

UNIVERSITY OF TWENTE

The Professional Formation of European Studies Students

A phenomenographic interpretation

Bachelor Thesis by Wiebke Wemheuer, s0138002

School of Management and Governance
Public Administration-European Studies

1st Commissioner of Examination: Dr. M.R.R, Ossewaarde
2nd Commissioner of Examination: C.B. Breuer, MSc

Handed in on the 14th of September 2009
Publicly defended on the 16th of September 2009

Contents

Summary	4
Chapter one: Introduction	5
Chapter two: Theoretical framework	8
1. Ideal Type European Studies.....	8
2. Professional Formation	10
3. Concluding remarks	12
Chapter three: Methodology.....	13
1. Phenomenography	13
2. Data Collection	14
2.1 Interviews	14
2.1.1 The Questionnaire.....	14
2.1.2 The Respondents	16
2.2 Survey	17
2.2.1 Questionnaire: the key questions	17
2.2.2 The Respondents	17
3. Data Analysis.....	18
3.1 The creation of ‘categories of description’ as the main results of a phenomenographic analysis ..	18
3.2 Linking the interviews to the survey.....	19
4. Concluding remarks	19
5. Methodological reflections.....	20
Chapter four: The Professional Formation of European Studies Students.....	22
1. The three categories of description used by students in their understanding of European Studies	22
1.1 The EU Professional: European Studies as training for a position in EU governance.....	22
1.2 The Undecided: European Studies as a quest (for the right career)	25
1.3 The Academic: European Studies as a point of departure for the realization of own research interests	27
2. Concluding Remarks	31
3. Quantitative analysis.....	31
5. Concluding remarks	34
Chapter five: Conclusion and Discussion	35

A. Acknowledgements.....	38
B. Bibliography	39
C. Appendix	40
C.1 European Studies Master programs contacted	40
C.2 European Studies Bachelor programs contacted.....	41
C.5 Questionnaire for the Interview (English).....	43
C.6 Questionnaire for the Interview (German)	44
C.7 Transcripts of the Interviews.....	46
Interview Number 1 (Respondent 181).....	47
Interview Number 2 (Respondent 146).....	49
Interview Number 3 (Respondent 63).....	51
Interview Number 4 (Respondent 192).....	53
Interview Number 5 (Respondent 208).....	55
Interview Number 6 (Respondent 212).....	57
Interview Number 7 (Respondent 11).....	59
Interview Number 8 (Respondent 60).....	61
Interview Number 9 (Respondent 143).....	63
Interview Number 10 (Respondent 5).....	65
Interview Number 11 (Respondent 206).....	68
Interview Number 12 (Respondent 16).....	70
Interview Number 13 (Respondent 241).....	73
Interview Number 14 (Respondent 90).....	75
C. 3 Construction of the Questionnaire for the Original Survey.....	77
C.4 Questionnaire for the Original Survey	78
C.5 Statistical Outcomes of the Original Survey	89
C.6 Profile European Studies Students (outcomes of the original online survey)	105

Summary

This thesis has been created and written following the traditions of interpretative sociology. Its aim was to interpret the lifeworld of European Studies students. In particular understanding should be created for their professional formation, the transition process between being a student and entering their career paths related to the EU and Europe. The core concepts handled in this study are the phenomenon of European Studies as an educational program, the potential professions following from this education and the process of professional formation as a theoretical link between these two. How do European Studies students experience the content of their own study programs? What is their understanding of European Studies as a profession? To what extent do they feel prepared for the life as a European profession by their study programs? How secure are these students about their future career paths? And finally how does a student's personal understanding of European Studies shape his or her professional formation? These *phenomenographic* questions build the corner stone of this thesis' framework. In order to answer them an online survey has been conducted, which is primarily directed at the students' ambitions for a career in one of the EU institutions, the way they think their European Studies program has changed their view on the EU and their way about feeling European. These so-called key questions were subsequently taken on by a series of personal interviews. These interviews were designed to gain a deeper insight into the choices the students have made in answering the key-questions and the way they link these choices back to their understanding of the phenomenon European Studies. As a last step the different understandings of this phenomenon could be linked to individual perceptions of students' professional formation. The outcome is the identification of three groups of students, who each share a certain understanding of European Studies and related career goals, and therefore perceive their professional formation in a similar way. These groups are: the EU Professionals, the Undecided and the Academics. A second step of analysis, the linking back of these groups as the outcomes of the interviews to the combinations of answers given to the three key-questions, as the outcomes of the survey, showed that the Undecided is the most prominent group amongst European Studies students.

Chapter one: Introduction

The need for professionals with European expertise has been growing continuously during the last decades. The more political the European Union (EU) has become over time the more impact it gained on the every-day businesses of states and citizens. There is virtually no big civil society organization or multi-national company anymore which does not have a seat in Brussels or at least a department for European affairs. Political parties, news paper redactions, administrations from the local to the global level: all these organizations, like the EU institutions in Brussels themselves, have an increasing demand for well informed and qualified staff with an expertise on Europe and the European Union. Former US Secretary of State Madeleine Albright once said “To understand Europe you have to be a genius or French”.¹ However not everybody can be a genius, or French. Therefore a way had to be found to educate professionals, who in the end will understand Europe and the European Union nevertheless. With the introduction of European Studies programs at universities and schools of applied science in and outside of Europe, such a way seems to have been found.

Taking into consideration the increasing importance these programs and their graduates gain for society, it seems to be the right moment to have a closer look at this phenomenon called European Studies. Thought not the programs themselves will be the units of interest in this study, but their students understanding of them, it first has to become clear what exactly these programs are and what they want to achieve. European programs are offered in a broad variety. For example do some programs focus more on the public administrative side of EU affairs (e.g. University of Maastricht; College of Europe) whilst others set the focus more explicitly on culture (e.g. Master in Euroculture; Eichstädt University Ingolstadt). The variety in specific subjects offered at each university is broad and students can, once they have chosen a program still set their own focus; by specializing in a certain policy field for example. The first task arising from this diversity is to define an *ideal type* of European Studies. This ideal type must not be understood in the sense of ‘how *should* a program be’ in a moral sense, but to define the most crucial characteristics, which all programs share as a common base. This definition will help identifying how European Studies students are actually educated on their way of becoming European professionals. This ideal type will be used in the analysis of students’ subjective understanding of the phenomenon European Studies as it forms the basis for data collection and data analysis.

Next to the question ‘what is European Studies as an educational program’ the question ‘what is European Studies as a profession’ plays an important role in this research. Like many liberal arts study programs European Studies does not necessarily prepare for a clearly defined career (Dahlgren et al., 2007). It is what Reid et al. (2008) call a *diffuse profession*. Students know that the body of knowledge and the skills they acquire during their studies will be valued in their careers, but there is no clear role model the students can be geared to during the process of (re-) defining their professional identity. It will become clear that both pictures of a European career, the objective one generated by the universities and the subjective one understood by the students are similarly vague. The question then is how students apply this vague career picture to their own personal cases and integrate it into lifeworld as a part of their professional formation.

The questions stated above have been answered by applying a phenomenographic research approach to quantitative as well as qualitative data derived from a three-step research project. The aim of all steps combined was a description of how European Studies students understand the phenomenon European Studies as both an educational program and as a profession. Furthermore the ways in which their experiences contribute to the (re-) definition of their identities as future European professionals will stand central in the analysis. The first phase of data collection has been a survey amongst European Studies Bachelor and Master students. In total the online survey reached about 1,650 European Studies students of which 280 actually filled in the questionnaire. The students, who filled in the questionnaire, came from

¹ cited by John Cormick in “Understanding the European Union”, 2005, p. 1, New York: Palgrave Macmillan

over 50 different universities settled in countries ranging from Germany to Spain from Slovenia to Australia.

The survey has been carried out by the use of an online questionnaire containing three so-called key questions, which build the framework of all data collection. These questions were: 'Did you choose for European Studies because you aim at a career in one of the EU institutions?' 'Do you think your European Studies program has changed your view on the EU?' And finally, 'Do you think your European Studies program has changed your way about feeling European?' The answers to these questions were not only analyzed separately from each other, but also the way in which the answers of each respondent were combined. In the end these combination were theoretically linked to different types of understanding Europe. But before the question of how this link was established and finally looked like could be answered, the questions were first taken on in a series of personal interviews. In these interviews a small number of students, who have participated in the online survey were asked to elaborate on their answers given to the three questions, and directly about what they think what European Studies as an educational program and as a profession respectively are about. Through the qualitative data arising from these interviews a better understanding of how European Studies students make sense of their own discipline could be derived.

During the interviews the respondents were confronted with their answer to this question and asked them dependently on their answer either what kind of position they are exactly aiming at or respectively why they chose for European Studies instead. Both possibilities were followed-up by the question how they imagine their career path when thinking about the next five years. This question helped to understand in what kind of terms, whether concrete or rather vague, European Studies students can talk about their potential career paths. The second key question in the survey was whether the respondents think their European Studies program has changed their view on the EU. Again the respondents were confronted during the interview with their answers to this question and asked to elaborate a bit more on it. This enabled me to understand which elements of their studies were crucial in their professional formation and added (or did not add in the case of a negative answer) to the socialization into the world of European affairs. The third key question went along the same lines of thought. The question was whether the respondents think that their European Studies program has changed their way about feeling European. Again a change in identity would be part of a socialization process.

The answers given during the interviews have been analyzed by applying a phenomenographic approach. After an intense familiarization with the content of the single interview, the answers given have been analysed on the basis of a number of so-called categories of description. Based on the theory of professional formation these were the language, knowledge, skills and social practices connected to certain professions in the field of European Studies. It was looked at how the respondents use these four categories in their description of the phenomenon of European Studies. The increased use of certain key terms belonging to the one or the other European profession for example was seen as a sign for the socialization process the respondent is undergoing on his or her way of entering the world of that specific profession. Next to these four elements, the career goals of the respondents based on his or her answer to the first key question in the survey ('Did you choose for European Studies because you aim at a career in one of the EU institutions?') has been used as an additional point of reference in the analysis. The same counts for the elaborations the respondents gave on their answer concerning the second and third key questions ('Do you think your European Studies program has changed your view on the EU/ way about feeling European?'). These last three points of reference played a central role in a second step analysis: the link between the quantitative data collected in the online-survey and that qualitative data collected in the interviews.

The outcomes of this first, and central part of the analysis were three different groups of students, who showed considerable similarities in their use of the categories of description throughout their entire

interviews. They used the same key terms to describe the phenomenon of European Studies (language), valued the transfer of the same knowledge and skills as most useful parts of their studies, and were aware of the same social practices of the same professional world they want to be part of. Additionally, their answers to the three key questions from the survey showed considerable similarities. In total these groups represent three different ways of making sense of European Studies based on an aimed at career path. This understanding of the own discipline and the focus on a specific career goal in turn give a picture of how the students experience their professional formation. To define these different ways and create understanding for them has been the main goal of this research and has been achieved by the creation of three types of understanding European Studies: the EU Professional, the Undecided and the Academic.

These three types of understanding European Studies have then formed the base of a last step of analysis: the linking back of the outcomes from the interviews to the outcomes of the survey. This was done by comparing the combinations of answers that were most characteristics for each of the types and look at the dataset from the survey, which of these combinations was most prominent amongst the broader sample of 280 European Studies students, who filled in the survey. This last step of analysis was necessary in order to give a more general picture of how European Studies students as a group experience the process of professional formation. While the phenomenographic analysis allowed an as deep as possible insight into the individual lifeworlds of single students, the identification of the most prominent type of understanding European Studies allows an as broad as possible insight in the manner professional formation is experienced amongst European Studies students. This in the end allows for a more profound base in giving advice of how the different types of professional formation amongst European Studies students could be supported in a more feasible way, and what steps the universities have to take in order to do so.

The structure of the thesis unfolds as follows: In chapter two the theoretical framework of the study will be set. Major aim of this part is, following the traditions of interpretative sociology, the creation of an ideal type European Studies. Furthermore the concept of professional formation as a socialization process of students in to their future careers will be introduced. In chapter three the concepts of European Studies and professional formations get translated from theory into measurable items. This will be done by describing the construction and use of the two questionnaires related to the interview and the survey. As the core of this methodology chapter the research approach of phenomenography will be explained and the feasibility for its use in this thesis justified. In chapter four the outcomes of the phenomenographic analysis of the interviews, the outcomes of the online survey and the link between the two will be presented. The three identified categories of describing European Studies will take in a central part of this chapter. Finally, the outcomes of the analyses will be compared in the concluding chapter five. This chapter will close with a policy advice directed at program directors of European Studies programs and suggestions for further research.

Chapter two: Theoretical framework

1. Ideal Type European Studies

In the following an attempt will be made to create a definition of the central phenomenon of this research: European Studies. Firstly, it will be defined as an educational program followed by a definition of it as a profession. Following the traditions of interpretative sociology this will be done by the construction of *ideal types*. Ideal in this context must not be confused with morally correct. Rather it has to be understood as an, as objective as possible, reflection of the world. To construct such a reflection means to describe some key characteristics of the phenomenon in question, which all, or most of, the varieties of the phenomenon have in common. As a result of the scarcity of academic research on the phenomenon in question, the ideal type shall be constructed based on the study programs' own descriptions. The programs taken into account for this section are the same as those contacted for the spread of the survey, which will be presented at a later point of this research (see table I). This list does not contain all possible variations of European Studies programs present in Europe and beyond, but mainly those which share a tendency towards public policy and public administration, or in some cases culture. Still, the consideration of this sample certainly gives enough information to construct a broad definition of the phenomenon under investigation. All information is valid for as well bachelor as master courses, if not mentioned differently.

Most European Studies programs at public and private universities as well as schools of applied science have been established within the last twenty years.² In general, there were two big waves of creation. The first arose together with the enforcement of the Single European Act and the foundation of the European Union itself in the late 1980's and early 1990's. The Centre for European Integration (ZEI) at Bonn University can be counted to this phase as well as the Master of European Studies at the European University Viadrina in Frankfurt Oder. The second wave chronologically falls together with the inclusion of the ten new member states and the prelude to their membership. The College of Europe's campus in Natolin, Poland and the European Studies program at the European Humanities University in Lithuania can be seen as examples of this second period. Although still most universities offering European Studies programs are settled in Western Europe, primarily in Germany, the Netherlands and Great Britain, the number of schools offering such programs increase in Central and Eastern Europe as well. The lowest number of programs can be found in the Southern member states, like Spain and Greece.

Regardless of the broad variety of study programs that carry the title 'European Studies', all programs share a certain amount of key characteristics. These characteristics represent the content that the study programs themselves want to convey to their students and the methods they use in order to do so. The four characteristics are: an interdisciplinary curriculum, the presentation of European Studies as an international experience, the focus on practical exercises and an increased offering of networking opportunities. In the following sections each of them will be described briefly and later on used in the methodology and analysis parts of this study.

Interdisciplinary curriculum. 'Thinking beyond (disciplinary) borders' is a characterizing feature of virtually all European Studies programs. They all promote an *interdisciplinary* way of learning and doing research. This means to look at the EU and Europe not only from the perspective of one specific discipline, but to use techniques and paradigms from many different ones in order to understand the concept of European integration as well as possible. This approach can best be understood by considering

² Big exceptions are the College of Europe in Bruges, established in 1948 and the European University Florence, established in 1972. These institutions are not the result of the new popularity of European affairs, but must rather be seen as the ancestors of today's generation of European Studies programs. Still they have been taken into account for this research project, because of their continuing importance for this field of study.

the following quotation: “The program will not turn you into a political scientist, a sociologist, an economist or a lawyer, but will provide you with enough knowledge of these disciplines to understand how they work and to be able to take their insights into account in the decisions you have to make” (University of Twente). The most prominent subjects (in flexible combinations) in European Studies curricular are: law, economics, political science, sociology, history, culture and geography. Also popular is the integration of one or several foreign languages into the program. The students, especially in undergraduate studies, will first visit introductory courses in the subjects in question and later learn how to apply and combine the skills learned in each of the subjects by working on current and traditional questions in the field of European affairs.

