



Deutscher Akademischer Austauschdienst
German Academic Exchange Service



Students' stays abroad during teaching degrees: their distinctive features and influencing factors

Evaluation of data on trainee teachers from the BinHo project



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SUMMARY

As part of the DAAD's Lehramt.International programme, a specific analysis of students on teaching degrees was undertaken using data from the BintHo international university benchmarking project (Benchmark internationale Hochschule). In a survey conducted in 2020-2021, over 10,000 students doing teaching degrees responded to questions about their preferences and motivations for mobility, what they gained from mobility and the problems they faced in connection with a study-related stay abroad. This analysis compares the data on teaching degree students with data for other university students from Germany. The following findings should be noted:

- Mobility rates and preferences: Just under one-fifth (19%) of the teaching degree students from Germany surveyed had previously completed a study-related stay abroad. This compares to 22% of other university students. Another 18% of students doing teaching degrees have firm plans for a stay abroad.
- Mobility rates and teaching subject: Modern foreign languages account for the largest group of internationally mobile students on teaching degrees, with over one-third of respondents (35%). This is linked to the high proportion of compulsory stays abroad for modern foreign language subjects.
- Mobility rates and desired teaching level: Just under a quarter (24%) of future Gymnasium teachers are mobile internationally, while only 12% of students on teaching degrees who plan on teaching at a vocational school complete stays abroad.
- Mobility rates and migration background: Future teachers with one parent born abroad are more likely to complete a stay abroad (21%) than those with both parents born abroad (18%) and students with no history of migration in their family (17%).
- Teaching subject and compulsory stays abroad: Although students on teaching degrees in foreign language subjects are much more likely to be required to undertake a stay abroad than students on other degrees (62% vs. 22%), both groups record similar levels of mobility, at around one-third of students (teaching degrees 35% vs. other degrees 33%).
- Problems with stays abroad: While 27% of students doing teaching degrees complained about losing time from their studies, only 18% of other university students considered this a problem. In terms of problems, this was the biggest difference between students on teaching degrees and other university students.

- Motives and key benefits from stays abroad: Mobile students on teaching degrees report personal development, gaining cultural experiences and improving their language skills as both their primary motivation for a stay abroad and also the main benefit from such stays. Compared to other university students, students on teaching degrees attach much less importance to improving their chances in the employment market.
- Reasons not to undertake a stay abroad: Compared to other students, students on teaching degrees are much more likely to report that separation from the social environment was a reason not to undertake a stay abroad (teaching degrees 62% vs. other degrees 51%). One-quarter gave the reason as lacking adequate language skills.
- Funding: While 69% of students on teaching degrees funded all or part of their stay abroad through a scholarship, three-quarters of students on other university degrees benefited from a scholarship for their stays abroad.
- Support from home higher education institution: Students on teaching degrees rate the importance of all forms of support for their stay abroad more highly than students who are not studying to become teachers.
- Improving acceptance of mobility: For over half of students on teaching degrees (53%) who have not planned a stay abroad so far, the opportunity to sit examinations at their higher education institution in Germany online increases their willingness to undertake a stay abroad.
- Influence of the Covid-19 pandemic: Just under one in ten students on teaching degrees reported having to discontinue their stay abroad due to Covid as a problem. Slightly more than one in ten decided against a study-related stay abroad due to the health risks associated with the pandemic.

The findings of the analysis for students on teaching degrees show that there were differences between those students and other university students across a range of topics. This makes targeted support for this group of students essential. As such, programmes aimed at making teacher education more international such as Lehramt International are very significant and require a long-term outlook aimed at ensuring that institutions implement the measures in a sustainable way.

This analysis also makes it clear that the low mobility rate among students on teaching degrees varies according to certain factors and has a range of causes. Overcoming these barriers to mobility requires the development of measures and programmes at the level of individuals, institutions and structures.

1 Introduction

In the 2020/2021 academic year, just under 12% of pupils at comprehensive schools in Germany did not hold German citizenship (German Federal Statistical Office Destatis, 2022). Moreover, in the 2018 PISA survey, over 70% of German teachers reported that their initial teacher training (ITT) did not include how to teach in a multilingual and/or multicultural environment. Over 50% of teachers identify this area as requiring moderate or high levels of continuing professional development (CDP) (Mang *et al.*, 2021). These findings are also reflected in the international context. In the OECD's 2018 TALIS study, a mere 26% of international teachers reported feeling well or very well prepared to teach in multicultural and multilingual contexts (OECD, 2019). This discrepancy demonstrates the particular importance of greater internationalisation in teacher education in Germany. Policymakers have already acknowledged a need for considerable improvement in terms of the international and intercultural focus of teacher education. National and state governments are promoting higher education projects through the 'Qualitätsoffensive Lehrerbildung' programme (2015–2023, 'Quality Offensive Teacher Training') to improve how all phases of teacher education deal with inclusion and heterogeneity. In addition to this, the German Academic Exchange Service (DAAD) set up the Lehramt.International programme (2019–2024) with funding from the Federal Ministry of Education and Research (BMBF) with the aim of promoting internationalisation in teacher education.

Lehramt.International

The DAAD's Lehramt.International programme promotes international and intercultural learning experiences for aspiring teachers during their training process. The BMBF-funded programme also makes an impact across various levels, providing full scholarships to students on teaching degrees and graduates who have not yet started school-based training to undertake school placements abroad which they organise themselves. The programme also provides multi-year funding to German higher education institutions in the form of model projects to help establish collaborations in teacher education degrees and to accelerate internationalisation in the courses and programmes they provide at home. In addition to this, Lehramt.International advises representatives from politics, student organisations and higher education institutions on internationalisation needs and opportunities through targeted campaigns, studies and discussion events. Sharing ideas and experiences facilitates the development of solutions which can lower individual and institutional barriers to mobility.

At a European level, the Erasmus+ Teacher Academies programme (2021–2027) has taken the initiative to boost European and international perspectives on teacher education and promote multilingualism, language awareness, and cultural diversity.

Promoting mobility for students on teaching degrees is a central element in greater internationalisation for ITT. At present, there is hardly any data for Germany as a whole on the mobility behaviour of students on teaching degrees and aspiring teachers (c.f. DSW/DZHW Social Survey 2012 and 2016, DAAD/DZHW Mobility Studies 2007–2015, special analysis of KOAB graduate survey 2016). For this reason, the DAAD undertook a separate analysis of data on students on teaching degrees collected through the BintHo (Benchmark Internationale Hochschule) international university benchmarking project as part of the Lehramt.International programme.

The BintHo project involved surveying over 115,000 students enrolled at higher education institutions in Germany in the 2020/2021 winter semester. They answered questions on topics such as their mobility preferences and motivations, as well as what they gained from a study-related stay abroad and the

challenges they faced. The respondents included over 10,000 students on teaching degrees (9%), representing a good basis for analysing the data.

Compared to other groups of university students, students on teaching degrees are generally less likely to complete study-related stays abroad (an observation supported by the various national studies of mobility referred to above). As such, this analysis of BintHo data on students on teaching degrees will use data for students intending to graduate with different types of degrees as a comparator. In addition to serving as a reference value, this comparison reveals differences at individual levels, such as understanding an individuals' motivations and the benefits and challenges associated with study-related stays abroad. It also brings to light structural differences, such as course requirements and how achievements abroad are recognised.

As such, this special analysis affords a detailed insight into mobility behaviour and trends among students on teaching degrees in Germany. At the same time, its data can provide the foundation for further thinking on the level of institutions and structures about how to promote internationalisation in teacher education.

2 Methodology

2.1 Underlying data

From 30 November 2020 to 28 February 2021, 117,270 students at German higher education institutions took part in a survey run by the BintHo project. This represents a response rate of around 13%, based on the number of surveys returned and estimates of student numbers at higher education institutions. That said, it must be born in mind that the response rate varies from institution to institution, with a number of higher education institutions achieving a response rate of over 30% in the project.

The overall analysis focused on a subset of cases in which it was possible to identify valid data on the type of degree and subject, which was the case in 115,100 of the students surveyed.

2.2 Population and sample

The population consists of students who were enrolled at a German higher education institution in the 2020/2021 winter semester. Sampling this population makes it possible to identify trends and draw conclusions. A conclusion drawn from the sample can only be considered admissible if the sample data is structured in such a way that it represents the population as a whole. However, samples generally deviate from the overall population to a greater or lesser degree, a phenomenon which became evident in the BintHo study. For example, the share of individuals working towards a bachelor's degree (excluding teaching degrees) at a university was exactly 27% for both the BintHo sample and the population as a whole (GP - general population). By contrast, respondents working towards a master's degree (not including teaching degrees) are over-represented in the sample data, at 20% compared to 13% in the general population. Furthermore, female respondents are over-represented in the BintHo sample, at 58% vs. 49.5%.

2.3 Weighting

The differences between the sample and the general population made it necessary to weight the sample data. This weighting took the following variables into account:

- Gender (male, female, other, missing)
- ISCED-degree type (ISCED-6 / ISCED-7 / ISCED-8 / Missing)
- Subject group according to Federal Statistical Office categories (9 + missing)
- Higher education institution regions

The characteristics of the population parameters followed Fachserie 11 Reihe 4.1 from the Federal Statistical Office (2021).

We applied weightings in order to adjust the values in the sample data set based on known parameters of the general population of the survey. The RIM weighting method (also known as ranking) often proved useful, as its use only requires knowing the marginal distribution of the parameters used for weighting. By contrast, there is no need to know how the variables used for the weighting are distributed. If this were the case, this analysis would need to know every intersection between gender, subject group, type of degree and institution region, a matrix 480 cells in size.

Our choice of methodology also considered that weighting the sample data should transform it in such a way that it corresponds to the structure of the overall population. The goal here was to increase the precision of the findings from our analysis of the sample data. Applying weightings with a high degree of variation can, however, impair this precision. What makes RIM weighting different is that weightings generated through this method lead to only a low loss of precision (Kalton & Flores-Cervantes, 2003). We also

imposed a cap on the level of the weightings to refine the process. Where a RIM weighting algorithm is employed in combination with capping limits, it is worthwhile to use an asymmetrical form of RIM weighting. For this reason, BirtHo data was weighted by means of asymmetric RIM weighting with capping limits.

Adjusting the data by applying weightings led to the desired improvements. For example, females now make up 50.5% of the sample and 50.3% of the general population.

2.4 Case selection

This analysis considers survey data from students at universities and colleges of education who are studying for bachelor's or master's degrees, or state examinations. For the purposes of this report, the term 'university students' always also includes students at colleges of education. Students from Germany are considered to be those who hold German citizenship or who achieved their higher education entrance qualification in Germany (known as 'Bildungsinlaender'). These criteria apply to a total of 59,661 individuals in the unweighted dataset. Taking the weighting variables into account leaves 53,799¹ cases. Around 19% of these (10,429) are studying for a teaching degree. The analysis below considers these 10,429 cases in more detail, including subject groups and subject semesters.

2.5 Types of teaching degrees

Our categorisation of the various types of teaching degrees follows that of the Standing Conference of the Ministers of Education, which affords a clear overview².

However, the survey included multiple-response questions for various types of teaching degrees. With economy of research in mind, we translated the multiple-response questions into a set of categories which do not overlap one another. These categories are:

- a. Primary school (Grundschule bzw. Primarstufe)
- b. Secondary I
- c. Secondary II (comprehensive)
- d. Secondary II (vocational)
- e. Special needs education
- f. Others

We applied the following procedural rules in order to eliminate overlaps between the categories.

- Firstly, respondents who reported more than two types of teaching degrees were considered implausible.
- Secondly, if a respondent reported they had previously completed a teaching degree and were now studying for a different teaching degree, they were grouped with the latter category of degree.
- If a respondent said they were studying for a special needs education degree and another type of teaching degree, they were allocated to the latter category.
- Where a respondent reported studying for Secondary II (comprehensive) as well as another type of teaching degree, they were allocated to the Secondary II (comprehensive) group.
- Where a respondent reported studying for a teaching degree in primary education and Secondary II (vocational), they were allocated to Secondary II (vocational).
- Where a respondent reported studying for a teaching degree in primary education and Secondary I, they were allocated to Secondary I.
- Where a respondent reported studying for a teaching degree in Secondary I and Secondary II (vocational), they were allocated to Secondary II (vocational).

¹ The weighting was developed to reflect the situation in Germany as a whole, i.e. including students at universities of applied sciences and all types of degree. This leads to a reduction in the case numbers when considering only university graduates.

² <https://www.monitor-lehrerbildung.de/lehramtstypen/> (in German)

Considering the various types of teaching degree in this way, it is clear that their post-weighted distribution is a good reflection of the actual distribution in teaching degrees³. In these, around a quarter (26%) are studying for a teaching degree in primary education and 16% for Secondary I. Students on teaching degrees who plan on teaching in gymnasiums after graduating represent the largest group, at 44%, while only 5% are studying for qualifications to teach in vocational schools. Students studying for a teaching degree in special needs education make up 9% of the population.

³ This refers to the Federal Statistical Office evaluation of students in the 2020/2021 winter semester, by intended type of examination.

3 International mobility of students on teaching degrees from Germany

3.1 Mobility preferences among students on teaching degrees

FIG. 1 SHARE OF INTERNATIONALLY MOBILE STUDENTS ON TEACHING DEGREES

n=10,040⁴



18.9%

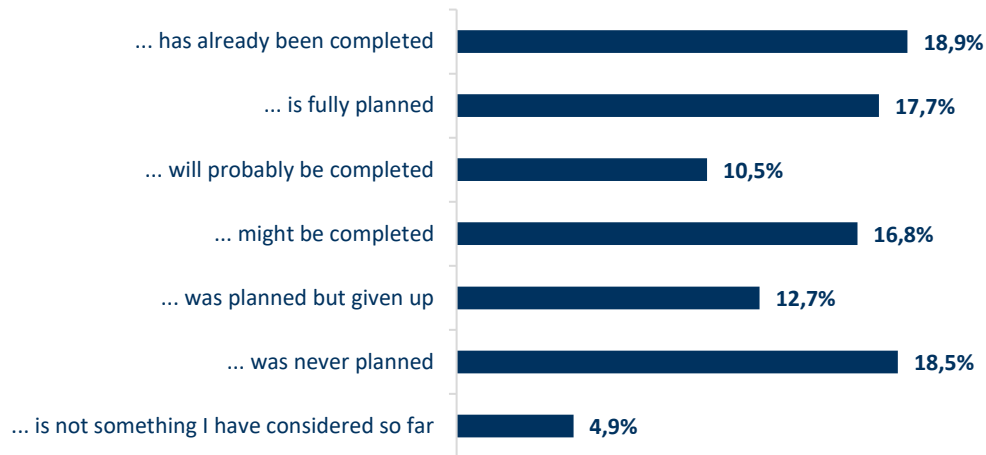
Just under one-fifth (19%) of students on teaching degrees who responded to the survey had completed a stay abroad at the time of the survey in the 2020/2021 winter semester (Fig. 1). A further 18% had firm plans for a stay abroad (Fig. 2). In addition to these, 11% said they would 'probably' complete a stay abroad and close to one-fifth (17%) said they 'might' consider a stay abroad in the further course of their studies. As such, over a quarter of all students on teaching degrees (27%) are considering international mobility at a future point in their studies. Almost one-fifth of students on teaching degrees (19%) had decided not to undertake a stay abroad. At the time of the survey only a small proportion (5%) of students on teaching degrees had not given any thought to the question of international mobility. Furthermore, 13% of German students on teaching degrees had cancelled a planned stay abroad (though it should be noted that the survey was carried out in the context of the global Covid-19 pandemic in the 2020/2021 winter semester).

