

Unica Student Conference 2010

**Topic 7: Student mobility and the
enlargement and consolidation of the
European Union**

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INFO, SOURCES AND REFERENCES

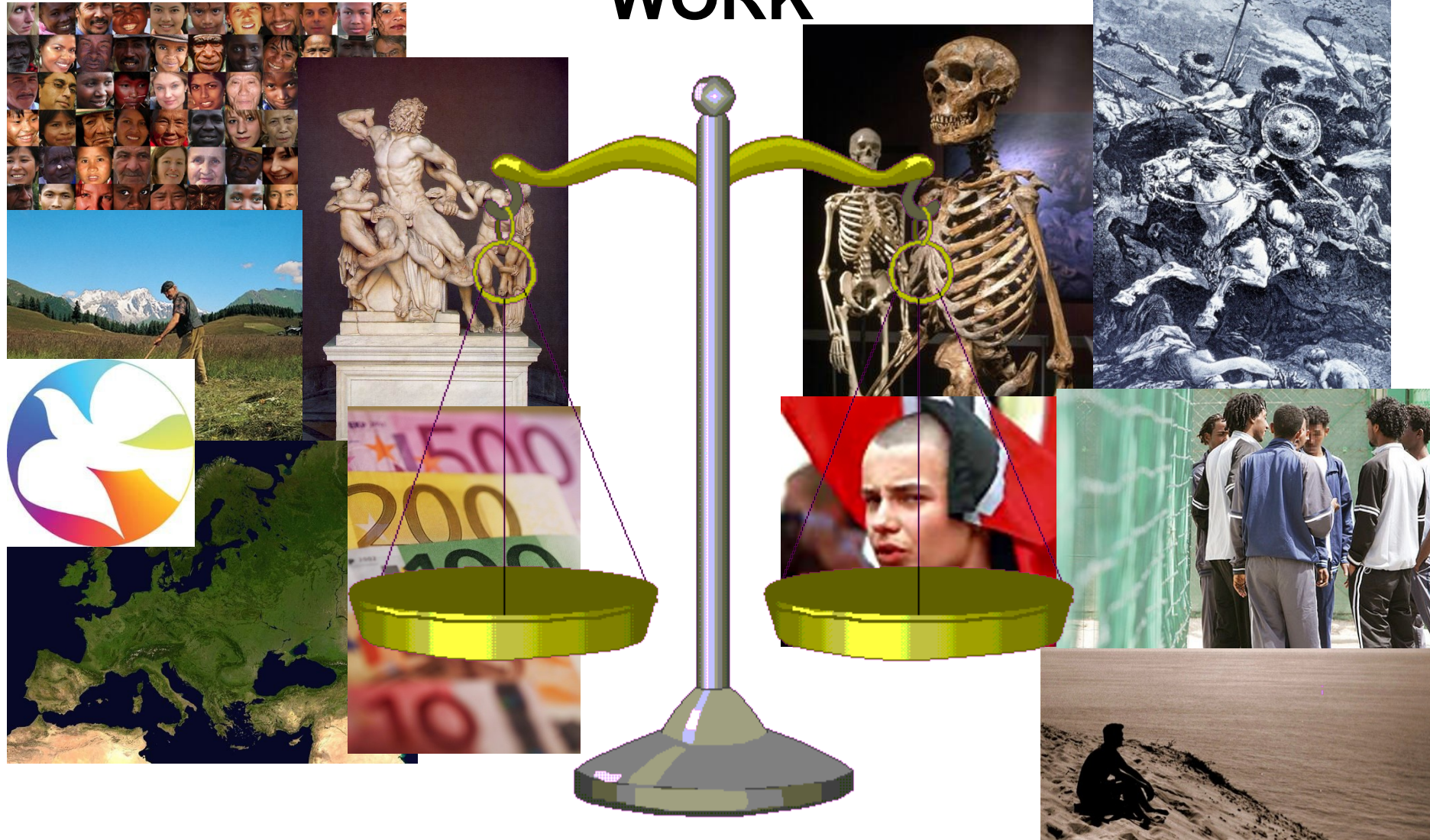
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5. <http://www.erasmusmundus.org>
6. Barbujani G. and Sokal R.R. Zones of sharp genetic changes in Europe are also linguistic boundaries. *Proc. Natl. Acad. Sci. USA*, 87, 5:1816-19
7. Ruiz Jiménez, A.M., Gorniak, J.J., Koscic, A., Kiss, P., Kandulla, M., (2004) European and National Identities in EU's Old and New Member States: Ethnic, Civic, Instrumental and Symbolic Components, *European Integration online Papers (EIoP)* Vol. 8 N- 11
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INTRODUCTION

Does student mobility help in building a European identity?

