

ELSA report on student mobility survey

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1 Introduction

The main aim of the survey carried out by ELSA was to find out about student's motivation and preferences when it comes to studying abroad. The topic came up during the ELLSNA conference in June 2006 in Copenhagen. Since ELLS defines itself as high quality education network, ELSA's goal was to find out what students are looking for in an abroad study location. Are they looking for "the best party" and "the fanciest beaches" or are they choosing their study location according to values as the reputation of an institution or the availability of specific courses.

In short: "Is it a high quality education network what students actively ask for?"

ELSA designed a questionnaire with the goal of distributing it to 200 students at each ELLS university. The first questionnaires were handed to students at the end of June 2006. Methodology was discussed and fixed at the ELSA meeting in Prague (November

2006). Finalization of the project took place at the ELSA meeting in April 2007 in Copenhagen.

2 Methodology

The idea was to interview 200 students from each university. Due to various problems this goal couldn't be reached at WUR, BOKU and LIFE. The data from WUR students were lost due to technical problems with our database. At BOKU and LIFE the response rate was just very low.

The questionnaires (see Appendix) were handed out in hardcopies during lectures and in cafeterias but also distributed online by sending the link to all students' university mailboxes. Hardcopy versions were recollected and data entered into the online interface. For the online version of the questionnaire a direct link to that interface was sent to students.

Utilized software for counting, processing and displaying the collected data include MS Excel and Open Office.

Closed questions were analyzed with the software's "countif" function. For open questions categories were defined and the given answers were fitted into one of those. For the question 3 regarding the preferred study locations, the classification criteria for locations were "continents", "European regions" as indicated in the attached map, "ELLS countries", and "1st ranking countries". For "continents", "European regions", and "ELLS countries", we counted how many times a country was mentioned in either of the six ranks, i.e. how often a country was mentioned in the complete dataset for this question. For the class "1st ranking countries" however, we counted how many times a country was ranked first, ignoring this country's entries in the other 5 ranks.

3 Country Reports

BOKU

At BOKU ELSA's student mobility survey was carried out between November 2006 and January 2007. The questionnaire was distributed firstly in lectures and then online with the help of the ÖH (student's union). Although theoretically we have reached all BOKU students by mailing the survey to them personally, we only yielded 42 answers.

About 48% of the participating students were female, 52 % were male. Regarding study programs, 37 % are students in the field of environmental engineering, 22 % study environmental and bioresources management, 14 % study in the field of food technology and biotechnology. Only very few students from the fields of agricultural science (8 %), landscape architecture (11 %) and the forestry studies (including wood technology and the international master programs) (8 %) participated in this survey.

Twenty-one percent of the students participating have already studied abroad. Of the remaining, 94 % plan to do parts of their remaining studies abroad. The reasons for studying abroad that were mostly mentioned were "language" and "broaden one's horizon", both mentioned 11 times, followed by "country and culture (10 times), "experience" (9 times) and "educational system" (5 times).

The most popular locations are located within Europe. 65 % want to study in Europe, 18 % in America (North and South), 10 % in Australia.

Within Europe the countries that were mentioned most often are located in Western Europe (47 %). Northern Europe holds a share of 28 %, Southern Europe 20 %, and Eastern Europe 5 %.

For the ELLS countries, the one most frequently mentioned was Sweden (36 %), followed by Denmark (20 %), Germany (17 %), The Netherlands (17 %), Poland (6 %) and Austria (3 %). The Czech Republic was not mentioned in that openly asked question. Austria probably was mentioned because one of the participating students was an Erasmus student on his/her stay in Austria.

The country that was most frequently ranked first is the USA (5 times), followed by Canada and UK (both 4 times), Spain and Sweden (both 3 times ranked first).

Only 23 % of the participants knew what ELLS is. The most frequently mentioned information sources were posters (6 times mentioned) and the internet (4 times). Information gathered from a professor or fellow students were each mentioned 3 times. When asked specifically for ELLS universities, 80 % of the students could imagine to study at one of the ELLS universities. The most popular is SLU with 24% wanting to go there. It is followed by LIFE (20 %), WUR (19 %), CUA (10 %), WAU (7 %) and UHOH (7 %). The remaining 13 % were given to BOKU, yielding comments like “I already study there” or “It’s also nice at home”.