⁴ N numbers in the figures refer to the number of responses. Where deviations from the 10,429 students on teaching degrees included in the survey occur, this is due to missing responses to individual questions. Missing responses occur on the one hand because some questions depend on how others were answered, so not all respondents were asked all questions, and on the other hand because only some questions were compulsory.

FIG. 2 MOBILITY PREFERENCES AMONG STUDENTS ON TEACHING DEGREES

n=10,040

A stay abroad...



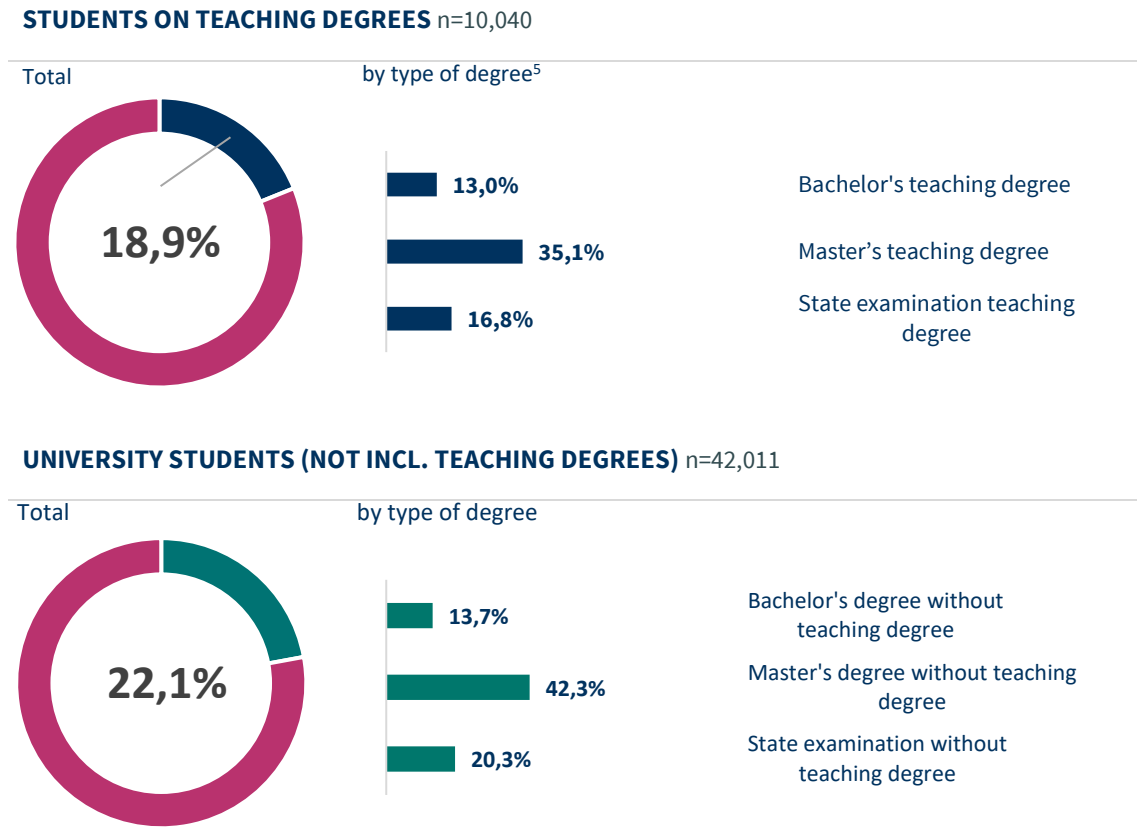
The rest of this report will investigate mobility rates of students on teaching degrees in more detail according to various characteristics. This considers the group of students on teaching degrees who had already completed a stay abroad at the time of responding to the survey. Comparing mobility rates of students on teaching degrees with those of students on other degrees reveals a range of differences.

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Students on teaching degrees are less internationally mobile than university students on other types of degrees (19% vs. 22% - cf. Fig. 3). That being said, the difference at the level of bachelor's degree students is very low (teaching degrees: 13% vs. non-teaching degrees: 14%). The difference is much clearer among students on master's degree courses, at 35% vs. 42%. Students on state examination programmes not related to teaching are more likely to be mobile internationally (20%) than students preparing for state examinations in teaching (17%).

Side note on types of teaching degrees: The Bologna Process led to many federal states switching teaching degrees to bachelor's and master's degree courses. Higher education institutions in Baden-Württemberg, Berlin, Brandenburg, Bremen, Hamburg, Lower Saxony, North Rhine-Westphalia, Rhineland-Palatinate and Schleswig-Holstein have transitioned all teaching degrees over to bachelor's and master's degree formats. Bavaria, Hesse, Mecklenburg-Western Pomerania, Saxony-Anhalt and Thuringia have bachelor's and master's degree courses that are limited to certain areas of teacher education such as specific school forms (such as vocational schools in Bavaria) and types of higher education institution (such as in Thuringia, where only the University of Erfurt provides these degrees). Students in Saarland and Saxony can only study for state examination teaching degrees. In all federal states, students undertake a period of school-based training (known as the Referendariat) after completing their master's degree or 1st state examination. The Referendariat concludes with the 2nd state examination. Passing the second round of state examinations allows a teacher to teach in schools (HRK, 2021).

FIG. 3 ANALYSIS OF MOBILITY RATES, BY TYPE OF DEGREE

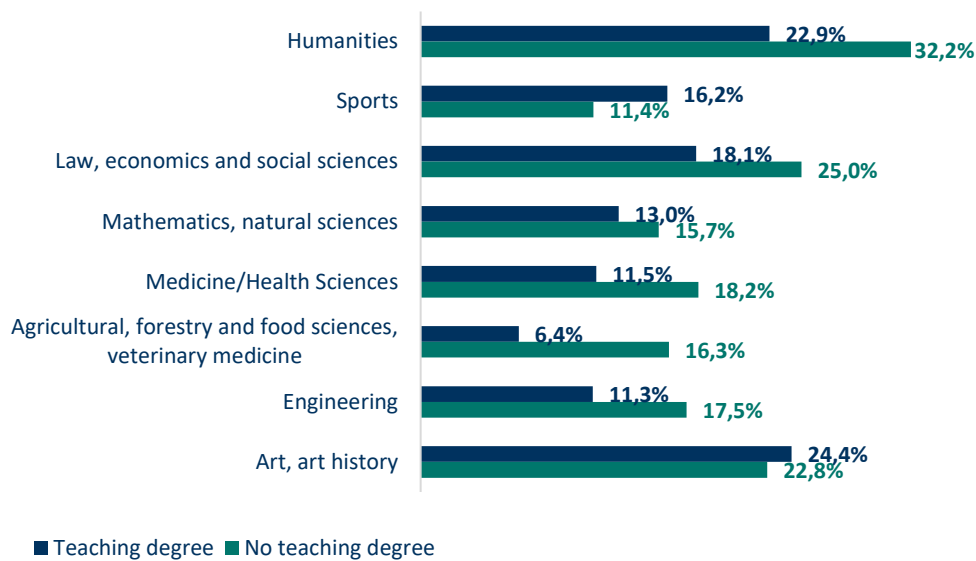


Furthermore, mobility rates differ between subject groups. The proportion of internationally mobile students is generally lower among those on teaching degrees across all subject groups than for students on other types of degree. For example, in the social sciences, the mobility rate is significantly lower for students on teaching degrees than those on other types of degrees within the same subject group (23% vs 32% - Fig. 4). That said, the level of international mobility is lower than among students on humanities degrees, but it is higher overall than most other subject groups. This situation may be explained by the fact that humanities subjects include languages and linguistics, where it is particularly common for students to undertake stays abroad. Only around 13% of students on teaching degrees in the mathematics and natural sciences group are mobile internationally, compared to 16% of students in this group who are not studying for teaching degrees. Exceptions may be found in the subject groups of sport (teaching degree: 16% vs. non-teaching degree: 11%) and art and art history (teaching degree: 24% vs. non-teaching degree: 23%), where the relationship is reversed.

⁵ Note: 13% of students on bachelor's level teaching degrees have completed a stay abroad, and 87% of the group have not been mobile internationally thus far.

FIG. 4 ANALYSIS OF MOBILITY RATES, BY SUBJECT GROUP

Multiple responses allowed, n=51,846

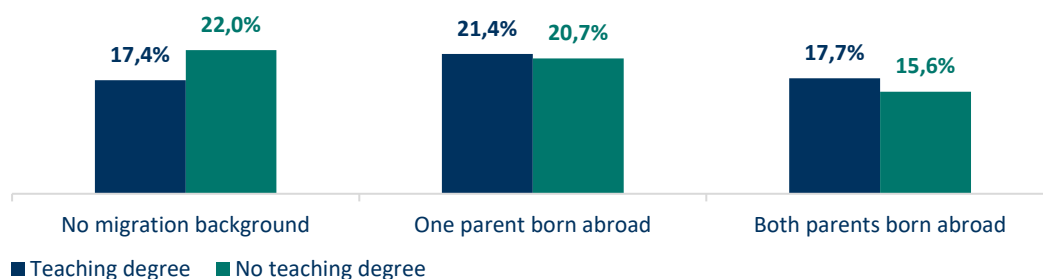


3.2 Features of study-related international mobility

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Mobility preferences reveal differences connected with characteristics such as a student's migration background, educational background and gender.

In the group of students from migrant backgrounds, it is evident that there are differences in mobility behaviour depending on whether one or both parents were born abroad (Fig. 5). Those with one parent born abroad are more likely to be mobile internationally (teaching degrees and non-teaching degrees both 21%) than respondents where both parents were born abroad (teaching degrees: 18% vs. non-teaching degrees: 16%). If we consider only students on teaching degrees, it is notable that students with one parent born abroad are more likely to undertake a stay abroad (21%) than those with both parents born abroad (18%) and students with no history of migration in their family (17%). That said, the highest rate of international mobility is to be found in students who are not from migrant backgrounds and who are not studying for a teaching degree (22%).

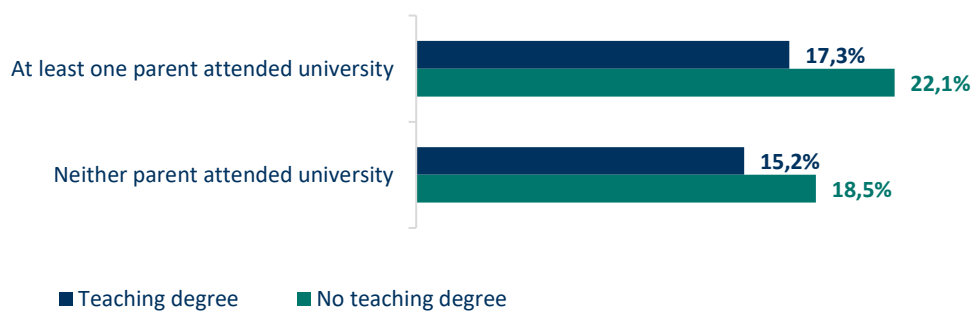
FIG. 5 ANALYSIS OF MOBILITY RATES, BY MIGRATION BACKGROUNDMigration background: at least one parent was born abroad, n=32,580⁶

⁶ The number of responses in Figs 5 and 6 differs considerably from the overall number of internationally mobile university students. This may be due to the fact that this was an optional question placed at the end of the survey.

Educational background is another characteristic associated with students' mobility preferences. Students who come from homes in which at least one parent holds a qualification from higher education are more mobile internationally than those who come from homes in which neither parent holds a higher education qualification. It is also evident that, within these sub-groups, students on teaching degrees are less likely to undertake international mobility than those on degrees not linked to teaching. Of those students who are on teaching degrees and who have at least one parent with a higher education qualification, 17% are mobile internationally, compared to 22% of those whose degrees are not linked to teaching (Fig. 6). For this reason Lehramt International scholarship funding prioritises diversity to promote equality of opportunity, such as in forms of address, visibility and selection procedures.

FIG. 6 ANALYSIS OF INTERNATIONAL MOBILITY BY EDUCATIONAL BACKGROUND

n=16,169

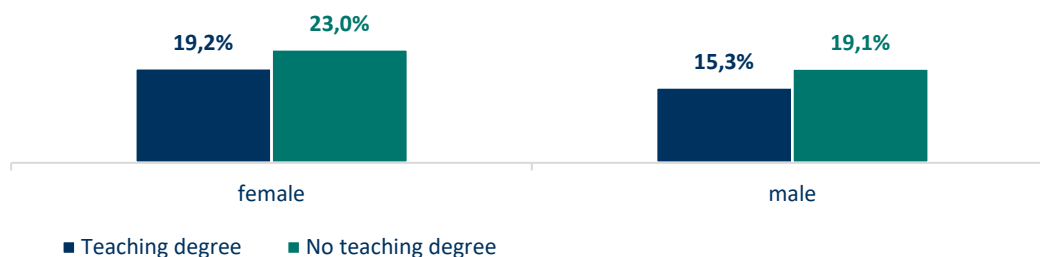


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Gender is also linked to a student's attitudes towards undertaking a stay abroad, as female university students are more likely to be mobile internationally than their male counterparts (22% vs. 19%). By contrast, female students on teaching degrees are less likely to be mobile internationally than female university students studying for other degrees (19% vs. 23% - Fig. 7). Women are more strongly represented in teaching degrees than on other degree programmes (71% vs. 51%). As such, gender represents a major variable when considering the mobility of students on teaching degrees.