Does student mobility provide a link between EU's old and new members?

HYPOTHESIS, QUESTIONS, AIM OF THE WORK



To what extent are we willing (or have been willing) to change, travel and share?

ANALYSIS: Who are we?

A FEW NUMBERS:

- ~ $3,8 \times 10^9$ years ago: origin of life
- ~ 2×10^8 years ago: first mammals
- ~ 6×10^7 years ago: first primates
- ~ 5×10^7 years ago: great apes differentiation
- ~ 2×10^5 years ago: *H.sapiens* appearance in Africa
- ~ 1×10^5 years ago or less: out of Africa expansion



We are primates.
We behave as primates....

... but in an evolved way!



(ex)change your life!

Mobility and Student mobility: yesterday

LABORATORIUM

LABORATORIUM



LABORATORIUM

LABORATORIUM





Mobility and Student mobility: today

Lifelong Learning Programme

Comenius
(secondary
school)

Erasmus
(higher
education)

**Leonardo da
Vinci**
(vocational
education and
training)

Grundtvig
(adult
education)

Trasversal Programme: Political development, Language learning, Information and Communication Technology, Disseminate results

Jean Monnet Programme: Jean Monnet Action, European institutions, European associations

Mobility and Student mobility: today



Erasmus Mundus – External Cooperation Window (ECW)

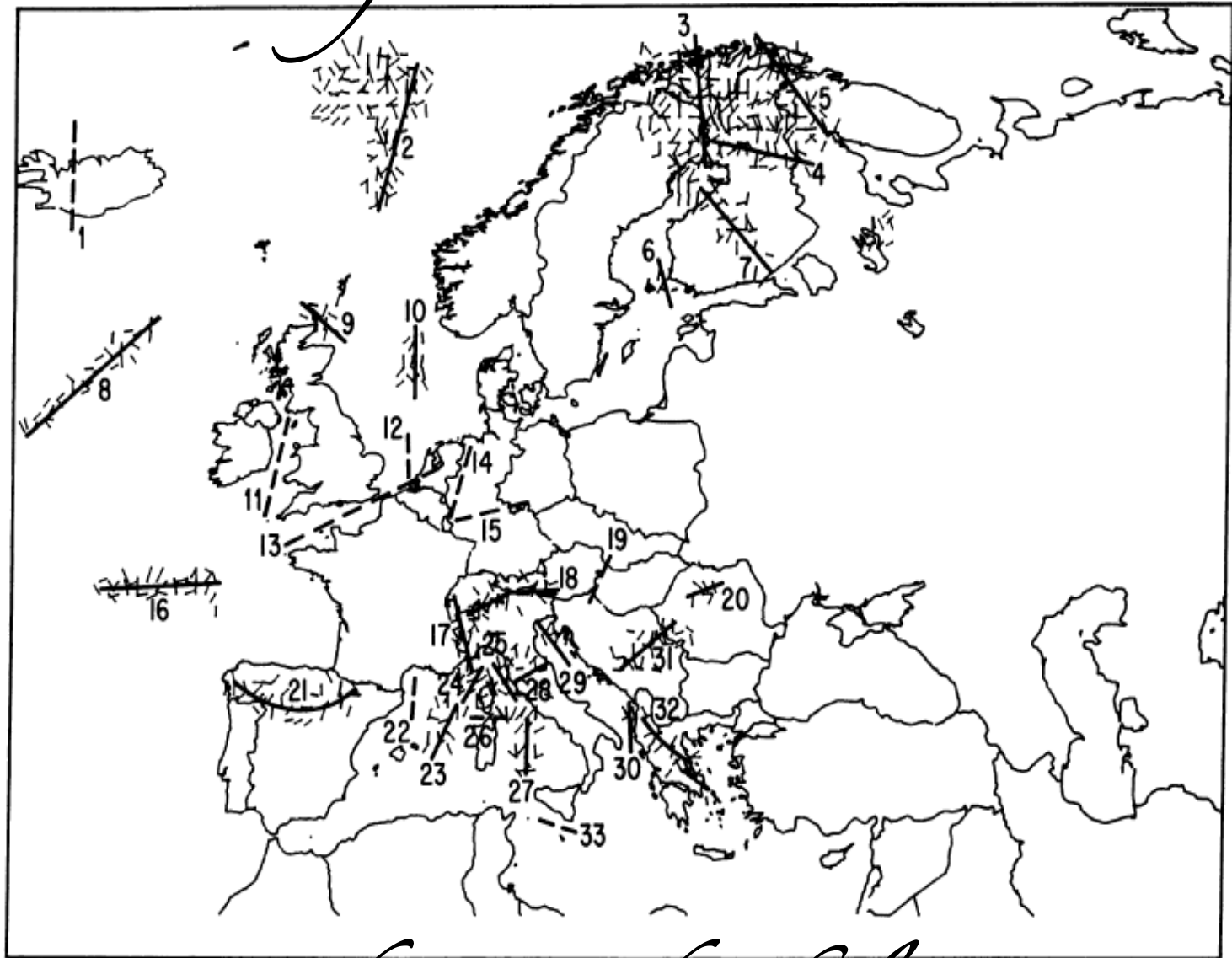
EU “candidates” (Croatia, Turkey)

