmopolitan identity ranks overall at the top position in comparison to other types of identities. The pipe charts match the size of the identity circles as described by Bruter’s concept of concentric political identity circles.\textsuperscript{1716} Based on the responses, the students viewed themselves most as cosmopolitan in all three case studies, with the exception of the Czech Republic in the first survey, where cosmopolitan identity ranked fourth behind supranational, local and national. This makes it the only identity group within this table which has improved or fallen by four positions between the first and second sampling. Interestingly, when considering the second table, students’ cosmopolitanism had already climbed to second position over a period of approximately 5 to 6 months, between survey no. 4 and no. 8. There is not a huge numerical difference between cosmopolitanism and the other forms of identities; moreover, cosmopolitanism scored 6.3 to 6.8 on the scale from 1 – 10,\textsuperscript{1717} which qualitatively does not suggest a strong manifestation of identity. Thus, while cosmopolitanism is ranked by students on the top, it seems grouped with other forms of identity rather than acting as a leading imperative. It also depicts the fact that many students are no interested to be identified with a single country or identity.\textsuperscript{1718}

Another interesting fact that arose from these findings is the position of the local community identity behind cosmopolitan identity, in the case of New Zealand and the UK in the survey no 10. This is interesting because it depicts the definition of cosmopolitanism on two

---

\textsuperscript{1716} The identity category of ‘other’ is not dealt with because it contains a great variety of identity types, which are hard to compare; however, they serve as good source for future construction of identity ranking questionnaire. They recorded identities such as: out of place; the university; gay/bisexual; scientific minded; Regional (Midwestern); student; Member of the ecological Earth; n/a; International; Gender, woman; Scientific community; Member of cultural subgroups; Kiwiness; NZ).

\textsuperscript{1717} 0 means weak, 5 means neither weak nor strong and 10 equals to strong.

\textsuperscript{1718} King, "Towards a New Map of European Migration," 103.
accounts. First, part of the definition of cosmopolitanism offered to students through the Skype interview has it: ‘cosmopolitanism (…) it is a loyalty not to locality but relationships which are rooted locally or floating globally’ which refers to the concept of glocality, where global and local are being equal. Secondly, one of the students in this regard pointed out that it is actually ‘relationships which are rooted locally ‘and’ floating globally, not ‘or.’ This is not exactly the case for the Czech Republic according to the findings; although, in the first round of ranking the local community identity was on the top of cosmopolitan only by one point.

In the context of ‘social’ rather than ‘political’ identities (survey no. 8), cosmopolitanism took second position directly behind the feeling identity of ‘international student’ in the case of the UK and the Czech Republic; while, it was third in the case of New Zealand. The outcome of this ranking ‘exercise’ is that cosmopolitanism is a leading aspect of students’ multiple identities, which is a strong support towards the forming of students’ cosmopolitan mindsets as an outcome of ISM. Second, all students have responded to all categories of social identities in the table below, which means that to a certain degree they identify themselves with people within these groups. This reinforces the argument that international students are never only students; they are also tourists and partly migrants, workers or immigrants in their host countries. Therefore, most of the seven European typologies of migration apply also internationally mobile students.

When it comes to the comparison of the individual students’ rankings over time, the overall outcome is the increase of cosmopolitan identity feelings or their perceptions. Several comparisons were made in order to detect trends, based on the data in Appendix 17 which
contains the data on students’ rankings of their intercultural competencies as well as the rankings of their cosmopolitan identity. The outcomes are the following:

1) There is no correlation between the intercultural competence ranking and ranking in regards to the cosmopolitan identity. Apart from two cases where the ranking has the same pattern in the last three attempts, the trajectory of intercultural competence ranking does not follow the trajectory of the cosmopolitan ranking in any other case of student.

2) When ranking is compared from survey no. 4 and survey no. 10 on student identities, which had the identical question, out of the 46 students 21 had increased the ranking in terms of cosmopolitan identity, 14 students ranked down their feeling of cosmopolitan identity, 9 of them remained with the same score and 2 students did not have the second figure (from the survey no. 10) available for comparison.

3) When the rankings of cosmopolitan identity were compared based on the very first ranking (survey no. 4) and the very last attempt (Skype interview) out of the 46 students 24 increased their feeling of cosmopolitan identity, which represents a time span of 7 months upwards, while 8 students remained in the same position and again 14 students marked themselves lower at the and in comparison to the very first attempt. The previously abstaining two students had figures to compare this time.

4) Lastly, looking at the students in the two groups; that is, groups which improved, maintained or downgraded their cosmopolitan identity,\(^{1719}\) the group of students which increased their ranking of cosmopolitan identity contains 18 names unchanged

---

\(^{1719}\) Group 1 based on the comparison of surveys no. 4 and 10; group 2 based on the comparison of surveys no. 4 and Skype interview.
out of 21 respectively 24. As for the groups which maintained their ranking of cosmopolitanism, only three students figured in both groups, and as for the last group, seven out of 14 and 14 students remained in the same group of students.

5) Based on this overall upward shift in the ranking of cosmopolitan identity over time together with the increased value and rank of cosmopolitanism, on average, students appear to increase their feeling of identities over the period of time spent abroad. This is in line with the increase of intercultural competence which as a consequence of their increased exposure to diversity.

Finally, in regards to the shaping of personal identities, students were questioned approximately half way through the longitudinal study (on-line survey no. 5) as to whether they had grown while away.\(^{1720}\) While this question does not rank any type of identity per se, it triggers self-reflection and ideally gathers a positive shift in character, knowledge and skill, which consequently has an impact on individuals’ identities. Furthermore, the self-reflection itself is crucial for intercultural learning as stressed earlier.

Most of the responses (out of the overall 55) referred to an increased independence (11), learning (8) and becoming mature (6). Other aspects of having grown included: tolerance, understanding, way of thinking, sense of responsibility, being more relaxed, being more comfortable, curious, self-confident, appreciative, practical and culturally and socially competent. The response rates in terms of New Zealand (30) were 26 in favour of yes, two said maybe and two ticked no. In the case of the UK (14) ten students said yes and four

\(^{1720}\) Have you grown as a person while away? yes (please specify – type in your answer); maybe (please specify – type in your answer); no (please specify – type in your answer).
maybe; while in the Czech Republic (11) ten agreed – yes and one said maybe, but not all of the students recorded an explanation after ticking the box. For example Eric_NZ puts it ‘may have, may have not. Hard to say.’ Similarly, Tony_CZ questions ‘I’ve grown more self-sufficient perhaps;’ while Carmen_UK declares that she has ‘learned that (I’m) [she is] not as smart as (I)[she] thought to be at Oxford.’ Lastly to the ‘maybe’ status Anna_UK confesses ‘I hope I have, but sometimes I fear I get confused in all this diversity and seek for simplifying patterns and classifications to get an overview and not feel so lost. But these simplifications are unjust to the experiences, places and people.’ In terms of a definite yes answer, for example Imko_NZ points out that he ‘... understand (myself) [himself] better’ whereas Anonymous12_NZ ‘made experiences (good and bad) which you cannot make at home’ through which ‘(we)[one] always grow[s]’ (Tom_NZ). Linh_NZ became ‘more mature in relation to family, friends and maybe the people (I don’t) [he does not] even know.’ Leslie_NZ has ‘developed a greater appreciation for things (I hadn’t) [she had not] realized (I'd) [she had] taken for granted in Canada’ and Giang_NZ ‘learned by travel.’ Many of these characteristics, skills and knowledge are identical to earlier identified expectations of international students in regards to their study abroad, mostly in terms of personal skills.

7.5 Conclusion

Experiences of international students frequently mimic their expectations, as revealed in the case studies of this thesis. These are mirrored in numerous classifications of migration/mobility, which constantly develop, for instance, serendipity, risk and uncertainty, and cosmopolitan types of mobilities. Love migration became a reality for several students, which inevitably made their lives transnational and led to consequent mobility/migration. Living abroad presents numerous challenges; interestingly, the things which were the most
keenly anticipated were also the things students were most afraid of, such as studying/learning and personal interactions. This is reminiscent of the dichotomy identified in the case of students being in favour of internationalisation policies equipping them interculturally, yet being reluctant to actively participate in them. It proved to be a challenge for students to maintain relationships in their home countries, and at the same time, develop new ones and integrate in to the host societies. When successful, students acquire different perceptions, desired by the students themselves and valued by employees, but they are frequently accompanied by a change of attitudes and individuals’ realities. These also lead to constant re-negotiation of students’ multiple identities, which are predominantly cosmopolitan and develop as a consequence of living abroad. They are also increasingly local, referring to students’ places of origin. Consequently, students have an ability to extend their (international) social networks to their home countries and vice-versa. The challenges, both perceived and anticipated, lie therefore in the cultural differences, which in some cases are expected and minor, for example owing to the same mother language, but proved difficult to reconcile. Skills needed to comprehend interculturality are vital in terms of learning, which is one of the pivotal goals of students in terms of both academic knowledge and personal growth which is how an international experience itself is a source of learning and respectively valued professionally. This is not automatically transformed or utilised in the form of employment. Perhaps the initial purpose is not cumulative and/or economic, yet the wish to secure paid employment is parallel to the wish for intellectual growth. Personal development can be place specific and cannot be measured instantly or in monetary terms, although there may be discernible improvements that manifest themselves over time as a consequence of study abroad. The final empirical chapter (Chapter 8) sheds light on students’ experiences of
the perceived incompatibility of the qualities of a cosmopolitan character with those of the competitive mind in the race for employment.
Chapter 8

EMPATHY AND POSSIBLE FORMING OF STUDENTS’ COSMOPOLITAN MINDSETS, EMPLOYABILITY AND STUDENTS’ FUTURE MOBILITY ASPIRATIONS

8.1 Introduction

This chapter concludes this research into ISM. It investigates the forming of students’ cosmopolitan mindsets through the findings of the previous chapters and also by analysing students’ perceptions of empathy and cosmopolitan virtues. Students’ motivations and expectations of their study abroad reveal elements of cosmopolitan thinking, for example in their wish to broaden their horizons and live abroad and to be exposed to different perceptions. At the same time, the idea of cosmopolitanism can act as a ‘push and pull’ factor of mobility in terms of the national governments and/or universities aim to educate students to become globally competent citizens. The EU’s support in the IoU as well as universities’ efforts to internationalise can be linked to the cosmopolitan ideal, often proclaimed in promotions as an outcome of the study abroad programmes, together with improved intercultural competencies. One of the instruments used to examine the development of the cosmopolitan mid-set is cultural empathy: a skill and/or characteristic belonging to the pool of intercultural competencies.

Empathy is believed to distinguish whether intercultural competence is acquired and developing in line with cosmopolitan virtues or whether intercultural competence serves purely economic interests. Individuals can be interculturally trained for business yet at the
same time hold xenophobic views. This demonstrates the need to connect empathy with acquisition of knowledge and the forming of personal identities. This part of the thesis again adopts the fourfold analytical lens of academic, economic, political and sociocultural categories to study the cosmopolitan mindsets of international students (Figure 8.1.1).

Cosmopolitanism is a broad concept and it is debated in fields such as transnationalism, multiculturalism, political correctness, diaspora and identity politics. ISM is an ideal case study; more so as cosmopolitanism is believed to become a “metaphor for mobility, migrancy [...] and transcultural and transnational realities ….” Cosmopolitanism can be also understood as a moral and political reaction to globalisation. This chapter draws out a couple of contemporary issues in ISM; namely employability and future mobility aspirations based on the self-perceptions of students.

8.2 Cosmopolitanism

Cosmopolitanism can be divided into several branches based on various transformations over time which correspond at different stages of societal development. These branches are: moral/philosophical, cultural, political, economic, banal or rooted cosmopolitanism. This thesis centres mainly around the concept of moral/philosophical cosmopolitanism together with legal cosmopolitanism, global justice, political cosmopolitanism, cultural

---

1724 Kleingeld and Brown, ”Cosmopolitanism”. (June 5, 2013).
Hannerz, ”Two Faces of Cosmopolitanism: Culture and Politics”. (June 5, 2013).
Saito, ”An Actor-Network Theory of Cosmopolitanism,” 129, 33-34, 43.
Appiah, ”Cosmopolitan Patriots,” 618.
cosmopolitanism and civic cosmopolitanism. Moral or philosophical cosmopolitanism is committed to justice, to aid people in need and suffering and to the promotion of basic human rights. It is interested in the ordinary attachments and connections of human beings. For example, the idea of world-wide peace was advocated by Erasmus of Rotterdam who believed that humans should live in harmony based on their social nature. Similarly, the concept of ‘cosmopolitan law’ refers to a peaceful coexistence of human beings as citizens of the earth and establishment of the League of Nations, which links moral and political cosmopolitanism.

Cosmopolitanism can be divided into cultural and political categories. At the heart of political cosmopolitanism argument over the form of governance: centralised versus federal. It debates the need for cosmopolitan law and the ideal form of governance in the context of globalisation, with reference to the multi-level governance and democracy of pluralism and diversity. The opposition argues for no international political entanglements. The cultural dimension of cosmopolitanism refers to new people, places, sights, sounds and tastes. Its primary interest is the ability to make “one’s way into other cultures” and it values openness toward difference, which informs the discussion on cultural empathy addressed later in this chapter. The division within cultural cosmopolitanism

---

1725 Brown and Held, Editors' Introduction, 9.
1726 Kleingeld and Brown, "Cosmopolitanism". (January 11, 2013).
1728 Hannerz, "Two Faces of Cosmopolitanism: Culture and Politics". (June 5, 2013).
1730 Principles and Institutions of Global Justice.
1731 Kleingeld and Brown, "Cosmopolitanism". (January 11, 2013).
1732 Hannerz, "Two Faces of Cosmopolitanism: Culture and Politics". (June 5, 2013).
1733 Ibid. (June 5, 2013).
is over the role of multiculturalism in the education sphere because it has been seen by some as a supporting force behind the resurgent nationalism in the broader context.¹⁷³⁴

Economic cosmopolitanism is often a protagonist of the neoliberal free trade and the single global economic market with little or no political involvement. Consequently, it is criticized, especially by moral/philosophical cosmopolitans for triggering international economic inequality.¹⁷³⁵ Banal or everyday cosmopolitanism describes the frequent consumption of all aspects of culture, from food through music to lifestyles, which is caused by the relative closeness of different cultures worldwide. Although, banal cosmopolitanism resides within the nation-state it has gradually become transnational or cosmopolitan through the process of cosmopolitanisation.¹⁷³⁶ This process vis-à-vis the banal cosmopolitanism describes therefore a “quiet revolution in everyday life”¹⁷³⁷ which results in a mixing of national cultures including the sprouting of multiple loyalties,¹⁷³⁸ manifested in multiple and concentric identities as suggested by Bruter and discussed in Chapter 8. The quiet revolution refers to the banal, mechanical and almost leisurely attitude towards the essence of cosmopolitanism and its cultural and moral forms.¹⁷³⁹ This thesis addresses all forms of cosmopolitanism in students’ stories with the focus on the forming of their cosmopolitan mindsets. It uses the following understanding of cosmopolitanism and global citizenship: cosmopolitanism is a “moral egalitarianism and reciprocal recognition of the equal moral respect of every person;”¹⁷⁴⁰ it is about cultivating intercultural competencies so an individual is able to deal

with ethical frameworks different from one’s own; it is also a “moral assumption that we have an obligation and responsibilities to other people”\textsuperscript{1741} and it is a loyalty not to locality but to the relationships which are rooted locally or floating globally with whom we are related.

These definitions refer to intercultural competencies as pivotal to an individual becoming cosmopolitan, similar to education for global citizenship which should contain universal values and development of intercultural competence\textsuperscript{1742}. These multidimensional definitions comprise the Ancient Greek and enlightenment ideas of cosmopolitanism which are the building blocks for some of the most recent cosmopolitan virtues advocated by Nussbaum. She argues that citizens should possess the following three main capabilities in the twenty-first century: “1) Socratic self-examination … and searching critical thinking; …a sense of global citizenship … and 2) to have genuine curiosity in a sense of all human beings having equal dignity based on courageous thinking of pluralities of the world, pluralities of people, cultures and religion; 3) and empathy, … humble and genuinely curious attempt to empathy.”\textsuperscript{1743} These capabilities resemble intercultural learning because self-examination can be considered as the self-reflection required for intercultural competence to have an effect and the empathy (classified earlier as an intercultural competence skill). ISM represents an interesting case study on cosmopolitan virtues, because of the earlier identified need for education for global citizenship at the EU and institutional level in regards to study exchanges. Based on their motivations for going abroad and studying and living in a foreign country,

\textsuperscript{1742} Ashwill and Oanh, "Developing Globally Competent Citizens: The Contrasting Case of the United States and Vietnam," 143.
\textsuperscript{1743} RSA, "Martha Nussbaum on 21st Century Enlightenment."(November 25, 2013).
international students can be considered an amalgam of traveling medieval students, Marco Polo and perhaps canaries in the coalmines in the sense that they pioneer the aims of policies and strategies and live these out in multicultural environments.

8.2.1 History of cosmopolitanism

Turning to the historical background of cosmopolitanism, it first appeared in Ancient Greece and is derived from the word *kosmou politês*/kosmopolitês, which meant citizen of the world.¹⁷⁴⁴ ‘I am a citizen of the world’ is perhaps the most famous reference to cosmopolitanism proclaimed by Diogenes of Cynics, which declared his allegiance foremost to the community of human beings.¹⁷⁴⁵ Stoics developed this into the notion of the world citizen (*kosmou politês*), which describes the idea of everyone dwelling in two communities, that of our birth and that of human argument and aspirations.¹⁷⁴⁶ These are still the basic contemporary understandings of cosmopolitanism. The Ancient premise is that it is pure accident where one is born; therefore, it is necessary to strive for justice and equality.¹⁷⁴⁷ Cosmopolitanism does not require mobility; Diogenes himself chose not to travel.¹⁷⁴⁸ The cosmopolitan idea of a “series of concentric circles … drawn to the centre,”¹⁷⁴⁹ describing personal and family ties which continue outwards through neighbourhoods to eventually encompass the whole of humanity is identical to Bruter’s idea of the concentric circles of political identities. This study of individual identities is important when examining the forming of students’ cosmopolitan mindsets. Stoics believe that “we see ourselves more

---

¹⁷⁴⁶ Ibid.
Kleingeld and Brown, "Cosmopolitanism". (June 5, 2013).
¹⁷⁴⁷ Nussbaum, "Patriotism and Cosmopolitanism". (June 5, 2013).
¹⁷⁴⁸ Kleingeld and Brown, "Cosmopolitanism". (January 11, 2013).
¹⁷⁴⁹ Nussbaum, "Patriotism and Cosmopolitanism". (June 5, 2013).
clearly when we see our ways in relation to those of other reasonable people\footnote{1750} and when we feel how it is to be in someone else’s shoes and practice empathy.\footnote{1751} Cosmopolitanism is considered also the ability to “enter into that person’s mind,”\footnote{1752} which highlights the need for certain skills especially in the context of ISM.

The fact that there is no need for mobility in order to acquire cosmopolitan virtues is significant. Stoics experienced loneliness as a consequence of leaving their local boundaries (in order to travel to become cosmopolites) which provided them with love, patriotism, security and trust.\footnote{1753} This idea can be captured in the case of ISM and the concept of IaH, when international students help to create the diverse and multicultural environment which supports the development of the intercultural competence and of the cosmopolitan mindset. Similarly, the concept of rooted cosmopolitanism states that engagement with local circles is comparable with circles further away; thus, native culture is inevitably unthreatened by cultural contamination.\footnote{1754} In the cosmopolitan discourse, this is termed “cosmopolitan patriot(ism),”\footnote{1755} as it refers to an individual who could be a ‘rooted cosmopolitan’ attached to a home (country) who at the same time enjoying other environments.\footnote{1756} This is linked to the notion of transnationalism. Accordingly, there is potential for acquiring a “better point of view,”\footnote{1757} being a cosmopolitan patriot; different locations can offer open-mindedness alongside the appreciation of local and other cultures. The readiness to accept different points of view is in

\begin{thebibliography}{99}
\footnotesize
\item \label{footnote1750} Ibid. (June 5, 2013).
\item \label{footnote1751} RSA, "Martha Nussbaum on 21st Century Enlightenment." (November 25, 2013).
\item \label{footnote1752} Nussbaum, "Patriotism and Cosmopolitanism". (June 5, 2013).
\item \label{footnote1753} Ibid. (June 5, 2013).
\item \label{footnote1754} Appiah, "Cosmopolitan Patriots," 618.
\item \label{footnote1755} Ibid.
\item \label{footnote1756} Ibid.
\item \label{footnote1757} Farrer, "Cosmopolitanism as Virtue - toward an Ethics of Global City Life: Cosmopolitanism in Asia's Global Cities".
\end{thebibliography}
line with the willingness to engage with others. By extension it can lead to a personal quest for self-improvement, self-invention, self-creation and self-respect through cultural interaction. This prized quality of cosmopolitanism captures the idea of intercultural learning as mentioned in the previous chapter; in fact it can result in personal creative self-transformation, which would equal to the forming of a cosmopolitan mindset as understood by this thesis and to the EU/institutional desired outcomes of study exchange programmes. The study of ISM in regards to cosmopolitanism offers an interesting case because it usually provides a climate of diversity which can be thought of as a microcosm of increasingly multicultural societies worldwide; therefore, it can monitor whether the virtues of cosmopolitanism are manifest in contemporary settings.

The forming of cosmopolitan mindsets also represents a process of learning which “transforms who we are and what we can do;” and is therefore connected with the concept of knowledge acquisition and knowledge transfer. It is also strongly linked the idea of identity formation, as discussed in Chapter 7. Cosmopolitanism helps us to become a certain person or prevents us from becoming a certain person; it can thus be considered an experience of identity and a “social becoming” with a transformative effect. “[P]ersonal identities are worked and perpetually “reworked” and are a nexus of multi-membership, as expressed by the notion of cosmopolitan patriotism, concentric circles of

1759 Hannerz, “Two Faces of Cosmopolitanism: Culture and Politics”.
1759 Farrer, “Cosmopolitanism as Virtue - toward an Ethics of Global City Life: Cosmopolitanism in Asia’s Global Cities”.
1760 Wenger, Communities of Practice: Learning, Meaning, and Identity, 215.
1761 Ibid., 215.
1762 Ibid., 215.
1764 Jenkins, Social Identity, 5.
1765 Wenger, "Communities of Practice and Social Learning Systems: The Career of a Concept".
identity formation and the concept of transnationalism, which combined make ISM an important case study. Face-to-face communication is enhanced by crossing multiple boundaries. ISM is thus a significant case study that contributes to the development of multiple identities; simultaneously, it boosts individuals’ “cultural repertoire … [which] equip[s] … [a] person to deal with a corresponding set of situations,” similar to the improvement of the intercultural competencies. When this is accompanied by a genuine interest toward cultural diversity vis-à-vis “culture of cultures,” or a “metaculture” it can stimulate the sense of empathy. In addition, such interest (in living in a foreign country) in the case of student mobility can be identified as one of the motivations for study abroad.

The ideal cosmopolitan multiplicity of perspectives which can reinforce knowledge acquisition and mutual understanding between people of different backgrounds is captured by the concept of ‘intercultural’ which refers to the idea of pedagogical universalism by Comenius. This was the rationale for this thesis’ focus on empathy as an element of the intercultural competence and the forming of students’ cosmopolitan mindsets. Cultural empathy is the crucial intercultural skill which helps to distinguish whether the intercultural competence is nurtured in line with the virtues of moral/philosophical and ethical character or mere economic goals. This corresponds with the assessment of these concepts according to academic, economic, political and sociocultural rationales.

1767 Hannerz, "Two Faces of Cosmopolitanism: Culture and Politics". (June 5, 2013).
1768 Ibid. (June 5, 2013).
1769 Ibid. (June 5, 2013).
1770 Cushner and Mahon, "Intercultural Competence in Teacher Education - Developing the Intercultural Competence of Educators and Their Students: Creating Blueprints." 305. Piaget, "Jan Amos Comenius."
8.2.2 Cosmopolitanism – perceptions of international students

Considering students’ previously mentioned perceptions of globalisation, its effects on themselves and the role of student mobility in the global context from the fifth chapter, students were questioned in the final survey via email on their position in regards to the concept of cosmopolitanism and global citizenship.\(^{1771}\) Globalisation has mainly a sociocultural impact on students’ lives; they view it as having predominantly a positive effect, from the consumption of global culture and to the sharing of knowledge; at the same time, students’ are aware of the negative impact of cultural homogenisation and economic exploitation globalisation can have. The role of ISM in a globalised society was also perceived predominantly positively in terms of the effect international students have in bringing out more pleasing aspects of globalisation, for example communicating diversity and interculturality to the wider society. All 39 students identify with cosmopolitanism and global citizenship based on the premise of a moral egalitarianism and reciprocal recognition of the equal moral respect of every person. One quarter of students highlighted their vested interest in this concept, as an outcome of their personal belief and values reinforced by education and their most recent experiences of studying abroad. This belief is reinforced by students’ earlier identification of personal growth as a result of being away from home (Chapter 7) which mainly reflected on the process of learning from broadened horizons paired with references of becoming more independent. The broadening of horizons was also mentioned on top when students were asked about the benefits of ISM for society and universities (Chapter 5). This echoes the Stoics belief of better perceptions of oneself and the

---

\(^{1771}\) Email_7: What interest do you have in the concept of global citizenship or cosmopolitanism? (cosmopolitanism/global citizenship can be defined as: ‘a moral egalitarianism and reciprocal recognition of the equal moral respect of every person’?"
world when seen in relation with other people\textsuperscript{1772} and experienced as if in the shoes of someone else.\textsuperscript{1773}

The majority of students outlined their interest in this concept due to its benefits for all humans, the broader environment and for a necessary functioning of the modern globalised world. Tom_NZ says that he is ‘increasingly interested in the concept (…) [because] of the global nature of issues and the recognition of our interconnected role on Earth.’ He also adds that ‘moral egalitarianism is central to what should govern your day to day decisions and how you interact with the world.’ Similarly, Alexandra_NZ has a ‘strong interest in this concept because (I) [she] believe[s] in the modern world it is the best approach to life and people around you.’ For Benjamin_UK and Heather_NZ cosmopolitanism is a personal matter based on their religious background and political beliefs. ‘As a Jewish, cosmopolitanism is not a mere hypothesis or an option, it is compulsory’ (Benjamin_UK) and ‘I'm a communist (in the sense of equality for all not (…) when [in] really it's a dictatorship, and so I feel that there should be equality between everyone and moral respect of all’ (Heather_NZ). Correspondingly, Michael_UK, Linh_NZ and Carlos_CZ are interested in its practical implementation. ‘I find important to translate into practical life’ (Carlos_CZ), ‘I’m interested in the ways to facilitate the application of the concept, because I love the fact that people act ethically’ (Linh_NZ) and ‘first of all, I do consider myself as a global citizen (…) I think this [cosmopolitanism and global citizenship] will be a cornerstone of my later work as well’ (Michael_UK).

\textsuperscript{1772} Nussbaum, ”Patriotism and Cosmopolitanism”.(June 5, 2013).
\textsuperscript{1773} RSA, ”Martha Nussbaum on 21st Century Enlightenment.”(November 25, 2013).
In line with the perceived globalised nature of reality in connection with international studentship and the embedded diversity in global societies, Ghislaine_NZ points out that ‘for globalization to truly work, we really have to stop thinking of ourselves solely based on our nationality, ’ Benoit_UK adds that one of the general definitions of citizenship is ‘a desire to live together. ’ It should be ‘the ultimate objective of a global society’ (Jason_UK) and ‘global citizenship is not only a great idea, but a necessary one’ (Noelani_NZ). She continues, with a point frequently mentioned also by other students on the possibility of unity in diversity which is the often cited EU motto. ‘I can name myself cosmopolitan, I really believe that all people in all lands should have the equal rights and common moral basis, I believe that it is possible,’ (Zhanna_CZ) ‘I am really interested in the concept, I strongly believe that everyone should be exposed to people and cultures across the world’ (Sarah_NZ) and ‘I like the concept and support it. I think people in all countries have much more things in common than separates them’ (Simon_CZ) including Namisha_NZ’s point ‘[I] also realised the stupidity of racism.’ Matt_UK expresses the idea of ‘rooted’ and ‘patriot cosmopolitanism’ as he puts it ‘strangely, going abroad has made me more focused on enjoying all of the things New York has to offer. My focus has shifted locally (…) but that also means I think that in some ways, people around the world are concerned with similar things; ’ while Jess_NZ is ‘interested in how global citizenship can be applied to environmental concerns (…) [and] how the concept of global citizenship can be applied at a local level (…) [because] microcultures and regional groups need to also be taken into account when focusing on global citizenship.’

Expanding on Matt_UK and Jess_NZ’s identification with the concept of rooted and patriot cosmopolitanism, students were also asked whether they think that mobility is necessary for
cosmopolitanism,\textsuperscript{1774} which has been overwhelmingly seen as a bonus but not a prerequisite for becoming a cosmopolitan individual. This describes Diogenes’s idea that it is possible to not travel yet still be cosmopolitan, which can be extended to the issues of barriers to mobility, as such as family ties and friendships that were identified in Chapter 6. Non-mobile individuals can become just as cosmopolitan as their mobile counterparts. On the other hand, the issue of mobility is hard felt for Nikita_UK who ‘\textit{would defend the freedom of a person to choose the place to live (…) (I) [he] cannot freely move to any country (I) [he] want[s].’ He also identifies with the Ancient premise of pure accident where one was born because his ‘\textit{citizenship of Russian Federation and the limitations associated with it did not come as a result of (my) [his] choice – this is something, that was assigned to (me) [him] simply because (I) [he] was born there.’ Consequently, ‘(I) [he] would like to add that those principles [of global citizenship and cosmopolitanism] should be guaranteed by law, rather than proclaimed.’ Finally, as shown through students’ testimonies, there is widespread support for the concept of cosmopolitanism and identification with this concept can be strengthened by the ranking of students’ identities (Chapter 7), which overall placed cosmopolitanism on top, although in close proximity to other types of students’ multiple identities. Focus on empathy reveals mostly the sociocultural aspect of cosmopolitanism, including reference to essential skills which guide this concept.

\textsuperscript{1774} Skype _21: Does cosmopolitanism do you think require mobility?
8.3 Empathy

Perhaps the most popular reference to empathy is the capacity to think what it might be to be in the shoes of someone else.\textsuperscript{1775} Empathy is also openness toward differences and the ability to make “one’s way into other cultures.”\textsuperscript{1776} It is the ability to share others’ feelings; however, it should not be confused with sympathy - feelings of pity and sorrow at someone else’s misfortune. Empathy is an intercultural competence and the most important emotional competence which leverages diversity and facilitates the understanding of others.\textsuperscript{1777} In the context of ISM empathy can improve intercultural contact, because it can develop through the process of knowledge acquisition and the building of skills which enhance understanding.\textsuperscript{1778} Empathy helps to measure cross-cultural adaptation.\textsuperscript{1779} It connects the intercultural competence with the notion of global citizenship,\textsuperscript{1780} which is committed to social and economic justice and to a more peaceful and equitable world; consequently, empathy is that element within the intercultural competence, which play a role in a moral/ethical cause\textsuperscript{1781} and can therefore distinguish the sociocultural rationales of the intercultural competencies and cosmopolitanism from the solely economic ones. This is important, because the possession of intercultural competencies can serve unjust, non-peaceful and non-humanitarian purposes.\textsuperscript{1782} Empathy is essential for motivation and the running of

\textsuperscript{1775} RSA, “Martha Nussbaum on 21st Century Enlightenment.”(November 25, 2013).
\textsuperscript{1776} Hannerz, “Two Faces of Cosmopolitanism: Culture and Politics”.(June 5, 2013).
\textsuperscript{1777} Goleman, Working with Emotional Intelligence, 58, 136-38.
\textsuperscript{1778} Pettigrew, “Future Directions for Intergroup Contact Theory and Research,” 190.
\textsuperscript{1781} Gargano, “Grounded Identities, Transcient Lives: The Emergence of International Student Voices in an Era of Cosmopolitan Learning.”
business. It is pivotal for the creation of an empathic civilization, through channelling people’s empathic sociability which can result in a “more empathetic[,] and) caring society.” This is linked to Erasmus’ idea of the creation of a world-wide peace, based on harmonious co-habitation and the social nature of humans, which can be explained through the latest discoveries in neuroscience. The study of international students’ perceptions of empathy and cosmopolitan virtues can aid the understanding of these ideals and show what it might be when played out in a wider societal context.

8.3.1 Empathy and mirror neurons

The idea of our social nature as the base for societal harmony and world-wide peace is supported by the recent neuro-scientific discovery that humans are bound together mentally and emotionally. The presence of mirror neurons in our brains creates a certain distress resulting in empathy, similar to the emotions of togetherness which play out for example when watching exciting sport events or sentimental scenes in a movie. Importantly, it is argued that this quality of mirror neurons, “deeply rooted in [our] (human) biology” is the “foundation of empathy and possibly of morality,” which are enhanced by face-to-face interactions, because they result in more “solidarity, involvement and ‘togetherness.’” These mirror neurons are the reason

1785 Iacoboni, Mirroring People: The New Science of How We Connect with Others, 266.
1787 Iacoboni, Mirroring People: The New Science of How We Connect with Others, 4-5.
1788 Ibid., 5, 271.
1789 Ibid.
1790 Ibid., 69.
that humans are “biologically wired and evolutionarily designed to be deeply interconnected with one another.”  

Mirror neurons can help people to feel how other people do, so they create the emphatic ability to step into someone else’s shoes. This is embodied in the ‘sociocultural’ idea of study exchange programmes, when viewed through academic, economic, political and sociocultural categories as it links the empathy and mirror neurons with the development of the intercultural competence because empathy is counts an intercultural skill.

Another demonstration of the mirror neurons generating empathy is the human ability to imitate others, which is a skill similar to putting oneself in someone else’s shoes. Furthermore, the “mother-baby and father-baby interactions,” are considered to be the forming and shaping of the mirror neurons; consequently, it is argued that they are crucial to the feeling of ‘self’ and feeling of ‘other.’ From this point onwards in human lives, mirror neurons are responsible for the sense of self-construction, which is “co-constituted” in parallel with the ‘other;’ therefore ‘self’ and the ‘other’ are in the “inevitable interdependence,” joined by mirror neurons. This explains the origins of the ‘other.’ When, the “other becomes another self” or the ‘self’ and ‘other’ merge “within each

---

1791 Ibid., 267.
1792 Ibid., 4.
1795 Ibid., 112, 14.
1796 Ibid., 155.
1797 Ibid.
1798 Ibid., 132.
1799 Ibid., 133.
1800 Ibid.
1801 Ibid.
other,” it is as if the other’s intentions inhabited (my body) [self], and (mine his) [self’s other],” which explains the empathic and social nature of human biology. The self-construction of ‘oneself’ interdependent with the ‘other’ describes the social construct of identity formation, the understanding of which can be enhanced by the consideration of the previously introduced Groothues’s concept of the six interlinked forces of identity formation: family; language; education; government policy; media and icons of identity. Finally, the idea of oneness based of the effects of the mirror neurons characterise the ‘functioning’ of the cosmopolitan mindset as the final research interest of this thesis, which maps such thoughtfulness of international students as one of the outcomes of their experience abroad.

8.3.2 Empathy and cosmopolitan mindset

The social interconnectedness of human beings wired by their empathic abilities relates to the idea of “global interconnectivity,” a term used by Rizvi instead of the word globalisation, because it highlights the material aspects of cultural, economic and political relations worldwide. The concept of global interconnectivity is parallel with the idea of internationalisation of education, both of which can be identified in the ancient Stoic’s notion of cosmopolitan education and of a globally inter-related and applicable moral order. Historically, many religions have aspirations and views of humanity being united in a global diaspora or one global community on earth, such as Buddhism, Judaism, Christianity and Islam in

---

1803 Iacoboni, Within Each Other: Neural Mechanisms for Empathy in the Primate Brain, 57.
1805 Groothues, "Imagine: A European Identity".
1807 Ibid., 20.
1808 Ibid.
addition to the ideal of hospitality, which is also common across civilizations.\textsuperscript{1809} The effects of mirror neurons can be identified in various ancient moral principles, for instance: ‘do unto others as you would have them do unto you,’ ‘love your neighbour as yourself,’ or ‘tat tvam asi,’ which can mean either: “you are also that, you are also me”\textsuperscript{1810} or “that art that”\textsuperscript{1811} meaning the absolute equal expression of the relationship between the individual self and as a part of the whole (tat), or part of the absolute. This captures the idea of ‘self’ and the ‘other’ being inevitably interdependent\textsuperscript{1812} as mentioned in the previous paragraph, which elucidates Plutarch’s moral values of justice, egalitarianism and reciprocity that also expressed the cosmopolitan mindset that “we should regard all human beings as our fellow citizens and neighbours.”\textsuperscript{1813}

The cosmopolitan mindset likewise resonates with the concept of a “cosmopolitan virtue,”\textsuperscript{1814} based on philosophies of self-actualization and self-reflection. These qualities of the Aristotelian and Chinese philosophical tradition\textsuperscript{1815} were already identified as pivotal in the development of intercultural competencies and intercultural learning. Cosmopolitan virtue refers to the capabilities of individuals for ‘being good’ and also continuously ‘becoming good’ through study and discipline.\textsuperscript{1816} Finally, the ancient Greek “gnothi seauton”\textsuperscript{1817} meaning ‘know thyself’ as an expression of self-awareness, partly by not omitting plurality.

\textsuperscript{1809} Farrer, "Cosmopolitanism as Virtue - toward an Ethics of Global City Life: Cosmopolitanism in Asia's Global Cities". (January 15, 2013).
\textsuperscript{1812} Iacoboni, \textit{Mirroring People: The New Science of How We Connect with Others}, 133.
\textsuperscript{1813} Hindess, "Cosmopolitanism". 3.(November 25, 2013).
\textsuperscript{1814} Farrer, "Cosmopolitanism as Virtue - toward an Ethics of Global City Life: Cosmopolitanism in Asia's Global Cities".
\textsuperscript{1815} Ibid.
\textsuperscript{1816} Ibid.
\textsuperscript{1817} YouTube, "Szepes Mária – Ismerd Meg Őnmagad." (Accessed April 10, 2014).
or the opinion of the multitude, adds yet another important dimension to the understanding of oneself. The ‘gnothi seauton’ seems to unite all the previous ethical concepts of cosmopolitanism with its different variations which gravitate around the notion of empathy. This thesis investigates the forming of students’ cosmopolitan mindsets and the benefits of focusing on (cultural) empathy as these often play a role in the student mobility cycle.

The notion of empathy can be followed through the mobility cycle. This study began with students’ motivations and expectations in regards to their study abroad in connection with the ‘push and pull’ factors of mobility and then examined the experiences of students abroad in terms of the acquisition and transfer of knowledge, development of intercultural competencies and shaping of personal identities. Empathy is present throughout this cycle, from the initial wish to live and study abroad, which demonstrates a desire to find one’s way into other cultures in order to learn and experience the otherness, for example through the ability to walk in someone else’s shoes and to see the world through different eyes. This again expresses learning and knowledge sharing, intercultural competence and the shaping of personal identities. Learning and/or understanding within the intercultural competence and knowledge transfer, as one of the faculties of empathy, helps to leverage diversity, a characteristic of mobility/migration. Lastly, the benefit to studying empathy within the context of student mobility is the potential to enhance education for global citizenship.

Despite the potential of ISM there are challenges arising from missed opportunities, confrontations, racism and xenophobia,\textsuperscript{1818} due in part to the complex, inconsistent and

\textsuperscript{1818} Akehurst, “‘We Are All Oxford’ Only Acts to Reinforce Racism and Damage the University’s Access Efforts”. (Accessed April 1, 2014).
paradoxical nature of humans and the apparent lack of empathy in some individuals. This can be demonstrated in people’s contradictory behaviours for example in terms of the continued pursuit of the overly consumptive style of living practiced by many which endangers the future of our beloved off-spring. There are also the pressing issues of poverty, hunger, deprivation and malnutrition that parallel the excess, obesity, advantages of industrial revolution and the buoyant economic activities world-wide. The widespread lack of empathy is persistent despite the ‘shrinking’ of the world due to increased global interconnectedness and interdependence. Another manifestation of the lack of empathy can be detected in the alleged failure of multiculturalism in Germany, France and the UK; the issues confronting immigrant guest workers and ideas of national citizenship, which reflect the self-perceptions of Europeans. Another example is the Australian, Indonesian and Norwegian refusal to accept the 433 refugees on the Tampa container ship. These cases challenge the neuro-scientific claims of humans as being biologically wired and evolutionarily designed for deep mutual interconnectedness based on the discovery of the mirror neurons. Apparently, media, political and religious belief systems block the neurobiological links between humans, halting thus true cross-cultural encounters.

Economist, "Four Horsemen."(Accessed April 7, 2014).
Kumar, The Four Horsemen.
Celente, The College Conspiracy.
Brown and Held, Editors’ Introduction, 1.
Ryan, Multicultiphobia.
Weaver, "Angela Merkel: German Multiculturalism Has ’Utterly Failed”.(Accessed May 1, 2012).
"Reyes, "Finding Europe's Lost Generation".(Accessed April 1, 2014).
Papastergiadis, Cosmopolitanism and Culture, 4.
Iacoboni, Mirroring People: The New Science of How We Connect with Others, 267.
Ibid., 271.
study of ISM offers a micro-scale demonstration of the existence of empathy according to the virtues of cosmopolitanism, such as the understanding that the place of birth of every person on the planet is nothing more than an accident,\textsuperscript{1828} which is at the heart of the call for everyone to strive for equality and justice. International students usually have first hand intercultural experiences which may lead to them having greater empathy than the majority of people who do not experience the face-to-face encounters of diversity and derive their beliefs from media, political and/or religious ‘manipulation.’

8.3.3 Empathy – perceptions of international students

The following paragraphs seek to reveal the perceived challenges faced by international students when it comes to intercultural communication and intercultural competences. This is then followed by students’ own views on empathy. Students first ranked their intercultural competencies as discussed in the previous chapter relatively high; although, in many instances they were taken by surprise by their consequent intercultural experiences which by the end usually resulted in a fluctuating self-ranking of intercultural competencies. Second, students’ motivations in regards to study abroad are mostly of a sociocultural character, which includes a wish to experience a native culture and a different way of life. Third, expectations of students’ from study abroad often refer to the advancement of personal skills, gravitating around three skill groups: communication skills, intercultural competencies, skills of a cosmopolitan person/global citizen. Finally, transversal skills, tacit knowledge and personal skills are increasingly valued on the job market. This study also questioned students on their fears related to intercultural communication.\textsuperscript{1829} Following the premise that empathy,

\textsuperscript{1828} Nussbaum, "Patriotism and Cosmopolitanism".

\textsuperscript{1829} 5.11 What do you think people (and yourself) are afraid of when it comes to intercultural communication?
as the most important emotional competence, has the potential to leverage diversity and to facilitate the understanding of others, as well as that empathy can improve intercultural contact; this study investigated students’ attitudes to empathy.

In the case of the anxiety surrounding intercultural communication, relating to students’ encounters, the findings suggest nine main categories of fear or anxiety. The findings are based on the online survey no. 5 from the longitudinal study, there were altogether from the three case studies 55 students that responded to this question; many of them recorded more than one idea. The nine main categories following the number of responses in brackets are: misunderstanding (16); embarrassment, losing face, being judged (14); offending or hurting somebody (13); general language skills, English language skills (12); lack of self-confidence, fear of rejection, fear of not being liked and exclusion, and insecurity (9); fear of otherness and new things and new routines (5); insufficient intercultural competence (3); assumption of not having the same interests (2); and the lack of will power, effort, busy study schedule (2). The top three fears account for more than half of the all other responses. The fear of misunderstanding, embarrassment and of offending and hurting somebody suggest that students take intercultural competence seriously and that they care about other human beings—a possible sign of empathy. It can be argued that the fear of misunderstanding, embarrassment and offending the other party has a common denominator in the lack of confidence, more

1831 Pettigrew, “Future Directions for Intergroup Contact Theory and Research,” 190.
1832 10.16. The definition of Intercultural Competence (IC) provided in this survey contains two parts: a. IC1-characteristics that an individual possesses which facilitate competent intercultural interaction; b. IC2 - understanding and respect and empathy with people of different national, cultural, social, religious and ethnic origin. The second part of this definition (IC2) stresses upon empathy which can be defined as: the ability to understand and share the feelings of other. An empathetic person is able to step into someone else’s shoes. Empathy should not be confused with sympathy, which means feelings of pity and sorrow with someone else’s misfortune. (Please answer each question below, thank you) 1. How does one become an empathetic person? (please type in your answer); 2. What motivates you to be empathetic? (please type in your answer); 3. How could the empathy become a constant feature of a person’s character? (please type in your answer).
precisely in the lack of confidence in ones’ intercultural competencies. The lack of self-confidence was also identified based in the nine responses. The lack of confidence based on insufficient intercultural competence, also one of the nine categories of three responses may be based on inadequate knowledge and/or practice, improvement of which is one of the motivations and expectations of international students in regards to their study abroad. This finding thus argues for the need to improve students’ intercultural competencies prior to their departure, which can take many different forms, for instance by implementing IaH concept.

Students were also questioned about their attitudes to empathy, which took place at the end of the longitudinal study in survey number 10. The reason for this was to gather the responses of students after having some reasonable time abroad during which they possibly experienced situations of empathy. A definition of empathy was supplied to students in order to easier benchmark themselves with regards to moral/ethical and cultural cosmopolitanism, which characterises the development of their cosmopolitan mindsets. There were 42 submissions to these questions and many students had several ideas within one question. These responses should be considered with the previous responses in regards to students’ interests in the concept of global citizenship or cosmopolitanism introduced in the first part of this chapter.

Empathy was defined as: the ability to understand and share the feelings of others. An empathetic person is able to step into someone else’s shoes. The answers to the following three questions were considered to help to determine students’ cosmopolitan mindset:

---

10_16. The definition of Intercultural Competence (IC) provided in this survey contains two parts: a. IC1-characteristics that an individual possesses which facilitate competent intercultural interaction; b. IC2 - understanding and respect and empathy with people of different national, cultural, social, religious and ethnic origin. The second part of this definition (IC2) stresses upon empathy which can be defined as: the ability to understand and share the feelings of other. An empathetic person is able to step into someone else’s shoes. Empathy should not be confused with sympathy, which means feelings of pity and sorrow with someone else’s misfortune. (Please answer each question below, thank you)1. How does one become an empathetic person? (please type in your answer); 2. What motivates you to be empathetic? (please type in your answer); 3. How could the empathy become a constant feature of a person’s character? (please type in your answer).
1. How does one become an empathetic person?

2. What motivates you to be empathetic?

3. How could the empathy become a constant feature of a person's character?

Appendix 19 gathers classifies students’ responses into several categories, ranked in order from the most to the least mentioned, the numbers in the brackets represent the number of responses to that particular category. It is important to note that some students’ had several ideas and some did not have answers to all three questions.

Based on the responses, empathy seems to carry a certain amount of ambiguity: the opinions of some students contradict the opinions of others. The most obvious one is the belief that empathy can be nurtured as opposed to the belief that it is an inherent part of personality, if not by birth then certainly from the young age. One group of students trusted in focused learning and consistent training to acquire empathy; while, the other group advocates experiencing – learning from experience. Nevertheless, empathy seems to be a ‘very’ personal characteristic to the respondents, and was often described in detail and through students’ own experiences. It is a notion to which students’ gave a fair amount of thought and evidently many students’ cosmopolitan mindsets depend on empathy. To some empathy belongs to personal life-philosophies. In addition, the categories of the personal motivations for becoming empathetic in the second column of the table are identical with the philosophical underpinnings of cosmopolitanism; hence, they follow the individual category title.
Turning to students’ testimonies on how to become an empathetic person, 19 students believe that it is through listening, learning, observing and thought leading to self-reflection, earlier identified as a crucial element for intercultural competence. What is crucial is ‘being observant of other people’s emotions’ (Anonymous12_NZ) and ‘by listening, truly listening’ (JP_NZ) and by ‘learning to really listen to another person’ (Alexandra_NZ) one can gain an ‘understanding that we are the same human with other person’ (Olga_CZ). This should be then followed by ‘learning’ (Giang_NZ) from what we observed and listened to as well as ‘confirming understanding’ (Raj_NZ) from the ‘deep thinking’ (Heather_NZ). However, Thong_NZ points out that ‘one has to experience a lot before he can actually think for the others.’ This leads to the second most vocal group of students who believe in ‘experience’ (Simon_CZ) in order to become empathetic. This can be achieved ‘by mingling and making friends with other people of different culture/race’ (Hazieqa_NZ) and ‘by understanding, living and co existing with different people’ (Manish_NZ). Reid_CZ adds that it is even ‘better if (you) [one] share[s] the experience with the person’ and Tom_NZ mentions in this regard an experience ‘going through hardship’ (Tom_NZ). Lastly, both Steffi_CZ and Imko_NZ argue for ‘continued training’ (Imko NZ) and ‘training and the will to open (your) horizons for other people’s thoughts and opinions’ (Steffi_CZ).

Overall less students referred to ‘caring’ (Anonymous19_NZ), ‘a general sense of care and wellbeing’ (Leslie_NZ) and ‘responsibility for others e.g. as sibling’ (Anna_UK) as the way to become empathetic. This then has a double effect as Carmen_UK, Jason_UK, Zhanna_CZ, Anonymous1_UK all thought that ‘this is something that develops during childhood’ (Carmen_UK) and is concerned with the nature and upbringing (Zhanna_CZ). However, Jennifer_NZ, Anonymous24_NZ, Oleg_CZ, Ghislaine_NZ and Aaron_CZ question whether
'it is possible to become empathetic' (Ghislain_NZ) as ‘it is natural’ (Aaaron_CZ) perhaps even ‘genetic’ (Anonymous24_CZ). Nevertheless, there is ‘tolerance and acceptance’ (Namisha_NZ), ‘open mindedness’ (Cesco_NZ, Anonymous19_NZ), ‘interactions’ (Benoit_UK), ‘curiosity’ (Leslie_NZ, Carlos_CZ) and ‘learning to respect and love oneself, so one is able to love others the same, generally by respecting every living being’ (Kristina_CZ) are methods others suggest to undertake in order to become empathetic.

Changing focus on individual students’ motivations to be empathetic, as can be seen in the table above (in the second column) there are ten motivational categories based on students’ responses. They all can be matched to a saying, a concept or a historical notion of cosmopolitanism used in this chapter, which suggests students’ deeper understanding of this concept. The first category identifies motivations based on students’ experiences, so they have already stepped into someone else’s shoes which motivates them to be empathetic. For example Margaux_CZ and Anonymous12_NZ want to ‘understand people’ (Margaux_CZ) and how they ‘feel and think’ (Anonymous12_NZ), while Raj_NZ has seen ‘examples of misunderstandings that could have been easily avoided’ hence their motivation to be empathetic. Similarly Oleg_CZ and Tony_CZ both identify with times of ‘suffering’ which they can help others to overcome when they can. Fear of misunderstanding was identified as the greatest fear from those which students’ identified as stemming from intercultural communication. Ten students were mostly interested in establishing good and reciprocal relationships, which is perhaps best captured by the notion of ‘becoming good,’ which again captures the notion of the cosmopolitan virtue. The wish for understanding as the general theme of this group is closely linked with the group entitled ‘curiosity,’ which is one

Farrer, "Cosmopolitanism as Virtue - toward an Ethics of Global City Life: Cosmopolitanism in Asia's Global Cities".
of the main virtues of a cosmopolitan person by Nussbaum. ‘Curiosity’ (Alexandra_NZ) as a motivation for empathy equates to ‘a desire to understand other people and cultures’ (Jess_NZ) and to ‘connect with them’ (Leslie_NZ), which also ‘helps (me)[to] learn and understand (myself) [oneself] in the process’ (Rex_UK).

Carlos_CZ explains ‘it [empathy] makes my life easier, it allows me to understand things that would otherwise be obscure to me, it may allow me anticipate the behaviour of others.’ Cesco_NZ is willing ‘to interact in a good way with people;’ similarly, both Silvia_NZ and Thong_NZ wish to have ‘good’ and ‘smooth relationships with others/friends, especially because most of them come from a different culture.’ This goodwill is generally expected to be ‘reciprocal’ (Michael_UK, Matt_UK) as expressed by Ghislaine_NZ: ‘I think it's an innate feeling, you wanted to be treated fairly so you in turn treat others the same way’ and JP_NZ adds ‘we all want to love and be loved.’ This joins in with the other cluster of ‘for empathy motivations’ which are happiness and satisfaction (based on reciprocal actions).

Students capture the element of the ancient ‘tat tvam asi’ meaning “you are also that, you are also me”1835 or “that art that,”1836 which has an additional value of happiness, as Tom_NZ puts it: ‘I find it gives me satisfaction and makes me happy’ and Linh_NZ refers to it as a ‘kind of selfless help.’ Several students proclaimed that empathy is in them, so they do not need any motivation. Aaron_CZ and Carmen_UK put it ‘I think, I am empathetic by nature. So no motivations for it’ and ‘I don’t think you have a particular motivation for it. Either you are more or less empathic.’ Heather_NZ even connects empathy with her sensitive personality and ‘most of the time it feels like (my) [her] empathy runs in overdrive naturally.’

---

Perhaps it is, as Imko_NZ and Noleani_NZ proclaim, that it is now an outcome of the ‘evolution of (my) [their] psychology,’ which ‘is just my automatic reaction;’ whereas, ‘before (I) [she] was empathetic because it was the "right thing to do."’ Therefore, for some, empathy is a ‘social norm’ (Anonymous24_NZ) due to their countries having ‘a diverse set of people from different cultures and strata’s of society’ (Manish_NZ). That way empathy becomes a ‘moral value’ (Namisha_NZ), it ‘is a respect’ (Reanui_NZ), which ‘everybody should be [in possession of] (so I am) [they] should be starting with (myself) [themselves]’ (Kristina_CZ). This relates to the references of care vis-à-vis ‘love your neighbour’ as Anonymous19_ NZ explains her motivation to be empathic is ‘to understand someone's feeling that I care for.’ Jed_UK says that one ‘should also be empathetic to others, especially those whom we care for.’ Finally, both Giang_NZ and Reid_CZ refer to the motivation to become empathetic as learning especially as a ‘counterbalance (…) [to] ignorance and intolerance which are so rampant and dangerous.’ This connects the examination of students’ attitudes to the next question, which sought their opinion on how empathy could become a constant feature of a person’s character; learning and training were mentioned the most frequently.