CULS

At CULS we have been doing the survey through electronic way by sending an email (with the questionnaire attached) directly to students’ email boxes. Our aim was to ask as many students as possible to fill in the questionnaire, that is why we also sent it to students from Erasmus programs. We thought this is the best way to interview a lot of people in short time.

Through this way we received 215 replies. The problem we had was that many people use their university mail box only during the exam terms. This means we got replies also from students on Erasmus program in some amount and that we counted it into our numbers which also influenced the survey at CULS. We also distributed and recollected the paper version of the questionnaire at some lectures.

From the survey we retrieved the following facts: 66 % of the participating students were women, the remaining 34 % were men. Sixty-seven percent study in a BSc program, 22 % are students of MSc program and the remaining 11 % are diploma students. Most of the participating students study Economics and Management (60 %), Environmental Engineering and Forestry (each 10,7 %) and the rest are students of other programs (see Appendix 2).

“Have you studied in a foreign country?” For this question we got more than sixty percent (66 %) answers that people have not studied in a foreign country yet. The remaining 34 % have already been studying abroad. At this question we have to take into account that we have also answers from Erasmus students who currently study abroad at CULS. The majority of students having not studied abroad yet intend to do so (97 %) in the future.

“Why study abroad?” was as we supposed an easy to answer question. Thirty-one percent of the respondents would like to study abroad in order to gain new experience, 22 % because of the country and almost the same percentage was in order to improve their language skills and have a career advantage. The remaining percentage was split between many other reasons such as get to know another educational system, broaden one’s horizon, fun, etc. For the question “Why not study abroad?” the answers were mainly three – no money, accreditation problems and no time.

When analyzing the data set for ELLS countries only, Germany (28 %), Sweden (25 %), and The Netherlands (22 %) were most frequently mentioned. Austria accounted for 15 %, Denmark for 8 % and Poland for 1 %. Czech Republic was not mentioned at all.

Western Europe was the most popular European region (60 %) and as contrast the least frequently mentioned region was Eastern Europe (2 %). Countries from Northern Europe and Southern Europe were equally frequently mentioned (19 %), ranking second.

From the survey we found out that our respondents prefer Europe as a continent for their studies (83 %), followed by North America (8 %) and the other continents (Oceania, Africa, Central & South America, and Asia together) together account for only 9 %.

When only considering the frequency of being ranked first, we found that UK was the most popular (34 %) country. On the second rank is Spain with 14 % and on third is Germany with 13 %. Then we have got The Netherlands, France, Portugal and USA accounting for app. 8 %.

Students Association

When it comes to criteria to choose the future study location, CULS students mentioned language of the country most frequently (46 %), followed by the country itself (18 %), available study programs (16 %) and the reputation of the university (6 %). The remaining such as culture, people, food, distance to home country, weather were of minor representation.

We got a quite disappointing result that only 16 % of all participating students knew what ELLS is. The majority got this information from students or professors, internet and from posters. Fortunately, 89 % of the participating students can well imagine to study at ELLS universities. SLU (26 %) and WUR (20 %) were of high preference, followed by BOKU (14 %), CULS (12 %), LIFE (11 %), UHOH (11 %), and WAU (7 %).

LIFE

At LIFE the mobility questionnaire was handed out one day in the cafeteria “gumle” during lunch break by the ELSA members. A total of 50 students filled in the questionnaire and out of these people $\frac{1}{4}$ were male and $\frac{3}{4}$ were female, 70% were on their MSc and 30% on their BSc.

Students within the following study programs took part in the survey: food sciences, natural resources, veterinary science, biotechnology, agricultural economics, landscape architecture, agronomy and environmental chemistry.

But due to the way of data collection we did not get a group of students that is actually reflecting the division of students at LIFE, we just got the people at lunch that day.

Of the participating students, 27% have already been studying abroad, and of the 73% of the student that had not studied abroad 74% intent to do so in the future. The few that did not want to study abroad have not yet found anything interesting in other countries or they had obligations at home that prevented them from going (like small kids etc.). About 53% wanted to study abroad for 1 semester abroad, 35 % preferred 1 or 2 semesters, whereas only 3% have been considering to do more than one year in another country.

Students Association

The most interesting places for students to go to was Australia and USA followed closely by Canada. After these New Zealand, United Kingdom, Germany and Spain were mentioned most often. When asked why the student would like to study abroad the most frequently mentioned reason was language. This fits very well with the countries selected. Since the first ones are native English speaking and they are followed by Germany the language of which most Danes have already studied in school, and Spanish which is one of the most popular new languages to learn.