EFTA Countries (Iceland, Norway,
Liechtenstein)

Third Countries (Mediterranean,
Eastern Europe, Russia, Iran,
Iraq, Yemen, Western Balkans,
India, China, Brasil, Argentina)

EU
member
States

Before the Union

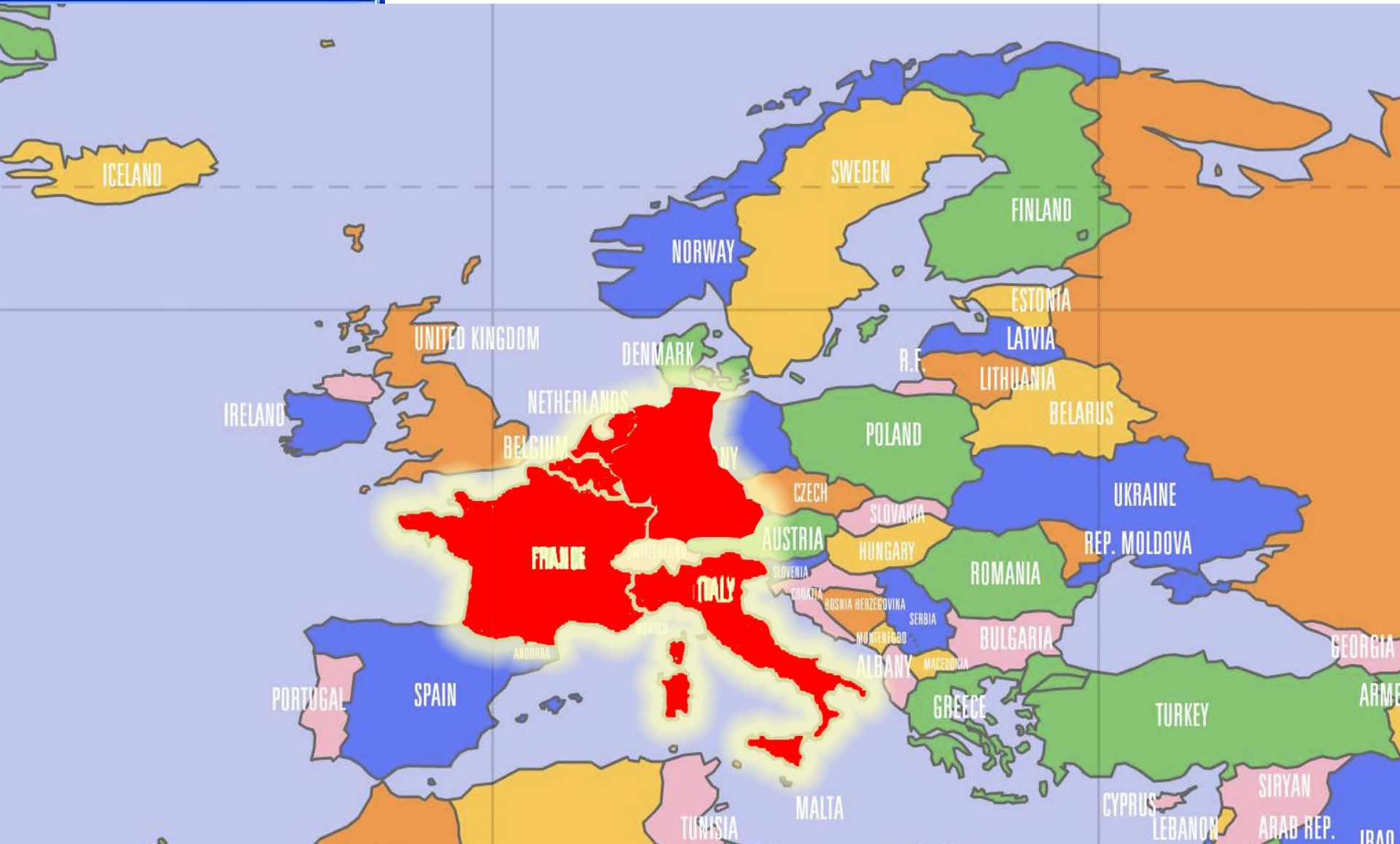


Barbujani and Sokal 1987



1945-1959

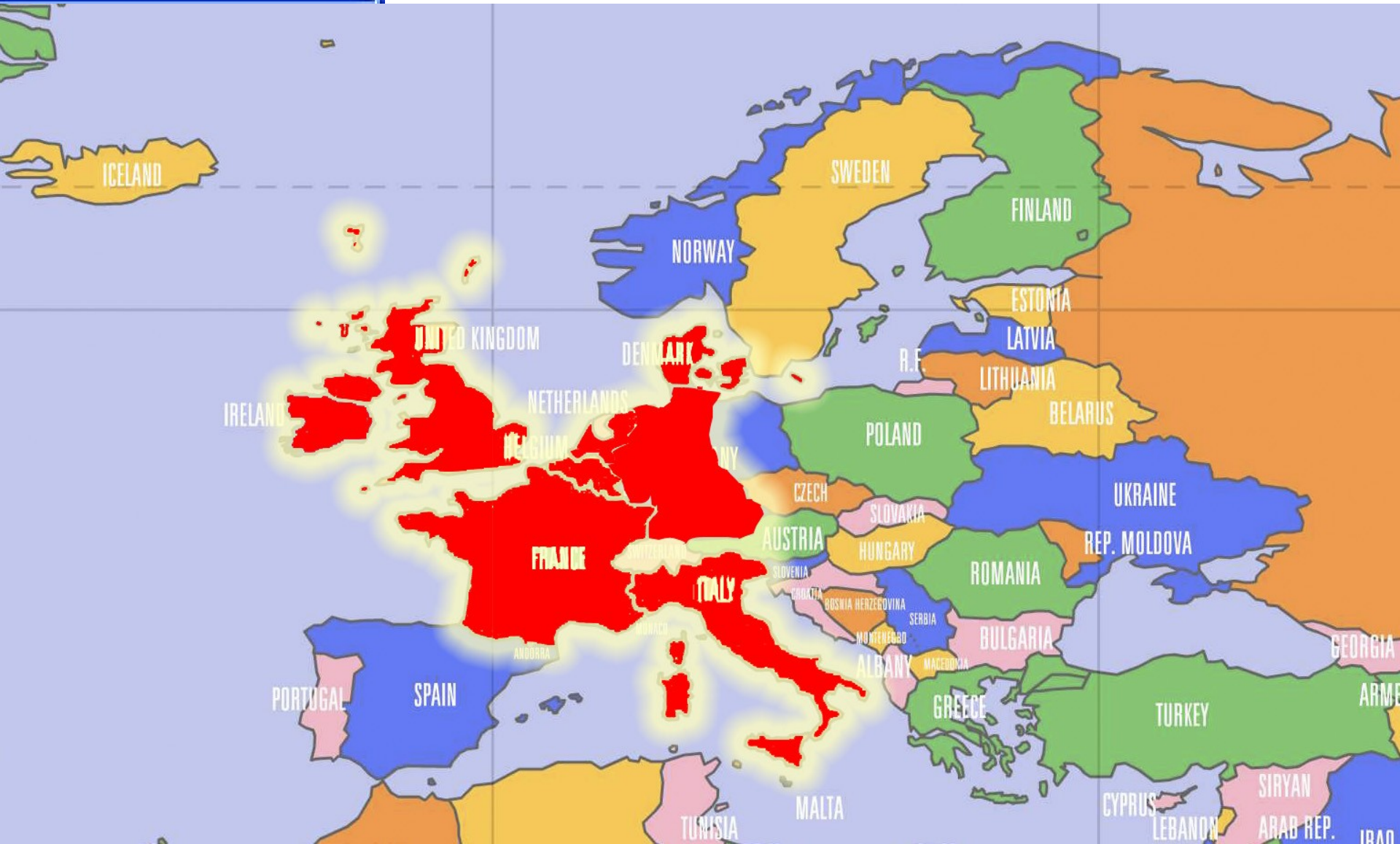
- A peaceful Europe and beginning of cooperation