Experiencing empathy, or ‘imagining (yourself) [oneself] in someone else's shoes’ was just as popular as the learning, training and practicing, suggested by Kristina_CZ, Oleg_CZ, Imko_NZ and Sarah_NZ. Nikita_UK adds that empathy ‘should be constantly exercised’ in ‘regular social interactions’ (Simon_CZ), which can be enhanced by ‘reasoning and the willingness to learn more’ (Imko_NZ). In terms of empathetic experiences, the emphasis is upon feeling through the situation the other either has already been in situation or is aware of
the possibility of the same happening to her/him as Steffi_CZ puts it ‘when that person experienced great help from someone else who has been in the same situation and knows exactly how the one who needs help feels like.’ Similarly, Eric_NZ says ‘if one has a lot of experiences to draw on, then one can relate to more people's actions/character.’ Rex_UK adds that empathetic experiences would benefit from ‘increased exposure to other cultures’ and ‘through close contact with other nationals’ (Olga_CZ). The need for ‘listening and confirming understanding’ (Raj_NZ) are crucial, in particular ‘continue knowing’ (Aaron_CZ) and ‘learning to listen’ (Alexandra_NZ) are synonymous with self-reflection and a necessary element for any intercultural learning mentioned earlier. Manish_NZ and Reanui_NZ believe that empathy should be part of education and Giang_NZ points out that ‘it takes time.’

The remaining set of ideas replicate those suggested in regards to students’ motivations to be empathic and are grouped within the following five categories: personal capacity; happiness; becoming good; caring and discovering empathy within oneself. The final cluster of students’ testimonies captures the main ideas from those five categories. For empathy to become a constant feature of a person’s character one should be ‘making the connection between empathy and happiness, and seeing it as a way for social change within (your) [her/his] community and the world at large’ (Tom_NZ). While, it ‘depends of people’s character’ (Cessco_NZ), ‘when one is humble’ (Debbie_UK) and ‘less self-involved (and) tr(y)[ies] to care about other people’ (Jennifer_NZ) one could ‘realise that being empathic is good, why go back?’ (Cesco_NZ). JP_NZ captures this accurately ‘the happier one is, the more empathetic they tend to be. Someone full of life and purpose will help others. It is only those that crave what others have that tend to put them down and not connect with them.’ The
attitudes of students to empathy within the cosmopolitan mindset revealed the overwhelming need for experience, learning and practice so that this skill can benefit the character of an individual. This relates to calls for education of global citizenship. This is more than an academic or political imperative because the elements of such education especially soft skills are also desired by industry and the professional sector in general as will be discussed in the paragraphs following the views of international students on the consistency of education towards global citizenship.

8.4 Global citizenship

The literature on ISM often refers to the idea of global citizenship together with a cosmopolitan identity as the outcomes of student mobility. Educational institutions are believed to be pivotal in preparing students for a cosmopolitan world and a future which will inevitably include interactions with foreigners, different cultures and ethnicities involving exchanges of certain values where mobility represents a welcomed added value. Therefore, education for a cosmopolitan world should include the teaching of the universal values of global citizenship, as characterised by the cosmopolitan virtues, together with the development of intercultural competence. Equally, global citizenship is an “economic, practical and moral imperative … and … an issue of very survival.”

---

1837 Campbell, “Promoting Intercultural Contact on Campus: A Project to Connect and Engage International and Host Students.”
Joellen Elizabeth Coryell et al., "Case Studies of Internationalization in Adult and Higher Education: Inside the Processes of Four Universities in the United States and the United Kingdom” ibid., no. 1 (2010).
Howe, “The Internationalization of Higher Education in East Asia: A Comparative Ethnographic Narrative of Japanese Universities.”
Gargano, “Grounded Identities, Transient Lives: The Emergence of International Student Voices in an Era of Cosmopolitan Learning.”
1839 Ibid.
also about the shared moral assumption of responsibilities and obligations to other people world-wide,\textsuperscript{1841} which validates the necessity for empathy as one of the cosmopolitan virtues. Cosmopolitan education should include an active intercultural education based on intercultural thinking\textsuperscript{1842} because the possession of knowledge alone does not equal the possession of intercultural competence. Furthermore, as explained earlier, intercultural competence facilitates the acquisition and transfer of knowledge, but it needs to be “somehow schooled.”\textsuperscript{1843} Despite the apparent and growing need, contemporary education does not teach intercultural competence; moreover, there is a persistent lack of understanding of its value.\textsuperscript{1844}

Ideally, a cosmopolitan education as well as study abroad will produce globally competent students with some level of intercultural competence and a diverse and knowledgeable worldview. Students should comprehend international dimensions in their major fields of study, be able to communicate effectively in another language and/or cross-culturally, exhibit cross-cultural sensitivity and adaptability and they should carry these global competencies throughout their lives.\textsuperscript{1845} Arguably, there is a need for education that respects and works towards the “principle of unity in diversity,”\textsuperscript{1846} (the EU’s motto\textsuperscript{1847}) by cultivating a sense of cosmopolitan identity. The cosmopolitan identity is not in conflict with the other communal identities, such as national or regional; in contrary, it promotes their co-existence. Therefore, the development of both cosmopolitan identity and education for global citizenship

\textsuperscript{1841} Rönnström, "Cosmopolitan Communication and the Broken Dream of a Common Language," 260.
\textsuperscript{1842} Bok, "Foreword," x.
\textsuperscript{1843} King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour," 233.
\textsuperscript{1844} Bok, "Foreword," x.
\textsuperscript{1845} Russo and Osborne, "The Globally Competent Student". (February 13, 2011).
\textsuperscript{1846} Golmohamad, "Education for World Citizenship: Beyond National Allegiance," 466.
\textsuperscript{1847} Union, "Eu Symbols". (Accessed April 4, 2014).
potentially contribute to the forming of the “cosmopolitan nation.” This would be a welcome development because of the increasingly multicultural nature of societies today. The rational for the EU’s support of study exchange programmes is to educate globally competent citizens. It is based on the premise that international students experience the diversity of multicultural societies to a greater extent than non-mobile students; consequently, the possible forming of their cosmopolitan identities and the subsequent developing of their cosmopolitan mindsets might prefigure a sea change in wider society. On the other hand, increasing diversity within societies can be challenging; thus, putting the empathy and virtues of cosmopolitanism to the test. Furthermore, challenges of migration and mobility are often paired with issues of unemployment, in the context of economic crises and job scarcity for local citizens. The next section looks at students’ ideas on education towards global citizenship, followed by debate on employability and students’ attitudes on their future employment including their future mobility aspirations, which marry some students’ motivations and expectations of study abroad with the views of national governments, the professional sector (employees) and other stakeholders engaged in the internationalisation of higher education and student mobility.

8.4.1 Global citizenship – perceptions of international students

Students’ perceptions of education towards global citizenship were drawn from the final question of the entire longitudinal study, which was collected via email. This question followed the one on students’ interest in the concept of global citizenship, the outcomes of which were introduced in the first part of this chapter. Arguably, students’ views on global

\[\text{Email}_8: \text{What should the education towards global citizenship consist of?}\]
citizenship education influence their ideas towards cosmopolitanism and are an outcome of the gradual introduction of this concept to students across the longitudinal study, which also included the ranking of students’ cosmopolitan identities and their attitudes on empathy. The results are a blend of sociocultural and moral competencies and skills, based on explicit and tacit knowledge, including education about and exposure to cultural diversity and exposure to difference in general. Students’ ideas towards global citizenship are organised below in four blocks according to their academic, economic, political and sociocultural character and their sub-categories.

Existing literature argued that education on global citizenship should consist of active intercultural education, which would help to cultivate a sense of cosmopolitan identity because it concerns the issues of our “very survival.” This was also recognised by students, who most frequently referred to the actual academic dimension of education. The issue of ‘our very survival’ suggests the implication of global citizenship to all aspects of our life, which students expressed in the need to educate people on culture, history, language, literature, skills, and traditions. Education should ‘reflect on diversity’ (Ghislaine_NZ), ‘respect and tolerance’ (Namisha_NZ) including ‘debates’ (Anonymous1_USER), ‘reciprocal learning’ (Linh_NZ), ‘videos’ and ‘exchange programmes’ (Cesco_NZ). Some think that it should follow the concept of internationalisation at home (Simon_CZ, Anonymous33_USER, Steffi_CZ and Heather_NZ); others see the necessity to begin education of global citizenship ‘from childhood’ (Tony_CZ, Manish_NZ) and/or being it a ‘lifelong learning’ (Steffi_CZ).

---

In terms of the economic character of education, the literature suggests education for global citizenship should have an economic and practical imperative. Jennifer_NZ believes that it should have ‘adequate information about every country, such economy and the main industries that the country depends on.’ The political aspects of global education were underpinned by the moral imperatives and the principle of unity in diversity in the literature. Students mostly referred to human rights in conjunction with other education suggestions. For example, there should be ‘a strong emphasis on teaching the values of human rights and critical thinking skills’ (Imko_NZ) encompassing the ‘anthropology’ (Noelani_NZ) and the evolution of the global citizenship phenomena with the ‘discussion of oppression versus culture’ (Leslie_NZ) and ‘the key debates over the notion of global citizenship right from the political sphere (issues of immigration/visas) to the cultural, moral and sociological spheres’ (Anonymous1_UK). These should include ‘an understanding of global trends, processes (e.g. Migration, Global Health...) and an understanding of how the global system works (Institutions, Politics, Trade Relations etc.)’ (Michael_UK). Steffi_CZ mentions ‘moral values such as respect, political and ecological as well as social awareness towards each other’ as a part of the curricula for global education, but also being part of outside classroom education. Finally, global citizenship education ‘should consist in active participation in the global community’ (Jason_UK).

The literature on global citizenship also argues for intercultural competence, intercultural thinking and education which support the responsibilities and obligations to other people world-wide, which are classified in the sociocultural category. Students’ ideas consisted of five main elements: awareness, experience (living), interaction, travelling and early education, partly blended in Sarah_NZ’s testimony on education for global citizenship, which
should be ‘conversing with as many people as possible from different cultures (in person or online), reading, traveling if affordable, and spending some time as a “stranger in a strange land” because that may be the only way to really change the perspective.’ In terms of awareness, global citizenship education ‘should consist of teaching people how to be aware of all ranks and parts of group/society and how to pay attention and respect the marginalised ones’ (Oleg_CZ) including ‘realization of the existence of different cultures and why they are different’ (Thong_NZ). This is more important than ever, because as Nikita_UK puts it ‘ignorance is far from bliss, it results in estrangement and aggression,’ Debbie_UK adds that it seems that ‘we as a society (…) seem to have lost respect towards indigenous populations, the mother earth, biodiversity and the environment and (I) [she] strongly believe that in order to respect every person we must also learn to respect our own environment.’

As for the travel part of the sociocultural education, ‘it is the best policy’ (Benjamin_UK), it should be accompanied with an ‘open mind’ (Leslie_NZ) as well as ‘communicating with, and learning about other places’ (Jason_UK). So, ‘fly once around the world’ (Tom_NZ) as ‘seeing is believing’ (Rex_UK); ‘it must be experienced, because there are small things that can’t be explained in books or movies’ (Matt_UK). This is true mostly for the ‘interaction’ part of education as ‘not enough programs focus on personal relationships. People can claim empathy and global citizenship all they want. Yet, classrooms can only do so much. Without personally knowing people outside of one’s own culture, international education can create a false impression and arrogance about how much one really understands global citizenship. One has to have a personal relationship to really enter and understand a culture. I feel this is one of the areas in which study abroad is absolutely critical to global citizenship. Nothing is better than first-hand connections and really experiencing cultural difference’ (Reid_CZ). At
the same time, Noelani_NZ points out that education towards global citizenship ‘needs to start when we’re young, before we embed these ideas of what the world absolutely “is” too early, and then becomes too difficult to question.’ Lastly, students often consider their study abroad experience, as in the case of Reid_CZ, to be beneficial to global citizenship education if not synonymous with it. The following paragraphs focus on one of the contemporary issues of global youth, which is unemployment, because the study abroad is often considered as an added value in terms of employability.

8.5 Employability

Issues of employability are some of the most visible when it comes to youth and/or graduate unemployment: the number of jobless graduates worldwide is on the rise. In terms of ISM, employability vis-à-vis increasing the chances for better employment opportunities account for some of the students motivations for study abroad as well as for the ‘push and pull’ factors of mobility, for example EU and national governments’ support for ISM. The expectation is that employees prefer graduates who have conducted their study or part of it abroad; higher value is placed on education gained either from an English speaking country and/or from highly ranked institutions, which ought to provide international students with a competitive advantage.

Some students seek to increase their competitive edge by acquiring certain skills and knowledge while abroad, including improving their English language skills. Improved self-confidence and broadened horizons as a result of study abroad are also considered to be of benefit. It is believed that students’ employability increases with a variety of skills, such as:
work readiness, ability to function in a multicultural environment\textsuperscript{1852} and skills to live and work in globalized conditions,\textsuperscript{1853} all of which validate the need for a cosmopolitan education. Therefore, a growing number of institutions claim to equip students with such skills and aim to provide learning environments able to facilitate intercultural learning and education for employability.\textsuperscript{1854} There is an apparent correlation between education, employment and earning, which has been amplified by the ongoing economic crisis;\textsuperscript{1855} where increased value is placed upon a ‘good’ education.\textsuperscript{1856} However, since the term ‘good’ education is ill-defined this is usually assumed to refer to education gained from highly ranked universities. For that reason, in the UK, competition for admission to top ranked universities has escalated. Places are often taken by privileged students, which can result in social issues.\textsuperscript{1857} In the UK several national policies that cut immigration have been implemented; this, has already had an impact on the rate of incoming students to the UK, and has reduced numbers in particular in the case of Indian students. Unfortunately for the UK, policies restricting student mobility will ultimately have negative economic implications.\textsuperscript{1858}

Another challenge for the student population, including international students is the rising cost of tuition. It some countries escalating costs have led to student riots, caused the

\textsuperscript{1852} Rankings, "Qs Stars Methodology". (March 24, 2013).
\textsuperscript{1853} Teekens, "Internationalization at Home: A Background Paper," 2.
increased indebtedness of students and resulted in growing the dropout rates of students.\footnote{Association, "College Pyramid Scheme - College Conspiracy."(Accessed February 2, 2014). Education, "Declining by Degrees: Higher Education at Risk."(Accessed February 2, 2014). Documentary, "Who Gets the Best Jobs?."} Many graduates have dire career prospects, regardless of multiple language skills, study abroad and postgraduate degrees. The popular term of "lost generation"\footnote{EuroObserver, "No Jobs for Europe's Brightest Graduates."(Accessed November 7, 2013).} which refers to a large number of unemployed youth, for example up to 25\% in Spain,\footnote{International Labour Organisation, "Global Employment Rates 2014," (2014), www.ilo.org/wcmsp5/groups/public/---/wcms_233953.pdf.(Accessed July 27, 2014).} replaced the older term ‘mileuristas.’\footnote{Used to describe young people who earned €1,000 a month.} The youth unemployment in Europe causes the deepening of the generation gap, because the ‘baby boomers’ are perceived to hold the jobs and assets desired by the youth. Another effect is even greater disengagement of youth with national governments and the EU, based on the fact that they chose bank bailouts over supporting the education and youth.\footnote{Pop, "Eu Leaders Pledge €2bn Extra for Youth Scheme". (Accessed July 21, 2013). EuroObserver, "No Jobs for Europe's Brightest Graduates."} There are numerous calls from employers for better skilled graduates, often accompanied by complaints about inefficient skills such as a lack of problem solving and critical and creative thinking; poor writing, communication and interpersonal skills; which raises the issue of employment versus education crisis.\footnote{EuroObserver, "No Jobs for Europe's Brightest Graduates."} The number of graduates exceeds the amount of jobs created, which is a result of the rapid development of technology.\footnote{Ibid.(Accessed April 7, 2014).} Aside from the listed graduate competencies, many professions call for soft skills such as: teamwork; tenacity;
social and emotional intelligence; problem solving; leadership; empathy; drive; creativity; personal and intellectual humility; ability to take ownership of the task at hand; and the ability to attribute some purpose to the work.\textsuperscript{1866} These soft skills include empathy but empathy can also be identified within other soft skills, for example in emotional intelligence,\textsuperscript{1867} and personal and intellectual humility, which explains its appreciation in the motivation and the running of business.\textsuperscript{1868} Empathy is an important component of soft skills such as: teamwork; social intelligence; problem solving; leadership; and the ability to attribute some purpose to work. Furthermore, empathy helps to develop trust-based relationships\textsuperscript{1869} based on the irrepealceable physical togetherness\textsuperscript{1870} which can benefit from international exchanges. Student mobility has the potential to establish trusting relationships from education to professional environment.\textsuperscript{1871} Thus, students’ experiences abroad have great economic and sociocultural potential,\textsuperscript{1872} recognised by employment\textsuperscript{1873} due to the ability to enhance cross-cultural understanding, to facilitate exchanges of ideas,\textsuperscript{1874} together with the ability to develop multilingual skills and cosmopolitan perspectives.\textsuperscript{1875}

\begin{flushleft}
\textsuperscript{1866} Ashoka, "Two Sides of the Same Coin: The Employment Crisis and the Education Crisis". (Accessed April 7, 2014).
\textsuperscript{1867} Documentary, "Who Gets the Best Jobs?."
\textsuperscript{1868} Goleman, Working with Emotional Intelligence, 58, 136-38.
\textsuperscript{1869} Johnson, "The One Percent." (Accessed April 2, 2014).
\textsuperscript{1870} Richardson, Hansen, and Bennett, "Eu-Nz Trade Conference."
\textsuperscript{1871} Browne, "New Zealand and China: Nearly Forty Years On."
\textsuperscript{1873} China, "Youtube". (July 27, 2010).
\textsuperscript{1874} McGrath, Stock, and Butcher, "Friends and Allies: The Impacts of Returning Asian Students on New Zealand-Asia Relationships". 2.
\textsuperscript{1876} "International Student Exchanges: Remarks by Assistant Secretary Stock." (Accessed February 11, 2013.).
\textsuperscript{1877} McGrath, Stock, and Butcher, "Friends and Allies: The Impacts of Returning Asian Students on New Zealand-Asia Relationships". 18.
\textsuperscript{1878} Butcher, "Demography, Diaspora and Diplomacy: New Zealand’s Asian Challenges," 147.
\textsuperscript{1879} King et al., "International Student Mobility".
\end{flushleft}
8.6 Future mobility aspirations

As revealed earlier in the context of the intercultural competence and knowledge transfer, soft skills and tacit knowledge are mostly acquired and transferred face-to-face; therefore, ISM has the potential to assist in the transmission of soft skills. In addition, previous experiences of mobility tend to lead to future mobility/migration; consequently, the matters of international students’ employability partly depend on students’ future mobility aspirations where mobile students become future highly skilled migrants. ISM is thus linked to the phenomenon of “global talent wars” and ‘push and pull’ factors of mobility, for instance supported by the EU’s interest to create the freedom of knowledge in the context of KBES.

8.6.1 Future mobility aspirations and employability – perceptions of international students

The following paragraphs focus on students’ perceptions of their study abroad in regards to employment; this is followed by their views on their future mobility aspirations. Students were first asked about the contribution of study abroad to their future in general. Their responses related predominantly to sociocultural skills they had gained. The next most important were academic and economic skills and one explicitly cited a political type of outcome of their study abroad. Although many of the skills grouped under one of the other thematic categories intertwine as social capital theory illustrates, students viewed the skills and knowledge they acquired as an outcome of study abroad. This represents accumulation of capital, each type eventually resulting in increased economic capital. Altogether 49 students

---

1877 Ibid., 2.
1878 9_4 How does study abroad prepare you for the future?
answered this question. The academic skills consisted mainly of language skills (9 students)\textsuperscript{1879} then knowledge and skills in regards to particular study fields or programmes (7 students).\textsuperscript{1880} In terms of politics, Noelani_NZ ‘learned a lot about (myself) [herself] and about how (I) [she] personally look at the world as well as where (my) [her] nation stands in world politics (...) [she is] no longer limited to seeing the world with an American's eyes, and (I) [she] was very thankful for that.’ This represents the ‘gnothi seauton’ or self-awareness through ‘know thyself.’ As far as the economic benefits of the future, Linh_NZ believes study abroad ‘can give (me) [him] the key for success. A bachelor's degree from a Western university is perceived as excellent by many employers in Vietnam;’ while Simon_CZ, Renata_CZ and Reid_CZ mentioned their contacts and networks, which they have made while studying abroad will be an asset to them in their future.

The sociocultural aspects of study abroad, which help to prepare students for the future they consist of a plethora of knowledge and skills, such as: communication and intercultural sills (8 students);\textsuperscript{1881} gaining a different perspective of home and host country (7 students);\textsuperscript{1882} adaptability (6 students);\textsuperscript{1883} easier work and travel abroad (5 students);\textsuperscript{1884} experience of different country (4 students);\textsuperscript{1885} independence and self-reliance (4 students);\textsuperscript{1886} living on own (2 students);\textsuperscript{1887} broadened horizons (2 students);\textsuperscript{1888} open mindedness (2 students);\textsuperscript{1889}

\begin{footnotesize}
\begin{enumerate}
\item Zhan\textsuperscript{a}_ CZ, Benoit\_UK, Anna\_UK, Tony\_CZ, Renata\_CZ, Anonymous12\_NZ, Anonymous20\_NZ, Linh\_NZ and Carlos\_CZ.
\item Thong\_NZ, Jennifer\_NZ, Debbie\_UK, Oleg\_CZ, Carlos\_CZ, Simon\_CZ and Benoit\_UK.
\item Silvia\_NZ, Tong\_NZ, Anonymous21\_NZ, Jess\_NZ, Jennifer\_NZ, Benoit\_UK, Jed\_UK and Zhana\_CZ.
\item Leslie\_NZ, Raj\_NZ, Sarah\_NZ, Matt\_UK, Ghislaine\_NZ, Jason\_UK and Carlos\_CZ.
\item Alexandra\_NZ, Nikita\_UK, Rex\_UK, Carmen\_UK, Tony\_CZ and Carlos\_CZ.
\item Eric\_NZ, Michael\_UK, Benjamin\_UK and Anonymous1\_UK.
\item Cesco\_NZ, Noela\_ni\_NZ, Reid\_CZ and Kristina\_CZ.
\item Hazieqa\_NZ, Jennifer\_NZ, JP\_NZ and Rex\_UK.
\item Thong\_NZ and Noelani\_NZ.
\item Namisha\_NZ and Benoit\_NZ.
\item Anonymous12\_NZ and Anna\_UK.
\end{enumerate}
\end{footnotesize}
overcoming challenges (2 students) and \textit{self-reflection} (Anna\_UK). Most of these listed
skills were mentioned by students in terms of their expectations of and motivations for study
abroad. In addition, students were asked whether they thought their study abroad would
enhance their chances of employment.\footnote{Anonymous24\_NZ and Renata\_CZ.}

This question was part of the on-line survey no. 9 of the longitudinal study. All 49 students
agreed that their study abroad advanced their employment prospects, mainly due to the
perceptions that the experience of living abroad is highly valued by employers (14
students)\footnote{9.6 Do you think, that your time spent abroad studying enhances your employment chances in the future and
how? Yes (please specify – type in your answer); no (please specify – type in your answer), both (please specify
– type in your answer).} for it is a manifestation of students’ flexibility and adaptability to different
environments. This was followed by the trust in the many personal skills, which students are
able to utilise (13 students),\footnote{Benjamin\_UK, Jed\_UK, Rex\_UK, Carmen\_UK, Tony\_CZ, Steffi\_CZ, Carlos\_CZ, Linh\_NZ, Heather\_NZ,
Namisha\_NZ, Noela\_NZ, Anonymous21\_NZ, Ghislaine\_NZ and Eric\_NZ.} such as intercultural skills, communication skills and
broadened horizons. Eight students considered their improved language skills, predominantly
English (8 students),\footnote{Michael\_UK, Benoit\_UK, Silvia\_NZ, Leslie\_NZ, Anonymous21\_NZ, Raj\_NZ, Anonymous24\_NZ,
Jess\_NZ, Jennifer\_NZ, Cesco\_NZ, JP\_NZ, Anonymous20\_NZ and Manish\_NZ.} as a guarantee for better employment and the same number of
students counted on their academic skills for future employment (8 students).\footnote{Carlos\_CZ, Cesco\_NZ, Michael\_UK, Benoit\_UK, Tony\_CZ, Linh\_NZ, Silvia\_NZ and Imko\_NZ.} One student
(Oleg\_CZ) specifically referred to \textit{‘networking and contacts made during (my) [the] study’}
abroad time, which should enhance employment chances and five students\footnote{Imko\_NZ, Tom\_NZ, Thong\_NZ, Heather\_NZ, Sarah\_NZ, Anna\_UK, Debbie\_UK and Reid\_CZ.} believed the
name of the university (Oxford) and/or obtaining a degree from a foreign university would
help them.\footnote{Linh\_NZ, Anonymous1\_UK, Jason\_UK, Carmen\_UK and Hazieqa\_NZ.
Students were also questioned as to whether they thought study abroad contributed to international employment, which has been a common belief based on the literature. International students (49) in all three cases (New Zealand 26, the UK 12 and the Czech Republic 11) unanimously agreed that student mobility leads to international employment aspirations; although, one student thought both, the yes and no cases, Margaux_CZ says 'some people just fall in love with the country' but she also 'realized that most of (my) [her] schoolmates were happy to come back.' The main reasons to expect further mobility is predominantly based on feelings of temptation and curiosity, which arise from the experience of international student mobility (19 students). In some cases (9 students) this represents a personal challenge or a goal, in others it relates to the future career choices (4 students), study interests (Steffi_CZ and Silvia_NZ) or the wish to 'settle in a western country' (Linh_NZ). Renata_CZ explains, that study abroad 'makes it easier for transition' between home country and future international employment destination, because it 'opens up a wider understanding' (Raj_NZ) of living abroad, including 'bringing different ideas' (Alexandra_NZ) and advantages based on 'knowledge of a new language' (Hazieqa_NZ). On the other hand, Jason_UK points out that whether study abroad contributes to future international employment 'depends on the student’s relationship with the country he/she studied. If a student doesn’t have good experience abroad, she/he is less likely to pursue opportunities in any foreign country.' In addition; Reid_CZ’s ‘time in Prague

---

1897 g_14 Do you think that study abroad contributes to further interest in seeking international employment and why? Yes (please specify – type in your answer); no (please specify – type in your answer)
1898 King, Findlay, and Ahrens, "International Student Mobility Literature Review".
1900 Anonymous12_NZ, Ghislaine_NZ, Reanui_NZ, Kristina_CZ, Carmen_UK, Imko_NZ, Namisha_NZ, Manish_NZ and Oleg_CZ.
1901 Jennifer_NZ, Cesco_NZ, JP_NZ and Debbie_UK.
made (me) [him] very interested in returning again for employment...if only the Czech visa system wasn't a giant deterrent.'

Students were then questioned about their competitiveness, their perceptions of mobility in general and attitudes in regards to the ideal geographical distance between their home countries and future international destination. Students were first asked to rank the degree of competitiveness of individual qualities, which revealed that the willingness to move abroad scored sixth position in the case of New Zealand universities and fourth position in both in UK and the Czech cases, see Figures 8.6.1 – 8.6.1.3.

Figure 8.6.1.1: Individual qualities in regards to employability - the case of New Zealand

---

1902 9_16 In the quest for jobs, how competitive to you are the individuals with the following qualities? (Please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all competitive, 5 means medium and 10 equals to extremely competitive.). Language skills; Connections; Better qualification for the job; World class uni/education; International internship; Willingness to move or have a mobile lifestyle; International study experience; International employment history; International volunteering; A younger individual; Local employment history; Social class difference; An older individual; Racial difference.
Figure 8.6.1.2: Individual qualities in regards to employability - the case of the UK

Figure 8.6.1.3: Individual qualities in regards to employability - the case of the Czech Republic
Interestingly, individual qualities enhancing employability ranked by students in the top seven positions in each of the case studies are the same, albeit on a slightly different level of importance. Language skills and connections are in the top two positions in New Zealand and in the Czech Republic; while, the case of the UK Oxfords’ top ranking status offering world class education on the top followed by the ‘better qualification for the job.’

In terms of mobility itself and the mobile lifestyle, students ranked these with reference to six categories, which depict the position of transnationality based on students’ perceptions and in connection with the aspect of total human capital. The responses originated in the on-line survey no. 8 (52 participants) of the longitudinal study (New Zealand - 28, the UK – 12 and the Czech Republic – 12). Figures 8.6.1.4 – 8.6.1.6 show students’ perceptions of mobility/mobile lifestyle with fun at the top in all three case studies, reaching the mid eight to mid seven points on the scale from 0 to 10; however, the second position ‘wish’ and ‘asset’ follow closely. Arguably, the perception of mobility and of the mobile lifestyle as being ‘fun’ at the same time the ‘asset’ characterises students’ motivations and expectations in regards to their study abroad. This had sociocultural as the foremost (‘fun’) but was closely followed by a ‘wish’ to acquire academic and personal skills (‘asset’). Mobility and the mobile lifestyle bring the notion of transnationalism to the forefront, together with the concept of social capital, and finally total human capital which considers mobility as one form of capital – mobility capital or transnational mobility capital.

1903 8_18 what do you and how much do you perceive mobility / mobile lifestyle as: (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all, 5 means medium and 10 equals to a lot) asset (please specify – type in your answer); social status (please specify – type in your answer); problem (please specify – type in your answer); fun (please specify – type in your answer); inevitable reality (please specify – type in your answer); wish (please specify – type in your answer); other (please specify – type in your answer).
Figure 8.6.1.4: Perceptions of mobility - the case of New Zealand

Figure 8.6.1.5: Perceptions of mobility - the case of the UK

Figure 8.6.1.6: Perceptions of mobility - the case of the Czech Republic
As far as the distance of the future residence abroad from students’ homes,\textsuperscript{1904} the responses are surprising, considering the importance of family ties and friendships to students as identified in the previous chapter in regards to barriers to mobility. The finding revealed that in general, most students would prefer the destination farthest from their home for their future living abroad. The distance was measured in hours spent on a plane or in a car.

Figures 8.6.1.7 – 8.6.1.9 capture the response rates and the number of students. The majority of students consider it ideal for their future residence abroad to be 6 or more hours by plane from their home, followed by 3-6 hours by plane and finally 1-3 hours by plane in the case of students in the Czech Republic. These attitudes towards future mobility in conjunction with previously identified views on mobility point to students’ forming transnational communities in the future. Their lives will most probably be lived in more than one location simultaneously. If this does not eventuate, students will form at least transnational social networks in order to maintain contact with their family and friends given the importance accorded to these ties as identified previously.

\textsuperscript{1904} 8._9 In the future, if you lived abroad, what would be the ideal distance from home? a) 1-3 hours by car; b) 3-6 hours by car; c) 6-12 hours by car; d) 1-3 hours by plane; e) 3-6 hours by plane; f) 6 and more hours by plane.
Figure 8.6.1.7: Ideal distance of the future work/study destination from home - the case of New Zealand

Figure 8.6.1.8: Ideal distance of the future work/study destination from home - the case of the UK

Figure 8.6.1.8: Ideal distance of the future work/study destination from home – the case of the Czech Republic
Lastly, looking at the issue of youth unemployment, students were asked their opinion on the current phenomena of the ‘lost generation’ which refers to the current large percentages of youth unemployment, an issue most apparent in Europe. The concerns about unemployment were held by skilled students as well, which seem to be at odds for example with the EU’s aims to create world-leading knowledge based economy. The questions were proposed in the final Skype interview, where students were also asked their views on the implication of this phenomenon on themselves; answers to this were split. Some did not consider themselves to be in any danger of not securing employment due to their having undertaken university study in general, study abroad, and the fact that they were attending universities or studying towards degrees they believed would withstand the pressure of job scarcity. On the other hand, some students were aware of the impact of increasing unemployment and how it might affect them and were already contemplating their future employment with the expectation of seeking future employment positions outside of their country of origin.

8.7 Conclusion

This chapter focused on explicit manifestations of the research problem of this thesis: the perceived dichotomy between the economic or neoliberal and the sociocultural or cosmopolitan. Both are present in European and institutional agendas as well as in students’ personal motivation for study abroad. However, the implementations of cultural policies lag behind economic ones; this is likely to contribute to students perceiving the intercultural aspects of study abroad as challenging and thus obstacles to mobility. While the economic gains from ISM are at the forefront, there seem to be issues caused by the rise of tuition fees, sluggish economic performance and the high unemployment rates of graduates. The latter

Skype_28 Have you heard of the term lost generation? and Skype_29 What are the implication for you?
two are blamed on the scarcity of tacit knowledge, and the lack of soft and transversal skills acquired by graduates, which can be developed through international experiences. These represent some of the main motivations for study abroad and can be achieved through intercultural learning, because this leads to the broadening of horizons and eventually personal growth. Furthermore, the motivations and outcomes of mobility include identification with cosmopolitan virtues. This revealed a further dichotomy in students’ inclination towards cosmopolitanism, including the knowledge of how to nurture empathy, which is a base for solidarity, but at the same time possessing fears of intercultural experiences. This suggests the need skills to be formally acquired, for example through education for global citizenship. This would also mean that such skills would be available to non-mobile individuals. International students, although themselves in need of such education, can at the same time play a role in intercultural education, for example through the implementation of IaH concept at universities. The neglect of such education seems to ignore the positive correlation between intercultural education and overall educational outcomes, with the same implication for the economy identified in this study. In addition, study abroad contributed to future mobility aspirations in the case of students engaged in this research. This was accompanied by the ability to inspire non-mobile students to study abroad. A follow up study could research the process of searching for employment, including individuals strategizing and use of soft and transversal skills, and then map the actual employment rate of graduates as opposed to looking at the perceptions of being able to secure a job as a consequence of a tertiary degree and study abroad.
Chapter 9

DISCUSSION AND CONCLUSION

9.1 Introduction – summary of the problem setting

Universities and the EU support for ISM are predominantly due to economic and sociocultural rationales, followed by academic and political motives. Similarly, the motivations and expectations of international students in regards to their study abroad are typically of economic and/or sociocultural nature first, followed by academic rationales. However, students’ motivations are often influenced by the actions and policies of universities driven by their rationales for supporting ISM in the context of the IoU. On the other hand, students’ motivations are also influenced by a cocktail of different factors, which makes the relationship between ISM and the universities and the EU within the IoU mutually interdependent. The institutional agenda of universities and the EU can be perceived as predominantly neoliberal, with a focus on economic performance; although both also make claims for cosmopolitan/global citizenship education. The question is, whether the economic, in this case neoliberal, aims are compatible with sociocultural cosmopolitan visions at the European (EU), institutional (university) and individual (international students) levels as the cultural policies are implemented randomly in the education sphere.

While humans are socially wired, pervasive neoliberal ideas have demonstrated an ability to displace empathetic tendencies and establish a neoliberal mentality.\textsuperscript{1906} Neoliberalism is

\textsuperscript{1906} Sukys, "Dehumanizing the Humanities: Neoliberalism and the Unethical Dimension of the Market Ethic". (Accessed September 1, 2014).
considered a social and moral philosophy\textsuperscript{1907} as is cosmopolitanism. Neoliberalism in this sense, either through the IoU, the media, national policies or globalisation is believed to be able to suppress the functioning of the mirror neurons, which are the core base for (cultural) empathy and morality. This suggests an incompatibility between economic and sociocultural rationales. This thesis has explored this dichotomy through its focus on several variables, such as the: ‘push and pull’ factors and barriers to mobility; perceptions of serendipity, risk and uncertainty in regards to mobility; acquisition and transfer of knowledge; development of students’ intercultural competencies and the shaping of their identities; empathy and the possible forming of students’ cosmopolitan mindsets; employability and students’ future mobility aspirations. Following this summary of the problem setting, this chapter combines the findings of this research and looks at it with reference to the literature, theory, methodology, practical implications and outlines future research suggestions.

9.2 Relationship to literature

The literature review of this thesis is clustered around the multileveled analytical model (Chapters 1, 2, 5-8) which starts with the literature on the IoU in regards to ISM and advanced through the individual research variables of this study, from the ‘push and pull’ factors of mobility, serendipity to the literature on cosmopolitanism. While the fourfold analytical model is complicated, it guides the research flow and represents a type of mind-map as one of the approaches to the problem setting of this thesis.

The literature on the IoU provided the broader contextual framework for an examination of the global impact of internationalisation on society (macro level), followed by the European

\textsuperscript{1907}Treanor, “Neoliberalism: Origins, Theory, Definition”.
and institutional frames (meso level) and the effects of internationalisation on individuals (micro level). The employment of the IoU concept for this thesis was fundamental for three reasons. First, the definition of the internationalisation of higher education is defined as “a process of integrating an international, intercultural or global dimension into the purpose, functions, or delivery of postsecondary education.” This highlights the importance of the three elements international, intercultural and global to this process. This is significant because the research on ISM has a strong intercultural character and is international and global. This also depicts the economic (international and global) and sociocultural (intercultural) dichotomy of this thesis’s problem setting. This is augmented by the second main contribution of the literature on the IoU to this study, which is the fourfold categorisation of internationalisation rationale: academic, economic, political and sociocultural. This became one of the key analytical lenses of this study, which classifies the other concepts, their relationships and the empirical findings as well.

This study highlights the relevance of the IoU concept to the study of ISM, including its applicability to different case studies. It demonstrates the flexibility of this concept in terms of its conjunction with other concepts and transformability into different disciplines and approaches, such as those used in this thesis. For example, the barriers and ‘push and pull’ factors of mobility can be classified according to the fourfold categories just as there can be four different rationales for the development of intercultural competencies. Finally, the division of the IoU concept into two parts, IaH and IA provides a better understanding of the vast quantity of adjunct topics to ISM, but most of all it reiterates the need to consider both

---

1908 Knight, "Updating the Definition of Internationalization," 2.
sides of the IoU concept when studying ISM. This study addresses this by conducting research in regards to both IaH and IA.

There is a vast pool of literature on ISM due to its interdisciplinary nature. This thesis approached the relevant literature on ISM categorising it at the remaining three analytical levels. The second level combines literature on barriers and ‘push and pull’ factors of mobility with literature on the motivations and expectations of international student in regards to mobility, including their perceptions of risk and uncertainty and the role of serendipity in student mobility. While the concept of ‘push and pull’ factors of mobility is prominent in the literature on student mobility, less attention is paid to the barriers to mobility. This study re-enforces this relationship and stresses its connection with works on the motivations to study abroad. Importantly, this thesis contributes to the work on risk and uncertainty, including the role that knowledge plays in this equation; this also links to the barriers to mobility as well as to serendipity and its role in mobility. The literature on risk and uncertainty is scarce; moreover, the works on serendipity in the context of mobility are very limited, which makes this thesis a significant contribution to the field of ISM.

The literature which informed this thesis on students’ experience abroad (on the third level of the analytical model) in terms of transnationalism, the acquisition and transfer of knowledge, the development of intercultural competencies and the shaping of identities represents the most diverse cluster of works in terms of the academic disciplines (anthropology, economy, education, geography, history, migration studies, philosophy, political and EU studies, psychology and sociology). The literature provided a plethora of interconnected approaches to ISM, for example: transnationalism; highly skilled migration; youth mobility culture; and
consideration of ISM as a product of globalisation. These and other concepts were tested and verified by empirical data. Some of them can be broadened, using the findings of this research. For instance, this thesis suggests three new typologies of migration – serendipitous mobility, mobility of risk and uncertainty and cosmopolitan student mobility. These are often intertwined with other types but in some cases of student mobility these factors play a dominant role. The risk and uncertainty type of student mobility is based on relatively recent works in this regard; while the cosmopolitan and especially serendipitous types of mobility have been largely overlooked in the literature on ISM, even though students experience serendipitous events throughout their stay abroad, not only in the departure period.

The final cluster of literature on ISM, at the fourth level of the analytical model relates to the themes of global citizenship, cosmopolitanism, cultural empathy, employability and students’ future mobility aspirations. Works addressing these themes originate in many disciplines and perhaps border on esoteric. However, one of the main calls of the literature on ISM is for more interdisciplinary research, which this study sought to address. This constellation of works depicts the economic versus sociocultural nature of the problem setting by connecting the literature which focuses on cultural and philosophical/moral cosmopolitanism on the one hand and the more empirically based studies of employability and the future mobility aspirations on the other hand. This is rare in the context of ISM. In addition, this is supported

1910 Williams and Baláž, "Migration, Risk, and Uncertainty: Theoretical Perspectives."
King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour,” 231.
OECD, "Mobilising Human Resources for Innovation: Science, Technology, Industry”.
Brooks and Waters, Student Mobilities, Migration and the Internationalization of Higher Education, 11.
by the literature from that operates on the aforementioned analytical levels, which possibly complicates the analytical model, but at the same time, provides the canvas for a more “holistic” picture of ISM within the context of the IoU and in regards to the research interests of this thesis. Finally, the problem setting of this thesis characterises the contemporary challenges of internationally mobile students, which are reinforced by the empirical findings as well as by the choice of the theoretical framework used for this thesis.

9.3 Theoretical reflection

The theoretical framework of this thesis consists of the theory of social capital; Europeanisation; and the ‘do-it-yourself biographies.’ This is a conceptual triptych positioned on the macro, meso and micro levels and it refers to some of the most frequent theories in works on ISM and in the context of the IoU. There is no single encompassing theory, which would capture the phenomenon of ISM and the IoU, nor is there currently any attempt to construct one.1913

9.3.1 Social capital

While the accumulation of different forms of capital can be “strategic” it can equally be “accidental.” However, the social capital theory with its three initial forms of capital - economic, cultural and social capital is not only useful as a theory to operate with the concept of capital in social sciences. It is used here because it complements the fourfold analytical lens of this thesis (academic, economic, political and sociocultural) and thus also captures the

———. "Towards a New Map of European Migration," 90.
1913 King, Skeldon, and Vullnetari, "Internal and International Migration: Bridging the Theoretical Divide".
1915 Ibid.
problem setting of this thesis (economic versus sociocultural). Social capital also complements the theory of Europeanisation at the meso level looking at the EU’s and universities engagement in the IoU and the theory of the ‘do-it-yourself biography’ at the micro level, focusing on the motivations of international students in regards to study abroad. From the perspective of ‘strategic’ versus ‘accidental’ accumulation of capital this theory may seem biased; it states that all forms of capital will eventually converge into economic capital, which by extension relate this theory with economic theories such as neoliberalism. This could easily result in the omitting of other types of capital or force a hierarchical relationship between the types of capital. Bourdieu himself calls for the reintroduction of other forms of capital avoiding the danger of capital being considered in capitalist terms with a mercantile character and driven by the maximization of profit.

While economic capital as stated in the literature was identified as a motivation for study abroad, for example expectations of a higher income based on tertiary education; better employment opportunities resulting from international experience and/or from attaining a foreign university degree, so the social and cultural forms of capital were identified. The social capital in cases of university rankings or alumni networks and the cultural capital in terms of educational qualification; intercultural awareness; intercultural competencies; acquired skills and knowledge; language abilities and the willingness to learn other languages and arguably the development of a cosmopolitan mindset including cultural empathy.

Cultural capital relates to habitus which is an individual’s character, perceptions and way of

1917 Ibid., 168.
thinking. The concept of habitus therefore relates to the theory of social capital with the theory of ‘do-it-yourself biography’ at the micro level.

The different forms of capital are inter-related and often inter-dependent, which is in line with the vast range of students’ motivations to study abroad, captured by the idea of individualisation and the ‘do-it-yourself biography.’ Human capital depends on previously invested cultural capital, (such as a previous educational qualification and social capital), which helps it to transform into an economic capital. The literature on ISM increasingly introduces newer forms of capital, which is positive as they capture other contemporary phenomena, such as transnationalism. Some new forms of capital are: total human capital, language capital, English language capital, financial capital, mobility and/or geographical mobility capital, symbolic capital, transnational capital and transnational identity capital.

The transnational identity capital seems to be a core type of capital in the case of international students, based on the empirical findings. It was also recognised by Findlay et al, as it is the internationality that matters not the nationality. In line with the earlier mentioned

1919 Bourdieu, Cultural Reproduction and Social Reproduction. 492.
1921 Findlay et al., "Skilled International Migration and the Global City: A Study of Expatriates in Hong Kong."
Williams and Baláz, "What Human Capital, Which Migrants? Returned Skilled Migration to Slovakia from the Uk," 443, 45, 65.
Williams and Baláz, International Migration and Knowledge, 27.
Li, Findlay, and Jones, "A Cultural Economy Perspective on Service Sector Migration in the Global City: The Case of Hong Kong."
Williams and Baláz, "From Private to Public Sphere, the Commodification of Au Pair Experience? Returned Migrants from Slovakia to the Uk."
Williams and Baláz, International Migration and Knowledge.
Leung, "Read Ten Thousand Books, Walk Ten Thousand Miles’: Geographical Mobility and Capital Accumulation among Chinese Scholars."
Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad."
Kim, "Transnational Academic Mobility, Knowledge, and Identity Capital."
Smith and Guarnizo, "Transnationalism from Below: Comparative Urban and Community Research". 3.
and “accidental” accumulation of capitals, the research findings confirmed Ho’s strategic deployment of social and transnational networks in capital accumulation.

Furthermore, transnational identity capital is believed to be “a mode of cosmopolitan positioning,” understood as a mode of thinking frequently as a consequence of mobility. It requires active engagement, which argues for the importance of the acquisition of knowledge and skills for development of intercultural competence and cultural empathy in the case for the cosmopolitan mindset. This confirms the need to introduce the concept of total human capital, because it focuses on skills in terms of competences, including communication skills, confidence and interpersonal abilities and thus improves the limitation of the concept of human capital. Nevertheless, the idea of human capital, as a creator of knowledge becomes as vital as financial capital, which is a popular term in the context of KBEs and highlights the fundamentals of the social capital theory, that all forms of capital derive from economic capital through some effort and transformation. Empirical evidence supported this claim, not only on the individual level but also at the EU and institutional levels; therefore they can be seen as drivers of KBEs through their support of ISM, because international students are considered to be a (total) human capital. Hence, the

1924 Ibid.
1926 Kim, “Transnational Academic Mobility, Knowledge, and Identity Capital,” 584.
1927 Hannerz, “Cosmopolitans and Locals in World Culture,” 246.
1928 Kim, “Transnational Academic Mobility, Knowledge, and Identity Capital,” 585.
1929 Li et al., “Migrating to Learn and Learning to Migrate: A Study of the Experiences and Intentions of International Student Migrants.”
social capital theory is demonstrably applicable to the EU’s actions in the IoU and links to the concept of Europeanisation.

9.3.2 Europeanisation

While Europeanisation has many meanings, it still lacks a precise definition, therefore it should be developed further to understand better the dynamics of European polity. It is used interchangeably with European integration and it characterises both the top down and bottom up process. Europeanisation in conjunction with the concept of social capital helps to explain the rationales of the EU in its support of ISM in the context of IoU. The top down process refers to the “a) construction, b) diffusion and c) institutionalisation of formal and informal rules, procedures, policy paradigms, styles, ‘ways of doing things’ and shared beliefs and norms which are first defined and consolidated in the EU policy process and then incorporated in the logic of domestic (national and subnational) discourse, political structures and public policies.” The bottom up process captures the Union’s influence regardless of its political powers in terms of cognitions, ideas and norms, which are based on socialisation supported exchanges, with a focus on what occurs within the process. This highlights Europeanisation as “a process of social construction rather than one of state building.”

The EU’s involvement in the ISM encompasses both the processes, despite its limited powers in higher education area, for example through the Erasmus+ and Commission’s engagement

---

1933 Harmsen and Wilson, "Introduction: Approaches to Europeanization." (February 2, 2013).
1934 Kassim, "Conclusion." 238.
1936 Sittermann, "Europeanisation – a Step Forward in Understanding Europe?".
1938 "Europeanisation: Solution or Problem?". 3.
1939 "Europeanisation: Solution or Problem?". 4.
1939 Ibid., 5.
1939 Delanty and Rumford, Rethinking Europe: Social Theory and the Implications of Europeanization, 6.
in the Bologna Process. The EU’s support for ISM is at the heart of the dichotomy this thesis seeks to explore, as it promotes the study exchanges for their sociocultural benefits also the economic value of the Erasmus type programmes in terms of the increased employability of students.¹⁹⁴⁰

The definition of Europeanisation should refer to both bottom up and top down processes, regardless whether these dual processes occur in sequence or simultaneously. The EU’s support of ISM and its action in higher education is based on cooperation with EU MSs, which appears to work well. In addition there does not seem to be any will, or intention in the foreseeable future, to transfer the higher education agenda from the national to the European level.¹⁹⁴¹ The bottom up approach does not only refer to EU MSs co-creating a common higher education agenda with the EU; it also refers to Europeanisation as being a social construct via student mobility, because the empirical evidence suggests the existence of European identity alongside national and cosmopolitan identities among international students as a consequence of their study abroad. This complements Radaelli’s argument that it is important to consider what occurs within the process of Europeanisation.¹⁹⁴² While this research focusses on the EU’s role in the IoU in regards to student mobility in terms of Europeanisation, this phenomenon has also a clear international and global dimension. This is due to the policies which are being implemented, subscribed to or replicated outside of the EU. It is also enhanced through the increasing support for Erasmus Mundus type exchanges,

¹⁹⁴¹ "European Commissioner Androulla Vassiliou on Mobility in Higher Education."(Accessed October 1, 2014).
¹⁹⁴² Radaelli, "Europeanisation: Solution or Problem?". 5.
which support student mobility globally. Participation in study exchange programmes frequently leads to repeated student or professional mobility in the future (often global) as revealed by this study. Hence, Europeanisation is often perceived as or paired with internationalisation through economic motives.\textsuperscript{1943} The economic rationale for student mobility as stated in the problem setting is also discussed at the personal/micro level in regards students’ motivation to study abroad. It is approached through the concept of ‘do-it-yourself biography’ and individualisation with the idea of accumulation of capital on the micro level of the theoretical framework.

\textbf{9.3.3 ‘Do-it-yourself biography’}

The concepts of the “do-it-yourself biography”\textsuperscript{1944} together with the theory of social capital are some of the most frequent concepts used to approach ISM, sometimes termed as “elective biography.”\textsuperscript{1945} It is built on the premise that humans are the authors of their own lives\textsuperscript{1946} and write their story by choosing, deciding and shaping their paths in order to create their individual identities.\textsuperscript{1947} While this concept is to be understood in the context of Western culture, where individuals are “the central character[s] of our time,”\textsuperscript{1948} self-organizing and self-thematising their lives;\textsuperscript{1949} the idea of individualisation is about the process of becoming an individual, not the kind of possessive and egoistic individual of free-market liberalism.\textsuperscript{1950} Consequently, the concept of the ‘do-it-yourself biography’ captures the sociocultural element that this thesis seeks to investigate. Biographies are also becoming globalised as they

\textsuperscript{1943} Litjens, "The Europeanisation of Higher Education in the Netherlands," 211.
\textsuperscript{1944} Beck and Beck-Gernsheim, \textit{Individualization}, 3.
\textsuperscript{1945} Ibid.
\textsuperscript{1946} Ibid., 23.
\textsuperscript{1947} Ibid.
\textsuperscript{1948} Ibid.
\textsuperscript{1949} Ibid., 24.
\textsuperscript{1950} Lash, "Individualization in a Non-Linear Mode," vii.
are no longer “sedentary or tied to a particular place.”

This makes this concept particularly relevant to ISM, because of the mobility and transnational character of student lives. Such devotion to more places at once is termed “place polygamy,” identified also by this longitudinal study, which leads to the formulation, selection and invention of hybrid identities, hence the use of the term ‘elective’ biographies. The ‘elective do-it-yourself biographies’ exist in the ‘reflexive modernity’ characterised by the logic of flows, which for example encompass: 1) unintended consequences; 2) ever-incomplete knowledge; and 3) the forever indeterminate rationality and the idea of living with risk and risk taking. These capture some of the research interests of this thesis. The first one relates to the idea of serendipity, the second to the acquisition and transfer of knowledge and the third one to the concept of risk and uncertainty.

This concept is also highly relevant as individuals are no longer “‘born into’” their identities; the contemporary era is characterised by “compulsive and obligatory self-determination.” Therefore, this can correct the premise of the social capital theory about the reproduction of class. However, it is perhaps true more for Western societies than for the rest of the world. The race for the best degrees and/or admissions to the best universities in order to secure employment entrenches social stratification. The ‘do-it-yourself’ theory in conjunction with the social capital expresses this by the notion of the accumulation of different types of capital. While the accumulation of capital suggests an economic or

---

1952 Ibid.
1956 Williams and Baláž, “Migration, Risk, and Uncertainty: Theoretical Perspectives.”
1958 Ibid.
neoliberal agenda, the idea of individualisation rejects them. The empirical finding identifies the existence of both the economic/neoliberal (employability) and sociocultural (development of a cosmopolitan mindset) rationales behind ISM. The main motivational factors for study abroad are economic and sociocultural in nature followed by academic motives.

Finally, the concepts of individualisation and ‘do-it-yourself biographies’ are determined by “acquisition, proffering and application”\textsuperscript{1959} of diverse work skills as well as by self-discovery and self-reflection.\textsuperscript{1960} Both of them are pivotal to this study both in terms of acquisition and transfer of knowledge and skills, and development of intercultural competencies. They can be driven by economic and sociocultural rationales; although, the practice of self-reflection is tied to the development of cultural empathy as one of the intercultural competencies, which is the base for the possible forming of cosmopolitan mindsets. This transformation may occur as a result of students’ experiences abroad; moreover, the self-discovery component of the ‘do-it-yourself biographies’ was a widespread phenomena, regardless of the length of study or the consequences of choice of study place (alone or family). Both of them however take place at different stages of students’ experiences, sometimes upon their return home, which suggests a more pro-active approach in facilitating self-reflection and self-discovery if possible.