International experience. European Studies programs are promoted as an international experience in several ways: the programs are often entirely or at least partly taught in English, they are characterized by internationally mixed student bodies and staffs, and they encourage their students to spend at least some time at another university or do an internship abroad. By providing entire study programs in English the students enrolled can improve their language skills. Additionally it makes the programs easier accessible to students from different countries. The goal of this international experience is to confront the students “with the need to cope with the cultural and individual differences that arise in a multicultural setting, familiarizing them with working across cultures and working in international teams” (Hochschule Bremen, Germany). The international experience however should not stop when class ends but result in transnational non-study related contacts or even friendships. Finally, many programs either make a stay abroad compulsory, like the Master programs at the Universities of Osnabrück and Hannover, or leave some flexibility in the curriculum so that the students have the possibility to go abroad if they want to, like the Universities of Twente and Maastricht do.

Practical exercises. Practice-oriented activities, partly extracurricular in nature, take on a prominent position in European Studies programs. Examples are the annual ‘European Week’ at King’s College in London, ZEP’s field trips to Berlin and Brussels, the conferences and short seminars organized for the students of LUISS in Rome and the negotiation simulation games at the College of Europe. All of them are examples of how the programs try to offer their students firsthand opportunities to get familiar with different professions in the field of European affairs and the skills needed for them. “Durch Spezialkurse, die von Praktikern der EU angeboten werden, (kann) ein direkter Bezug zu verschiedenen Berufsfeldern hergestellt werden“ (University of Osnabrück). By experiencing these practical exercises, students get a clearer picture of what expects them after graduation and find motivation for possible specializations.

Networking opportunities. Finally, European Studies programs stimulate their students to establish an (international) network as early as possible. Opportunities for this are the above mentioned study trips and in-house events. Here the students are introduced to EU officials, other professionals and expert researchers. These introductions have to central functions: firstly they help the students orientate themselves, both in a professional and an academic way. Secondly it gives them a firsthand impression of how important networking is in and around Brussels. The students can rely on their network and contacts to officials when searching for an internship position or a first job. Alumni organizations are another outing of these circumstances. Like the College of Europe promotes: “as an alumnus/a you will be able to rely for information and advice on a network of other alumni employed at all levels in the organizations that you would like to join.”

1.2 European Studies as a profession

Like the four characteristics of European Studies as an educational program already suggest, the education received in this discipline is multi-faced. Accordingly, there cannot be one, clear-cut career path for graduates of this program. Unlike in medicine or law, the students of one and the same European Studies program might end up following completely different careers. According to the study programs’

definition, fields of occupation feasible for graduates of their programs are administration/governance, the media, the business world, and research. A more complete overview of the most aimed at professions, based on the study programs' statement can be found in table 1. The professions or working fields in this table are organized by the frequency they have been mentioned.³

Table 1: Potential Professions for European Studies graduates as part of the ideal type

1. International Organizations and NGOs
2. EU institutions
3. National or sub-national government, administration
4. Media and Journalism
5. Research
6. Business Communities
7. Consultancy Firms and other Advisory Bodies
8. Educational Institutions
9. Public Sector (in general)
10. Private Sector (in general)
11. Management
12. Political Parties
13. International Interest Groups (lobbying)
14. Institutions for Cultural Understanding
15. Political Offices
16. Diplomacy

This list is not exhaustive, but gives a good illustration of two things. Firstly, the field is very broad. The many sub-categories and possible careers are not even considered here, and still it seems that with a diploma in European Studies you can do virtually anything as long as it has, in some way, to do with Europe or the EU. Secondly, it shows that not all (career) paths lead to Brussels. The EU institutions were of course mentioned by virtually all programs, but always in a row of other possibilities. Administrative or governance-related work is also not limited to the EU's core institutions (Commission, Parliament or Council), but includes work in other international, national, sub-national or even municipal administrations as well.

This diversity of career opportunities will be substantiated theoretically by the introduction of the concepts of professional formation in the following section.

2. Professional Formation

In the previous section, an ideal type of European Studies as both an educational program and as a profession has been constructed. This ideal type is based on five core characteristics: European Studies as an educational program puts emphasis on an interdisciplinary curriculum, an international experience, practical exercises, networking opportunities. As a profession, it is characterized by the variety of possible careers it prepares for within the realm of governance, media, culture and research. These characteristics constitute an objective picture of the world of European Studies, constructed from the perspective of the programs in question. Since this research is, however, not focused on the institutions providing these programs, but on the students following them, the following section will deal with the manner the students are introduced into the world described by the ideal type. To do so, the concept of professional

³ Some fields or professions have been merged into one; for example International Organizations and International NGOs, media and journalism, and in the German versions Parteien and Verbände. This has led in some cases to a double counting, but did not change the result profoundly.

formation will be introduced. The introduction of this concept is necessary in order to link the ideal type of European Studies and the way students actually perceive it as part of their career-related lifeworld. In the analysis part of this study, the theory of professional formation will be applied to the descriptions of European Studies, which students have given during their interviews. This will enable to understand the different ways in which European Studies students make sense of their study programs. Before, however, the concept of professional formation can be described in detail, the, for the paradigm of interpretative sociology, important process of socialization as the underlying process of professional formation will be outlined.

The theoretical founders of constructivism as part of interpretative sociology are Peter Berger and Thomas Luckmann. In their book “The Social Construction of Reality” (1966) Berger and Luckmann introduce the concept of socialization as central to the perception of society as subjective reality. In this context they define it as “the comprehensive and consistent induction of an individual into the objective world of a society or a sector of it” (1991:151). The authors thereby distinguish between a primary socialization, which is the one a child receives from its parents and therefore constitutes the base of any perception of the world, and a secondary socialization, which is defined by the authors as “the internalization of institutional or institution-based ‘sub-worlds’” (Berger and Luckmann, 1991:158). After having learned primary values, and being introduced to the objective world, as their own parents perceive it, individuals subsequently get to know different, other so-called sub-worlds. The pre-requisition for the inclusion of elements belonging to these sub-worlds into the own subjective perception of reality, as established during the phase of primary socialization, is a process of internalization. Individuals thereby enter a dialectical process between their original knowledge and perception of the world and the new impression in order to finally either adjust or substitute the old impressions with the newly learned.

The issue of secondary socialization and the process of internalization become particularly relevant to the current research project as study and career are two such sub-worlds as Berger and Luckmann describe them. The relation of the two worlds, university and working life to each other, according to the theory is what defines students’ perception of both. The dialectical process described above, in this case takes on the form of an inner dialog between experiences and knowledge as collected during primary and earlier secondary socialization, and the new impressions the content and form of the study program provide. Additionally, the characteristics of another sub-world, career are already part of this process of internalization. How exactly this special case of secondary socialization is taking place has been formulated in the theory using the concept of professional formation.

This concept of professional formation has been developed within the framework of a research project on the transition from university graduate to novice worker (Dahlgren, et al. 2006, 2008). This so-called ‘Journeyman Project’ has been conducted in the field of educational sciences by an international team of researchers, surrounding Lars Owe Dahlgren. The outcomes of it have been presented in a row of articles, the most important of which has been published in 2006. In their theory on professional formation Dahlgren et al. describe how students increasingly internalize the habits, values and language of their future professions. Building on these first outcomes Reid et al. published a paper in 2008, in which they considered the influence of professional formation on students’ identity. This second analysis of the Journeyman-data (collected in interviews) showed two things: firstly, the manner students anticipate their future working life has an influence on their way of learning, and secondly, this influence is the stronger the clearer the image of a potential profession is to the student (Reid et al., 2008).

Many new study programs, especially in the social sciences lack these clear professions as a goal for their students. Reid et al. (2008) call the professions connected to such studies ‘diffuse professions’. However, even though students’ perceptions of their potential career is more or less unclear, according to Reid et al. (2008) they still know, that their professional competencies will be valued. Taking into account the ideal

type constructed above, European Studies has to be counted to this category of diffuse professions. For the professional formation of European Studies students this practically means, that there cannot be one clear-cut experience of this process; the internalization process taking place has to be different from student to student. Although the result of the professional formation is experienced individually, the elements of the career world internalized are the same, or nearly same in all cases.

Based on the definition of professional formation given by Reid et al. as “both the appropriation of a body of knowledge and of the history, social practices, skills and discourses that are part of the respective discipline or profession that is studied” and the importance Dahlgren et al. attach to the internalization of profession-related vocabulary, the following four elements will be taken into account in the analysis of European Studies students’ professional formation: language, knowledge, skills and social practice. These four have been chosen, because they most properly fit the character of study program and profession. The ideal type has shown that European Studies program try to communicate a broad range of knowledge and skills to their students by offering interdisciplinary curricula. Therefore, it will be interesting to see whether students, who have different perceptions of potential profession, also make different use of this characteristic. The same is true for the skills acquired in the practice-oriented activities that are part of the programs. Finally, social practices related to some European professions is for example the, in the ideal type described, emphasis on networking. These four elements of professional formation will consequently be used as the red line in the interpretation of the interviews during the task of data analysis.

3. Concluding remarks

In this chapter the ideal type of European Studies has been defined: it has five core characteristics, the academic characteristics being the combination of different social sciences into an interdisciplinary curriculum, providing the students with international exposure and experience, the focus on practical experience and giving the opportunity to establish a network that is invaluable for the future careers of the student. The professional characteristic of European Studies is that there is no clear-defined occupational image and students end up in various professions. This characteristic is mainly responsible for the fact that during the study program not only knowledge is conveyed to the students, but they undergo a complete process of professional formation, involving the process of internalization of key elements. In the case of European Studies these elements are: language, knowledge, skills and social practice. While the four elements of professional formation will serve as a framework for the analysis of the interviews in chapter 4, the ideal type of European Studies shall be directly compared to the outcomes of this analysis in chapter 5. Both however have been taken into account while creating the central methods of data collection, the questionnaires for the survey as well as for the interviews.

Chapter three: Methodology

This chapter is built up of four main parts. The first part introduces the research approach of phenomenography. The second part will deal with the two methods of data collection used for this project. The first one to be described is the personal interview. The second is an online survey, which has been conducted prior to the interviews. Though chronologically the interview thus came after the survey, it is considered first and in more detail due to its more prominent role in this research. The third part subsequently deals with the methods of data analysis used; more specifically with the construction of so-called categories of description as the main outcomes of a phenomenographic study. The chapter closes with a methodological reflection on the specific use and quality of the research approach chosen.

1. Phenomenography

In order to achieve the goal of creating a deep understanding and get to know the different interpretations of the concept of European Studies the so-called *phenomenographic* approach will be used. This approach is a common method in interpretative sociology to research how people understand the meaning of specific phenomena and situations. The method has its origin in the educational sciences (Marton, 1994). From this specific field of research it evolved to more general attempts for providing a framework to analyze descriptions of subjective interpretations. The object of study in phenomenography is not the phenomenon as such, but rather the relationships between the actors and the phenomenon (Bowden, 2005). Phenomenography as a research method then is “the empirical study of the differing ways in which people experience, perceive, apprehend, understand, conceptualize various phenomena in and aspects of the world around us...; the words experience, perceive...etc., are used interchangeably” (Marton, 1994). The central phenomenon in this project is ‘European Studies as an educational program’ and European Studies as a profession’. The understanding students have of their study program and potential career paths is the main object of research.

Following the traditions of phenomenographic research the main method of data collection used in this research project is the individual interview (Marton, 1994). Marton and Booth (1997: 130) have described the purpose of such interviews as “working towards an articulation of the interviewee’s reflections on experience that is as complete as possible.” To achieve this, it is important that the interview is held like a dialogue rather than an investigation. It is also necessary that the respondents reflect on their own experiences, since only this reflection can create understanding on both sides. According to Marton (1994) an important aspect of the interviews is that the respondents for the first time actively think and reflect about the phenomenon in question, and thereby undergo the process of understanding together with the interviewer. “The interview aims at making that which has been unthematized into the object of awareness” (Marton, 1994). Although European Studies students will certainly hear the questions “what exactly are you doing in your studies” and “what do you want to do with it” not for the first time it will still be a new situation for them to talk about it in a structured manner, and indeed reflect upon it.

To make clear how this phenomenographic approach is reflected in the data collection procedure first the questionnaire belonging to the interview and afterwards the three key questions from the online survey will be described. For each question or area of interest in the case of the survey it will be highlighted how the phenomenographic questions implied in it will help to create understanding for the students’ lifeworld. Always in mind is the ideal type of European Studies as an educational program and as a profession, as constructed in chapter two.

2. Data Collection

2.1 Interviews

2.1.1 The Questionnaire

The questionnaire for the interviews was constructed according to the phenomenographic approach introduced above. All questions had the goal to create understanding of the lifeworld of the respondents. More concretely they should result in the description of European Studies students' 1) understanding of their own study programs, 2) understanding of their potential careers and 3) how their study programs had influence on both. The questions can broadly be grouped into three parts. The first question in particular asks for the students' personal definition of European Studies and therefore lays the basis for all other understandings. Questions two to seven deal with the students' understanding of their potential careers, how they understand European Studies as a profession, whether they feel prepared for it and what they think prepared them most (or what they were missing considering the preparation respectively). Finally, questions eight and nine concern the changes in opinion about the EU and European identity the students have experienced, or not experienced as part of their study programs.

The interview contained a total of nine open-ended questions. The first six questions were asked without any sub-questions in order to give the students time to answer as completely as possible and subsequently reflect upon their answers. To make it easier for the respondents to express themselves as well as possible they could decide whether they wanted the interview to be held in English, German or Dutch.⁴ After question six the character of the interview changed slightly. In the second part of the interview, more sub-questions were used in order to address the answers they have given to the three key questions of the online-survey. These questions concerned two fields of interest: firstly, the motivation for students to choose for European Studies in the first place and second how they think European Studies changed firstly their view on the EU and secondly their experience of feeling European. The students were confronted with the answers they have given in the online questionnaire and then asked to deliberate a bit more on it. These final two questions aim at an understanding of how the professional formation within European Studies actually influences the lifeworld of students. A copy of the complete interview questionnaire, including introductory comments, can be found in the appendix.

In the following the four parts of the questionnaire will be discussed in more detail. The single questions' purpose in a phenomenographic study and their relationship amongst each other shall be highlighted.

Part one: Students' definition of European Studies as an educational program

The first question of the interview was aimed at the students' understanding of their own study program. How do students describe their own study programs? What does it mean to study European Studies? How do European Studies students make sense of their study world? To which subjects do the students attach most priority? These are questions, which are indirectly included in the main question.

Part two: Students' definition of European Studies as a career path and their experience with it

The second question makes the turn from European Studies as a study program to European Studies as a career path, the actual phenomenon of interest. The goal of this first career-related question is to find out how European Studies students generally think about the potential professions in this field. What images do think of when being asked about profession? Do they have a clear or rather vague image of it? This question is followed up by asking whether the respondent feels ready for this potential career. The

⁴ The three languages I speak fluently. Three German and one Finnish respondent decided to use the possibility to do the interview in German.

students are asked to reflect on their feelings concerning the things they have learned during their studies. It is explicitly mentioned that they must not restrict their answer to whether they think they are ready to work for the EU institutions but whether they are ready based on their own definition of the profession (they have just given).