1970-1979

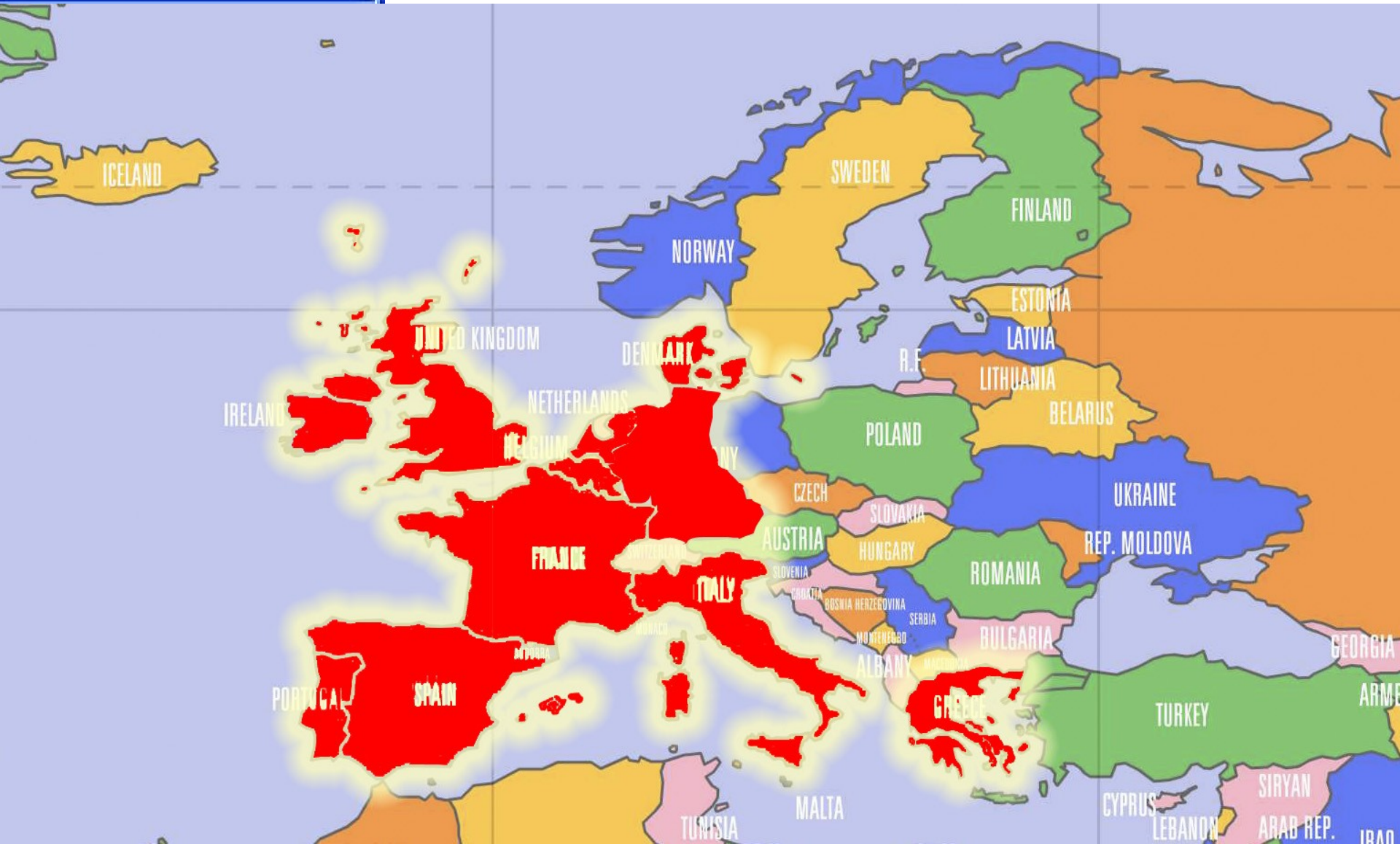
- The first enlargement and growth of the community