Other criteria mentioned as top 5 priorities were the choice of courses and the reputation of the university, the country and the culture and people in the country, which shows that the students want to go somewhere nice and interesting but where they can also get high quality education.

Only five out of the participating 50 students knew what ELLS is. But when asked if the student could imagine studying at an ELLS university, 64% could imagine doing so. BOKU and WUR are the most popular universities for the participating LIFE students, followed by CULS, UHOH, SLU, and WAU.

SLU

The survey was conducted online and promoted from the eight student unions at SLU. Out of the 306 respondents, 81 % were female and 19 % male. Most of the students were on a their master degree (50 %), followed by other degrees (29 %) and bachelor degree students (21 %). Twenty-two percent of the students have been studying in a foreign country before, and out of the 78 % which haven't studied abroad yet, 59 % intend to do so in the future.

Unfortunately, using the SLU online survey system as we did, it was not feasible to break the answers down to the classification categories as presented in the other country reports. However, the trends that you can see which continents are most popular to study in are North America, Europe, and Oceania. Very few students have mentioned Africa, Asia and South America. The most popular countries are the native English speaking ones. SLU students mostly want to stay one ore two semesters on

their abroad studies. Criteria which are important when choosing their study location are language, quality, reputation, available courses and environment.

Very few students knew what ELLS is, only 7 %, and most of them got the information from internet and friends. About 72 % of the SLU students could imagine to study at an ELLS university. The most popular university is LIFE, followed by BOKU, CULS, WUR, UHOH, and WAU in this order.

WAU

In Warsaw Agricultural University we interviewed 176 students with our questionnaire. The survey was carried out by internet form. Students could access the survey through a link at the webpage of the Students Office of SGGW. Some students were asked to fill in the questionnaire at lectures.

In our survey, 34% were male and 66% were female. The majority of participants (51 %) were MSc students, 31% were BSc students, 3% studied on other degrees, and 1% were PhD students. Fourteen percent of the participants did not answer this question. Most of the participants were from the faculty of human nutrition and the faculty of agroeconomics. About 90% of the participants have not yet studied abroad, but 76% (134 persons) of these responded that they intend to study abroad.

As reasons for studying abroad, the most important was improving one's language skills, followed by culture and country, the opportunity of meeting new people, and gaining new experience. As reasons that prevent students from studying abroad, the most frequently mentioned were a lack of money and time, as well as language problems and the fact that they love Poland and would miss their family.

Only considering the countries of ELLS universities, Germany was mentioned 50 times, followed by The Netherlands (45 times), Sweden (42), Denmark (26), Austria (13), and the Czech Republic was mentioned 10 times.

Among European regions, countries of Western Europe were mentioned 163 times, followed by countries located in Southern Europe (84), Northern Europe (76), and Eastern Europe (18).

Students Association

When classifying the countries into continents, European countries were most frequently mentioned (166 times), followed by North American (84), Asian (22), Oceanian (14), Central & South American (3), and African (2) countries.

When only considering countries that were ranked first by the students, UK clearly took the lead, followed by USA, Germany, Spain, the Netherlands, France, and Ireland.

As top 5 criteria for selecting their study location students most frequently stated language (of instruction and of the country); reputation, internationality and quality of the university; available study programs; affordability (including funding opportunities, living cost and tuition fee); and the country (including political situation, development status and travel opportunities).

For the question “Do you know what ELLS is?”, 77% of all participant responded that they don’t know ELLS. Eighty percent of students responded that they would like to study at ELLS universities. For the question at which ELLS universities they could imagine studying, 83 stated SLU, 69 – WUR, 67 – KVL, 51– BOKU, 48– UHOH and 41 – CUA.

Recommendation for the future for WAU:

- More subjects in Warsaw Agricultural University in English
- Additional money for ELLS students
- Intensive courses of Polish language for foreign students
- Sign document with airlines company for our students (like ESN did)
- More information about all universities
- Better affordability – decrease living costs for our students
- Propose to ELLS students funds and accommodation in abroad university
- Help students to find (if is possible) job possibilities at their abroad study location

UHOH

At the University of Hohenheim we conducted the survey in June 2006 by distributing the questionnaires in paper version during various lectures of the Faculty of Agricultural Science and the Faculty of Natural Science. The data were subsequently entered into the online database by ELSA members. Although we divided the data into those coming

from BSc, MSc, and diploma students during analysis, in this report we will present the results from a combined analysis across all degree students and only mention exceptions from the separate groups if relevant.