As a logical next of asking whether the respondent is ready for a European career the students are asked to think about the most useful elements of their studies; the ones that they think qualify them most for their potential profession(s). This enables later on to compare what students think the study and the profession is about and what they think is most relevant within the programs. Answers to this question could for example be that students find it most relevant to work in international teams, which would confirm the objective characteristic of ES as an international experience and can provide insight into the relation between the ideal type and students' lifeworld. A final layer to the issue of preparation for a European career is given by question six. This last direct question concerning career perspectives directly concerns the students' satisfaction with the study program. But rather than posing a question like "Do you like your study program?" or "Are you satisfied with the content, set-up etc. of your study program?" the students are asked to reflect on their first expectations they had of the program before starting and then put it into relation with what they have experienced. This gives again insight into what they actually think about their studies and how they might have understood the world of European Studies before entering it.

Questions seven deals with the students' motives to study European Studies. The question is not openly asked, like "Why did you choose for European Studies?" or "What what motivated you to study European Studies?", but is connected to the third key question of the online questionnaire. There the students were asked whether they chose European Studies because they aim at a career in one of the EU institutions. The confrontation of the students' with their answer is followed up by respective sub-questions. In the case of a positive answer I asked what kind of job at the EU they were thinking of and at which institution. Also interesting is whether their perspective has changed in the meantime and they now do not want to work for the EU anymore. The same counts for a negative answer: even if the students stated that they did not choose for ES, because they aim for a career at one of the EU institutions, they might do know. In general the students with a negative answer are asked what then motivated them then to study ES. This provides me with insight of which potential profession the students mentioned above seem actually realistic to them. Both groups of students, those with a positive as well as those with a negative answer to the original question were finally asked to imagine their career paths of the next five years⁵ and describe it. The feature of this question I was most interested in was how the students handled this question. Did they actually have strict plans? Were they optimistic about the future, but did not have concrete plans yet? It adds a clearer perspective to the understanding of the students' lifeworld to know whether they chose for European Studies, what they personally want to do with it in a long term (generally) and a short term (five years) perspective.

Part three: Change in mind and identity as parts of professional formation

Question eight and nine aim directly at the socialization process included in the professional formation of European Studies students. Here the students are not only asked about their view on European Studies or their potential careers, but asked about *change*. Did their study make them indeed more pro-European or maybe less enthusiastic, or did it not have any influence on their view? Do students feel more or less European after having spent several years studying and experiencing Europe? More important even than the actual answers to these questions are the reasons the students potentially give for these changes. Is it the pure knowledge that increases and makes the view more distinctive? Is it the life in a potentially international group or living abroad? These questions create another link between the phenomenographic analysis and the ideal type created in chapter two. The answers given will indicate not only whether there

⁵ Some bachelor students I asked to tell me about the following seven years instead, since they have still at least two years of studying ahead of them.

has been going on a change in mind as part of the professional formation but also due to which elements of the study programs.

2.1.2 The Respondents

The population for the interviews was composed of all respondents of the survey, who indicated their willingness to participate in a follow-up interview by answering question 52 of the questionnaire positively. In total 76⁶ of 257⁷ did so. All 76 respondents, who indicated their willingness, were contacted by mail. 20 of them replied positively and were invited for an interview, 13 in the end were able to attend the proposed date and time. In the following some key characteristics of the interviewees will be given. The twelve respondents came from eleven different universities⁸ settled in six different countries⁹. Only three of them did not follow their studies abroad. Five of them did their Bachelor's degree in European Studies, nine their Master's. The group was not only diverse in which university they attended, but also concerning their nationalities. In total ten different nationalities¹⁰ were represented. They were also divided in their answers they gave to the three key questions of the interview (see table X). This made the interviews as well as the analysis more exciting since from each key question every answer possibility has been given by at least one respondent.

Table 2: Respondents interview and their answer to the key question in the online questionnaire (stratified according to study cycle)

	yes	no	total
Bachelor	3	1	4 (one no answer)
Master	2	7	9
Total	5	6	13

a. Key question one: Did you choose for European Studies, because you aim at a career in one of the EU institutions?

	yes, positively	yes, negatively	no	total
Bachelor	4	1	0	5
Master	5	2	2	9
Total	7	3	2	14

b. Key question two: Do you think your European Studies program has changed your view on the EU?

	yes, more European	yes, less European	no	total
Bachelor	3	0	2	5
Master	5	1	3	9
Total	6	1	5	14

c. Key question number three: Do you think your European Studies program has changed your way about feeling European?

⁶ actually 77 did so, but respondent #106 used the possibility to enter his/her email address to request a copy of my final report rather than to indicate that he wants to participate in the interviews and has therefore been removed from the population before sampling

⁷ in order to have enough time to schedule the interviews properly I took only those respondents into account who submitted their questionnaires before the 31st of July.

⁸ European Humanities University, Maastricht University, University Of Twente & Muenster, University of Applied Sciences Fulda, Universiteit van Amsterdam, Center for European Integration Studies (ZEI), University of Ljubljana, Bahcesehir University, European University Viadrina, University Jagiellonska, and University of Groningen

⁹ Lithuania, the Netherlands, Germany, Slovenia, Turkey, and Poland

¹⁰ Dutch, Slovene, Turkish, Belarusian, Finnish, Hellenic (Greek), Romanian, German, Danish and Ukrainian

2.2 Survey

Next to the interviews a second manner of data collection is used. A survey provides quantitative data (percentages) on several important features belonging to the European Studies students' lifeworld and will therefore serve to support the major outcomes of phenomenographic analysis and reflect the findings on a broader respondent base. The emphasis thereby lies on the three key questions¹¹: Did you choose for European Studies because you aim at a career in one of the EU institutions? Do you think your European Studies program has changed your view on the EU? Do you think your European Studies program has changed your way about feeling European? The survey had two main functions: one the one hand it served as a tool for recruiting feasible participants for the follow-up interviews, and on the other hand the data obtained from it supports the outcomes of these interviews by providing data from a broader sample. In the following, firstly the construction and use of the three key questions will be outlined and secondly the recruitment and characteristics of the respondents will be described.

2.2.1 Questionnaire: the key questions

Central in the questionnaire stood the three key-questions concerning students' motivation to choose for European Studies, their view on the EU and their identification as being European, which have already been described above. However, while these questions were asked in a phenomenographic manner in the interviews, for the survey they were conceptualized in a simple, quantitative manner. Therefore the main difference between the two research instruments does not lie in the construction of the questions, but in the way the results are analyzed. Since the nature and construction of these key questions is equivalent to the questions seven to nine in the interview, a further description can be found in section 2.1 of this chapter.

2.2.2 The Respondents

The questionnaire for the online survey has been distributed in two different ways. For once I have sent an e-mail containing a description of my research and the link to my questionnaire to all European Study programs I could identify, in total around 90.¹² These study programs all shared a focus on Public Administration and Public Policy and were all located in EU member states or EFTA¹³ countries. This email to the official contact addresses contained a request to forward my research to their students. This way of distributing the questionnaire is more official (formal) and allows me direct access to hundreds of ES students. Since the forwarded mails containing the link to my questionnaire come from their own university the students will trust them. This distribution is done in cooperation with the International Network of European Studies (INES), which is settled in Bremen, Germany. The network has well established contacts to some of the universities in my sample and will therefore communicate a certain degree of trust and authority. It showed that total only twelve of the universities actually forwarded it. Still, in total it reached around 900 students.

In order to reach students from European Studies programs I failed to identify potential and to higher the response rate students have been additionally been contacted in a less formal way. On the one hand this has again been done with the help of INES. The network agreed to send the link to my questionnaire to

¹¹ In total the questionnaire included 53 questions concerning the following areas of interest: 'information on European Studies program' (questions 1 to 10); 'languages' (11-20); 'experiences abroad and with other nationalities' (21-35); 'view on EU' (36a-h and 37); 'Identity' (38-41); and 'personal information' (42-51). While the research project evolved, it became evident that not all questions were equally relevant to this study and only some are still used. A copy of the original questionnaire can be found on pages X-X in the appendix. For a more detailed argumentation, why not all questions are analysed, please see section 6 of this chapter ('methodological reflections').

¹² for a table of all study programs contacted please have a look at page X of the appendix

¹³ EFTA stands for European Free Trade Association and refers to the countries Iceland, Switzerland, Liechtenstein and Norway.

all of their members with the request to forward it them themselves. Additionally I posted the request to fill in my questionnaire in all applicable groups and forums dealing with European Studies or belonging to a specific European Studies program in the social networks facebook.com and studivz.net. These informal ways of asking for their participation might be more appealing to some of the students and again raise the response rate. However using these network has the drawback that people who are not really European Studies students have the possibility to fill in the questionnaire. The people reached via facebook.com and studivz.net can be added up to around 700. Additionally, through the distribution list of INES the questionnaire reached an additional 150 students.

In total 280 students filled in the online questionnaire in a period of six weeks. Therefore fifteen percent of the approximately 1,850 students contacted actually responded the request for participation. This percentage is relatively low, but considering the circumstance, graduation time for some vacation for others, still quite satisfying. It has also to be considered that by using several different ways of distribution (universities, INES and social networks) a number of students might have been contacted twice or even three times. In total 41 percent of the respondents mention on the questionnaire that they have received the link to the survey from their university, 25 percent via facebook.com, eight percent via INES, four percent via a friend and nine percent via a different way (in most cases studivz.net).

3. Data Analysis

3.1 The creation of 'categories of description' as the main results of a phenomenographic analysis

Always taking into account the ideal type of European Studies constructed in chapter two the data derived from the interviews will be analyzed in a phenomenographic manner. The main results of this approach are so-called categories of descriptions. These are groups of similar perceptions given by different respondents. The main idea behind this grouping is explained by Marton (1994): “instead of judging to what extent the responses reflect an understanding of the phenomenon in question which is similar to their own they (the researchers) are supposed to focus on similarities and differences between the ways in which the phenomenon appears to the participants.” Since a collective understanding is the aimed outcome the individual is not the unit of analysis (Marton, 1994). It is not the objective to analyze as detailed as possible what one single respondent said, but to combine the different answers into several different understandings of the same phenomenon. As Marton (1994) puts it “the borders between the individuals are temporarily abandoned.” Therefore, if one respondent has more than one way of understanding of the same object the different descriptions should end up in different categories.

In order to create these categories of description the six steps suggested by Dahlgren et al. (2006:573) shall be followed. It is important to keep in mind that these steps of the analysis have to be taken interactively as “each consecutive step has implications not only for the steps that follow but also for the steps that precede it” (Marton, 1994). The steps are:

1. **Familiarization:** Read the transcripts repetitively in order to know their contents fully.
2. **Condensation:** Select the most significant statements from all interviews.
3. **Comparison:** Within these selections, find sources of variation or agreement.
4. **Group:** Make groups of answers that appear to have similarities.
5. **Articulating:** Combine the similarities of the groups into categories of descriptions.
6. **Contrasting:** Contrast the categories described with regard to similarities and differences at a meta-level (contrast the categories of descriptions with the ideal type generated in chapter 2).

How these general steps are applied to the analysis of the interviews of this research shall be briefly pictured in the following section.

The familiarization with the content of the interviews will be done by listening repetitively to the taped records. While listening to the interviews the content will be condensed by writing down the most interesting, noticeable and often repeated answers. Once written down, the selections are compared to each other based on the four elements of professional formation, as described in chapter two. These are language, knowledge, skills and social practices, and serve as a framework in order to ensure a consistent link between the theory of professional formation and the analysis. Similarly, the analysis of the answers of the three key questions on the respondents' career plans and their individual way of perceiving possible change in their view and identity, will be treated separately in order to understand whether students, who perceive their professional formation similarly also have answered these question in a comparable manner. These additional insights form a pre-requisite to the connection between quantitative and qualitative data analysis, which will established in the section following the main analysis.

Based on their similar approaches in describing their study programs and future careers plans, the respondents can be put into groups, the so-called categories of descriptions. Those students, who use the same categories when describing European Studies as an educational program, as well as a profession, and share a common career goal, according to the theory also experience their professional formation in a similar way. The presentation of these groups and their particular professional formation are the end results of the analysis. The outcome space of the categories of description, thus the range from one extreme way of description to the other, constitutes the answer to the main question 'How do European Studies students experience their professional formation?' by presenting alternative interpretation of how the phenomenon can be perceived. In the last step, the outcomes of the analysis will be directly linked back to the ideal type of European Studies created in chapter two. By that, the objective world of European Studies, in the form of the ideal type will be contrasted to the subjective interpretation of this world.

3.2 Linking the interviews to the survey

In this last part of the analysis a link will be established between the quantitative data from the survey and the qualitative data from the interviews. In order to do so the different groups of students from the interview, who perceived their professional formation similarly, will be linked to characteristic combinations of answers they have given to the three key questions in the survey. Based on this assignment of different groups to certain answer combinations the outcomes of the survey will be analyzed for a possibly dominant presence of one group over the other.

Since phenomenography is traditionally only used to analyze qualitative data, this last step has strictly speaking to be seen as an addition, which methodologically stands out from the rest of the analysis. However, since the same key questions have first been asked in a quantitative setting and then taken up in the qualitative interviews by the same respondents, this way of proceeding constitutes a special case. In this step the analysis compares the outcomes of a relatively small sample, to a much bigger one. This step is particularly important for the ability to give a surround policy advice in the concluding part. To see how strongly which type of perception is represented in a bigger group of European Studies student can give evidence of what steps have to be taken in order to improve the study programs in a way, that enables a more powerful and clear professional formation of their students.

4. Concluding remarks

Employing the phenomenographic method of data collection and data analysis information was gathered on how European Studies students experience their professional formation as part of their studies. In interviews, which were the main method of data collection, respondents were asked to reflect upon their

experiences and personal definitions of three main phenomena: European Studies as an educational program, European Studies as a profession and their professional formation. Whilst the first two phenomena were approached directly by simply asking about what the students understand the program and the profession respectively are about, the third phenomenon was described in different ways. Respondents were asked about their motivation to choose for European Studies, whether they feel prepared for a European career and what made them feel like that.

The information from the interviews is combined with the outcomes of the online survey. The survey gave quantitative data, which is not a traditional tool of phenomenography. But by combining the two methods the picture that the interviews alone provides can hopefully be verified in a larger sample, considering the relatively low number of twelve respondents in the interviews. Together the information from the interviews and the survey will be analyzed in the following.

5. Methodological reflections

In the following section I will reflect on some of the methodological choices I have made and what I experienced when using them. The most important experience I made was to be at the same time researcher and part of the group studied. Next to some thoughts on this special position, I want to make some remarks about the choices I have made concerning the decision to remove most parts of the survey questionnaire from the analysis.

The special aspect about this thesis, the choice of the topic and the choice of methods was that I myself as a student of European Studies am actually part of the group of individuals studied. This had a considerable influence on the creation of my two questionnaires. I fulfilled two roles in this process: I had the theoretical knowledge, the ideal types I created and based on it, I the researcher tried to create a logical questionnaire. But on the other hand I was the test person, reading the question and answering: “Why do you ask that? That is not related to my lifeworld, leave this question out.” or “But what about this and that, it is missing, you should add that!”. It was not always easy to distinguish between these two voices and not always possible to satisfy both. When Marton describes phenomenographic interviews as a dialogue in which both, the respondent and the interviewer undergo a process of understanding, this has a special meaning in my case. The interviews were a direct confrontation of my perceptions of European Studies with those of other European Studies students. I understood some situations better, and some things I now think differently about, interpret them differently. And this process made me, the European Studies student reflect on my own perception of the world, which in turn influenced my, the researcher’s interpretation of the ideal types.