FIG. 7 ANALYSIS OF INTERNATIONAL MOBILITY BY GENDER

n=46,936⁷

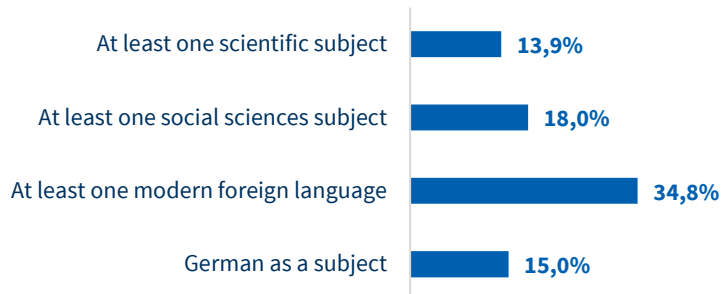


Furthermore, students' subject choices are another factor affecting rates of international mobility among students on teaching degrees. Over a third (35%) of those who plan to teach a foreign language have been mobile internationally (Fig. 8). By contrast, the rates for groups studying to teach at least one science subject (14%), social science subject (18%) or German (15%) are much lower.

⁷ Our presentation of gender did not include the 'diverse' category in the bivariate analysis due to the small number of cases.

FIG. 8 ANALYSIS OF INTERNATIONAL MOBILITY AMONG STUDENTS ON TEACHING DEGREES, BY TEACHING SUBJECT

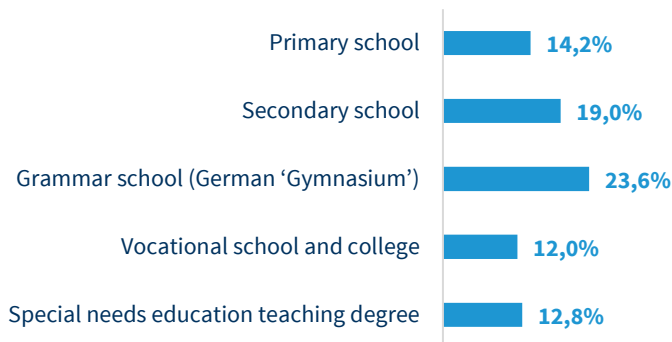
Multiple responses allowed, n=15,278



Students' plans for the type of school in which they intend to teach also appear to be connected to international mobility. For example, one-quarter (24%) of students on teaching degrees who intend to teach in gymnasiums after graduating are mobile internationally (Fig. 9). By contrast, those who are working towards careers in a vocational school or college are mobile internationally in only 12% of cases.

FIG. 9 ANALYSIS OF INTERNATIONAL MOBILITY AMONG STUDENTS ON TEACHING DEGREES, BY SCHOOL TYPE⁸

n=9,539



However, a multivariate regression analysis of international mobility using teaching subject and school forms as variables shows that teaching subject is the primary influence and that the intended school type does not show any significant influence on mobility preferences. Nevertheless, school type and teaching subjects are closely linked. For example, foreign language subjects vary in their importance across the different types of teaching degree, but students on teaching degrees in foreign language subjects are frequently required to undertake a study-related stay abroad.

3.2.1 Compulsory stay

While higher education institutions enjoy 'considerable scope for strategic options' in terms of internationalisation (Teichler, 2007, p. 37), the same cannot be said of teacher education. In this area, much is prescribed by the federal states' regulations and provisions governing teacher education. In some federal states, for example, such as Mecklenburg-Western Pomerania, North Rhine-Westphalia and Thuringia, regulations already require international mobility of certain groups of students on teaching degrees. This section therefore analyses international mobility undertaken by students for whom it was a compulsory element of their studies. There is a clear difference between students on teaching degrees and

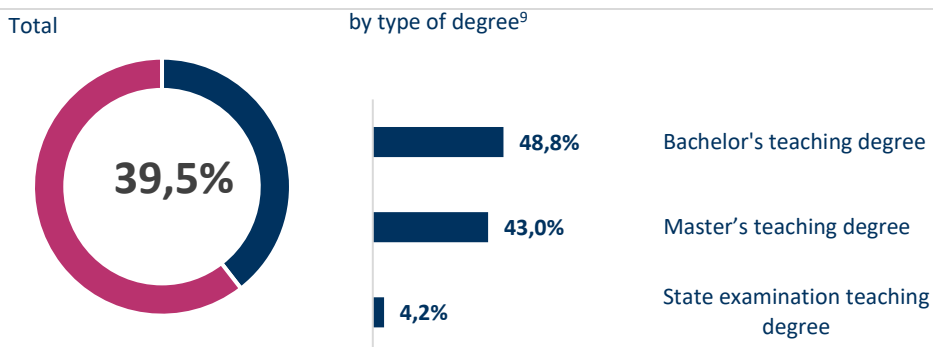
⁸ Note: 14% of students on teaching degrees who plan on teaching in primary schools after completing their studies have completed a stay abroad, but 86% of this group have not yet been mobile internationally.

students on other degree types. Internationally mobile students on teaching degrees are particularly likely to undertake a stay abroad because they are required to do so (40% - Fig. 10). This is especially true of internationally mobile bachelor's (49%) and master's degree students (43%). By contrast, only 4% of internationally mobile students studying for state examinations in teaching are required to undertake a stay abroad.

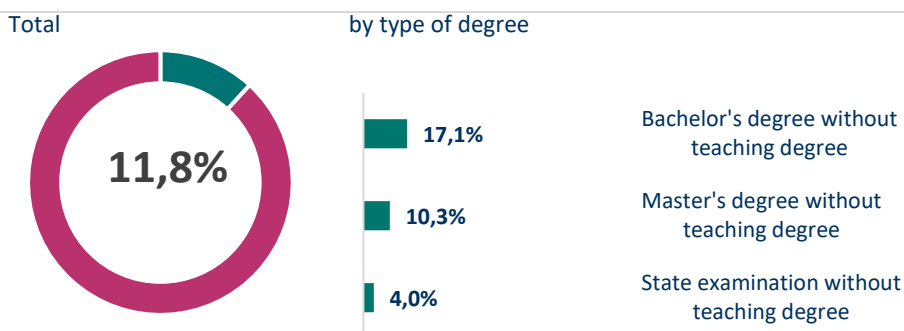
FIG. 10 ANALYSIS OF MOBILITY RATES CONNECTED WITH COMPULSORY VISITS

Multiple counting may occur

INTERNATIONALLY MOBILE STUDENTS ON TEACHING DEGREES n=1,898



INTERNATIONALLY MOBILE UNIVERSITY STUDENTS (NOT INCL. TEACHING DEGREES) n=9,275



Students on degree programmes other than teaching degrees are much less likely (12%) to be required to undertake a stay abroad than internationally mobile students on teaching degrees. When considering the type of degree, it is evident that not even one-fifth (17%) of bachelor's degree students on degrees not related to teaching were fulfilling a requirement through their mobility behaviour. In the case of master's degree students on non-teaching degrees, only one in ten undertook a stay abroad in order to meet a requirement. Among internationally mobile students studying for a state examination not connected to teaching, the share of students required to complete stays abroad was similar to their counterparts on teaching degrees, at only 4%. One reason why students studying for state examinations are less likely to complete stays abroad may be lower levels of compatibility with study programmes abroad. Our analysis of compulsory stays within and outside teaching degrees makes it plain that there is a wide variation in rates of compulsory stays abroad as a tool for influencing student behaviour.

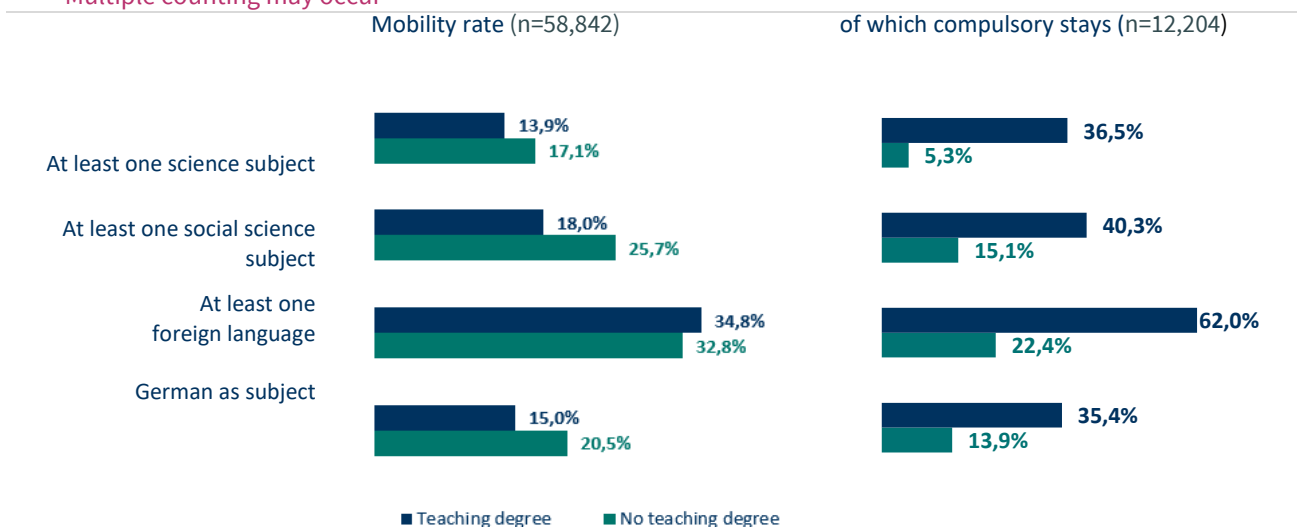
Our investigation of rates of compulsory mobility by subject also shows that the relationship between rates of compulsory stays and mobility rates can vary widely (Fig. 11). At first sight, the chart seems to show that students on teaching degrees remain less likely to be mobile internationally, despite the fact

⁹ Note: 49% of internationally mobile students on bachelor's teaching degrees were required to undertake a stay abroad.

that they are more likely to be mobile in order to fulfil a requirement than students not on teaching degrees. However, it should be noted that this includes students with at least one science subject, one social science subject or German as a teaching subject, along with those who are also studying a foreign language subject. However, if students who are not studying a foreign language as a second subject are excluded, the difference with regard to rates of compulsory stays is no longer worth mentioning. For example, the rate for students on teaching degrees who are studying a social science subject but no foreign languages subject is 22%, while for those studying this combination but not for a teaching degree, the rate is 23%.

FIG. 11 ANALYSIS OF MOBILITY RATES CONNECTED WITH COMPULSORY VISITS BY SUBJECT¹⁰

Multiple counting may occur



It is therefore particularly important to give more detailed consideration to students who are studying at least one modern foreign language. In the field of foreign languages, it is much more likely for students on teaching degrees to be required to undertake a stay abroad than for students on non-teaching degrees (62% vs. 22%). Nevertheless, the mobility rate for both groups is similar, at around one-third of students (35% vs. 33%). Furthermore, it is clear that students on bachelor's teaching degrees who are studying a foreign language are particularly likely to be fulfilling a requirement through their international mobility (76%).

3.2.2 Timing of mobility during studies

Mobility rates are also closely linked to another structural characteristic, that of the semester concerned. Internationally mobile students on teaching degrees show preferences for certain semesters when undertaking stays abroad. For example, very few students undertake a stay abroad during the first semester of a bachelor's degree course (3% - Fig. 12). International mobility reaches a clear peak in the 5th semester of bachelor's degree courses, which around 44% of all internationally mobile students on teaching degrees choose for their period of mobility. Around 17% completed their stays in semester 4, and 18% in semester 3. It is therefore evident that the overwhelming majority (79%) of internationally mobile bachelor's students on teaching degrees complete their periods of mobility between semesters 3 and 5. For master's degree students on teaching degrees this window also falls between the third and fifth semesters, although they are almost equally spread across the three semesters, each accounting for just over one-fifth of internationally mobile students.

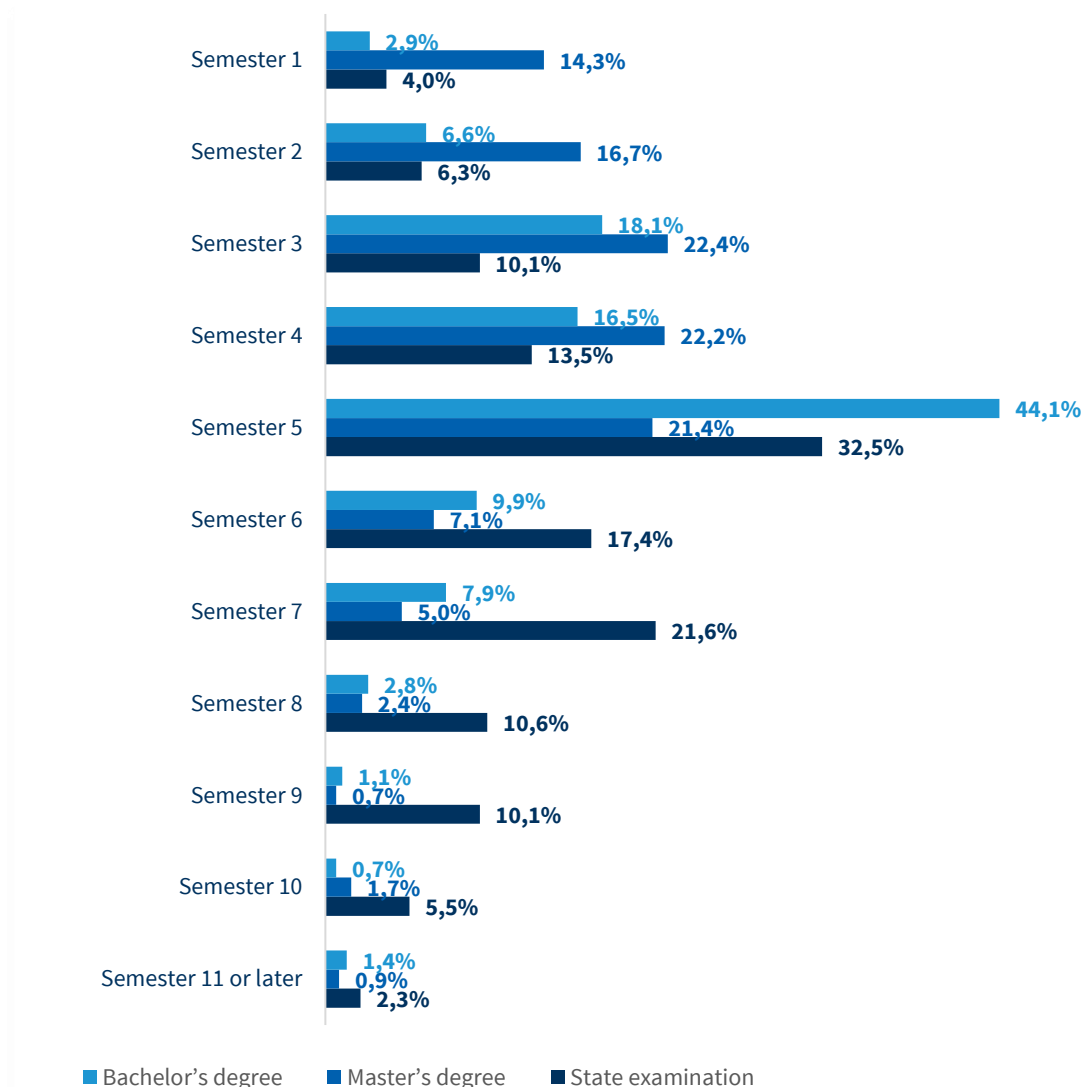
¹⁰ Note: 14% of students on teaching degrees with at least one science subject have completed a stay abroad, of which 37% were required to do so. That said, this includes individuals with a foreign language as their second subject.