From a total of 284 participating students, two thirds were female. About half of the students did a diploma degree (from the Faculty of Natural Science who had not shifted to BSc/MSc system by then), while 30 % followed an MSc program and 20 % were enrolled in a BSc program. The complete list of UHOH study programs represented in this survey can be found in the Appendix.

Only 13 % of the participating students indicated that they had already studied abroad. This figure includes students from UHOH's international MSc programs who do not consider Germany to be their home country. Of those students who had not studied abroad yet, 72 % indicated that they intend to do so in the future. As major reasons for studying abroad, gaining experience and learning a new language (or improving already existing language skills) were mentioned most frequently (88 and 78 times, respectively), followed by getting to know a country (57), expecting a career advantage (30), exploring a different educational system (23), broaden one's horizon (16), and simply having fun (6 times mentioned). The major reasons that students indicated prevented them from studying abroad were a lack of time and a lack of money as well as that they preferred traveling or internships abroad.

When counting the frequency of countries that students indicated as preferred study locations, Euroleague countries were mentioned 148 times. Among these, Sweden ranked first (38 %), followed by The Netherlands (19 %), Austria (16 %), Germany (13 %), Denmark (12 %) and Poland and the Czech Republic (1 % each). The high frequency of Germany occurring here clearly results from the above mentioned international students, since e.g. none of the BSc students mentioned Germany in this question.

When classifying the countries into European regions, Western Europe was most popular, followed by Northern and Southern Europe with almost equal shares, and Eastern Europe ranking last.

Students Association

When classifying all recorded countries into continents, Europe clearly took the lead (55 % of all countries mentioned were located in Europe), followed by North America (21 %), Oceania (14 %), Africa, Central & South America, as well as Asia (the latter four together accounting for 8 %).

The ten countries most frequently ranked on the first of the six possible ranks were led by the native-English speaking ones: USA, UK, Australia, and Canada, followed by Spain, France, Sweden, The Netherlands, New Zealand, and Germany.

The top five criteria for selecting one's study location that were mentioned more than ten times by the participating UHOH students were the following: language (both of the country and of instruction; 54 times); the reputation, internationality and quality of the university (34); choice of available courses (33); country (including political situation, development status and travel opportunities; 23); and affordability (including funding opportunities, living cost, and tuition fee; 17).

Only 22 % of the students knew what ELLS is and the internet was stated to be the major source of information. When confronted more specifically with the seven ELLS universities, 75 % indicated that they could imagine doing parts of their studies at these universities. Subsequently, students were asked to indicate at which ELLS universities they could imagine to study. Since it was possible to tick more than one box, this question yielded a total of 470 entries, of which SLU got 30 %. BOKU (19 %) was the second most frequently mentioned university, followed by WUR and LIFE (16 % each), and UHOH, CULS, and WAU (10 %, 5 %, and 4 %, respectively).

4 Analysis across six countries

A very diverse group of students participated in this survey. The total number of participants was 1072 persons (n=1072), the majority of which were female (750). The majority of participants was enrolled in MSc (42 %) and BSc degree programs (32 %), while 26 % studied on a diploma degree (mainly at UHOH and SLU) and 1 % were PhD students (at CULS and WAU) . The students attended a diverse range of study programs, a list of which can be found in the appendix.

Of a total of n=1063 students, only one fifth had already studied in a foreign country. Fortunately, around 80% indicated that they intend to study abroad during their university career (n=581). This clearly shows how valuable it will be for the universities to invest in exchange programs not only to attract new students but also to generally meet the demands of their current students.

The most important reason for studying abroad for the participating students is that they gain invaluable experience. Furthermore, improving language skills, getting to know a new country and the resulting career advantage are important reasons for joining exchange programs. Other factors mentioned are that studying abroad provides the opportunity to get to know different educational systems, broaden one's horizon, and simply have fun.