Many respondents reacted very positively to the interview, and also to the survey. Positive reactions were given on two levels. On the one hand the respondents seemed satisfied with and interested in the study as a whole. They expressed feelings like *finally* someone is dealing with the topic of European Studies in a research project. Virtually all respondents asked me questions about the research after the official part of the interview ended; many asked for a copy of the final report. This interest in my research was very motivating and showed me that my study had certain relevance for fellow students as well. On the other hand the respondents gave positive feedback on the questionnaires in particular. So both the survey questionnaire and the interview questionnaire made sense to them and felt like relevant questions. Furthermore many students acclaimed during the interview expressions like “That’s a good question!”, “That’s interesting I have never thought about that” or “I never asked myself this before!” This is on the one hand an indication that the questionnaire was constructed logically and well related to the topic. But even more it is a confirmation that the phenomenographic approach was well chosen. The students did indeed, as intended by the theory, start reflecting on their own opinion, their own definitions of things. They did, for most questions not speak out an answer they had in mind for a long time, but formulated it while talking. This last aspect in particular, but also the other comments on the research design and my

own experience of conducting the interviews lead to the conclusion that the research approach was well chosen.

Not so well chosen was my first methodological decision to base my study on a questionnaire delivering quantitative data only. The idea to follow up this survey by a series of interviews came only very late in process of creating the questionnaire. I thought it would be a nice addition to my main data to do some interviews, which are more focused on the professional formation, while the questionnaire is more focused on the actual skills European Studies students possess. However, very quickly the interviews turned out to be much more satisfying to my curiosity and, when focusing more and more on the phenomenographic approach became the central element of my research. With time the data from the questionnaire began to more and more lose the connection to the actual research aim, to understand how European Studies students perceive their own professional formation. The three key questions in the end were the last direct link between the two methods of data collection and so I decided to not use the rest of the analysis. Still the outcomes can be found in the appendix, so for anybody interested in them: they are still there, however not in an as central position as assigned to it in the beginning. Finally, the idea to use the combination of answers given to the key questions by the respondents of the interview in order to establish a link between these answers and their perception of European Studies turned out to be a good inspiration. In this way I still can link my two manners of data collections and derive at a more general picture of European Studies students' professional formation. Though a complete analysis of all data would have been very nice, for a bachelor assignment it would have been, and actually was too much.

Chapter four: The Professional Formation of European Studies Students

In the following chapter the outcome of the data collection will be presented. First, the outcomes of the personal interviews will be described in the form of the identification of three categories of descriptions European Studies students use in their understanding of European Studies. The presentation of these categories shows in what different ways the students perceive their professional formation. The three categories of description used by European Studies students have been named after the aimed at profession they will lead to. The categories are: the EU Professional, the Undecided, and the Academic.

In a second step of analysis it will be shown which of these categories of description is most prominent amongst European Studies students. To be able to say, which one it is, the answer combinations to the key-questions of the survey most characteristic for the groups of students, who made use of the same category of description will be compared to the combinations given by the participants of the survey.

1. The three categories of description used by students in their understanding of European Studies

The categories of description identified for the understanding of European Studies are: ‘the EU Professional’, ‘the Undecided’ and ‘the Academic’. The three groups define the so-called outcome space of this study, reaching from those students who show the closest connection to the EU as a governmental institution to those students who see European Studies as a point of departure for their own research projects. In the middle are those students, who are (yet) undecided concerning their future careers, and therefore unsecure in their description of the different phenomena. They show some characteristics typical to category one, some belonging to category two and furthermore some new ones.

1.1 The EU Professional: European Studies as training for a position in EU governance

In the first group are those respondents whose perception of European Studies as an introduction into the professional is coined by the use of a category of description belonging to the world of European governance. These students have a clear picture in mind when talking about their future careers in European or alternatively international or national administration. Their language is characterized by the increased use of terms like policy, policy-making, decision-making, negotiations, and Brussels. In their descriptions of their study program and their career plans they are very aware of the central position of social practices like connections and networks have in Brussels, as well as about the high degree of competition present. They perceive their studies as a direct preparation for a policy-related job. They therefore use the interdisciplinary character of the program to consciously become a generalist; the skill to open-mindedly, but professionally deal with a variety of topics and quickly switch from one to the other, which is very relevant for their future job. It sometimes appears that the involvement with the European Union and their future plans seems to have made them less critical. Many respondents in this category answered to have experienced no change in their view and/or identity as part of the study program. Only one out of the five respondents of this group admits that his view has been changed in a negative way; all feel more European, or have not changed identity. A logically not surprising, but empirically important finding is that all, and only those students, who fulfill the characteristics of this category have answered in the online survey to have chosen for European Studies because they aim at a career in the EU institutions.

Language

The theories of professional formation and socialization suggest that students adapt the language typical to their discipline or profession. Since European Studies is such a broad concept, there is no one single language the students can take on, but the terms becoming part of their daily language are defined by the

perception they have of the world they are socialized into, or want to be socialized in. In the case of the first category this world is the world of the EU as an institution and employer. The students belonging to this group use terms related to career paths in this area more frequently and with more ease than others. Typical terms belonging to this EU language are: policy areas, policy-making, governance, Brussels, politics, implementation, institutions, legislation, decision-making process, negotiations, public administration and last but not least the word EU itself. Although the terms can be found back in the entire interviews, they were most obvious in the descriptions of European Studies as an educational program and as a profession. The description of the former by respondent number 212 is an example for this:

(...) For me it is mostly learning what the European institutions are and what they are doing and where the European Union came from, how it developed. (...) I think it is mostly all aspects of the European Union and its institutions and the policy fields involved. (#212 about her definition of European Studies as an educational program)

In her understanding of European Studies the EU is the central concept. Europe as a geographical notion or a cultural construct does not play a role in this perception, which is typical for this category of description.

Knowledge

The students of this group value practical knowledge and practical experience over theoretical knowledge. Although they all agree that the theories learned in the study were important to get a well-informed background, they know or assume that what counts in Brussels are the practical implementation of this knowledge and an active approach to working. For example, when asked what he found most useful in his study concerning the preparation for a future career, respondent number 63 mentioned the high value of “off-the-record information” professors can give about their daily activities in Brussels:

My guess would be that the most important part were the side remarks, the anecdotes that some professors do usually after they are done with the lecture. Um and they leave a bit the theoretic, the academic part behind and they tell about how things actually run (...). (#63 about the most useful feature of his study)

Also respondent number 206 feels, after an internship in Brussels, that “what is in the books” is not always the way it goes in practice. She has experienced that practical experiences are very important in a preparation for a European career and that theoretical knowledge is nice, but does not count as much as practical. While lobbying the European Parliament as part of her internship she got an impression of this:

You have all the different procedures in the European Parliament and from the books you learn ‘during that procedure these steps are taken’, but...in practice it is much different from what you learn. So I think it is really useful if you try to combine your studies with practical experience. (# 206 about whether she feels ready for a European career)

The students using this category of description aim for an overview of many things, rather than for the deep knowledge of some few specific things.

Skills

The respondents described the skills needed for their future career and gained in their European Studies program as mostly generalist. These students, as in contrast to the Academics, as will be shown later, use the interdisciplinary character of the program in order to gain an as broad as possible set of skills to in the end apply them to specific policy area when working in EU governance. They are aware of and content with the diverse and sometime vague character of their study programs precisely because they are experiencing European Studies as a certain approach to tackle problems, rather than a study program in

which you gain a lot of knowledge. Respondent number 63 precisely put this perception of the generalist approach of European Studies into words:

(...) I am specializing in EU affairs, but in which field you apply those it can be everything from agriculture to social policy to research and technology. (# 63 about his career plans for the upcoming years)

When asked about his understanding of European Studies as a profession, respondent number 90 answered that he does not think “there is really a European Studies profession”. In his explanation of this statement he makes clear that it is more about the ability to easily switch from one subject to another and from one side of a problem to the other. In order to be able to do so he goes about how you need a basic understanding of the European Union. And in his perception European Studies equipped him with this basic knowledge on the one hand, but also the necessary skills to apply it on the other hand, which makes him feel prepared for a European career.

That does however not mean that none of the respondents, who used this variation of the category of description did not have a clear focus. Respondent number 212 for example wants to work in the field of EU migration policy, respondent number 63 favors environmental policy, 206 is specializing in development policy. Still they perceive the skills needed for these policy fields as similar and will gain more expert knowledge concerning the specific policy field through internships and follow-up studies, rather than through their European Studies programs.

Social practices

Students with a clear aim on a career in Brussels already internalize the social practices related to the world this place symbolizes. They are, for example more aware of the selection procedure for jobs at the EU institutions, the so-called concours. Three students of this group have told that they are at the moment preparing for this admission test and how intense it is and how long a time this preparation actually takes. Another social practice the students are more aware of, or pay more attention to is the process of networking. They told how important it is to establish a network already early in their studies, and how useful, even indispensable, it will be in finding a job or internship in Brussels. To illustrate this perception of the importance of networks and contact, here two quotes from respondent number 63 and respondent number 206:

(...) all the professors told us that we had to lobby for ourselves because otherwise it is not, it is almost impossible to get an internship, unless you get in touch with somebody and, you know, to pick up your name of a list of people you won't get the internship. (#63 about the most useful feature of his study)

(...) I think it is good to try establish a network here in Brussels, 'cause that is what I have really noticed here. You know, when it concerns jobs it's really about the people you know and the network you have. So my aim for the next year is to try to just get a broader network and see what other opportunities there are. (# 206 about her career plans for the upcoming years)

Respondent number 206 describes these plans for the upcoming year from the position of her internship at a NGO in Brussels, where she also has been offered a job. She therefore already entered the world of the EU institutions and talks about her experiences made within it. Although respondent number 63 does not yet have these experiences, he is quite sure about the role contacts will play. Theoretically speaking, respondent number 206 has internalized the social practices of the world around here, while respondent 63 has internalized the opinion of his professors.

Change in view and identity

Summarizing, one can say that this group of students must be seen as being least influenced by their study programs in their view on the EU and their way about feeling European. Three respondents (#63, 90 and 241) answered that the program did not influence their way about feeling European. The other two (# 212

and 206) feel more European. One of them, respondent number 63, also answered not to have experienced a change in his view on the EU. These experiences might suggest that the respondents of this group mainly accept the EU and its institutions for what they are. The increased use of EU language is a sign for this as well. Finally, a short illustration: respondent number 63 admits that he has become a bit more cynical about the EU (although he answered no) when realizing that enlargement and centralization cannot be the answer to everything, he still wants to dedicate his career to the EU and contribute, because all in all he experiences it as something good.

I became a bit more cynical about that and um often the opinion that um even more European integration is not necessary the solution. (...) But ultimately I still am a EU optimist and still want to dedicate my career for the EU. It's a worthy whole political project to invest time and energy in. (#63 about how his study program has changed his view on the EU)

Career plans

After categorizing the students based on their answers given in questions one to six of the questionnaire, it turned out that all of them answered the question whether they chose for European Studies, because they aim at career in one of the EU institutions with yes. Though not all of them understood from this that they have to work for one of the main institutions, the Commission, the Parliament or the Council, but they all described their future careers in an administrative body at least connected to these institutions. Even respondent number 241, who comes from and studies in Turkey is sure about his plans to work in the field of EU governance, although a career in the main institutions is not (yet) feasible due to his nationality. Here is a picture of how this respondent sees his future role as an EU expert in the negotiations between his home country, Turkey and the EU.

As a national of a non-members state it's very difficult and maybe impossible for me to work at the European Union institutions now, you know. But I can work for EU institutions in my country, for example the EU delegation in Turkey or the EU Secretary General in Turkey and help them to increase the efficiency of the negotiations. (# 241 about his wish to work at one of the EU institutions)

Respondent number 90 even changed his mind about his wish to work for one of the EU institutions. However, he explains that his horizon got simply broader during the studies and that he now sees more possibilities to work in the field of European or international governance. His use of the category of description, the way he talks about European Studies and his interpretation of a European career are the still the ones of an EU Professional. Thus, although not all respondents in this group will actually work at the EU institutions, they definitely share a common understanding of their study program, their profession, and thereby undergo a comparable professional formation.

1.2 The Undecided: European Studies as a quest (for the right career)

This group of respondents lies in the middle between the other two groups. But to simply call this group 'the rest' would be not only been unfair but also untrue. It is not the most important feature that they do not fulfil the characteristics of categories one or three, but they have typical features too, which cannot be found back in either of the other types. The students in this category of description experience European Studies most strongly as, what Reid et al. (2008) call a diffuse profession. To remind: a diffuse profession is one where students' view of their potential career is unclear but is also one where they know their professional competencies will be valued." The students are not unsecure about their future careers in terms of that they are afraid not to find work; they simply don't find it easy to define or bring into words what they are doing and what they want to do in the future. Whilst the EU Professional knows where they want work in later life, namely in the world of European governance, the Undecided does not yet have this kind of perception. According to the theory of professional formation this missing sense of direction

means that students have no role model. This insecurity comes back in virtually all answers the respondents have given and therefore forms this groups' category of description.

Language

The language used by this group is very insecure, even more when comparing it to that of the other two. They mix up vocabulary typical to the EU with more cultural terms concerning Europe. This becomes also apparent in their descriptions of European Studies as an educational program and as a profession. Since they do not have a clear profession in mind (diffuse profession) some cannot find the right words to describe it. Therefore they mix different terms they relate with to their studies without clear concepts being visible in their descriptions. An example for this insecurity in the choice of words is the description by respondent number 181 of European Studies as an educational program:

Ziemlich breit, so allgemein. Wichtigster Teil ist European Integration also vom Studienprogramm einfach. Die Geschichte und Entwicklung und hm...genau. Und noch überlegen...die policies natürlich und...hm...Europarecht. Also das ist für mich so European Studies.¹⁴(#181 about her description of European Studies as an educational program)

In her answer respondent number 181 names the concept of European Integration standing central in her study program, a concept she sets alike with the history and development of the EU (or Europe?) in the next sentence. After some further thoughts, she also adds policies and European Law to the picture, but does not make a connection between the first concept, European Integration and the last two. Therefore, even though she names some typical elements of European Studies, her answer sounds rather incoherent, which leads to the impression that she tries to repeat some sort of official definition rather than creating an own one.

Skills

Due to the not yet developed focus in their professional formation, students of this group find it more difficult to cope with the interdisciplinary character of European Studies. Respondent number 16 explains not to feel ready for a European career, because she fears that the knowledge gained during the studies is too superficial. When comparing herself to students of political science or sociology, she discovers a lack of depth in her own education, which might lead to lower chances on the job market.

(...) weil's halt so interdisziplinär ist denk ich halt manchmal, dass es zu oft...viele Themen warden halt nur angesprochen und nicht tiefergehend behandelt. Das ist auch recht problematisch und könnte später beim Beruffinden ein Problem werden.¹⁵(#16 about whether she feels ready for a European career)

While the EU Professional uses the interdisciplinary character of European Studies in order to become skilled in a generalist work approach and the Academic uses it to gain specialist insights in one particular topic from many angles, the Undecided has troubles handling the diverse character of the program. They cannot translate the diversity into specific skills as the students belonging to the other groups, because they attach more value to the content of the program as such instead of its use for their own career. They themselves do however not consciously perceive this. While respondent number 16 names interdisciplinarity as a problem when answering the above named question, she calls it one of the most useful aspects in the one following. Here, again the controversial mix of different ideas already shown above in the use of concepts and key terms appears.

¹⁴ Very broad, rather general. The most important part is European Integration, I mean concerning the study program. The history and development and... yeah. And let' think...the policies of course and...um...European law. Well that's European Studies to me.