However, a more complex pattern emerges in the distribution of students working towards state examinations. Where these students are internationally mobile, the majority prefer their fifth semester (33%). Another 17% start a stay abroad in their sixth semester. After this, the figure for the seventh semester rises again to 22%.

It should be noted that, when interpreting the spread of stays abroad we must consider the fact that one individual can have multiple periods of international mobility during the course of their studies. Where study programmes last a relatively long time – as is the case for state examinations – this increases the likelihood that one student might undertake multiple periods of international mobility during a single period of study. In the case of master’s degree programmes, by contrast, this likelihood falls.

FIG. 12. SEMESTER IN WHICH STUDENTS ON TEACHING DEGREES BEGAN PERIODS OF INTERNATIONAL MOBILITY

Multiple responses allowed, n=1,350



3.2.3 Bridge mobility

Only a small proportion of internationally mobile students on teaching degrees (5%) reported using the transitional period between a bachelor’s and master’s degree for a stay abroad. Such stays are termed ‘bridge mobility’. Over one-third of the students in this category (38%) reported choosing this type of

mobility to make good use of the time before starting their postgraduate studies by undertaking a stay abroad. The proportion of students not on teaching degrees who spent the transitional period abroad was only just below the level of students on teaching degrees, at 4%. These students were much more likely (58%) to report wanting to make good use of the period before starting postgraduate studies.

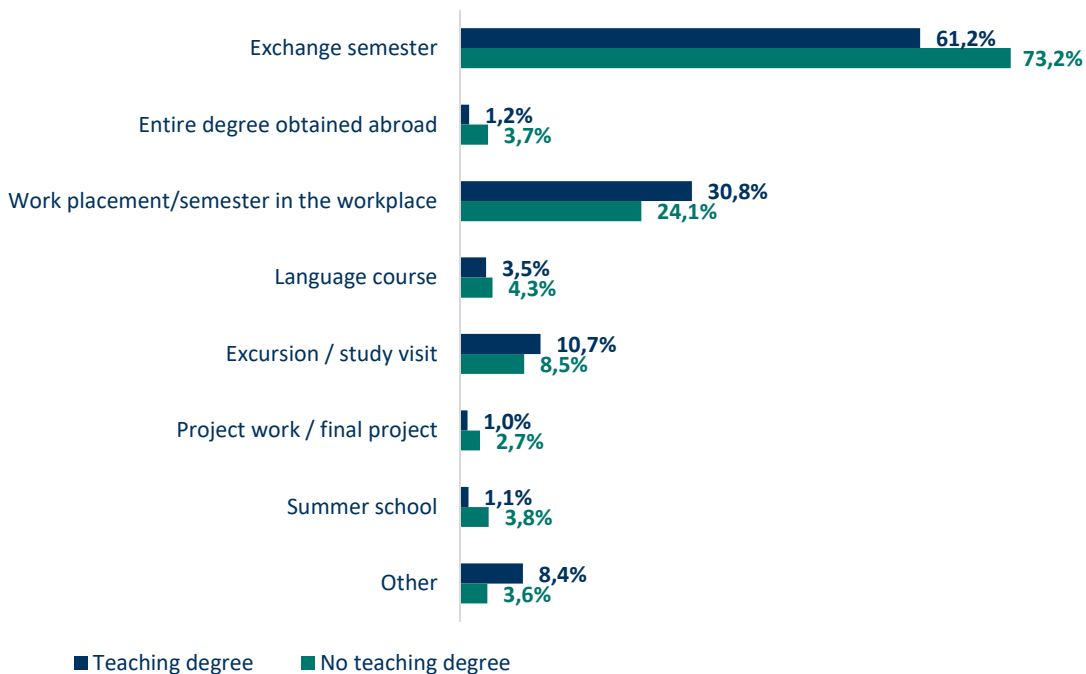
3.2.4 Type of stay abroad

Whether or not a student is essentially positive towards international mobility can be linked to the availability of a wide range of options for international mobility. The majority of university students (including those on teaching degrees) prefer a semester abroad when choosing a type of mobility. However, students on teaching degrees are less likely to choose this type of international mobility than university students not on teaching degrees (61% vs. 73% - Fig. 13).

It was also common for students to report undertaking work placements or semesters in the workplace as forms of international mobility. This form of stay is more common among students on teaching degrees (31%) than students on non-teaching degrees (24%). University students studying for state examinations frequently undertake work placements and semesters in the workplace. Around 46% of university students who are studying for state examinations in teaching complete a work placement abroad. The corresponding figure for those not studying for teaching degrees is 37%. By contrast, bachelor's degree students were less likely to choose a work placement or semester in the workplace. Just under a quarter of students on bachelor's teaching degrees (23%) and around 16% of bachelor's students on non-teaching degrees completed a work placement or semester in the workplace.

FIG. 13 TYPE OF STAY ABROAD

Multiple responses allowed, n=13,229



3.2.5 Duration of period of mobility

This section considers the duration of periods of mobility. This refers to the total period of time that an individual had spent on stays abroad in the course of their studies at the time of completing the survey. This therefore includes multiple stays abroad by a single student, where the duration of the various stays by that individual is counted together.

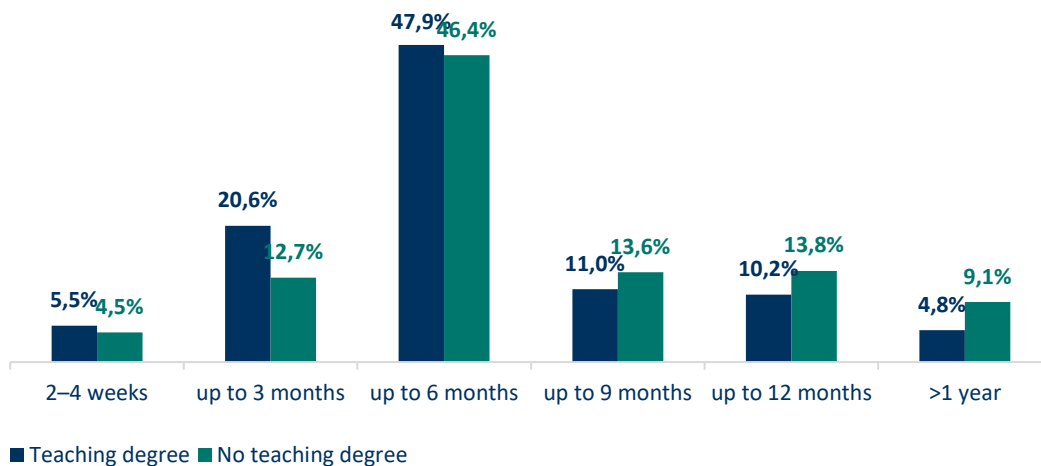
Only 6% of students on teaching degrees opt for short stays of 2–4 weeks (Fig. 14). By contrast, around one-fifth (21%) spend between 1 and 3 months abroad. Stays of this length are more commonly encountered in students on teaching degrees than among university students on non-teaching degrees (13%). Students of all types were most likely to report spending between 3 and 6 months abroad (teaching degrees: 48% vs. non-teaching degrees: 46%).

Just over one-fifth of students spend a total of between 6 and 12 months abroad (21%). Only around 5% of students on teaching degrees spend a year or more abroad. By contrast, this figure is almost twice as high for students on non-teaching degrees (9%).

FIG. 14 ANALYSIS OF DURATION OF PERIOD OF MOBILITY

Multiple counting may occur

20



3.2.6 Problems with study-related stays abroad

When undertaking a study-related stay abroad, students can face a range of challenges. Almost one-fifth of internationally mobile students on teaching degrees (17%) reported not encountering any problems in the course of their stay abroad (Fig. 15). However, this also means that 83% of students on teaching degrees had to deal with issues in the context of their stay abroad.

This section examines these challenges in detail. More than one in four students on teaching degrees (27%) who completed stays abroad felt they had lost study time. Students on teaching degrees who completed compulsory stays abroad were more likely to complain about losing time from their studies than those who undertook voluntary stays abroad (32% vs. 23%).

Finding accommodation in the host country presented a problem to a quarter (25%) of students on teaching degrees. Here, too, it is evident that individuals who complete a compulsory stay abroad are more likely to report problems than those who undertake voluntary stays (27% vs. 23%).

Just under one-fifth (19%) of students on teaching degrees encountered restrictions to their planned activities caused by the Covid-19 pandemic.

Here, too, it is evident that individuals who complete a compulsory stay abroad felt this was a problem more often than those who undertake voluntary stays (23% vs. 16%).

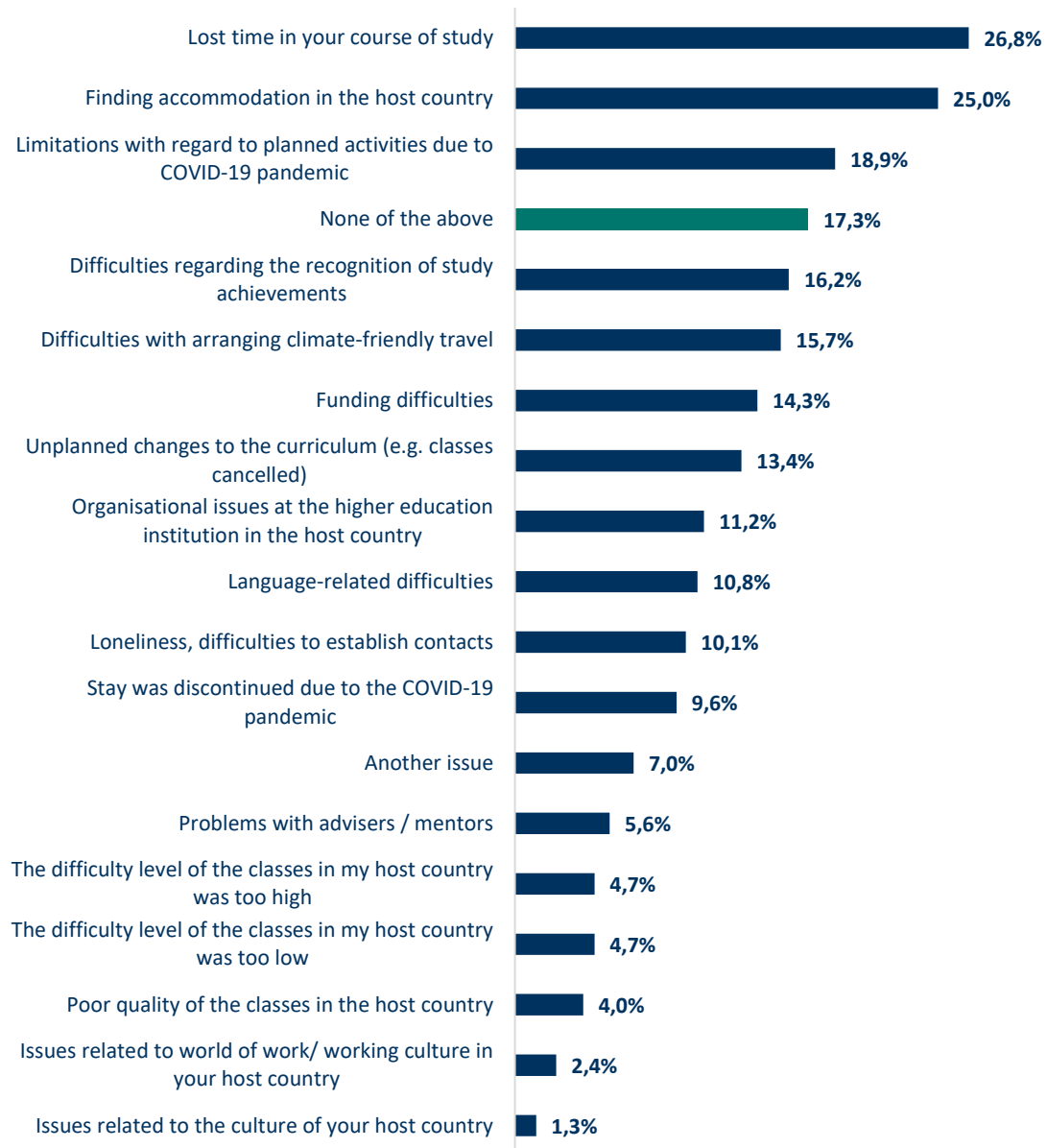
A further 16% of students on teaching degrees who completed stays abroad reported problems with recognition of their academic achievements. That said, students on teaching degrees who completed

compulsory stays abroad were less likely to complain about difficulties with recognition of their achievements than those whose stays abroad were not compulsory (12% vs. 19%).

Furthermore, students reported difficulties with travelling in the most environmentally friendly way (16%). They also complained about financial difficulties (14%), unplanned changes to the curriculum such as course cancellations (13%), organisational issues at the higher education institution in the host country (11%), language difficulties (11%), and loneliness and difficulties with meeting new people (10%). In addition to this, 10% of students on teaching degrees were forced to break off their stays due to the Covid-19 pandemic. Some students on teaching degrees reported problems with support and supervision (6%), while others complained that the courses abroad were pitched too high (5%) or too low (5%). There were occasional reports about the poor quality of courses abroad (4%), difficulties with working cultures and practices abroad (2%), and cultural problems in host countries (1%).