\textbf{9.4 Practical Relevance of Findings (Implications)}

This chapter answers the research questions of this thesis, summarises the main findings of this study and discusses their implications to relevant entities. This research considers multiple perceptions of the phenomena of ISM. It highlights the important role the EU plays

\textsuperscript{1959} Beck and Beck-Gernsheim, \textit{Individualization}, 32.

in supporting student mobility and it points out ambiguous economic and sociocultural rationales for ISM in the context of IoU, which it shares with the efforts universities make in this regard. This study also draws attention to the complexity of the student mobility cycle in three different case studies and particular university settings (New Zealand, the UK and the Czech Republic). It approaches the economic and sociocultural dichotomy through students’ experiences and motivations to study abroad, with a focus on the forming of students’ cosmopolitan mindsets. Finally, it points out the role of serendipity in student mobility.

**Research question:**

1. What rationales in the internationalisation of universities underline their support of international student mobility? (Case studies of eight New Zealand universities, the University of Oxford and the Charles University in Prague).\(^{1961}\)

There are four main rationales for the IoU the academic, economic, political and sociocultural. These are interdependent,\(^{1962}\) unstable, not mutually exclusive or absolute.\(^{1963}\) The answer to the above research question is infinite as there are an infinite number of rationales and combinations thereof that form such rationales. From the point of view of the stakeholders, the economic, sociocultural and academic rationales, in this order, prove to be the most important. On the other hand, students’ self-perceptions revealed sociocultural rationales in conjunction with academic ones to be the most important, followed by economic

\(^{1961}\) The answers to this question originate from two pools of perceptions, which were: 1) literature analysis, content analysis of selected universities’ international strategies, interviews with stakeholders involved in the IoU at international/global, European, national, institutional/university level; 2) longitudinal study of international students.


and political rationales. Notably, both the stakeholders and the students considered ISM crucial for the IoU and to the wider society due to their sociocultural capital, with minimal negative consequences. While student mobility seems to benefit the participants of the study abroad, it has been recognised that ISM can be of great value for students’ immediate social networks, the universities and to the wider society. For instance within IaH component of the internationalisation efforts, in principle seemed to appeal to the international students, yet they expressed relatively low willingness to participate in this concept. In contrary, students’ believed that intercultural competence and international experience, which are the main objectives of IaH, are pivotal for students in general. Importantly, IaH as well as its counterpart IA are seen as necessary for achieving the economic, not just the sociocultural rationales for the IoU. For the internationalisation process to succeed, universities ought to follow tailor made strategies.

The rationales of the IoU are better understood in the context of globalisation, because it often drives the internationalisation process. This is answered in the next research question. These ‘push and pull’ factors of mobility, or for those matter possible creators of barriers to mobility, are frequently influenced by neoliberal ideas, student mobility being considered as a commodity. This is intertwined with thoughts of the necessity of education for global citizenship (cosmopolitanism) for which ISM plays an important part. Students perceived globalisation and its effects as foremost sociocultural, economic and academic positively, but they were aware of its negative consequences as well. At the national level, higher education is one of the areas where the EU does not have decision making power and the IoU is often a part of broader national, mostly economic and academic, strategies, especially in the current competitive environment of KBEs. Universities can generate income, especially in the case of
international study fees and research, and the bulk of funds originate from national budgets. The international strategies of universities aim to integrate international, intercultural and global aspects into the purpose, function and delivery of their institutions. However, implementation of these has been identified as one of the greatest challenges of the IoU. Lastly, education is crucial in terms of national identity building, hence the reluctance of national governments to shift the educational policies in the European context to the EU level.

**Research question:**

2. What is the role of the European Union in the internationalisation of universities, within and outside the Union, and in regards to student mobility? (Case studies of eight New Zealand universities, the University of Oxford and the Charles University in Prague).

The EU is unanimously perceived as a driver and supporter of ISM based on the data, which carries into its actions seen positively in terms of the IoU. However, in some cases it has been viewed as bureaucratic and mechanistic, which, according to the same sources, is understandable, because of the complexity and scope of the task it has undertaken. In order to comprehend the EU’s role in the IoU, given its limited power in the higher education, the motivations for the IoU have to be considered. The main objectives of the EU in the higher education based on its recent policies point to the notion of KBEs, ERA, EHEA, the knowledge triangle and the fifth freedom (education) – elements of the Lisbon Strategy.\(^{1964}\)

where mobile individuals are perceived as human capital and valued in terms of ‘brain circulation’ or as individuals who mediate intercultural awareness and understanding. Therefore, the Union’s support of ISM in the context of the IoU is economic and, at the same time, sociocultural. It is seen as one of the main international players in higher education, whose activities extend past the European continent (EC’s involvement in the Bologna; ECTS/DS versus Australia, New Zealand, China, Japan and South Korea)\textsuperscript{1965} and there have been also normative encounters of Europeanisation. In terms of the economic versus sociocultural dichotomy of the problem setting of this thesis, the EU’s involvement in higher education is believed to be a neoliberal project aimed of improving the EU’s competitiveness with the US.\textsuperscript{1966} The EU’s objectives in regards to student mobility span academic, economic, political and sociocultural rationales in terms of graduates’ profiles and institutional cooperation. Finally, the most recent restructuring of the EU mobility schemes seemingly indicates a new era in ISM, but it has revealed its Achilles heel: funding cuts.

**Research question:**

3. What are the motivations, expectations and experiences of international students in regards to their study abroad? (Case studies of eight New Zealand universities, the University of Oxford and the Charles University in Prague).

As indicated in the previous two research questions, the EU and universities’ actions frequently act as ‘push and pull’ factors of mobility, influencing the motivations and

---

\textsuperscript{1965} Europe 2020: Background information for the Informal European Council, 11 February 2010,” EUROPA – Gateway to the European Union, (February 12, 2010).
\textsuperscript{1966} Neil Kemp – International Education Expert.
Hanneke Teekens – Director of Communication - NUFFIC.
\textsuperscript{1966} King and Findlay, International Student Mobility Literature Review.(February 1, 2013).
expectations of international students in regards to their study abroad. The empirical findings revealed that both, the ‘push’ as well as the ‘pull’ factors of mobility were predominantly of sociocultural nature and consisted of multiple elements. These were followed by economic, academic, and the political factors. In terms of the barriers to mobility, this study looked at those identified by international students and compared them with those recognised by the EU, universities and by the literature on ISM. The latter led by financial obstacles, while in the case of students the obstacles were mostly sociocultural, followed by the economic issues. Financial barriers however were in first position when students were asked about the obstacles in the pre-departure period. Unfortunately, several barriers to student mobility already identified by the authorities and the literature from more than a decade ago are still persistent according to students and stakeholders involved in the IoU, including university employees.

Footnotes:

1967 Four categories: the intercultural experience and socialising; leisure, travel, adventure; escape; and the dream.
1968 Perceived increased job opportunities in their host country; better and/or new opportunities (in the future).
1969 Study of language; the improvement and/or availability of study abroad; better education and a specific academic qualification in the host country.
1970 Dissatisfaction with political situations and in general with the systems in China, Indian, USA and Russia.
1971 A small number of organized learning mobility, mostly university based and even these often lack promotion; missing information about mobility offered advantages, including mobility promotion, learning mobility and employment; insufficient incentives and knowledge of mobility programmes of all people involved; problems with certification, degree recognition and portability of national grants; off-putting administrative bureaucracy; financial costs – travel/study fees, loss of income, underfunded exchange schemes; conflicting academic calendars; two cycle degree structure with a perceived reduction of horizontal mobility (within a programme); lack of research network mobility; lack of knowledge sharing between universities and businesses communities, which holds a great potential in the context of the KBEs; language and cultures; issues of relationships - leaving boy/girlfriend and parental family; visa concerns; recognition of qualifications upon return; the cost of health services; and the fear from the way of living in another country/culture; fear of living in different country.
1972 Leaving behind family and friends.
1973 (cost of living, traveling, studying, loss of income, etc.)
1974 Lack of funding.
1975 Promotion of exchange programmes, more comprehensive information on university websites and funding (scholarship, living and study cost, funding related visa issues/requirements).
In terms of the motivations for study abroad, the findings confirmed the existence of a mixture or cocktail of factors, which tend to change over time. These are embedded in relationships and are of transnational flavour. The findings did not confirm the choice of New Zealand as a study destination over the UK based on the lower cost of study. However, students’ preferences to study in New Zealand and in the Czech Republic was based on their geographical locations and the natural beauty and scenery on offer more than it was the case for the UK, which was more academically driven. On the other hand, responses to a slightly modified question (open ended) on the motivation to study abroad revealed a much higher appreciation of the New Zealand’s education/international recognition of the qualification/university ranking as opposed to its leisure activities. Furthermore, the previous mobility experience of students, whether in terms of travel, study or living abroad proved to have positive impact on study abroad. Similarly, the presence of international students at universities is believed to influence the mobility aspirations of other students.

Complementary to students’ motivations are the findings in regards to their expectations from study abroad. These expectations were mostly academic in nature in the case of New Zealand and the UK; while, in the case of the Czech Republic they were second to but closely followed sociocultural expectations. There were high expectations of the development of

1976 In this case education, leisure, travel and experiential goals and individual preferences of students.
Ward and Masgoret, ”The Experiences of International Students in New Zealand Report on the Results of the National Survey Prepared for the Ministry of Education”.
Deloitte, “The Experiences of International Students in New Zealand: Report on the Results of the National Survey 2007 - Researched for the Ministry of Education by Deloitte”.
Weibl, “The European Union Postgraduates in New Zealand.”
King, Findlay, and Ahrens, “International Student Mobility Literature Review”.
Students, “Students Studying Abroad and the European Higher Education Area”.
Findlay and King, “Motivations and Experiences of Uk Students Studying Abroad”.
personal and academic skills as well as of future employment. This leads to the next cluster of research interests of this thesis, on students’ experiences abroad in terms of the acquisition and transfer of knowledge, intercultural competence, the shaping of students’ identities, cultural empathy, possible forming of their cosmopolitan mindsets, and perceptions of employability and future mobility aspirations. Students’ expectations in terms of academic skills referred mainly to their chosen fields of study. Their expectations of personal skills were: communication skills; skills and/or characteristics of a cosmopolitan/global citizen; and intercultural competence/communication skills.

9.4.1 Risk and uncertainty

The fear of the unknown as one of the barriers to mobility points to the knowledge of risk and perceptions of uncertainty. However, as stated previously, former mobility has a positive impact on future migration which is based on the possession of mobility/migration related knowledge. This enhances feelings of confidence and independence, which helps to manage risk and uncertainty in regards to mobility. Migration is more prone to uncertainty than risk, because risk is taken on when circumstances and outcomes are known and can be understood in terms of probabilities; uncertainties describe an imperfect knowledge of the situation and the unpredictability of the outcome. Uncertainty can thus be understood as uninformed risk.\(^{1978}\) However, some students’ motivations include an element of risk seeking in the form of adventure or adrenaline sports. The concepts of risk and uncertainty also relate to notions of building self-confidence and independence, which are closely connected to the development of personal skills as outcomes of study abroad. These also frequently occurred

in findings of students’ perceptions of globalisation, its effects on themselves; students’ perceptions of the role of student mobility in the global context and on the wider society; students’ perceptions on the outcome of the IoU; analysis of internationalisation strategies; interviews with stakeholders engaged in the IoU at international, European, national and institutional levels.

The empirical findings show that the riskiest aspects of study abroad concern: employment; crime/terrorism; political unrest; health concern; poor hygiene; and in the case of New Zealand, weakening ties with family and friends. Interestingly, in all three case studies one third to one quarter of international students did not encounter any events or aspects of study abroad, which they would consider risky or uncertain. Specific categories of risk/uncertainty in addition to those suggested by the literature identified by this study are: the issue as to whether students’ had made the right decision; risk/uncertainty in regards to study (assignments, supervisors, exams, content of study, returning to study from professional lives, style of education, degree recognition); and living alone far away from home. Recalling the statement that mobility is more prone to uncertainty than risk, evidence from this study suggests the opposite, 9 to 6 ratio; however, the sample is small and these concepts were considered in conjunction with the role of serendipity – chance and/or good fortune – in mobility, which is the topic of the next research question.

**Research question:**

4. What is the role of serendipity in international student mobility? (Case studies of eight New Zealand universities, the University of Oxford and the Charles University in Prague).
Although the role of serendipity did not appear through the initial empirical findings on students’ motivation in regards to study abroad, there was a reference to ‘a lucky chance and good timing’ which is believed to have contributed to a student’s study abroad. This appeared in one of the follow-up open ended questions. To the best of the researcher’s knowledge, there is only a handful of works mentioning this concept with only one engaging with serendipity in greater detail, describing serendipitous situations or circumstances which “precipitate or trigger an unplanned mobility episode.” In-depth study of serendipity in this thesis is therefore a unique contribution to the literature on ISM. Moreover, it adds an interdisciplinary character to this work as the concept itself originated in literature of fiction - three princes of Serendip, who “were always making discoveries by accidents and sagacity, of things they were not in quest of.” Serendipity is perhaps best known in connection with scientific discoveries, as happy accidents or chance, which furthered the scientific course. It can be also understood as a happy or as lucky accidents and sagacity - “fortune favours the prepared mind,” as well as Virgil’s “audaces fortuna iuvat” meaning fortune favours the bold. Data revealed that half of the surveyed international students at New Zealand universities and Charles University experienced serendipity in their mobility and almost all students at Oxford did so as well. There were two other outcomes alongside serendipity: first, the connection of serendipity with students’ expectations to study abroad first-hand and second, the sometimes fuzzy perception of what serendipity is to one person but to

---

1981 Ibid.
1984 Scholarship, encounters with persons (partner, teacher friend etc.), admission, information, location and visa.
another. In the first case, the research identified that those students who did not go abroad with particular or strong expectations viewed their experiences as more serendipitous. As for the second case, because the same event was being considered as serendipitous by some but not by others, the question arises as to whether some of the serendipitous events would have happened also in other destinations abroad or even at home, for example finding partners or meeting friends. This study also identified that serendipity can be a one off event as well as a mix of several coincidental events, which ultimately lead to mobility. Finally, serendipity was experienced as a negative event in a few cases, but it led to life-changing experiences in others.

Turning to the deeper investigation of students’ experiences abroad on several research topics derived from their initial motivations and expectations in regards to study abroad, the following paragraphs summarise the findings in terms of: acquisition and transfer of knowledge; development of students’ intercultural competencies and the shaping of their identities; empathy and the forming of students’ cosmopolitan mindsets; perceptions of employability and students’ future mobility aspirations. These will finalise the data in terms of the fundamental concern of the thesis: the dichotomy between the economic and sociocultural as it plays out in motivations about employability and the forming of cosmopolitan mindsets in students.
9.4.2 Acquisition and transfer of knowledge

While one of the main motivations to study abroad is the acquisition of knowledge and skills, knowledge transaction occurs in reality on a modest scale.\textsuperscript{1985} “(K)nowledge in itself is of limited value,”\textsuperscript{1986} it is “place- and/or culture-specific”\textsuperscript{1987} and subject to social (class) recognition.\textsuperscript{1988} Therefore, “what matters is how that knowledge is collected, transferred and applied.”\textsuperscript{1989} The stress is upon acquisition of transferable skills, including competences and training,\textsuperscript{1990} tacit knowledge and soft skills, which in the case of cultural learning require self-reflective practices.\textsuperscript{1991} These correspond with the skills students thought should be the outcome of the IoU, as revealed earlier and these skills, especially soft skills are preferred by employers. The empirical findings revealed that the vast majority of students in all three case studies acquired knowledge and skills while abroad, but they shared it to a lesser degree. In terms of the knowledge types, encoded knowledge was regularly referred to in connection with academic knowledge and skills and embrained knowledge as that acquired by professors but there was mainly a student to student link. Embrained and encultured types of knowledge were the most commonly mentioned, both in terms of acquisition and sharing, while embodied knowledge was mentioned to a lesser degree. In terms of the acquisition and sharing of tacit knowledge, its encultured types outnumbered the other types of knowledge and friends, students and flatmates were the main source of gaining knowledge, often assisted by books and the internet; hence, the link between encoded and any other types of knowledge. Embrained and to a lesser degree embodied knowledge and skills mentioned by

\textsuperscript{1985} Williams and Baláž, \textit{International Migration and Knowledge}, xi.  
\textsuperscript{1986} Ibid., 1.  
\textsuperscript{1987} Ibid., 37.  
\textsuperscript{1988} Williams.  
\textsuperscript{1989} Williams and Baláž, \textit{International Migration and Knowledge}, 1.  
\textsuperscript{1990} Kim, “Transnational Academic Mobility, Knowledge, and Identity Capital,” 588.  
\textsuperscript{1991} Deardorff, “Preface,” xiii.  
Nuffic, “Internationalisation of Universities and International Student Mobility.”
students’ mainly relate to their own research projects and study topics, but often with international and intercultural aspects, which is the next research interest of this thesis.

9.4.3 Intercultural competence

The main principle of this conceptual frame derived from motivations to study abroad is that it is experiential and individual in nature rather than of economic character.\textsuperscript{1992} This captures the sociocultural versus economic dichotomy as introduced in the problem setting of this thesis. The motivations to develop and/or enhance intercultural skills represent a sociocultural rationale. This leads to the issue of empathy, which is pivotal for the possible forming of cosmopolitan mindset. Intercultural competence can be defined as characteristics that an individual possesses which facilitate competent intercultural interaction and these can be understood as “the development of understanding, respect, and empathy for people with different national, cultural, social, religious, and ethnic origins.”\textsuperscript{1993} Measuring intercultural competence is very difficult and the full scale of the development and change manifests itself over a longer period of time or a life-cycle.\textsuperscript{1994} While it is not possible to know all cultures and their varieties, it is important to understand the principles which form and manifest cultures.\textsuperscript{1995} However, international mobility, living abroad and utilising transnational ties does not provide international understanding, cultural awareness or even peace.\textsuperscript{1996} Failed intercultural understanding and communication and absent intercultural competence can

\textsuperscript{1992} Findlay et al., "Ever Reluctant Europeans: The Changing Geographies of Uk Students Studying and Working Abroad," 293.
\textsuperscript{1993} Nilsson, "Internationalisation at Home from a Swedish Perspective: The Case of Malmo," 12.
\textsuperscript{1994} Nuffic, "Internationalisation of Universities and International Student Mobility."
\textsuperscript{1995} Ibid.
reinforce stereotypes and prejudices.\textsuperscript{1997} It can also have a negative impact on students’ academic performances\textsuperscript{1998} and can cause a culture shock.\textsuperscript{1999} In some extreme situations a breakdown of intercultural communication can even lead to the “development of xenophobic views.”\textsuperscript{2000} Therefore, for intercultural understanding to emerge, the acquisition of related knowledge and skills need to be “somehow schooled.”\textsuperscript{2001}

The majority of students believed that they had improved their intercultural competencies, which they based on their living abroad and on encounters of diversity. However, many students stated that prior to their departure for study abroad they possessed a considerable degree of intercultural competence. The study revealed that students tend to overestimate their intercultural competence. Regardless, their final perception of their competencies was overwhelmingly positive.

\textbf{9.4.4 Development of students’ identities}

Examination of the shaping of identities is yet another lens into the experiences and perceptions of students abroad. Study abroad is considered as one of the ways to strengthen European identity and support European integration through the creation of European citizenship.\textsuperscript{2002} Similarly, ISM is believed to contribute to the development of cosmopolitan

\textsuperscript{1997} Otten, "Intercultural Learning and Diversity in Higher Education," 6.
\textsuperscript{1998} Williams and Johnson, "Why Can't We Be Friends?: Multicultural Attitudes and Friendships with International Students."
\textsuperscript{1999} Otten, "Intercultural Learning and Diversity in Higher Education," 6.
\textsuperscript{2001} King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour,” 233.
\textsuperscript{2002} Mol, "Intra-European Student Mobility and European Identity: A Successful Marriage?."}
identities and global citizenship.²⁰⁰³ International students constantly renegotiate their identities,²⁰⁰⁴ partly due to the dynamic transnational character of their lives.

Correspondingly, identities are characterised as unstable, not homogenous and relating to persons and to environments.²⁰⁰⁵ Furthermore, identities are viewed as ever-changing and as continuous processes²⁰⁰⁶ of social and cultural construct.²⁰⁰⁷ Students ranked their cosmopolitan identities the highest throughout their experiences abroad, which was based on a longitudinal study and within four questions. Cosmopolitan identification scored in the second position also in the context of more social identities, such as being an international student, a tourist or part time worker. Importantly, it exists in conjunction with other types of identities, for example it was closely followed by local identity and then by national and regional identities, which argues for the existence of multiple identities within one person.

The majority of students felt that they had matured while studying abroad because they had acquired a variety of personal skills.²⁰⁰⁸

---

²⁰⁰⁴ Sigalas, “Cross-Border Mobility and European Identity: The Effectiveness of Intergroup Contact During the Erasmus Year Abroad.”
²⁰⁰⁵ Bruter, "On What Citizens Mean by Feeling ‘European’: Perception of News, Symbols and Borderless-Ness.”
²⁰⁰⁶ Citizens of Europe? The Emergence of a Mass European Identity.
²⁰⁰⁷ Campbell, "Promoting Intercultural Contact on Campus: A Projec to Connect and Engage International and Host Students.”
²⁰⁰⁹ Howe, “The Internationalization of Higher Education in East Asia: A Comparative Ethnographic Narrative of Japanese Universities.”
²⁰¹⁰ Montgomery, Understanding the International Student Experience.
²⁰¹¹ Mol, "Intra-European Student Mobility and European Identity: A Successful Marriage?," 210.
²⁰¹² Brubaker and Cooper, “Beyond ‘Identity’.” 1, 5.
²⁰¹³ Brubaker, Ethnicity without Groups, 4, 29, 31.
²⁰¹⁴ Jenkins, Social Identity, 30, 41, 70.
²⁰¹⁶ such as: independence, learning, tolerance, understanding, way of thinking, sense of responsibility, curiosity, self-confidence, practicality and cultural and social competence, many of which were identified through the study of students’ expectations of the outcome of IoU as well as expectations and motivations in regards to study abroad in terms of acquisition of personal skills.
9.4.5 Cosmopolitan mindset and empathy

The last two paragraphs encompass the problem setting of this thesis, which is the economic versus sociocultural dichotomy, in this case between students’ wish to enhance their employability and becoming a cosmopolitan person through the forming of their cosmopolitan mindsets. Similarly to the previously mentioned research topics, employability, together with future mobility aspirations and cosmopolitanism of the moral and philosophical kind (cosmopolitan virtue), can be considered as students’ motivations to study abroad. This is in line with the premise that rationales behind students’ motivations to study abroad are mutually interconnected, support each other and are perpetually changeable, as seen in the acquisition and transfer of knowledge, enhancement of intercultural competencies and the development of student identities. They consequently impact on students’ employability and the forming of their cosmopolitan mindsets including empathy.

The empirical findings showed that all students in the longitudinal study identified with cosmopolitan virtues and the ideas of global citizenship, which are characterised by a moral egalitarianism and reciprocal recognition of the equal moral respect of every person. These were reiterated by one quarter of students surveyed who particularly highlighted their vested interest in this concept, which is supportive of their personal beliefs and values. This is reinforced by previously identified ideas, for example statements that they valued the sociocultural advantages of globalisation and were aware of the negative impact of cultural homogenisation and economic exploitation globalisation can have on their lives. Similarly, students perceived their role and the role of ISM in a global society in a positive light, in terms of communicating diversity and interculturality to the wider society. Furthermore, students’ declared that study abroad contributed to their personal growth, which was mainly
based on their experiences of becoming more independent and learning due to broadened horizons. These argue for enhancement of students’ cosmopolitan virtues. The broadening of their horizons was at the top of students’ list in terms of the perceived benefits of ISM for society and universities. This characterises the stoic belief that people achieve better perceptions of themselves and the world they inhabit when they see themselves in relation to other people and have had the experience of walking in someone else’s skin/ walking in someone else’s shoes. This also equates to the cosmopolitan ideal of a multiplicity of perspectives captured by the concept of the “intercultural.” As far as the multiple identities of students are concerned, cosmopolitan identity ranked the highest.

The quality of empathy is considered the most important of the intercultural competencies, because it has the capacity to leverage diversity and enhance the understanding of others. Therefore, the study of empathy also helped to identify whether students’ proclamations of cultural and moral/philosophical cosmopolitanism were valid. This was done directly (identifications with the definitions of empathy) through the research on intercultural competencies and education for global citizenship. The findings revealed students’ comprehension of empathy, in particular their motivations for being and becoming empathetic. Furthermore, students’ motivations for being empathetic correspond with the ancient ‘do unto others as you would have them do unto you;’ ‘being in someone else’s shoes;’ ‘a genuine curiosity;’ ‘tat tvam asi;’ and ‘love your neighbour,’ which are also the recent characterisations of cultural and moral/philosophical cosmopolitanism. These are

---

bound up in ideas of global citizenship, and scholars have recently called for them to be addressed in formal education. Lessons on global citizenship could embrace the idea of “global interconnectivity,” of all human beings which relate to the ideas of the IoU, with emphasis on both IA and IaH. The IoU by its definition and reinforced by IA and IaH characterise the ancient stoic notion of cosmopolitan education and of a globally inter-related and applicable moral order. These can benefit the forming of a cosmopolitan mindset, which can be considered a “cosmopolitan virtue.” It is based on philosophies of self-actualization, self-reflection and “gnothi seauton,” to be found in the Greek and Chinese philosophical traditions, which relates to the capabilities of individuals for continuously ‘becoming good’ through study and discipline. It is also about self-awareness and the knowing and understanding of oneself.

The findings supporting students’ comprehension of empathy are for example their motivations to experience a native culture and different way of life in regards to study abroad, as well as the advancement of personal skills, gravitating around: communication skills; intercultural competencies; and skills of a cosmopolitan person/global citizen. At the same time, students possess great fears and anxieties when it comes to intercultural communication, which on the other hand suggests a genuine care for intercultural and

---

2013 Rizvi, Home and Abroad: Rethinking Internationalization of Higher Education, 19.
2014 Ibid., 20.
2015 Farrer, “Cosmopolitanism as Virtue - toward an Ethics of Global City Life: Cosmopolitanism in Asia’s Global Cities”.
2017 Farrer, “Cosmopolitanism as Virtue - toward an Ethics of Global City Life: Cosmopolitanism in Asia’s Global Cities”.
2018 Ibid.
2019 Fear of misunderstanding; embarrassment, losing face, being judged; offending or hurting somebody; general language skills, English language skills; lack of self-confidence, fear of rejection, fear of not being liked and exclusion, and insecurity; fear of otherness and new things and new routines; insufficient intercultural
therefore empathy. In terms of student’s ideas on how to become an empathetic person, motivations for it and how empathy can become a constant feature of a persons’ character some students believed that empathy can be nurtured, others thought that it was an inherent part of a personality from birth or from a young age and is thus fixed or hard to change or improve. Some students trusted focused learning and consistent training to acquire empathy others advocated learning from experience.\textsuperscript{2020} Lastly, the overarching impression was that empathy is a ‘very’ personal characteristic, because most of the time it was described through detailed experiences.

In line with the belief that empathy can be taught, there are calls for education of global citizenship, including intercultural competence;\textsuperscript{2021} but at the same time, there is an ongoing lack of understanding of its necessity.\textsuperscript{2022} Cosmopolitan education should include an active intercultural education including intercultural sensitivity and thinking\textsuperscript{2023} and students should carry global competencies throughout their lives.\textsuperscript{2024} The data suggest educating on culture, history, language, literature, skills, and traditions, with reflection on diversity, respect and tolerance and should include exchange programmes and the implementation of the concept of IaH. It should start from childhood and become lifelong learning and it should have political, 

\begin{footnotesize}
\begin{itemize}
\item [2020] Listening, learning and understanding, observing, thinking, self-reflection, former education and/or experience (including hardship), training, being in someone else’s’ shoes care and responsibility, personality, psychology and the human nature, way of being raised and growing up, tolerance and acceptance, interaction, curiosity, respect and love for oneself, desire for relationship, exposure.
\item Good relationships, reciprocity, avoidance of misunderstandings, experience, curiosity/understanding, satisfaction and happiness, care, personality / psychology, personal character, moral values, social norms, learning.
\item [2021] Training, reasoning, learning, practice, experiencing being in someone else’s shoe, personal capacity, listening and understanding, awareness, happiness, becoming good, takes time, education, care, within oneself.
\item King and Ruiz-Gelices, "International Student Migration and the “Year Abroad” Effects of European Identity and Subsequent Migration Behaviour," 233.
\item Bok, "Foreword," x.
\item Ibid.
\item Russo and Osborne, "The Globally Competent Student". (February 13, 2011).
\end{itemize}
\end{footnotesize}
economic and practical elements. Finally, most of the students thought that it is possible to become a cosmopolitan without mobility, which depicts the idea of rooted and patriot cosmopolitanism. Mobility was seen as a bonus but not a prerequisite for becoming a cosmopolitan individual. This echoes Diogenes’s argument that it is possible not to travel yet still be a cosmopolitan, which is resonant of the concept of IaH.

9.4.6 Employability

The following paragraphs focus on employability which is one of the contemporary issues, not just of university graduates (“lost generation”). Expectations of better employment opportunities, at home and/or abroad and the upgrading of skills and knowledge are some of the motivational factors to study abroad. At first glance, the issues of employability contain an economic imperative, which positions them in opposition to the virtues of cosmopolitanism. While the ISM is increasingly considered an added value to employability (mobility capital), growing global unemployment is affecting the (skilled) young generation. One of the imperatives of education for global citizenship is to prepare students to better perform in the globalised and interconnected world of increasing diversity and interactions. This suggests tackling the challenges of a competitive employment market as well as of the changing sociocultural landscapes, which international students themselves help to create due to their mobile lifestyles. There is a plethora of skills identified to boost employability consisting of soft and transversal skills, which often include

---

2027 Rankings, "QS Stars Methodology". (March 24, 2013).
empathy. It is recognised by employees, for the running of a business, for its sociocultural potential, because it helps to develop trust-based relationships funded on the irreplaceable physical togetherness which facilitate the exchanges of ideas and cosmopolitan perspectives. Student mobility as an aspect of global migration and mobility has potential for transferring soft skills, because these skills and tacit knowledge are mostly acquired and transferred face-to-face.

Correspondingly, the findings revealed that students gained mostly sociocultural skills as the outcome of their study abroad, followed by the academic and economic skills, but many of the skills fell into more than one category. All students believed that study abroad enhances their employment prospects, mainly due to the perception that the experience of living abroad is highly valued by employers, because it demonstrates students’ flexibility and adaptability to different environments as well as confidence and personal skills. All students but one agreed that student mobility leads to international employment aspirations, mainly based on feelings of a certain temptation and curiosity. In terms of

---

2028 Goleman, Working with Emotional Intelligence, 58, 136-38.
Documentary, "Who Gets the Best Jobs?."
"International Student Exchanges: Remarks by Assistant Secretary Stock." (Accessed February 11, 2013.).
2032 Richardson, Hansen, and Bennett, "Eu-Nz Trade Conference."
Browne, "New Zealand and China: Nearly Forty Years On."
2035 Butcher, "Demography, Diaspora and Diplomacy: New Zealand’s Asian Challenges," 147.
2036 King et al., "International Student Mobility".
2037 Williams and Baláž, International Migration and Knowledge, 43-45.
students’ perceptions of their competitiveness, the language skills, connections, better qualification, international study experience and world class education were on top with the willingness to move abroad not far behind. Mobility itself was not perceived only as an asset but mostly as fun, a wish and social status.

The data offered an interesting revelation in terms of the distance of future residences most selected the furthest destination from their homes – six and more hours by plane. This seems to contradict the earlier identified barriers to mobility, which are ties with friends and family. However, this phenomenon is in tune with the appreciation of the transnational way of life and the multiplicity of identities students’ possess. Finally, students’ perceptions on high unemployment rates and their chances for employment fell into two camps. On one hand, there were those confident of their future employment, due to their tertiary education, study abroad and specific degrees/field of study; on the other hand, some were worried and/or already contemplating their future employment outside of their country of origin (because of the scarcity of work opportunities there). This study, in line with the literature on ISM, also discovered a strong correlation between previous mobility experience and the likelihood of mobility being repeated.

Better employment prospects were not the only driving force for study abroad. Students were motivated primarily by sociocultural interests, even though job security was high on the student agenda. Moreover, this study did not reveal purely economic motives driving competitiveness in employability. The opposite seems to be the case; students declared strong in forming cosmopolitan mindsets according to cosmopolitan virtues. They recognised the

---

2037 King, Findlay, and Ahrens, "International Student Mobility Literature Review".
negative effects of globalisation. The cosmopolitan values within soft and transferable skills are believed to improve employability. For international students this is enhanced by possession of mobility, transnational capital and many other forms of capital. The importance of the cosmopolitan mindset to employability echoes the importance of intercultural competencies for learning and the transfer of knowledge and skills. Future research could focus on the role that cosmopolitan virtues play in students’ employability. Another topic could be study of the process of searching for and securing employment by international students, including the role of serendipity in this process, which could engage students already involved in this thesis. Study abroad seems to enhance students’ interests in cosmopolitan virtues. It would be also interesting to find out the part that serendipity plays in the forming of international students’ cosmopolitan mindsets and empathy.

9.5 Recommendations

The analysis of the research findings result in a number of implications and recommendation for the study field on ISM and the IoU, as well as, for the policy makers, stakeholders and international students. The recommendations and suggestions are not tested solutions but they can serve as starting points of discussions with the potential to generate ideas for individual problems. The main argument of this thesis is that study abroad, which is very often initiated by serendipitous events, helps to form students’ cosmopolitan mindsets. A cosmopolitan mindset is believed to enhance the employability of individuals; however, the road to achieve cosmopolitan virtues poses several challenges and fears and uncertainties must be overcome. The international experience offers students the opportunity to develop intercultural competencies, which are the foundations for empathy as the core characteristic of a cosmopolitan mind. However, while cosmopolitan virtues are sought by international
students, advertised by exchange programmes and called upon through the need for global citizenship education, the delivery is failing when barriers to student mobility, often decades old, are considered.

9.5.1 Contribution to literature

This thesis sought to fill several voids in the literature in regards to ISM and the IoU such as: 1) offering a holistic approach to study ISM, which is illustrated in the multilevel analytical model, which was beneficial due to the clustering of concepts chosen for this study; 2) considering both, stakeholders’ and students’ perceptions on the phenomena of ISM; 3) employing an interdisciplinary lens on the research topic; and qualitative methods and a specific methodological tool called grounded theory consisting of various data collecting techniques, case studies and surveys - anonymous surveys, in-depth interviews (face-to-face and Skype), longitudinal study (12 on-line surveys) and open-ended questions by email. Such an approach facilitates the interdisciplinary, more holistic, mixed method and longitudinal research, by providing time necessary to learn from students’ responses and time to develop trusting relationships with students. However, as indicated in the methodological ‘manual’ such study can be tedious, messy and time consuming, and requires a dose of good luck. Based on the discussion of the methodological approach with international students, the longitudinal phase of the study could be improved by employing more short-term Skype interviews instead of on-line questionnaires, although the 12 on-line surveys were initially preferred over diary essay-type emails. Moreover, this thesis could benefit from having access to a wider range of students mobility cycles, including the pre-departure period.
Another advantage would be study of students’ experiences post-return and research on non-mobile students.

**9.5.2 Suggestions to the theoretical framework**

The theoretical triptych of social capital, Europeanisation and the ‘do-it-yourself biographies’ helped to facilitate the interdisciplinary approach to this research. While the multi-theory approach has advantages in this case, as it offers a more detailed focus, it required more attention and perhaps complicated the analytical task. The theory of Europeanisation proved to be challenging due to the vast range of interpretations of this concept. The remaining two theories complement each other, and the researcher suggests a deeper exploration into and consequent application of the theory of the ‘do-it-yourself biography’ together with the concept of individualisation. The theory of social capital works when infused with the new types of capitals, which offer a broader analytical lens, especially in the case of mobility, total human capital and transnational identity capital theories.

**9.5.3 Global, European, national and institutional implications**

The policies and strategies in regards to ISM at multiple levels revealed that it has a firm place in the IoU in the greater context of globalisation enhanced neoliberalisation. While the literature indicates the interconnectedness and mutual support of the academic, economic, political and sociocultural rationales behind the IoU, including ISM, the practice seems to be predominantly economic. This study echoes existing literature and supports the claim that academic, political and especially the sociocultural rationales are pivotal for achieving the economic goal. This was demonstrated in students being interested and valuing cosmopolitan
virtues following a sociocultural rationale, in conjunction with the enhancement of their employability, which is clearly an economic goal. Consequently, economists and policy makers could develop and implement policies on ISM and the IoU, to implement all four internationalisation rationales at the same time. This could contribute to the initial Lisbon Agenda, improve student mobility numbers and enhance the experiences of international students. This would also complement the international experiences of non-mobile students and target persistent barriers to mobility as identified by stakeholders and students. The data suggests that improvement of students’ experiences abroad and tackling barriers to mobility requires motivation by all parties. A good start would be a more comprehensive approach to IoU, with implementation of both IA and IaH parts of internationalisation.

9.5.4 Motivations and expectations of international students in regards to their study abroad

The findings reiterate what was already known; motivations for study abroad consist of a cocktail of sociocultural, economic, academic and political factors, ranked in this order in this thesis. However, this study would suggest the de-stigmatisation of the sociocultural factors especially in terms of leisure, travel, sightseeing and others which have been identified in regards to ISM at multiple levels. First, if there is evidence or suspicion that ISM is taking the form of mere tourism, this can be resolved by instigating conditions tied to study abroad to ensure that students also produce academic results. Second, leisure time and travel are usual components of students’ lives, not only for those who study abroad. These are important to achieving good academic results. While it is true that study abroad seems to offer greater leisure time, this could be a false perception, based on the fact that students are physically away from home. In reality, study abroad puts greater pressure on students in all aspects of
their lives. Third, following the proclamation that the knowledge triangle, consisting of education, research and innovation, is important for the KBEs, arguably, the ‘innovation’ part of the triangle would benefit from the promotion of the sociocultural experiences of international students. This is because, as the knowledge triangle demonstrates, innovation is sparked by creativity which is enhanced by diversity and ISM can be seen as the embodiment of diversity. However, there is a need for knowledge and skills in order to channel this diversity; this knowledge takes the form of intercultural competence, empathy and cosmopolitan virtues.

9.5.5 Experiences abroad

To expand on the previous paragraph, the sociocultural environment of international students, which includes leisure time, tourism as well as interactions with domestic students and the host society should be supported rather than stigmatised. Here again IaH springs to mind, with a suggestion for structured, learned and self-reflective elements in terms of intercultural learning. The danger of a negative study abroad experience, just like any other unpleasant intercultural experience, is the potential to develop xenophobic and racist sentiments, which have never ever had positive outcomes. This follows the Stoics belief of better perceptions of oneself and the world when seen in relation with other people. Consequently, the experiences of international students matter to themselves as much as to others. Thus, everybody shall experience how it feels to walk in someone else’s shoes, which characterises empathy and facilitates self-reflection – crucial for intercultural competence and is an enriching experience even in monetary terms. The longitudinal study of this research

2038 Nussbaum, "Patriotism and Cosmopolitanism". (June 5, 2013).
has been considered as a self-reflective tool in terms of ‘self-reconciliation’ of the experiences abroad for some. This thesis therefore calls for more intercultural engagement and the development of modules which could result in learning more from experiences, because as suggested by the literature and empirical findings, this needs to be schooled. Finally, a recommendation to international students based on the empirical findings, including a ‘message’ to perspective international/study abroad students from students in this study is to take a pro-active approach in regards to planning and experiences abroad, which means a healthy relationship with or even breaking away from their national or ethnic cliques if necessary. This will help to diversify the experiences abroad, the process of learning and personal growth, “fortune favours the prepared mind.”

9.6 Overall conclusion

ISM is a dynamic phenomenon, which occurs in the context of the IoU. Similarly, this research was a vigorous process, which initially set out to study the development of the intercultural competencies of international students at the UC. This was altered by a sequence of unexpected negative and later positive serendipitous events, which changed the scope and case studies of this work. Equally, the mixed method approach helped to narrate the research process and identified topics for the problem setting of this study (employability and the future mobility aspirations of students versus cultural empathy and the forming of students’ cosmopolitan mindsets). It also focuses on the role of serendipity in mobility, which has been overlooked in the works on ISM. The findings of this thesis offer a perception of present-day societies through the eyes of international students; this highlights the unrealised potential of ISM in the terms of popularity and the relevance of cosmopolitan virtues. Therefore, the

---

suggestion for the EU and universities is to integrate international, intercultural and cosmopolitan aspects into teaching, research and service of education, for example through the implementation of both IaH and IA concepts and through education for global citizenship. Arguably these concepts, based on the empirical data, would complement and improve the outcomes of economic, academic and the political agendas of ISM.
Bibliography


Akehurst, Nathan. "‘We Are All Oxford’ Only Acts to Reinforce Racism and Damage the University’s Access Efforts." *OxfordStudent* (17 March 2014). http://oxfordstudent.com/2014/03/17/we-are-all-oxford-only-acts-to-reinforce-racism-and-damage-the-universitys-access-efforts/.


———. "International Student Exchanges: Remarks by Assistant Secretary Stock." YouTube, 18 November 2010.


Butcher, Andrew Pieter. "No Place Like Home? The Experiences of South-East Asian International University Students in New Zealand and Their Re-Entry into Their Countries of Origin." Albany: Massey University, 2002.


———. ""Serendipity" Theme for 2008 Darwin Lectures."


changementaker, Ashoka Empathy - Everyone a. "Empathic Civilisation."


China, Euronews - Learning to do business with. "Youtube."

http://www.youtube.com/watch?v=cEn3e8RyEE4.


Coryell, Joellen Elizabeth, Beth A. Durodoye, Robin Redmon Wright, P. Elizabeth Pate, and Shelbee Nguyen. "Case Studies of Internationalization in Adult and Higher Education


Development, Office of International Relations &. "Aut Internationalisation Strategy."

Auckland University of Technology, 2014.


Dr, Kevin J. Downing - UUM's Strategic Approaches To Be Among The Top 10 Universities by 2025 "Road to Qs World University Rankings."
http://www.youtube.com/watch?v=Pv9h-Asdmjw.


Hudzik, John K., and Michael Stohl. "Comprehensive and Strategic Internationalization For
U.S. Higher Education." In The Sage Handbook of International Higher Education,
———. "Modeling Assessment of Outcomes and Impacts from Internationalization." In
Comprehensive Internationalization: From Concept to Action, edited by John K.
"Europe's Bologna Process and Its Impact on Global Higher Education." In The Sage
Handbook of International Higher Education, edited by Darla K. Deardorff, Hans de
Wit, John D. Heyl and Tony Adams, 81-100. Thousand Oaks, Calif: SAGE
Hurrell, Jeff, and Bruce Bryan. "Mind the Gap." In Inside New Zealand, edited by Bruce
Bryan, 2013.
Iacoboni, Marco. Mirroring People: The New Science of How We Connect with Others. New
edited by Amy Coplan and Peter Goldie, Empathy: Philosophical and Psychological
i-graduate. "The International Student Barometer - Executive Summary." New Zealand ITP
Sector (2011).


Knight, Jane, and Hans de Wit. "Strategies for Internationalisation of Higher Education." In Internationalisation of Higher Education in Asia Pacific Countries, edited by Jane


Educationcounts.


Murphy-Lejeune, Elizabeth. *Student Mobility and Narrative in Europe: The New Strangers.* 


Pasteur, Louis. "Brainy Quote."


Pettigrew, Thomas F. "Future Directions for Intergroup Contact Theory and Research."


Centre for Research on Europe - University of Canterbury, Christchurch, New Zealand (2014).


Union, EUROPA - Gateway to the European. "Erasmus+ European Commission."


———. "Horizon 2020 - the Eu Framework Programme for Research and Innovation."

Union, EUROPA – Gateway to the European. "Com(2009) 329 Final: Green Paper -


———. "Education, Training and Youth - Eu by Topic."


University, Bc. Kateřina Mitasová - Head of the International Office - Faculty of Arts - Charles. "International Student Mobility and Internationalisation of Universities." By

University, Iva Holmerová – vice dean international relations - Faculty of Humanities - Charles. "International Student Mobility and Internationalisation of Universities." By


http://www.educationcounts.govt.nz/publications/international/the_impact_of_international_students_onDomestic_students_and_host_institutions.


http://admin.hero.ac.uk/sites/international/resources/experiences%202003.pdf.


Williams, Allan. 2014.


Wit, Hans de, and Gilbert Merkx. "The History of Internationalization of Higher Education."


Wright, Susan, and Annika Rabo. "Introduction: Anthropologies of University Reform."


Zealand, Immigration New. "All About Student Visas."


Žižek, Slavoj. "Multiculturalism or the Cultural Logic of Multinational Capitalism?"

**Appendix 1:** cover letters – requests of cooperation, advertising pamphlets, information sheets, consent forms and Ethics Committee approvals

1. Cover letter – request of cooperation to New Zealand universities, the University of Oxford and the Charles University
2. Cover letter – request to international students to participate in the anonymous survey, sent to universities for circulation
3. Advertisement of the anonymous survey to international students at university campuses: a) tier-down survey link, b) pamphlet handed to students at the international orientation week
4. Information sheet about this thesis handed to international students and stakeholders at the beginning of the interview
5. Consent form for the international students to sign at the beginning of the interview, one copy document for the researcher another one for the student
6. Consent form for the stakeholders to sign at the beginning of the interview, one copy document for the researcher another one for the stakeholder
7. The Ethics Committees approval of this study: a) the University of Canterbury; b) AUT; and c) the University of Oxford (the Charles University did not require an additional Ethics approval and the Ethics Committee approval gained from the University of Canterbury is accepted by the remaining New Zealand universities
Cover letter – request of cooperation to New Zealand universities, the University of Oxford and the Charles University

To Whom It May Concern:

Request

We would like to ask you for cooperation in the distribution of an on-line survey to new international/foreign students (undergraduate, postgraduate, exchange and visiting students) who will begin their study at your university in 2011, by sending three emails to all new international students in a weekly interval prior to their study at your university.

Please send/email prospective students this attachment, which contains the survey link:
If it is not possible to email the survey link to students prior to their arrival at your university, please circulate the survey once the new international students have enrolled at your institution.

The questionnaire is anonymous and it has been reviewed and approved by the University of Canterbury Human Ethics Committee.

The survey is a part of a PhD thesis in European Union studies titled: Internationalisation of New Zealand universities and international student mobility. The project is supervised by Professor Martin Holland and Doctor Natalia Chaban, who can be contacted at martin.holland@canterbury.ac.nz, natalia.chaban@canterbury.ac.nz. They will be pleased to discuss any concerns you may have about the project. For more information, please contact me at gabriel.weibl@pg.canterbury.ac.nz, (NCRE – phone: +64 3 364 2987 ext. 4938).

The results of the survey as well as the thesis may benefit your university as it seeks to identify the motivations, expectations, experiences and perceptions of international students in New Zealand.

Please also find attached for your information two versions of the on-line survey, note that the word document has a few shifts in the position of some answer options due to the transfer from the on-line version:

PreviewSurvey_GabrielWeibl_Internationalisation of NZ universities and ISM_2011.doc
PreviewSurvey_GabrielWeibl_Internationalisation of NZ universities and ISM_2011.mht

NCRE

The NCRE, New Zealand’s only research centre devoted to study of the European Union, fosters research on the EU that is regionally relevant, such as EU development policy in the Pacific, the EU’s identity in the Asia-Pacific region and the external consequences of EU enlargement. The NCRE is firmly established as the focal point for the study of Europe in New Zealand, attracting visiting academics from all over the world.

I have already researched the field of student mobility, particularly the EU postgraduate students at NZ universities in 2009 and international students at University of Canterbury in 2010.

Your cooperation would be much appreciated.

Thank you.

Gabriel Weibl
Cover letter – request to international students to participate in the anonymous survey, sent to universities for circulation

University of Canterbury, Te Whare Wananga o Waitaha, Christchurch, NZ
National Centre for Research on Europe - NCRE, 4th Level Commerce Building, University of Canterbury - UC, Private Bag 4800, Christchurch
http://www.europe.canterbury.ac.nz/

QUESTIONNAIRE

Survey of International Students at New Zealand universities

Dear Student,

You are invited to participate in a **Survey of International Students at New Zealand universities** by completing the following questionnaire. The aim of the project is to analyse the expectations, motivations, perceptions and experiences of international students studying at New Zealand universities.

**To participate, please access:**

http://canterbury.qualtrics.com/SE/?SID=SV_4SLmy3ri3Vi2i0s

This survey will be active for three weeks and two reminders, to complete the questionnaire will be sent to all students. Please ignore any reminders if you have already completed this survey by then. As it is anonymous, the Survey Administrator does not know who not to remind.

**Answers**

To answer most of the questions in the survey, please tick by clicking on the box next to your answer. Some questions only need one answer, for other questions, you can tick as many answers as applicable.
Please read the following note before completing the questionnaire.

My name is Gabriel Weibl and I am currently completing my PhD thesis at the NCRE at the University of Canterbury titled: Internationalisation of New Zealand universities and international student mobility.

The project is being carried out as a requirement of a Doctor of Philosophy in European Union studies by Gabriel Weibl under the supervision of Professor Martin Holland and Doctor Natalia Chaban, who can be contacted at martin.holland@canterbury.ac.nz, natalia.chaban@canterbury.ac.nz. They will be pleased to discuss any concerns you may have about participation in the project. For more information, please contact myself at gabriel.weibl@pg.canterbury.ac.nz, or gabrielweibl@gmail.com, (NCRE – phone: +64 3 364 2348, fax: +64 3 364 2634).

The questionnaire is anonymous, and you will not be identified as a participant without your consent. The NZ universities were approached to distribute this survey; we do not have any access to your email addresses.

You may withdraw your participation, including the withdrawal of any information you have provided, until your questionnaire has been added to the others collected. Because it is anonymous, it cannot be retrieved after that.

By completing the questionnaire it will be understood that you have consented to participate in the project, and that you consent to publication of the results of the project with the understanding that anonymity will be preserved.

The project has been reviewed and approved by the University of Canterbury Human Ethics Committee and by the Auckland University of Technology Ethics Committee.

Thank you very much for your time and participation!

Gabriel Weibl
Advertisement of the anonymous survey to international students at university campuses: a) tier-down survey link, b) pamphlet handed to students at the international orientation week

a) Tier-down survey links

SURVEY

Are you an International Student at the University of Oxford?

Students’ expectations, motivations, experiences and perceptions

Please contact me or access:
b) Handed to the international students by the researcher at the international orientation week

Dear Student,

You are invited to participate in my **Survey of International Students at New Zealand universities** by completing the following questionnaire. The aim of the project is to analyse the expectations, motivations, perceptions and experiences of international students studying at New Zealand universities.

**To participate, please access:**

[http://canterbury.qualtrics.com/SE/?SID=SV_4SLmy3ri3Vt2i0s](http://canterbury.qualtrics.com/SE/?SID=SV_4SLmy3ri3Vt2i0s)

You should have received an invitation to participate in this Questionnaire by email with the Survey information. If you did not get any email and you wish to know more about the Survey, please contact me at: [gabriel.weibl@pg.canterbury.ac.nz](mailto:gabriel.weibl@pg.canterbury.ac.nz)
Information sheet about this thesis handed to international students and stakeholders at the beginning of the interview

Information Sheet

INFORMATION

You are invited to participate as a subject in the research project the International Students at the University of Oxford.

The aim of this project is to analyse the expectations, motivations, perceptions and experiences of international students studying at the University of Oxford, as well as to gain insight into policies and strategies related to student mobility and the internationalisation of university. The information gathered will provide a greater understanding of the overall educational experience of international students and assist service provision and support of students. Moreover, this project can benefit the internationalisation efforts of this university and it is a part of my thesis titled: Internationalisation of New Zealand universities and international student mobility.

Your involvement in this project will be a voluntary participation in a semi-structured interview of approximately 1 hour, and the right to withdraw from the project at any time, including the withdrawal of any information provided. Only I and my two supervisors will have access to data gathered, which will be stored for five years after publishing of the thesis, in electronic and printed form. The electronic material will be stored in passport protected computer and on a passport protected USB drive in a locked room. The USB drive, together with the printed material (interview transcript and survey data) will be locked in a cabinet in a locked room.

The results of the project may be published, but you may be assured of the complete confidentiality of the data gathered in this investigation: the identity of participants will not
be made public without their consent. To ensure confidentiality, the data recorded will be available only to the researcher and the supervisors of this project.

The project is being carried out as a requirement of a Doctor of Philosophy in European Union studies by Gabriel Weibl under the supervision of Professor Martin Holland and Doctor Natalia Chaban, who can be contacted at martin.holland@canterbury.ac.nz, natalia.chaban@canterbury.ac.nz. They will be pleased to discuss any concerns you may have about participation in the project. For more information, please contact myself at gabriel.weibl@pg.canterbury.ac.nz, 07 53173 9173 (NCRE – phone: +64 3 364 2348, fax: +64 3 364 2634).

If you remain unhappy and wish to make a formal complaint, please contact the Research Ethics Committee at the University of Oxford (ethics@socsci.ox.ac.uk; +44 (0) 1865 614871; Social Sciences & Humanities Inter-Divisional Research Ethics Committee, Oxford University, Hayes House, 75 George Street, Oxford, OX1 2BQ, UK).

The project has been reviewed and approved by the University of Canterbury Human Ethics Committee.

Thank you very much for your time and participation!

Gabriel Weibl
Consent form for the international students to sign at the beginning of the interview, one copy document for the researcher another one for the students

University of Canterbury, Te Whare Wananga o Waitaha, Christchurch, NZ
National Centre for Research on Europe – NCRE, 4th Level Commerce Building, University of Canterbury - UC, Private Bag 4800, Christchurch
http://www.europe.canterbury.ac.nz/

Gabriel Weibl
National Centre for Research on Europe – NCRE
4th Level Commerce Building
University of Canterbury
Private Bag 4800
Christchurch, New Zealand
[mailto:gabriel.weibl@pg.canterbury.ac.nz]
gabrielweibl@gmail.com

CONSENT FORM
International student mobility and internationalisation of universities

I have read and understood the description of the above-named project. I understand that this project consists of two parts, which are two semi-structured interviews and electronic diary entries at monthly intervals, which can contain photographs. These photographs will not capture an image of me or of any other people in an identifiable manner. I am also aware, that the interviews and the diary entries, including the digital material will be a part of the final PhD, publications and other associated presentations.