A lack of time and a lack of money were stated most frequently when asked for the reasons why students do not want to study abroad. A lack of time was often commented by with the fact that students are already in the final stages of their MSc program. This indicates that we should provide information at a much earlier stage and promote the network and the opportunities for going abroad already to BSc students. Another issue pertaining to lack of time was that students were not able to fit a study abroad period into the time schedule at their home university. This emphasizes the need for more offers of short-term courses as is already underway with ELLS summer schools. Moreover, ELLS universities should enhance their efforts in adjusting study periods. One could think of a so-called "mobility window" that guarantees ELLS students from every ELLS university one or two weeks break , e.g. in January or March, in order to be able to attend short-term courses at other ELLS universities. Of course, these courses would still have to be developed. Why not offer an ethics course for biology, medical and genetics students? Another possibility of using this "mobility window" would be students' conferences that offer debates, workshops, excursions and keynote lectures within less than a week. All of these short-term offers will provide students with a first taste on how studying abroad could be like.

For the second most frequently mentioned reason for not studying abroad, lack of money, we suggest that the ELLS network should offer scholarships. Since money is always scarce at universities, we suggest enhancing efforts to attract non-university

funding for students. Every ELLS MSc program could e.g. offer a scholarship for one or two students that is funded by commercial companies from the respective field of study. This is not only attractive from a financial point of view but also offers the opportunity to get in contact with companies and maybe even gather practical experience through internships.

Other reasons that students indicated prevents them from studying abroad include language problems, that they prefer internships or travelling abroad, and that they have family duties.

We asked the students what countries they prefer for studying abroad and came up with different classifications (see Methodology section). The total number of answers (n) for each classification differs since only reflects many how entries were counted in this classification.

From the four European regions (see map in the appendix), Western Europe was by far the most popular region (55 %; n = 1490), followed by Northern and Southern Europe (~ 20 % each) the ranking of which differed among the students from different ELLS universities. Eastern Europe was of least preference at all ELLS universities (< 5 %) except LIFE whose students stated Eastern European countries more frequently.

Specifically looking at those countries (n = 548) that the ELLS universities are located in, students preferred Sweden (28 %), followed by Germany (23 %), the Netherlands (22 %), and Austria and Denmark (12 % each). Czech Republic (2 %) and Poland (1 %) were less frequently mentioned. As an exception once again LIFE students mentioned Poland and Czech Republic more frequently than the rest of the students. Moreover, since WUR and SLU data are not included in this part of the results due to technical problems with their databases, the figures are not quite representative as one would expect WUR and SLU students to prefer other countries than their home country for studying abroad. Hence, the proportion of the other universities should rise if WUR and SLU data were included. Moreover, a substantial proportion of participating students came from Poland and the Czech Republic, and obviously they would not mention their home countries as preferred study location. Nonetheless, Poland and Czech Republic were clearly less frequently mentioned than the other ELLS countries. Reasons for this could be that students are not aware that these countries offer programs taught in English or that students generally don't know what the level of education in these

countries is like. This indicates that much more action is needed to inform students about their opportunities to and benefits from studying in Poland and the Czech Republic.

When classifying the results of this question into continents, Europe clearly takes the lead with 67 % (n = 2039), followed by North America (17 %) and Oceania (9 %). The latter two are probably very popular because they offer English as a native language. The fact that nonetheless European countries were mentioned most frequently indicates that Europe still is very attractive for European students probably also because it is so diverse and it does offer so many different cultures and languages close by. This underlines one more time that the ELLS network really is worth the investment!

However, when looking at the countries that most frequently were ranked first by the participating students, the native English-speaking countries UK, USA, and Australia take the lead, closely followed by Spain, Germany and France. We assume these countries are that attractive for students because of the English, Spanish, and French languages which students hope they can learn or improve their skills when studying abroad. For the ELLS network this implies that our promotion activities should focus much more on the fact that we actually offer heaps of programs and courses in English. But in order to serve the demand of English as language of instruction, ELLS should also make sure to continuously develop new courses as well as ensure that their teachers are able to communicate and teach well in English. In certain instances, special language courses for teaching staff might be needed. Furthermore, our teachers should be stimulated to conduct research or teaching semesters abroad that would not only improve their language skills but also greatly contribute to an interaction with fellow colleagues. The fact that Spain and France were of first choice of many students suggests that universities from these two countries should be our top priority when thinking of enlargement of the network. However, ELSA would like to recommend to evaluate the integration and participation of WAU and CULS in the network first before thinking of enlargement at all.