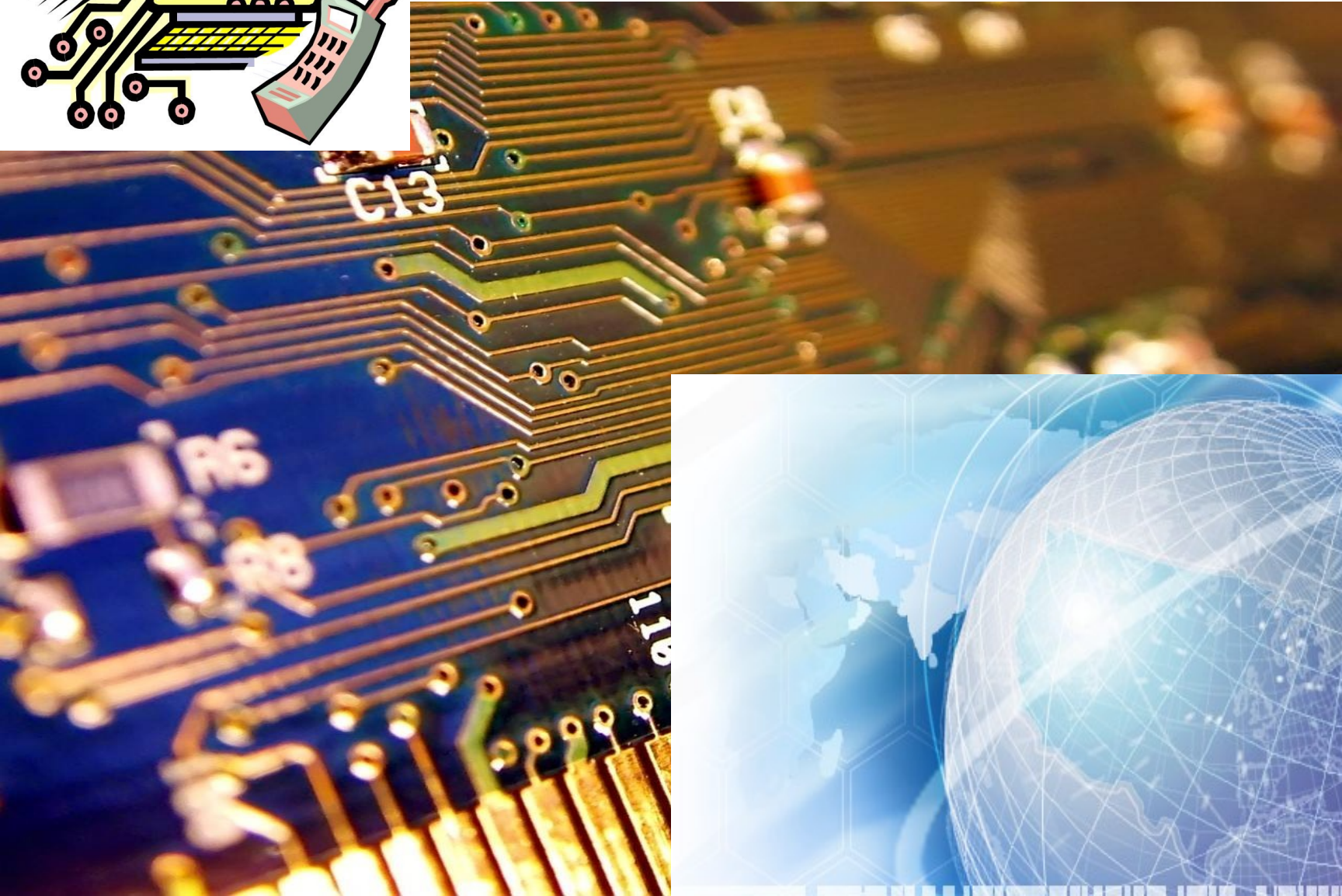


80's and 90's

- The fall of the Berlin Wall and the new face of Europe (the Shengen Agreement)