On this basis I agree to participate as a subject in the project, and I consent to publication of the results of the project with the understanding that confidentiality will be preserved.

I understand also that I may at any time withdraw from the project, including withdrawal of any information I have provided.

I note that the project has been reviewed and approved by the University of Canterbury Human Ethics Committee.

NAME / STUDENT NUMBER (please print):

Signature:

Date:
CONSENT FORM

International student mobility and internationalisation of universities

I have read and understood the description of the above-named project. On this basis I agree to participate as a subject in the project, and I consent to publication of the results of the project with the understanding that confidentiality will be preserved.

I understand also that I may at any time withdraw from the project, including withdrawal of any information I have provided and I know how to raise a concern and make a complaint.

I note that the project has been reviewed *and approved* by the University of Canterbury Human Ethics Committee.

NAME (please print):

Signature:

Date:
The Ethics Committees approval of this study: a) the University of Canterbury; b) AUT; and c) the University of Oxford (the Charles University did not require an additional Ethics approval and the Ethics Committee approval gained from the University of Canterbury is accepted by the remaining New Zealand universities:

a) University of Canterbury

Ref: HEC 2010/114

17 December 2010

Gabriel Weibl
National Centre for Research on Europe
UNIVERSITY OF CANTERBURY

Dear Gabriel

Thank you for your request for an amendment to your research proposal “Internationalisation of New Zealand universities: internalisation at home international student mobility”.

I am pleased to advise that this request has been considered and approved by the Human Ethics Committee.

Yours sincerely

Dr Michael Grimshaw
Chair, Human Ethics Committee
MEMORANDUM
Auckland University of Technology Ethics Committee (AUTEC)

To: Gabriel Weibl
From: Dr Rosemary Godbold and Madeline Banda Executive Secretary, AUTEC
Date: 7 June 2011
Subject: Ethics Application Number 11/27 Internationalisation of New Zealand universities and international student mobility.

Dear Gabriel

Thank you for your response to our memo of 25 February 2011. We are pleased to advise that you have satisfied the conditions given by the Deputy Vice-Chancellor of Auckland University of Technology and that on 22 March 2011 we approved your application for access to students of this University. This approval acknowledges your assurance that chapters or paragraphs relating to AUT will be sent to the Deputy Vice-Chancellor for approval before publication.

This delegated approval is made in accordance with section 5.3.2.3 of AUTEC’s Applying for Ethics Approval: Guidelines and Procedures and is subject to endorsement at AUTEC’s meeting on 27 June 2011. Your application is now approved for a period of three years until 22 March 2014.

We advise that as part of the ethics approval process, you are required to submit to AUTEC the following:

- A brief annual progress report using form EA2, which is available online through http://www.aut.ac.nz/research/research-ethics/ethics. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 22 March 2014;
- A brief report on the status of the project using form EA3, which is available online through http://www.aut.ac.nz/research/research-ethics/ethics. This report is to be submitted either when the approval expires on 22 March 2014 or on completion of the project, whichever comes sooner;

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are reminded that,
as applicant, you are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

When communicating with us about this application, we ask that you use the application number and study title to enable us to provide you with prompt service. Should you have any further enquiries regarding this matter, you are welcome to contact Charles Grinter, Ethics Coordinator, by email at ethics@aut.ac.nz or by telephone on 921 9999 at extension 8860.

On behalf of the AUTEC and ourselves, we wish you success with your research and look forward to reading about it in your reports.

Yours sincerely

Dr Rosemary Godbold and Madeline Banda
Executive Secretary
Auckland University of Technology Ethics Committee
c) University of Oxford

SOCIAL SCIENCES & HUMANITIES
INTER-DIVISIONAL RESEARCH ETHICS COMMITTEE

Hayes House, 75 George Street, Oxford, OX1 2BQ
Tel: +44(0)1865 264111 Fax: +44(0)1865 264855
ethics@socsci.ox.ac.uk www.idrec.ox.ac.uk

Co-ordinator of the IDREC
Social Sciences Divisional Office

23 May, 2011

Mr Gabriel Weibi
Campion Hall

Dear Mr Weibi

Research Ethics Approval

Ref No.: SSD/CUREC1A/11-124

Title: Internationalisation of New Zealand universities and international student mobility

The above application has been considered on behalf of the Social Sciences and Humanities Inter-divisional Research Ethics Committee (IDREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to the IDREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly approval has been granted.

Should there be any subsequent changes to the project, which raise ethical issues not covered in the original application, you should submit details to the IDREC for consideration.

Yours sincerely,

Chris. Ballinger

Dr Chris. Ballinger

cc: Dr Bastian A Vollmer, COMPAS

CAJ8
Appendix 2: survey tools employed to study international students

1. Anonymous online Pilot study of international students at the University of Canterbury focusing on students’ motivations and expectations in regards to their study abroad

2. Anonymous online survey to all international students at New Zealand universities, the University of Oxford and the Charles University, students who were new to the country respectively study their first year, first time or first semester at the particular university

3. Face-to-face semi-structured in-depth interview

4. Twelve diary-type online questionnaires

5. The Skype semi-structured in-depth interview

6. Survey of open-ended questions by email, the final survey
Anonymous online Pilot study of international students at the University of Canterbury focusing on students’ motivations and expectations in regards to their study abroad

Survey of students studying in New Zealand - Carbon footprint - University of Canterbury - case study

To answer the questions in the survey, tick by clicking on the box next to your answer or type your answer. Some questions only need one answer, for other questions, you can tick as many answers as applicable.

Q1. Place/country of origin? (please feel free to record more than one place)

Q2. Region and city of origin? (please feel free to record more than one place)

Q3. How many languages can you speak fluently? (including your native language/languages and English)
   - 1 language
   - 2 languages
   - 3 languages
   - 4 languages
   - 5 or more languages

Q4. How much are you willing to change your behaviour, because of your environmental concerns?
   - Much Less
   - Less
   - The Same
   - More
   - Much More

Q5. Do you discuss environmental issues and climate change (carbon footprint) with the following groups of people?

<table>
<thead>
<tr>
<th>Family</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Quite Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fellow students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleagues at work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other, please specify</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q6. While at your place (country/region/city) of origin, what is your main mode of transport? (please tick all boxes that apply)

<table>
<thead>
<tr>
<th>Walk</th>
<th>Bicycle</th>
<th>Bus</th>
<th>Train</th>
<th>Ship</th>
<th>Car</th>
<th>Aeroplane</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Q7. While at your place (country/region/city) of origin, what would IDEALLY be your first choice of transport?

<table>
<thead>
<tr>
<th></th>
<th>Walk</th>
<th>Bicycle</th>
<th>Bus</th>
<th>Train</th>
<th>Ship</th>
<th>Car</th>
<th>Airplane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Last holiday</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

## Q8. How important were the following factors in choosing New Zealand as a place to study?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Not at all important</th>
<th>Very unimportant</th>
<th>Neither important or transparent</th>
<th>Very important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational agent's recommendation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Friend/teacher's recommendation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Your environmental impact / carbon footprint</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Financial support from your government or employer</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A scholarship from New Zealand</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Cost of New Zealand counsellor study</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Domestic fees scheme</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>To acquire specific academic skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>University entrance requirements</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Advertisements for study in New Zealand</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Direct contact from a New Zealand institution e.g. student exchange programmes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Internet information</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Family's preference</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Your own preference</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>English speaking country</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Family members or friends in New Zealand</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The quality of New Zealand's education</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>International recognition of New Zealand's qualifications (e.g. degrees, diplomas, certificates)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>University ranking</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Beautiful scenery</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Safety (law and order)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>New Zealand culture and lifestyle</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Travel and adventure</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Preference of living in a foreign country</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Q9. Was New Zealand your first choice as a place of study?
   ☐ Yes
   ☐ No

Q10. In which other countries (other than New Zealand) did you want to study?
   ☐ Own (home) country
   ☐ Australia
   ☐ United Kingdom
   ☐ USA
   ☐ Canada
   ☐ Ireland
   ☐ Other please specify

Q11. Why did you choose to study in New Zealand over other countries?

Q12. How long had you been in New Zealand prior to your present study?
   ☐ Less than a month
   ☐ 1 to 3 months
   ☐ 4 to 6 months
   ☐ 7 to 12 months
   ☐ 12 to 2 years
   ☐ 3 to 4 years
   ☐ 5 years or more

Q13. How long do you intend to stay in New Zealand?

Survey | Qualtrics Survey Software

Q14. While in New Zealand (or on your way to/ out of NZ), do you intend to travel?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within New Zealand</td>
<td></td>
</tr>
<tr>
<td>To Australia</td>
<td></td>
</tr>
<tr>
<td>To Pacific Islands</td>
<td></td>
</tr>
<tr>
<td>To Asia</td>
<td></td>
</tr>
<tr>
<td>To USA</td>
<td></td>
</tr>
<tr>
<td>Other, please specify</td>
<td></td>
</tr>
</tbody>
</table>

Q15. While in New Zealand, what is your main mode of transport?

<table>
<thead>
<tr>
<th>Week</th>
<th>Weekend</th>
<th>Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bicycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aeroplane</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q16. While in New Zealand, what would IDEALLY be your first choice of transport?

<table>
<thead>
<tr>
<th>Week</th>
<th>Weekend</th>
<th>Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bicycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aeroplane</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q17. How much do you believe New Zealand to be a green (environmentally sound) country?

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Q18. Would you like to elaborate on your previous answer - why do you believe in New Zealand's clean green image in that way?
Q19. Which of the following best describes you?
- ☐ Full fee-paying International student
- ☐ Exchange Student
- ☐ NZ International Doctoral Research Scholarship Student
- ☐ International PhD Student (domestic status/domicile fees)
- ☐ NZ International Undergraduate Fees Scholarship Student
- ☐ Other scholarship/other programme (please specify)

Q20. Is your education in New Zealand paid for by ...? (please tick as many boxes as apply)
- ☐ Yourself
- ☐ Parents
- ☐ Husband/Wife
- ☐ Other family members
- ☐ Scholarship or other award
- ☐ Loan
- ☐ Your government or employer
- ☐ Other, please specify

Q21. How financially difficult is it for you and/or your family, to pay for your education in New Zealand?
- ☐ Very Difficult
- ☐ Difficult
- ☐ Somewhat Difficult
- ☐ Neutral
- ☐ Somewhat Easy
- ☐ Easy
- ☐ Very Easy

Q22. What course of study are you currently doing at your university?
- ☐ Certificate
- ☐ Diploma
- ☐ Bachelor's degree
- ☐ Bachelor's degree (with Honours)
- ☐ Graduate Certificate
- ☐ Graduate Diploma
- ☐ Postgraduate Certificate
- ☐ Postgraduate Diploma

Q23. What is your main field of study?

Q24. If the University of Canterbury is not your home university (because you are an exchange student etc.), what is the name of your home university?

Q25. How old are you? (years)

Q26. Gender?
○ Male
○ Female

Q27. Religious affiliation?

Q28. Sexual orientation?
○ Heterosexual
○ Bisexual
○ Homosexual
○ Other
○ Prefer not to answer

Thank you for your time and participation
• Anonymous online survey to all international students at New Zealand universities, the University of Oxford and the Charles University, students who were new to the country respectively study their first year, first time or first semester at the particular university.
Q7. Have you visited the Czech Republic prior to your study here?
   □ Yes for holiday
   □ Yes for study
   □ Yes for business
   □ Yes, other (please specify)
   □ No

Q8. Where did you obtain information about studying in the Czech Republic?
   □ Internet
   □ Advertisement
   □ Recommendation by family or friend
   □ University exchange office
   □ Education agent/agency
   □ Travel agent
   □ Other (please specify)

Q9. Is this study abroad a compulsory part of your current programme/degree at your university in home country?
   □ Yes
   □ No
   □ Other (please specify)

Q10. Have you undertaken some kind of preparation initiated by your education provider/agent prior to commencing your current studies in the Czech Republic?
   □ Yes (please specify)
   □ No
   □ Other (please specify)

Q11. With retrospect, what would have assisted your preparation prior to your departure to the Czech Republic?

Q12. What obstacles have you experienced in regards to your study in the Czech Republic? (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all, 5 means medium and 10 equals to extreme)

<table>
<thead>
<tr>
<th>None at all</th>
<th>Medium</th>
<th>Extreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

- Visa entry to the Czech Republic
- Time off from work
- Time off from your studies at home
- Funding
- Relationship
- Lack of information
- Other (please specify)

Q13. What do you expect from your study/stay in the Czech Republic in terms of:

- Advanced personal skills (please type in your answer)
- Advanced academic skills - knowledge acquirement (please type in your answer)
- Employment while in the Czech Republic (please type in your answer)
- Employment after graduating (please type in your answer)
- Leisure/travel (please type in your answer)
- Culture (please type in your answer)
- Social life (please type in your answer)

Q14. Was the Czech Republic your first choice as a place of study?
- Yes
- No

Q15. Which other countries (other than the Czech Republic) did you realistically consider as a study destination?
- Own (home) country
- Australia
- New Zealand
- USA
- Canada
- Ireland
- United Kingdom
- Other (please specify)

Q16. Which other universities (other than the Charles University) did you realistically consider as a study destination?

Q17. Why did you choose to study in the Czech Republic?

Q18. Why did you choose to study at the Charles University?
Q19. What image/images come to your mind when you think of the Czech Republic?

Q20. How important were the following factors in choosing the Czech Republic as a place to study? (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all important, 10 means extremely important)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Not at all Important</th>
<th>Neither Important or Unimportant</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational agent's recommendation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family/friend teacher's recommendation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A scholarship from the Czech Republic or from your government/employer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of studying and/or living in the Czech Republic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To acquire specific academic skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University entrance requirements and/or easy to get visa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family's preference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your own preference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English speaking country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family members and/or friends living in the Czech Republic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The quality of the Czech education and/or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International recognition of the Czech Republic's qualifications and/or university ranking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beautiful scenery and for travel and adventure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety (law and order)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Czech culture and lifestyle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preference of living in a foreign country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher salary following study abroad or for greater employability due to study abroad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity to live in the Czech Republic permanently at a later date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other please specify</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q21. How long do you intend to stay in the Czech Republic?
- 1 to 3 months
- 4 to 6 months
- 7 to 12 months
- 1 year to 2 years
- 3 to 5 years
- more than 5 years

Q22. While in the Czech Republic (or en route to or from the Czech Republic), do you intend to spend time travelling in?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the Czech Republic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Europe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To North America</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To South America</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q23. Which of the following best describes you?
- [ ] Full-time paying international student (undergraduate or postgraduate - includes BAchelor's, Masters and PhD)
- [ ] Exchange Student (undergraduate or postgraduate - includes Bachelor's, Masters and PhD)
- [ ] UK International Undergraduate Fees Scholarship Student
- [ ] UK International Postgraduate Research Scholarship Student
- [ ] Other scholarship / other programme (please specify)

Q24. What course of study are you currently doing at the Charles University?
- [ ] Certificate
- [ ] Diploma
- [ ] Bachelor's degree
- [ ] Bachelor's degree with Honours
- [ ] Graduate Certificate
- [ ] Graduate Diploma
- [ ] Postgraduate Certificate
- [ ] Postgraduate Diploma
- [ ] Master's degree
- [ ] PhD degree
- [ ] Past Doctoral studies
- [ ] Other (please specify)

Q25. Is your education at the Charles University paid for by ...? (please tick as many boxes as apply)
- [ ] Yourself
- [ ] Parents
- [ ] Husband/Wife/Partner
- [ ] Other family members
- [ ] Scholarship or other award
- [ ] Loan
- [ ] Your government or employer
- [ ] Other, please specify

Q26. How financially difficult is it for you and/or your family, to pay for your education in the Czech Republic? (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all, 5 means neutral and 10 equals to extreme)

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Neutral</th>
<th>Extreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Financial difficulty to pay for your education

Q27. What is your main field of study?

Q28. If there is any information you would like to add in regards to this survey, please feel free to record it here:

Please type in your email address if you wish to further participate in my study - a follow up interview.

Thank you for your time and participation.

• Face-to-face semi-structured in-depth interview

Interview – international students – the University of Oxford

Personal details:

Name:
Gender:
Age/date of birth:
Address/correspondence (mail/email):
Place of birth:
Country of origin:
Level of education:
(none /did not complete primary school / completed primary education / did not complete secondary education / completed secondary education / further and higher education):

Gross annual household income (NZ$, £, €, other):

<table>
<thead>
<tr>
<th>$</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than £20,000</td>
<td>Less than £20,000</td>
</tr>
<tr>
<td>£20,000 - £40,000</td>
<td>£20,000 - £40,000</td>
</tr>
<tr>
<td>£40,000 - £60,000</td>
<td>£40,000 - £60,000</td>
</tr>
<tr>
<td>£60,000 - £80,000</td>
<td>£60,000 - £80,000</td>
</tr>
<tr>
<td>Over £80,000</td>
<td>Over £80,000</td>
</tr>
</tbody>
</table>

Languages spoken:
Ethnicity:
Sex. orientation:

Family in home country (ages: parents, spouse, children, grandchildren and other significant relatives) AGE + OCCUPATION + TRAVEL HISTORY + RELATIONSHIP (CLOSE…):

Family in third country (ages: parents, spouse, children, grandchildren and other significant relatives) AGE + OCCUPATION + TRAVEL HISTORY + RELATIONSHIP (CLOSE…):

Family in the UK (ages: parents, spouse, children, grandchildren and other significant relatives) AGE + OCCUPATION + TRAVEL HISTORY + RELATIONSHIP (CLOSE…):
MIGRATION HISTORY – TIME LINE
1. I would like to construct a timeline showing where and with who you lived and what was happening in your live at those times (study, work, travel).
2. What other significant events happened during each of these periods (children born, earthquake, scholarships)?
3. What part of this life line did you enjoy the most so far and why?
4. Would you change something?
5. Is there, any book or movie which perhaps motivated you for going abroad?

Other Personal details
6. Did anyone come with you to the UK, (parents, spouse....)?
7. What are your hobbies - what do you do in your free time?
8. Do you practice any religion (how much)?
9. How do you maintain contact with your home country – How often (friends and family)?

Home country
10. Which place / places do you call home?
11. What images come to you mind about your country / countries?
12. How would you describe / introduce your country?
13. Are you proud of being / to come from … How do you identify with your country?
14. What was the society like where you grew up: in terms of culture, class, and ethnicity?

Previous education
15. Which uni do/did you study in your home country?
16. What are your study results?
17. Favourite subjects?
18. Were there any international students at your Uni?
19. Did you make friends?

The United Kingdom
20. In the UK since? – For study / work / travel?
21. What image/images come to your mind when you think of UK?
22. What kind of attitude did you come to the UK with (open minded, forced parents, excited)?
23. What were your main reasons for leaving your home country/another country which you were living and coming to the UK?
24. What preparations had you made before you arrived? (found job/accommodation)
25. Was it easy to get everything ready for this move – describe the process of actually getting to the UK?
26. Did you receive any assistance with or advice about moving to UK prior to your departure? Who from? What kind?
27. How helpful was this?
28. What could have been done to improve this?
29. If you didn’t receive any advice or assistance – what would have been helpful?
30. How did you feel when you first arrived in the UK / leave home country?
31. Once in the UK, did you receive any help in finding your feet/settling in? From who? 
   What kind of help?
32. What ideas about the UK and Brits have you had before you arrived to the UK?
33. How did these change?
34. How is living in the UK compared with your expectations? (please rank on scale from 
   1-10)?
   | University | Study | Living conditions |
   | Culture    | People | Outdoors         |
   | Travel     | Security | Other?            |
35. Any comments?
36. Do you consider the UK somewhat unique?
37. What was the most memorable highlight of your experiences in the UK so far?
38. What was the biggest disappointment in your experiences in the UK so far?
39. Are there any similarities between the UK and your country?
40. What are the most obvious differences between the UK and your country?
41. Is there any other country you could compare to the UK to, or reminds you of the 
   UK?
42. What is your favourite dish in the UK?

**Education**
43. Study abroad – When did you first think about studying in the UK – circumstances?
44. Did you have any particular expectations about studying overseas, in the UK?
45. Was the UK your first choice of study?
46. Which other countries (other than the UK) did you realistically consider as a study 
   destinations?
47. Why did you choose UK?
48. Why did you choose this university?
49. What do you study and what is your thesis topic?
50. Why did you choose this subject?
51. *(Was this your own choice or someone’s’ else’s (parents) choice?)*
52. What do you hope your study would qualify you to do?
53. *(Would you have undertaken similar / the same study if you had stayed in your home 
   country or gone to another country?)*
54. What skills and knowledge of your own do you think might be interesting to your UK 
   university and to UK?
55. What did you like so far about your experience of studying in the UK/at your uni?
56. What did you dislike so far about your experience of studying in the UK/at your uni?
57. Have you taken part of some kind of Orientation day/week for international students 
   at your University?
58. How did you find this – what can be improved?
59. Do you use the facilities of the student support services/liason/mentors?
60. How did you get around getting to know your uni/campus and the city?
61. How could NZ universities maintain or attract more international students for their courses?

**Culture**
62. Have you experienced a culture shock here in the UK?
63. Was there anything that surprised you about the UK culture?
64. What aspects of the UK culture do you like and dislike – why?
65. What aspects of the UK culture will you take on, apply on yourself/use?
66. How multicultural do you find your university here in the UK (1-10)?
67. How multicultural do you find the UK (or regions of it 1-10)?
68. How would you rate your home university in terms of multicultural make up (1-10)?
69. How would you rate your home country in terms of multicultural make up (1-10)?

70. What benefits are there do you think for universities to have international students?
71. What would be the draw backs?

72. Still in terms of multiculturalism, are there some lessons to be learned from the UK’s way of handling it multicultural society or things to be improved here in the UK?
73. Do you know people from your country here or are you involved in your country’s Diaspora here, do you plan to be involved?
74. Did you join some social clubs at uni – in the UK?
75. Have you ever experienced hostility or racial discrimination in the UK? What kind of things? Frequently or rarely? How did you feel after this? How did this change your plans and ideas about the UK?

**Intercultural competence**

(please read this definition and rank yourself accordingly on the scale from 1-10)

*Definition:*
*Characteristics that an individual possesses which facilitate competent intercultural interaction.
Understanding and respect and empathy to people with different national, cultural, social, religious and ethnic origin.*

76. How would you rate yourself according to these definitions on the scale 1-10?
77. How would you rate the intercultural competences of your classmates: from the UK (1-10)? & others if applicable, for example, migrants, home society etc. (1-10)?
78. Teachers / academics? 1-10
79. Have you ever had racist tendencies, in what situation?

**Friendship**
80. How do you define friendship?
81. In general - how do you form friendships – how do you make friends?
82. How easy do you make friends – on scale (1-10)?
83. How approachable are you in this regards – when someone seeks your friendship (1-10)?
84. Do you have some friends from the UK, how many, how easy – difficult was this (1-10)?
85. Do you have other than friends the UK, how easy – difficult was this (1-10)?
86. Are you satisfied/dissatisfied with the number of friends here 1-10?

**Media**
87. Do you watch/listen to the UK media – TV, radio, movies, any favourite?
88. How often?
89. Have you visited a theatre or other cultural, sport events in the UK – what was it?
90. How about media from your home or other countries, what do you watch/listen to/read?
91. How often?

**Free time/leisure**
92. How do you spend your free time here in the UK?
93. Did you stop over somewhere on the way to the UK?
94. Have you done some travelling here in the UK – where did you go?
95. How often do you go for travel/outdoors in the UK?
96. Where would you like to go in the UK next?
97. What places would you like to visit outside the UK while you here or on the way home?
98. What resources do you use in order to get there (budgeted at home, depend how much you earn here)?
99. Do you like travelling in general?
100. Why?

**End**
101. Is there anything else you would like to add to this interview?
102. Is there anything you would like to ask me, any further question about the research?
- Twelve diary-type online questionnaires/1 longitudinal

Dear student,
Welcome and please start to fill out the on-line survey/Easy entry.
Please type in your name and your email address.

Q1. Have you taken IELTS or TOEFL test?
   Yes □
   No □

Q2. If you have taken a TOEFL or IELTS test, what is your most recent test score? (please type in the box)
   a. IELTS score (0-9)
   b. TOEFL paper and pencil test score (300-577)
   c. TOEFL computer test score (0-300)
   d. TOEFL internet based score (0-120)

Q3. How would you rate your English language ability in the following areas? (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means very bad, 0 means neither good, nor bad and 5 equals to very good).

<table>
<thead>
<tr>
<th></th>
<th>Very bad</th>
<th>Neither good, nor bad</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Overall</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q4. How would you rate your University's learning environment? (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means very bad, 0 means neither good, nor bad and 5 equals to very good).

<table>
<thead>
<tr>
<th></th>
<th>Very bad</th>
<th>Neither good, nor bad</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lectures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

https://carterbury.qualtrics.com/SE/?SID=SV_4Uyt49JiHXVoYSE&Preview=Survey... 27/11/2014
Q5. What places/what situations do you prefer to learn and how much do you like to learn them? (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means dislike very much, 0 means neither like or not like and 5 equals like very much).

<table>
<thead>
<tr>
<th>Dislike Very Much</th>
<th>Neither Like nor Dislike</th>
<th>Like Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

- a. at the library
- b. at home
- c. at the department
- d. alone
- e. student groups (self-organised)
- f. tutorials
- g. on-line
Q6. Knowledge - (definition): facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject. What knowledge did you bring with yourself to the Czech Republic? Please give as many examples as you wish.

Q7. Skill - (definition): the ability to do something well; skill expertise is practiced ability, facility in action or in doing or to do something. What skills did you bring with yourself to the Czech Republic?

Q8. How easy - difficult was it to share knowledge and skills with students? (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means difficult, 0 means neutral and 5 equals easy).

<table>
<thead>
<tr>
<th>Difficult</th>
<th>Neutral</th>
<th>Easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>-4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>-3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>-1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>-1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>-2</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>-3</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>-4</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>-5</td>
</tr>
</tbody>
</table>

a. Domestic students

b. International students

Q9. How important to the life of a university, do you think knowledge and skill circulation/transfer is between the following groups of people? (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means very unimportant, 0 means neither important or nor unimportant and 5 equals very important).

<table>
<thead>
<tr>
<th>Very Unimportant</th>
<th>Neither Important nor Unimportant</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>-4</td>
<td>-3</td>
<td>-2</td>
</tr>
<tr>
<td>-3</td>
<td>-2</td>
<td>-1</td>
</tr>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

a. International to international students

b. International to domestic students
Q10. Can you think of any obstacles that prevent knowledge and skills circulation/transfer among students and how can they be improved? (e.g. at your university or department)

Q11. Where do you see the benefits of knowledge and skills circulation/transfer?

Q12. Intercultural competencies: (definition): characteristics that an individual possesses which facilitate competent intercultural interaction. It also means understanding and respect and empathy to people with different national, cultural, social, religious and ethnic origin. How would you rate yourself and the following group of according to the definition of the intercultural competences? (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means bad, 0 means neither good or bad and 5 good).

<table>
<thead>
<tr>
<th></th>
<th>Bad</th>
<th>Neither Good nor Bad</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Myself</td>
<td>5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>b. Fellow international students</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>c. Fellow domestic students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Q13. How important do you think intercultural competences are in terms of knowledge and skills circulation/transfer? (Please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means very unimportant, 0 means neither important or unimportant and 5 equals very important).

Q14. How do you think a person can improve her/his intercultural competences?

Q15. Is there anything in place at your university that supports interaction between international and domestic students? If so, could you rate them? (Please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means dissatisfied 0 means neutral and 5 equals satisfied).
Q16. How do you think universities can improve the intercultural competences of their students and staff?

Q17. How would you rate your experience in the Czech Republic so far in the following categories? (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer, -5 means dissatisfied, 0 means neutral and 5 equals satisfied).

Q11. Please send me your favourite pictures on the themes:

- The Czech Republic as I imagined before I left my country
- The Czech Republic as I imagine/know it now

(Please avoid pictures which capture your face or other recognizable people. The pictures don't need to be taken by you). Send at least one picture for both themes, up to 3 pictures per theme). Please write your name when you emailing the photos/pictures and send them to: gabriel.welsh@pg.canterbury.ac.nz

If you wish to make a comment, suggestions or record a message, please type it into the box below.

Thank you for your time and participation.

Gabriel

---
Twelve diary-type online questionnaires/2 longitudinal

Dear student,
Welcome and please start to fill out the on-line survey/diary entry.

Please type in your name and your email address.

Q1. To what extent do the following statements apply to you? (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means totally not applicable, 5 means moderately applicable and 10 means completely applicable.)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Totally not applicable</th>
<th>Moderately applicable</th>
<th>Completely applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am a sort of person who likes low-context holidays.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I am a sort of person who takes initiatives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I am a sort of person who is nervous.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I am a sort of person who makes contacts easily.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I am a sort of person who is not easily hurt.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I am a sort of person who suffers from conflict with others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I am a sort of person who finds it difficult to make contacts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I am a sort of person who understands other people's feelings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I am a sort of person who keeps to the background.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I am a sort of person who is interested in other cultures.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

https://canterbury.qualtrics.com/SE/?SID=SV_2rteu0hQ6TGFl20&Preview=Surve... 27/11/2014
<table>
<thead>
<tr>
<th></th>
<th>Totally not applicable</th>
<th>Moderately applicable</th>
<th>Completely applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>I am a sort of person who avoids adventure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>I am a sort of person who changes easily from one activity to another.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>I am a sort of person who is fascinated by other people’s opinions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>I am a sort of person who tries to understand other people’s behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>I am a sort of person who is afraid to fail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>I am a sort of person who avoids surprises.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>I am a sort of person who takes other people’s habits into consideration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>I am a sort of person who is inclined to speak out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>I am a sort of person who likes to work on her/his own.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>I am a sort of person who is looking for new ways to attain her/his goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>I am a sort of person who dislikes traveling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>I am a sort of person who wants to know exactly what will happen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Totally/not applicable</td>
<td>Moderately applicable</td>
<td>Completely applicable</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>23. I am a sort of person who keeps calm in bad times.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. I am a sort of person who leaves the initiative to others to make contacts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. I am a sort of person who takes the lead.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. I am a sort of person who is a slow starter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. I am a sort of person who is cute.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. I am a sort of person who takes it for granted that things will turn out right.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. I am a sort of person who is always busy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. I am a sort of person who is easy-going among groups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. I am a sort of person who finds it hard to empathize with others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. I am a sort of person who functions best in a familiar setting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. I am a sort of person who remains calm.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. I am a sort of person who easily approaches other people.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. I am a sort of person who finds other religions easily.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Rating Options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. I am a sort of person who considers problems solvable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. I am a sort of person who works most according to a strict scheme.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. I am a sort of person who is timid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. I am a sort of person who knows how to act in social settings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. I am a sort of person who likes to speak in public</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. I am a sort of person who tends to wait and see</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. I am a sort of person who feels uncomfortable in a different culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. I am a sort of person who works according to plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. I am a sort of person who is under pressure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. I am a sort of person who sympathizes with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. I am a sort of person who has problems assessing relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. I am a sort of person who likes action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. I am a sort of person who is often the driving force behind things.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. I am a sort of person who leaves things as they are.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50. I am a sort of person who likes routines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. I am a sort of person who is attentive to facial expressions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. I am a sort of person who can put setbacks into perspective.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53. I am a sort of person who is sensitive to criticism.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54. I am a sort of person who trials out various approaches.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55. I am a sort of person who has ups and downs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56. I am a sort of person who has fixed habits.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57. I am a sort of person who forgets setbacks easily.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58. I am a sort of person who is intrigued by differences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59. I am a sort of person who starts a new life easily.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60. I am a sort of person who asks personal questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61. I am a sort of person who enjoys other people's stories.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>I am a sort of person who gets involved in other cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>I am a sort of person who remembers what other people have said</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>I am a sort of person who is able to voice other people's thoughts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>I am a sort of person who is self-confident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>I am a sort of person who has a feeling of what is appropriate in a specific culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>I am a sort of person who gets upset easily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>I am a sort of person who is a good listener</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>I am a sort of person who works</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>I am a sort of person who notices if someone is in trouble</td>
<td></td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>I am a sort of person who has an insight into human nature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>I am a sort of person who is not too lonely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>I am a sort of person who seeks contact with people from a different background</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Totally not applicable</td>
<td>Moderately applicable</td>
<td>Completely applicable</td>
</tr>
<tr>
<td>---</td>
<td>------------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>74</td>
<td>I am a sort of person who has a broad range of interests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>I am a sort of person who is insecure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>I am a sort of person who has a solution for every problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>I am a sort of person who puts her/his culture into perspective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>I am a sort of person who is open to new ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>I am a sort of person who is fascinated by new technological developments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>I am a sort of person who senses when others get irritated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>I am a sort of person who likes to imagine solutions for the problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>I am a sort of person who sets others at ease.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>83</td>
<td>I am a sort of person who works according to strict rules.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>84</td>
<td>I am a sort of person who is a trendsetter in societal development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>I am a sort of person who has a need for a change.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>86</td>
<td>I am a sort of person who pays</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Q2.** In relation to your interaction with people from the SAME CULTURAL GROUP, please indicate your degree of agreement with the following statements (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means you strongly disagree with the statement, 10 means you strongly agree with the statement and place the cursor on 5 if you are uncertain).

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Uncertain</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

1. If I see someone who I would like to meet, I go to that person instead of waiting for her or him to come to me (same cultural group).

2. When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily (same cultural group).

3. It is difficult for me to make new friends (same cultural group).

4. I do not handle myself well in social gatherings (same cultural group).
<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Uncertain</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. I find it difficult to hold a conversation with most people (same cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I am confident of my language skills (same cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I am usually quiet and passive in social situations (same cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I have common topics for conversation with people (same cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I have common interests with people (same cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I enjoy activities that most people enjoy (same cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. It is difficult for me to express a different opinion (same cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I feel comfortable requesting information (same cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I have difficulties getting a date when I want one (same cultural group).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q3. In relation to your interaction with people from the DIFFERENT CULTURAL GROUPS, please indicate your degree of agreement with the following statement (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means you strongly disagree with the statement, 10 means you strongly agree with the statement and place the cursor on 5 if you are uncertain.)

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Uncertain</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If I see someone I would like to meet, I go to that person instead of waiting for her or him to come to me (different cultural group).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

https://canterbury.qualtrics.com/SE/?SID=SV_2rmm0bhQ6TG10&Preview=Survey... 27/11/2014
<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Uncertain</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. It is difficult for me to make new friends (different cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I do not handle myself well in social gatherings (different cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I find it difficult to hold a conversation with most people (different cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I am confident in my language skills (different cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I am usually quiet and passive in social situations (different cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I have common topics for conversation with people (different cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I have common interests with people (different cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I enjoy activities that most people enjoy (different cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. It is difficult for me to express a different opinion (different cultural group).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I feel comfortable requesting information (different cultural group).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

https://canterbury.qualtrics.com/SE/?SID=SV_2rtna06hQ6TGf10&Preview=Surve... 27/11/2014
<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Uncertain</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Q11: I have difficulties getting a date when I want one (different cultural group).

Thank you for your time and participation!
Dear student,
Welcome and please start to fill out the online survey/diary entry.
Please type in your name and your email address.

What did you compromise or/and sacrifice in order to go abroad to study?

Is there anything you regret, because of your time spent abroad?

Did your move abroad have an element of risk or did you feel uncertain about some aspects of your decision to study abroad?

Was there any luck or a mix of coincidental events involved do you think, which might have contributed to your choice to study abroad? (e.g. received a visa within a short period of time, unexpected admission or/and scholarship, partner relocating at the same time, partner from the country of study destination etc.)

Have you felt homesick since arriving in the Czech Republic?

- Yes. Please explain, what were the circumstances and how did you deal with the situation? Please type in your answer
- No
How well have you adapted to life in the Czech Republic? (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means very bad, 0 means neither good nor bad and 5 equals to very good).

<table>
<thead>
<tr>
<th>Very bad</th>
<th>Neither good nor bad</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Adaptation to life in the Czech Republic

What would help you to adapt better to life in Czech Republic?

How well are you integrated into the society in the Czech Republic? By society I mean people you interact or want to interact with - classmates, local community etc. (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means very bad, 0 means neither good nor bad and 5 equals to very good).

<table>
<thead>
<tr>
<th>Very bad</th>
<th>Neither good nor bad</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Integration to society in the Czech Republic

What would enhance your integration to the society in the Czech Republic?

What ethnic or social group or type of people would you like to get to know better in the Czech Republic and why?
What are the obstacles that have prevented you so far from interacting with or better getting to know the people you mentioned in your previous answer?

Intercultural competences - (definition): characteristics that an individual possesses which facilitate competent intercultural interaction. It also means understanding and respect for and empathy with people with different national, cultural, social, religious and ethnic origin. How would you rate yourself and the following groups according to the definition of the intercultural competences? (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means bad. 0 means neither good or bad and 5 good).

<table>
<thead>
<tr>
<th></th>
<th>Bad</th>
<th>Neither Good nor Bad</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Myself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Fellow international students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Fellow domestic students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Academia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Czech people in general</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Others (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How could your intercultural competencies be improved?

Skill - (definition): the ability to do something well. Skill expertise is practiced ability, facility in action or in doing or to do something. What skills have you acquired in the Czech Republic and from whom?

What skills have you shared or passed on while in the Czech Republic and to whom?

Knowledge - (definition): facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject. What knowledge did you gain in the Czech Republic and from whom?

What knowledge have you passed on while in the Czech Republic and to whom?

Have you experienced any obstacles in knowledge and skills transfer and what were they?

If you experienced obstacles in knowledge and skills transfer, how could they be overcome?

Did you engage in a joint research, publication, work project or the equivalent of any of those and with whom?

What have you learned from people in general while in the Czech Republic? by people I mean anybody - could be your classmate, professor, neighbour etc.

What benefits are there do you think for students (domestic and international) in having international students at their universities / having them as classmates?

What would be the draw backs for students (domestic and international) of having international students at their universities?

Please send me your pictures on the themes:

a. Czech architecture - the most common / typical.

b. Czech architecture - your favourite.

(The pictures could be of houses, office blocks, churches etc., please avoid pictures which capture your face or other recognizable people. The pictures don’t need to be taken by you. Send at least one picture for both themes, up to 3 pictures per theme). Please include your name and the name of your university when you emailing the photos/pictures and send them to: gabriel.wells@cg.canterbury.ac.nz

If you wish to make a comment, suggestions or record a message, please type it into the box below.

Thank you for your time and participation.

Gabriel
Twelve diary-type online questionnaires/4 longitudinal

Default Question Block

Please type in your name and your email address:

What do you think a culture is?

How multicultural is your home country and your host country (the Czech Republic)? Please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer: 0 means not at all, 5 means medium and 10 equals a lot.

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Medium</th>
<th>A Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Multiculturalism in your home country

Multiculturalism in your host country (the Czech Rep.)

Please describe your home country's culture(s).

What do you like and not like in your home country in terms of culture?

Like (in terms of culture - please type in your answer)

Don't like (in terms of culture - please type in your answer)

How did your perception of your home country change because of your experience living abroad?

What culture(s) do you consider yours?
(culture defined as: the ideas, custom and social behaviour of a particular people or society)

Identify - how do you see yourself and how strong are your feelings?
I see myself as / a part of:
(please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer.
0 means weak, 6 means neither weak nor strong and 10 equals to strong).

<table>
<thead>
<tr>
<th>Weak</th>
<th>Neither weak nor strong</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Local community (village, city, region within your home country ...)

Minority group (if applicable) - within your own country (e.g. Catalan in Spain, Colombian in the USA, Welsh in the UK etc.)

National citizen

Supranational citizen (e.g. European, Pacific, African ...)

Cosmopolitan

Other (please specify - type in your answer)

How representative are you of your country or culture(s)?

Please describe your host country's culture(s) - the Czech Republic.

What do you like and not like in your host country (the Czech Republic) in terms of culture(s)?

Has something inspired you from your host country/host cultures - the Czech Republic?

Has anything made you uncomfortable in your host country - the Czech Republic?

What kind of stereotypes are there in your host country - in the Czech Republic?

What stereotypes did you hear about your own culture/country since being in your host country?

What could your home country and the Czech Rep. teach the rest of the world?

Please send me pictures of what expresses and/or represents, in terms of culture:
a. your home country,
b. your host country (the Czech Republic).
(Please avoid pictures which capture your face or other recognizable people. The pictures don't need to be taken by you. Send at least one picture for both themes, up to 3 pictures per theme). Please include your name and your email address when you emailing the pictures and send them to: gabriel.weihl@pc.canterbury.ac.nz

Thank you for your comment, suggestions or record a message, please type it into the box below.

Gabriel

Twelve diary-type online questionnaires/5 longitudinal

Default Question Block

Please type in your name and your email address:


Has your intercultural competence do you think improved because of your study abroad? (Intercultural competence defined as: characteristics that an individual possesses which facilitate competent intercultural interaction. It also means understanding and respect for and empathy with people with different national, cultural, social, religious and ethnic origin).

☐ Yes (please specify - type in your answer)

☐ No (please specify - type in your answer)

☐ I don’t know (please specify - type in your answer)

What is your weak spot in terms of intercultural competence (please see definition above) and how could it be improved?

☐ Weak spot - intercultural competence (please type in your answer)

☐ Improvement - intercultural competence (please type in your answer)

What is the benefit of having intercultural competencies, as a student and as a future employee?

☐ As a student (please type in your answer)

☐ As a future employee (please type in your answer)

Have you ever experienced any faux pas (definition: an embarrassing or tactless act or remark in a social situation), or any misunderstanding involving different culture?

What do you think is the best way to eliminate people’s prejudices towards other people in terms of different cultures?
As a student from abroad, what is the best way to integrate into your host society (the Czech Republic)?

What is the best way to interact with other students?

What approach do you take personally?

What were / are the challenges of interacting and integrating into your host society (the Czech Republic)?

Why do you think some students (international / domestic) are not interested in interacting with international students?

What do you think people (and/or yourself) are afraid of when it comes to intercultural communication?

How do you introduce (and/or promote) your home country to your fellow students?

What do your fellow students most frequently ask you about your home country?

What should others know about the place you come from?

What would you like to find out about your host country/culture?

How would you go about it?

What way do you think, places you live or have been to, have shaped you?

How do you integrate them into your values and cultural practices (experiences from the places you lived or have been to)?

Have you grown as a person while away?

☐ Yes (please specify - type in your answer)

☐ Maybe (please specify - type in your answer)

☐ No (please specify - type in your answer)

If you wish to make a comment, suggestions or record a message, please type it into the box below.

Thank you for your time and participation.
Gabriel

Twelve diary-type online questionnaires/6 longitudinal

Default Question Block

Please type in your name and your email address:

What is the role of international student mobility in society?

How much do you feel obliged to represent your home country when you are studying abroad? (Please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all, 5 means medium and 10 equals to very strongly):

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Medium</th>
<th>Very strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Obligation of representing your home country

What benefit (if at all) do international students provide to their home country, host country and global society? Please tick the boxes if you think international students represent a benefit in the academic, economic, political, socio-cultural or other area.

<table>
<thead>
<tr>
<th>Academic (please type in your answer)</th>
<th>Home country</th>
<th>Host country</th>
<th>Global society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic (please type in your answer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political (please type in your answer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socio-cultural (please type in your answer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify - type in your answer)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Should universities teach intercultural communication for domestic and foreign students?

- Yes (please specify - type in your answer)
- Maybe (please specify - type in your answer)

Qualtrics Survey Software

How should such training look?

Would you participate in intercultural training run by your university?
- Yes
- Maybe
- No

Do you think study abroad should be a compulsory part of a university degree?
- Yes (please specify - type in your answer)
- Maybe (please specify - type in your answer)
- No (please specify - type in your answer)

If students do not have the resources or don’t want to go abroad for study, how could they gain international and intercultural experience?

How useful can be the following groups of people, in terms of international and intercultural experience, to students who will not study abroad? (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer: 0 means not useful at all, 5 means medium and 10 equals to extremely useful).

<table>
<thead>
<tr>
<th>Not useful at all</th>
<th>Medium</th>
<th>Extremely useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

| Student mentors or buddies | Academic staff | Other (please specify - type in your answer) |

Are you familiar with the term "Internationalization at home" (IAH)?
- Yes (please type in your understanding of IAH)
- No

Internationalization at home (IAH) concerns all students and employees of a university; its goal is to give an international perspective regarding knowledge, skills and ways to relate to professional issues. It also strives to give the students the competence in an international and ever changing environment, to evolve their intercultural competence to be ready for the multicultural society. It strives to gain the international competence in the home country, students can benefit from the experiences of foreign citizens or people that resided in other countries, for example international students.

What international parts of your study/programme have you encountered in your education at your university?
- Home university (please type in your answer)
- Host university (please type in your answer)

According to the concept of IAH, how comfortable are you with your "role" of an international and intercultural "agent" for domestic students?
(please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not comfortable at all, 3 means medium and 10 equals to very comfortable).

<table>
<thead>
<tr>
<th>Not at all comfortable</th>
<th>Medium</th>
<th>Very comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

International and Interculture agent

How would you organize an international and intercultural part of your programme?

What national / ethnic / cultural group(s) do you miss from your university abroad?

Did you motivate and/or persuade a friend, family member or someone to study abroad?

Please send me pictures of what expresses and/or represents your university abroad.

- International
- Intercultural

(Please avoid pictures which capture your face or other recognizable people. The pictures don't need to be taken by you. Send at least one picture for each theme, up to 3 pictures per theme. Please include your name and your email address when you emailing the pictures and send them to: gabriel.wolff@equ.curtin.edu.au)

If you wish to make a comment, suggestion or record a message, please type it into the box below.

Thank you for your time and participation.

Gabriel
Twelve diary-type online questionnaires/7 longitudinal

Default Question Block

Please type in your name and your email address:

How do you think globalisation (the flow of technology, knowledge, economy, ideas, people and values) affects a culture?

How do you think a culture responds to globalisation?

How does globalisation affect you?

Do you feel like part of a global society while on your study abroad?

- Yes, (in what regard - please type in your answer)
- No, (in what regard - please type in your answer)
- Yes and No, (in what regard - please type in your answer)

How important is it to have a feeling of connectivity and contemporary relevance to the rest of the world in your chosen host country (in the Czech Republic)? (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all important, 10 means neither important nor unimportant and 10 equals to extremely important).

Importance of the feeling of connectivity and relevance to the rest of the world:

Net at all important  Neither Important nor Unimportant  Extremly Important

0 1 2 3 4 5 6 7 8 9 10

What are the obstacles to the feeling of connectivity and contemporary relevance to the rest of the world in your host country (in the Czech Republic)?

How important is international communication (e.g. Skype, chat, email, phone etc.) while on study abroad? (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer, 0 means not at all important, 5 means neither important nor unimportant and 10 equals to extremely important).

Think of your study abroad, the place where you are based (the Czech Republic), what distinctively local character does it have and what global signs does it show?

- [ ] Local character (please type in your answer)
- [ ] Global sign (please type in your answer)

What did you learn abroad that you might not have at home?

How locally and globally applicable are your experiences from abroad?

- [ ] Globally applicable (please type in your answer)
- [ ] Locally applicable (please type in your answer)

What is the outcome of the interaction of local and global?

Is the outcome of the interaction of local and global greater than the sum of the two?

- [ ] Yes (please specify - type in your answer)

How is living in your host country (the Czech Republic) and at the same time by proxy (via Skype, email, media etc) still living in your home country?

What are the advantages and disadvantages of living such life? - life as mentioned in the question above.

In the globalised world, why do we still have national stereotypes and do you think they have any relevance?

Has your study abroad contributed to the construction (re-enforcement) of positive / negative stereotypes?

How do you promote and/or introduce your host country/culture to your family and friends back at home?

Have you introduced (will you) at home some food from your host country and vice versa?

How do you perceive globalisation (flow of technology, knowledge, economy, ideas, people and values)?

Negatively please explain: type in your answer.

Both positively and negatively (please explain - type in your answer).

If you wish to make a comment, suggestions or record a message, please type it into the box below.

Thank you for your time and participation.

Gabriel

Twelve diary-type online questionnaires/8 longitudinal

Default Question Block

Please type in your name and your email address:

What do your parents and friends think about your study abroad?

Please describe your feelings when you left home.

Apart from family, friends and food, what do you miss from home or your study abroad?

While abroad on your studies, how do you feel and how much do you feel as a:
(please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all, 5 means medium and 10 equals to a lot):

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Medium</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>International student</td>
<td>0</td>
<td>1-5</td>
<td>6-10</td>
</tr>
<tr>
<td>Tourist</td>
<td>0</td>
<td>1-5</td>
<td>6-10</td>
</tr>
<tr>
<td>Migrant</td>
<td>0</td>
<td>1-5</td>
<td>6-10</td>
</tr>
<tr>
<td>Migrant worker</td>
<td>0</td>
<td>1-5</td>
<td>6-10</td>
</tr>
<tr>
<td>Immigrant</td>
<td>0</td>
<td>1-5</td>
<td>6-10</td>
</tr>
<tr>
<td>Permanent resident of your host country (e.g. Czech Republic)</td>
<td>0</td>
<td>1-5</td>
<td>6-10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Citizen of your host country (Czech Republic)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmopolitan</td>
<td></td>
</tr>
<tr>
<td>Other (please specify - type in the answer)</td>
<td></td>
</tr>
</tbody>
</table>

In future, for what reason(s) would you like to go abroad and what would be the ideal length of your stay there? (multiple answers possible - please tick your answer)

- [ ] Work (please type in the length of your stay)
- [ ] Study (please type in the length of your stay)
- [ ] Internship (please type in the length of your stay)
- [ ] Travel/tourism (please type in the length of your stay)
- [ ] Volunteering (please type in the length of your stay)
- [ ] Other (please specify and type in the length of your stay)

What would be your favourite location(s)? (multiple answers are possible)

- [ ] Africa (please type in your preferred country(ies))
- [ ] Americas (please type in your preferred country(ies))
- [ ] Asia (please type in your preferred country(ies))
- [ ] Europe (please type in your preferred country(ies))
- [ ] Middle East (please type in your preferred country(ies))
- [ ] Oceania: Australia, New Zealand and the Pacific (please type in your preferred country(ies))

What place(s) would you never go and why?

---

In the future, if you lived abroad, what would be the ideal distance from home?
- 1 - 3 hours by car
- 3 - 6 hours by car
- 6 - 12 hours by car
- 1 - 3 hours by plane
- 3 - 6 hours by plane
- 6 and more hours by plane

What drives you (pushes you) to go abroad in general?

What draws you (pulls you) to go abroad in general?

What keeps you at home?

How much mobility would you like in your future job / study?
- A couple of times per week
- Once a week
- A couple of times per month
- Once a month
- A couple of times over 6 months
- Once in 6 months
- A couple of times per year
- Once a year

In regards to the previous question, would you like your mobile lifestyle to include travels:
- Abroad
- Within my home country
- Both, abroad and within my home country

What would be the advantages of a mobile lifestyle?

What would be the disadvantages of a mobile lifestyle?
If you are in a relationship, how do you negotiate your mobility/your study abroad?

What do you and how much do you perceive mobility/mobile lifestyle as:
(please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all, 5 means medium and 10 equals a lot).

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Medium</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Asset (please specify - type in your answer)
- Social status (please specify - type in your answer)
- Problem (please specify - type in your answer)
- Fun (please specify - type in your answer)
- Invaluable reality (please specify - type in your answer)
- Wish/dream (please specify - type in your answer)
- Other (please specify - type in your answer)

Please send me pictures of what expresses and/or represents to you:

a. mobility
b. immobility

(Please avoid pictures which capture your face or other recognizable people. The pictures don't need to be taken by you). Send at least one picture for both themes, up to 3 pictures per theme. Please include your name and your email address when you emailing the pictures and send them to: gabriel.webb@pg.canterbury.ac.nz

If you wish to make a comment, suggestions or record a message, please type it into the box below.

Thank you for your time and participation.

Gabriel
Twelve diary-type online questionnaires/9 longitudinal

Default Question Block

Please type in your name and your email address:

Are you interested in learning a foreign language, why?
- Yes (please specify why - type in your answer)
- No (please specify why - type in your answer)

What do you think is the ideal study abroad period and why?
- 1-3 months (please specify why - type in your answer)
- 3-6 months (please specify why - type in your answer)
- 6-9 months (please specify why - type in your answer)
- 9-12 months (please specify why - type in your answer)
- 1-3 years (please specify why - type in your answer)
- 3-5 years (please specify why - type in your answer)
- More than 5 years (please specify why - type in your answer)

How does study abroad prepare you for the future?

How do you hope to capitalize on your mobility, educational and personal experiences following your study abroad?

Do you think that your time spent abroad studying enhances your employment chances in the future and how?
- Yes (please specify how - type in your answer)
How are you going to search for a job, what is your strategy?

How helpful are the networks/connections with the following groups of people to your future job? (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all helpful, 5 means medium and 10 equals to extremely helpful).

<table>
<thead>
<tr>
<th></th>
<th>Not at all helpful</th>
<th>Medium</th>
<th>Extremely helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

- Friendships with students
- Acquaintances with students
- Connections with your supervisors
- Connections with other academics
- Connections with people from the future employer
- Family and friends
- Networks via publishing and presenting at conferences etc.
- Alumni
- Other (please specify - type in your answer)

Do you network (and exchange ideas) with your fellow students regularly and why?

- Yes (please specify why - type in your answer)

Are you encouraged to network by your host university - Charles University?
- Yes (please specify - type in your answer)
- No (please specify - type in your answer)

What advice can you give to other students in regards to networking?

What are the obstacles to networking (and the exchange of ideas)?

Should study abroad be acknowledged as an advantage by employers when searching for a job and why?
- Yes (please specify why - type in your answer)
- No (please specify why - type in your answer)

Do you think that study abroad contributes to further interest in seeking international employment and why?
- Yes (please specify why - type in your answer)
- No (please specify why - type in your answer)

In the quest for jobs, how competitive to you are the individuals with the following qualities?
(please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all competitive, 5 means medium and 10 equals to extremely competitive).