The assumption that English as the language of instruction is a driving force to attract students is also being reflected when looking at what the most important criteria for

selecting a study location are. In one third of the entries (n = 641), language was mentioned indicating that it plays a key role when choosing the location of a study abroad activity. Furthermore, the availability of suitable and high quality courses as well as the reputation of universities were of high priority for students, followed by the country itself, its culture and people, and whether studying abroad is actually affordable for the student. The latter includes not only tuition fees, but also available funding sources and the amount of living cost, both of which could be contributed to by ELLS scholarships. In summary, students look for internationality, quality and reputation of universities when choosing their future study location.

It becomes very clear that more promotion is urgently needed, when looking at how many students actually know what the Euroleague for Life Sciences is. Of a total of 708 students, less than 20 % knew what ELLS is. Students stated that they got information about ELLS mainly from the internet, from posters and from fellow students and their teachers. We think that especially the teachers should promote the network much more. Fortunately, more than 80 % of the participating students (n=693) indicated that they could imagine studying at one of the ELLS universities. This figure clearly shows once again that investing in the ELLS network really makes sense!

When asked more specifically which ELLS universities students would be interested in (n=1476), SLU was most frequently mentioned (25 %), followed by WUR (18 %), BOKU (16 %), LIFE (15 %), UHOH (11 %), CULS (10 %), and WAU (5 %). However, this figure does once again not include data from SLU and WUR students, and thus, we expect that the proportion of SLU and WUR is overestimated. The fact that CULS (10 %) and WAU (5 %) have been mentioned more frequently than the Czech Republic and Poland (2 % and 1 %, respectively) in the corresponding country question indicates that students are actually quite interested in these places once they are urged to choose from a smaller bunch of opportunities and especially once they are informed that these opportunities exist! This supports the suggestion that more promotion should focus on informing students about their opportunities of studying in Warsaw and Prague.

5 Conclusions and recommendations

The major conclusion that ELSA draws from this survey is that students want to study in Europe! This emphasizes that it will pay off for our universities to invest in the ELLS network. However, students also require high levels of English and we should make sure that ELLS meets this demand at all levels, from teachers to other staff and students.

Language, course offers, and the university's reputation are the main criteria when students choose their study abroad location. This means that students actively ask for internationality, quality and identity, all of which ELLS is seeking to deliver, but in many instances this is not completed yet.

The main limitations for not studying abroad are a lack of time and financial resources. Both of these constraints should be tackled by joint effort of all members of the network. Finally, we found that the network was not well known yet among ELLS students.

From the above conclusions we came up with the following recommendations:

- ELLS needs to establish a clear identity that distinguishes us from other exchange programs. ERASMUS already covers the fun and culture part, so education is our niche! Once the network possesses a clear identity regarding such issues as exclusiveness, quality, and content, this identity will substantially contribute to the reputation of the network and ultimately provide added value for all participating universities.
- Promotion activities need to be extended particularly with respect to making the network more known in general, but also to emphasize that we teach in English and that we offer cutting-edge education combined with an excellent study environment and facilities. A clear identity will significantly contribute to making promotion easier and more effective.
- A more structural monitoring system should be implemented that surveys students' perception about studying abroad on a regular base. This will not only shed light on the success of promotion activities but also enable the network to

rapidly react on new trends. Some lessons that we learned from this survey are summarized in the appendix.

It is clear that all of the above mentioned recommendations require true dedication and clear investment by all partners! It is not acceptable that few take the lead and others only contribute in areas that particularly suit their interests. A network should act as one, support its members, and take advantage from the differences that are obvious within the network. Let's turn our diversity into an asset and provide our students with the best opportunities available.