¹⁵ Because it is so interdisciplinary I sometimes think that it frequently is...many topics are merely superficially addressed and not further dealt with. That is rather problematic and can turn out be a Problem when hunting for a job.

Change in view and identity

The members students using this category of description can be seen as being most positive about the EU in a sense that they characterizing had least knowledge about the EU when starting their studies and then perceived the first real picture of the EU that they received at university as extraordinarily positive, like respondent number 16 describes:

Mir war Anfang glaub ich auch gar nicht bewusst, dass ich mich so viel mit der EU auseinander setzen werde, zum Beispiel die ganzen Institutionen und so. (...) Und dann hat es erstmal die Meinung sehr positiv beeinflusst, weil man ja im Studium auch erstmal sehr viele positive Eindrücke bekommt. (...) Jetzt mittlerweile wird es oft kritisch und man bekommt ja auch selber einen kritischeren Blick auf die EU.¹⁶(#16 about the reasons why she thinks her study program has changed her view on the EU in a positive way)

No one in this group has stated to think more negatively about the EU or to feel less European.

Career plans

Next five years, hm. Ok, I still have two more years of studying to do, so um, maybe after three years of studying...hm...(laughs). Probably...I don't know, some European project, but not on...let's say governmental level or something more on...um...how do you say...I don't know...um...actually I haven't thought about a lot! (laughs) So um I don't know. Maybe do some project, but not to go to the European Parliament to be elected for (laughs)...or something like that. I see myself more as a...maybe some kind of associate to some project, how to work in a certain project, from the European level to let's say state level. (# 192 about her career plans for the upcoming years)

The lack of orientation respondent number 192 is showing here stands symbolic for this category of description. The students have some, even many different ideas about their future careers, but have not yet decided what exactly they want to do with their studies. Respondent number 192 names two different professions, "being an associate to some project" and "being a member of the European Parliament". The first she puts in different governmental contexts reaching from the European level to the state level, in another answer she also talks about working in the administration of her home town. This shows that she, and the other respondents in this group have an idea about possible professions in European affairs, but have not (yet) been able to apply them to their own case. This can lead to a rather unstructured professional formation.

1.3 The Academic: European Studies as a point of departure for the realization of own research interests

The members of this group perceive their European Studies program as a point of departure for their academic career, using it to specialize in a certain, clearly defined topic within social sciences. The profession connected to this group of respondents is researcher. The respondents in this group have a precise idea of what they want to do for their career. Broadly said they all want to work in research, though not all of them at the university. They have a topical specialization in mind and know what they are interested in. Therefore their professional formation has clear edges. Based on their career goal of being a researcher or teacher at university they make a conscious choice of what want to learn in their European Studies program and thereby adapt it to their own requirements. The interdisciplinary character of the program in this sense is perceived as an opportunity for specialization, rather than for a broad and

¹⁶ In the beginning I was not really aware of the fact that I will deal so much with the EU, with the institutions and so on for example. (...) And then at first it influenced the opinion in a very positive way, because at university in general one collects many positive experiences at first. In the mean time it becomes more critical and you yourself develop a more critical view on the EU.

multi-disciplinary education. The perspectives of the different disciplines often allow them to study one particular aspect of European Studies in more detail.

Language

The category of description these respondents use is characterized by a clear language. The students know what they want to do with their studies and therefore have a well-organized perception of what they are studying. Typical words used in this category of description are: understand, grasp, exploration and personal interest. These terms show their belonging to or identification with the world of research, the world they are socializing in. Compared to the Undecided, the Academic is very secure in his or her choice of words when describing European Studies. They as well use different concepts and ideas to describe their experiences, but link them in a logical manner, so that a complete picture evolves. An example of this merging of different concepts is respondent number 60's description of European Studies as a profession:

With European Studies I believe that everything would be related to Europe as such; Europe as an idea, European Union as an implementation of this idea. And it comes from policy to culture to legal issues. Everything what could be included in it, everything Europe can be linked. (#60 about her understanding of European Studies as a profession)

Knowledge

The knowledge this group of students values most is rather theoretical and specific. They search for knowledge in specific area of European Studies and deepen themselves in it. While the EU Professional favors practical knowledge, which informs his or her about 'how it is really working in Brussels' these respondents follow their personal interests in the subjects they are following. The direct use or practicability of the knowledge is less important in this case; the intellectual interest can be seen as the highest standard for this group. When asked about the feature of her study program that respondent number 146 found most relevant in the preparation for her European career she gave a list of subjects that she found most interesting. Amongst one on the economic system, which she said "created some sort of insight." This insight is however not the same as the EU Professionals look for. It is not the insight in how professionals actually interact in Brussels, but the insight in the theoretical framework of the EU, which attracts respondent number 146; and the members of this group. The following quotation illustrates this attitude quite well:

For example we had a couple of subjects dedicated to the history of ideas of Europe and I have personally found it very interesting and for me it was great, but I am not sure whether it is really useful in your, you know, your European career... (# 146 about the feature of her study, which she found most relevant concerning a European career)

Characterizing for this group is that they use the interdisciplinary character of the program in order to develop specialist knowledge. They pick from the broad curriculum those subjects, which contribute most to the development of their own interests. Thus, while the EU Professional likes the interdisciplinary character of the program because it enables them to become a generalist, the opposite case is true for the Academic. When asked about her description of European Studies as an educational program, respondent number 5 first names all aspects there are, and followed by those, which she is most interested in and which form her area of specialization, highly qualified EU migrants from Turkey.

Ich würde sagen es ist unglaublich schwierig zu definieren, weil es unglaublich viele Aspekte gibt: den wirtschaftlichen, den politischen, den rechtswissenschaftlichen und den kulturellen. Und ich habe mich zum Beispiel nur auf die EU Migration spezialisiert und das wiederum so speziell auf den Bereich Türkei...ich glaube es ist schwierig eine allgemeine Definition zu machen. Für mich persönlich würde ich sagen betrifft es

das EU-Recht auf Asyl, auf Migration, (...) also die EU-Mobilitätsprogramme, Erasmus und so weiter.¹⁷(#5 about her definition of European Studies as an educational program)

Skills

The skills perceived by this group as most useful or important are research-related skills. Respondent number 5 answered the question what she found most relevant in her study concerning the preparation for a European career as follows:

Spezielle Angebote, die mich sehr gut vorbereitet haben waren praktische Sachen in Deutschland. Also für meinen Beruf Interviewführung, überhaupt wie entwickel ich einen Fragebogen, wie führe ich Interviews, wie bin ich ein guter Interviewer, wie werte ich sie aus.¹⁸(#5 feature of her study, which she finds most relevant in preparation for a European career)

The sort of things she calls ‘practical’ would not be perceived as practical by an EU Professional. Respondent number 5 perceives the value of her study in a way that is typical to the profession she is aiming at. Her world is research and from with frame of reference in mind she perceives and judges the world around her. For the Academics and her professional formation means, that they are not explicitly more interested in theory, but perceive practical skills differently than the other groups. Also Respondent number 60 values research skills as one of the most important features of her study program:

Even the master thesis, which many master students don’t like. But it gives you practice in the research area you are interested in. (#60 about the feature of her study, which she finds most relevant in preparation for a European career)

In total knowledge and skills are not two separate things in this case. All students in this group aim at a career in research, respondent number 60 in an international organization, the others at universities. This implies that they are not so much interested in the development of managing skills, or governance as a tool, but for example rather in the theoretical process of governance in order to understand certain aspects of the EU. So the gathering of knowledge, the process of understanding and linking certain concepts are the real skills, which play a role in the professional formation of Academics.

Change in view and identity

The perception this group has for their study program and their professional formation is conscious and reflective. The most named reason for a change in view was the same as for the other groups: knowledge. No matter if it turned out to be more negative or more positive, an increased expertise on the European Union, or Europe respectively was what made the difference. In the case of the Academics their change in mind was based on a more reflective and analytical manner in the case of the other two. None of them has answered not to have experienced a change in either view or identity. Therefore, whether positive or negative the respondents have entered a, as respondent number 11 calls it “dialectical approach towards the EU”. In her perception they establish an inner-dialogue between the positive and negative aspects they have learned about the EU and thereon base their final judgment.

Positive it became with the understanding of how politics in reality works. And I come from different schools, one is a research-focused institution (the Institute for Social Studies, The Hague) and the other is a neo-liberal, very top-down institution (Central European University, Budapest). So they both have given me

¹⁷ I would say that it is incredibly difficult to define, because there are incredibly many different aspects about it: the economic, the political, the legal and the cultural. And I, for example, specialized in EU migration and that in turn in the area of Turkey...I believe it is difficult to come up with a general definition. For me personally it is, I would say, about EU rights to asylum, to migration, (...) thus the EU mobility programs, Erasmus and so on.

¹⁸ Special offers, which prepared me very well, were practical things in Germany. For my profession conducting interviews, in general how do I develop a questionnaire, how do I conduct interviews, how to be a good interviewer, how do I evaluate it.

The Professional Formation of European Studies Students

controversial and sort of dialectical approaches towards EU. And by that I have been able to grasp the real message, or the real content of how EU politics functions. (#11 about the reasons why she thinks her study program has changed view on the EU in a positive way)

Concerning the change in identity the students, who used the Academics category of description as well show a high level of reflectivity. For example, does respondent number 14 stress in her answer that she not simply says changed to “Oh I love Europe”, but that it is more a feeling that she now feels to understand the construct and can feel more comfortable using it. She became aware of the value Europe has for her and other people, by studying the concept in her European Studies program.

And it is not just “Oh I love Europe” or something like this. No no, it’s more like, I think, and I am, you know ...I am sure we shall cooperate because of this and this reason and it is usually important for us to operate in this way because this will bring this outcome. (#146 about why she thinks her European Studies program has made her feel more European)

This more critical attitude can also be seen in the noticeably higher frequency of ‘view has changed in a negative way’ and ‘feel less European now’. The only respondent of all interviews feeling less European uses this category of description, and two of the four members now think more negatively about the EU than before they started studying. It has however considered at this point that three of the four are non-EU citizens and therefore gave their answers in a slightly different context. Learning more about how un-European their countries (Belarus and Ukraine) are pictured in their course readings made respondent number 146 and number 60 indeed think less positive about the EU, and in the case of the latter also feel less European. However since respondent number 11 comes from Albania and does not share these perceptions it can at this point not be seen as a clearly logical step of argumentation and needs further research.

Career plans

The career plans as well have been influenced in a way by the fact that three of the four respondents in this group are not citizens of an EU country, since this already makes it much harder for them to directly work for the EU institutions. As respondent number 5 puts it:

My answer is no, because I have some limitations due to my origin (Ukraine), I would say. Because as non-EU citizen you really have...it’s harder to get into the EU institutions as such. (...)(#60 about her reasons why she answered no to the question why she did not choose for European Studies, because she aims at a career in one of the EU institutions)

Still the career plans of the respondents in this group, even taking into account this limitation in their possibilities to actually work for the EU, go into another direction than the career plans of the EU professionals, they all include research. This research, in their perception has however not always have to take place within university departments. Respondent number 60 for example wants to work in an international organization, however not in the governance part, but indeed in research. At the moment she is working in her first position for an international organization in Vienna conducting research on the EU’s Eastern neighbors.

What is most important concerning these students’ professional formation, is that they have a clear idea of what they want to do with their careers. Like the EU Professionals they have a clear goal to work towards, which means for this study that they know the world they want to be part of. This makes a clear socialization process possible and enables them to, already at university take on the knowledge, skills and language of their future profession.

2. Concluding Remarks upon the Qualitative Analysis

The three groups established in the previous section constitute three different ways to understand European Studies and therefore three different ways to perceive professional formation. The three groups are named after the career type they belong to: the EU Professional, with a clear focus on policy-making and governance; the Undecided, with a too diverse picture of European Studies as to have found a clear career path yet; and the Academic, with his or her clear preference for research. The students being categorized into the same groups share a considerably similar way of understanding European Studies as an educational program as well as a profession. Based on their common understanding and similar career goals their professional formation evolves among the same lines. They are internalized into the same world, the world of the EU institutions or the world of research; or respectively still are unsecure about the world they like to enter. Consequently they take on the same language with terms related to their future profession; they are aiming for the same kind of knowledge and try to already gather as many skills needed for their future career as possible. In the case of the Undecided it was unfortunately not possible to find a common understanding of useful knowledge. Social practices as the fourth element of professional formation as defined in chapter two can, based on the interview data only be defined for the EU professional. This can also be a result of the strong presence of these practices in the governance world surrounding Brussels, or differently speaking the stronger awareness that the acceptance of these practices is of importance.

The three groups also share characteristic ways of answering the three key questions. Concerning the question whether they chose for European Studies, because they aim at a career in one of the EU institutions all respondents belonging to the EU Professional group turned out to have answered this question with yes. Even more impressive this finding became when it turned out that they were also the only ones, who did so. None of the respondent of group numbers two or three has answered this question positively. Therefore answering the first key question ‘Did you choose for a European career because you aim at a career in one of the EU institutions?’ can be categorized as being characteristics for the EU Professional. This group is furthermore characterized by a comparably high amount of ‘no’ answers, indicating no change in view on EU and/or European identity. This perception of not being influenced has above be interpreted as a sign for the comparably high satisfaction of the EU Professional with how the functioning of the EU and a generally low degree of reflexivity. The Undecided and the Academic share their ‘no’ to an EU career, and are in general closer to each other, than both are to the EU Professional. Still there is one characteristic, that distinguish them from each other. The Academics have considerably more ‘negative’ answers. Meaning that the respondents in this group think both more negative about the EU, and have even start to feel less European as a consequence of their studies. These negative answers again show the more reflexive, more critical character of this group that both, the Undecided and the EU Professional, based on these indicators, lack.

The analysis based on the answers given to the key questions will be continued in the following section, where will be looked at the broader sample European Studies students, who have filled in the survey and therefore answered the key questions as well. The question is ‘Which of the groups of perceiving European Studies is best presented in the broader population of European Studies students?’.

3. Quantitative analysis

The phenomenographic analysis of the interview data has revealed three different understandings of European Studies and the individual experiences of professional formation connected to them: The EU Professional, who understands European Studies as a preparation for the world of EU governance, the Undecided, who experience European Studies as a quest for an appropriate career and the academic, who understand European Studies as a point of departure for their research interests. Each of these groups is

The Professional Formation of European Studies Students

characterized by an individual process of professional formation, finding its respective career aims. However, beyond this description based on the four elements of professional formation the students of each group are also connected in the answers they have given to the three key questions in the online survey. An overview of the answers given to each question by all respondents of the interviews organized by their groups can be found in Table 3.

As can be seen from this table the most characterizing answer of group one, the EU Professional, is a 'Yes' to the first key question, concerning their aim to work for one of the EU institutions. Furthermore the group shows a relatively high amount of 'No change' answers to the questions two and three. To identify how many EU Professionals are amongst the 280 respondents of the online survey, the number of answer combination beginning with a 'Yes' has to be identified. Additionally, the number of 'No' answers within this group of interest in order to confirm the association of the first answer to this group.