<table>
<thead>
<tr>
<th>Quality</th>
<th>Not at all competitive</th>
<th>Medium</th>
<th>Extremely competitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language skills</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Local employment history</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International employment history</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>International study experience</td>
<td></td>
</tr>
<tr>
<td>International volunteering</td>
<td></td>
</tr>
<tr>
<td>International internship</td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td></td>
</tr>
<tr>
<td>World-class university education</td>
<td></td>
</tr>
<tr>
<td>An older individual</td>
<td></td>
</tr>
<tr>
<td>A younger individual</td>
<td></td>
</tr>
<tr>
<td>Racial difference</td>
<td></td>
</tr>
<tr>
<td>Social class difference</td>
<td></td>
</tr>
<tr>
<td>Better qualified for the job</td>
<td></td>
</tr>
<tr>
<td>Willingness to move or have a mobile lifestyle</td>
<td></td>
</tr>
<tr>
<td>Other (please specify - type in your answer)</td>
<td></td>
</tr>
</tbody>
</table>

Should an international internship be a compulsory part of a university degree?

- [ ] Yes, (please specify why - type in your answer)
- [ ] No, (please specify why - type in your answer)

How can an international internship be made attractive to students and to the companies or institutions involved?

---

What are your highest aspirations in terms of professional and personal life?

☐ Highest aspirations in professional life (please type in your answer)

☐ Highest aspirations in personal life (please type in your answer)

If you wish to make a comment, suggestions or record a message, please type it into the box below.

Thank you for your time and participation.

Gabriel
Dear Student,
Welcome and please start to fill out this on-line survey - please note that all the questions are compulsory, so in order to finish this survey you will have to record an answer to each question. Therefore if you feel like you really don't know how to answer an open ended question, please type in "I don't know at the moment."

Thank you.

Please type in your name, host university and your email address, thank you.

Q1. To what degree have the following groups of people or institution contributed to the development of your intercultural competencies?
And in what way have they contributed to your intercultural competencies?
(Please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means not at all, 0 means medium and 5 equals to a lot).

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Medium</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family - in what way has it contributed to your intercultural competencies?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friends - in what way have they contributed to your intercultural competencies?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Neighbourhood - in what way has it contributed to your intercultural competencies?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary school - in what way has it contributed to your intercultural competencies?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University in your home country - in what way has it contributed to your intercultural competencies?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University abroad - in what way has it contributed to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Q2. What cultural practices, values or norms of your home country or culture have potential to clash with those of other cultures or be possibly discriminatory against people of certain social, ethnic, religious background, gender or sexual orientation?

<table>
<thead>
<tr>
<th>Your intercultural competencies?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traveling - in what way has it contributed to your intercultural competencies?</td>
</tr>
<tr>
<td>Holidays - in what way have they contributed to your intercultural competencies?</td>
</tr>
<tr>
<td>Living abroad - in what way has it contributed to your intercultural competencies?</td>
</tr>
<tr>
<td>Working environment - in what way has it contributed to your intercultural competencies?</td>
</tr>
<tr>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

Q3. What do you find challenging or challenging to understand in terms of cultural practices, norms or values in your host country (Czech Republic)?
(Please tick as many as apply).

- Social structure - class (please specify or give an example)
- Nationalism (please specify or give an example)
- Ethnic minorities (please specify or give an example)
- The role of the gender in the society (please specify or give an example)
- Respect to LGBTQ people (please specify or give an example) - LGBTQ stands for Lesbian, Gay, Bisexual, Transgender,
Q4. Have your intercultural competence do you think improved, because of your study abroad?
Intercultural competence defined as: characteristics that an individual possesses which facilitate competent intercultural interaction. It also means understanding and respect and empathy with people of different national, cultural, social, religious and ethnic origin.

☐ Yes (please feel free to specify)

☐ No (please feel free to specify)

☐ I don't know (please feel free to specify)

Q5. How would you rate the intercultural competencies of yourself and of the following groups of people – according to the definition below? Intercultural competence defined as: characteristics that an individual possesses which facilitate competent intercultural interaction. It also means understanding and respect and empathy with people of different national, cultural, social, religious and ethnic origin. (Please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means bad, 0 means neither good nor bad and 5 equals to good).

<table>
<thead>
<tr>
<th></th>
<th>Bad</th>
<th>Neither Good nor Bad</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td></td>
<td>-2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>a. Myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Fellow international students</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>c. Fellow domestic students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Academics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Coaches in general</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Others (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q6. What do you find challenging in terms of intercultural competence or intercultural communication?

Q7. Can you describe a situation in which YOU found it difficult to be interculturally competent, meaning competent in intercultural interaction, or where it was difficult FOR YOU to be understanding, respectful or empathetic with people of different national, cultural, social, religious or ethnic origin, gender or sexual orientation?

Q8. Can you describe a situation in which SOMEONE ELSE found it difficult to be interculturally competent towards YOU, meaning being incompetent in intercultural interaction with YOU, or lacked understanding, respect or empathy with YOU?

Q9. How well have you adapted to life in the Czech Republic? And how well have you integrated into the society in the Czech Republic?
(Please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means very bad, 0 means neither good nor bad and 5 equals to very good).

<table>
<thead>
<tr>
<th>Very bad</th>
<th>Neither good nor bad</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Adaptation to life in the Czech Republic
Integration into Czech society

Q10. What challenged you in terms of adaptation to life in the Czech Republic and in terms of integration to Czech society?

Q11. What aspects of your host / Czech society do you identify with and which do you reject?
Please specify by typing in your answer.

- Identify with aspects of your host / Czech society (please type in your answer)

- Reject the aspects of the host / Czech society (please type in your answer)
Q12. Have you ever experienced hostility or racial or other discrimination in the Czech Republic?

Q13. What is the best way to acquire / develop, improve and maintain intercultural competencies?
- [ ] Acquire / develop intercultural competencies (please type in your answer)
- [ ] Improve intercultural competencies (please type in your answer)
- [ ] Maintain intercultural competence (please type in your answer)

Q14. What could trigger people's interest in developing their intercultural competencies?

Q15. What could trigger a person's curiosity in and involvement with people of different national, cultural, social, religious or ethnic origin, gender or sexual orientation.

Q16. The definition of Intercultural Competence (IC) provided in this survey contains two parts:
a. IC1 - characteristics that an individual possesses which facilitate competent intercultural interaction.
b. IC2 - understanding and respect and empathy with people of different national, cultural, social, religious and ethnic origin.

The second part of this definition (IC2) stresses upon empathy which can be defined as; the ability to understand and share the feelings of others. An empathetic person is able to step into someone else's shoes. Empathy should not be confused with sympathy, which means feeling of pity and sorrow with someone else's misfortune.

(Please answer each question below, thank you)
- [ ] 1. How does one become an empathetic person? (please type in your answer).
- [ ] 2. What motivates you to be empathetic? (please type in your answer).
- [ ] 3. How could the empathy become a constant feature of a person's character? (please type in your answer).
- [ ] 4. What are your emotions and intentions when you encounter a person of different national, cultural, social, religious or ethnic origin? (please type in your answer).

5. How are these emotions and intenotions different to those you would experience with your fellow citizen or a friend? (please type in your answer).

6. How meaningful are to you interactions with people of different national, cultural, social, religious and ethnic origin? (please type in your answer).

7. What likeness or closeness with your host / Czech society have you discovered? (please type in your answer).

Q17. What effect on your identity do you think your ability to relate, understand, respect and empathise with people of different national, cultural, social, religious or ethnic origin have?

Q18. Identity - how do you see yourself and how strong are your feelings?

<table>
<thead>
<tr>
<th>Weak</th>
<th>Neither weak nor strong</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

a. Local community (village, city, region within your home country...)

b. Minority group (if applicable): within your own country e.g. Catalan in Spain, Colombian in the USA, Welsh in the UK etc.

c. National citizen

d. Supranational citizen (e.g. European, Pacific, African...)

e. Cosmopolitan

f. Other (please specify your answer)

Q19. In what situation do you feel the most as:

- Member of your local community (please type in your answer)
Q20. How familiar are you with Czech culture in terms of?
(Please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 not at all familiar, 10 means medium and 10 equals to familiar a lot).

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Medium</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

- a. Music
- b. TV / Cinema
- c. Sport
- d. Cuisine / food
- e. Other (please specify)

Q21. Could you name some of the bands, songs, TV serials, movies, soot clubs, cuisine or something else which represents Czech culture and you are fond of?

If you wish to make a comment, suggestion or record a message, please type it into the box below.
Thank you for your time and participation.

Gabriel

Block 1
Dear Student,
Welcome and please start to fill out this on-line survey - please note that all the questions are compulsory, so in order to finish this survey you will have to record an answer to each question. Therefore if you feel like you really don't know how to answer an open ended question, please type in "I don't know at the moment."
Thank you.

Please type in your name, host university and your email address, thank you.

Q1. Globalization can be defined as a flow of technology, knowledge, economy, ideas, people and values, to which countries can respond with the internationalisation of, for example, higher education. Internationalisation of higher education / universities can be defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of an institution.
What should be the outcome of the internationalisation of universities?

Q2. How do you perceive the internationalisation at your university?

Q3. How could international students enhance the process of the internationalisation of universities?

Q4. How much weight does your university place on different teaching / learning styles or perceptions of various cultural traditions?

Q5. What should be prioritized in the ideal matrix of a university?
(Notes: in terms of la multi-cultural background of students, the ratio of international vs. domestic students, social background of its students - social class or some other criteria that you think should be prioritized)

Q6. How do you perceive international students in the context of globalization?
☐ Positive (please specify why)
☐ Negative (please specify why)
☐ Both, positive and negative (please specify why)

Q7. What is the role of university rankings in the global context and in the process of internationalisation?

☐

Q8. How does university ranking matter to you?

☐

Q9. How important was university ranking in choosing your university as a place to study?
(please type in the name of the university(ies) you studied at or study at the moment and then click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all important, 5 means neither important nor unimportant and 10 equals extremely important).

<table>
<thead>
<tr>
<th>University ranking</th>
<th>Not at all important</th>
<th>Neither important nor unimportant</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. University ranking</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. University ranking</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. University ranking</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. University ranking</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. University ranking</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

https://canterbury.qualtrics.com/ControlPanel/Ajax.php?action=GetSurveyPrintPreview...
27/11/2014
Q10. Which ranking system(s) did you consult when choosing your study destination?

Q11. How could the ranking system you consulted improve or what other information would you welcome?

Q12. A. How important is university ranking to you from the social class point of view?
B. How important is university ranking to you from the point of view of future employment?
C. How important is study abroad to you from the social class point of view?
D. How important is study abroad to you from the point of view of future employment?

(Please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all important, 5 means neither important nor unimportant and 10 equals to extremely important.)

<table>
<thead>
<tr>
<th></th>
<th>Not at all important</th>
<th>Neither important nor unimportant</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. How important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is the university</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ranking to you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from the social</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>class point of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>view? (please</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>type in a comment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>if you wish so).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. How important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is the university</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ranking to you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from the point of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>view of future</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(please type in a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>comment if you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wish so).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. How important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is the study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>abroad to you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from the social</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>class point of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>view? (please</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>type in a comment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>if you wish so).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. How important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is the study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>abroad to you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from the point of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>view of future</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(please type in a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>comment if you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wish so).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q13. How could your university(ies) improve their websites?
(In general terms or in terms of information for international students, study courses etc.).

Q14. How would you rate your host university’s learning environment?
Please indicate if you wish how could your university improve in the particular fields of your rating by typing your answer.
(Please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means very bad, 0 means neither good, nor bad and 5 equals to very good).

<table>
<thead>
<tr>
<th>Very bad</th>
<th>neither good nor bad</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

- a. Lectures (how could your university improve its lectures - please type in your answer)
- b. Tutorials (how could your university improve its tutorials - please type in your answer)
- c. Library (how could your university improve its library services - please type in your answer)
- d. IT facilities (how could your university improve its IT facilities - please type in your answer)
- e. Supervisors (how could the supervision be improved at your university - please type in your answer)

<table>
<thead>
<tr>
<th>F. Department (what improvements can be made at your department - please type in your answer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. Lectures (how could your lectures be improved - please type in your answer)</td>
</tr>
<tr>
<td>h. Social events (how could your university improve in terms of social events - please type in your answer)</td>
</tr>
<tr>
<td>i. Sport (how can your university improve in terms of sporting activities or events - please type in your answer)</td>
</tr>
<tr>
<td>j. Other (please specify)</td>
</tr>
</tbody>
</table>

**Q15.** As an international student, how do you think you are perceived by.

- [ ] Your fellow international students (please type in your answer)
- [ ] Your fellow domestic students (please type in your answer)
- [ ] Academics (please type in your answer)
- [ ] Host society (please type in your answer)
- [ ] Other group of people (please specify and type in your answer)

**Q16.** What aspects of your host society do you identify with and which do you not identify with or reject?

- [ ] 1. Aspects of Czech society I identify with (please type in your answer).
- [ ] 2. Aspects of Czech society I do not identify with or reject (please type in your answer).
Q17. To what degree has your study in the Czech Republic triggered unexpected, unplanned or serendipitous events? Please give an example. (Serendipity defined as the occurrence and development of events by chance, in a happy or beneficial way).

Q18. What serendipitous flavour or elements did your preparation, departure or arrival to study in the Czech Republic have?

Q19. What did not go according to your plans in the process of moving and settling in the Czech Republic, yet turned out in a beneficial way?

Q20. How would you rate your experience in the Czech Republic in the following categories? (Please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer; -5 means dissatisfied, 0 means neutral and 5 quite satisfied).

<table>
<thead>
<tr>
<th>Item</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. University</td>
<td></td>
</tr>
<tr>
<td>b. Study</td>
<td></td>
</tr>
<tr>
<td>c. Living conditions</td>
<td></td>
</tr>
<tr>
<td>d. Culture</td>
<td></td>
</tr>
<tr>
<td>e. People</td>
<td></td>
</tr>
<tr>
<td>f. Security</td>
<td></td>
</tr>
</tbody>
</table>

Q21. Why would you recommend the Czech Republic as a study destination?

Q22. Why would you not recommend the Czech Republic as a study destination?

Please send me a picture / pictures of your home country:
a. How do you perceived your home country before you went to study abroad.
b. How do you perceive your home country after your study abroad.
Please avoid pictures which capture your face or other recognizable people. The pictures don't need to be taken by you. Send at least one picture and include your name and your email address when emailing the pictures and send them to: gabriel.whel@pg.canterbury.ac.nz

If you wish to make a comment, suggestion or record a message, please type it into the box below.

Thank you for your time and participation.
Gabriel
Twelve diary-type online questionnaires/12 longitudinal

Dear Student,
Welcome and please start to fill out this on-line survey - please note that all the questions are compulsory, so in order to finish this survey you will have to record an answer to each question. Therefore if you feel like you really don't know how to answer an open ended question, please type in "I don't know at the moment." Thank you.

Please type in your name, host university and your email address, thank you.

Q1. To what degree do you seek opinions or perceptions of your fellow students with regards to your studies or in general?

Q2. How well does your host university or department provide you with books, text books, labs, library access or other learning devices?

Q3. How important to you is the acquisition or transfer of the following types of knowledge? (Please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means very unimportant, 5 means neither important nor unimportant and 10 equals to very important).

<table>
<thead>
<tr>
<th>Very Unimportant</th>
<th>Neither Important nor Unimportant</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Conceptual skills and cognitive (intellectual or mental) ability - please feel free to specify

2. Practical skills, participation or observation (for example in labs) - please feel free to specify

3. Different perspectives, learning from socialisation and acculturation - please feel free to specify

4. Different systems learning from the way things are done - please text box to specify

5. Other - please specify

Q4. Please give an example of conceptual skills and cognitive (intellectual or mental) abilities you acquired at your department or university abroad?

Q5. How would you rate your department or university in terms of creating conditions for acquisition and transfer of conceptual skills and cognitive (intellectual or mental) abilities? (Please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means dissatisfied, 0 means neutral and 5 equals to satisfied).

<table>
<thead>
<tr>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Conditions created by your university or department

Q6. Please give an example of practical skills or skills and abilities you acquired through observation and participation at your department or university abroad?

Q7. How would you rate your department or university in terms of creating conditions for acquisition and transfer of practical skills or skills and abilities acquired through observation and participation? (Please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means dissatisfied, 0 means neutral and 5 equals to satisfied).

<table>
<thead>
<tr>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Conditions created by your university or department
Q8. How could the teaching of conceptual knowledge and practical skills be improved at your host department or university? (Skills and knowledge mentioned above in the questions no. 4 and 6).

Q6. What have you learned from exposure to different perspectives or meanings and as a result of socialization and acculturation while at your university or department abroad?

Q10. How would you rate your department or university in terms of creating conditions for socialization, acculturation and for exposure to different perspectives? (Please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means dissatisfied, 0 means neutral and 5 equals to satisfied).

Q11. What did you learn in terms of different systems, the way things are done at your host department, university or as an outcome of living abroad?

Q12. What serendipitous or fortuitous outcomes have your learning, knowledge and skills acquisition had as a result of study abroad? (Serendipity defined as: the occurrence and development of events by chance, in a happy or beneficial way).

Q13. How easy or difficult was it for you to establish trusting relationships or friendships at your host department or university? (*Please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means very difficult, 0 means neither easy nor difficult and 5 equals to very easy).
Q14. What were the challenges in terms of forming friendships or establishing trusting relationships?

Q15. How will you utilize your study abroad time in terms of:
   1. Future study (please type in your answer)
   2. Future employment (please type in your answer)
   3. Family and friends (please type in your answer)
   4. Other (please specify and type in your answer)

Q16. What is the prospect of you working abroad or in the Czech Republic in the future?

Q17. What makes abroad a more attractive destination in terms of employment or living in comparison to your home country (if this is the case for you)?

Q18. In terms of your employability, which skills, abilities and knowledge do you consider crucial?

Q19. There may be specific risks when moving to live abroad. How important would these risks be in deterring you from moving abroad? (Please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not important at all, 5 means neither important nor unimportant and 10 equals to extremely important).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Poor hygiene</td>
<td></td>
</tr>
<tr>
<td>b. Health concerns</td>
<td></td>
</tr>
<tr>
<td>c. Different climate / weather</td>
<td></td>
</tr>
<tr>
<td>d. Crime / terrorism</td>
<td></td>
</tr>
<tr>
<td>e. Poor accommodation</td>
<td></td>
</tr>
<tr>
<td>f. Political unrest</td>
<td></td>
</tr>
<tr>
<td>g. Local customs / religion</td>
<td></td>
</tr>
<tr>
<td>h. Natural disasters</td>
<td></td>
</tr>
<tr>
<td>i. Weakening ties with family / friends</td>
<td></td>
</tr>
<tr>
<td>j. Financial risk</td>
<td></td>
</tr>
<tr>
<td>k. Employment</td>
<td></td>
</tr>
<tr>
<td>l. Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

Q20. How do you perceive the risks mentioned above (in the question 10 - future mobility) in comparison to the risks which you perceived in connection to your study abroad?

Q21. Please consider the following:
Risk can be defined as: a situation involving exposure to danger - risk involves a range of outcomes, whose probabilities are known.
Uncertainty can be defined as: an unknown risk, or unreliable and indefinite outcome.

Please tick one of the two - risk or uncertainty - based on their definitions, would you prefer to take a risk or to be uncertain in terms of the factors of your future mobility or living abroad.

Would you prefer to take a risk or to be uncertain in terms of the factors influencing your future mobility?
<table>
<thead>
<tr>
<th>a. Poor hygiene</th>
<th>Risk</th>
<th>Uncertainty</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Health concerns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Different climate / weather</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Crime/terrorism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Poor accommodation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Political unrest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Local customs / religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Natural disasters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Weakening ties with family / friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Financial risk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Other (please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q21. What would be the pieces of advice you would offer to students who are considering studying in the Czech Republic or abroad in general?

Q22. In what way DID YOU accomplish what you came to the Czech Republic to do?

Q23. In what way do you feel you DID NOT accomplish what you came to the Czech Republic to do?

Dear student,

I would like to invite you for a short SKYPE interview (with or without camera) which would be the very last step in my study. It would be great if we could conduct the final interview soon (MAY 2013).

My SKYPE name is: gabrielweibl

Please let me know whether you would like to participate in the short interview. It would be much appreciated.

YOUR NAME WILL GO TO A DRAW FOR A PRIZE.

Thank you:

gabriel.weibl@pg.canterbury.ac.nz

If you wish to make a comment, suggestion or record a message, please type it into the box below.

Thank you for your time and participation.

Gabriel

• The Skype semi-structured in-depth interview

An email was sent to student containing a definition of ‘cosmopolitanism’ during the greeting period once the connection has been established, in order not to influence students’ ideas about the meaning of cosmopolitanism.

EMAIL PRIOR TO THE START OF THE INTERVIEW:
Hello…,

Please read this definition and rank yourself on the scale from 1 - 10, 10 being the best: Cosmopolitanism can be defined as: cultivating intercultural competencies so an individual is able to deal with ethical frameworks different from one’s own; it is also a moral assumption that we have obligation and responsibilities to other people; and it is a loyalty not to locality but relationship which is rooted locally or floating globally with whom we are related.

Cheers.

Gabriel
gabriel.weibl@pg.canterbury.ac.nz

PRIOR TO THE QUESTIONS
The consent form which was signed initially applies – record it so there is an understanding.
Check whether info about the mobility of students’ parents or family – in the time line interview.

INTERVIEW
Transnationalism
1. I would like to construct a timeline showing where and with who you lived and what was happening in your live at those times (study, work, travel).
2. (Look at the previous answer what were the plans in the interview) – have you accomplished them?
3. Please describe your feelings when you arrived home (if you returned) if you did not – feelings if you visited home e.g. for a holiday.
4. While abroad, have you had a visit from home, family and friends?
5. Are there any relationships / friendships which you established abroad that you will maintain after your return? Are you in a relationship – anything changed in this regard?
6. BRIDGE – for those who are relatively close to home (UK student in the CZ; Europeans), by car, plane, or in the same language setting – how different would it be do you think if you went to study abroad across the globe? – is this a stepping stone for the bigger future challenge or you won’t do such a move? For those who went abroad or in different setting why did you not stay closer? Do you wish you did?
7. WHAT effect has had the geographical distance of your home on you while abroad? Meaning e.g. – being further away from home as ISM = wants to return after study vs. being close to home as ISM – wants to stay live away from home even after ISM?
GENERAL
8. Where do you think ISM stand in the contemporary context of increased migration, immigration and mixing of people in societies?
9. Can you think of ISM receiving a bad press and what do you think of it?
10. What about when international students are being perceived as a privileged class, including e.g. taking student position off domestic students or in the future securing employment abroad that would otherwise be filled with a domestic labour?
11. How should societies deal with their increased multicultural makeup caused by increased global migration?
12. How about in the extreme cases when e.g. cultural or religious practices or grievances are in dispute within one country of different groups of people (immigrants, minorities)? How should societies deal with this?

SERENDIPITY
13. Can you think of any serendipitous or unexpected events which happened to you while you were abroad or bcs. you were abroad? Meaning such which had fortuitous outcomes?
14. How about events which did not have fortuitous outcomes?
15. Can you think of any unconscious decision you have made while abroad or because of living abroad? Meaning decisions or actions based on irrational human behaviour perhaps?

INTERCULTURAL COMPETENCE
16. Look at their statement whether their IC has improved and the trajectory of their rankings of IC and ask to comment on it. Q 1/12; 3/13; 10/5

The definition of Intercultural Competence provided in this survey contains two parts:
a. IC1 - characteristics that an individual possesses which facilitate competent intercultural interaction.
b. IC2 - understanding and respect and empathy with people of different national, cultural, social, religious and ethnic origin.

Empathy can be defined as: the ability to understand and share the feelings of other. An empathetic person is able to step into someone else’s shoes. Empathy should not be confused with sympathy, which means feelings of pity and sorrow with someone else’s misfortune.

17. What is the best way to maintain or increase your intercultural competencies especially in terms of empathy after return home?

SOCIAL CAPITAL (MAIN POINTS AND IDENTIFY)
18. What is your opinion on ISM being a tool for climbing the social letter?
19. What about or in the case of employment?

COSMOPOLITANISM
20. How would you define cosmopolitanism?
21. Does cosmopolitanism do you think require mobility?
22. Cosmopolitanism can be defined as: cultivating intercultural competencies so an individual is able to deal with ethical frameworks different form one’s own; it is also a
moral assumption that we have obligation and responsibilities to other people; and it is a
loyalty not to locality but relationships which are rooted locally or floating globally.
How much of a cosmopolitan do you think you are from 1 – 10, one being the least 10 the
most?
Check the qu 4/8; 8/4; 10/18 about fluctuation of identity and ask to elaborate
23. Some would say that cosmopolitanism nowadays is a necessity rather than a choice –
what do you think?

IDENTITY
24. What affect has had the study abroad on your identity?
   We can think of identity as: a) political vs. b) civilizational-cultural identity
   So what affect has it had on your political identity and what affect has study abroad had
   on your cultural or civilizational identity?
25. For those in NZ – have you encountered any feelings of being a part of a Australasia, or
   of a certain postcolonial or commonwealth entity? For those in Europe and in the UK –
   has your study abroad increased your sense of being European or a member of the EU – if
   you are not originally from Europe – still did you sense something like this in the air?
26. How was it to be a foreigner or ISM in NZ, UK, CZ?

KNOWLEDGE TRANSFER
27. How valuable was or is your study abroad in terms of transfer of knowledge and skills
   a/academic and b/sociocultural?

EMPLOYMENT/EMPLOYABILITY
28. Have you hear of the term lost generation?
29. What are the implications for you?

RISK AND UNCERTAINTY
30. How do you perceive risk and uncertainty in general or in terms of mobility after having
    lived abroad?
31. What role would age play in this regard?

FUTURE/FUTURE MOBILITY ASPIRATIONS
32. What are your future plans in general and in terms of mobility?
33. What effect has had your study abroad in terms of becoming or not becoming a person
   you wish or not wish to be?
34. What have you discovered about yourself through the study abroad?
35. Have you fulfilled what you came for?

END
36. Is there anything else you would lie to add to this interview?
37. Is there anything you would like to ask me?
38. Can I contact you by email in case something needs to be clarified in the process of
    writing up?
39. What would you like your name be pseudo-name in my thesis?

40. I will send you the voucher and please send me an email that you have received it.
Survey of open-ended questions by email, the final survey

Dear …,

How are you doing?

I am writing to you in regards to my study.

I was wondering whether you would mind answering these eight questions below.

Please find attached an Amazon voucher as a token of appreciation for your time.

Thank you.

1. When you were gathering and finding out the information about your study abroad (CZ), who and what information did you trust the most?
2. In terms of your expectations and experiences studying abroad (in the CZ), did anything unexpected happen to you that you had hitherto not contemplated?
3. When weighting the risks and uncertainties in regards to your study abroad, which did you leave to chance or good fortune?
4. What happened to you since we talked last time in terms of work, study and place of residence?
5. What important changes in your life do you observe as a consequence of study abroad and are they part of your expectations or are they unexpected?
6. Where are you drawn to and why when it comes to your future?
7. What interest do you have in the concept of global citizenship or cosmopolitanism? (Cosmopolitanism/global citizenship can be defined as: ‘a moral egalitarianism and reciprocal recognition of the equal moral respect of every person’)
8. What should the education towards global citizenship consist of?

If you wish to add some information/have some questions or need clarification on these or any other topics please feel free to contact me.

Thank you for your time.
Best regards.

Gabriel.
Appendix 3: profiles of international students engaged in the longitudinal study (90)

International students engaged in the longitudinal study at New Zealand universities, the University of Oxford and the Charles University

Appendix 3 contains 90 profiles of international students, which is the number of students interviewed for this study (initial face-to-face, semi-structured in-depth interviews). First are grouped international students at New Zealand universities, then those at the University of Oxford and the Charles University. The order or grouping of students under each university is: 1) students who completed the whole longitudinal study of 16 survey tools (anonymous survey, face-to-face interview, 12 online questionnaires, Skype interview and the final survey of open-ended questions by email); and students who did not complete all 16 of them. Out of the 90 students interviewed, 88 agreed to continue with the longitudinal phase of this study and 39 students completed the whole longitudinal study. Those students who were not interviewed through Skype by the end of the longitudinal study did not have a chance to decide whether they would like to use their real name or choose a pseudo-name; therefore, according to the Ethics Committee guidelines, the researcher opted for the use of ‘anonymous and number and host country abbreviation (NZ, UK, CZ)’ as identifier. There was one student who finished the whole study but requested to remain anonymous and some of the students chose another name, but the majority of students decided to keep their first names. These were used together with the host country code, for example: Eva_NZ or Adam_UK.

\(^{2041}\) New Zealand – NZ; the United Kingdom – UK; and the Czech Republic – CZ.
Legend
♀ - female
♂ - male
≤ - less than or equal to
≥ - greater than or equal to

Intercultural comp. – ranking of students intercultural competencies over time through the individual questionnaires, ranking was based on 10 likert scale, on first occasion in the face to face interview (Int) on the scale 1-10 (1 meaning the least and 10 the most) but was replaced by -5 to 5 in surveys 1, 3, and 10 (-5 meaning the least and 5 the most)

Cosmopolitan ID - ranking of students cosmopolitan identities over time through the individual questionnaires, ranking was based on 10 likert scale from 1-10 (1 meaning the least and 10 the most) through the online questionnaires number 4, 8 and 10.

An. – anonymous survey
Int.- initial face-to-face semi-structured in-depth interview
1 – 12 – online questionnaires – diary type
Sky. – Skype interview semi-structured in-depth
Em. – final survey by email – open-ended questions√ - completed

NEW ZEALAND

University of Canterbury – complete longitudinal studies

<table>
<thead>
<tr>
<th>Name: Jess_NZ</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Host university</strong></td>
<td>University of Canterbury</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Degree</strong></td>
<td>BA / COP Marine Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Place of origin</strong></td>
<td>USA</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td>♀</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Host country** | | | |
| **Was it your 1st choice?** | Study abroad | Languages – number of languages spoken | Gross annual household income student | Gross annual household income family |
| YES | NO | 1 | - | NZS 40,000-60,000 |

| **Have you visited host country before** | Have you studied or lived abroad before this study? | Family living in host country | Family living in a third country | Time between the interviews - Residence now |
| NO | NO | NO | NO – not close to them | Left NZ for home university, returned to NZ in 2014 to start her PhD |

| **Intercultural comp.** | Int. (rank 1 to 10) | Survey 1 (-5 to 5) | Survey 3 (-5 to 5) | Survey 10 (-5 to 5) |
| | 8 | 4 | 4 | 4 |

| **Cosmopolitan ID** | Survey 4 (1 to 10) | Survey 8 (1 to 10) | Survey 10 (1 to 10) | Skype (1 to 10) |
| | 0 | 2 | 6 | 6-7 |

| **Surveys completed:** | 16 |
| **An.** | **Int.** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Skye | Em. |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |

| | | | |
| **Name: Tom_NZ** | | | |

| **Host university** | University of Canterbury | | |
| **Degree** | PhD Geology | | |
| **Place of origin** | USA | | |
| **Age** | 26 | | |
| **Sex** | ♂ | | |

| **Host country** | | | |
| **Was it your 1st choice?** | Study abroad | Languages – number of languages spoken | Gross annual household income student | Gross annual household income family |
| YES | NO | 1 | ≤ NZS 20,000 | - |
**Have you visited host country before** | **Have you studied or lived abroad before this study?** | **Family living in host country** | **Family living in a third country** | **Time between the interviews - Residence now**
---|---|---|---|---
YES | YES | NO | NO | Still in NZ but visited home 3 times and had visits from home twice

**Intercultural comp.** | **Int. (rank 1 to 10)** | **Survey 1 (-5 to 5)** | **Survey 3 (-5 to 5)** | **Survey 10 (-5 to 5)**
---|---|---|---|---
8-9 | 4 | 1 | 2 |

**Cosmopolitan ID** | **Survey 4 (1 to 10)** | **Survey 8 (1 to 10)** | **Survey 10 (1 to 10)** | **Skype (1 to 10)**
---|---|---|---|---
5 | 4 | 1 | 3 |

**Surveys completed:** 16

| An. | Int. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Sky. | Em. |
|-----|------|---|---|---|---|---|---|---|---|---|----|----|----|-----|
| √   | √    | √ | √ | √ | √ | √ | √ | √ | √ | √ | √  | √  | √  | √   |

---

**University of Canterbury** – incomplete longitudinal studies

**Name: Ghislaine_NZ**

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>PhD Communication</td>
<td>Guyana</td>
<td>28</td>
<td>♀</td>
</tr>
</tbody>
</table>

**Host country**

**Was it your 1st choice?** | **Study abroad** | **Was it compulsory part of your study?** | **Languages – number of languages spoken** | **Gross annual household income student** | **Gross annual household income family**
---|---|---|---|---|---
YES | NO | 1 | ≤ NZ$ 20,000 | - |

**Have you visited host country before** | **Have you studied or lived abroad before this study?** | **Family living in host country** | **Family living in a third country** | **Time between the interviews - Residence now**
---|---|---|---|---
YES | YES | NO | YES; USA - mum, brothers, Guyana - dad | Still in NZ but visited home 3 times, Jamaica and Australia

**Intercultural comp.** | **Int. (rank 1 to 10)** | **Survey 1 (-5 to 5)** | **Survey 3 (-5 to 5)** | **Survey 10 (-5 to 5)**
---|---|---|---|---
8 | 3 | 4 | 2 |

**Cosmopolitan ID** | **Survey 4 (1 to 10)** | **Survey 8 (1 to 10)** | **Survey 10 (1 to 10)** | **Skype (1 to 10)**
---|---|---|---|---
8 | 7 | 9 | 7 |

**Surveys completed:** 16

| An. | Int. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Sky. | Em. |
|-----|------|---|---|---|---|---|---|---|---|---|----|----|----|-----|
| √   | √    | √ | √ | √ | √ | √ | √ | √ | √ | √ | √  | √  | √  | √   |

---

**Name: Anonymous6_NZ**

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>PhD – Geothermal Energy</td>
<td>Canada</td>
<td>27</td>
<td>♂</td>
</tr>
</tbody>
</table>

**Host country**

**Was it your 1st choice?** | **Study abroad** | **Was it compulsory part of your study?** | **Languages – number of languages spoken** | **Gross annual household income student** | **Gross annual household income family**
---|---|---|---|---|---
YES | NO | 5 | NZS 20,000-40,000 | - |

**Have you visited host country before** | **Have you studied or lived abroad before this study?** | **Family living in host country** | **Family living in a third country** | **Time between the interviews - Residence now**
---|---|---|---|---
NO | YES | Girlfriend, uncle Luxembourg parents | - |
<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
</tr>
</tbody>
</table>

**Surveys completed:** 2

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Name:** Anonymous7_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>BA - Education</td>
<td>Australia</td>
<td>27</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>1</td>
<td>NZ$ 20,000-40,000</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>family</td>
<td>China - cousin</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
</tr>
</tbody>
</table>

**Surveys completed:** 4

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Name:** Anonymous8_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>PhD – Antarctic Studies</td>
<td>Germany</td>
<td>31</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>2</td>
<td>≥NZ$ 20,000</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>family</td>
<td>China - cousin</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
</tr>
</tbody>
</table>

**Surveys completed:** 6

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Name:** Anonymous9_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>BA - English</td>
<td>USA</td>
<td>24</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages –</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
</tr>
</tbody>
</table>

**Surveys completed:** 6

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
<td>Was it compulsory part of your study?</td>
<td>number of languages spoken</td>
<td>household income student</td>
<td>household income family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO (UK, USA)</td>
<td>NO</td>
<td>1</td>
<td>≥NZS 20,000</td>
<td>Over NZS 80,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>UK - grandmum, father, cousins</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5-6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed: 2</td>
<td>An. 1 2 3 4 5 6 7 8 9 10 11 12 Sky Em.</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: Anonymous11_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>BA - Sociology</td>
<td>USA</td>
<td>20</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>2</td>
<td>NZS 20,000-40,000</td>
<td>Over NZS 80,000</td>
<td>Over NZS 80,000</td>
</tr>
</tbody>
</table>

| Have you visited host country before | Have you studied or lived abroad before this study? | Family living in host country | Family living in a third country | Time between the interviews - Residence now |
| YES | NO | UK - grandparents | - | - |
| Intercultural comp. | Int. (rank 1 to 10) | Survey 1 (-5 to 5) | Survey 3 (-5 to 5) | Survey 10 (-5 to 5) |
| 7 | 2 | - | - | - |

| Cosmopolitan ID | Survey 4 (1 to 10) | Survey 8 (1 to 10) | Survey 10 (1 to 10) | Skype (1 to 10) |
| 5 | 10 | 5 | - |

Surveys completed: 11

Name: Anonymous12_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>PhD - Astronomy</td>
<td>Germany</td>
<td>29</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>2</td>
<td>NZS 20,000-40,000</td>
<td>Over NZS 80,000</td>
<td>Over NZS 80,000</td>
</tr>
</tbody>
</table>

| Have you visited host country before | Have you studied or lived abroad before this study? | Family living in host country | Family living in a third country | Time between the interviews - Residence now |
| YES | NO | UK - grandparent | - | - |
| Intercultural comp. | Int. (rank 1 to 10) | Survey 1 (-5 to 5) | Survey 3 (-5 to 5) | Survey 10 (-5 to 5) |
| 7 | 2 | - | - | - |

| Cosmopolitan ID | Survey 4 (1 to 10) | Survey 8 (1 to 10) | Survey 10 (1 to 10) | Skype (1 to 10) |
| 5 | 10 | 5 | - |

Surveys completed: 11
### Name: Anonymous13_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>France</td>
<td>19</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>2</td>
<td>≥NZ$ 20.000</td>
<td>Over NZ$ 80.000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>Belgium - brother</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 1)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Surveys completed: 5

### Name: Anonymous14_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>France</td>
<td>19</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>2</td>
<td>≥NZ$ 20.000</td>
<td>Over NZ$ 80.000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>USA - uncle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 1)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Surveys completed: 3

### Name: Anonymous15_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>USA</td>
<td>20</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>YES</td>
<td>1</td>
<td>≥NZ$ 20.000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you studied or lived abroad before this study?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 1)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>NO</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 1)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Surveys completed:** 3

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Name:** Anonymous16_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>BA – Political Science and Anthropology</td>
<td>Mauritius</td>
<td>25</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>3</td>
<td>≥NZ$ 20,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>YES</td>
<td>Boyfriend Switzerland</td>
<td>Switzerland</td>
<td>-</td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
</tr>
<tr>
<td></td>
<td>Survey 7</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 1)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Surveys completed:** 8

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Name:** Anonymous17_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>BA - Chemistry</td>
<td>Jersey - UK (Channel Islands)</td>
<td>19</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>YES</td>
<td>-</td>
<td>Thailand - dad</td>
<td>-</td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
</tr>
<tr>
<td></td>
<td>Survey 7</td>
<td>Survey 4 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 1)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Surveys completed:** 8

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Name:** Anonymous18_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
</table>

This study? Residence now

Intercultural comp. Int. (rank 1 to 10)
Survey 1 (-5 to 5)
Survey 3 (-5 to 5)
Survey 10 (-5 to 5)

Cosmopolitan ID Survey 4 (1 to 10)
Survey 8 (1 to 1)
Survey 10 (1 to 10)
Skype (1 to 10)

Surveys completed: 3

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>University of Canterbury</td>
<td>PhD – Management Marketing</td>
<td>Iran</td>
<td>32</td>
<td>♂</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------</td>
<td>------</td>
<td>----</td>
<td>----</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host country</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO (Australia)</td>
<td>NO</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
<td>NO</td>
<td>NO</td>
<td>cousin</td>
<td>USA some family</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed:</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name: Anonymous19_NZ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host university</td>
<td>University of Canterbury</td>
<td>MA – Hazard and Disaster manag.</td>
<td>Canada</td>
<td>25</td>
<td>♂</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>2</td>
<td>≥NZ$ 20,000</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed:</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name: Anonymous20_NZ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host university</td>
<td>University of Canterbury</td>
<td>BA - Marketing</td>
<td>China</td>
<td>20</td>
<td>♂</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO (Australia)</td>
<td>YES</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>8.5</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Name: Anonymous21_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>BA - Accounting</td>
<td>China</td>
<td>19</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO (Australia, UK)</td>
<td>YES</td>
<td>2</td>
<td></td>
<td>NZ20,000-40,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Language</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO (Australia, UK)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 1)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Surveys completed:       | 12                 |                   |                   |                  |

### Name: Anonymous22_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>BA – Accounting and finance</td>
<td>China</td>
<td>19</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO (Australia)</td>
<td>NO</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Language</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO (Australia)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 1)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Surveys completed:       | 4                  |                   |                   |                  |

### Victoria University of Wellington - complete longitudinal studies

### Name: Linh_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria University</td>
<td>BA</td>
<td>Vietnam</td>
<td>20</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Language</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 1)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Surveys completed:       | 4                  |                   |                   |                  |</p>
<table>
<thead>
<tr>
<th>choice?</th>
<th>part of your study?</th>
<th>languages spoken</th>
<th>student</th>
<th>family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>-</td>
<td>-</td>
<td>Went home twice for 3 months, no visit from home, still in NZ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. scale (1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>

Surveys completed: 16

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Victoria University of Wellington** - incomplete longitudinal studies

Name: Hazieqa_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria University</td>
<td>BA Biology</td>
<td>Malaysia</td>
<td>20</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO</td>
<td>YES</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>-</td>
<td>-</td>
<td>Left NZ mid 2013 for Malaysia, before that twice in Australia, 3x Malay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

Surveys completed: 15

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: Anonymous4_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria University</td>
<td>BA – Film studies</td>
<td>India</td>
<td>20</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
</tr>
<tr>
<td>Surveys completed: 3</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Name: Anonymous5_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria University</td>
<td>BA – Film studies</td>
<td>Thailand</td>
<td>18</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO (UK)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
</tr>
<tr>
<td>Surveys completed: 6</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Name: Noeun_NZ - complete longitudinal studies

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln University</td>
<td>BA – Conservation Biology and IR</td>
<td>USA</td>
<td>20</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
</tr>
<tr>
<td>Surveys completed: 16</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Lincoln University - complete longitudinal studies
<table>
<thead>
<tr>
<th>Name: Thong_NZ</th>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln University</td>
<td>BA - Science</td>
<td>China</td>
<td>20</td>
<td>♀</td>
<td></td>
</tr>
<tr>
<td>Host country</td>
<td>Study abroad</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>NO</td>
<td>2</td>
<td>≤ NZ$ 20,000</td>
<td>NZ$ 20,000-40,000</td>
<td></td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>NO</td>
<td>Boyfriend</td>
<td>Russia – both parents</td>
<td>Visited home, studied abroad in Denmark, NZ boyfriend, in NZ</td>
<td></td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed: 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

University of Auckland - complete longitudinal studies

<table>
<thead>
<tr>
<th>Name: Leslie_NZ</th>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Auckland</td>
<td>PhD - Immunology</td>
<td>Canada</td>
<td>24</td>
<td>♀</td>
<td></td>
</tr>
<tr>
<td>Host country</td>
<td>Study abroad</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>NO</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>NO</td>
<td>-</td>
<td>-</td>
<td>Visited home twice and one international travel</td>
<td></td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed: 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

University of Auckland – incomplete longitudinal studies

<table>
<thead>
<tr>
<th>Name: Anonymous2_NZ</th>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Auckland</td>
<td>Postgraduate certificate – American Studies,</td>
<td>Germany / Spain</td>
<td>25</td>
<td>♀</td>
<td></td>
</tr>
<tr>
<td>Host country</td>
<td>Study abroad</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>NO</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>NO</td>
<td>-</td>
<td>-</td>
<td>Visited home twice and one international travel</td>
<td></td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed: 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science, Theatre Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>4</td>
<td>≤ NZ$ 20,000</td>
<td>Over NZ$80,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>-</td>
<td>Spain – Grandparents</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8.5</td>
<td>4</td>
<td>4</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys completed:</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>An. Int. 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>Sky. Em.</td>
</tr>
<tr>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

**Name:** Anonymous3_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Auckland</td>
<td>BA – Chemistry and Biology</td>
<td>Singapore</td>
<td>16</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>-</td>
<td>Spain – Grandparents</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys completed:</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>An. Int. 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>Sky. Em.</td>
</tr>
<tr>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

**University of Otago - complete longitudinal studies**

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Otago</td>
<td>BA – Marine biology</td>
<td>USA</td>
<td>20</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>YES</td>
<td>-</td>
<td>-</td>
<td>Visited home and</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys completed:</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>An. Int. 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>Sky. Em.</td>
</tr>
<tr>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>
Name: Cesco_NZ

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

Surveys completed: 16

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: Anonymous10_NZ

<table>
<thead>
<tr>
<th>University of Otago</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BA – Economic Development</td>
<td>Bosnia Herzegovina</td>
<td>24</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>-</td>
<td>-</td>
<td>Visited home twice, still in NZ, May 2014 submission</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>4</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Surveys completed: 16

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

University of Otago - incomplete longitudinal studies

Name: Anonymous10_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Otago</td>
<td>BA – Economic Development</td>
<td>Bosnia Herzegovina</td>
<td>24</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>YES</td>
<td>-</td>
<td>-</td>
<td>Visited home twice, still in NZ, May 2014 submission</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Surveys completed: 5

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Name: Silvia_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>BA - business</td>
<td>China</td>
<td>21</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>Study abroad</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>Study exchange to Finland for six month, had visit from home - dad</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys completed:</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>An. Int.</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 Sk. Em.</td>
</tr>
<tr>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

### Name: Raj_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>MA – business administration</td>
<td>India</td>
<td>31</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Study abroad</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>Did not travel home but had 4 visits from home, in NZ, start up in NZ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys completed:</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>An. Int.</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 Sk. Em.</td>
</tr>
<tr>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

### Name: Imko_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>MA – economics</td>
<td>Germany</td>
<td>27</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Languages – number of</th>
<th>Gross annual household income</th>
<th>Gross annual household income</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Study abroad</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>Study exchange to Finland for six month, had visit from home - dad</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys completed:</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>An. Int.</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 Sk. Em.</td>
</tr>
<tr>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>NO</td>
<td>NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

**Surveys completed: 16**

---

**Name: Alexandra_NZ**

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>BA – Communications</td>
<td>Russia</td>
<td>20</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>3</td>
<td>≤ NZ$ 20.000</td>
<td>NZ$60,000–80,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>9</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

**Surveys completed: 16**

---

**Name: Jennifer_NZ**

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>BA – Health Science</td>
<td>China</td>
<td>25</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>2</td>
<td>≤ NZ$ 20.000</td>
<td>NZ$20,000–40,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>
### Name: Heather_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>MA –  Marine Biology</td>
<td>Canada</td>
<td>22</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>2</td>
<td>≤ NZ$ 20,000</td>
<td>NZ$20,000–40,000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>Visited Brazil, Australia and home, back in Canada</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

### Name: Eric_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>BA – Environ. sciences</td>
<td>Canada</td>
<td>22</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>3</td>
<td>≤ NZ$ 20,000</td>
<td>NZ$20,000–40,000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>Visited home for 3 months once</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>2</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

### Name: Manish_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>MA – Mechanical</td>
<td>India</td>
<td>24</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>3</td>
<td>≤ NZ$ 20,000</td>
<td>NZ$20,000–40,000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>Visited Brazil, Australia and home, back in Canada</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>2</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>
### Name: Namisha_NZ

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>5</td>
<td>≤ NZ$ 20,000</td>
<td>Over NZ$80,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>Sister</td>
<td>Visited home for 3 months once</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Survey 1</th>
<th>Survey 3</th>
<th>Survey 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Int. (rank 1 to 10)</td>
<td>9</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey 10 (1 to 10)</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Survey completed: 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>An.</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

### Name: Giang_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>PhD – Tourism Management</td>
<td>Vietnam</td>
<td>33</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO (Australia)</td>
<td>NO</td>
<td>2</td>
<td>≥NZ$ 20,000</td>
<td>NZ$ 40,000-60,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>Went for field trip to Vietnam, Living in Auckland</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Survey 1</th>
<th>Survey 3</th>
<th>Survey 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Int. (rank 1 to 10)</td>
<td>9</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey 10 (1 to 10)</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Survey completed: 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>An.</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>
### Name: Reanui_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>Certificate – Health – dropped out – started business</td>
<td>Tahiti</td>
<td>22</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>YES</td>
<td>2</td>
<td>≤ NZ$ 20.000</td>
<td>NZ$60.000–80.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>Grandma</td>
<td>NO</td>
<td>Visited home, Philippines and USA, still in NZ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys completed:</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>An. Int.</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 Sky. Em.</td>
</tr>
<tr>
<td>√ √ √ √ √ √ √ √ √ √ √ √</td>
<td></td>
</tr>
</tbody>
</table>

### Name: JP_NZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>BA - Communication</td>
<td>Mexico</td>
<td>24</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>3</td>
<td>≤ NZ$ 20.000</td>
<td>NZ$60.000–80.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>YES</td>
<td>Visited</td>
<td>USA, Europe</td>
<td>Visited Fiji, few times Australia, travelled home, still in NZ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys completed:</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>An. Int.</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 Sky. Em.</td>
</tr>
<tr>
<td>√ √ √ √ √ √ √ √ √ √ √ √</td>
<td></td>
</tr>
<tr>
<td>Name: Anonymous23_NZ</td>
<td>Host university</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>AUT</td>
<td>BA – Computer science</td>
</tr>
<tr>
<td>Host country</td>
<td>Study abroad</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Host country</td>
<td>Have you visited host country before</td>
</tr>
<tr>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
</tr>
<tr>
<td>Surveys completed:</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Anonymous24_NZ</th>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>PhD – Health Promotion</td>
<td>Germany</td>
<td>32</td>
<td>♂</td>
<td></td>
</tr>
<tr>
<td>Host country</td>
<td>Study abroad</td>
<td>Was it compulsory part of your study?</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>1</td>
<td>NZ$ 20.000-40.000</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Host country</td>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
</tr>
<tr>
<td>YES</td>
<td>YES</td>
<td>partner</td>
<td>Switzerland – uncles’ family</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
<td>4</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 1)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
<td>-</td>
</tr>
<tr>
<td>Surveys completed:</td>
<td>12</td>
<td>An.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Anonymous25_NZ</th>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>Postgraduate diploma - languages</td>
<td>Singapore</td>
<td>27</td>
<td>♂</td>
<td></td>
</tr>
<tr>
<td>Host country</td>
<td>Study abroad</td>
<td>Was it compulsory part of your study?</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
</tr>
<tr>
<td>NO (UK)</td>
<td>NO</td>
<td>2</td>
<td>≥NZ$ 20.000</td>
<td>NZ$ 20.000-40.000</td>
<td></td>
</tr>
<tr>
<td>Host country</td>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>UK</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Residency now</td>
<td>NO</td>
<td>UK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercultural comp. rank</td>
<td>1 to 10</td>
<td>1 to 10</td>
<td>1 to 10</td>
<td>1 to 10</td>
<td>-</td>
</tr>
<tr>
<td>Survey 1</td>
<td>5 to 5</td>
<td>5 to 5</td>
<td>5 to 5</td>
<td>5 to 5</td>
<td>-</td>
</tr>
<tr>
<td>Survey 3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Survey 10</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4</td>
<td>1 to 10</td>
<td>Survey 8</td>
<td>1 to 1</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Surveys completed:</td>
<td>3</td>
<td>An.</td>
<td>Int.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Name: Anonymous26_NZ**

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>Postgraduate diploma – Communication</td>
<td>Germany</td>
<td>24</td>
<td>♂</td>
</tr>
<tr>
<td>Host country</td>
<td>Was it your 1st choice?</td>
<td>Study abroad</td>
<td>Was it compulsory part of your study?</td>
<td>Languages – number of languages spoken</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>2</td>
<td>≥NZS 20,000</td>
<td>-</td>
</tr>
<tr>
<td>Intercultural comp. rank</td>
<td>1 to 10</td>
<td>1 to 10</td>
<td>1 to 10</td>
<td>1 to 10</td>
</tr>
<tr>
<td>Survey 1</td>
<td>5 to 5</td>
<td>5 to 5</td>
<td>5 to 5</td>
<td>5 to 5</td>
</tr>
<tr>
<td>Survey 3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Survey 10</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4</td>
<td>1 to 10</td>
<td>Survey 8</td>
<td>1 to 1</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Surveys completed:</td>
<td>4</td>
<td>An.</td>
<td>Int.</td>
<td>1</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Name: Anonymous27_NZ**

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>BA with Hons - Engineering</td>
<td>China</td>
<td>24</td>
<td>♂</td>
</tr>
<tr>
<td>Host country</td>
<td>Was it your 1st choice?</td>
<td>Study abroad</td>
<td>Was it compulsory part of your study?</td>
<td>Languages – number of languages spoken</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>2</td>
<td>≥NZS 20,000</td>
<td>-</td>
</tr>
<tr>
<td>Intercultural comp. rank</td>
<td>1 to 10</td>
<td>1 to 10</td>
<td>1 to 10</td>
<td>1 to 10</td>
</tr>
<tr>
<td>Survey 1</td>
<td>5 to 5</td>
<td>5 to 5</td>
<td>5 to 5</td>
<td>5 to 5</td>
</tr>
<tr>
<td>Survey 3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Survey 10</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4</td>
<td>1 to 10</td>
<td>Survey 8</td>
<td>1 to 1</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Surveys completed:</td>
<td>2</td>
<td>An.</td>
<td>Int.</td>
<td>1</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Name: Anonymous28_NZ**