FIG. 15 PROBLEMS CONNECTED WITH STUDY-RELATED STAYS ABROAD ENCOUNTERED BY STUDENTS ON TEACHING DEGREES

Multiple responses allowed, n=3,844



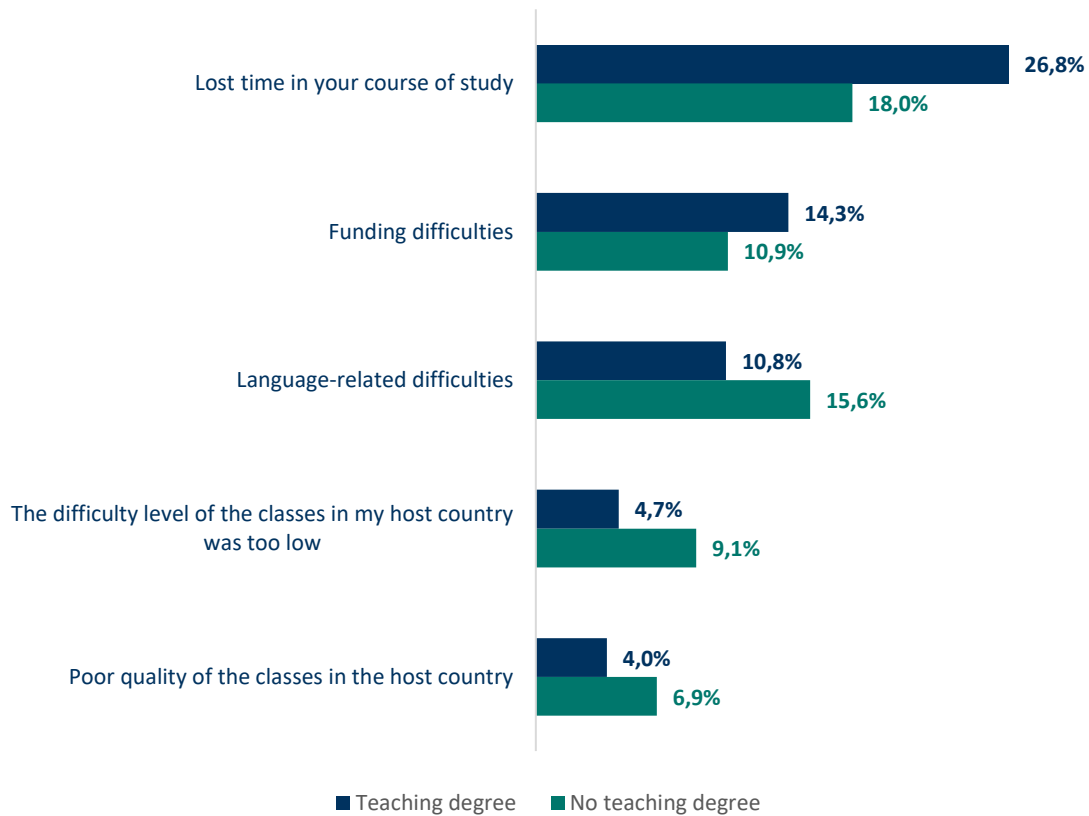
22

There were notable differences compared to groups on non-teaching degrees in several areas¹¹. The biggest differences concerned time lost from students' studies. While 27% of students on teaching degrees complained about losing time out of their studies, only 18% of other university students considered this a problem (Fig. 16). The issue of lost time is closely linked to the topic of recognition (see 3.3.7), as where a student's home higher education institution does not recognise their achievements on a study-related stay abroad, that can set the student back in their studies. Only 11% of students on non-teaching degrees complained of financial difficulties (Fig. 16). By contrast, students on non-teaching degrees were more likely than their counterparts to complain about language difficulties (16%), courses being pitched too low (9%) and the poor quality of courses in their host countries (7%).

¹¹ This section only reports shares for students on non-teaching degrees where these differ significantly from those for students on teaching degrees.

FIG. 16 PROBLEMS CONNECTED WITH STUDY-RELATED STAYS ABROAD

Multiple reporting possible. Chart only shows significant differences between students on teaching and non-teaching degrees, n=10,323

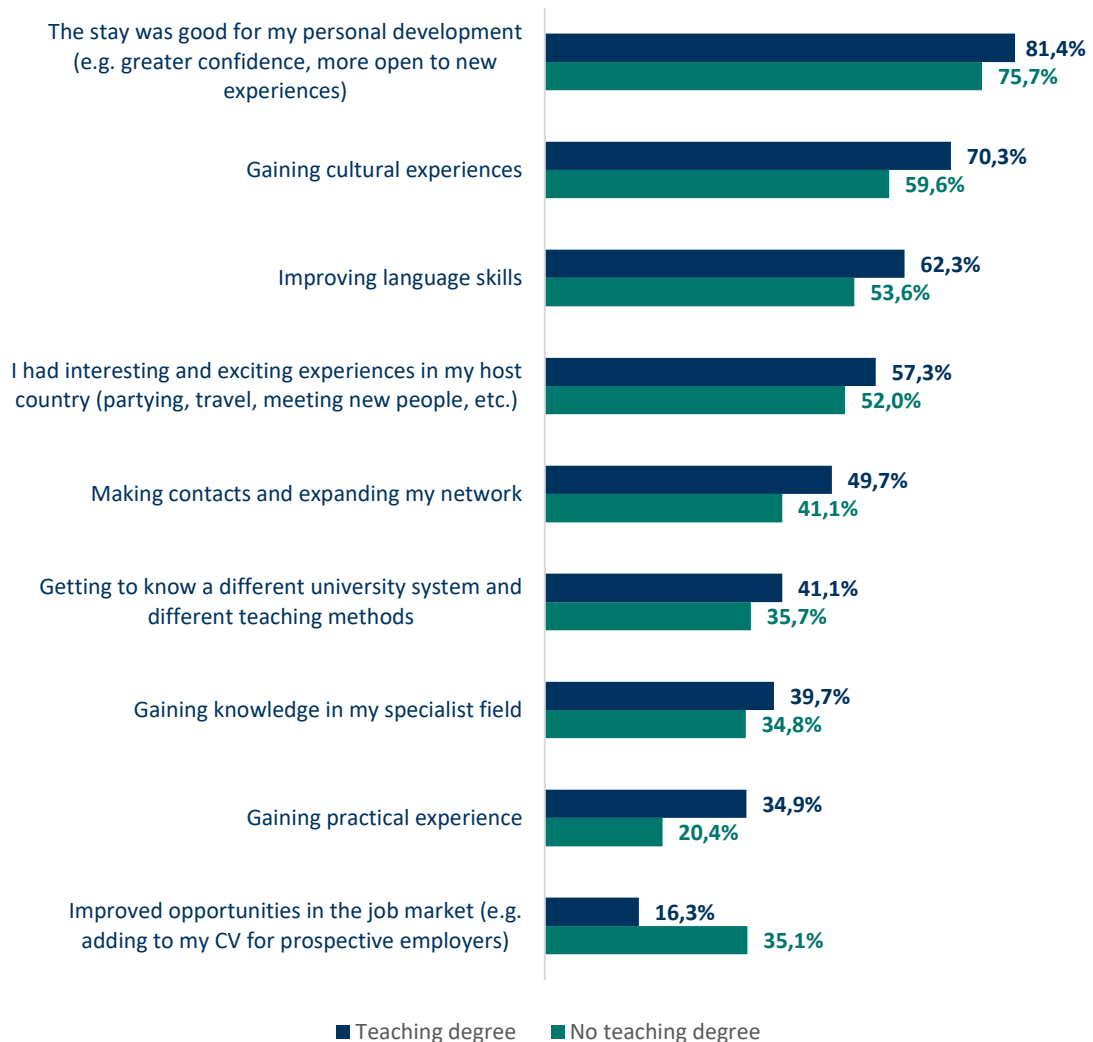
**3.2.7 Benefits from study-related international mobility**

A stay abroad can achieve a wide range of different outcomes for students. In this section we compare how internationally mobile students on teaching degrees rated their experiences with the benefits they gained. Students were asked to report the greatest benefit they gained from their stay abroad (or most recent stay).

The majority of students on teaching degrees (81%) reported that their stay abroad represented a significant benefit to their personal development (Fig. 17). Examples of this include the students gaining confidence or becoming more open to new experiences. Students on teaching degrees are more likely to report these benefits than university students on other types of degrees (76%).

FIG. 17 RETROSPECTIVE ASSESSMENT OF GREATEST BENEFITS FROM MOST RECENT STUDY-RELATED STAY ABROAD

Multiple reporting possible. Chart only shows significant differences between students on teaching and non-teaching degrees, n=9,965



For over 70% of internationally mobile students on teaching degrees experiencing different cultures represented another major benefit. By contrast, only 60% of university students on non-teaching degrees believe that experiencing different cultures was a significant benefit from undertaking a stay abroad. Almost two-thirds of internationally mobile students on teaching degrees (62%) see improving their language skills as a major benefit. Among students on teaching degrees who are training to teach a foreign language, 70% are of the opinion that improving their language skills was a major benefit gained from undertaking a stay abroad. By contrast, only 54% of university students on non-degree courses rated this as a benefit.

Enjoying exciting and interesting experiences abroad such as partying, travelling and meeting new people represented a major benefit for 57% of students on teaching degrees. In this it is notable that students on teaching degrees who were required to undertake a stay abroad were more likely to rate this as a benefit than those teaching students who undertook voluntary stays abroad (62% vs. 54%). Furthermore, 52% of students on non-teaching degrees felt that exciting experiences were a benefit of a stay abroad.

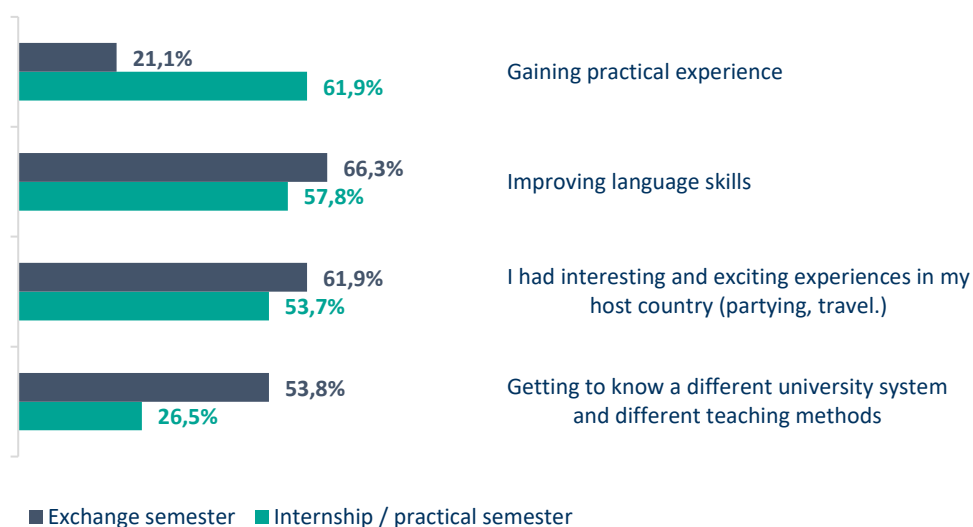
Making contacts and networking was a major benefit for half (50%) of internationally mobile students on teaching degrees, while university students on non-teaching degrees were less likely to report this type of benefit (41%).

Experiencing a different higher education system and teaching methods was rated as a benefit by 41% of students on teaching degrees, compared to only 36% of students on non-teaching degrees. For over one-third of German students on teaching degrees (40%), gaining knowledge in their specialist subjects represented a major benefit from a stay abroad. Students on non-teaching degrees were less likely to rate this as a benefit (35%). Only 16% of students on teaching degrees stated that they had been able to improve their chances in the employment market through their stay abroad. That said, this low percentage is not surprising, as spending time abroad has not yet been beneficial to the careers of aspiring teachers. Such experiences are not a criterion in how school-based training places are allocated nor do they make a decisive difference when applying for a job. The proportion of students who see improved chances in the employment market as the most significant benefit of their stay abroad is much lower than that of other university students (35%). For over one-third of students on teaching degrees, gaining practical experience was the primary benefit of a stay abroad (35%). This figure is much lower among students on non-teaching degrees (20%). Here the question arises of whether all forms of stays abroad can deliver the benefits listed above to the same extent.

In order to unpick this issue, we compared the benefits of work placements and semesters in the workplace with semesters abroad. As expected, it was clear that students on teaching degrees who completed a work placement or semester in the workplace were more likely to say they gained practical experience than those who spent a semester abroad (62% vs. 21% - Fig. 18). On the other hand, students on teaching degrees who completed a semester were more likely to report a benefit from experiencing a different university system and different teaching methods than those who undertook a work placement or semester in the workplace (54% vs. 27%). By contrast, students on teaching degrees who completed a semester abroad were more likely to say they had improved their language skills and/or enjoyed exciting and interesting experiences in their host country than students who chose to undertake a work placement or semester in the workplace.

FIG. 18 COMPARISON OF BENEFITS FROM SEMESTER ABROAD VS. WORK PLACEMENT/SEMESTER IN THE WORKPLACE FOR STUDENTS ON TEACHING DEGREES

Multiple responses allowed, n=7,212



3.3 Factors affecting stays abroad

Students' decisions about stays abroad were affected by their motivations and the resources they had available. In this section we will consider the factors which affected those decisions.