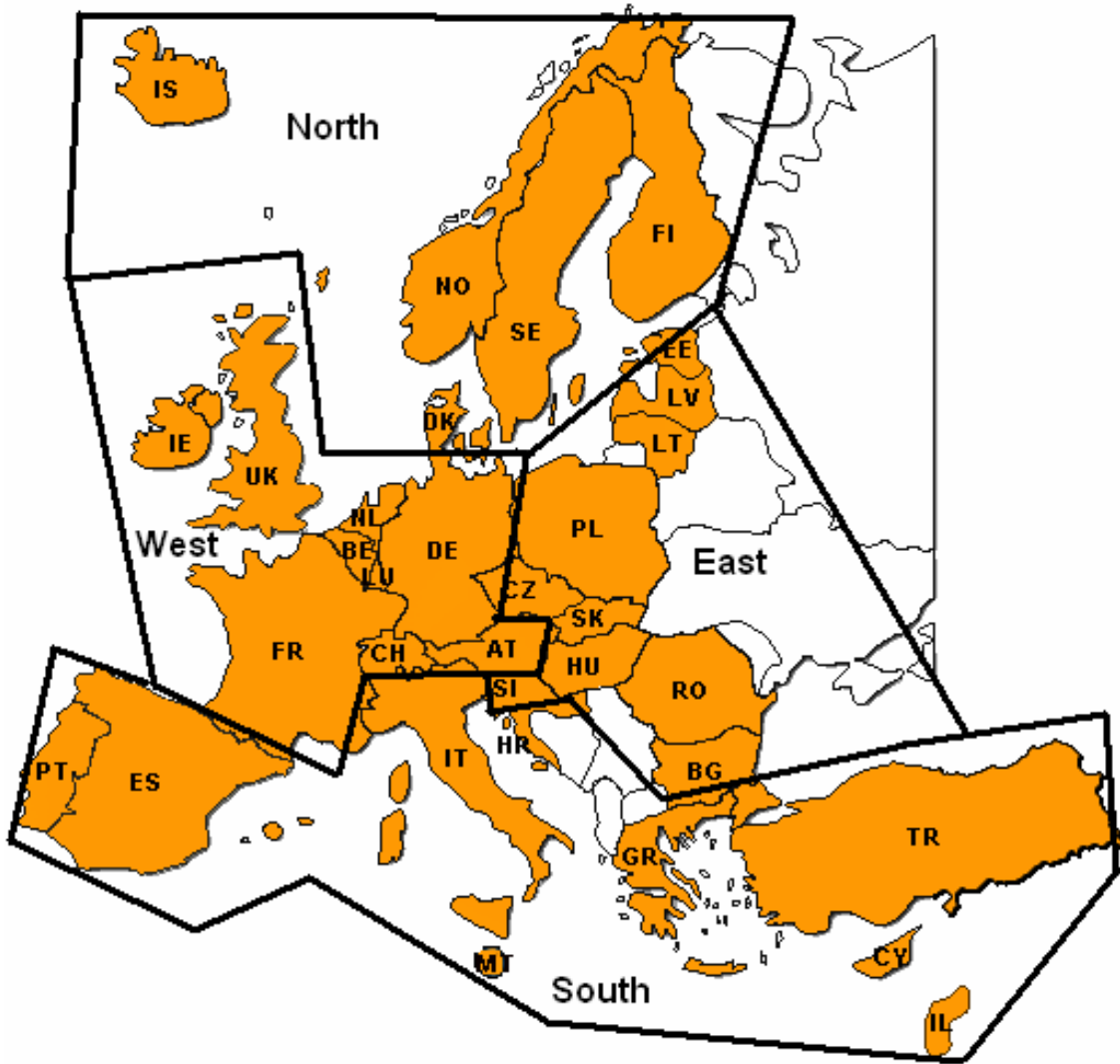
Finally, we would like to draw your attention to some questions that came up while preparing this report and that we think are of utmost importance for the continuing success of the network. We recommend you do carefully think about these questions and ensure that clear answers can be given in the not too distant future:

- 1) Who takes responsibility?
(e.g. for promotion; for the level of English; for the care of exchange students;etc)
- 2) How committed are we?
- 3) What do we expect from the network?
- 4) How accepted is the network at our home institutions?
- 5) How do we distinguish from others?
- 6) What is the network's identity?

Appendix 1: Lessons learned

- The questionnaire should be prepared more thoroughly and adapted to fit all students' situations. Example: One question pertained to the number of semester students wanted to study abroad, but unfortunately there are no such things as semesters in e.g. WUR and LIFE but they rather have blocks or periods. Another problem pertains to exchange students, they should either be excluded and addressed separately, or the questionnaire should be modified to also meet their situation of already studying in a foreign country.
- Technical problems with the database should be eliminated, since it is very frustrating to lose such a big amount of data as was the case with WUR data.
- Processing and analysis of the data should be improved. Example: Although originally intended, except for UHOH data we did not separately analyse the datasets of MSc, BSc, and other students. Furthermore, it would have been useful to actually consider the rankings of countries and selection criteria and not only the frequency with which they had been mentioned. Both of these were originally planned but subsequently not carried out due to time constraints.
- The handling and processing of open questions such as the one about the countries or the selection criteria should be modified. One could either have fixed boxes to be ticked by the students which would make analysis much easier. On the other hand, having open questions ensures that students actually write what comes to their mind which increases the amount of information gathered. In either way, these questions should be dealt with equally at all universities which was not the case this time, since those universities using conducting the survey online applied the categories previously defined when entering UHOH students data from the paper version of the questionnaire into the database.