Table 3: Answers to the three key questions by the respondents of the interviews ordered by their group membership

Respondent	Ambitions for EU career	Change in view	Change in identity
# 63	yes	no change	no change
# 212	yes	more positive	more European
# 206	yes	more positive	more European
# 90	yes	more negative	no change
# 241	yes	more positive	no change

a. The EU Professionals

Respondent	Ambitions for EU career	Change in view	Change in identity
# 192	no	more positive	more European
# 181	no	more positive	no change
# 208	no	more positive	more European
# 143	no	no change	more European
# 16	no	no change	more European

b. The Undecided

Respondent	Ambitions for EU career	Change in view	Change in identity
# 146	no	more negative	more European
# 60	no	more negative	less European
# 11	no	more positive	more European
# 5	no	more positive	more European

c. The Academics

The two answer options that distinguish the second group from the group, which both do not aim at a career in one of the EU institutions, firstly the high number of 'no change' answers and the lack of 'negative answers' while group number two has no negative at all, but many 'no change' answers, the opposite case is true for group three. These answers neatly fit the descriptions of the two groups, deriving from the analysis in the previous section. While group number two has a very positive view on the EU caused by little experience of the respondents belonging to the third group are characterized by a critical, reflective way of making sense of the world around them, which more probably leads to a negative view on the EU than an unreflective approach.

The analysis of all answer combinations given by the respondents of the survey (which include those of the respondents of the interview) shows that the biggest group amongst them are the Undecided. 130 of the 250 respondents show the, for this group characteristic answer combinations 'no (no ambitions for a career in one of the EU institutions), more positive (view on the EU), more European (feel more

European now)’ (76 respondents), ‘no, more positive, no change’ (36), ‘no, no change, more European’ (6), and ‘no, no change, no change’ (12). These are then the students, who have not (yet) defined a clear career goal within European affairs and who consequently undergo a comparably unstructured professional formation.

The second biggest group is the EU Professionals, with a total of 89 respondents, sharing their characterizing combination of answers. The most frequently chosen combination within this group is ‘yes, more positive, more European’ (56), followed by ‘yes, no change, no change’ (10), and ‘yes, no change, more European’ (7). The other three answer categories added up are represented six times in the data set. The high amount of students combining a ‘yes’ (ambitions for a EU career) and ‘no change’ in key question two and/or three is expectedly high. This confirms the appropriateness of connecting these answers to the EU Professionals already indicated in the analysis of the interview outcomes.

The group least represented in the survey’s data set are the Academics with a total of 31 respondents. To remind, this group is connected to a high amount of ‘more negative/less European’ answers. Three answer combinations given by the respondents of the survey contain at least one of these answer possibilities: ‘no, more negative, more European’ (19), ‘no, more negative, less European’ (3), and ‘no, more negative, no change’ (9). These are of course the ‘most extreme’ type of EU Professionals, who are solely defined by their critical approach towards the EU. However, even in the original group identified from the interview data, two of the four EU Professionals had the answer combination ‘no, more positive, more European’, which is in general the most frequently chosen for combination.

This shows that the connection of combination of answers and type of professional formation cannot perfectly be linked to each other; even less when considering that this connection has been based on the relatively small amount of 14 interviews. Still when keeping these limitations in the validity of the measurement in mind while drawing conclusions based on these data, they provide a valuable addition to the insight into the lifeworld of European Studies students already provided by the analysis of the personal interviews. By applying parts of the outcomes of the main analysis to a broader group of students, more general conclusions can be drawn from this research and a more practical policy advice can be given.

Table 4: Answer combinations as represented amongst the survey respondents divided up into the three types of European Studies students

Ambitions for EU career, change in view, change in identity	Number of respondents
yes, more positive, more European	56
yes, no change, no change	10
yes, no change, more European	7
yes, more negative, more European	4
yes, more negative, less European	1
yes, more negative, no change	1
Total	89

a. ‘EU Professionals’ amongst European Studies students

Ambitions for EU career, change in view, change in identity	Number of respondents
no, more positive, more European	76
no, more positive, no change	36
no, no change, no change	12
no, no change, more European	6
Total	130

b. ‘Undecided’ amongst European Studies students

Ambitions for EU career, change in view, change in identity	Number of respondents
no, more negative, more European	19
no, more negative, no change	9
no, more negative, less European	3
Total	31

c. ‘Academics’ amongst European Studies students

5. Concluding remarks upon the Quantitative Analysis

The category of description most prominently amongst European Studies students is, based on the outcomes of the previous analysis that of the Undecided. This means for the professional formation of European Studies students, that most of the students cannot (yet) identify with a potential career in a way that they start internalizing the language, knowledge, skills and social practices characteristic for it. This can on the one hand interpreted as a lack of focus concerning the students, but also as a lack of focus concerning the study programs. The latter possibility will be considered in the policy advice in the final chapter.

Chapter five: Conclusions and Discussion

This thesis has been created and written following the traditions of interpretative sociology. Its aim was to interpret the career-related lifeworld of European Studies students. In particular understanding should be created for the professional formation process they are going through on their way to becoming experts of European affairs. The core concepts handled in this study were the phenomenon of European Studies as an educational program, as profession, and the process of professional formation. The main research question was 'How do European Studies students experience their professional formations?' The answer to this question has been given by the identification of three different ways of how European Studies students understand their own discipline in the light of a certain career goal. Students, who use the same way of describing European Studies have been grouped into three categories of description. These three categories are named after their way of perceiving professional formation and the career type they aim to end up with; the EU professional, the Undecided and the Academic. The three categories define the so-called outcome space of this study, ranging from the students who are most connected to the European Union as a governmental institution (EU professional) to the students who view European Studies as a point of departure for their own research projects (Academic). In the middle are those students, who are (yet) undecided concerning their future careers, and therefore unsecure in their description of the different phenomena (Undecided). In other words, the EU professional tends to have a preference for the governance world around Brussels and aims at a career in one of the European institutions; the Undecided does not use a coherent way of making sense of European Studies and using it appropriately, because he has not (yet) found an aimed at profession to identify with; and the Academic explores European Studies as a point of departure for their interest in research. Students, who share a similar way of understanding European Studies as both an educational program as well as a profession, can be therefore categorized in one of the three aforementioned groups.

When interpreting the outcomes of this research, thus the different ways European Studies students make sense of their discipline by using it as individual introductions into the career world of their aimed at profession, some deviations, but also similarities to the ideal of European Studies become visible. These deviations and similarities will in the following presented as the final conclusion of this thesis. The ideal type of European Studies has been characterized by five core features: an interdisciplinary curriculum, the promotion of studies as an international experience, the use of practical exercises, its emphasis on providing early networking and the fact that there is no one clear-cut career path ready to take for a graduate of European Studies, but that it qualifies for a broad range of different profession. The last feature, the fact that there is no one European Studies profession does not need to be discussed again. This feature has more than all the others been assumed to be true through the entire research and has been confirmed by all respondents in the interviews. Some of the other features however are more an issue to ambiguities.

When considering the different understandings of European Studies implied in the three categories of description EU Professional, Undecided and Academic, the importance the ideal type puts on an interdisciplinary curriculum gets confirmed. All students, no matter what group they were categorized into in the end mentioned directly or indirectly interdisciplinarity as a key characteristic of European Studies as an educational program as well as for the profession related to them. What differed from group to group was the appreciation the students had for this character. The EU Professionals used the introductions into the many different disciplines European Studies provides as an opportunity to develop the approach the tackle problems associated with a generalist, which are very relevant for the work as European policy-maker. The Academics on the other hand perceived it as an opportunity to become a specialist in one particular research issue, by combining methods and knowledge from different disciplines in order to understand this single issue in depth. While these two groups valued the interdisciplinary curriculum of European Studies, for the Undecided it rather formed an obstacle. Since interdisciplinarity also brings with

it that not all subjects can be dealt with in depth, it brings problems with it when there is no clear point of reference. Since the Undecided have no career goal (yet) it is difficult to pick out relevant subjects from the broad and sometimes vague curricular of European Studies. In total however the students' perception of an interdisciplinary curriculum as part of European Studies come pretty close to the ideal type.

The experience of European Studies as an international experience has not really been in issue during the identification of the three categories of descriptions. This has a profound reason: all but one respondent have spent at least half a year of their study program abroad, most of them followed their complete studies abroad. So the fact that European Studies is an international experience has been shared by all the respondents and has often been named as a reason why they feel more European now. The fact that nearly all the programs represented in the interviews were taught in English has not been considered very much, but rather been perceived as a natural feature of the program, thus this again comes close to the ideal type. The example respondents have given of their international experience have hardly been considered in the analysis, because they were no characterizing feature of any one category of description, but part of all three of them.

The third feature of European Studies, practical experiences, however, has been much more valued by the EU Professionals than by the other two groups. The EU Professionals have described the negotiation games, EU council simulations and study trips to Brussels as some of the most relevant features of their program concerning the preparation for a European career. Although practical experiences like research conferences or expert lectures would fit in the Academics' category of description, they did not explicitly mention them, nor did the Undecided. Therefore the emphasis ideal type European Studies puts on practical exercises seems to be tailor-made for those students, who aim at a career at one of the EU institutions, but does not play a prominent role in all students' perception. This is even more the case for the emphasis ideal type European Studies puts on the establishment of an early network. While EU Professionals have already internalized the urgency of building an early network in Brussels, the other two groups did not pay any attention to it. In the lifeworld of the Undecided and the Academic, in particular contacts and networks do not take on a prominent role, which is a clear deviation from the ideal type. In total therefore there are not so many ambivalences between ideal type European Studies and the perception students have of it. The programs and the professions offer enough variety that students with different goals can make sense of it differently and incorporate it into their own ambitions. However a small bias towards the education of EU Professionals can be seen in the ideal type.

The analysis of the outcomes of the survey however showed that the Undecided are the biggest group amongst European Studies students. This implies that many students have not yet found their right way of making sense of their own discipline and therefore cannot enter a clearly defined process of professional formation. A reason for this domination of this type can be seen in the fact that many prospective students when choosing for European Studies are not aware of the prominent role the EU institution plays in these programs. The realization that it does, can for the beginning of maybe even for the whole duration of the studies cause a confusion of how to make use of this unexpected. I therefore advise the coordinators and programs directors of European Studies create a clear profile of either fitting the interpretation of the EU Professional, thus a practice oriented, policy-focused program or to fulfill the needs of the Academics by providing, a more research-oriented program focused as the EU and Europe as a theoretical object. This would lead to a stronger distinction between European Studies, aiming at cultural and ethnic aspects of Europe as a whole and European Union Studies, aiming at the detailed study of the EU governance system and policy-making structure. Some universities already offer the one, like X while others offer the other, like the University of Twente. However by using the label European Studies in too broad a sense students often don't know what to expect and might end up with negative experiences. Also the profile of the programs would strengthen if the universities say more clearly what they are aiming at. The creation of clearer profiles would lead to the reduction of students with an undecided

understanding of European Studies and lead to more stable processes of professional formation, which in the end enables the students to already become familiar with their aimed at profession and be more successful when finally entering the world surrounding it.

To support the finding of the three different ways European Studies students make sense of their discipline, this research project could be followed-up by a more detailed study on the reasons why students have a tendency for one of the three categories of description. Until now the three categories have been established based on the respondents' answers regardless of their study cycle (bachelor or master), their specific study program, their nationality, gender, age and so on. The group of respondents has been treated as one coherent group of European Studies students. Possible questions for a follow-up research would therefore be whether the students using the category of description EU Professional follow certain study programs, whether students with the same nationality tend towards one specific category of description and whether master students experience their professional formation differently from bachelor students. To answer these questions first of all more respondents are need in the interviews. In my research only two study programs (Master of European Studies in Maastricht and Euroculture in Groningen and Krakow) were represented twice. A more detailed analysis of the survey data would already be possible when using the outcomes of the original questionnaire. However the factor analysis needed to answer the above post question would in the end have gone beyond the scope and focus of this bachelor thesis.

A. Acknowledgements

There are many people, whom I am thankful for. But more than any other person I would like to thank my boyfriend Wouter for preventing me going crazy while writing on this thesis. With your quick thinking, your drawings and simply your presence you help me (re)gain motivation whenever I lacked it. Thank you for being my Lebenspartner. I also want to thank my dear friends Christina and Danielle, who helped me through the last hours of writing this thesis by supplying me with Müsli, pepernoten and their companionship. I could not have made it without you!

Then I would like to thank the universities, which were willing to forward my request to fill in my questionnaire to their students. From all the fellow European Studies students all over the world, who followed this request, I want most explicitly, thank the participants of my interviews. These interviews were not only my main source of data; they were a source of motivation and inspiration as well. Subsequent to the official interviews, I had many interesting conversations about being a European Studies student and a young person in and outside of Europe. To use the words of respondent number 143: “they made Europe a bit smaller to me.” Last but not least I would like to thank my supervisor Mr. Ringo Ossewaarde, who introduced me to and let me explore the research tradition of interpretative sociology. I experienced the use of this paradigm and the phenomenographic approach in particular as a pleasant and refreshing alternative to the positivist view, which dominated my scientific education so far.

B. Bibliography

Åkerlind, G. (2005). Variation and commonality in phenomenographic research methods. *Higher Education Research & Development*, 24 (4), 321-334.

Berger, P. L., & Luckmann, T. (1991). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Penguin Books.

Bowden, J. (2005). Reflections on the phenomenographic research process. In J. Bowden, & P. Green (Eds.), *Doing Developmental Phenomenography*. Melbourne, Victoria: RMIT University Press.

Dahlgren, M. A., Hakon, H., Dahlgren, L. O., af Segerstad, H. H., & Johansson, K. (2006). From senior student to novice worker: learning trajectories in political science, psychology and mechanical engineering. *Studies in Higher Education*, 31 (5), 569-586.

Marton, F. (1994). Phenomenography. In T. Husén, & T. N. Postlethwaite (Eds.), *The International Encyclopedia of Education* (2nd Edition ed., Vol. 8, pp. 4424-4429). Pergamon.

Marton, F., & Booth, S. (1997). *Learning and Awareness*. New Jersey: Lawrence Erlbaum Associates.

Reid, A., Dahlgren, L. O., Petocz, P., & Dahlgran, M. A. (2008). Identity and engagement for professional formation. *Studies in Higher Education*, 33 (6), 729-742.