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host country</td>
<td>BA – Japanese media</td>
<td>Koorea</td>
<td>25</td>
<td>♂</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
<td>--------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
<td>Study abroad</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
</tr>
<tr>
<td>NO (US, UK, Japan)</td>
<td>NO</td>
<td>2</td>
<td>≥NZS 20.000</td>
<td>-</td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>Boyfriend</td>
<td>NO</td>
<td>-</td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>4</td>
<td>NO</td>
<td>38</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 1)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>4</td>
<td>USA - Sister</td>
<td>-</td>
</tr>
<tr>
<td>Surveys completed:</td>
<td>3</td>
<td>An.</td>
<td>Int.</td>
<td>1</td>
</tr>
<tr>
<td>Name: Anonymous29_NZ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host university</td>
<td>Degree</td>
<td>Place of origin</td>
<td>Age</td>
<td>Sex</td>
</tr>
<tr>
<td>AUT</td>
<td>MA – Construction Management</td>
<td>Nicaragua</td>
<td>37</td>
<td>♂</td>
</tr>
<tr>
<td>Host country</td>
<td>Study abroad</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
<td>Was it compulsory part of your study?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>2</td>
<td>NZS 40.000-60.000</td>
<td>-</td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
</tr>
<tr>
<td>NO</td>
<td>NO</td>
<td>-</td>
<td>USA - Sister</td>
<td>-</td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 1)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Surveys completed:</td>
<td>6</td>
<td>An.</td>
<td>Int.</td>
<td>1</td>
</tr>
<tr>
<td>Name: Jason_UK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host university</td>
<td>Degree</td>
<td>Place of origin</td>
<td>Age</td>
<td>Sex</td>
</tr>
<tr>
<td>University of Oxford</td>
<td>MA – English literature</td>
<td>USA</td>
<td>22</td>
<td>♂</td>
</tr>
<tr>
<td>Host country</td>
<td>Study abroad</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
<td>Was it compulsory part of your study?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO (USA)</td>
<td>NO</td>
<td>2</td>
<td>-</td>
<td>Over NZS 80.000</td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
</tr>
<tr>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>Greece</td>
<td>Returned to US,</td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int.</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
</tr>
<tr>
<td>--------------------</td>
<td>------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed:</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Matt_UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host university</td>
</tr>
<tr>
<td>Degree</td>
</tr>
<tr>
<td>Place of origin</td>
</tr>
<tr>
<td>Age</td>
</tr>
<tr>
<td>Sex</td>
</tr>
<tr>
<td>Host country</td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
</tr>
<tr>
<td>Languages – number of languages spoken</td>
</tr>
<tr>
<td>Gross annual household income student</td>
</tr>
<tr>
<td>Gross annual household income family</td>
</tr>
<tr>
<td>YES</td>
</tr>
<tr>
<td>≥NZ$ 20,000</td>
</tr>
<tr>
<td>Have you visited host country before</td>
</tr>
<tr>
<td>Family living in host country</td>
</tr>
<tr>
<td>Family living in a third country</td>
</tr>
<tr>
<td>Time between the interviews - Residence now</td>
</tr>
<tr>
<td>YES</td>
</tr>
<tr>
<td>Returned to US, work at the same job but different position; travel UK, Puerto Rico, Italy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>3</td>
<td>8</td>
<td>7-8</td>
</tr>
<tr>
<td>Surveys completed:</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Nikita_UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host university</td>
</tr>
<tr>
<td>Degree</td>
</tr>
<tr>
<td>Place of origin</td>
</tr>
<tr>
<td>Age</td>
</tr>
<tr>
<td>Sex</td>
</tr>
<tr>
<td>Host country</td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
</tr>
<tr>
<td>Languages – number of languages spoken</td>
</tr>
<tr>
<td>Gross annual household income student</td>
</tr>
<tr>
<td>Gross annual household income family</td>
</tr>
<tr>
<td>YES</td>
</tr>
<tr>
<td>NZ$ 20,000-40,000</td>
</tr>
<tr>
<td>Have you visited host country before</td>
</tr>
<tr>
<td>Family living in host country</td>
</tr>
<tr>
<td>Family living in a third country</td>
</tr>
<tr>
<td>Time between the interviews - Residence now</td>
</tr>
<tr>
<td>YES</td>
</tr>
<tr>
<td>Ukraine - grandparents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Surveys completed:</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Name: Jed_UK

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>MA - Chemistry</td>
<td>Thailand</td>
<td>24</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>2</td>
<td>≥NZ$ 20,000</td>
<td>≥NZ$ 20,000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>USA, Canada, Australia</td>
<td>Did not travel, doing PhD at Oxford - Chemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Surveys completed: 16

### Name: Benoit_UK

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>MA - Politics</td>
<td>France</td>
<td>24</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>3</td>
<td>≥NZ$ 20,000</td>
<td>NZS 60,000-80,000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>Did not travel, doing PhD at Oxford - Chemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Surveys completed: 16

### Name: Anonymous1_UK

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>BA with Hons – Philosophy Politics Economy</td>
<td>India</td>
<td>18</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages –</th>
<th>Gross annual</th>
<th>Gross annual</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>
### Michael UK

<table>
<thead>
<tr>
<th>Was it your 1st choice?</th>
<th>Was it compulsory part of your study?</th>
<th>number of languages spoken</th>
<th>household income student</th>
<th>household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>3</td>
<td>≥NZ$ 20,000</td>
<td>Over NZ$80,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>Travelled to India but returned works in London</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Survey completed: 16

### Name: Michael UK

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>BA with Hons – History - Politics</td>
<td>Switzerland</td>
<td>19</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
<td>≥NZ$ 20,000</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>Did MA in IR in Geneva, Swiss delegation to EU</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

Survey completed: 16

### Name: Benjamin UK

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>PhD – Philosophy - Psychology</td>
<td>France</td>
<td>24</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO (USA, Canada)</td>
<td>NO</td>
<td>4</td>
<td>≥NZ$ 20,000</td>
<td>NZ$ 40,000-60,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>In Paris now 2nd year PhD, travelled India and Indonesia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed: 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: Rex_UK

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>BA – Philosophy</td>
<td>USA</td>
<td>20</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>1</td>
<td>≥NZ$ 20.000</td>
<td>Over NZ$ 80.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>Haiti - uncle</td>
<td>Returned to US, visited UK, Singapore, work in Boston, could not live in the US, lives &amp; works in Haiti</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed: 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: Carmen_UK

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>MA – International Development</td>
<td>Chile</td>
<td>31</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>2</td>
<td>≥NZ$ 20.000</td>
<td>Over NZ$ 80.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>USA - Partner</td>
<td>Friends</td>
<td>Doing her Dphil in Oxford, went home twice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed: 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An. | Int. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Sky. | Em. |
√ | √   | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √   |

An. | Int. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Sky. | Em. |
√ | √   | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √   |
<table>
<thead>
<tr>
<th>Name: Debbie_UK</th>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>PhD – Environ. change</td>
<td>Mexico/USA</td>
<td>32</td>
<td>☀</td>
<td></td>
</tr>
<tr>
<td>Host country Was it your 1st choice?</td>
<td>Study abroad</td>
<td>Was it compulsory part of your study?</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>3</td>
<td>≥NZ$ 20,000</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>YES</td>
<td>Cousin</td>
<td>USA – mum and China - grandparents</td>
<td>Traveled: Salvador, Honduras, Costa Rica, Mexico, US, Australia, working Latin America</td>
<td></td>
</tr>
<tr>
<td>Inter cultural comp. Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
<td>Skype (1 to 10)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>5</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed: 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An. Int.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

**University of Oxford** - incomplete longitudinal studies

<table>
<thead>
<tr>
<th>Name: Anna_UK</th>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>MA – European Politics and History</td>
<td>Germany</td>
<td>25</td>
<td>☀</td>
<td></td>
</tr>
<tr>
<td>Host country Was it your 1st choice?</td>
<td>Study abroad</td>
<td>Was it compulsory part of your study?</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
</tr>
<tr>
<td>YES</td>
<td>YES</td>
<td>4</td>
<td>≥NZ$ 20,000</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>Returned to Germany, worked in France, lived in NZ 2012</td>
<td></td>
</tr>
<tr>
<td>Inter cultural comp. Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
<td>Skype (1 to 10)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed: 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An. Int.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Anonymous30_UK</th>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>MA - Anthropology</td>
<td>Netherland / Japan</td>
<td>23</td>
<td>☀</td>
<td></td>
</tr>
<tr>
<td>Host university</td>
<td>Degree</td>
<td>Place of origin</td>
<td>Age</td>
<td>Sex</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>-----------------</td>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>University of Oxford</td>
<td>PhD - Archeology</td>
<td>Chile</td>
<td>30</td>
<td>♀</td>
<td></td>
</tr>
<tr>
<td>Host country</td>
<td>Was it your 1st choice?</td>
<td>Study abroad</td>
<td>Was it compulsory part of your study?</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>4</td>
<td>≥NZ£ 20,000</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Yes</td>
<td>NO</td>
<td>3</td>
<td>≥NZ£ 20,000</td>
<td>-</td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
<td>-</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 1)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
<td>-</td>
</tr>
<tr>
<td>Surveys completed: 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Anonymous31_UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host university: University of Oxford</td>
</tr>
<tr>
<td>Degree: PhD - Archeology</td>
</tr>
<tr>
<td>Place of origin: Chile</td>
</tr>
<tr>
<td>Age: 30</td>
</tr>
<tr>
<td>Sex: ♀</td>
</tr>
<tr>
<td>Survey: 4</td>
</tr>
<tr>
<td>Intercultural comp.: Int. (rank 1 to 10)</td>
</tr>
<tr>
<td>Cosmopolitan ID: Survey 4 (1 to 10)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys completed: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>An. Int. 1 2 3 4 5 6 7 8 9 10 11 12 Sky. Em.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>PhD – Particle Physics</td>
<td>Italy</td>
<td>26</td>
<td>♀</td>
</tr>
<tr>
<td>Host country</td>
<td>Was it your 1st choice?</td>
<td>Study abroad</td>
<td>Was it compulsory part of your study?</td>
<td>Languages – number of languages spoken</td>
</tr>
<tr>
<td>NO (Switzerland)</td>
<td>NO</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Yes</td>
<td>NO</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 1)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys completed: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>An. Int. 1 2 3 4 5 6 7 8 9 10 11 12 Sky. Em.</td>
</tr>
<tr>
<td>Surveys completed:</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Name: Anonymous33_UK

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>PhD – Education Studies</td>
<td>Singapore</td>
<td>29</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 1)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>-</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

Surveys completed: 7

Name: Anonymous34_UK

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>BA with Hons – Biological science</td>
<td>Germany</td>
<td>20</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>10</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 1)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Surveys completed: 4

Name: Anonymous35_UK

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>MA - Education</td>
<td>Ireland</td>
<td>32</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>10</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 1)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----</td>
<td>-----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Name: Anonymous36_UK**

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>MA – Applied Linguistic</td>
<td>Germany</td>
<td>26</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>An.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

**Name: Anonymous37_UK**

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>PhD – Particle Physics</td>
<td>New Zealand</td>
<td>26</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>An.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

**Name: Anonymous38_UK**

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Oxford</td>
<td>BA with Hons – Computer science</td>
<td>USA</td>
<td>20</td>
<td>♂</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------</td>
<td>-----</td>
<td>----</td>
<td>---</td>
</tr>
<tr>
<td>Host country</td>
<td>Study abroad</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
<td>Yes</td>
<td>1</td>
<td>≥NZ£ 20.000</td>
<td>NZ£ 60,000 - 80,000</td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>No</td>
<td>NO</td>
<td>NO</td>
<td>4</td>
</tr>
<tr>
<td>Family living in host country</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>China – no contact</td>
</tr>
<tr>
<td>Time between the interviews - Residence now</td>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 1)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Surveys completed: 2</td>
<td>An. Int. 1 2 3 4 5 6 7 8 9 10 11 12 Sky. Em.</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

Name: Anonymous39_UK

<table>
<thead>
<tr>
<th>University of Oxford</th>
<th>Degree – International Relations</th>
<th>Brazil</th>
<th>26</th>
<th>♂</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host country</td>
<td>Study abroad</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
<td>No</td>
<td>4</td>
<td>NZ£ 20,000-40,000</td>
<td>-</td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>No</td>
<td>NO</td>
<td>Portugal – distant cousins</td>
<td></td>
</tr>
<tr>
<td>Family living in host country</td>
<td>NO</td>
<td>NO</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Time between the interviews - Residence now</td>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 1)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Surveys completed: 2</td>
<td>An. Int. 1 2 3 4 5 6 7 8 9 10 11 12 Sky. Em.</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

Name: Anonymous40_UK

<table>
<thead>
<tr>
<th>University of Oxford</th>
<th>Degree – Physiology</th>
<th>Russia</th>
<th>21</th>
<th>♀</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host country</td>
<td>Study abroad</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
<td>Yes</td>
<td>2</td>
<td>≥NZ£ 20,000</td>
<td>NZ£ 20,000-40,000</td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Yes</td>
<td>NO</td>
<td>Boyfriend Greece, Israel</td>
<td></td>
</tr>
<tr>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 1)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed: 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An. Int. 1 2 3 4 5 6 7 8 9 10 11 12 Sky. Em.</td>
<td>√ √ √</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: Anonymous41_UK

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oxford</td>
<td>MA - Environment</td>
<td>France</td>
<td>22</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>YES</td>
<td>3</td>
<td>≥NZ$ 20.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 1)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed: 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An. Int. 1 2 3 4 5 6 7 8 9 10 11 12 Sky. Em.</td>
<td>√ √ √</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Charles University - complete longitudinal studies

Name: Renata_CZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University</td>
<td>PhD Pharmacology</td>
<td>Canada</td>
<td>30</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO (Canada)</td>
<td>NO</td>
<td>3</td>
<td>≥NZ$ 20.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>Boyfriend</td>
<td>Bosnia - Aunt</td>
<td>Went home in Feb 2013 to prepare thesis, back to Prague in Sept for defence, back in Canada job search</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>5</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed: 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| An. Int. 1 2 3 4 5 6 7 8 9 10 11 12 Sky. Em. | √ √ √ √ √ √ √ √ √ √ √ √ √
<table>
<thead>
<tr>
<th>Name: Oleg CZ</th>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University</td>
<td>MA - Psychology</td>
<td>Slovakia</td>
<td>21</td>
<td>♂</td>
<td></td>
</tr>
<tr>
<td>Host country</td>
<td>Study abroad</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
<td></td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
<td>NO</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>Cousin</td>
<td>NO</td>
<td>Holliday Bulgaria and Croatia; part time work in Prague</td>
<td></td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed:</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An.</td>
<td>Int.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Reid CZ</th>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University</td>
<td>PhD - History</td>
<td>USA</td>
<td>31</td>
<td>♂</td>
<td></td>
</tr>
<tr>
<td>Host country</td>
<td>Study abroad</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
<td></td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
<td>NO</td>
<td>4</td>
<td>≥NZ$ 20,000</td>
<td>NZ$ 20,000-40,000</td>
<td></td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>YES</td>
<td>Wife and children</td>
<td>NO</td>
<td>Returned home June 2012, at Uni Florida, teaching and work on PhD</td>
<td></td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmopolitan ID</td>
<td>Survey 4 (1 to 10)</td>
<td>Survey 8 (1 to 10)</td>
<td>Survey 10 (1 to 10)</td>
<td>Skype (1 to 10)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys completed:</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An.</td>
<td>Int.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Zhanna CZ</th>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University</td>
<td>PhD - Philosophy</td>
<td>Russia</td>
<td>24</td>
<td>♀</td>
<td></td>
</tr>
<tr>
<td>Host country</td>
<td>Study abroad</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
<td></td>
</tr>
<tr>
<td>Was it your 1st choice?</td>
<td>NO</td>
<td>3</td>
<td>≥NZ$ 20,000</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>NO (US, UK, Austria, Germany, Denmark)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews -</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>this study?</td>
<td>Residence now</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>Ukraine - Grandma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>NO</td>
<td>In Prague, job at education centre, next year Germany, went home 3 times</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>7</td>
</tr>
</tbody>
</table>

Surveys completed: 16

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

Name: Olga_CZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University</td>
<td>Internship – European Policies</td>
<td>Ukraine</td>
<td>28</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
<td>4</td>
<td>≥NZ$ 20,000</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>Husband</td>
<td>NO</td>
<td>Went home, worked there, married her Czech boyfriend, moved back to Prague; travelled Slovakia, Hungary, Turkey, CZ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

Surveys completed: 16

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

Name: Steffi_CZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University</td>
<td>MA – Political Science</td>
<td>Germany</td>
<td>23</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
<td>3</td>
<td>≥NZ$ 20,000</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>Trips to Italy, Poland; back in Germany, part time job, promoted, part</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Intercultural comp.</td>
<td>Int. (rank 1 to 10)</td>
<td>Survey 1 (-5 to 5)</td>
<td>Survey 3 (-5 to 5)</td>
<td>Survey 10 (-5 to 5)</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cosmopolitan ID**  
Survey 4 (1 to 10)  
Survey 8 (1 to 10)  
Survey 10 (1 to 10)  
Skype (1 to 10)  

8  
3  

**Surveys completed:** 16

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Name:** Simon_CZ

**Host university:** Charles University  
**Degree:** PhD – EU Studies  
**Place of origin:** Germany  
**Age:** 29  
**Sex:** ♂

**Host country**  
**Was it your 1st choice?** YES  
**Study abroad** YES  
**Was it compulsory part of your study?** YES  
**Languages – number of languages spoken** 3  
**Gross annual household income student** NZS 20,000-40,000  
**Time between the interviews - Residence now**

**Have you visited host country before** YES  
**Have you studied or lived abroad before this study?** YES  
**Family living in host country** NO  
**Family living in a third country** NO  
**Travelled:** Brussel, Baltimore, Sardinia, Istanbul, Rome; still in Prague

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

**Cosmopolitan ID**  
Survey 4 (1 to 10)  
Survey 8 (1 to 10)  
Survey 10 (1 to 10)  
Skype (1 to 10)  

7  

**Surveys completed:** 16

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Name:** Tony_CZ

**Host university:** Charles University  
**Degree:** PhD – International Relations  
**Place of origin:** Australia  
**Age:** 27  
**Sex:** ♂

**Host country**  
**Was it your 1st choice?** NO (Australia, Germany, France)  
**Study abroad** NO  
**Was it compulsory part of your study?** YES  
**Languages – number of languages spoken** 3  
**Gross annual household income student** NZS 20,000-40,000  
**Time between the interviews - Residence now**

**Have you visited host country before** NO  
**Have you studied or lived abroad before this study?** YES  
**Family living in host country** NO  
**Family living in a third country** UK - sister  
**Still in Prague; travelled to London, finishing PhD**

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Cosmopolitan ID**  
Survey 4 (1 to 10)  
Survey 8 (1 to 10)  
Survey 10 (1 to 10)  
Skype (1 to 10)  

7.5

**Surveys completed:** 16

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Name: Carlos_CZ</td>
<td>Host university</td>
<td>Degree</td>
<td>Place of origin</td>
<td>Age</td>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>--------</td>
<td>-----------------</td>
<td>-----</td>
<td>-----</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charles University</td>
<td>PhD – Political Science EU studies</td>
<td>Spain</td>
<td>27</td>
<td>♂</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO (Germany, UK)</td>
<td>YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td></td>
<td>NO</td>
<td>Germany – step sister</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Surveys completed: 16

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Charles University** - incomplete longitudinal studies

<table>
<thead>
<tr>
<th>Name: Margaux_CZ</th>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University</td>
<td>BA – Political Science</td>
<td>France</td>
<td>20</td>
<td>♂</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td></td>
<td>Slovakias - Cousin</td>
<td>Holiday in Germany, back to France, MA applic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Surveys completed: 15

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Kristina_CZ</th>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University</td>
<td>BA – History of Arts - Bohemistic</td>
<td>Germany</td>
<td>28</td>
<td>♂</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO (Germany, UK)</td>
<td>YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Surveys completed: 15

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Kristina_CZ</th>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University</td>
<td>BA – History of Arts - Bohemistic</td>
<td>Germany</td>
<td>28</td>
<td>♂</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Was it your 1st choice?</th>
<th>Study abroad</th>
<th>Was it compulsory part of your study?</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO (Germany, UK)</td>
<td>YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Surveys completed: 15

<table>
<thead>
<tr>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host country</td>
<td>Study abroad</td>
<td>Languages – number of languages spoken</td>
<td>Gross annual household income student</td>
<td>Gross annual household income family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------</td>
<td>---------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>YES</td>
<td>4</td>
<td>≥NZS 20.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>Switzerland – cousin, aunt</td>
<td>Travelled France, Poland, CZ, Sweden, Finland, Denmark; found new workshop, might move to Poland</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

Surveys completed: 11

Name: Aaron_CZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University</td>
<td>BA – History of Art</td>
<td>Canary Isl. / Spain</td>
<td>24</td>
<td>♂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>4</td>
<td>≥NZS 20.000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited host country before</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>Cuba - Cousin</td>
<td>Working in Brno at IBM, MA online, teaching foreigners, travel Slovakia, Hungary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>8</td>
<td>-</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

Surveys completed: 9

Name: Anonymous42_CZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University</td>
<td>MA – European Studies</td>
<td>Germany</td>
<td>24</td>
<td>♀</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Host country</th>
<th>Study abroad</th>
<th>Languages – number of languages spoken</th>
<th>Gross annual household income student</th>
<th>Gross annual household income family</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>4</td>
<td>≥€ 20.000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you visited</th>
<th>Have you studied or lived abroad before this study?</th>
<th>Family living in host country</th>
<th>Family living in a third country</th>
<th>Time between the interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>Cuba - Cousin</td>
<td>Working in Brno at IBM, MA online, teaching foreigners, travel Slovakia, Hungary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Int. (rank 1 to 10)</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td></td>
<td></td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

Surveys completed: 9
<table>
<thead>
<tr>
<th>host country before</th>
<th>lived abroad before this study?</th>
<th>host country</th>
<th>third country</th>
<th>interviews - Residence now</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

**Intercultural comp.** Int. (rank 1 to 10)  
Survey 1 (-5 to 5)  
Survey 3 (-5 to 5)  
Survey 10 (-5 to 5)

| Cosmopolitan ID | Survey 4 (1 to 10)  
Survey 8 (1 to 10)  
Survey 10 (1 to 10)  
Skype (1 to 10)

**Surveys completed:** 2

**Name:** Anonymous43_CZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University</td>
<td>BA - History</td>
<td>Spain</td>
<td>21</td>
<td>♂</td>
</tr>
<tr>
<td>Host country</td>
<td>Was it your 1st choice?</td>
<td>Study abroad</td>
<td>Was it compulsory part of your study?</td>
<td>Languages – number of languages spoken</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>3</td>
<td>-</td>
<td>€ 20,000-40,000</td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
</tr>
<tr>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

**Intercultural comp.** Int. (rank 1 to 10)  
Survey 1 (-5 to 5)  
Survey 3 (-5 to 5)  
Survey 10 (-5 to 5)

| Cosmopolitan ID | Survey 4 (1 to 10)  
Survey 8 (1 to 10)  
Survey 10 (1 to 10)  
Skype (1 to 10)

**Surveys completed:** 3

**Name:** Anonymous44_CZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University</td>
<td>BA - Psychology</td>
<td>Portugal</td>
<td>22</td>
<td>♀</td>
</tr>
<tr>
<td>Host country</td>
<td>Was it your 1st choice?</td>
<td>Study abroad</td>
<td>Was it compulsory part of your study?</td>
<td>Languages – number of languages spoken</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>2</td>
<td>≥€ 20,000</td>
<td>-</td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>Have you studied or lived abroad before this study?</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
<td>Time between the interviews - Residence now</td>
</tr>
<tr>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>Switzerland, France - uncles</td>
<td></td>
</tr>
</tbody>
</table>

**Intercultural comp.** Int. (rank 1 to 10)  
Survey 1 (-5 to 5)  
Survey 3 (-5 to 5)  
Survey 10 (-5 to 5)

| Cosmopolitan ID | Survey 4 (1 to 10)  
Survey 8 (1 to 10)  
Survey 10 (1 to 10)  
Skype (1 to 10)

**Surveys completed:** 2

**Name:** Anonymous45_CZ

<table>
<thead>
<tr>
<th>Host university</th>
<th>Degree</th>
<th>Place of origin</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles University</td>
<td>BA - Philosophy</td>
<td>Spain</td>
<td>22</td>
<td>♂</td>
</tr>
<tr>
<td>Host country</td>
<td>Was it your 1st choice?</td>
<td>Study abroad</td>
<td>Was it compulsory part of your study?</td>
<td>Languages – number of languages spoken</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------</td>
<td>--------------</td>
<td>---------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>3</td>
<td>≥€ 20.000</td>
<td>€ 20.000-40.000</td>
</tr>
<tr>
<td>Have you visited host country before</td>
<td>YES</td>
<td>NO</td>
<td>Family living in host country</td>
<td>Family living in a third country</td>
</tr>
<tr>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural comp.</th>
<th>Survey 1 (-5 to 5)</th>
<th>Survey 3 (-5 to 5)</th>
<th>Survey 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>-1</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cosmopolitan ID</th>
<th>Survey 4 (1 to 10)</th>
<th>Survey 8 (1 to 10)</th>
<th>Survey 10 (1 to 10)</th>
<th>Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys completed:</th>
<th>An.</th>
<th>Int.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Sky.</th>
<th>Em.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4: list of stakeholders interviewed and interview sample

- List of interviewees/stakeholders (42) - semi-structured interviews – stakeholders engaged in ISM and the IoU

- An interview sample

University of Canterbury
Bob Korzeniowski – International Relations Director
Rhiannon McKenzie-Smith – Senior International Recruitment Coordinator

Auckland University of Technology
Nigel Hemmington - Pro Vice-Chancellor International
Cushla Matheson – International Relations & Development, PA /Intnl Visitor Co-ordinator
Kenneth Holt – International Centre – International Programmes

University of Oxford
Andrew Hamilton – Vice-Chancellor
Beth Evans – Vice President (Graduates)
James Tibber – Manager of International Unit
Loren Griffith – Acting Director of International Strategy
Tracey Wells – Assistant Director – The Careers Services

Charles University
Tomáš Zima - Lekarska fakulta 1 - Vice-Dean for international affairs and development
Katerina Králová – Institute of International Studies – Vice-Dean for International Relations
Katerina Mitasová – Head of International Relations, Faculty of Arts
Miroslava Cernochová – Vice-Dean for International Relations – Faculty of Education
Jiri Zima – Vice-Dean for International Relations – Faculty of Science
Lenka Lukesová – Department Coordinator - Faculty of Humanities
Iva Holmerová – Vice-Dean for International Relations – Faculty of Social Sciences
**Representation of New Zealand to the EU**

Frances Kelly - New Zealand education councillor for the EU

**European Commission**

Adam Tyson – Head of Unit for Higher Education and Erasmus
Laura Fiore - Policy Officer, Division for Relations with Japan, Korea, Australia and New Zealand, European External Action Service
Ragnhild Solvi Berg – Policy Officer, Unit for Higher Education and Erasmus

**University of Primorska**

Mitja Zagar – Institute for Social and European Studies - University of Ljubljana/Primorska
Tatjana Mikelic Goja – Head of Department for International Cooperation
Blanka Palcic – Head of the Office – Carreer Centre
Tanja Sanabor – Admission Officer
Petra Slavec – International Office Associate – Faculty of Mathematics, Natural Sciences and Information Technologies
Sebastian Rosa – Senior Expert on EU Programmes
Maja Bartus Vidmar – International Relations – Erasmus programmes
Barbara Panger – International office – Faculty of Humanities
Valentina Bertok - International office – Faculty of Humanities

**University of Valencia**

Vincent Soler – Dean (International) – Faculty of Economics
Fidel Leon Dader – Vice-Dean (International) – Faculty of Economics
Elvira Montana Brunet – International Coordinator for Tourism Management
Pedro Perez Vesquanez – International Study Exchange Coordinator

**Independent**

Matthias Otten - Institute of Intercultural Education and Development, Cologne University of Applied Sciences
Sandra Hertlein - Institute of Intercultural Education and Development, Cologne University of Applied Sciences
Hanneke Teekens – Director - NUFFIC
Bernd Wächter – Director – ACA
Nadine Burquel – Director - ESMU
Neil Kemp – International Education Expert
Enrique Banus - President of the European Community Studies Association - ECSA
Sharon Pardo – Jean Monnet Chair in European Studies, Dirrector, Ben-Gurion University
Personal details: Interview – employees of the AUT

Name: Prof. Nigel Hemmington BSc (Hons) (nigel.hemmington@aut.ac.nz)

Institution/position: AUT – Dean - Faculty of Applied Humanities; Pro Vice-Chancellor International

1. What inspired you to do this kind of work?
2. What part of your job do you enjoy the most?
3. What is the most challenging part of your work?
4. Why does the AUT internationalize – what is the strategy?
5. What are the strengths of this strategy?
6. What are the challenges or weaknesses of internationalising the AUT?
7. Which policies of the MIDU help and which hinder your work in terms of IoU and ISM?
8. How do you perceive the role of the EU in regards to IoU and ISM?
9. How could you maintain or attract more international students?
10. What benefits are there for universities to host international students?
11. What are the drawbacks?
12. What ISM or IoU initiative or policy would you like to see realised at AUT?
13. Where do you see unleashed potential in terms of ISM or IoU for the future and how do you hope to achieve this?

14. Is there anything else you would like to add to this interview or something I should have asked you or do you have any suggestions for me to read/someone to interview?
15. Can I contact you in the future to clarify something or ask a few questions if they come up?
16. Is there anything you would like to ask me, any further questions about the research?

EXTRA/TIME PERMIT
16. Which universities are you inspired by when it comes to developing your programmes and strategies?
17. What do you think the main issues of ISM in the future?
18. How would you go about resolving them?
Appendix 5: perceptions of globalisation

Globalisation – perceptions of international students

<table>
<thead>
<tr>
<th>Country</th>
<th>Positive Responses</th>
<th>Negative Responses</th>
<th>Both Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Zealand</td>
<td>8</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>It makes the community more interesting and diverse; if it improves people lives, then it is good; It's inevitable so may as well be positive about it; enriching; good for the developing countries to know more advanced knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Creates opportunities; it makes a great many wave of waves; This is the only way to begin solving a 500+ year old tradition of imperialism, even though it is far from perfect;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Czech Republic</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I think it makes life easier and more interesting; I think it enhances links across the world; it is normal if every culture can keep own originality and avoid the aggression; i like technology and that i can buy Asian food, American, Italian, etc..</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>UK</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I don’t like the concept, I think it’s a-historic and assumes there was a time where societies where stabile and not moving (which is clearly falsified by latest historic findings!)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Czech Republic</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I think the flow eradicates relevant differences between cultures while posing not so good common perspectives (economic globalization example: HUGE amount of KFCs in Prague)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>18</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
| globalisation contains positive potential but it also allows ideologies to spread faster, for instance via internet; The exchange of goods and ideas is worth the sacrifice of cultural homogenization; it’s helpful to accept new culture but local culture may be altered in a negative way; Negatively as some global companies who harm our society gain power. Positively as we grow together; Globalisation can be positive when all the positive influence is absorbed. However, it can also be negative when it's not approached appropriately; Good to share ideas, but the separation also allows different ways to look at ideas to exist; It is good to share idea and technology, but it can also lead to exploitation and loss of culture; It connects us but sometimes destroy uniqueness; negative with the completely different cultures...; It is good for other cultures to share information, however, when information is being forced on a culture, I think this is a bad thing; Can be either... the flow of ideas has the potential for collaboration and for people to realize we are in this together, but could be negative when it comes to an economy that is dependent on the health of every other nation, etc; it still hasn’t found balance with global methodology and perseverance of local identity; Access to

---

2042 7_19 How do you perceive globalisation (flow of technology, knowledge, economy, ideas, people and values)? 1 Positively (please explain – type in your answer), 2 negatively (please explain – type in your answer), 3 both (please explain – type in your answer).
information and growing technology benefits everyone. It does create new threats (perceived or actual) though that causes new points of contention for international relations. I am also not a fan of globalization as a "melting pot" strategy, where everything progressively gets more similar or the majority or more aggressive simply assimilate the rest, but I am a supporter of globalization as international sharing and connected growth; destruction of local businesses is not a good thing especially if "corporation" like industries take over. In general for the knowledge is great though; I think it has its benefits and its drawbacks, allot of it has to do with perception and your individual world view; It is mostly good, improving the well-being of most people involved, yet can still be catastrophic for some local economies and cultures; Such flow makes nations become closer, avoiding conflict but values such as the backwards and dated practices of some religion/countries should be actively discouraged from being brought in. (e.g. Sharia Law in the UK);

UK - Both (7)
Greater access to all cultures. Negatively: emergence of a single, unified culture?; One learns to think differently when one sees what else is out there in the world. However, doing something else from the norms can be dangerous at times because many think that anything outside the norm is bad, especially when people do not understand why you do what you do; It's harder for older generations to adapt which is why I think it's especially important at the student level so that generation won't have such issues when they are faced with other cultures; You can teach/share with others your own culture and knowledge, but globalisation can also take away part of your identity. For example, the loss of local languages due to increased contact with modern technology; As I said it is mostly through the goods that globalisation happens, it would be much better if it was through the people, but there are too many administratively created obstacles on this way; love it, though it needs to be done from a sociological unconditional positive regard

Czech Republic - Both (7)
Positively it allows communication. Negatively - westernization of the cultures; Generally it is a good thing, but I understand many people can be harmed by globalizations impact in the short run; Mostly positively, as it increases my horizon of knowledge and my adaptability to new, unknown situations. But I also recognise that in some areas or for some people it can lead to feelings of dis-attachment / loneliness; Globalization has helped us to understand each other better and to discover many things. That's a positive thing. But it is also true that, globalization has destroyed part of some cultures; as I said the outcomes can be very positive (share of knowledge, easier to travel, to work abroad) but also negative (repercussions on jobs, social conditions...
### Appendix 6: perceptions of student mobility within globalisation

Globalisation - perception of ISM in the context of globalisation

<table>
<thead>
<tr>
<th>New Zealand – Positive (17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps understand cultures and perceptions better: after all we will be running the show sooner or later; Friendships that are formed between students from different countries helps with globalisation and lays the foundation for future collaborations between nations; very important role; The more globalization prevails, the easier it is for students to study and enjoy the overseas life; more people traveling heightens appreciation for the process of globalization; International students often provide an insight into a culture which could not be obtained otherwise; promoting and exposing culture to other people; They bring the opportunities for the host university to communicate with the world; Bridges the gap of understanding, exposes students to other cultures through visiting students or leaving the home university and experiencing it themselves; diversity in ideologies gives rise to creativity and innovation; I've always been to school where I've been classified as an international student. I've always thought that I've brought some colour and a different perspective to the community; Make the world a better place by learning from different perspectives; students are the future. Encouraging a broad world view is important, studying and living internationally helps develop this perspective. They are also some of the best ambassadors for their respective countries; Aids in building the concept and how it works.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UK - Positive (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly they can bring added value to any university; fresh air; It better enables students to achieve what they want and help other sectors of society; Makes learning interesting; Extremely important - long lasting impact on diplomatic ties; Study abroad is a great way to immerse students from non-diverse cultures into the global community at a relatively early age, before notions of nation really set in; I think they are an asset for every university</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Czech Republic - Positive (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>International students have a freedom of movement and perspective not available to those with more limited expectations and horizons; It helps foster cross-country links and the chances for greater understanding and engagement; the bring the far wide world to my home university; The presence of international students is positive in my view as it allows to learn new experiences and knowledge, to broaden the perspectives of locals and foreigners; why not?; normally people respect students from foreign countries (unlike workers, for example); enable growth of ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Zealand - Negative (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No example provided</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UK - Negative (0)</th>
</tr>
</thead>
</table>

---

2043 11_6 How do you perceive international students in the context of globalisation? 1 Positively (please explain – type in your answer), 2 negatively (please explain – type in your answer), 3 both (please explain – type in your answer).
<table>
<thead>
<tr>
<th>Country</th>
<th>Status</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Czech Republic</td>
<td>Negative</td>
<td>0</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Both</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>No example</td>
<td></td>
</tr>
<tr>
<td></td>
<td>provided</td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td>Both</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>No example</td>
<td></td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Both</td>
<td>0</td>
</tr>
</tbody>
</table>
Appendix 7: the role of the EU in the IoU

The EU’s role in the IoU in its support of ISM – according to the stakeholders engaged in the IoU

<table>
<thead>
<tr>
<th>The EU’s role in the IoU</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Added value to the efforts of the EU MSs and of the stakeholders engaged in policy</td>
</tr>
<tr>
<td>making</td>
</tr>
<tr>
<td>• Promotion of EHE outside of the EU, attracts incoming student mobility</td>
</tr>
<tr>
<td>• Challenges the European universities in new ways of cooperating and functioning</td>
</tr>
<tr>
<td>• Helps to establish links between universities from different countries as the building</td>
</tr>
<tr>
<td>blocks for collaborations, which is important since cooperation between universities</td>
</tr>
<tr>
<td>within individual countries is limited due to the competition for government support,</td>
</tr>
<tr>
<td>research grants, student enrolments etc.</td>
</tr>
<tr>
<td>• Contributed to restructuration of New Zealand higher education, which is now more</td>
</tr>
<tr>
<td>comparable than ever, including credit structure and learning outcomes which fit the</td>
</tr>
<tr>
<td>New Zealand qualification framework</td>
</tr>
<tr>
<td>• Driving force of initiatives such as the lifelong learning, also provides national and</td>
</tr>
<tr>
<td>supranational stimulus</td>
</tr>
<tr>
<td>• Extremely important in setting the agenda</td>
</tr>
<tr>
<td>• Major driver of mobility</td>
</tr>
<tr>
<td>• Reform of the education sector, an unprecedented one, because in terms of mobility it</td>
</tr>
<tr>
<td>was driven by around 5% of mobile minority</td>
</tr>
<tr>
<td>• EU public diplomacy through EUCN research centres</td>
</tr>
<tr>
<td>• Global example of regional cooperation despite the history of WWII, inspirational for</td>
</tr>
<tr>
<td>other regions of the world</td>
</tr>
<tr>
<td>• In this way EU can have a better role than single state</td>
</tr>
<tr>
<td>• Education system is an global example, infectious in its actions (in a positive way)</td>
</tr>
<tr>
<td>• What do they good – they pull lot of money, and looking at Erasmus, from qualitative</td>
</tr>
<tr>
<td>aspect, it is not high class if u see it from the intercultural prospect but internationa</td>
</tr>
<tr>
<td>lly it really succeeded in increasing the number of mobility, if u look at the EU or</td>
</tr>
<tr>
<td>countries which work more closely</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenges and criticism</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Uses lots of public money to fund mobility only for the few</td>
</tr>
<tr>
<td>• Very market driven neoliberal idea behind mobility</td>
</tr>
<tr>
<td>• I think very often the Commission and the European Parliament and Ministers can</td>
</tr>
<tr>
<td>become too mechanistic how to organise broader and deeper collaboration, I think u</td>
</tr>
<tr>
<td>have to set the context, in Bologna it was done by the structure of degrees and</td>
</tr>
<tr>
<td>diploma supplement</td>
</tr>
<tr>
<td>• I think we have so many tools now to make European cooperation more transparent</td>
</tr>
<tr>
<td>and easy, if we include more rules and regulations and ambitions it becomes a tool of</td>
</tr>
<tr>
<td>stiffing</td>
</tr>
<tr>
<td>• Complicating and lengthy research grants which result in disinterest for applying for</td>
</tr>
</tbody>
</table>

2044 Please see Appendix 4 for the list of the stakeholders.
them – loss of research capacity for the EU

- Challenges in implementing EU policies, due to constraints at the EU and university side
- Bureaucratic
- EU policies are often too far away from systems in different countries, from the real structures of unis. Part is the join degree but from legal point of view of many countries it is not possible to have a joined degree.

Answers collected from interviews with academic, EU officials, stakeholders engaged in the IoU, vice-chancellors of the universities and staff at international offices, careers centres, student union and other bodies engaged in ISM.

**Contemporary challenges of the IoU and student mobility**

- Effect on ISM from more cooperation and specialisation of universities, not only between universities but also between universities and companies in order to remain competitive, because of the rising costs.
- Nobody can escape internationalisation, some could in the past but now, they cannot escape it
- The EU centres help to internationalise universities, and all the input an EU centre could give from conferences to visiting academics and exchanges is added value to students
- Universities should be for the outsiders too – for the business out there and for the students to go there… for this you need the minds to open – staff with university vision and then perhaps special staff to do this, for example through marketing and branding together
- Within the IoU you have many elements some abroad some at home so therefore I say you need to have integrated strategy, which should also fit into national strategy in order for it to have more powerful effect on things, including ISM
- In New Zealand it is economic rationale – the economic benefits from incoming students, international division became more about export industry, consequently business overshadowed the other part of internationalisation – division within the New Zealand Ministry of Education
- Should have better funding structure, internationalisation requires funding
- Start with what should be the outcome of internationalisation
- Not to have internationalisation and ISM just for the sake of it … what and where it is beneficial to have internationalisation and ISM
- Support for successful study so the dropout rates diminish
- It is a university culture, ISM is one aspect of it, should know both of their practical values
- strong vision and institutional goals which are implemented and supported by teams

Answers collected from interviews with academic, EU officials, stakeholders engaged in the IoU, vice-chancellors of the universities and staff at international offices, careers centres, student union and other bodies engaged in ISM.
Appendix 8: comparison of the AUT and UC’s internationalisation strategies

Internationalisation strategies – the Auckland University of Technology (AUT) and the University of Canterbury (UC)

<table>
<thead>
<tr>
<th>International</th>
<th>Intercultural</th>
<th>Global</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUT</strong></td>
<td>AUT</td>
<td>AUT</td>
</tr>
<tr>
<td>engaged with the current and future issues of national and international importance</td>
<td>The University recognises the special place of Māori as tāngata whenua</td>
<td>AUT will continue to make a significant contribution to the social, cultural, environmental and economic wellbeing of the nation and the world.</td>
</tr>
<tr>
<td><strong>UC</strong></td>
<td>UC</td>
<td>UC</td>
</tr>
<tr>
<td>Together this integrates an international dimension or perspective into the teaching, training, research and service functions of the university (mentioned twice).</td>
<td>The universality of knowledge in the information age, the competitive nature of world trade including education and the increasing rate of cultural exchange dictate that the international dimension of higher education must keep pace with changes occurring globally (mentioned twice).</td>
<td>The outcome of our strategy is best reflected by our graduates who we expect are well prepared to make a difference in a globalised world. Research is internationally collaborative with researchers and institutions of recognised global quality, includes global issues and consistently achieves international recognition (mentioned twice).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The universality of knowledge in the information age, the competitive nature of world trade including education and the increasing rate of cultural exchange dictate that the international dimension of higher education must keep pace with changes occurring globally. This is best accomplished through ongoing comparative analysis and cooperation with other recognized global university leaders (mentioned twice).
### Purpose

- **Teaching**
  - AUT continuing to enhance opportunity, success and advancement for Māori staff and students; and valuing and promoting te reo and tikanga Māori. Strengthening commitment to Māori as tangata whenua and to the Treaty of Waitangi; supporting their participation, aspirations and success in learning and research;

- **UC**
  - Teaching includes an international dimension, is delivered internationally or is deliberate in its incorporation of international student engagement for the benefit of domestic students and vice versa (refers to IaH)

Our strategic approach to internationalisation incorporates several key elements to advance the internationalisation process in support of our institution’s research agenda and ultimate accomplishments in teaching, learning and the creation of knowledge.

Particular focus on enriching teaching through inbound experts from the world’s best universities and the development of new teaching materials and methodologies for UC staff while they are visiting the world’s best universities.

For domestic students, internationalisation means entering an international learning environment, in

### Function

- **Exchanges**
  - **AUT**
    - Enhance the internationalisation of research collaborations, the curriculum, and staff and student mobility, increase the number of international postgraduate students in taught and research programmes; increase international EFTS to 15-20% of total EFTS;

  - **UC**
    - We encourage our students to study abroad as an important component of their UC education and have established exchange programmes with outstanding institutions in most parts of the world. Similarly, the Erskine Programme supports academic staff mobility with a particular focus on enriching teaching through inbound experts from the world’s best universities

- **Collaborations / networks**
  - **AUT**
    - The University’s national and international relationships with communities, business, industry and the professions foster the exchange of knowledge and ensure the relevance and contribution of research and learning. Extending relationships and working innovatively with communities, professions, universities, research organisations, businesses and government.

### Delivery

- **Knowledge**
  - **AUT**
    - Knowledge exchange with communities, industry, business and the professions
  - **UC**
    - Our strategic approach to internationalisation incorporates several key elements to advance the internationalisation process in support of our institution’s research agenda and ultimate accomplishments in teaching, learning and the creation of knowledge.

- **Skills**
  - **AUT**
    - Enhancing students’ international and intercultural competencies;

- **Quality**
  - **AUT**
    - Benchmarking activities against national and international best practice.

- **UC**
  - Our commitment to internationalisation is a sine qua non of our ambition to achieve and maintain world-class quality in all that we do. The universality of knowledge in the information
which they interact meaningfully with international students, formally and informally learning about foreign languages, cultures and societies (refers to IaH)

- Curricula

**AUT**
Knowledge exchange with communities, industry, business and the professions ensures a contemporary, relevant and challenging curriculum.

Advances mātauranga Māori; Acknowledges our bicultural nation, the tāngata whenua and New Zealand’s contemporary multicultural character in the way the curriculum is developed and delivered.

**UC**
Our strategic approach to internationalisation incorporates several key elements to advance the internationalisation process in support of our institution’s research agenda and ultimate accomplishments in teaching, learning and the creation of knowledge.

- Extra curricula

**UC**
Coupled with learning in the field while abroad on exchanges or international Work Integrated Learning and Service Learning placements provides further opportunity to expand and confirm knowledge and opinions gained while on campus

- Research

addressing regional, New Zealand and global issues through collaboration with international and local partners

strengthening connections, knowledge exchange and research collaborations with Pacific communities.

Enhance the internationalisation of research collaborations, the curriculum, and staff and student mobility.

**UC**
While ranking systems can by useful indicators it is who we associate with internationally that informs important constituents of the international education community that we are an accomplished and significant institution. Benchmarking with these partners guides our further development.

(Same what was said by EC official)

- Views/values

**UC**
Exposure to a wide array of world views held by international students from a diverse range of countries strengthens cross-cultural sensitivity and awareness, all with the aim of preparing students to become internationally responsible and effective citizens.

- Ideas

**AUT**
Spark debate on local, national and international

- Attitudes

**UC**
All with the aim of preparing
AUT increases the availability of inter-professional and multi-disciplinary programmes; and
Growing national and international research impact by promoting research by Māori for the benefit of their communities; supporting the further development of areas of research strength; promoting research with Pacific peoples for the benefit of their communities enhance the internationalisation of research collaborations, the curriculum, and staff and student mobility.

UC Research is internationally collaborative with researchers and institutions of recognised global quality, includes global issues and consistently achieves international recognition

Our strategic approach to internationalisation incorporates several key elements to advance the internationalisation process in support of our institution’s research agenda and ultimate accomplishments in teaching, learning and the creation of knowledge.

Roughly 50% of the academic staff at UC are originally from outside of New Zealand, thus providing natural connections to the global learning and research community. International co-authorship of research support processes.

- Environment

AUT The AUT student and staff community is diverse AUT aims to advance the aspirations and achievement of all staff and students including Pacific people, disabled people, Asian people, refugees, new migrants and people who identify as lesbian, gay, bisexual and transgender. having a diverse domestic and international student population; initiating a programme of sustainable development that covers curriculum, research, facilities and operations and addresses social, cultural, environmental and economic dimensions; and increasing appointments of Māori and Pacific staff in academic and senior roles; ensuring that every academic staff member contributes to teaching and research point

UC Community service includes integration of international students and academic staff into the local community and the provision of internationally-focused public events that incorporate the research and teaching strengths of the university that are internationally relevant.

Staff and student mobility will be the conduit for the development of experience and a knowledge base to internationalise the students to become internationally responsible and effective citizens.

- OTHER

AUT Growing the University’s capability and performance by: promoting a positive and inclusive culture that celebrates diversity, encourages inter-professional collaboration and involvement with the wider community.
Publications is common place because of the high ratio of foreign academic staff and also because of the high percentage of international post graduate students on campus.

<table>
<thead>
<tr>
<th>University</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT</td>
<td>• Administration better understand the experience and aspirations of students and staff as the basis for improving facilities, infrastructure and services; and</td>
</tr>
<tr>
<td>UC</td>
<td>Financial support in the form of travel grants is available to support students wishing to study abroad.</td>
</tr>
</tbody>
</table>
**Appendix 9: outcome of the IoU according to international students**

Outcome of the Internationalisation of Universities – perceptions of international students

<table>
<thead>
<tr>
<th>International (6)</th>
<th>Intercultural (8)</th>
<th>Global (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and academic issues have international approaches Linh_NZ;</td>
<td>increase ideas and open to ideas that are shared between people from different</td>
<td>resolve issues in national perspective but also applicable to the world</td>
</tr>
<tr>
<td>Also students' extracurricular activities should encompass the international</td>
<td>cultures Heather_NZ;</td>
<td>Linh_NZ;</td>
</tr>
<tr>
<td>approach by taken into account international students Linh_NZ;</td>
<td>Globalization should introduce an aspect of internationalization of education,</td>
<td>I think, since the university is designed to educate its students on how</td>
</tr>
<tr>
<td>Globalization should introduce an aspect of internationalization of education,</td>
<td>but still be able to retain what is culturally local to where the university is</td>
<td>to operate in the world - &quot;global-focused&quot; students, there should be</td>
</tr>
<tr>
<td>but still be able to retain what is culturally local to where the university is</td>
<td>based. Noelani_NZ;</td>
<td>global focus on what is taught as well as how it pertains locally,</td>
</tr>
<tr>
<td>based. Noelani_NZ;</td>
<td>Universities becoming more open and receptive to non-domestic students and staff</td>
<td>globalization should introduce an aspect of internationalization of</td>
</tr>
<tr>
<td>more international research collaborations Leslie_NZ;</td>
<td>Michael_UK;</td>
<td>education, but still be able to retain what is culturally local to where</td>
</tr>
<tr>
<td>international exchange programs Leslie_NZ;</td>
<td>students diversity, interaction with different culture Silvia_NZ;</td>
<td>the university is based. Noelani_NZ;</td>
</tr>
<tr>
<td>Better research, international networks Simon_CZ;</td>
<td>Friends from all over the world Alexandra_NZ;</td>
<td>Universities become better places to connect with the world, Thong_NZ;</td>
</tr>
<tr>
<td>Friends from all over the world Alexandra_NZ;</td>
<td>People become exposed to and tolerating other people's differences Hazieqa_NZ;</td>
<td>interconnectivity of global systems and positioning in global society</td>
</tr>
<tr>
<td>students from different countries Namisha_NZ;</td>
<td>a multicultural environment Giang_NZ;</td>
<td>Manish_NZ;</td>
</tr>
<tr>
<td>better international relations Zhanna_CZ.</td>
<td>More cross cultural communication, but it's difficult to say Matt_UK.</td>
<td>More rounded, more globally- aware students. Ghislaine_NZ;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Allows students to be introduced to the effects of globalization on a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>personal and academic level Eric_NZ;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>wider global networks Rex_UK;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The internationalisation of universities should lead to a globalized</td>
</tr>
<tr>
<td></td>
<td></td>
<td>society, but one in</td>
</tr>
</tbody>
</table>

---

11_1 Globalisation can be defined as a flow of technology, knowledge, economy, ideas, people and values, to which countries can respond with the internationalisation of, for example, higher education. Internationalisation of higher education / universities can be defined as the process of integrating an international, intercultural and global dimension into the purpose, functions or delivery of an institution. What should be the outcome of the internationalisation of universities?
which individuals are no longer classified by national origin or ethnic group but instead are regarded as citizens of the world.

<table>
<thead>
<tr>
<th>Purpose (19)</th>
<th>Function (28)</th>
<th>Delivery (25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Teaching 6</em> improved Education Raj_NZ; There should be global focus on what is taught as well as how it pertains locally. Noelani_NZ; A more open, relaxed place of free flowing ideas, philosophies and knowledge. JP_NZ; Allows students to be introduced to the effects of globalization on a personal and academic level. Eric_NZ; new ways of thinking Benjamin_UK; Multi language lectures Carmen_UK;</td>
<td>• <em>Exchanges 11</em> exchange of information by instilling within the students a sense of the rewards to be gained through such an exchange Tom_NZ international exchange programs, Leslie_NZ fostering greater exchange of information and ideas and the exchange of students and staff to enhance its work and the work of others. Tony_CZ Greater circulation of students Benoit_UK; More exchange of students Debbie_UK; Students should have less/no difficulty moving from one institution to the other Jed_UK; Greater exchange across scientists internationalisation of universities leads to an exchange of academic elite, and so to a greater exchange of cultures in this group of societies. Anna_UK; easy for students to spent terms or semesters abroad or receive students from different parts of the world Carmen_UK; A greater network among universities and their students around the globe or at least across specific area lines. Steffi_CZ the amount of international educational exchanges</td>
<td>• <em>Knowledge 4</em> exchange their study experiences and to improve their study strategies and then to improve their academic results Jennifer_NZ A more open, relaxed place of free flowing ideas, philosophies and knowledge. JP_NZ diffusion of knowledge and ideas Benoit_UK; faster development of knowledge and technologies Zhanna_CZ</td>
</tr>
<tr>
<td>• <em>Curricula 7</em> students diversity, interaction with different culture Silvia_NZ; incorporated ideas and theories from many different cultures and countries Heather_NZ; Offered more options with the subjects they are obliged to learn. This will provide them opportunities to study the major they are interested in and in turn to get the best results Jennifer_NZ A better understanding (he thinks maybe specialised/focused?) from the student since he/she will feel more comfortable. This is hard to achieve when the</td>
<td></td>
<td>• <em>Skills 2</em> intercultural competences Imko_NZ I think, since the university is designed to educate its students on how to operate in the world Noelani_NZ</td>
</tr>
<tr>
<td></td>
<td>• <em>Quality 4</em> good standard of highly educated students Imko_NZ Increased standards and quality of what is Raj_NZ to teach students about personal qualities instead of strictly academic content Jess_NZ; higher quality of education Zhanna_CZ;</td>
<td>• <em>Views/values 7</em> increase the perspectives and gain more well-rounded that are shared between people; more well-rounded from different cultures</td>
</tr>
</tbody>
</table>
university is very international such as Otago, so the learning process seems to be more generalized to make everyone happy. Cesco_NZ; better understanding of world’s challenges and problems that will enable the creation of programs and curricula that can respond to these challenges and problems. Debbie_UK; The curriculum and administrative systems should also become more uniform. Jed_UK.