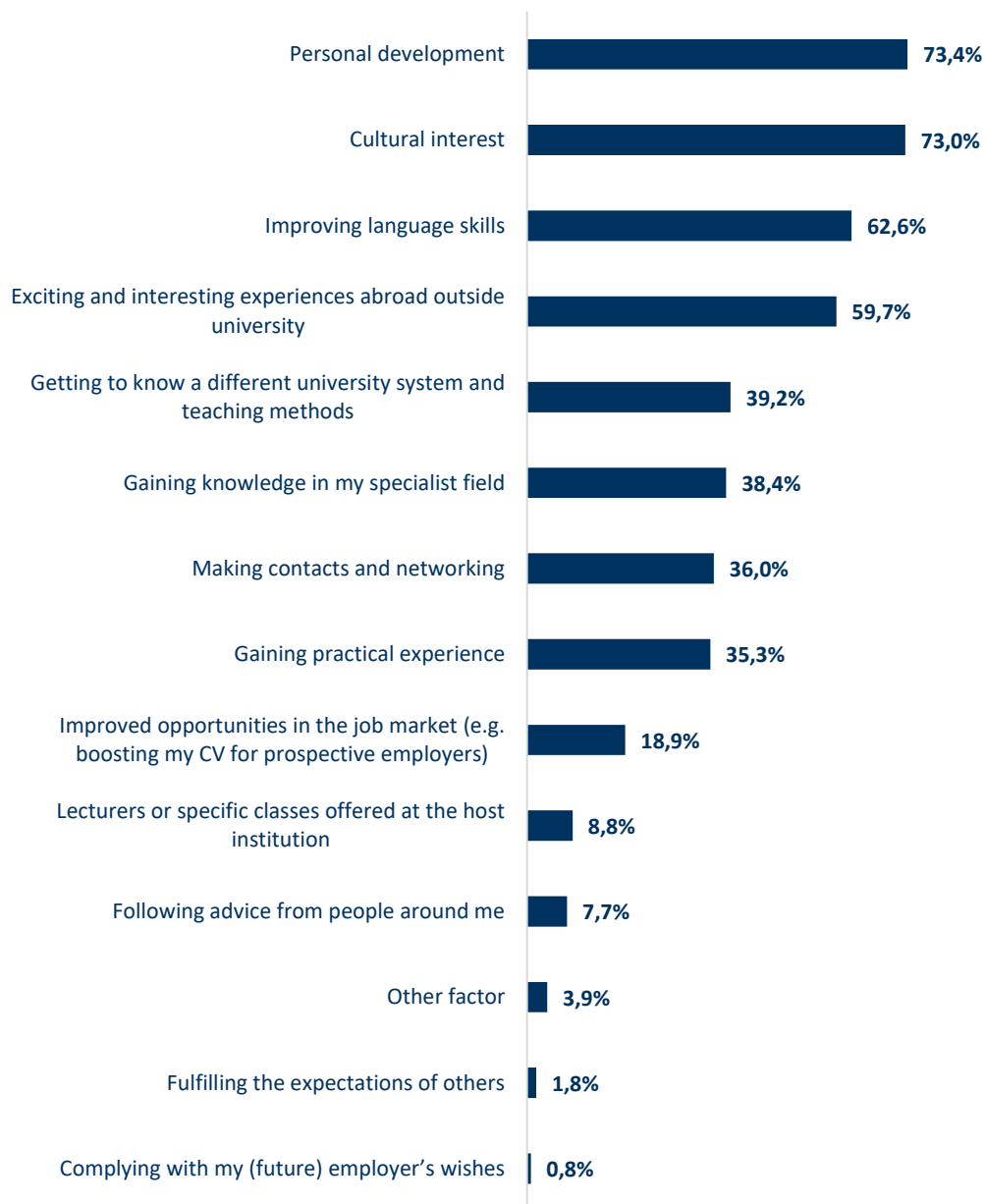
3.3.1 Motivations to undertake study-related international mobility

Students' motivations for study-related international mobility clearly correspond with the benefits of their stays abroad discussed above. Just under two-thirds of students on teaching degrees (73%) said they hoped their stay abroad would have a positive impact on their personal development, and a similar proportion of students on teaching degrees (73%) said their motivation for a stay abroad was due to an interest in other cultures (Fig. 19). Significantly fewer university students on non-teaching degrees said they chose to undertake a stay abroad out of an interest in other cultures (63% - Fig. 20). According to 63% of students on teaching degrees, improving language skills was a key reason to undertake a stay abroad, while 60% hoped to enjoy exciting experiences abroad. As was to be expected, students on teaching degrees who are training to teach foreign languages were particularly likely to report that they wanted to improve their language skills through a stay abroad (73%).

Getting to know a different university system and different teaching methods came next in the ranking of key motivations. In this, students on teaching degrees differ from university students on non-teaching degrees, who were less likely to report that getting to know a different university system and teaching methods was a motivation for a stay abroad (39% vs. 31%). This criterion appears to be more significant as a motivation to undertake a stay abroad than as a benefit which students reported from such stays. Gaining specialist knowledge motivated 38% of students on teaching degrees to undertake stays abroad, while this was the case for only 27% of university students on non-teaching degrees. It is striking that almost half of students on teaching degrees with at least one modern foreign language hoped to improve their subject-specific knowledge through a stay abroad (47%).

FIG. 19 MOTIVATIONS FOR INTERNATIONAL MOBILITY AMONG STUDENTS ON TEACHING DEGREES

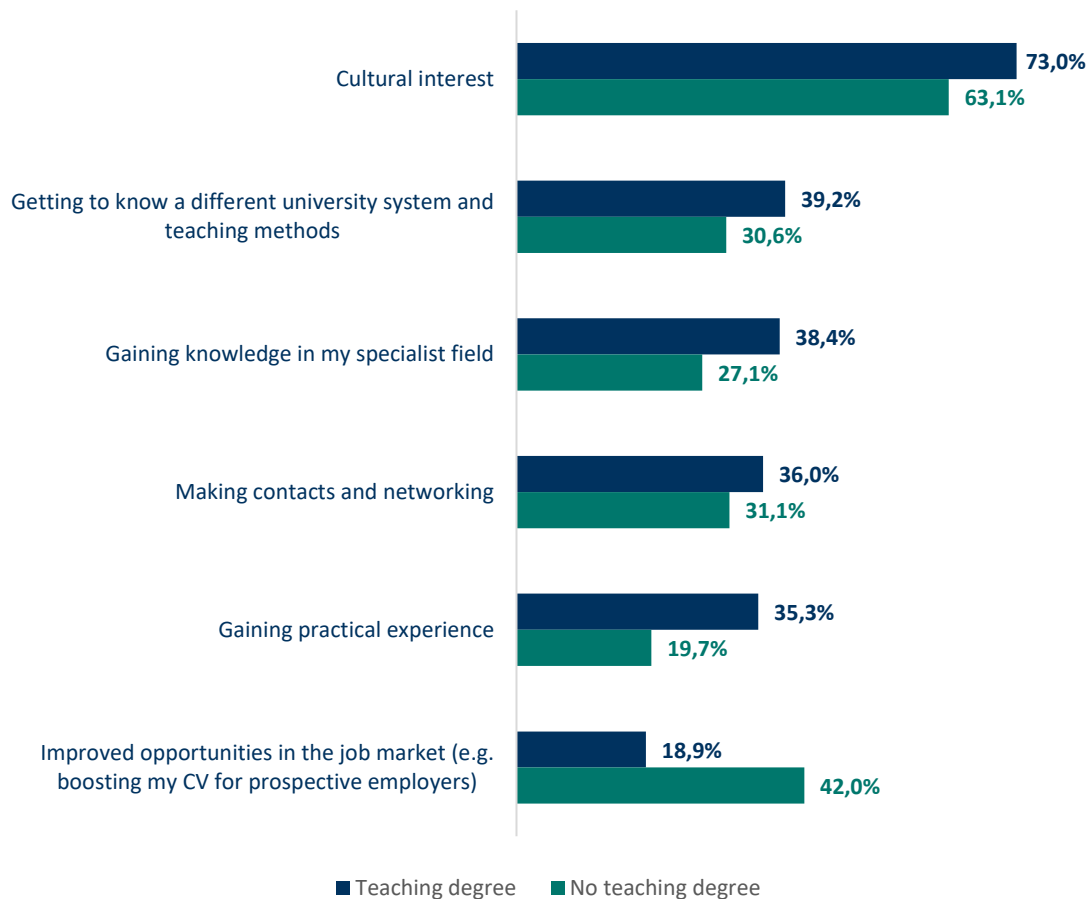
Multiple responses allowed, n=4,973



Well over a third of students on teaching degrees (36%) said they were motivated by a desire to make contacts and network. Among university students, on the other hand, that figure is less than a third (31%). In the same way, gaining practical experience prompted over a third of students on teaching degrees (35%) to undertake a stay abroad, while only a fifth of university students (20%) identified this as a motive.

FIG. 20 MOTIVATIONS TO UNDERTAKE A STAY ABROAD

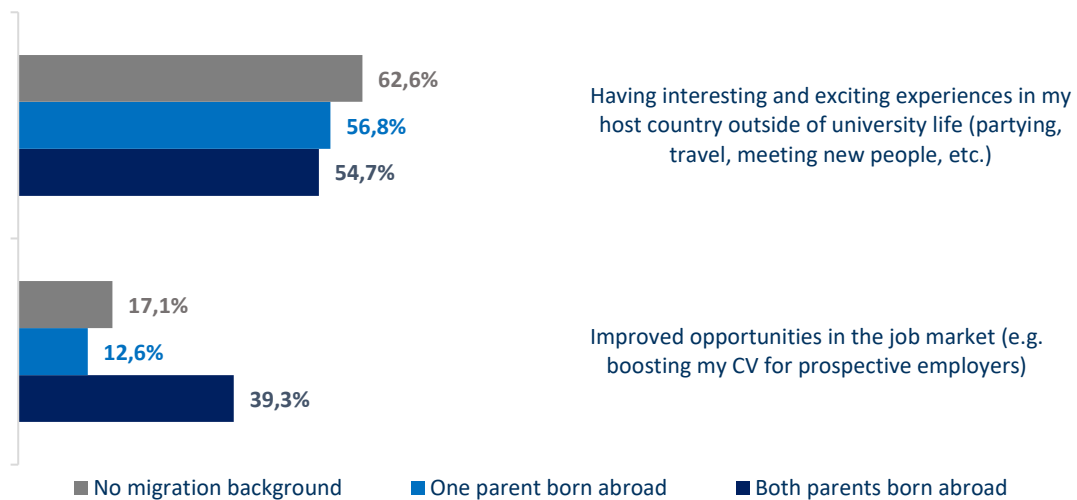
Multiple reporting possible. Chart only shows significant differences between students on teaching and non-teaching degrees, n=8,843



As shown above with regards to benefits, students on teaching degrees are less likely to rate improving their chances in the employment market as important, than university students on non-teaching degrees. This pattern is reflected in terms of motivations. Just less than one-fifth of students on teaching degrees (19%) said that improving their chances of finding a job was an important motivation for their stay abroad. Here again, the fact that spending time abroad is not a criterion for awarding school-based training places or in finding a job at a later point can help explain this circumstance. By contrast, 42% of students on non-teaching degrees saw improving their chances in the employment market as an important motive. Even here, however, there are differences within the group of students on teaching degrees, as this motivation appears to be linked to whether or not a student comes from a migrant background. A student is said to be from a migrant background if at least one parent was born outside Germany (cf. Chapter 3.2 Fig. 5). Students on teaching degrees where both parents were born abroad were more likely to see improving their chances on the employment market as an important motive for their stay (39%) than those with one parent born abroad (13%) and students from non-migrant backgrounds (17% - Fig. 21). This latter group also demonstrate greater interest in exciting experiences in their host countries (63%) than students on teaching degrees with one or both parents born abroad (57% and 55% respectively).

FIG. 21 DETAILED ANALYSIS OF MIGRANT BACKGROUNDS: MOTIVES FOR STAYS ABROAD DURING TEACHING DEGREES

Migration background: at least one parent was born abroad, multiple reporting possible, n=3,128

**3.3.2 Decisions not to undertake a stay abroad**

29

A stay abroad is not an option for everyone. Around 19% of students surveyed reported that although they had given thought to a stay abroad, this had not led to firm or even vague plans to bring one about. We have therefore categorised these students as those who consciously decided not to undertake a stay abroad.

Students on teaching degrees cite many reasons for these decisions, the most common of which (62%) was being separated from their social environment in Germany, such as partners, family and friends (Fig. 22). Women were much more likely to identify this as a reason than men (66% vs. 56% - Fig. 23). In contrast to this, around half of university students on non-teaching degrees said they decided not to plan international mobility due to concerns about being separated from their social environment (51% - Fig. 24). When interpreting findings for students on teaching degrees, it should be borne in mind that women are much more strongly represented than men on these study programmes (71% vs. 29%).

FIG. 22 REASONS NOT TO PURSUE INTERNATIONAL MOBILITY AMONG STUDENTS ON TEACHING DEGREES

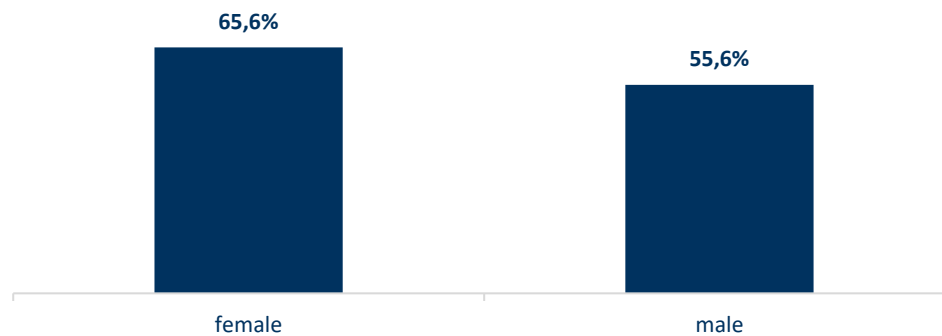
Multiple responses allowed, n=6,030



30

FIG. 23 SEPARATION FROM SOCIAL ENVIRONMENT IN GERMANY AS A REASON NOT TO PURSUE A STAY ABROAD AMONG STUDENTS ON TEACHING DEGREES - DETAILED VIEW

n=1,731

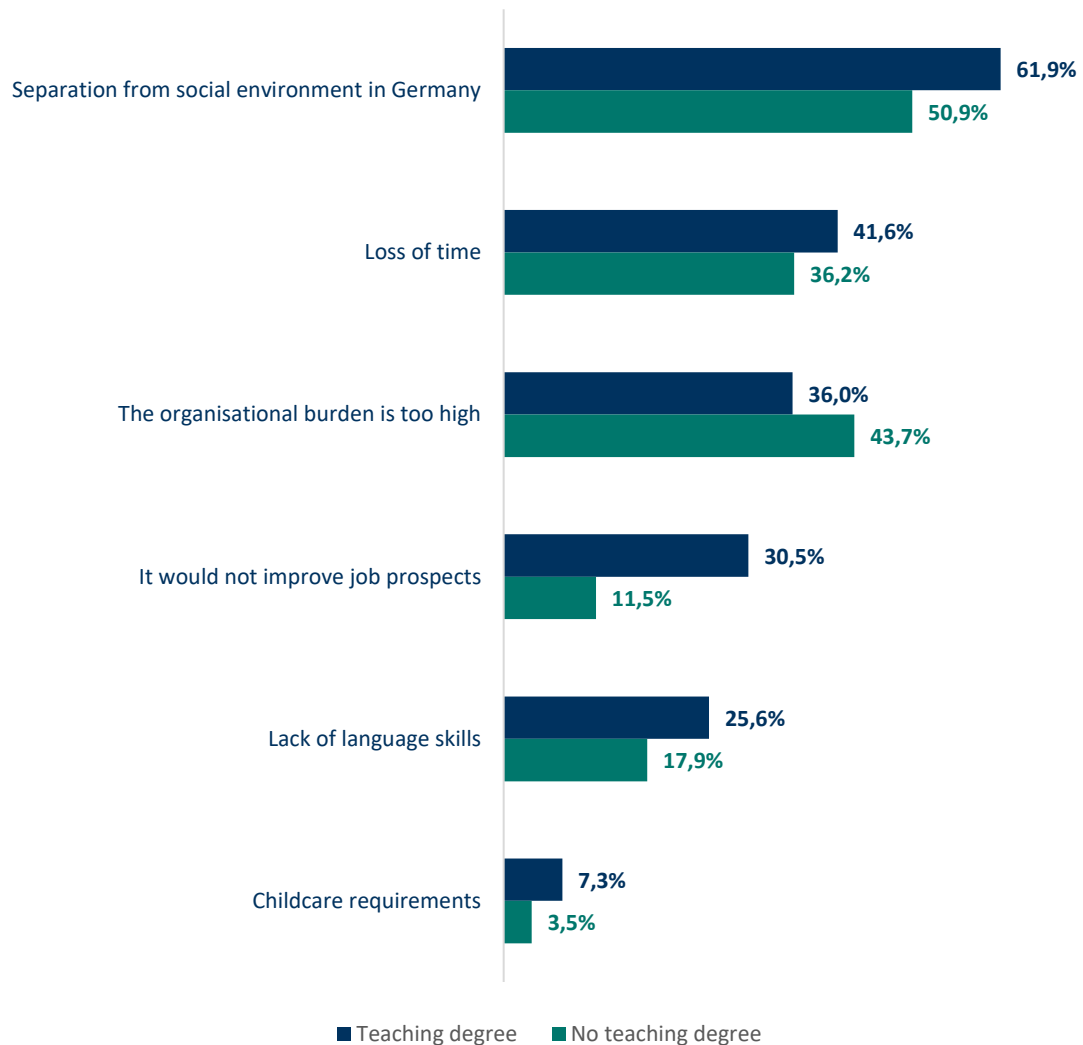


■ Breakdown of respondents who were not planning a stay abroad as they did not want to be separated from their social environment in Germany