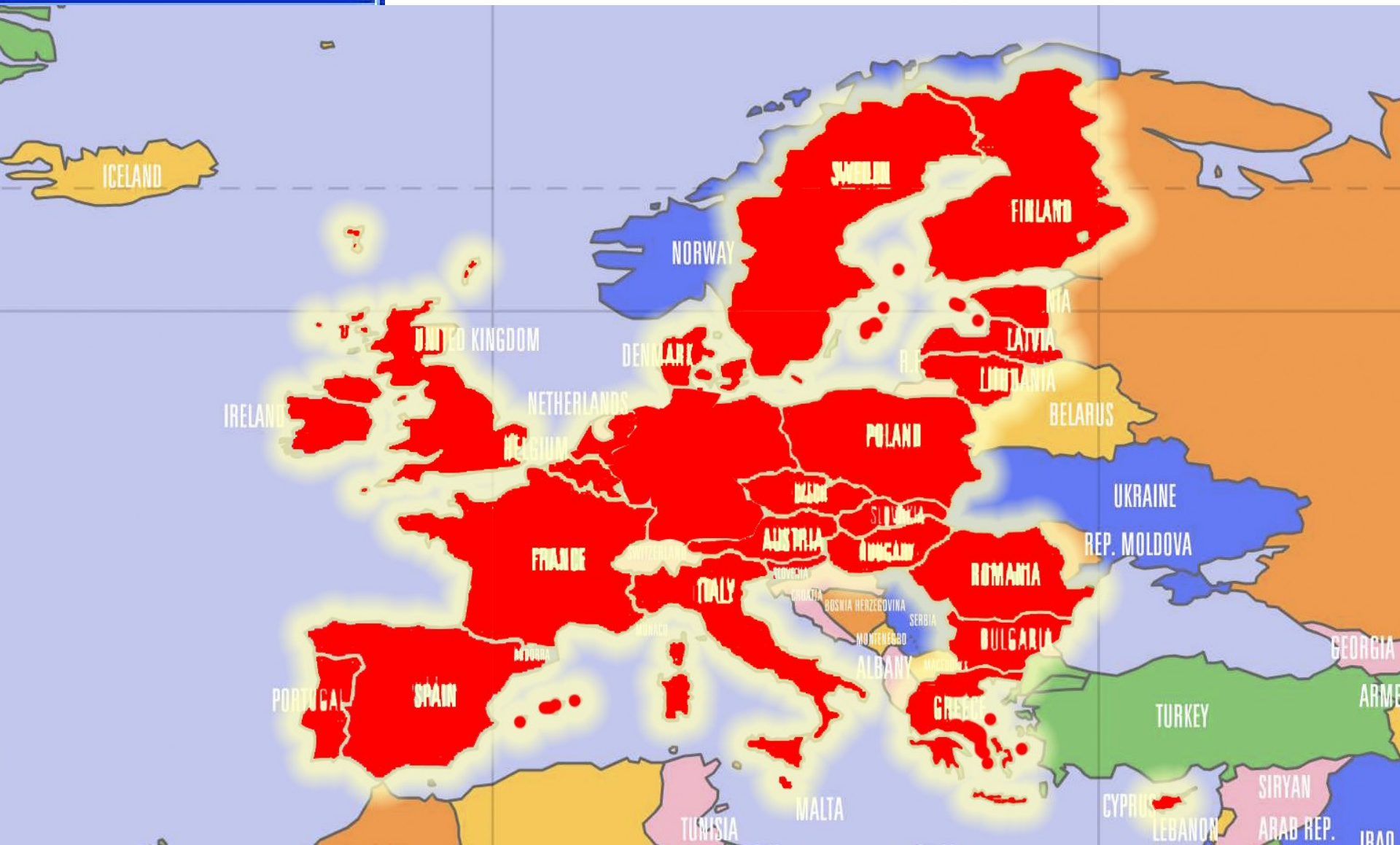
**Communications improved in those same years thank
to the developments of technology**