Universities should provide more subjects in English. Olga_CZ

- **Extra curricula 1**
  Also students’ extra curriculum activities should encompass the international approach by international students are taken into account. Linh_NZ

- **Research 5**
  Research and academic issues have international approaches Linh_NZ; more international research collaborations Leslie_NZ; Better research, international networks Simon_CZ; Through this bringing-together of different perspectives, new ideas are hoped to be developed and more balanced research findings can emerge, e.g. outside of Eurocentric perspectives etc. Anna_UK in terms of research it should allow to reach better results more quickly and in more areas by combining the should increase, the way of study may become a common. Olga_CZ; The outcome should allow for an increased exchange of experiences between academics and students Carlos_CZ

- **Collaborations / networks 9**
  Universities become better places to connect with the world. Thong_NZ; interconnectivity of global systems and positioning in global society Manish_NZ; An institution widely connected with others, Evan Perhaps also an effect on people networks (knowing more friends from abroad). Benoit_UK;
  Better research, international networks Simon_CZ;
  Universities become better places to connect with the world. Thong_NZ;
  wider global networks Rex_UK;
  The establishment of worldwide academic networks that facilitate scholarly communication and collaboration. Reid_CZ;
  A greater network among universities and their students around the globe or at least across specific area lines. Steffi_CZ;
  better international relations Zhanna_CZ,

- **Admission 2**
  Universities should be able to accommodate more students Jess_NZ;
  Universities becoming more open and receptive to non- Heather_NZ
  More rounded, more globally- aware students. Ghislaine_NZ;
  a more broad-minded and creative student body. Leslie_NZ;
  Allows students to be introduced to the effects of globalization on a personal and academic level Eric_NZ in the long run, it should result in open minded mobile society. Nikita_UK;
  Intellectually better equipped students. Anonymous1_UK

- **Ideas 6**
  increase ideas and open to ideas that are shared between people from different cultures Heather_NZ;
  but "global-focused" students Noelani_NZ;
  A more open, relaxed place of free flowing ideas, philosophies and knowledge. JP_NZ;
  a more broad-minded and creative student body. Leslie_NZ;
  diffusion of knowledge and ideas Benoit_UK;
  TO enhance the flow of ideas between different nations Renata_NZ

- **Attitudes 2**
expertise of experts / researchers from several countries and cultures. In doing this, it has to be ensured that local cultures, research fields are not lost to an emphasis to compete all the same areas of research. Carlos_CZ

domestic students and staff Michael_UK;
- Environment 6 students diversity, interaction with different culture Silvia_NZ;
  Friends from all over the world Alexandra_NZ;
  students from different countries Namisha_NZ;
  People become exposed to and tolerating other people's differences Hazieqa_NZ;
  a multicultural environment Giang_NZ;
  increased student experience Rex_UK,
- administration The curriculum and administrative systems should also become more uniform. Jed_UK

students with willingness to improve the world, not just their own societies Imko_NZ,
Heightened academic interest Rex_UK
Appendix 10: perceptions of the benefits and drawbacks of student mobility

The benefits and drawback of ISM – perception of international students

| 1_73 What benefits are there do you think for universities to have international students? |
| 3_23 What benefits are there do you think for students (domestic and international) in having international student sat their universities / having them as classmates? |

- **Knowledge**

  Get involved in difficult topics. I feel many Kiwi students are not really good at Maths. I can help. Linh_NZ
  sharing their thoughts, knowledge from a different culture Giang_NZ
  You learn so much about human nature by having international students. A university is not about book learning, it's supposed to be so much deeper than that. Heather_NZ
  Domestic and international students would exchange knowledge and experiences. They would also find inspiration from each other. Jennifer_NZ
  the same they are in any other country. / get to understand different perspectives and the underlying logic behind these. Raj_NZ
  bit helps broaden their world view and exposes them to a wide range of fascinating differences - in culture, history, food, entertainment, politics, infrastructure... everything. It’s a great knowledge exchange and a brilliant way to encourage process optimization and problem solving. – Leslie_NZ
  To learn about many cultures Anonymous16_NZ
  There is a wider range of knowledge and there are Jess_NZ
  and internationals have the opportunity to learn from a conservationist country mutual Anonymous29_NZ
  sharing different cultures and being more tolerant and open minded, interested in the world, and learning Anonymous13_NZ
  I think it brings in knowledge about the outside world and keeps New Zealand from being isolated. Anonymous23_UK
  They can know more about the world. Anonymous20_NZ
  Lots of benefits. New ideas, perspectives and stories. Insight into their academic knowledge. Also, new friends with different opinions, backgrounds and ready for an adventure is afoot for anyone willing to be friends with someone from a different culture or country. JP_NZ
  They pay for lots at the uni so makes their uni a better place. Other people’s experiences give insight and knowledge. Also, hopefully makes this country less racist. It might inspire people to travel more. Anonymous17_NZ
  Awareness of different cultural contexts, languages, academic traditions. Awareness of different life styles, and academic strategies/methods. Getting to know about other parts of the world. Maybe having the possibility to visit them there some time. Getting to know other political situations and life circumstances in different countries. In general: increasing cultural sensitivity and competences, increasing empathy for other cultures, different people etc. “thinking outside the box”. Also big contribution to domestic integration capacities. Anna_UK
  Shared learning; it dramatically increases a students’ ability to understand themselves and the new academic material they have before them Rex_UK
  It enriches the academic environment with a diversity of ideas and personalities.
Anonymous31_UK
Knowledge exchange, increased intercultural competences. Carlos_CZ
One gets to learn about other areas from international classmates, but also important international connections and a first step in better engaging with a wider world. Reid_CZ
Share ideas, knowledge and experience. Renata_CZ
Exchange knowledge, experience etc. Simon_CZ.
A lot of benefits... Learn a lot and open their minds to new things. Aaron_CZ
You learn to know people from other countries and can visit them afterwards. It’s far less intimidating to visit a country where you know somebody. Even if it is Somalia or Afghanistan f.e. or if you’re not such a traveller you can listen to great stories and understand your own culture better by the view of another. Kristina_CZ

- **Skills**
You will understand the way people act, because most of behaviour is based on culture and if you know the culture you will know the reasons. Also you will have lots of friends from all over the world and expand your ability to deal with people. Anonymous18_NZ
more easily to get alone with other people in the future Anonymous21_NZ
My culture and speak two language Reanui_NZ
To me the biggest upside is that everyone involved gets to broaden their horizons. By that I mean improving intercultural skills, finding new friends from different countries which you can then visit and of course there is the networking aspect of meeting people you might one day work with. Anonymous2_NZ
I think that this is what makes education relevant in the 21st century, since the best part of living in a globalized world is the potential for contact among different peoples. Jason_UK
The entire cultural experience! / You get to know a language quite well and learn to understand how other people from different countries think. And meeting other international students is just fun once you can get them to talk. Anonymous34_UK

- It is a fantastic way to broaden your horizon and to be confronted with "difference", to learn about other cultures, and to make new friends and develop language skills. - Benoit_UK
Knowledge exchange, increased intercultural competences. Carlos_CZ
Intercultural dialogue, tolerance, practice of language Olga_CZ
rep	
- Quality
- Views/values/open minded/perspectives
So that they won’t be narrow minded. Being friends with people from different culture and background makes both students more open minded and not easily influenced by some negative stereotypes exist in media. Let them experience first-hand. expose both students to the different worldview or way of thinking Hazieqa_NZ
Different perspectives on different things! People have different opinions!. Sarah_NZ
I am huge proponent of mingling; you only ever know an angle of the truth, and the more angles you know, the more comprehensive a picture you have. For me, living with a bunch of Saudi Arabians REALLY changed the way I looked at American politics Noelani_NZ
**broaden you view of the world:** (private) networking around the globe Anonymous12_NZ
Variety of input and views. Anonymous24_NZ
You will definitely open your mind with international students  Imko_NZ
They can show you a different way of viewing life or problems. Heather_NZ
Bit helps broaden their world view and exposes them to a wide range of fascinating differences - in culture, history, food, entertainment, politics, infrastructure... everything.  It’s
a great knowledge exchange and a brilliant way to encourage process optimization and problem solving. Leslie_NZ
Diverse backgrounds bringing a different perspective Namisha_NZ
To absorb different worldviews and enhance my own Anonymous16_NZ
there are more points of view represented in a more diverse environment. Jess_NZ
Domestic students get a view of a wider, global perspective rather than a narrow, local one. Eric_NZ
sharing different cultures and being more tolerant and open minded, interested in the world, and learning Anonymous13_NZ
diversity of opinion, ideas, thoughts, value, culture, perspective Manish_NZ
Wider horizon, different perspectivesAnonymous8_NZ.
Exchange of ideas, cultures, experiences... Hearing another perspective. Anonymous10_NZ
To me the biggest upside is that everyone involved gets to broaden their horizons. By that I mean improving intercultural skills, finding new friends from different countries which you can then visit and of course there is the networking aspect of meeting people you might one day work with. Anonymous2_NZ
Lots of benefits. New ideas, perspectives and stories. Insight into their academic knowledge. Also, new friends with different opinions, backgrounds and ready for an adventure is afoot for anyone willing to be friends with someone from a different culture or country. JP_NZ
Different perspectives, different backgrounds, different histories, different approaches Michael_UK
They could get new perspectives to the issues discussed in class Carmen_UK
- It is a fantastic way to broaden your horizon and to be confronted with "difference", to learn about other cultures, and to make new friends and develop language skills. Benoit_UK
Different perspectives on literally everything from politics to what constitutes dignified behaviour. Anonymous1_UK
You get to learn of other people, countries, customs, etc. and you learn to respect other views and perspectives. Debbie_UK
I think it makes you more open to the world, less prejudiced, much more flexible and understanding. Nikita_UK
another view and experience, or vice versa - common vies with the person from other culture Zhanna_CZ
They can learn from one another about their different lifestyles (traditions, values, etc.). It can be an incentive for domestic students also to go abroad or at least to try and learn another language. Steffi_CZ
They get a different perspective than they're used to Tony_CZ
A lot of benefits... Learn a lot and open their minds to new things. Aaron_CZ
- Ideas
Ideally, a more diverse student body leads to a richer exchange of ideas, opinions and facts between students Tom_NZ
They bring a different way of thinking and offer a more diverse way of seeing things. It can open your mind to new ideas and increase your critic senses. Anonymous19_NZ
sharing their thoughts, knowledge from a different culture Giang_NZ
diversity of opinion, ideas, thoughts, value, culture, perspectives Manish_NZ
Exchange of ideas, cultures, experiences... Hearing another perspective. Anonymous10_NZ
Lots of benefits. New ideas, perspectives and stories. Insight into their academic knowledge. Also, new friends with different opinions, backgrounds and ready for an adventure is afoot
for anyone willing to be friends with someone from a different culture or country. JP_NZ

Exchange of ideas Benjamin_UK

It enriches the academic environment with a diversity of ideas and personalities. Anonymous31_UK

Share ideas, knowledge and experience. Renata_CZ

- **Attitudes**

  locals would learn different realities from different cultures and they will learn how fortunate they are living in New Zealand, Anonymous29_NZ

  sharing different cultures and being more tolerant and open minded, interested in the world, and learning Anonymous13_NZ

  diversity of opinion, ideas, thoughts, value, culture, perspective Manish_NZ

- **Funding/income**

  None, / to be honest all I notice at university is that they would look more international in the academic term, moreover, great funding from the international fees. Anonymous5_NZ

  Internationals bring a lot of money to the economy. Alexandra_NZ

  International students have provided a substantial source of funds that can be used to improve facilities in universities. Thong_NZ,

  They pay for lots at the uni so makes their uni a better place. Other people’s experiences give insight and knowledge. Also, hopefully makes this country less racist. It might inspire people to travel more. Anonymous17_NZ

- **Cultural exchange/interaction/communication**

  Cultural exchange! Also they make good food and have crazy holidays like Norway’s Constitution Day. Sarah_NZ

  Opportunities to interact with one another and learn about different cultures Anonymous3_NZ

  Meeting students from all over will break stereotypes. Heather_NZ

  Having international students would increase the interaction between different cultures. Jennifer_NZ

  experience different culture Silvia_NZ

  You will understand the way people act, because most of behaviour is based on culture and if you know the culture you will know the reasons. Also you will have lots of friends from all over the world and expand your ability to deal with people. Anonymous18_NZ

  Bit helps broaden their world view and exposes them to a wide range of fascinating differences - in culture, history, food, entertainment, politics, infrastructure... everything. It’s a great knowledge exchange and a brilliant way to encourage process optimization and problem solving. Leslie_NZ

  Besides, it's a good way to enhance international communication. Thong_NZ

  International students get to learn about local history, traditions and customs and also other perspectives from other international students. Eric_NZ

  locals would learn different realities from different cultures and they will learn how fortunate they are living in New Zealand, Anonymous29_NZ

  diversity of opinion, ideas, thoughts, value, culture, perspectives Manish_NZ

  sharing different cultures and being more tolerant and open minded, interested in the world, and learning Anonymous13_NZ

  Exchange of ideas, cultures, experiences... Hearing another perspective. Anonymous10_NZ

  My culture and speak two language Reanui_NZ

  Definitely helping in integrate and understand different cultures Cesco_NZ
I think cross cultural awareness

Ghislaine_NZ
Lots of benefits. New ideas, perspectives and stories. Insight into their academic knowledge. Also, new friends with different opinions, backgrounds and ready for an adventure is afoot for anyone willing to be friends with someone from a different culture or country. JP_NZ

They pay for lots at the uni so makes their uni a better place. Other people’s experiences give insight and knowledge. Also, hopefully makes this country less racist. it might inspire people to travel more. Anonymous17_NZ

know different culture

Anonymous22_NZ
Awareness of different cultural contexts, languages, academic traditions. Awareness of different life styles, and academic strategies/methods. Getting to know about other parts of the world. Maybe having the possibility to visit them there some time. Getting to know other political situations and life circumstances in different countries. In general: increasing cultural sensitivity and competences, increasing empathy for other cultures, different people etc. "thinking outside the box". Also big contribution to domestic integration capacities.

Anna_UK
The entire cultural experience! / You get to know a language quite well and learn to understand how other people from different countries think. And meeting other international students is just fun once you can get them to talk. Anonymous34_UK

Tons of benefits: a better understanding of the cultures of others, the ability to work internationally, and an understanding of one's own culture's good and bad points and differences. Matt_UK

- It is a fantastic way to broaden your horizon and to be confronted with "difference", to learn about other cultures, and to make new friends and develop language skills. - Benoit_UK

They are more exposed to cultures from elsewhere, and can learn about new things. At the very least, they are more aware of differences between different societies, and this may them to be more open and willing to accept other practices in life. Jed_UK

You get to learn of other people, countries, customs, etc. and you learn to respect other views and perspectives. Debbie_UK

Understanding of different cultures and habits

Anonymous33_UK
another view and experience, or vice versa - common vies with the person from other culture

Zhanna_CZ
Intercultural dialogue, tolerance, practice of language

Olga_CZ
- Networking/contact

(private) networking around the globe Anonymous12_CZ

To make precious contacts both on the academic and professional level Anonymous16_NZ
To me the biggest upside is that everyone involved gets to broaden their horizons. By that I mean improving intercultural skills, finding new friends from different countries which you can then visit and of course there is the networking aspect of meeting people you might one day work with. Anonymous2_NZ

I think that this is what makes education relevant in the 21st century, since the best part of living in a globalized world is the potential for contact among different peoples. Jason_UK

Awareness of different cultural contexts, languages, academic traditions. Awareness of different life styles, and academic strategies/methods. Getting to know about other parts of the world. Maybe having the possibility to visit them there some time. Getting to know other political situations and life circumstances in different countries. In general: increasing cultural sensitivity and competences, increasing empathy for other cultures, different people etc. "thinking outside the box". Also big contribution to domestic integration capacities.
Anna_UK
One gets to learn about other areas from international classmates, but also important international connections and a first step in better engaging with a wider world. Reid_CZ
More fun and maybe interesting contacts. Oleg_CZ
You learn to know people from other countries and can visit them afterwards. It’s far less intimidating to visit a country where you know somebody. Even if it’s Somalia or Afghanistan f.e. or if you’re not such a traveller you can listen to great stories and understand your own culture better by the view of another. Kristina_CZ

- other

Different cultures are interesting, and you might be inspired to travel more. A university is not about book learning, it's supposed to be so much deeper than that. Heather_NZ
Shared learning; it dramatically increases a students’ ability to understand themselves and the new academic material they have before them Rex_UK
They can learn from one another about their different lifestyles (traditions, values, etc.). It can be an incentive for domestic students also to go abroad or at least to try and learn another language. Stefanie

reputation; transfer of skills and training Margaux_CZ

I_74 What would be the draw backs?
3_24 What would be the draw backs for students (domestic and international) of having international students at their universities?

- None 15
- Integration

Transient students, those which are here for only a short time are often not invested in the community on campus or at large. This could potentially drain resources, time, and energy from programs without reaping the benefits later on. Tom NZ
Inability to adapt and integrate with others from different places Anonymous16_NZ
for internationals: they (we) need to adapt fast to many aspects of the culture, sometimes is not easy and it is not only one culture to adapt with Anonymous29_NZ
It can make work difficult to get done in a smooth way. Working across cultures is not always easy. Misunderstandings arise. Sometimes international students can be insular and not integrate well with domestic students. Matt_UK
It might be a bit intimidating, and if the context is difficult, it can be extremely hard to integrate them and to actually meet them properly. International students tend to be separated from the country's own students. Benoit_UK
Lack of unity in the group. More interest in foreign culture than in domestic one. Olga_CZ
- Admission

Maybe some of their placements (for domestic students) are being limited due to places grabbed by international students. Hazieqa_NZ
I can't think of any real draw backs except that "maybe" the university could choose an international student that pay 31000$ tuition fee over a local that only pay few thousands. If this could be true it could take local places at universities. Anonymous19_NZ;
I see none, as long as entrance requirements are standardized across the board for both domestic and international and there is no preferential entrance for either group Leslie_NZ
Too many international students may reduce the opportunities for domestic students to study in universities. Thong_NZ
Less spaces in competitive programs. Anonymous23_UK
- Education/teaching/learning
<table>
<thead>
<tr>
<th><strong>Communication / language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Making communication (sometimes) difficult. Heather_NZ</td>
</tr>
<tr>
<td>Too much information exchange. Jennifer_NZ</td>
</tr>
<tr>
<td>Difficulty in communication Namisha_NZ</td>
</tr>
<tr>
<td>Culture shock Anonymous16_NZ</td>
</tr>
<tr>
<td>There could be language barriers or differences in religious/cultural views which could lead to tension. Jess_NZ</td>
</tr>
<tr>
<td>Some students may be negatively affected during parts with group work due to language barrier. Eric_NZ</td>
</tr>
<tr>
<td>for locals: they would need to wait for international students to level in some topics before going deeper in topics of their own local reality and interest. Anonymous_29_NZ</td>
</tr>
<tr>
<td>language barrier Manish_NZ</td>
</tr>
<tr>
<td>language barrier Anonymous8_NZ</td>
</tr>
<tr>
<td>It may cause some misunderstanding when they are communicating. Anonymous20_NZ</td>
</tr>
<tr>
<td>Not be able to talk to them (if you don’t speak English)...less career opportunities I guess too Cesco_NZ</td>
</tr>
<tr>
<td>know different culture language Anonymous22_NZ</td>
</tr>
<tr>
<td>At first it's difficult esp. for Overseas students since everything’s just completely different. Cultural barriers, language barriers...I know one person who couldn't cope and went back home, quitting studies here altogether (which is sad). Anonymous34_UK</td>
</tr>
<tr>
<td>The students will have to experience some differences, and some may have difficulties dealing with them. Jed_UK</td>
</tr>
<tr>
<td>The drawbacks mostly arise from the inadequate language experience, and inability to establish the communication. Nikita_UK</td>
</tr>
<tr>
<td>Could be some problems in terms of historical biases or prejudices which cloud or colour judgements/interactions with other people Tony_CZ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Employment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>More competition on job market Alexandra_NZ</td>
</tr>
</tbody>
</table>
Not be able to talk to them (if you don’t speak English)...less career opportunities i guess too
Cesco_NZ
It can make work difficult to get done in a smooth way. Working across cultures is not
always easy. Misunderstandings arise. Sometimes international students can be insular and
not integrate well with domestic students. Matt_UK
I do not know, may be competition but it can also be good Zhanna_CZ
- Stereotyping
stereotyping is very common in lectures and smaller classes Anonymous5_NZ
Well, no drawbacks. OR maybe there are if anyone's showing up being racists or
xenophobes… Benjamin_UK
That not everybody has an open mind and not all customs are respected and understood.
When the swine flu broke out in Mexico, I was discriminated against, together with my other
Mexican friends, just because we were born in Mexico, not because we had actually been
there during the flu outbreak. Debbie_UK
- Family
Having to give up seeing your friends, learning from your professors at your home university,
financial Anonymous10_NZ
- financial
Having to give up seeing your friends, learning from your professors at your home university,
financial Anonymous10_NZ
student fees Reanui_NZ
Maybe financial difficulties. Oleg_CZ
it's expensive and having the reputation of a "vacation destination" where students fly to
make parties, drink... during an entire year Margaux_CZ
- other
People may not tolerate brutally honest opinions or the 'true picture'. Raj_NZ
Realisation that one is not the centre of the universe Anonymous16_NZ
The same – these her advantages said the same draw back. sharing different cultures and
being more tolerant and open minded, interested in the world, and learning
Anonymous13_NZ
Some students feel threatened by the work ethic of some international students.
Ghislaine_NZ
Perhaps some domestic students would feel like they are being invaded, or like their private
space is getting shared? But personally, I feel a community (academic or otherwise) can only
thrive with the insights and perspectives that different groups can bring to it. JP_NZ
There are none, save the usual prejudices that make the immigrant experience so difficult.
Jason_UK
This would vary depending on the person. Anonymous1_UK
It tends to give a very limited picture of a people and the first impression is not always
positive. Reid_CZ
Could be some problems in terms of historical biases or prejudices which cloud or colour
judgements/interactions with other people Tony_CZ
it's expensive and having the reputation of a "vacation destination" where students fly to
make parties, drink... during an entire year Margaux_CZ
Appendix 11: perceptions of the ‘push and pull’ factors of mobility

‘Push and pull’ factors of mobility – perceptions of international students

<table>
<thead>
<tr>
<th>Academic - New Zealand</th>
<th>Academic - UK</th>
<th>Academic - Czech Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve my degrees/get a PhD</td>
<td>Lack of interests in science</td>
<td>Bad qualification of psychologists in my region</td>
</tr>
<tr>
<td>Study/study language</td>
<td>Study originally</td>
<td></td>
</tr>
<tr>
<td>Difficult assessment systems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economic - New Zealand</th>
<th>Economic - UK</th>
<th>Economic - Czech Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better/new opportunities (in the future)</td>
<td>Low/better quality of life</td>
<td>Challenge to change my life for better (material as well)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Improvable life conditions</td>
</tr>
<tr>
<td></td>
<td>Pollution</td>
<td>My career</td>
</tr>
<tr>
<td></td>
<td>New and better work perspectives</td>
<td>The lack of offers and opportunities at home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Political - New Zealand</th>
<th>Political - UK</th>
<th>Political - Czech Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>China - unfair competitions</td>
<td>Russia - I like Europe, I feel it is my home much more than my actual home</td>
<td>-</td>
</tr>
<tr>
<td>Exposure to different ideologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USA - dissatisfied with political climate at home</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire to meet new people</td>
<td>Curiosity/learning/interest in foreign culture</td>
<td>Enjoyment of foreign culture and people</td>
</tr>
<tr>
<td>Better interaction</td>
<td>Home country feels rather small and narrow at times</td>
<td>It depends but generally my wish to see a city</td>
</tr>
<tr>
<td>Be far away from family problems, Getting away from parents</td>
<td>Visiting friends</td>
<td>To see the world</td>
</tr>
<tr>
<td>Integration into another society</td>
<td>Try different food</td>
<td>Learn to know other people with different ideas and experiences</td>
</tr>
<tr>
<td>Exposure to different cultures</td>
<td>Visit new places (and re-visit some places)</td>
<td>To get out of my own limited cultural imprint</td>
</tr>
<tr>
<td>The nature that the whole world has to offer</td>
<td>Global by birth?</td>
<td>Challenge to change my life for better (material as well)</td>
</tr>
<tr>
<td>Travel/adventure</td>
<td>Knowing new people</td>
<td>Boredom/ Boredom from my own country</td>
</tr>
<tr>
<td>Change of scenery</td>
<td>Pressure from family mainly</td>
<td></td>
</tr>
<tr>
<td>sometimes/seeing somewhere new/I love exploring/ seeing places people don't even dream about</td>
<td>It's exciting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Different experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Being uninspired at home or bored</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pushed away from the &quot;routine&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curiosity?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learn(ed) about myself in relation to the world (originally study of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Itch for challenges</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curiosity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Travel bug</td>
<td></td>
</tr>
</tbody>
</table>

---

8_10 what drives you (pushes you) to go abroad in general
Different mindsets
Ways of doing things
Learning by travel
Things don't make sense
Scrutiny
Discover the wonderful world we live in
I really don't need much motivation
I like the stamps in my passport!
Dream
Goal

Philosophy at a prestigious university)

than Australia can offer
Intellectual curiosity
Curiosity
Moorland the first times I left than nowadays.

<table>
<thead>
<tr>
<th>Pull factors of mobility&lt;sup&gt;2047&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic - New Zealand</strong></td>
</tr>
<tr>
<td>Language barrier</td>
</tr>
<tr>
<td>Gain knowledge/learning</td>
</tr>
<tr>
<td>advanced knowledge 2</td>
</tr>
<tr>
<td>Options available for study</td>
</tr>
<tr>
<td><strong>Economic - New Zealand</strong></td>
</tr>
<tr>
<td>Better work life balance</td>
</tr>
<tr>
<td>Options available for work</td>
</tr>
<tr>
<td>Possibilities to make life better</td>
</tr>
<tr>
<td>Money</td>
</tr>
<tr>
<td><strong>Political - New Zealand</strong></td>
</tr>
<tr>
<td><strong>Sociocultural - New Zealand</strong></td>
</tr>
<tr>
<td>Different environment/culture/lifestyles 5</td>
</tr>
<tr>
<td>Figuring out new cultures and languages</td>
</tr>
<tr>
<td>Bad food</td>
</tr>
<tr>
<td>Location that is truly intriguing</td>
</tr>
<tr>
<td>Problems and people that I would like</td>
</tr>
<tr>
<td>to explore and</td>
</tr>
</tbody>
</table>

<sup>2047</sup> 8_11 what draws you (pulls you) to go abroad in general
<table>
<thead>
<tr>
<th>Share myself with</th>
<th>Love of a particular country</th>
</tr>
</thead>
<tbody>
<tr>
<td>To meet new people</td>
<td>Enjoy living in another</td>
</tr>
<tr>
<td>Going to churches and</td>
<td>country</td>
</tr>
<tr>
<td>museums</td>
<td>Discovering new things/hope</td>
</tr>
<tr>
<td>different lifestyle and</td>
<td>to discover new places</td>
</tr>
<tr>
<td>meeting new people</td>
<td>Curiosity about the rest of</td>
</tr>
<tr>
<td>Family and friends</td>
<td>the world</td>
</tr>
<tr>
<td>To explore/see the world/</td>
<td>Atmosphere I hope to enjoy</td>
</tr>
<tr>
<td>I yearn to see what the world holds</td>
<td>Nothing really</td>
</tr>
<tr>
<td>Exploration</td>
<td>Intuition? or simply because</td>
</tr>
<tr>
<td>Travelling</td>
<td>it is an option</td>
</tr>
<tr>
<td>Gain/new experiences</td>
<td>in the beginning or if known to be non-permanent. so it gives much joy to meet so many new people</td>
</tr>
<tr>
<td>Scrutiny</td>
<td>Getting new experience</td>
</tr>
<tr>
<td>I want to see nature all</td>
<td>Visit new places</td>
</tr>
<tr>
<td>the road</td>
<td>Curiosity</td>
</tr>
<tr>
<td>Draw of different places,</td>
<td>Uncertainty</td>
</tr>
<tr>
<td>beautiful places</td>
<td></td>
</tr>
<tr>
<td>Knowing that you have seen</td>
<td></td>
</tr>
<tr>
<td>it all and then you know if</td>
<td></td>
</tr>
<tr>
<td>there is a better place for you,</td>
<td></td>
</tr>
<tr>
<td>of it you truly have the best place at home</td>
<td></td>
</tr>
<tr>
<td>I wouldn't do it if I didn't</td>
<td></td>
</tr>
<tr>
<td>want to</td>
<td></td>
</tr>
<tr>
<td>I don't like the monotony of</td>
<td></td>
</tr>
<tr>
<td>life in one place for too long,</td>
<td></td>
</tr>
<tr>
<td>I get restless</td>
<td></td>
</tr>
<tr>
<td>Parents' nominate</td>
<td></td>
</tr>
<tr>
<td>Nothing</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 12: perceptions of the barriers to mobility

Barriers to mobility – perceptions of international students - factors keeping international students at home

<table>
<thead>
<tr>
<th>Academic - New Zealand</th>
<th>Academic - UK</th>
<th>Academic - Czech Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>primary study, university 3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Economic - New Zealand</td>
<td>Economic - UK</td>
<td>Economic - Czech Republic</td>
</tr>
<tr>
<td>If I have a high paid job in Vietnam already/ missing out on opportunities in jobs</td>
<td>Work 2</td>
<td>Secure future (it is better known than possible futures on foreign countries)</td>
</tr>
<tr>
<td>Lack of money/no funds to go abroad</td>
<td>Fact you can't work the way I do in any place</td>
<td>Work</td>
</tr>
<tr>
<td>Political - New Zealand</td>
<td>Political - UK</td>
<td>Political - Czech Republic</td>
</tr>
<tr>
<td>-</td>
<td>Visa problems</td>
<td>-</td>
</tr>
<tr>
<td>My family/friends and family/ fear of losing them/support</td>
<td>Friends and family 6</td>
<td>Family/friends 8</td>
</tr>
<tr>
<td>Ties one makes in a community over years and decades/relatedness to my home country/area</td>
<td>Relationships</td>
<td>Familiar environment</td>
</tr>
<tr>
<td>local culture and people</td>
<td>New York has plenty to offer from around the world, very little need to travel to see it/eat it/meet people/ fact that I can experience so much diversity without even leaving the US</td>
<td>I feel great at home :)</td>
</tr>
<tr>
<td>I love my country to much (French Polynesia)</td>
<td>Now I think of being home as an interlude to another great journey</td>
<td>Inertia</td>
</tr>
<tr>
<td>Good food</td>
<td>Comfort of home, sometimes</td>
<td>Comfort</td>
</tr>
<tr>
<td>Hobbies</td>
<td>Hassle of travel, sometimes</td>
<td></td>
</tr>
<tr>
<td>Nothing 3</td>
<td>Not much</td>
<td></td>
</tr>
<tr>
<td>Feeling of secure</td>
<td>Laziness</td>
<td>At the moment, not much laziness</td>
</tr>
</tbody>
</table>

What keeps you at home?
Appendix 13: obstacles to international mobility

Obstacles to international mobility according to international students in New Zealand (284 participants in the survey), the UK (131 participants in the survey) and the Czech Republic (106 participants)

1. Barriers to mobility – New Zealand, the UK and the Czech Republic.

<table>
<thead>
<tr>
<th>New Zealand</th>
<th>UK</th>
<th>The Czech Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding</td>
<td>Funding</td>
<td>Funding</td>
</tr>
<tr>
<td>Visa / entry</td>
<td>Relationship</td>
<td>Lack of information</td>
</tr>
<tr>
<td>Lack of information</td>
<td>Lack of information</td>
<td>Relationship</td>
</tr>
<tr>
<td>Relationship</td>
<td>Visa / entry</td>
<td>Visa / entry</td>
</tr>
<tr>
<td>Time off from study at home</td>
<td>Time off from study at home</td>
<td>Time off from study at home</td>
</tr>
<tr>
<td>Time off from your work</td>
<td>Time off from your work</td>
<td>Time off from your work</td>
</tr>
</tbody>
</table>

2. Obstacles to mobility - International students at universities in New Zealand

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Average Value</th>
<th>Standard Deviation</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Funding</td>
<td>5.72</td>
<td>3.13</td>
<td>247</td>
</tr>
<tr>
<td>2</td>
<td>Visa / entry</td>
<td>3.93</td>
<td>2.92</td>
<td>222</td>
</tr>
<tr>
<td>3</td>
<td>Lack of information</td>
<td>3.75</td>
<td>2.70</td>
<td>217</td>
</tr>
<tr>
<td>4</td>
<td>Relationship</td>
<td>3.70</td>
<td>2.94</td>
<td>187</td>
</tr>
<tr>
<td>5</td>
<td>Time off from study at home</td>
<td>2.94</td>
<td>2.47</td>
<td>169</td>
</tr>
<tr>
<td>6</td>
<td>Time off from your work</td>
<td>2.76</td>
<td>2.70</td>
<td>164</td>
</tr>
<tr>
<td>7</td>
<td>Other (specify)</td>
<td>4.85</td>
<td>4.12</td>
<td>55</td>
</tr>
</tbody>
</table>

3. Obstacles to mobility - International students at Oxford University

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Average Value</th>
<th>Standard Deviation</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Funding</td>
<td>5.5</td>
<td>3.2</td>
<td>117</td>
</tr>
<tr>
<td>2</td>
<td>Relationship</td>
<td>4.0</td>
<td>3.0</td>
<td>93</td>
</tr>
<tr>
<td>3</td>
<td>Lack of information</td>
<td>2.8</td>
<td>2.2</td>
<td>92</td>
</tr>
<tr>
<td>4</td>
<td>Visa, entry to the UK</td>
<td>3.8</td>
<td>3.0</td>
<td>85</td>
</tr>
<tr>
<td>5</td>
<td>Time off from work</td>
<td>1.8</td>
<td>2.4</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>Time off from study at home</td>
<td>1.8</td>
<td>2.2</td>
<td>59</td>
</tr>
<tr>
<td>7</td>
<td>Other (please specify)</td>
<td>4.1</td>
<td>4.3</td>
<td>18</td>
</tr>
</tbody>
</table>

4. Obstacles to mobility - International students at Charles University

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Average Value</th>
<th>Standard Deviation</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lack of information</td>
<td>3.93</td>
<td>2.88</td>
<td>86</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>------</td>
<td>------</td>
<td>----</td>
</tr>
<tr>
<td>2</td>
<td>Funding</td>
<td>4.60</td>
<td>2.90</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>Relationship</td>
<td>3.69</td>
<td>2.97</td>
<td>67</td>
</tr>
<tr>
<td>4</td>
<td>Time off from study at home</td>
<td>2.41</td>
<td>2.43</td>
<td>58</td>
</tr>
<tr>
<td>5</td>
<td>Visa, entry to the Czech Rep.</td>
<td>4.30</td>
<td>4.38</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Time off from work</td>
<td>1.76</td>
<td>2.10</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>Other (please specify)</td>
<td>6.39</td>
<td>3.69</td>
<td>23</td>
</tr>
</tbody>
</table>
Appendix 14: motivations in regards to study abroad

The importance of the following factors in choosing New Zealand, UK and the Czech Republic as a place to study abroad according to international students

<table>
<thead>
<tr>
<th>New Zealand</th>
<th>UK</th>
<th>The Czech Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English spoken in the country</td>
<td>the quality of UK education and/or international recognition</td>
</tr>
<tr>
<td>2</td>
<td>your own preference</td>
<td>your own preference</td>
</tr>
<tr>
<td>3</td>
<td>beautiful scenery and/or travel and adventure</td>
<td>to acquire specific academic skills</td>
</tr>
<tr>
<td>4</td>
<td>safety (law and order)</td>
<td>English spoken in the country</td>
</tr>
<tr>
<td>5</td>
<td>to acquire specific academic skills</td>
<td>a scholarship from UK or form your government/employee</td>
</tr>
<tr>
<td>6</td>
<td>preference of living in a foreign country</td>
<td>family/friend/teacher’s recommendation</td>
</tr>
<tr>
<td>7</td>
<td>the quality of NZ education and/or international recognition</td>
<td>preference of living in a foreign country</td>
</tr>
<tr>
<td>8</td>
<td>cost of studying and/or living in NZ</td>
<td>higher salary following study abroad and/or greater employability</td>
</tr>
<tr>
<td>9</td>
<td>NZ culture and lifestyle</td>
<td>cost of studying and/or living in UK</td>
</tr>
<tr>
<td>10</td>
<td>higher salary following study abroad and/or greater employability</td>
<td>beautiful scenery and/or travel and adventure</td>
</tr>
<tr>
<td>11</td>
<td>opportunity to live in NZ permanently at a later date</td>
<td>UK culture and lifestyle</td>
</tr>
<tr>
<td>12</td>
<td>a scholarship from NZ or form your government/employee</td>
<td>safety (law and order)</td>
</tr>
<tr>
<td>13</td>
<td>university entrance requirements and/or easy to get visa</td>
<td>university entrance requirements and/or easy to get visa</td>
</tr>
<tr>
<td>14</td>
<td>family/friend/teacher’s recommendation</td>
<td>opportunity to live in the UK permanently at a later date</td>
</tr>
<tr>
<td>15</td>
<td>other – please specify</td>
<td>family’s preference</td>
</tr>
<tr>
<td>16</td>
<td>family’s preference</td>
<td>educational agent’s recommendation</td>
</tr>
<tr>
<td></td>
<td>educational agent’s recommendation</td>
<td>family members and/or friends living in UK</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>family members and/or friends living in NZ</td>
<td>other – please specify</td>
</tr>
</tbody>
</table>
Appendix 15: comparative study of motivations to study abroad in New Zealand, UK and in the Czech Republic

Students’ choices for studying in New Zealand, UK and in the Czech Republic.

New Zealand

<table>
<thead>
<tr>
<th>A</th>
<th>ACADEMIC 190</th>
</tr>
</thead>
<tbody>
<tr>
<td>62</td>
<td>The quality of New Zealand education/international recognition of the qualification/university ranking: value; quality; reputation; compatibility; good research; good teaching style; wish to adopt good qualities of local students</td>
</tr>
<tr>
<td>45</td>
<td>To acquire specific academic skill: geotechnical and earthquake engineering, astronomy, media study, fire engineering, mechanical engineering; chosen supervisor; study-to-work policy; flexibility in changing courses within a major; challenge of achievement</td>
</tr>
<tr>
<td>30</td>
<td>English spoken in the country/education in English: didn’t want to study in a foreign language; only foreign language I speak; IELTS country</td>
</tr>
<tr>
<td>19</td>
<td>University entrance requirement/easy to get visa: lower admission requirement; better administration; accepted only here; work visa for partner</td>
</tr>
<tr>
<td>14</td>
<td>A scholarship offered from university/government: required to return and find employment in my home country</td>
</tr>
<tr>
<td>13</td>
<td>Bilateral agreement/study programme: 3+1 (3 years in China and 1 year abroad); double degree</td>
</tr>
<tr>
<td>4</td>
<td>Degree structure/length of the degree: timing of the semester; semester did not overlap with my home university exams</td>
</tr>
<tr>
<td>3</td>
<td>University environment: small town close to city centre - Dunedin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E</th>
<th>ECONOMIC 82</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>Cost of studying/living in NZ: living and study cost in comparison to the US, Canada, Australia and the UK (29); PhD domestic fees scheme (17); exchange rate (7)</td>
</tr>
<tr>
<td>15</td>
<td>Quality of life: economically stable; developed country; first world country; standard of living; great education for children, good primary education for children, good childcare</td>
</tr>
<tr>
<td>10</td>
<td>Opportunity to live in New Zealand at the later date: hope to work and live there is separate question on it</td>
</tr>
<tr>
<td>4</td>
<td>Higher salary following study abroad/greater employability due to study abroad: better work opportunities due to my field of study; higher salaries after graduation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P</th>
<th>POLITICAL 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Safety (law and order): peaceful country (7); politically stable; democratic; Facebook access country; great atmosphere to raise children; good governance</td>
</tr>
<tr>
<td>1</td>
<td>Other: I found a lobby I could not in Germany</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SC</th>
<th>SOCIOCULTURAL 281</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>Beautiful scenery/travel and adventure beautiful nature; fascinating outdoors; lots of sporting capacities; extreme sports; surfing; adventures; specific flora and fauna</td>
</tr>
<tr>
<td>45</td>
<td>NZ culture and lifestyle: specific New Zealand culture (14); small population; small country - made travelling easier; quiet here, the nothingness of life here, laid back (9);</td>
</tr>
</tbody>
</table>
multicultural including, learn and experience; studying there for one semester would be the perfect opportunity to get to know the people and places - without "wasting" my time; childhood dream, always wanted to go there (7); magical place

<table>
<thead>
<tr>
<th>35</th>
<th>Family members/friends living in New Zealand and family’s preference: family decision; father gave me ultimatum; wife will join me; grandmom has house in here; girlfriend found appropriate study too; my father’s work is here</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>26</th>
<th>Friendly environment for international students: friendly people, less discrimination against Arabs; more tolerant society; tolerance to cultural diversity; friendly locals</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>21</th>
<th>Preference of living in a foreign country: gain new experience; good place to shape my personality; new unknown place; different place from home; I don't know many people that have been here, so the experience would be fresh and new; wanted to change career; great way to &quot;start over;&quot; the opposite: place similar to my home (3)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>21</th>
<th>Distance from home country: the closes or the furthers place form home - as far as possible, It is the furthest away I can get from home; far away yet a global platform; international exposure, international image; opportunity to travel to different destinations from here; off the beaten track</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19</th>
<th>Family/friend/teacher recommendation and education agent’s recommendation: cheated by agency</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>15</th>
<th>Clean green image: clean environmental; almost zero pollution; environmentally concerned conscious and concerned country; clean ecology</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>Previous visit: previous good experience; earlier visit and met people before</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>9</th>
<th>Climate: lovely weather (in comparison to Canada); Southern hemisphere winter; could see the southern cross; easier to be vegan in winter</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Rugby World Cup</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Lord of the Rings; Hobbit</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>lucky I guess, timing (serendipity)</th>
</tr>
</thead>
</table>

### The UK

<table>
<thead>
<tr>
<th>Academic 143</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>50</th>
<th>The quality of the UK education/international recognition of the qualification/university ranking: university ranking; quality courses; better university than in my home country; Oxford not the UK, because that’s where Oxford is - the UK is not particularly culturally diverse and open, and the weather is terrible, academic rather than social reasons , the University of Oxford that happened to be in the UK rather than the UK, I came to the UK because that's where Oxford is</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>31</th>
<th>English spoken in the country/education in English: no language barrier; English speaking but not the US</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>25</th>
<th>To acquire specific academic skill specific: good programme in my area; supervisor; academic resources; attracted by the specifics of the course and the tutorial system</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>13</th>
<th>A scholarship offered from university/government: scholarship tenable only at the University of Oxford</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>Degree structure/length of the degree: MA only one year; 3 year PhD here in comparison 6 years in the US; 1 year MA means it costs less</th>
</tr>
</thead>
</table>

| 8 | University entrance requirement/easy to get visa: easier to enter with liberal arts and science degree; failed in the US; ETH Zurich didn't have any PhD places to offer when |
I graduated. UK institutes send students to CERN, Geneva for at least a year

### Economic

- **7** Cost of studying/living in the UK: Cheaper fees better than US
- **4** Higher salary following study abroad/greater employability due to study abroad: improve my chances of employment by getting a degree from an internationally recognised university; more opportunities after graduation

### Political

- **1** Safety (law and order)

### Sociocultural

- **17** Preference of living in a foreign country: wanted a change; wanted something new; I did not want to study with my high school peers; I sought international experience and exposure; I'm likely to return to my home country after my studies. It will also help in my interacting with people, forcing me to step out of my comfort zone; I have always wanted to study at either Oxford or Cambridge
- **11** The UK culture and lifestyle: I have always enjoyed a deep interest in British history and culture; Appreciation of UK as a country /landscape, British history, heritage and culture; life-long fascination with British culture
- **10** Family/friend/teacher recommendation together with family members and friends living in the country: family here; parents sent me here when I was 14; partner already here studying at Imperial College; friend recommendation
- **9** Beautiful scenery/travel and adventure: traveling opportunities; proximity to Europe; cheap flights in Europe; want to Explore Europe; still in Europe
- **5** Distance from home country: not far; home if emergency; close for friends to visit
- **3** Previous visit: a year at high school; MA from Oxford; was living already in London
- **2** Other: best fit; my first choice

#### The Czech Republic

### Academic

- **14** Bilateral agreement/study programme: double degree; plan of my study programme had no choice; on the list of Erasmus option; best option out of offered
- **13** To acquire specific academic skill specific: International Studies and Political Science; specialisation on Eastern Europe; study at a master level while still attending a bachelor degree; study of Late Medieval Bohemian Preaching; Bohemistic
- **10** The quality of the UK education/international recognition of the qualification/university ranking: prestigious; one of the oldest in Europe; good quality university; good study programme - FAMU
- **10** Czech language: challenge of studying a difficult language; want to improve my language skills; similar to my native language; I study Czech
- **6** English spoken in the country/education in English: courses in English
- **5** A scholarship offered from university/government: scholarship from the programme
- **5** University entrance requirement/easy to get visa: didn’t get accepted at home; so difficult to get into Medical school in my home country (too competitive) and I had a friend that studied here; ease of entry and admissions process (was not offered a
position in Canada in the same academic year, and admission into Charles University was offered after those for Canada were already closed/completed

<table>
<thead>
<tr>
<th>E</th>
<th>ECONOMIC 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Cost of studying/living in CZ: cheaper than other destination; normal prices; reasonable prices; cheaper beer; study without tuitions</td>
</tr>
<tr>
<td>3</td>
<td>Opportunity to live in CZ at the later date: future plans; I'd like to stay in Prague; I feel like home in this country and want to move here more or less permanently.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P</th>
<th>POLITICAL 0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SC</th>
<th>SOCIOCULTURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>The Czech culture and lifestyle: interesting history; unique social history; to learn to be European by learning about Eastern Europe; my personal interest in CEECs; get a different perspective on eastern and central European history and politics; interesting to study more about post-communist countries; I wanted the cultural experience; I wanted to live in Prague for a while; wanted to live in Prague, the center of jazz and culture; for me an exotic culture; easy-going people; hospitality similar to my country; Mendel, father of genetics, lived here :)The word &quot;Prague&quot; sounded cool, medieval spirit</td>
</tr>
<tr>
<td>24</td>
<td>Beautiful scenery/travel and adventure: nice country; fascinating city; the most beautiful capital in Europe</td>
</tr>
<tr>
<td>18</td>
<td>Distance from home country: geographical location; practically speaking I knew my friends and family could easily come and visit me; opportunity to travel around Europe</td>
</tr>
<tr>
<td>11</td>
<td>Family/friend/teacher recommendation together with family members and friends living in the country: recommended by friends; many friends here; family connection; good choice of international schools for my children and a very active expat community</td>
</tr>
<tr>
<td>4</td>
<td>Preference of living in a foreign country: its different; wasn’t as bad as Bulgaria and Slovakia; at the time it looked like a good idea</td>
</tr>
<tr>
<td>2</td>
<td>Previous visit: previous visit - enjoyed; already lived here</td>
</tr>
<tr>
<td>1</td>
<td>Other: It was here or Poland (I think Krakow) and the liberality here compared to the homophobia of Poland swung it for me</td>
</tr>
</tbody>
</table>
Appendix 16: expectations from study abroad

Expectations of international students in regards to their study abroad in New Zealand, the UK and the Czech Republic

<table>
<thead>
<tr>
<th>#</th>
<th>New Zealand universities</th>
<th>University of Oxford (124)</th>
<th>Charles University (100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Advanced academic skills</td>
<td>Advanced academic skills</td>
<td>Culture</td>
</tr>
<tr>
<td>2</td>
<td>Leisure/travel</td>
<td>Employment after grad.</td>
<td>Leisure/travel</td>
</tr>
<tr>
<td>3</td>
<td>Advanced personal skills</td>
<td>Advanced personal skills</td>
<td>Advanced academic skills</td>
</tr>
<tr>
<td>4</td>
<td>Employment after grad.</td>
<td>Social life</td>
<td>Social life</td>
</tr>
<tr>
<td>5</td>
<td>Social life</td>
<td>Culture</td>
<td>Advanced personal skills</td>
</tr>
<tr>
<td>6</td>
<td>Culture</td>
<td>Leisure/travel</td>
<td>Employment after grad.</td>
</tr>
<tr>
<td>7</td>
<td>Accomodation</td>
<td>Accomodation</td>
<td>Accomodation</td>
</tr>
<tr>
<td>8</td>
<td>Employment in host country</td>
<td>Employment in host country</td>
<td>Employment in host country</td>
</tr>
<tr>
<td>9</td>
<td>Other</td>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

Expectations of international students in regards to their study/stay abroad in New Zealand

In New Zealand most of the student declared academic skills as the area of highest expectations from the options provided as seen above in the graph, these accounted mostly for advancement of academic skills in students’ particular fields of studies, followed by research and lab skills, including skills to conduct and finish a PhD degree as well as language proficiency.

In terms of the second most popular expectation on the offered scale was leisure refers to travels to different destination and related activities. The most frequent place was New Zealand followed by Australia and Pacific Islands of Fiji and Samoa. There were occasional records of Asian destinations (Indonesia, Singapore) and Europe. Students expect to travel as much as possible within New Zealand, to visit forests, parks, beaches and experience fly fishing, skiing, tramping, hiking, scuba diving, surfing, rugby dolphin and whale watching. They intend to use weekends, study breaks and conference related travels for these leisure activities. Some of the students’ testimonies are as follow: tramping, enjoying scenery, extreme sport, appreciating natural wonder, trying new activities/food; travel as much as my academic life permits and try to understand local culture; being able to explore a country by myself for the first time and feeling very safe travel around the country and also Australia; experience things that I wouldn’t get to see at home; travelling by myself for the first time; having blast going on trips around New Zealand almost every weekend; the possibility to access a more vast and rich array of leisure activities such as arts, climbing, etc; pick up scuba diving (it’s cheaper here & there’s more areas for diving); explore South Island; swim with dolphins; see the nature; learn how to play rugby; New Zealand is a world treasure, hate to be here and not to see it.
The **advanced personal skills** were on the third position and comprise of the great variety of skills which are grouped into four clusters in the table below, first contains the most popular skills, second those of academic nature, third those of personal nature meaning that they depend on more individual personal learning from experience and self-reflection rather than skills thought in an academic or structured learning environment and the fourth includes the other testimonies some of which are negative or surprising. The brackets contain students’ testimonies and the number following a skill subcategory represents the number of references to the individual skill.

### Most mentioned

<table>
<thead>
<tr>
<th>English language skills - 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills - 26 (interpersonal and social)</td>
</tr>
</tbody>
</table>

**Skills or characteristics of a cosmopolitan/global citizen** – 21 (to become more aware of the word, preparing myself for a global platform, better understanding of world cultures, international experience, a global student audience means I can learn from them as they can from me, international student environment gives you good exposure get to know the world, see more of life, widen my experiences and perceptions, higher tolerance, learn about a new country and people, openness to new cultures and people, good to get out of my comfort zone and meet new people and learn about a new place, relate to all kinds of people better understanding of other cultures, adapting to new cultures, a more broad perspective and understanding of other cultures, get a better understanding of different cultures)

**Independence** - 20 (being autonomous, self-reliant)

**Intercultural communication** -13 (intercultural competence, cross-cultural communication, learning to work with people of different background)

**Ability to move to and live in another country** - 9

**Self-confidence** - 5

### Skills of academic nature

**Becoming better in my field of study** – 5 (able to use new techniques in order to improve my knowledge in molecular biology, become expert in my area of study, become a better journalist, I'm here to study risk and hazard management, with the present earthquake situation, it is an amazing occasion to learn how to interact with people affected by a disaster)

**New learning skills** - 3 (student-lecture interaction)

**Teamwork skills** - 3

**Public speaking** - 2 (public speaking skills, presenting skills)

Problem solving, expressing ideas, time and resource management, structured working, creative leadership, able to face the crowd, Māori culture,

### Personal nature

**Grow up** - 2 (maturity)

**More outgoing** - 2

**Exposure** 2 (forced to meet with new people socially, and extend my comfort zone)

**Open my mind** - 2

**Handle unknown situations** - 2

**Adaptability** - 2

All round life skills due to starting a new life in a new country without knowing anyone, more working experience, small talks, increased responsibility, self-discipline, getting to know more people as a whole, be more rational, identity, resourcefulness
In the case of the students’ expectation of employment after graduation, there were 154 responses and most of them wished to be employed in their field of study, part of the respondents aim to work in the academic field and secure professorship, a position of a lecturer or of a research in a preferably reputable lab. Some of the students want to undertake internship others would like to work in New Zealand for a year or some time before their return to their home countries. Some will seek employment in order to succeed with PR application; others have to return to their countries of origin due to their scholarships’ conditions. A couple of them have already found job and several students intend to start their own business or establish their own company. Study abroad is mostly considered by students as one put it: ‘showing that I am able to work in other countries and understanding other cultures, showing independency and the willingness to experience the world.’ Other thought that their ‘CV will be enhanced by working in the international environment abroad and in New Zealand. One student expects in New Zealand ‘to be employed according to my education and experience and not by the colour of my skin.’

When it comes to the expectations in regards to social life majority of students hope to make new friends and some professional connections, including ‘networking abroad,’ when on conferences. They wish to befriend people from many different backgrounds as well as locals and build lasting relationships which can be useful also in the future professional lives (‘make new friends and develop professional links for the future,’ ‘making new friends and professional connections,’ ‘get to know new people with a non-European way of thinking, perhaps build deep friendship to stay in touch for a longer period than my visit/studies,’ ‘more friends from around the world,’ ‘meeting new and different friends.’) The purpose of befriending students of different background can be explained by one of the students’ answer ‘meet new people from cultures different than mine – ability to be functional in a variety of social situations.’ Some students ‘hoped to meet more kiwis (New Zealanders) instead of hanging out with international students all the time, but you really have to go out of your way to do that, although when you do the kiwis are usually very friendly.’ Another strategy as one student explains is ‘starting a new life with some new friends … I am banning French people.’