The second-most common reason given by students on teaching degrees not to pursue a stay abroad was cost (43%). This is why full scholarships for study-related stays abroad for students on teaching degrees and aspiring teachers – such as those provided by the DAAD's Lehramt International programme – are important. A similar proportion of students on teaching degrees (42%) do not want to start a stay abroad for fear of losing time out of their studies. By contrast, only 36% of students on non-teaching degrees identified this as a barrier. In addition, 36% of internationally non-mobile students on teaching degrees explain their attitude towards a stay abroad by reference to the organisational burden, a factor which is mentioned more often by students on non-teaching degrees (44%). Just under one-third of students on teaching degrees (31%) believe a stay abroad would not improve their chances in the employment market. However, significantly fewer university students on non-teaching degrees saw this as a reason not to undertake a stay abroad (12%). That said, over a quarter of students on teaching degrees (26%) reported that a lack of language skills was a critical factor in deciding not to undertake a stay abroad. By contrast, only 18% of students on non-teaching degrees reported this. It is striking that students on teaching degrees are almost twice as likely to report childcare responsibilities as a reason not to undertake a stay abroad than university students on non-teaching degrees (7% vs. 4%).

FIG. 24 REASONS GIVEN FOR DECIDING NOT TO UNDERTAKE A STAY ABROAD

Multiple reporting possible. Chart only shows significant differences between students on teaching and non-teaching degrees, n=7,046

**3.3.3 Using digital technologies to promote mobility**

Over the past few years the Covid-19 pandemic increasingly brought students into contact with digital teaching provision. For this reason, students not planning a stay abroad were asked how far their willingness to undertake a study-related stay abroad would be increased if they could make use of digital services. Over half of students on teaching degrees (53%) said their willingness to undertake a stay abroad would be increased or greatly increased if they could take examinations at their higher education institution in Germany online (Fig. 25). Female students on teaching degrees were more likely to report that this would positively influence their willingness to undertake a stay abroad than their male counterparts (56% vs. 48%).

FIG. 25 NON-MOBILE STUDENTS ON TEACHING DEGREES - ASSESSMENT OF IMPACT OF DIGITAL SERVICES ON ATTITUDES TO INTERNATIONAL MOBILITY

Question: Thinking about digital media, to which extent would the following aspects increase your willingness to go abroad for study-related purposes? Percentages: Summary of responses 'increase' or 'greatly increase', m=7,150



33

Around 47% of students on teaching degrees who are not planning a stay abroad said that their willingness to undertake a period of mobility would be increased or greatly increased if they could continue to take part in events in Germany online. These two options make it possible for students to undertake a stay abroad and at the same time continue their teaching degrees in Germany. However, this would double the workload, which the majority of students on teaching degrees who have thus far not planned stays abroad would have to take into consideration. This again emphasises how important concerns about time lost through study-related stays abroad are when students make decisions not to spend time abroad. Around 44% of students on teaching degrees reported that they would be more open to the idea of mobility if they could continue to access support services at their home higher education institution online. Just under a third of students on teaching degrees (32%) said they would be more open to the idea of mobility if they could complete all aspects of a stay abroad digitally or virtually, i.e. without having to leave Germany.

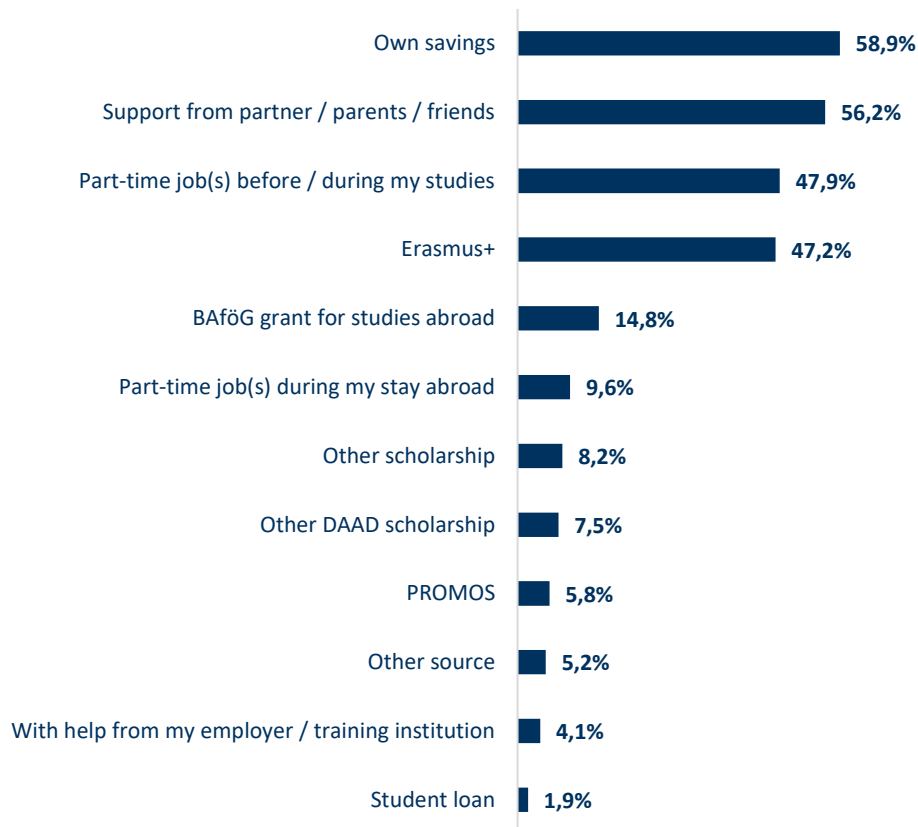
Given that the majority of students on teaching degrees (62%) reported separation from their social environment in Germany was a reason not to undertake a stay abroad, it seems remarkable that the option to complete all aspects of a stay abroad digitally or virtually has the lowest impact in terms of raising students' willingness to undertake international mobility. In this context exploring the value of digital-international experiences could offer a way of explaining this discrepancy.

3.3.4 Funding and programme support

The survey also asked students to state how they funded their stays abroad and gave them the option of selecting multiple sources of funding. Over half (59%) of all internationally mobile students on teaching degrees drew on their own savings to fund their stays abroad (Fig. 26). The corresponding figure for university students on non-teaching degrees is lower, at 52% (Fig. 27). Breaking down funding sources according to the educational background of students on teaching degrees reveals that 68% of students on teaching degrees who come from homes in which at least one parent holds a higher education qualification can draw on their own savings to fund a trip abroad. For the group of students on teaching degrees who come from homes where that is not the case, the figure is 56%.

FIG. 26 FUNDING AND PROGRAMME SUPPORT FOR INTERNATIONALLY MOBILE TEACHING DEGREE STUDENTS' MOST RECENT STAY ABROAD

Multiple responses allowed, n=4,798



In addition to this, around 56% of students on teaching degrees received help with their stay abroad from family or friends. Again it emerges that students on teaching degrees who come from a home in which at least one parent holds a higher education qualification were more likely to report receiving this support than students on teaching degrees whose parents did not complete a higher education qualification (58% vs. 45%).

Working part-time before or alongside studying was identified as a source of funding for stays abroad by 48% of students on teaching degrees. University students on non-teaching degrees were much less likely to report this type of funding (36%). In the case of students on teaching degrees, this too shows a connection with educational background, in that students on teaching degrees whose parent(s) attended university reported this type of funding in 63% of cases. By contrast, their counterparts whose parents had not attended university only reported this funding in 43% of cases.

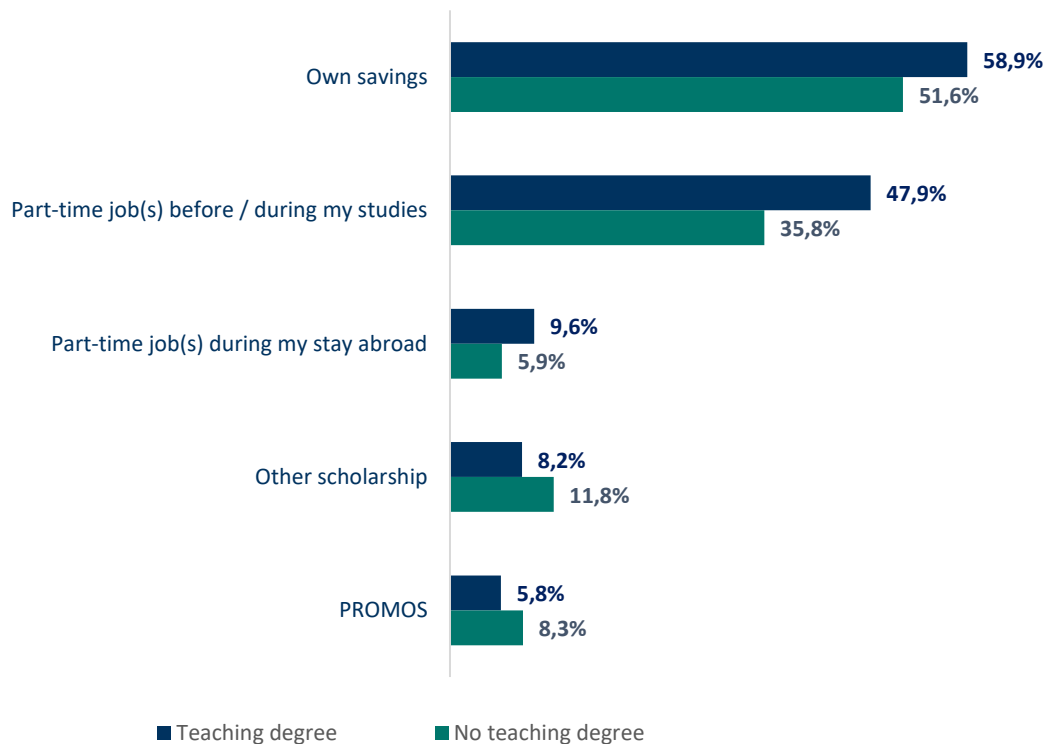
In contrast to the number of students who work part-time before or during periods of study, only one in ten students on teaching degrees (10%) had a part-time job during their stay abroad. For university students on non-teaching degrees, this figure was only 6%.

Around 47% of students on teaching degrees reported accessing funding from the Erasmus+ programme for their stays abroad. Furthermore, 15% of students on teaching degrees said they had used BAföG grants for studies abroad to fund their stays. Some 6% of students on teaching degrees said they had been awarded a PROMOS scholarship, and 8% reported receiving another DAAD scholarship such as a Lehramt-International scholarship; a further 8% said they had received another type of scholarship. Among university students on non-teaching degrees, 8% were awarded PROMOS scholarships and 12% other scholarships. In total, 69% of internationally mobile students on teaching degrees received some form of

scholarship funding. By contrast, over three-quarters of university students on non-teaching degrees (76%) used scholarships to fund their stays abroad.