C. Appendix

C.1 European Studies Master programs contacted

University	Title	Location	Country
Universität Wien	Europastudien	Vienna	Austria
Universität Salzburg	European Union Studies	Salzburg	Austria
K.U. Leuven	Master of European Studies: Transnational and Global Perspectives	Leuven	Belgium
College of Europe	European Studies	Bruges	Belgium
Universiteit Gent	European Studies	Gent	Belgium
Sofia University	European Public Administration	Sofia	Bulgaria
Sofia University	European Integration	Sofia	Bulgaria
Metropolitan University Prague	International Relations and European Studies	Prague	Czech Republic
Univerzita Palackého v Olomouci	Euroculture	Olomouc	Czech Republic
Roskilde University	European Studies	Roskilde	Denmark
Bristol UWE	European Business	Bristol	England
King's College London	European Public Policy	London	England
Lonson ES		London	England
Cardiff	European Studies	Cardiff	England
Oxford	European Studies	Oxford	England
University of Bath	Contemporary European Studies	Bath	England
Liverpool University	European Studies and Politics	Liverpool	England
Liverpool University	European Studies and International Business	Liverpool	England
Paris III	Etudes européennes	Paris	France
RWTH Aachen	Der Masterstudiengang Europastudien MES	Aachen	Germany
KEI Bonn	Master of European Studies (MES)	Bonn	Germany
Hochschule Bremen	European and World Politics - Sustainable Development in Multi-Level-Governance	Bremen	Germany
Hochschule Bremen	Master in European Studies M.A.	Bremen	Germany
TU Chemnitz	Europäische Studien	Chemnitz	Germany
Flensburg	European Studies	Flensburg	Germany
Hochschule Fulda	European Studies	Fulda	Germany
Europakolleg Hamburg	Master of European Studies (MES)	Hamburg	Germany
Universität Hannover	Europäische Integration / European Studies	Hannover	Germany
Universität Karlsruhe	Europäische Kultur- und Ideengeschichte	Karlsruhe	Germany
Universität Leipzig	European Studies	Leipzig	Germany
Universität Magdeburg	European Studies	Magdeburg	Germany
Universität Münster	European Studies	Münster	Germany
Universität Osnabrück	Europäische Studien	Osnabrück	Germany
Universität Passau	European Studies	Passau	Germany
Universität Tübingen	European Economics	Tübingen	Germany
Universität Tübingen	European Management	Tübingen	Germany
Europa-Universität Viadrina	European Studies	Frankfurt/Oder	Germany
HU/FU/TU Berlin	European Studies	Berlin	Germany
Universität Erfurt	Public Policy	Erfurt	Germany
Georg-August Universität Göttingen	Euroculture	Göttingen	Germany
Central European University	Mundus Masters Program in Public Policy	Budapest	Hungary
Institute for Social and European Studies (ISES)	European Studies	Szombathely	Hungary
Central European University	International Relations and European studies	Budapest	Hungary
Universitario di Roma	Master in European Studies	Rome	Italy

Università degli Studi di Siena	Euromaster	Siena	Italy
European Humanities University	European studies	Vilnius	Lithuania
Amsterdam UvA	Europese Studies	Amsterdam	Netherlands
Universiteit Twente	European Studies	Enschede	Netherlands
De Haagse Hogeschool	Master in European Law and Policy	den Haag	Netherlands
Maastricht	European Studies	Maastricht	Netherlands
Maastricht	European Public Affairs	Maastricht	Netherlands
Universiteit Leiden	European Union Studies	Leiden	Netherlands
Rijksuniversiteit Groningen	Euroculture	Groningen	Netherlands
College of Europe	European Studies	Natolin	Poland
University Warsaw	Centre for Europe	Warsaw	Poland
Uniwersytet Ekonomiczny w Poznaniu	Katedra Europeistyki	Poznan	Poland
Uniwersytet Jagiellonski	Euroculture	Krakow	Poland
Slovak University of Agriculture	European studies and regional development	Nitra	Slovenia
Universidad Carlos III de Madrid	Euromaster	Madrid	Spain
Universidad de Deusto	Euroculture	Bilbao	Spain
University Göteborg	Centre for European Studies	Gothenburg	Sweden
University of Lund	European Business Law	Lund	Sweden
Uppsala Universitet	Euroculture	Uppsala	Sweden
Universität Basel	Master of Arts (MA) in European Studies	Basel	Switzerland
Universität Basel	Master of Advanced Studies in European Integration	Basel	Switzerland
Universität Bern	Eastern European Studies	Bern	Switzerland

C.2 European Studies Bachelor programs contacted

University	Title	Location	Country
Universität Salzburg	European Union Studies	Salzburg	Austria
Metropolitan University Prague	International Relations and European Studies	Prague	Czech Republic
Roskilde University	European Studies	Roskilde	Denmark
TU Chemnitz	Europäische Studien	Chemnitz	Germany
Flensburg	European Studies	Flensburg	Germany
Universität Karlsruhe	Europäische Kultur- und Ideengeschichte	Karlsruhe	Germany
Universität Magdeburg	European Studies	Magdeburg	Germany
Universität Münster	European Studies	Münster	Germany
Universität Osnabrück	Europäische Studien	Osnabrück	Germany
Universität Passau	European Studies	Passau	Germany
Europa-Universität Viadrina	European Studies	Frankfurt/Oder	Germany
European Humanities University	European studies	Vilnius	Lithuania
Universiteit Twente	European Studies	Enschede	Netherlands
De Haagse Hogeschool	Master in European Law and Policy	den Haag	Netherlands
Maastricht	European Studies	Maastricht	Netherlands
Universiteit Leiden	European Union Studies	Leiden	Netherlands
Slovak University of Agriculture	European studies and regional development	Nitra	Slovenia
European University Cyprus	European Studies	Nicosia	Cyprus
University Tampere	European Studies	Tampere	Finland
University of Oslo	European Studies	Oslo	Norway
University of Southern Denmark	European Studies	Sønderborg	Denmark
Norwegian University of Science	European Studies and Foreign Languages	Trondheim	Norway

and Technology			
Aarhus University	Eastern European Studies	Aarhus	Denmark
Universität Bern	Eastern European Studies	Bern	Switzerland

C.5 Questionnaire for the Interview (English)

Hallo X

How are you?

First of I'd like to thank you for your readiness to participate in this interview. Before we continue I would like to shortly introduce myself.

My name is Wiebke, I am 22 and am currently in the 3rd and final year of my bachelor studies. I study Public Administration-European Studies at the University of Twente in Enschede, the Netherlands. This interview is part of my graduation thesis which will be due in September. Originally I am from Germany but came to the Netherlands for my studies around 3 years ago. In September, after my graduation, I will move to Berlin and start my Master's program in International Relations.

In a few moments I will first give you some instructions concerning the interview and then start to ask the first questions. Before we start this official part of the interview, do you have any questions concerning me, my research or the interview in general?

I will ask you a total of 10 open-ended questions. This means that you can freely answer, without any answer categories. If you do not understand a question or any concept contained in it, please ask. You have as much time as you want to answer the questions. Please answer as completely as possible. In some cases I might ask you one or more sub-questions in order to help you answering. For all questions it is of high importance that you do not try to give *the* correct answer or an official definition, but that you talk about your own opinion based on your personal experiences.

From now on I will tape-record this interview. Are you ok with that?

Then let's get started.

0. First I'd like you to introduce yourself briefly. Where are you from? What did you do for a Bachelor? etc.

1. What do you think European Studies, as an educational program is about?

2. What do you think European Studies, as a profession is about?

3. Do you feel ready for a European career? Why or why not?

When saying European career I do not exclusively mean working at one of the EU's institutions, but a career in the entire profession.

4. Could you please mention the feature or features of your study program that you consider most relevant concerning the preparation for a European career?

This could be lectures, specific policy courses, EU simulations, internships, guest lecturers or study trips.

5. Is this feature/ are these features also the one(s) you enjoy most?

6. Is your European Studies program everything you expected it to be? Why or why not?

The following questions are directly related to the answers you have given in the questionnaire. I will first repeat the respective question and your answer to it and then ask you to elaborate a bit more on it. Ok?

7. In the questionnaire you were asked whether you chose for European Studies because you aim at a career in one of the EU institutions. Your answer was _____.

Yes:

- Can you be a bit more concrete, what kind of job are you aiming at?
- At which of the institutions? *if not already said*
- How would you describe your career path when thinking about the next 5 (Master), 7 (Bachelor) years?

No:

- What then did motivate you to choose for European Studies?
- What is your dream job?
- How would you describe your career path when thinking about the next 5 (Master), 7 (Bachelor) years?

8. In the questionnaire you were asked whether you think your European Studies program has changed your view on the EU. Your answer was _____.

Can you explain a bit more why you think it did so/ did not and in what way? What do you think has caused this change in mind?

9. In the questionnaire you were asked whether you think your European Studies program has changed your way about feeling European. Your answer was _____.

Can you explain a bit more why you think it did so/ did not and in what way? What do you think has caused this change in feeling?

We now reached the end of the interview. Thanks a lot for your participation. I will now turn off the recorder. After that you will have time to ask some questions.

C.6 Questionnaire for the Interview (German)

Hallo X

Wie geht's? Kannst du mich gut verstehen?

Erstmal möchte ich mich bei dir bedanken für deine Bereitschaft an diesem Interview teil zu nehmen. Bevor wir weiter machen würd ich mich gerne kurz bei dir vorstellen.

Ich bin Wiebke, bin 22 Jahre und im Moment im dritten und letzten Jahr meines Bachelorstudiums. Ich studiere Public Administration-European Studies, also europäische Verwaltungswissenschaften an der Universität Twente in Enschede. Diese Interview ist Teil meiner Abschlussarbeit, die ich im September präsentieren werde. Ursprünglich komme ich aus Deutschland aber lebe seit drei Jahren in der Niederlande um dort zu studieren. Im September, nach meinem Abschluss werde ich nach Berlin ziehen um dort mein Masterstudium in Internationalen Beziehungen zu beginnen.

Gleich werde ich dir erst ein paar Einweisung betreffend des Interviews geben und dann fangen wir mit den ersten Fragen an. Hast du davor selbst noch Fragen über mich, meine Arbeit oder das Interview im Allgemeinen?

Ich werde dir 9 offene Fragen stellen. Das heisst, dass es keine vorgegebenen Antwortkategorien gibt und du frei auf alle Fragen antworten kannst. Falls du eine Frage, oder ein darin enthaltenes Konzept nicht verstehen solltest, frag bitte. Du hast für jede Frage so viel Zeit, wie du möchtest um sie zu beantworten. Bitte beantworte alle Fragen so vollständig wie möglich. In manchen Fällen werde ich dich ein paar Unterfragen stellen um dir zu helfen die Hauptfrage zu beantworten. Es gilt im ganzen Interview nicht eine richtige Antwort oder eine offizielle Definition zu geben, sondern deine persönliche Meinung, basierend auf deinen persönlichen Erfahrungen. Hast du zu diesem Zeitpunkt noch Fragen?

Ich werde jetzt ein Diktiergerät einschalten um den offiziellen Teil des Interviews aufzuzeichnen. Bist du damit einverstanden?

Ok dann kann's losgehn.

1. Worum, denkst du handelt es sich bei European Studies, als Studiengang?

2. Worum, denkst du handelt es sich bei European Studies, als Berufszweig?

3. Fühlst du dich vorbereitet auf eine europäische Karriere? Warum oder warum nicht?

Mit europäischer Karriere meine ich nicht nur eine Karriere bei der EU selbst sondern allgemein eine Karriere mit europäischem Inhalt.

4. Könntest du mir das Element/die Elemente deines Studienganges nennen, die du am wichtigsten findest hinsichtlich der Vorbereitung auf eine europäische Karriere?

Zum Beispiel bestimmte Vorlesungen oder Seminare, EU Simulationen, Praktika, Gastvorträge oder Studienfahrten.

5. Ist dies auch das Element/ sind dies auch die Elemente, die dir am meisten Spaß machen?

6. Ist dein European Studies Studiengang das, was du dir darunter vorgestellt hast? Warum oder warum nicht?

Die nächsten Fragen haben direkten Bezug auf Antworten, die du im online Fragebogen gegeben hast. Ich werde dir die betreffenden Fragen erst noch einmal vorlesen und dich erinnern wie du darauf geantwortet hast. Danach werde ich dich bitten ein bisschen näher auf deine Antwort einzugehen. Ok?

7. Im Fragebogen wurdest du gefragt ob du dich für European Studies entschieden hast, weil du nach einer Karriere in einer der EU Institutionen strebst. Deine Antwort war _____.

Ja:

- Kannst du ein bisschen konkreter werden? Was für einen Job hättest du gerne in der EU?
- In welcher der Institutions? *wenn nicht schon genannt*
- Wie würdest du deinen Karriereweg beschreiben in Hinsicht auf die nächsten 5 (Master)/ 7 (Bachelor) Jahre?

Nein:

- Was wenn nicht das hat dich motiviert European Studies zu studieren?
- Was ist dann dein Karriereziel?
- Wie würdest du deinen Karriereweg beschreiben in Hinsicht auf die nächsten 5 (Master)/ 7 (Bachelor) Jahre?

8. Im Fragebogen wurdest du gefragt ob du denkst, dass dein European Studies Studium deine Sicht auf die EU verändert hat. Deine Antwort war _____.

Kannst du bitte begründen warum du das denkst und was genau du darunter verstehst.

Was hat verursacht, dass deine Meinung verändert ist?

9. Im Fragebogen wurdest du gefragt ob du denkst, dass dein European Studies Studium deine Identitätsifikation als Europäisch-seind verändert hat. Deine Antwort war _____.

Kannst du bitte begründen warum du das denkst und was genau du darunter verstehst.

Wir haben jetzt das Ende des offiziellen Teil des Interviews erreicht. Vielen Dank für deine Mitarbeit. Ich werde jetzt das Diktiergerät ausschalten. Danach hast du Zeit Fragen zu stellen.

C.7 Transcripts of the Interviews

On the following pages all transcripts of the interviews can be found. The answers are written down verbatim, so in the exact words the respondents have used when answering the questions. However, sometimes not the entire answer has been written down. In these cases a (...) symbolizes the missing words. It has been used when the respondents only paraphrased the same answer again, or gave a comment not directly related to the interview. When a ... is used in the transcripts that means a considerable pause in the respondents' talking. The German interviews have not been translated.

Interview Number 1 (Respondent 181)

Date of the Interview: 7th of August 2009

Language of the Interview: German

Nationality of Respondent: Finish

Gender of Respondent: female

Study Program: Intercultural Communication and European Studies (MA)

University: University of Applied Sciences Fulda, Germany

1. Worum, denkst du handelt es sich bei European Studies, als Studiengang?

Ziemlich breit, so allgemein. Wichtigster Teil ist European Integration also vom Studienprogramm einfach. Die Geschichte und Entwicklung und hm...genau. Und noch überlegen...die policies natürlich und um Europarecht. Also das ist für mich so European Studies.

2. Worum, denkst du handelt es sich bei European Studies, als Berufszweig?

An einer Uni, als Professor. Also European Studies um ja. Vielleicht auch in den Institutionen, also als Forschung, mit Forschung irgendwas arbeiten. Aber schon so an Unis oder so oder allgemein Weiterbildungsinstitutionen.

3. Fühlst du dich vorbereitet auf eine europäische Karriere? Warum oder warum nicht?

Joa...aber schon. Das ganze Studium, also die vier Semester, die wir haben, sind schon eine gute Vorbereitung auf diesen Beruf.

4. Könntest du mir das Element/die Elemente deines Studienganges nennen, die du am wichtigsten findest hinsichtlich der Vorbereitung auf eine europäische Karriere?

Also schon. Das Wissen über die Geschichte von Integration und um die heutigen Entwicklungen sind überhaupt wichtig um eben eine Meinung zu haben. Und die Institutionen zu kennen, das ist ja nicht gerade einfach halt.(...) Was ich und auch schon meine Kolleginnen gut fanden waren diese Ausflüge nach Straßburg und Brüssel. Einfach, auch wenns kurz ist, den Arbeitsalltag ein bisschen spüren zu können. Dann weiß man ein bisschen was das ist.

5. Ist dies auch das Element/ sind dies auch die Elemente, die dir am meisten Spaß machen?

Die Ausflüge? Auf jeden Fall, ja.

6. Ist dein European Studies Studiengang alles, was du dir darunter vorgestellt hast? Warum oder warum nicht?

Um ...ja es ist...also ehrlich gesagt habe ich nicht so viele Erwartungen gehabt. Natürlich hab ich auch EU auch nicht so, man hat schon einiges gewusst über EU. Aber also man hat so viel dazu gelernt. Wie viel und kompliziert das alles ist, das ist neu gewesen schon irgendwo. (...)

7. Im Fragebogen wurdest du gefragt ob du dich für European Studies entschieden hast, weil du nach einer Karriere in einer der EU Institutionen strebst. Deine Antwort war nein.

Motivation: Das war einfach weil ich mich für EU interessier, also...sehr. Und, ja und ich denk das hat schon mit unserem Alltag viel zu tun, wird immer mehr mit unserem Alltag zu tun haben. Also in dem Sinne aus Neugier und Interesse.

Karriereziel: Mehr im Bereich Kommunikation. Mein Traum ist im Bereich intercultural trainings zu arbeiten.