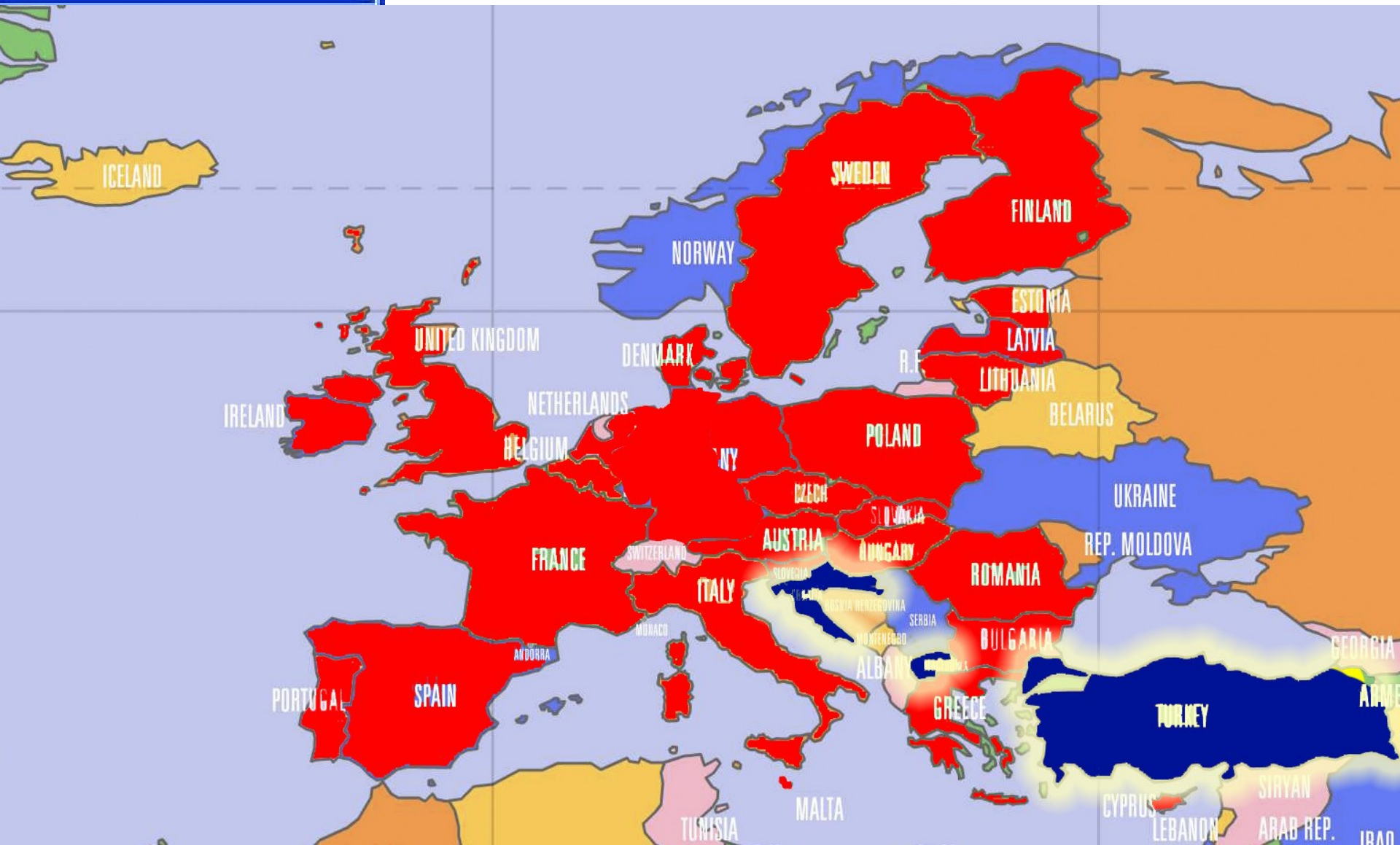
2000 - today

- Further expansion and join of 10 new countries





Near Future - Further expansions (?)



European Identity (Jiménez et al., 2004)

- Cultural hypothesis
- Instrumental hypothesis
- Civic hypothesis



There's a tendency in preferring
national rather than European Identity

Sigalas 2009

Could some countries feel the threat of
loosing their own traditions?

Can the mobility change this feeling?

Students and European Identity

Table 6. The host country, the home country and Europe in the eyes of YA graduates (%).

	Agree	Not certain	Disagree
Living in a foreign country has helped me to develop a better understanding of that country, its culture and history	91	7	2
I have become more attached to the host country as a result of having learned about its cultural and historical heritage in depth	78	17	5
Living in another European country has reinforced my sense of belonging to my home country	30	41	29
I have learned how similar the cultures of my home country and my host country are	32	29	39
Living in another European country has increased my sense of belonging to a European cultural space	59	27	14

Source: Sussex YA Alumni Survey, 2000.

King and Ruis-Gelicez 2003

Drawing on a series of paired sample *t*-tests I argue that the ERASMUS outcome depends less on students' original attitudes and more on the choice of the host country. (n = 60 controls, 161 outgoing students from UK, 241 incoming students to UK)

Sigalas 2009

Italian students who go abroad, as a trend, feel more European than Italian students that don't go abroad. Furthermore, they feel also more European than students from other EU countries (n = 71 Italian students vs 77 non Italian students).

Giannuzzi 2010, *in press*

Costs and benefits of mobility

(De Villé **et** al., 1996)

Individual level

(personal insurance, rent,
emotional costs etc.)

Country of
origin

(no money invested for human
capital, but brain-drain risk)



Host country

(multilateral agreements between
countries, prestige, taxes)

European level

(Europeization, responsibility at EU
or national level? cultural and
political issues)

Student Mobility or Brain Drain?

Or human capital flight

HISTORY OF THE BRAIN DRAIN:

- Huguenot exodus from France (17th century)
- Antisemitism in pre-WWII Europe (1933–1943, Albert Einstein, Enrico Fermi, Niels Bohr)
- Eastern Bloc brain drain crisis (1922-1961)



BRAIN DRAIN IN EUROPE:

- Trend 1: from Western Europe mostly to the United States
- Trend 2: from Eastern and Southeastern Europe to Western Europe

The pied piper of Hamelin ~ 1300

RECOMMENDATION TO RECTORS, EU COMMISSIONERS:

- Organize longitudinal studies focused on students**
- Peer campaigning about the advantages of working and living in EU**
 - Teaching European history at Primary School**
- Establish a search engine and quality assessment device at european level**
 - Promotion of a European student mobility portal**