FIG. 27 FUNDING AND PROGRAMME SUPPORT FOR MOST RECENT STAY ABROAD

Multiple reporting possible. Chart only shows significant differences between students on teaching and non-teaching degrees, n=10,528

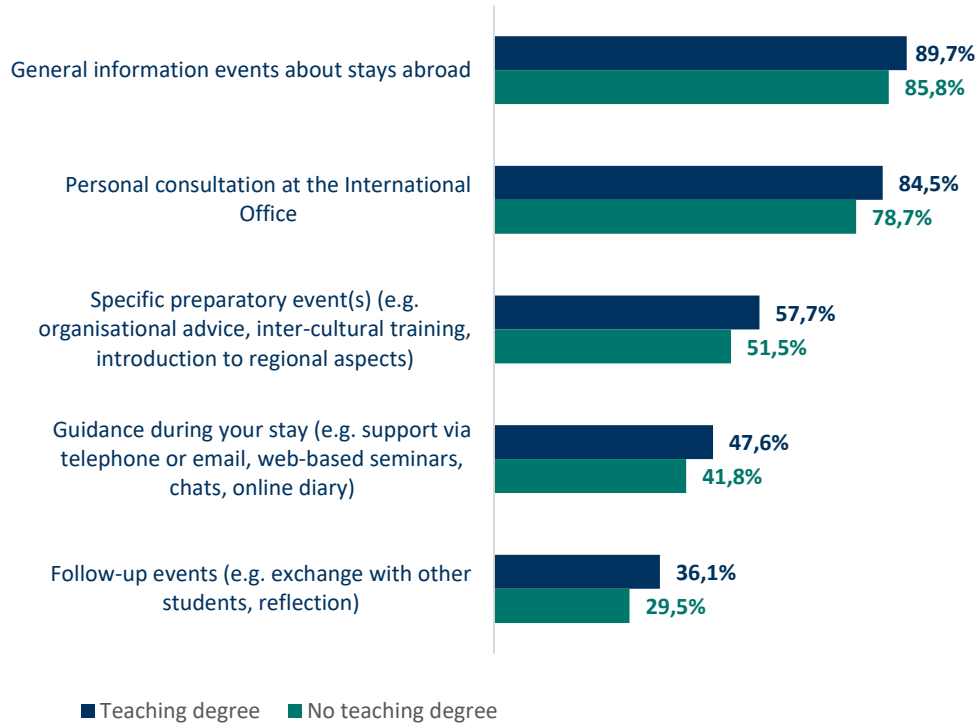


3.3.5 Support from higher education institutions

The survey also asked students to rate the importance of support they received from their home higher education institutions. The majority of students on teaching degrees (90%) rated general information events about stays abroad as important or very important (Fig. 28). Over 85% of students on teaching degrees also attach high levels of importance to in-person advice from an international office. Specific preparatory events such as intercultural training programmes were important or very important sources of support for 58% of students on teaching degrees. By contrast, additional support during a stay and follow-up events were less likely to be rated as important (48% and 36% respectively). The order of forms of support which students considered important or very important was identical between students on teaching degrees and students on non-teaching degrees. At the same time, the group of non-teaching students were generally less positive in their ratings of support for stays abroad. As such, the proportion of students on non-teaching degrees who rated a given measure as important or very important was between four and seven percentage points lower than that for students on teaching degrees. Overall, the chart shows that students on teaching degrees require more information, advice and support around their study-related stays abroad than other university students. Lehramt.International meets this need by providing model projects at German higher education institutions to develop support and supervision plans explicitly aimed at aspiring teachers. The programme also offers targeted information and advice for students on teaching degrees on stays abroad through campaigns such as 'studieren weltweit – ERLEBE ES!', which encourages students to experience studying in other countries.

FIG. 28 STUDENTS' ASSESSMENT OF RELEVANCE OF SUPPORT FROM HIGHER EDUCATION INSTITUTIONS

Question: 'How important do you find the following support measures offered at your home institution?'
 Percentages: summary of responses rated 'important' and 'very important', n=52,103



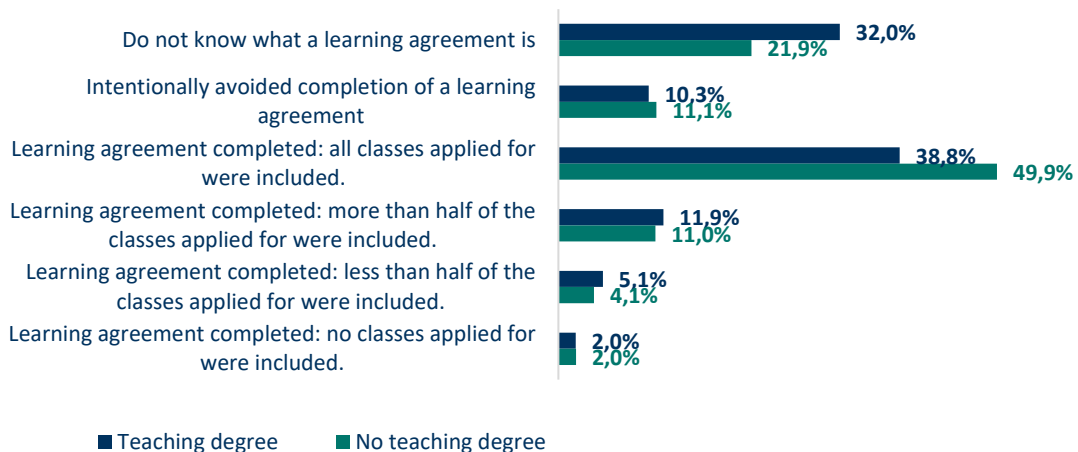
36

3.3.6 Learning agreements

Around 58% of students on teaching degrees completed a learning agreement for their most recent study-related stay abroad (Fig. 29). The rate for students not on teaching degrees is higher, at 67%. The primary factor in this for students on teaching degrees appears to be that these students are not aware of learning agreements as a concept. For example, just less than one-third of students on teaching degrees (32%) say they have not heard of learning agreements. The corresponding figure for university students on non-teaching degrees is much lower, at 22%.

FIG. 29 LEARNING AGREEMENT COMPLETED FOR MOST RECENT STAY ABROAD

n=7,777

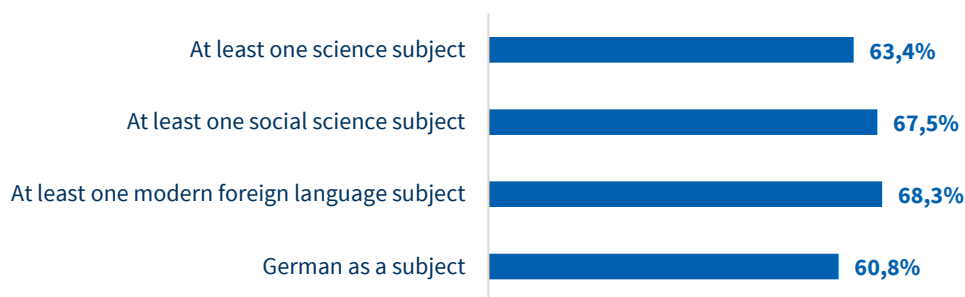


It is possible to analyse awareness of learning agreements among students on teaching degrees with reference to teaching subjects.

In this it is evident that students on teaching degrees who are training to teach a social science and/or modern language subject are more likely to know about learning agreements than students on teaching degrees who are training to teach a science subject or German. Accordingly, some 68% of students on teaching degrees who are training to teach a social science or foreign language, know about learning agreements (Fig. 30). However, the figures for those who are training to teach a science subject or German are much lower, at 63% and 61% respectively.

FIG. 30 AWARENESS OF LEARNING AGREEMENTS AMONG STUDENTS ON TEACHING DEGREES, BY TEACHING SUBJECT

n=2,399

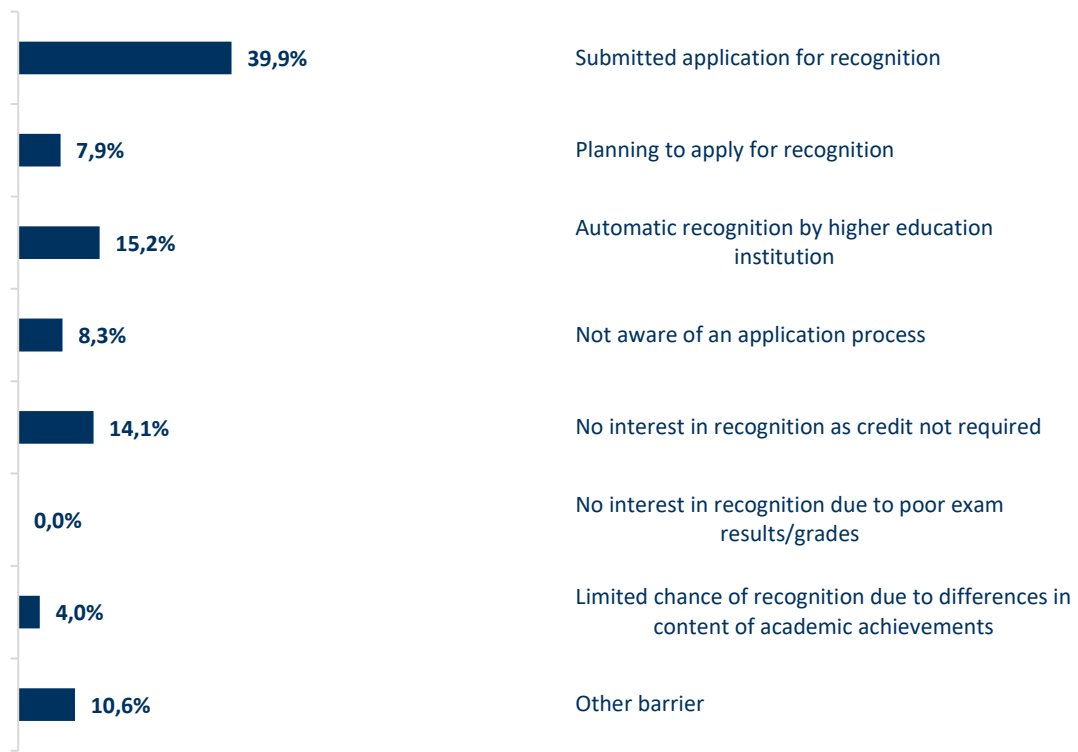


3.3.7 Recognition of achievements

Some 40% of students on teaching degrees applied to their home higher education institution to have their achievements on their most recent study-related stay abroad recognised, and 8% are planning to submit an application (Fig. 31). Higher education institutions automatically recognise students' achievements in 15% of cases. Among students on teaching degrees, 14% say they are not interested in having their achievements abroad recognised, as they no longer need the credits. Another small group of students on teaching degrees (4%) said they felt there was little chance of getting recognition for their achievements, due to differences in the content covered. A further 11% of students on teaching degrees reported facing other obstacles. This group includes students who completed voluntary work placements which had little to do with a teaching degree in terms of content or organisation, and those who simply did not have any academic achievements abroad. Around 47% of individuals training to teach a foreign language applied to have their achievements recognised. This high percentage of applications fits with the context that 62% of internationally mobile students on teaching degrees with at least one foreign language teaching subject were required to complete a stay abroad (cf. Chapter 3.2.1 Fig. 11). By contrast, just under one-third of students on teaching degrees (32%) training to teach subjects other than foreign languages applied to have their achievements recognised. It is less common for higher education institutions to automatically recognise the achievements of students on foreign language teaching degrees than it is for other teaching subjects (12% vs. 20%).

FIG. 31 APPLICATIONS FOR RECOGNITION OF ACHIEVEMENTS FROM MOST RECENT STAYS AMONG STUDENTS ON TEACHING DEGREES

n=519

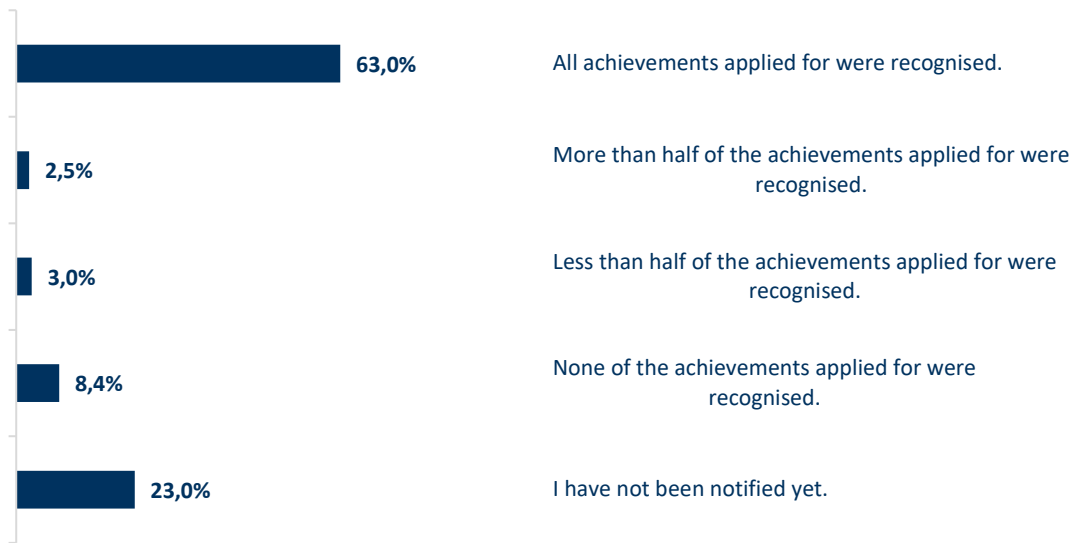


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In terms of the recognition of students' achievements, the outcome is no less relevant than the process itself (Fig. 32). The overwhelming majority of all applications to have achievements recognised were successful (63%). Of these, the proportion of individuals most likely to have their achievements recognised were those who completed compulsory stays. That said, there were still cases where compulsory stays were not recognised. Over one-fifth of students on teaching degrees who applied for recognition of their achievements abroad did not yet know the result of the application process (23%). Around 8% said that none of their achievements were recognised. A further 3% received recognition for less than half of the achievements included in their application. Another 3% received recognition for more than half of the achievements for which they submitted applications.

FIG. 32 LEVEL OF RECOGNITION GRANTED TO ACHIEVEMENTS FROM MOST RECENT STAY ABROAD FOR STUDENTS ON TEACHING DEGREES

n=395



4 Conclusions

This analysis of BintHo data for teaching degrees shows that students on these degrees are less likely to complete a study-related stay abroad than other university students in Germany, which confirms the findings of previous studies of mobility. Nevertheless, there are striking differences in terms of mobility among students on teaching degrees as a group. Students' future teaching subjects – and foreign languages in particular – have a significant influence on rates of mobility, whether stays are voluntary or compulsory, the recognition of students' achievements, students' motivations and the benefits they draw from a stay abroad. However, characteristics such as a student's gender and their background in terms of migration and education also impact mobility behaviour for students on teaching degrees.

In addition to this, data from the BintHo analysis shows that just under one-fifth of the students on teaching degrees surveyed said they had firm plans for a stay abroad, while another quarter said they could see themselves completing a stay in the course of their studies. This means that activities aimed at raising awareness and supporting students such as providing information and advice on opportunities for stays abroad can have a positive impact on 45% of students on teaching degrees. On this point we would emphasise our finding that students on teaching degrees attach greater importance to all forms of support for a stay abroad than other university students. In this context, it should be noted that experiences of mobility vary widely within the group of students on teaching degrees, hence there is a need for targeted efforts to reach out to groups with very low levels of mobility and provide advice and funding for them.

Furthermore, the findings of our analysis show that, in terms of study-related international mobility, students on teaching degrees represent a group with specific needs. In many areas related to mobility, such as mobility rates, problems, motivations, benefits, compulsory stays, funding, and support, the responses given by students on teaching degrees differ from those of students on non-teaching degrees. For this reason, targeted programmes such as Lehramt.International are particularly important, as they address barriers to internationalisation and mobility across individual, institutional and structural levels. These programmes are a means of promoting internationalisation in teacher education in a sustainable way, as well as encouraging the teachers of tomorrow to experience cultures beyond their own.

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