Appendix 2: Map of European regions as defined for this survey



Appendix 3: The questionnaire

Euroleague
FOR LIFE SCIENCES

STUDENT MOBILITY QUESTIONNAIRE

Dear student,
Please fill in this questionnaire.
Your feedback is very important for us in order to be able to make study abroad programs more attractive to students and hereby enhance students' mobility. Thank you.

Personal background:

Female Male
 B.Sc. student M.Sc. student Other _____

Which study programme are you attending at your home university?
Master of plant nutrition

1) Have you already studied in a foreign country?

Yes
where? _____ ; for how long? _____

No

2) If not, do you intend to spend part of your studies in a foreign country?

Yes ... Why? _____

No ... Why not? no more time until master thesis

3) Which countries would you choose for studying abroad? Please make a ranking.

1) <u>GB</u>	4)
2) <u>Austria</u>	5)
3)	6)

4) Can you name a university that you would like to attend in those countries?
Boku Wien

5) For how many semesters would you like to study in a foreign country?
1 or 2

Appendix 3 continued: The questionnaire

6) What are your criteria when choosing your study location?

Topics of research
lectures
nice town / surrounding

Please make a ranking starting with the most important criteria.

- 1) lectures 4)
- 2) topics 5)
- 3) nice town / surrounding - 6)

7) Do you know what the Euroleague for Life Sciences is?

Yes No

8) If yes, where did you get the information from?

internet fellow student poster at university teacher
 other: _____

9) Can you imagine to do part of your studies at one of the following European universities?

Yes No

If yes, which ones?

- Czech University of Agriculture, Prague, Czech Republic
- Royal Veterinary and Agricultural University, Copenhagen, Denmark
- Swedish University of Agricultural Sciences, Uppsala, Sweden
- University of Hohenheim, Stuttgart, Germany
- University of Natural Resources and Applied Life Sciences, Vienna, Austria
- Wageningen University and Reseach Center, Wageningen, The Netherlands
- Warsaw Agricultural University, Warsaw, Poland

And why? to get to know different surroundings
for studying

Appendix 4: List of study programs represented in the survey

BOKU

Environmental Engineering
Food technology and bio technology
Landscape architecture
Agriculture science
Natural resources management
Forestry and wood technology

CULS

Economics and Management
Environmental engineering
Forestry
Tropical and Subtropical Agriculture
Horticulture
Technical engineering
Landscape ecology
Informatics
Rural development
Business and Administration
Soil science
Agrar diplomacy
Waste management
Landscape management
Wood engineering
Energetics
Food quality

LIFE

Biotechnology
Food Science
Veterinary science
Natural Resources
Agricultural Economics
Landscape architecture
Agronomy
Environmental Chemistry

SGGW

Human nutrition
Agroeconomics
Biotechnology
Spatial planning and management
Environment protection
Food technology
Informatics
Sociology
Veterinary
Horticulture
Management and marketing

Wood technology
Commodity science
Environment engineering
Finance and banking
Landscape architecture
Zootechnics
Agriculture
Biology
Constructions
Forestry
Production engineering and management
Tourism and recreation

SLU

Animal husbandry
B.Sc. Food technology
Bio System Engineering
Biology
Biotechnology
BSc in Food and technology
BSc in Forestry
BSc in Landscape Construction and Management.
Economics and Business Administration with specialization in Natural Resources
Economy
Energy systems engineering
Environment surveillance
Gardening Engineer
Landscape architect
MSc Food agronomist
MSc forestry
MSc in agriculture (animal science)
MSc in agriculture, soil science
MSc in economy and natural resources
MSc in Forestry
MSc in forestry and business administration
MSc in horticulture
MSc natural resources
MSc in animal science

Veterinary

UHOH

Agricultural biology
Biology
Chemistry
BSc Agricultural sciences
MSc Agricultural economics
MSc Agricultural engineering
MSc Agricultural sciences
MSc Envirofood
MSc Organic Food Chain Management
MSc Tropenmaster
Nutrition science