Some students run into difficulties, apparently ‘not much kiwi people likes to spend their time in weekend with people that speaks English bad,’ or ‘I hoped to friend some kiwis, but can understand why it was hard. I am hard for international students to access in my home university too.’ Some took the when in Rome approach ‘to be able to mix with the locals’ they get to ‘share a BBQ and some drinks, understand the Rugby, and feel integrated.’ Some believe that ‘student life is inherently social’ and they expect to get ‘as much social experiences as possible,’ sampling from sporting activities ‘I joined the canoe club of the University of Auckland, it will be great fun’ or night life ‘enjoying live music in clubs.’ On the other hand, few students believed that they have ‘already seen and experienced what New Zealand has to offer – beer.’ Student life brings other realities too, the busy study schedule
and in this reference from the University of Canterbury on post-earthquake situation in regards to pubs, cinemas and/or theatres, ‘I don’t have a social life at the moment, apparently everything is closed and when there is something on I either have to much work or not enough money to have some time to hand out with friends.

In terms of the cultural expectations in regards to students’ study in New Zealand the overwhelming majority of students are fascinated by, want to experience; learn about and from the Māori culture. This was followed by the wish to experience other cultures in New Zealand and wit couple of references to New Zealand laid back life style as it can be seen in a selection of students’ quotes: ‘learning more about Māori people and their language,’ ‘learn about Māori culture, see a Haka, eat Hangi, etc.’ ‘be able to know a new culture and learn from it,’ ‘I expect to learn more about the culture and probably even speak their language – Māori,’ I am fascinated by the Māori culture and hope to learn about it,’ ‘way of life in New Zealand as well as culture of Māoris.’ The cultural diversity is mostly appreciated and felt in the North Island ‘Auckland is an international hub, many cultures occupy the city, not just Kiwi,’ ‘love diversity,’ ‘absorb as much culture as possible,’ ‘I can learn about the cultures of many countries such as Kiwi, Māori, Chinese …’ Noticeably, the vast majority of students proclaim that their not only want to experience the cultures in New Zealand, but also learn from them: ‘Meeting and getting along with people from different cultures and learning about other cultures,’ ‘learning about and experiencing a new culture, hopefully being able to feel that I have become a small part of a new one,’ ‘almost everything is new, and it is nice to see things from a new perspective,’ ‘seeing the world through the eyes of New Zealanders!'

In comparison to their home countries some students noticed that there is ‘no segregation based on race or religion,’ ‘to learn a new way to relate to different cultures. I’m from one of the most culturally diverse places in the world (the San Francisco Bay Area), but it’s been interesting seeing the way New Zealanders relate to people of different cultures,’ ‘rugby, marmite, driving on the left, and generally being more sophisticated than the US.’ However, there were some instances of hesitations and scepticism in terms of the multicultural makeup of the New Zealand society, such as: ‘I hope to fit in this culture and find good friends,’ ‘what culture? The Chinese or the Indian?’ ‘no culture atmosphere, high culture is quite non-existent at the moment so more of that,’ and ‘friendly people and that’s definitely been true. Bummer there’s not a lot going on in Christchurch right now, I wasn’t really expecting it to be this bad.

When it comes to the expectations in regards to the accommodation it has been fairly covered by references of students at all three geographical location similarly by expecting and experiencing good and bad as well as cheap and expensive living conditions; nevertheless, the focus of this thesis is not on accommodation as such, therefore this issue is not dealt with to greater detail and it will not be thus repeated in the cases of expectations of international students at the University of Oxford and the Charles University.

Finally, 99 students recorded their experiences in regards to their expectations of employment while studying in New Zealand, albeit the variety in answers is minimal. It
comes down couple of points: 1) some students are not allowed to work, or at the time of the surveys they had limited working hours allowance due to their student visa requirements; 2) some students wish to work part time during their studies and full time during holidays in order to co-fund their studies or for extra pocket money; 3) students would prefer study related jobs, some of them would prefer the form of an internship; and lastly; 4) students expect to find university related part-time positions, such as tutoring, demonstrating, and/or teaching and research assistant.

**Expectations of international students in regards to their study/stay abroad in the UK.**

**Advanced academic skills UK**

In the case of the expectations from study/stay in the UK; similarly to the New Zealand case, the advancement of students’ academic skills scored highest. The same is true for the particular expectations within the pool of the academic skills, because students mostly expect to gain skills related to their chosen study fields, including mainly their research skills (‘associated with my Dphil’), followed by improved debating, presenting, thinking (critically) and writing skills, so they can ‘become (a) competent scientist(s).’ Moreover, students expect ‘in-depth,’ ‘state-of-art’ and ‘up-to-date knowledge’ often ‘gained (knowledge) from world experts,’ as well as ‘solid basics, wide coverage of related field and allowance for further exploration, specialisation in research, networking and future publications.’ Students also expected ‘familiarity with (an) approach to (my) disclipline[s] other than of (my) [their] home university,’ hence ‘simply seeing different approaches to (my) [their] subject[s].’

**Employment after graduation**

The second most mentioned expectations of students studying at the University of Oxford related to their expectations from study out of the nine categories is the employment after graduation. Many Oxford students, similarly to international students at New Zealand universities expressed their interest in wanting to remain in the UK and look for employment there, but others plan to search for job globally, in Europe or back in their home countries due to the greater pool of options or visa restrictions. Within the UK the destination mentioned was London: ‘I hope finding a job in London,’ ‘would like a job in Europe after graduating,’ ‘I intend to stay for an additional 2+ years and work in the UK, at least 1 year of permitted work on visa,’ ‘I hope to be able to get a job after graduation in the UK or elsewhere,’ ‘in my country, looking forward to going back to a booming economy in India.’ Some students already secured their jobs, for example ‘I will work for google – Dublin, after graduation’ others are interested in post-doc positions. While several international students at New Zealand universities think that their degree and/or study abroad will help in finding employment, many of the future Oxford graduates believe that their degree carries an undisputable value globally: ‘no particular opportunities, but certainly a “bump” associated with the Oxford name,’ ‘better resume on CV, more opportunities,’ ‘better odds to get a well-paid job.’ Nevertheless, the international students have been affected by the changes in the UK immigration law, ‘I had hoped to remain here for a short-term post doc while completing papers after graduating. However, as visa requirements become more stringent, this may not be possible, I sincere hope I can get a visa to work here after graduation.’

**Advanced personal skills**
International students at the University of Oxford just like their New Zealand counterparts referred to expectations in terms of **advanced personal skills** at the third position in terms of the number of responses. These responses are categorised into four groups and are quoted as recorded in the brackets)

### Most mentioned

<table>
<thead>
<tr>
<th>Skills or characteristics</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Most mentioned</strong></td>
<td></td>
</tr>
<tr>
<td>Communication skills</td>
<td>13</td>
</tr>
<tr>
<td>Intercultural communication</td>
<td>11</td>
</tr>
<tr>
<td>Skills or characteristics of a cosmopolitan/global citizen</td>
<td>8</td>
</tr>
<tr>
<td>English language skills</td>
<td>6</td>
</tr>
<tr>
<td>Independence and ability to move to and live in another country</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Communication skills - 13
(social awareness, social interaction with British culture, interaction with students, social experience, bound to improve communication skills, become more socially apt, practice communicating with peers)

#### Intercultural communication -11
(working across cultures, more competent in communicating with others from different backgrounds, being flexible in adjusting to cultures, ability to communicate cross-culturally, flexible interacting with different cultures, communicate with different people on cross-cultural stage)

#### Skills or characteristics of a cosmopolitan/global citizen – 8
(communication with the people around the world, relating to people from all walks of life, international friendships, meeting students from a variety of backgrounds and becoming more competent in communicating with other from different backgrounds, more open-minded and flexible, broadening of own horizon, appreciation and knowledge of many different cultures)

#### English language skills – 6
(writing and speaking)

#### Independence and ability to move to and live in another country - 6
(being able to live on my own in a completely different country, self-living, self-assistance in difficult situation, personal development by living so far away from home and being on my own, more independence and initiative skills)

### Skills of academic nature

<table>
<thead>
<tr>
<th>Skills of academic nature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management skills</td>
</tr>
<tr>
<td>Ability to write scholarly texts</td>
</tr>
<tr>
<td>Public speaking</td>
</tr>
<tr>
<td>Leadership, organizational skills</td>
</tr>
</tbody>
</table>

#### Time management skills – 2

#### Ability to write scholarly texts - 2

#### Public speaking - 2
(being more outspoken)

#### Leadership, organizational skills, becoming better in my field of study – a DPhil in Practice Physics and obvious skills, eye for detail, initiative skills

### Personal nature

<table>
<thead>
<tr>
<th>Personal nature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic contacts</td>
</tr>
<tr>
<td>Professional contacts</td>
</tr>
<tr>
<td>Formality</td>
</tr>
</tbody>
</table>

#### Academic contacts – 7
(develop academic contacts, integrate into (international) academic community, networking with academics, tutors and students in my area of research interest)

#### Professional contacts – 4
(improve professional networks and networking capability, be more at-ease in using networks and contacting people)

#### Formality -2
(nothing except possibly the ability to handle excessive formality; maybe learn how to be classier?)

Self-discipline, improve work ethic, diligence, initiative skills, get to know yourself a little better in situations you have never encountered, you have to be very advanced personally to make friends in Britain!

### Other

Become aware of going back to France, sports, skills developed by getting involved in Oxford societies, learning new skills

### Social life

The expectations of international student in regards to their social life in the UK ended up at the fourth position based on the number of responses. Similarly to international students at New Zealand universities, although at fifth position in their case, the main expectation related to friendships. Students expected to establish friendships with other students from ‘all around
the world’ with individuals of ‘diverse backgrounds, academic and based on their countries of 
origin’ so students are in majority cases expected ‘international friendships.’ ‘I moved here 
not knowing anyone, so I hope to get the chance to meet many great people from around the 
world an in a variety of disciplines.’ Part of Oxford experience is social life evolving around 
colleges and high culture, correspondingly many international students expected to 
experience ‘all types of clubs,’ ‘music performances’ ‘dinners, parties, college events’ 
‘cultural activities in which (I) [they] can participate.’ As some students declared from their 
early experiences, ‘being in the Common Room enabled me to meet many people from 
extraordinary backgrounds, and make many friends, which was great.’ They perceived 
Oxford and London very ‘international’ and ‘cosmopolitan’ in comparison to the rest of the 
UK. From the ‘formal small talk’ of the social activities which students expected as well, 
they looked forward to ‘fun old traditions to partake in, sports like rowing/rugby, pub-life and 
football.’ However, despite of ‘active and intellectually rewarding social life’ and of ‘(a) 
environment[s] where (I) [students] can mix and fraternise without prejudice or subtle 
racism,’ some students find it ‘difficult’ to make friends. Furthermore, they have early 
experiences of social life which is ‘same as everywhere’ and it has ‘more partying and 
drinking than in Singapore’ for example.

Culture

The expectations of international students in term of culture are closely related to the 
expectations of the social character. They gravitate around the ability to befriend international 
and domestic students and in some instances they refer to the specific Oxfordian and/or 
British cultural subtleties, albeit they are far from the ‘excited’ references in regards to Māori 
culture in New Zealand. International students at Oxford expect ‘open-minded and cultural 
interactions with other students’ with ‘people of very different education backgrounds,’ ‘to 
make good friends from all kinds of backgrounds’ and ‘mixing with people from the UK and 
elsewhere.’ They hope that ‘meeting new people from around the world as well as [they] 
travel experience[s] will expand (my) [their] knowledge of other cultures,’ and lead to 
‘exchange of cultural practices.’ More specifically, students wish to ‘experience British 
culture and history’ and ‘study the culture of the Isles before it disappears.’ Although in few 
accounts there is a belief, which is captured in a quote that even though there is an ‘access to 
cultural institutions and awareness of a foreign culture, [it leads to] (but) nothing more than a 
chance to observe.’ It is apparently easier to access the ‘language, and college system 
experience’ and participate in ‘different cultural events, e.g. Guy Fawkes and the Oxford 
lifestyle e.g. opera,’ ‘music and art’ and ‘rowing’ because ‘Oxford is culturally very diverse, 
plus some cultural scenes, mainly theatre and non-modern music are very active,’ such as 
‘concerts, speakers and theatre.’ While some notes of a pejorative character were recorded in 
regards to students’ cultural expectations, such as: ‘what culture?’ or ‘mmm, Digestives.:)’ 
these might come down to ‘experiences of a very different culture.’ For example: ‘India is a 
warm culture so expectations are limited since UK is known for its polite and distant culture.’ 
Finally, the pursued ‘know[ing] what it is like to live in another country’ took some by 
surprise as one American student confessed ‘I didn’t expect the culture shock I had coming 
here.’
Leisure/travel

Turning to the expectations in regards to leisure and travel, they did not seem a priority in terms of Oxford students’ experiences. This is because they scored on the sixth position out of nine based on the number of responses as opposed to the second position in both New Zealand and Czech cases. However, what the UK and the Czech Republic have in common is students’ perception of both countries as being gateways to discovering Europe. As it will be seen further, students are equally interested to discover Prague and the Czech Republic as well as the European continent, while in the case of the UK the stress is upon European destination and travel over the UK except few accounts. So while on their studies in Oxford, the vast majority of international students ‘prefer to see the Continent,’ as ‘the UK is a bit boring.’ They expect ‘to see more of Europe,’ to travel ‘throughout Europe’ even to take ‘large vacations’ due to ‘cheap European travel.’ As for the UK, it’s ‘countryside is very appealing’ together with some of its ‘major places’ according to a handful of students due to ‘English culture and heritage’ and its ‘architecture and history.’ At the same time, some lack financial means to travel, ‘I expected to be able to see more of Europe, but it’s too expensive. Perhaps this is why some students in terms of leisure and travel prefer to take advantages of ‘lot of sport facilities,’ for the ‘improvement of [their] fitness,’ instead of extensive travel.

As mentioned previously in the case of New Zealand, the expectations and early experiences of international students in terms of their accommodation is fairly similar in all three locations. Perhaps the only deviation is a slightly greater reference to Oxfordian accommodation being expensive in comparison to New Zealand and Czech accounts of dire housing and living. As for the expectations in regards to employment while study/stay abroad, similarly to a students at New Zealand universities, the expectation are centred around internships, because students believe to have ‘easier access to internships at good companies’ as opposed to full or part time employment. Students equally wished to undertake ‘part-time tutorial/class teaching’ in order to help ‘funding studies.’ Employment alongside study has an advantage in that students are ‘able to gain some experience and compare to the experience back home.’ Some are ‘not keen on working in the UK’ others ‘intend to undertake post-graduate employment in the UK as my preferred sector is larger than in New Zealand.’ Similarly to some of the New Zealand cases there can be certain restriction depending on the type of visa ‘I am not eligible for formal employment, but have benefitted from short-term teaching/demonstrating positions while studying here. This has been good experience.’

Expectations of international students in regards to their study/stay abroad in the Czech Republic

Culture

The majority of international students at Charles University had cultural experiences in regards to their stay in Prague. The interests arrowed towards three main areas, which are: 1) the Czech Republic being a post-communist country; 2) the Czech culture; and 3) high culture all of which are expected to provide with self-reflection as stated in several statements. Students mostly wished to ‘have a better idea of what is the culture in post-soviet country, in a west country’ and they wanted to experience the ‘Czech culture’ and ‘other cultures.’ They also wanted to take advantage of the fact that ‘tickets for concerts, opera and
museums are very affordable;’ therefore, it makes it possible to access ‘museums,’ ‘classical music,’ and ‘architecture’ in Prague and around the country. Many students believe that ‘living in another country for one year, is a great opportunity to share the culture of a country because it becomes your everyday life.’ Moreover, living abroad becomes a learning experience, because as one student puts it, I realised ‘that there are different cultures than mine and develop a decentred view of the world.’ Consequently, students can acquire ‘cultural skills, awareness for (my) [their] own culture and of others, discover new things and be inspired by some ideas.’ On the other hand, there were few accounts of negative experiences, for example ‘unfortunately I was disappointed by the Czech culture, in terms of being able to approach the people.’ Possibly the situations were not in favour of a positive encounter or there was an issue of intercultural competency. At the same time, two final notes on students expectations and experiences reveal that ‘just the way of life here is just completely, completely different,’ and that Brazil and Czech Republic is really different countries, I experienced a new culture.’

Leisure
Students’ expectations in regards to leisure and travel seem to complement some of the previously mentioned cultural expectations as well as students’ motivations for study abroad. Their popularity is very similar to the previous category based on the number of responses and it also compares very closely to the next categories of students’ expectations, which are the advanced academic skills and social skills. They gravitate mainly around tourism ‘due to good location,’ which stretch from Prague and the Czech Republic to other European capitals and wider Europe. One statement captures the vast majority of responses ‘Erasmus students have a lot of time on their hands, and from Prague it is easy to go anywhere.’ In addition to purely travelling objectives, the leisure activities in several instances contribute to learning experiences as it helps to ‘get to know other cultures and their thinking.’

Academic skills
When it comes to the expectations in in terms of advanced academic skills, students’ testimonies are very similar to those of their counterparts at New Zealand universities and at the University of Oxford. They account for: improvement of English and Czech language skills; knowledge in regards to students’ fields of study and research interests, including ‘new approach of the subjects,’ ‘new aspects, different perspectives and up to date knowledge,’ ‘laboratory skills,’ ‘new methods’ and skills essential for completion of a ‘PhD thesis;’ and finally students expect to gain ‘more knowledge on European politics, history and culture,’ and ‘views on central European politics and relations.’

Social
Students’ expectation on social aspects of their lives concerns mainly establishing friendships with variety of people, including building relationships with locals and lasting networks – ‘for the future,’ which followed by the wish to explore places off the beaten path. Students wish for ‘more open minded’ contacts and friendships ‘from all over the world, diversity not just mindless drinking,’ ‘getting to know many people from different countries and cultures,’ as well as ‘befriend Czech people.’ In terms of the local residents students ‘want to find good places to go out that are not driven by Erasmus/student nights,’ so they ‘would prefer to find locations that young people from Prague go out to.’ One student declares that ‘I expected to
meet few interesting people more than joining big Erasmus groups;’ however, another student adds ‘meeting the locals is very difficult.’

**Advanced personal skills**
The table below records the expectations of international students in terms of their **advanced personal skills**. As in the previous two cases students’ responses are categorised into four groups and are quoted as recorded in the brackets)

<table>
<thead>
<tr>
<th>Most mentioned</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independence and ability to move to and live in another country</strong> – 10 (autonomy, independence, experience of living abroad, learn how to adapt to new surroundings)</td>
<td></td>
</tr>
<tr>
<td><strong>Czech language skills</strong> - 8</td>
<td></td>
</tr>
<tr>
<td><strong>Intercultural communication and skills or characteristics of a cosmopolitan/global citizen</strong> -7 (to get to know how to get along with people from all over the world, learning about other cultures, intercultural contacts, ability to meet different people, better at communicating with different people)</td>
<td></td>
</tr>
<tr>
<td><strong>Communication skills</strong> – 6 (being more comfortable with meeting new people, social skills)</td>
<td></td>
</tr>
<tr>
<td><strong>English language skills</strong> – 2 (writing and speaking)</td>
<td></td>
</tr>
<tr>
<td><strong>Skills of academic nature</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Becoming better in my field of study</strong> -3 (clinical experience, research skills in my field)</td>
<td></td>
</tr>
<tr>
<td><strong>Capacity for good analysis, leadership, team work</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Personal nature</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Self-confidence</strong> – 5</td>
<td></td>
</tr>
<tr>
<td><strong>Self-knowledge</strong> – 3 (by being away from your home and country for one year, you learn to be more responsible and have some distance to analyse how was your life in your home country, learn about myself)</td>
<td></td>
</tr>
<tr>
<td>Responsibility, capacity, reliability, persistence, resilience, awareness, being much more extrovert and viable, to become more open-minded</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>To grow up, becoming more patient in difficult situations, experience in working abroad, shape my identity, get rid of severe depression, strengthen personality as a result of being quite long time abroad, to become more spontaneous, to be more mobile</td>
<td></td>
</tr>
</tbody>
</table>

**Employment after graduation**
The expectations of international students in terms of their employment after graduation follow a similar pattern to the previous two cases. Some of the students plan to return upon their studies abroad, others consider the Czech republic on wider European context when searching for job, and majority of students expect their experience abroad to enhance their chances for securing jobs, because of the assumed recognition of the future employees as well as the trust in their skills which students gained while abroad, including their language skills. This is evident from the testimonies such as: search for employment ‘yes but back home in Sweden;’ because some students believe that it is easier to find jobs in home countries. Students follow, that the ‘Czech Republic is a possible employment location;’ ‘perhaps the possibility of an international career;’ ‘I expect I will be able to work in my field (science) everywhere.’ A couple of students, similarly to their counterparts at Oxford and in New Zealand ‘would like to stay at university, that’s why I need an international experience.’ In terms the value of study abroad recognition, some students ‘expect studying abroad to be a
merit on (my) [their] CV,’ ‘studying abroad enhances your CV, I am hoping it will make me more employable particularly in today’s economic climate,’ ‘better chance of getting a job due to the additional experience,’ and finally ‘the experience I get here is unique and valuable in terms of what I study, so I think that it would be useful for me in my work.’ Furthermore, ‘knowledge of an extra language’ is also believed to enhance employability according to some students. On a negative note, one student trusts there is ‘no employment [for him] as (my) [his] grade is almost useless.

**Employment while in the Czech Republic**

When it comes to the expectations in regards to employment while in the Czech Republic, the majority of students opt for internships, other options were in tourism industry; however, some students find the salaries, which is perhaps the price to pay for lower living costs and no or lower tuition fees in comparison to some students’ home countries, for example: ‘I thought I could work here in my profession, but the payment is absolutely lousy.’
Appendix 17: students’ intercultural competencies and identities

The development of students’ intercultural competencies and the shaping of their identities.

Legend
IC – Intercultural competence
ID – Personal identity
Inter. – interview / face-to-face in-depth semi-structured interview
Sur. – survey / longitudinal diary-type questionnaire
Skype – Skype interview / in-depth semi-structured interview
(1 to 10) and (-5 to 5) – ranking scale

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazieqa_NZ</td>
<td>Yes - improved because mingle with people of very different background</td>
<td>Yes greatly</td>
<td>-</td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linh_NZ</td>
<td>Yes because I'm living in a diverse society where is sometimes referred to the paradise of immigrants. Yes, living in NZ provides a big opportunity to interact with many ethnicities. Various sorts of people around the world gather here. I also have better empathy with people with refugee background, for example, those from Africa and some Asia countries. Some skills improved some didn’t, depend on status, sometimes engaged sometimes rejected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom_NZ</td>
<td>Yes - being abroad offers perspective on ones homeland, and with that, comes an improved perspective for other cultures Yes - Time spent abroad makes me more aware of where I’ve come from, and better at recognizing and appreciating differences I feel at times certain degree of optimism, initially looking for commonalities later for differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td>8-9</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghislaine_NZ</td>
<td>Yes - I think I'm a lot more, learnt and aware about people's social and Yes - I think the more you travel, the more you question your value system and are open to evolving I don’t socialise as much as in US/Cayenne</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td>8-9</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
cultural differences. But I've been studying abroad since I was 13 so my world view may be a bit different than those who just left home for a university experience.

with every year you spend away from "HOME".

islands., didn't adapt to kiwi culture, never really assimilate, in cannot emphasize, I don’t know whether u can teach it IC

---

<table>
<thead>
<tr>
<th>IC – Inter. (1 to 10)</th>
<th>IC - Survey 1 (-5 to 5)</th>
<th>IC - Survey 3 (-5 to 5)</th>
<th>IC – Sur. 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ID – Sur. 4 (1 to 10)</th>
<th>ID - Survey 8 (1 to 10)</th>
<th>ID - Survey 10 (1 to 10)</th>
<th>ID - Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>7</td>
<td>9</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jess_NZ</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Yes - I have gained an understanding of how people in NZ interact as well as other people from Pacific Islands.

Yes - feel that I understand and respect other cultures a lot more after being abroad

Surprised did 4 at beginning generous, didn’t fully understand perhaps

<table>
<thead>
<tr>
<th>IC – Inter. (1 to 10)</th>
<th>IC - Survey 1 (-5 to 5)</th>
<th>IC - Survey 3 (-5 to 5)</th>
<th>IC – Sur. 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ID – Sur. 4 (1 to 10)</th>
<th>ID - Survey 8 (1 to 10)</th>
<th>ID - Survey 10 (1 to 10)</th>
<th>ID - Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>6</td>
<td>6-7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leslie_NZ</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
</tbody>
</table>

NO I feel like I already have a very high intercultural competence. It has not decreased, but living in NZ has not enhanced in in my opinion.

NO They were pretty great to start with when I go there, I think

I like to consider myself as accepting person, got experience to deal with people even if I don’t have inside knowledge but have get along–it’s not good to compare

<table>
<thead>
<tr>
<th>IC – Inter. (1 to 10)</th>
<th>IC - Survey 1 (-5 to 5)</th>
<th>IC - Survey 3 (-5 to 5)</th>
<th>IC – Sur. 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ID – Sur. 4 (1 to 10)</th>
<th>ID - Survey 8 (1 to 10)</th>
<th>ID - Survey 10 (1 to 10)</th>
<th>ID - Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah_NZ</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Yes - Better are understanding where everyone ne is coming from when they are confused in a new place

Yes - I met a lot of people from cultures I'd never interacted with before, not only New Zealand/Pacific cultures but international students from all over the world as well

Probably already had intercultural competencies because had ism in US an France, Canada, New Zealand helped with that, meeting new people

<table>
<thead>
<tr>
<th>IC – Inter. (1 to 10)</th>
<th>IC - Survey 1 (-5 to 5)</th>
<th>IC - Survey 3 (-5 to 5)</th>
<th>IC – Sur. 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ID – Sur. 4 (1 to 10)</th>
<th>ID - Survey 8 (1 to 10)</th>
<th>ID - Survey 10 (1 to 10)</th>
<th>ID - Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>8</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cesco_NZ</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Yes - Sure, especially

Yes- I definitely met people that Because well from
<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noelani_NZ</td>
<td>Yes - Definitely-- I find myself way less judgemental now, and way more accepting of ideas that differ from my own. Instead of getting upset at someone or what they are doing, I tend to analyse why it’s affecting me the way it is, and tend to let it go . I don't get frustrated with people as much, because I see now that people come from a variety of situations. I lived with a group of Saudi Arabians while I was abroad, and living with them was a huge positive experience for me. Though I did not have “Arab-phobia” like many in my country do, those little stereo types were shattered since I had an experience living with Arab people, and loved it. Now instead of feeling intimidated by those who are middle eastern, I always have a talking point that I lived with Saudis, Pakistanis, and Afghans, and I loved them!</td>
<td>Yes - Definitely; living with people from different cultures and just learning about my own country from outside of its borders made a huge difference</td>
<td>I guess 5 because I didn’t experience the extreme but I would like to think but cannot say b4 event… people are people when in working in care or in trouble</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IC – Inter. (1 to 10)</th>
<th>IC - Survey 1 (-5 to 5)</th>
<th>IC - Survey 3 (-5 to 5)</th>
<th>IC – Sur. 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ID – Sur. 4 (1 to 10)</th>
<th>ID - Survey 8 (1 to 10)</th>
<th>ID - Survey 10 (1 to 10)</th>
<th>ID - Skype (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>4</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thong_NZ</td>
<td>Yes - Studying abroad</td>
<td>Yes - become more o pen-minded</td>
<td>Still trying to adapt,</td>
</tr>
</tbody>
</table>

because I learn English better and I am more confident speaking now allow me to realize some thoughts I had were just prejudice start expended no. of friends, my skill cannot improve that much, kiwis plus my accent never right, no 5 because will never know this country as italy
makes it possible to see the differences between cultures. I can access a multicultural environment in the university.

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raj_NZ</td>
<td>NO - in a way it has made me understand that &quot;STEREOTYPING&quot; is a worldwide phenomenon. I used to think that it was mostly limited to Asia (Asian, south Asian and Arabs)</td>
<td>I don’t think it’s about the same. It just helps having studied here in New Zealand to understand that the &quot;great western world&quot; is not so great after all. It is pretty much the same everywhere. So helps understand what the hype was all about.</td>
<td>There is a tendency in India to believe that Caucasians behave the same, lack of exposure maybe, used to USA and Canada not New Zealand, UK. But we kiwis don’t think alike, ranked 1, because it takes time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manish_NZ</td>
<td>Yes – I have a global outlook on different cultures, people and places</td>
<td>Yes - learned to be more adaptable</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather_NZ</td>
<td>Yes - I feel that I am more sensitive to cultural differences.</td>
<td>Yes - Being in a different country makes me more aware of what it feels like to be a foreigner, to move to a place where it's similar to home, but different (like Bizarro World). I've also had the opportunity to sit and talk with people of different religions and nationalities and learn more about their views of the world.</td>
<td>More culture exposure, realised less IC</td>
</tr>
<tr>
<td>Student</td>
<td>IC improved? (Survey 5)</td>
<td>IC improved? (Survey 10)</td>
<td>IC comment (Skype)</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>JP_NZ</td>
<td>Yes - Exploring new cultures leads to understanding them.</td>
<td>Yes - Many different cultures to learn from.</td>
<td>Outcome of is from travelling but I also enjoy it</td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Reanui_NZ</td>
<td>NO</td>
<td>YES</td>
<td>Because at the beginning only French and Asian, later Arabic and Hindu experience I learned from different cultures</td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Alexandra_NZ</td>
<td>Yes - I’m more opened to different beliefs and cultures</td>
<td>YES</td>
<td>Over 2.5 years encountered different people, know how to interact, Chinese and Indian friends</td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Imko_NZ</td>
<td>Yes - I leaned about Asian cultures from the stories of fellow students</td>
<td>YES</td>
<td>Based on my experiences I think I do have some sensitivity to cultural differences, but I think New Zealand is very European like, well I’m not sure</td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Jennifer_NZ</td>
<td>Yes - The most significant understanding has been respecting people where they from and who they are. For</td>
<td>YES</td>
<td>I believe I had high, discovered I had to compromise, overestimated my IC</td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
example, Māori culture, people with different religions. about individuals and this society day by day.

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric_NZ</td>
<td>Yes - Studying/living abroad has given me the chance to view some issues from a different perspective on divisive issues due to a different set of norms, ethics and customs that is different from those of me country.</td>
<td>Don’t know, perhaps it has, marginally. I would not know because I feel that I am fairly competent as it is.</td>
<td>The longer you are out of your host country u start picking up certain thing u would have not expect</td>
</tr>
<tr>
<td>Silvia_NZ</td>
<td>yes</td>
<td>yes</td>
<td>I like making friends with different background; however, it is hard to maintain the relationship, that is why I ranked myself “3”</td>
</tr>
<tr>
<td>Namisha_NZ</td>
<td>Yes - exposure has helped</td>
<td>Yes - nothing specific</td>
<td>Have been to 5 countries I think I have reasonable IC (Malay, Singapore, Thailand, New Zealand, USA)</td>
</tr>
<tr>
<td>Giang_NZ</td>
<td>Yes of course</td>
<td>Yes</td>
<td>Because I travelled, learned, respect, intercultural</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IC – Inter. (1 to 10)</th>
<th>IC - Survey 1 (-5 to 5)</th>
<th>IC - Survey 3 (-5 to 5)</th>
<th>IC – Sur. 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Student</td>
<td>IC improved? (Survey 5)</td>
<td>IC improved? (Survey 10)</td>
<td>IC comment (Skype)</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jason_UK</td>
<td>Yes - I am more aware of my place in the world as an “ethnic” American and am willing to meet people halfway about issues pertaining to American culture, which despite globalization and Hollywood is widely misunderstood</td>
<td>Yes - I have become more aware of my own position in the multicultural world we live in, because I am now aware how other perceive Americans</td>
<td>It even improved after Oxford, I’m a little more aware of beyond after return us,</td>
</tr>
<tr>
<td>Anna_UK</td>
<td>Yes - being exposed to different cultures massively improved my intercultural competency</td>
<td>Don’t know - sometimes I wonder if I fall back into national stereo types when I see my counterparts, although I really don’t; want to and am quite self-critical to myself</td>
<td>At first I worked for the programme intercultural city then u dig deeper and u find out u have so much prejudice, so u have to work on yourself a lot I guess, and now being back home I have to work on the same towards the home culture</td>
</tr>
<tr>
<td>Matt_UK</td>
<td>Yes – Better communication</td>
<td>YES</td>
<td>Moderately complement, did not get better back at university the same</td>
</tr>
<tr>
<td>Nikita_UK</td>
<td>Yes - intercultural competence is something you acquire through practice of meeting other</td>
<td>Yes - I have probably got to the point when I genuinely do not care about the nationality. Still use the nationality based jokes (some of</td>
<td>Is general very good but I did experience some problems, with house mates, I</td>
</tr>
</tbody>
</table>
If you do not meet the other cultures, if you do not meet the other cultures becomes obsolete and dies out. They are funny after all. I couldn’t always deal smoothly.

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jed_UK</td>
<td>Don’t know - I’ve been aware since long ago that people do things differently in different parts of the world. But I’m not certain if my intercultural competence has improved</td>
<td>Yes - I understand now that some society can be quite exclusive and people may not bother to be friendly to you. I also understand how I should accommodate international students who have just arrived to a new country to ease their transition/assimilation</td>
<td>Not sure, maybe not getting along</td>
</tr>
<tr>
<td>Michael_UK</td>
<td>Yes - Certainly improved</td>
<td>Yes - Studying and working abroad</td>
<td>I don’t think</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benoit_UK</td>
<td>Yes, the common room was full of people from different nationalities.</td>
<td>Yes - Being at Oxford I had the opportunity to mix with people from different ages and backgrounds (New York state businessmen, British, and Polish undergrads, etc.), which proved immensely valuable to learn more about different cultures. Also, many of my British friends took the time to tell me more about British cultural references and do’s and don’ts.</td>
<td>Maybe situations where I felt out of my abilities, don’t know how much I paid attention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael_UK</td>
<td>Yes - Certainly improved</td>
<td>Yes - Studying and working abroad</td>
<td>I don’t think</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anonymous1_UK</td>
<td>Yes - I’ve had time to absorb aspects of pop culture and societal norms that are new or different from those I’ve grown up with</td>
<td>YES</td>
<td>-</td>
</tr>
<tr>
<td>Student</td>
<td>IC improved? (Survey 5)</td>
<td>IC improved? (Survey 10)</td>
<td>IC comment (Skype)</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------</td>
<td>--------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Benjamin_UK</td>
<td>Yes - understanding other cultures and living in foreign countries</td>
<td>Yes</td>
<td>Things are better, personal matters, travelling to India quiet influential, wasn’t satisfied before, looking what to do, became more confident and open-minded</td>
</tr>
<tr>
<td>Rex_UK</td>
<td>Don’t know - I am already intercultural by nature, though, being in another country for a long time has changed my perspective of the collective individual within a culture</td>
<td>YES</td>
<td>-</td>
</tr>
<tr>
<td>Carmen_UK</td>
<td>Yes - I interact with people from several backgrounds</td>
<td>Yes - In every aspect, because I have meet people from all around the world</td>
<td>Had to do with the time of the survey, at the beginning more outgoing, end of MPhil meant more focused on study than friends and my MPhil colleagues connected among them – felt outsider, I haven’t increased number of friends but now living in college, where you have to meet others but did not make good friends</td>
</tr>
<tr>
<td>Student</td>
<td>IC improved? (Survey 5)</td>
<td>IC improved? (Survey 10)</td>
<td>IC comment (Skype)</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Debbie_UK</td>
<td>Yes - I grew up in Latin America and hadn't had much interaction with people from other regions of the world, cultures, etc. I enjoyed it a lot.</td>
<td>Yes - I was able to interact with people from very different backgrounds and cultures - more than in my previous studies</td>
<td>I’ve became more multicultural starting from Oxford was able to meet more people from different cultures</td>
</tr>
<tr>
<td>Carlos_CZ</td>
<td>Yes - I am more used to other cultures, meaning in practice that I take that into account when assessing the behaviour of others</td>
<td>Yes - I have become more open to the experiences of others. My feeling is that every new environment I am in odds a bit to this as new situations arise that enriches my experience</td>
<td>IC at test beginning and end of ur stay</td>
</tr>
<tr>
<td>Steffi_CZ</td>
<td>Yes - I enjoy being among others than only German/Western people.</td>
<td>Yes - I am more open concerning people from abroad.</td>
<td>-</td>
</tr>
<tr>
<td>Reid_CZ</td>
<td>Yes - Absolutely. I study Czech history, but one really can truly know the context and how to sensitively approach the material until one has experience in discussing it from their perspective.</td>
<td>Don’t know - Not much shocks me anymore, but it’s hard to say I have had a growing empathy. It doesn’t surprise me, but I hardly understand everything.</td>
<td>Getting further away from being an international student starting to see and have som regrets</td>
</tr>
<tr>
<td>Oleg_CZ</td>
<td>Yes - I’ve met more</td>
<td>Don’t know - never recognized</td>
<td>Maybe last I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IC – Inter. (1 to 10)</th>
<th>IC - Survey 1 (-5 to 5)</th>
<th>IC - Survey 3 (-5 to 5)</th>
<th>IC – Sur. 10 (-5 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Student</td>
<td>IC improved? (Survey 5)</td>
<td>IC improved? (Survey 10)</td>
<td>IC comment (Skype)</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Zhanna_CZ</td>
<td>Yes</td>
<td>-</td>
<td>had feelings, not in contact with foreign people, overall good but had a gab</td>
</tr>
<tr>
<td></td>
<td>language and empathy with people with different ethnic origins</td>
<td>Yes - have always respected other cultures but know I can try to understand them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I think because at the beginning I used to spent more time with people from other cultures</td>
<td></td>
</tr>
<tr>
<td>Aaron_CZ</td>
<td>-</td>
<td>Yes - Now I have more respect and empathy with people. Also, I am more patient. And I learnt a lot about different cultures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I don’t know because I think I am very intercultural, maybe you can have skills, I have because I move and feel good, but then you need other people’s help, some people can be like wall you cannot climb</td>
<td></td>
</tr>
<tr>
<td>Kristina_CZ</td>
<td>Yes - once you felt like an alien you have more empathy for aliens in general.</td>
<td>Yes - now I know how immigrants must feel or maybe worse</td>
<td>Maybe because become more aware, joined buddy programme, helps you to get how you perceived and how u perceive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhanna_CZ</td>
<td>Yes</td>
<td>-</td>
<td>had feelings, not in contact with foreign people, overall good but had a gab</td>
</tr>
<tr>
<td></td>
<td>language and empathy with people with different ethnic origins</td>
<td>Yes - have always respected other cultures but know I can try to understand them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I think because at the beginning I used to spent more time with people from other cultures</td>
<td></td>
</tr>
<tr>
<td>Aaron_CZ</td>
<td>-</td>
<td>Yes - Now I have more respect and empathy with people. Also, I am more patient. And I learnt a lot about different cultures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I don’t know because I think I am very intercultural, maybe you can have skills, I have because I move and feel good, but then you need other people’s help, some people can be like wall you cannot climb</td>
<td></td>
</tr>
<tr>
<td>Kristina_CZ</td>
<td>Yes - once you felt like an alien you have more empathy for aliens in general.</td>
<td>Yes - now I know how immigrants must feel or maybe worse</td>
<td>Maybe because become more aware, joined buddy programme, helps you to get how you perceived and how u perceive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhanna_CZ</td>
<td>Yes</td>
<td>-</td>
<td>had feelings, not in contact with foreign people, overall good but had a gab</td>
</tr>
<tr>
<td></td>
<td>language and empathy with people with different ethnic origins</td>
<td>Yes - have always respected other cultures but know I can try to understand them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I think because at the beginning I used to spent more time with people from other cultures</td>
<td></td>
</tr>
<tr>
<td>Aaron_CZ</td>
<td>-</td>
<td>Yes - Now I have more respect and empathy with people. Also, I am more patient. And I learnt a lot about different cultures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I don’t know because I think I am very intercultural, maybe you can have skills, I have because I move and feel good, but then you need other people’s help, some people can be like wall you cannot climb</td>
<td></td>
</tr>
<tr>
<td>Kristina_CZ</td>
<td>Yes - once you felt like an alien you have more empathy for aliens in general.</td>
<td>Yes - now I know how immigrants must feel or maybe worse</td>
<td>Maybe because become more aware, joined buddy programme, helps you to get how you perceived and how u perceive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>IC improved? (Survey 5)</th>
<th>IC improved? (Survey 10)</th>
<th>IC comment (Skype)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhanna_CZ</td>
<td>Yes</td>
<td>-</td>
<td>had feelings, not in contact with foreign people, overall good but had a gab</td>
</tr>
<tr>
<td></td>
<td>language and empathy with people with different ethnic origins</td>
<td>Yes - have always respected other cultures but know I can try to understand them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I think because at the beginning I used to spent more time with people from other cultures</td>
<td></td>
</tr>
<tr>
<td>Aaron_CZ</td>
<td>-</td>
<td>Yes - Now I have more respect and empathy with people. Also, I am more patient. And I learnt a lot about different cultures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I don’t know because I think I am very intercultural, maybe you can have skills, I have because I move and feel good, but then you need other people’s help, some people can be like wall you cannot climb</td>
<td></td>
</tr>
<tr>
<td>Kristina_CZ</td>
<td>Yes - once you felt like an alien you have more empathy for aliens in general.</td>
<td>Yes - now I know how immigrants must feel or maybe worse</td>
<td>Maybe because become more aware, joined buddy programme, helps you to get how you perceived and how u perceive</td>
</tr>
<tr>
<td>Student</td>
<td>IC improved? (Survey 5)</td>
<td>IC improved? (Survey 10)</td>
<td>IC comment (Skype)</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Olga_CZ</td>
<td>Yes - meeting different people - help to be more open, to learn</td>
<td>Yes - meeting people from different cultures</td>
<td>Probably I am tolerant but have met serious patriots I am becoming more critical with myself, not so optimistic</td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Student</td>
<td>IC improved? (Survey 5)</td>
<td>IC improved? (Survey 10)</td>
<td>IC comment (Skype)</td>
</tr>
<tr>
<td>Simon_CZ</td>
<td>NO Stayed the same</td>
<td>NO Stayed the same</td>
<td>Might subconsciously not integrated to Czech society, or not speak the language</td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>Student</td>
<td>IC improved? (Survey 5)</td>
<td>IC improved? (Survey 10)</td>
<td>IC comment (Skype)</td>
</tr>
<tr>
<td>Margaux_CZ</td>
<td>Don’t know, I should spend time abroad or with foreigners to be able to tell you</td>
<td>Yes - more open-minded and also I think that in a conflict situation (with foreigners) I better manage to define what comes from culture and not</td>
<td>As I have to think cannot be higher because where I live in France and Prague</td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Student</td>
<td>IC improved? (Survey 5)</td>
<td>IC improved? (Survey 10)</td>
<td>IC comment (Skype)</td>
</tr>
<tr>
<td>Renata_CZ</td>
<td>Yes I learnt to adapt to the local customs and to accept differences of the people of the host country</td>
<td>Yes I came to understand different cultures better and to adapt accordingly</td>
<td>I feel that I am fairly open to different cultures, thus having intercultural competence. I am not sure why I answered 3, I would like to confirm that I feel all three rankings should be 5</td>
</tr>
<tr>
<td>IC – Inter. (1 to 10)</td>
<td>IC - Survey 1 (-5 to 5)</td>
<td>IC - Survey 3 (-5 to 5)</td>
<td>IC – Sur. 10 (-5 to 5)</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>ID – Sur. 4 (1 to 10)</td>
<td>ID - Survey 8 (1 to 10)</td>
<td>ID - Survey 10 (1 to 10)</td>
<td>ID - Skype (1 to 10)</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Student</td>
<td>IC improved? (Survey 5)</td>
<td>IC improved? (Survey 10)</td>
<td>IC comment (Skype)</td>
</tr>
<tr>
<td>Tony_CZ</td>
<td>Yes I’ve become exposed to a culture that I had</td>
<td>YES</td>
<td>-</td>
</tr>
</tbody>
</table>
Intercultural competence: Characteristics that an individual possesses which facilitate competent intercultural interaction. Understanding and respect and empathy to people of different national, cultural, social, religious and ethnic origin.

1.12: Intercultural competences – (definition): characteristics that an individual possesses which facilitate competent intercultural interaction. It also means understanding and respect and empathy to people of different national, cultural, social, religious and ethnic origin. How would you rate yourself and the following group of people according to the definition of the intercultural competences? (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means bad, 0 means neither or bad and 5 equals to good).

3.13: Intercultural competences – (definition): characteristics that an individual possesses which facilitate competent intercultural interaction. It also means understanding and respect and empathy to people of different national, cultural, social, religious and ethnic origin. How would you rate yourself and the following group of people according to the definition of the intercultural competences? (please click on the slider and move it on the scale from -5 to 5 in order to indicate your answer. -5 means bad, 0 means neither or bad and 5 equals to good).

5.1: Has your intercultural competence do you think improved because of your study abroad? 10.5:
Intercultural competence defined as: characteristics that an individual possesses which facilitate competent intercultural interaction. It also means understanding and respect and empathy to people of different national, cultural, social, religious and ethnic origin; yes (please specify – type in your answer); no (please specify – type in your answer); I don’t know (please specify – type in your answer).

10.4: Has your intercultural competence do you think improved because of your study abroad? 10.5:
Intercultural competence defined as: characteristics that an individual possesses which facilitate competent intercultural interaction. It also means understanding and respect and empathy to people of different national, cultural, social, religious and ethnic origin; yes (please specify – type in your answer); no (please specify – type in your answer); I don’t know (please specify – type in your answer).

Skype_16: Looking at your ranking history of your IC, you have ranked yourself on first occasion as …. Can you please comment on your rankings?

4.7 and 10.18 Identity – how do you see yourself and how strong are your feelings? I see myself as / a part of: (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means weak, 5 means neither weak nor strong and 10 equals to strong) local community (village, city, region, with your home country …); minority group (if applicable) with your own community (e.g. Catalan in Spain, Colombian in the USA, Welsh in the UK etc.); national citizen; supranational citizen (e.g. European, Pacific, African …); cosmopolitan; other (please specify – type in your answer).

8_4 While abroad on your studies, how do you feel and how much do you feel as a: (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all, 5 means medium and 10 equals to a lot); international student; tourist; migrant; migrant worker; immigrant; permanent resident of your host country (NZ, UK, CZ); citizen of your host country (NZ, UK, CZ); cosmopolitan; other (please specify – type in the answer).

Skype interview – 25: please open your email and read the definition of cosmopolitanism I’ve just sent to you - Cosmopolitanism can be defined as: cultivating intercultural competencies so an individual is able to deal with ethical frameworks different from one’s own; it is also a moral assumption that we have obligation and
responsibilities to other people; and it is a loyalty not to locality but relationships which are rooted locally or floating globally. How much of a cosmopolitan do you think you are from 1 – 10, one being the least and 10 the most?
Appendix 18: students’ cosmopolitan identities

Table 1: The response rates to individual identity surveys (surveys no. 4, 8, 10 and the Skype interview).

<table>
<thead>
<tr>
<th>Surveys / universities</th>
<th>Survey 4</th>
<th>Survey 8</th>
<th>Survey 10</th>
<th>Skype interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Canterbury</td>
<td>11</td>
<td>7</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>AUT</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Lincoln University</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>University of Otago</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Victoria University</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>University of Auckland</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>SUM</strong></td>
<td><strong>34</strong></td>
<td><strong>28</strong></td>
<td><strong>26</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td>University of Oxford</td>
<td>14</td>
<td>12</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Charles University</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>SUM</strong></td>
<td><strong>60</strong></td>
<td><strong>52</strong></td>
<td><strong>51</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

Table 2: Strength and self-perception of students’ identities according to individual categories – surveys number 4 and 10.

<table>
<thead>
<tr>
<th>Sur. 4</th>
<th>New Zealand</th>
<th>UK</th>
<th>Czech Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6.3 Cosmopolitan</td>
<td>6.5 Cosmopolitan</td>
<td>7.0 Supranational citizen</td>
</tr>
<tr>
<td>2</td>
<td>6.1 National citizen</td>
<td>6.1 National citizen</td>
<td>6.8 Local community</td>
</tr>
<tr>
<td>3</td>
<td>5.6 Local community</td>
<td>5.4 Local community</td>
<td>6.0 National citizen</td>
</tr>
<tr>
<td>4</td>
<td>5.0 Supranational citizen</td>
<td>5.1 Supranational citizen</td>
<td>5.8 Cosmopolitan</td>
</tr>
<tr>
<td>5</td>
<td>4.1 Minority group</td>
<td>4.1 Minority group</td>
<td>4.5 Minority group</td>
</tr>
<tr>
<td>6</td>
<td>3.8 Other</td>
<td>2.6 Other</td>
<td>2.3 Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sur. 10</th>
<th>New Zealand</th>
<th>UK</th>
<th>Czech Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6.8 Cosmopolitan</td>
<td>6.8 Cosmopolitan</td>
<td>5.9 Cosmopolitan</td>
</tr>
</tbody>
</table>

4_7 and 10_18 Identity – how do you see yourself and how strong are your feelings? I see myself as / a part of: (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means weak, 5 means neither weak nor strong and 10 equals to strong) local community (village, city, region, with your home country …); minority group (if applicable) with your own community (e.g. Catalan in Spain, Colombian in the USA, Welsh in the UK etc.); national citizen; supranational citizen (e.g. European, Pacific, African …); cosmopolitan; other (please specify – type in your answer).

8_4 While abroad on your studies, how do you feel and how much do you feel as a: (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all, 5 means medium and 10 equals to a lot); international student; tourist; migrant; migrant worker; immigrant; permanent resident of your host country (NZ, UK, CZ); citizen of your host country (NZ, UK, CZ); cosmopolitan; other (please specify – type in the answer).
Table 3: Strength and self-perception of students’ identities according to individual categories – survey number 8.

<table>
<thead>
<tr>
<th>Sur.</th>
<th>New Zealand</th>
<th>UK</th>
<th>Czech Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.0 International student</td>
<td>8.2 International student</td>
<td>7.3 International student</td>
</tr>
<tr>
<td>2</td>
<td>5.6 Tourist</td>
<td>6.1 Cosmopolitan</td>
<td>5.6 Cosmopolitan</td>
</tr>
<tr>
<td>3</td>
<td>5 Cosmopolitan</td>
<td>4.2 Permanent resident</td>
<td>3.3 Tourist</td>
</tr>
<tr>
<td>4</td>
<td>2.8 Other</td>
<td>4.0 Tourist</td>
<td>3.1 Migrant</td>
</tr>
<tr>
<td>5</td>
<td>2.4 Migrant</td>
<td>2.5 Migrant</td>
<td>2.5 Permanent resident</td>
</tr>
<tr>
<td>6</td>
<td>1.9 Permanent resident</td>
<td>2.2 Other</td>
<td>2.1 Other</td>
</tr>
<tr>
<td>7</td>
<td>1.7 Immigrant</td>
<td>1.8 Immigrant</td>
<td>1.7 Citizen of your host country</td>
</tr>
<tr>
<td>8</td>
<td>1.5 Migrant worker</td>
<td>1.6 Migrant worker</td>
<td>1.5 Immigrant</td>
</tr>
<tr>
<td>9</td>
<td>1.4 Citizen of your host country</td>
<td>1.3 Citizen of your host country</td>
<td>0.9 Migrant worker</td>
</tr>
</tbody>
</table>

While abroad on your studies, how do you feel and how much do you feel as a: (please click on the slider and move it on the scale from 0 to 10 in order to indicate your answer. 0 means not at all, 5 means medium and 10 equals to a lot); international student; tourist; migrant; migrant worker; immigrant; permanent resident of your host country (NZ, UK, CZ); citizen of your host country (NZ, UK, CZ); cosmopolitan; other (please specify – type in the answer).
Appendix 19: perceptions of (cultural) empathy

Students’ perceptions of empathy, answers to the questions:

1. How does one become an empathetic person?
2. What motivates you to be empathetic?
3. How could the empathy become a constant feature of a person's character?

<table>
<thead>
<tr>
<th>#</th>
<th>How to become empathetic</th>
<th>Personal motivation for (cultural) empathy</th>
<th>Empathy to become a constant feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening, learning and understanding, observing, thinking, self-reflection (19)</td>
<td>Good relationships, reciprocity – ‘do unto others as you would have them do unto you’ – ‘becoming a good person’ (11)</td>
<td>Training, reasoning, learning, practice (9)</td>
</tr>
<tr>
<td>2</td>
<td>Former education and/or experience (including hardship), training, being in someone else’s shoes (15)</td>
<td>Avoidance of misunderstandings, experience – ‘being in someone else’s shoe’ (10)</td>
<td>Experiencing – being in someone else’s shoe (8)</td>
</tr>
<tr>
<td>3</td>
<td>Care and responsibility (6)</td>
<td>Curiosity/understanding – ‘a genuine curiosity’ (Nussbaum) (9)</td>
<td>Personal capacity (6)</td>
</tr>
<tr>
<td>4</td>
<td>Personality, psychology and the human nature (5)</td>
<td>Satisfaction and happiness – ‘tat tvam asi’ – you are also that (4)</td>
<td>Listening and understanding (3)</td>
</tr>
<tr>
<td>5</td>
<td>Way of being raised and growing up (5)</td>
<td>Care – ‘love your neighbour’ (4)</td>
<td>Awareness (3)</td>
</tr>
<tr>
<td>6</td>
<td>Tolerance and acceptance (3)</td>
<td>Personality / psychology – mirror neurons (3)</td>
<td>Happiness (3)</td>
</tr>
<tr>
<td>7</td>
<td>Interaction (2)</td>
<td>Personal character – sensitivity – mirror neurons (3)</td>
<td>Becoming good (3)</td>
</tr>
<tr>
<td>8</td>
<td>Curiosity (2)</td>
<td>Moral values (3)</td>
<td>Within oneself (2)</td>
</tr>
<tr>
<td>9</td>
<td>Respect and love for oneself (1)</td>
<td>Social norms (2)</td>
<td>Education (2)</td>
</tr>
<tr>
<td>10</td>
<td>Desire for relationship (1)</td>
<td>Learning – 'plurality of the world’ (Nussbaum) (2)</td>
<td>Care (2)</td>
</tr>
<tr>
<td>11</td>
<td>Exposure (1)</td>
<td></td>
<td>Takes time (1)</td>
</tr>
</tbody>
</table>