Nächsten 5 Jahre: (...) Tja...um...ein Jahr noch Studium. Dann hoffe ich, dass die Krise einigermaßen so weit vorbei ist, dass ich auch ein Chance habe ja einen Job zu bekommen. Erst galube ich muss ich bisschen Praktikum machen,

ein oder zwei Praktika machen. Und ja ich denke schon so realistisch, dass ich es mir nicht vorstellen kann dass ich gleich einen Traumjob finde, dass man langsam aufsteigen muss.

8. Im Fragebogen wurdest du gefragt ob du denkst, dass dein European Studies Studium deine Sicht auf die EU verändert hat. Deine Antwort war ja in einer positiven Art und Weise.

Kannst du erklären warum du das denkst und was genau du darunter verstehst?

Also ich hab eigentlich schon immer positive über EU gedacht, also nie negative, auf jeden Fall nie. Also ich denke weil man dieses Prozess und die Institutionen kennen gelernt weiß man es viel mehr zu schätzen, dass er überhaupt funktioniert. (...) Ich denke allgemein das Wissen (hat dazu beigetragen die Meinung zu ändern). Auch muss ich unseren Professor loben, weil er echt viel weiß, also über sein Fachgebiet weiß und dazu noch sehr also sympathisch und motivierend ist.

9. Im Fragebogen wurdest du gefragt ob du denkst, dass dein European Studies Studium deine Identifizierung als Europäisch-sein verändert hat. Deine Antwort war nein.

Kannst du erklären warum du das denkst und was genau du darunter verstehst?

Nein also ich...also ein Teil hat vielleicht auch damit zu tun, dass wir im Studiengang nur, also das sind 8 deutsche, ich aus Finnland und eine aus Rumänien sind die einzigen aus Europa und sonst haben wir 16 andere Nationalitäten aus außerhalb Europas. (...) Ja, in erster Linie fühle ich mich halt als Finnen, und ja ich denke so war's schon immer.

Interview Number 2 (Respondent 146)

Date of the Interview: 8th of August 2009

Language of the Interview: English

Nationality of Respondent: Belarusian

Gender of Respondent: female

Study Program: European Studies (MA)

University: European Humanities University, Lithuania

1. What do you think European Studies, as an educational program is about?

Ok, so originally I start from the formal point of view because it was kind of involved when I was choosing the program um it was stated that it was an interdisciplinary kind of program, that was really attractive for me. (...) It is about, you know, it is an attempt to study the whole entity of European processes as far as the given university can afford that. (...) ...I think that European Studies in my case is a kind of an attempt to grasp the idea of Europe right now, how it operates and what, you know, what we can do of it, what kind of opportunities this represents for us. (...) This kind of program is one of those that is more to combine disciplines in order to study some special subject, in this case the European Union.

2. What do you think European Studies, as a profession is about?

Um I think that as a profession it is more a kind of a free career to some extent, especially I think in this part of Europe, I underline it again. (...) I think that it's to some extent some kind of um, you know new um direction and um this traditional political studies but at the same time it's very, you know not that theoretical and not that management oriented. It's some kind of um this complex you know a lot of perspectives and I don't think that there has been defined some strict or truly good way to apply your skills after this kind of education. So I think it's more or less a 'free diploma' (laugh) if I can name it in this way.

3. Do you feel ready for a European career? Why or why not?

I feel now that participating in this program has given me very much in terms of European perspective, yes very much. I feel that I am now much more prepared for any kind of European career or European perspective in terms of my own, my own way of life. Being, you know being in that atmosphere, in that environment of European Studies, it is really, it gives you a kind of air of what it is about today. (...)

4. Could you please mention the feature or features of your study program that you consider most relevant concerning the preparation for a European career?

I cannot say for the whole program yet, but from the experience I had so far I would say that the subjects we covered concerning the economic system was really, really useful and, you know, created some sort of insight. And also I think that (...) the history of European organizations, these supranational bodies, I think that would be really helpful too. And for it was also very informative for me the subjects we had on Common European and Security Policy. But generally I wouldn't say that we got really much information on; I think that depends on the university what the specifics are. For example we had a couple of subjects dedicated to the history of ideas of Europe and I have personally found it interesting and for me it was great, but I am not sure whether it is really useful in your, you know, your European career. (...)

5. Is this feature/ are these features also the one(s) you enjoy most?

Um...actually I enjoy all of the classes, because we've got a really nice assignment of professors. They are really different, from different countries and that is what I really appreciate in my program. But...I can't say that I enjoyed some parts of the program more than others. (...) I really got a lot from every quarter started. (...) So far I have not had any subjects that were unnecessary or not informative for me.

6. Is your European Studies program everything you expected it to be? Why or why not?

That's a hard question! (...) I can't really remember (what I expected). I had only a general idea. Because I could not compare different syllabuses from different universities, that would offer me this kind of problem. There was this one program that I was eligible for. But normally, yes. I wouldn't say that I got all the information that I was expecting, because these hours are also limited and I could not study, you know listen to the professors as much as I could. Normally I would say that I got even more than I expected, because our program is not limited to politics; we are supposed to get a MA in political sciences, but I am very glad that it is not narrowed down to it. So far I have been really satisfied with the syllabus.

7. In the questionnaire you were asked whether you chose for European Studies because you aim at a career in one of the EU institutions. Your answer was no.

That might seem a bit illogical but...um I answered no, because this is really not feasible for me in the forthcoming years for me. My country (Belarus) is not part of the European Union and if I go to any other country that is part I shall, you know, work really hard for many years to reach this position. For me it was more like an exploration, you know this field I have not studied ever and um this was more out of interest and also um you know with the background of really up-to-date studies. ... If I compare it with what I have got in any kind of discipline more or less, this is really something new, something developed not so far, not so long ago and I had, that's why I decided to go there. ... I did not really what I um what I would have up to the point. You know all the traditional programs they are more or less clear. ... you know a kind of not-knowing that made it really attractive.

5 years career plans: Actually I am planning to teach at university and that's why I think my education really matters. I am going to teach students something new and this have to be really new and not something hidden in the books for centuries.

8. In the questionnaire you were asked whether you think your European Studies program has changed your view on the EU. Your answer was yes in a negative way.

Some months ago I was writing an essay about the development um I don't really remember what exactly it was dedicated to, probably to this, you know, European Neighborhood Policy or these new members and, you know, I got really into this topic ... in the end I understood um that Europe is so huge, it is so different that probably I am not ready to, you know, say no to these local um organization of life that I have got in my country. You know, one thing is the picture you have on your TV screen, how everyone smiles, how everything goes all right. And another thing is that when you read these critical reviews about how bad the Commission works or, you know all those failures that are inevitable, but at the same time they could be avoided. Probably this structural organization is really something that discourages me for the time being.

9. In the questionnaire you were asked whether you think your European Studies program has changed your way about feeling European? Your answer was yes I feel more European now.

You know I read a lot about Europe so naturally I get involved with the field, I grew closer to the topic and also to the people. And probably you know much about something you feel you belong to that. European Studies, you know, I would not say that it is biased towards how great this is...I have written quite a number of essays dedicated to the idea of Europe, how it developed etc. etc. and probably this, you know, Gestalt or something we constructed in our mind is something that starts working and um I think that now I am more pro-European in terms of um, you know, "yes it's good and we shall continue our affords because it's peace and it's organization and it's everything" (laugh). And in this case I think this kind of education is really influencing what people think about Europe. We are now, you know, evident to be in a process of creating something really new in terms of feeling European. For me in Belarus I realized that we need this cooperation, we need this um interaction, we need Europe. And in this sense I would say that I feel much more European now because, you know, I know much more about what I am talking about. And it is not just "Oh I love Europe" or something like this. No no, it's more like, I think, and I am, you know um I am sure we shall cooperate because of this and this reason and it is usually important for us to operate in this way because this will bring this outcome. I think I feel more European now because, not only because I am involved and that but also because what the real profits, but also the advantages of um feeling European are.

Interview Number 3 (Respondent 63)

Date of the Interview: 8th of August 2009

Language of the Interview: English

Nationality of Respondent: Romanian

Gender of Respondent: male

Study Program: European Studies (MA)

University: Centre for European Integration (ZEI) at the University of Bonn, Germany

1. What do you think European Studies, as an educational program is about?

(...) My experience is that European Studies has to focus on the politics, the governance issues related to the EU. When I went to the states and told people that I am learning um studying European Studies usually people would imagine something like um literature, culture, whatever, European culture. Not really the politics and policy-making of the EU. So it has this very, very focused aspect on institutional, institutions and decision-making of the EU. Which is probably a very good thing, because not so many people know this (laughs) and there is a lack of understanding of the EU.

2. What do you think European Studies, as a profession is about?

It can be the institutions, but it can also be everything related to the institutions. Like lobbying, consultancy, any of the national, local institutions that work with European funds, or that have to implement EU legislation. It can even be the law sector, where you have tons of EU case law that has to be interpreted and applied. So it can be a bunch of things, but it has to be related to what comes out of Brussels.

3. Do you feel ready for a European career? Why or why not?

(...) I think I am, but at the moment I am still looking for jobs and I am doing a sort of internship at the town hall of my home town, but I am not really working and stuff that is related to my studies. I mean I have a solid theoretical background, I think; in both decision-making and economics and law. But before I start working I think I cannot really tell how prepared I am for it. (...)

4. Could you please mention the feature or features of your study program that you consider most relevant concerning the preparation for a European career?

My guess would be that the most important part were the side remarks, the anecdotes that some professors do usually after they are done with the lecture. Um and they leave a bit the theoretic, the academic part behind and they tell you about how things actually run, um about how you know somebody. For example (...) I have been doing a negotiating class and the professor was telling us that like 90 percent of the things that he gained in Brussels are through informal contacts, so lunch meetings, whose phone numbers you have, that you have to call him at the right time. These kinds of things that usually go labeled as off-the-record information that they tend to have more practical value um than most of the other information we did acquire during the program.

You find out about stuff, for example, when you apply for an internship at the European Commission, something that you normally hear from anybody, but all the professors told us that we had to lobby for ourselves because otherwise it is not, it is almost impossible to get an internship, unless you get in touch with somebody and to know, to pick up your name of a list of people um you won't get the internship.

5. Is this feature/ are these features also the one(s) you enjoy most?

Yes, because my interest was not in the academic part of European Studies. More about how things actually work behind, I am how the institutions actually work. So this was what actually interested me, how the oil that greases the machinery, to say so.

6. Is your European Studies program everything you expected it to be? Why or why not?

Oh, I didn't really had that much of an expectation about it. I just, I would say, went there with an open mind.

7. In the questionnaire you were asked whether you chose for European Studies because you aim at a career in one of the EU institutions. Your answer was yes.

My feeling is that I want to be involved in the, as a future career I want to be involved in the governance area. And I am a bit discontent with how things work in Romania in politics in general and I wouldn't, I really don't see myself working in Bucharest. So the only option for me, if I wanna work in governance, in policy-making, and I mean working somewhere relevant to my country would be to work in Brussels. (...) So it was kind of a, excluding the other possibilities Brussels was left as the only choice.

5 years career plan: Option a is that I pass the concours and get the job at the Commission (talked about it earlier). Then I will be at the Commission for the next five years at least.

Option b um I start getting a sort of internship at Brussels; start working for some sort of consultancy or NGO at Brussels. Um and I have no idea how that would evolve. I mean after next one or two years.

Option c: I would getting involved in um um some sort of governmental services in Bucharest. And I have really big doubts about how this will work out...

The thing is that I heard people saying that when they worked in Brussels they had plans for, I don't know to work in human rights and they ended up working in agriculture and IT. Um so it can be a bit unpredictable, because my education was pretty generalist. I am not, I am specializing in EU affairs but in which field you apply those it can be everything from agriculture to social policy to um research and technology.

8. In the questionnaire you were asked whether you think your European Studies program has changed your view on the EU. Your answer was no.**Can you explain a bit more why you think it did not?**

Um coming from Romania and usually people here have a quite positive view on the EU for a number of cultural and historical reasons. (...) At the same time most people don't have any idea what the EU, what the EU does and usually this positive um, you know about the EU is not reality.

My EU-optimism comes from the fact that it is a very brave experiment in governance, to get how many, I don't know nations together. work together and achieve what the EU did achieve.

Still in the Master's I found out a bit more about that every day things, so how the EU works and how the bureaucracy is doing and everything like that. And became a bit more cynical about that and um often got the opinion that um even more European integration is not necessary the best solution. (...) The opinion is often that everything should be done at EU level and that is not always the best case, and necessary from an ideological reason but just for the bureaucratic problems it poses sometimes how much it complicates things.

But ultimately I still am an EU optimist and still want to dedicate my career to working for the EU. It's a worthy whole political project to invest time and energy and passion in. So with a bit of a cynical note I am still have the same (optimistic) opinion about the EU.

9. In the questionnaire you were asked whether you think your European Studies program has changed your way about feeling European. Your answer was no.**Can you explain a bit more why you think it did not?**

No the program hasn't changed anything in this aspect. I was still a Romanian amongst Germans and Poles and Czechs and um I don't know, Americans.

Interview Number 4 (Respondent 192)

Date of the Interview: 8th of August 2009

Language of the Interview: English

Nationality of Respondent: Slovenian

Gender of Respondent: female

Study Program: European Studies (BA)

University: University of Ljubljana, Slovenia

1. What do you think European Studies, as an educational program is about?

European Studies should be about Europe as a whole, not just the European Union probably, because um at my university it's...I don't know, more defined on the European Union than on the Europe as a whole. It should have some aspects of linguistics, so to study one or two foreign languages; it should be about European culture, and also politics. But I actually thought it would be more about culture than politics of the European Union.

2. What do you think European Studies, as a profession is about?

European Studies as a profession? Wow! (laugh) Um I think it's hard to define, because um in Slovenia, in Ljubljana where I am studying um it's only the third or the fourth year this program is starting so we don't have actually a definition of what a European student will do or should do after the program is done. Because this year the first of the students actually finish this program. My personal opinion, um I don't know...it should be very diversifying, because you should be able to enroll in different jobs, from, I don't know...being an official in the government or UN international. So, it should be some international job that actually allows you to travel or just be, I don't know, in your hometown or capital town and be able to introduce to your country some aspects of, I don't know Europe or European Union.

3. Do you feel ready for a European career? Why or why not?

Actually in my personal opinion I am ready, because I am also trying to incorporate many different programs and projects. But if I look at my colleagues at university I don't know. It is a difficult opinion to give. If you are just enrolled in a study program at university I don't think you get enough of the ... enough wide view on the subject you are studying. You also have to, I don't know, personally dig into more information, more projects on so on. (...) So I really feel ready but when I am looking at my colleagues it is very hard to say whether they are ready for a European career.

4. Could you please mention the feature or features of your study program that you consider most relevant concerning the preparation for a European career?

Probably, the foreign language that you are studying. We have two foreign languages, I have German and English, some other have French or Spanish languages. Also probably we also have one praktikum (internship) that we have to do. Probably that will be quite interesting, because then you can see how things are working on the governmental level or even on the EU level. What else...something about European policies probably and I don't know...that should be. (...) Not many foreign professors have visited our university or at least my colleagues are not so interested in it. So let's say the European policies and the foreign languages and the praktikum.

5. Is this feature/ are these features also the one(s) you enjoy most?

Um yeah actually I do (laughs). Because they do that I gather most from the lessons, so yeah.

6. Is your European Studies program everything you expected it to be? Why or why not?

I think I expected something different. As I already said I thought it would be more um on Europe as a whole not so much on the European Union as an institution. (...) But in total I am quite happy.

The Professional Formation of European Studies Students

7. In the questionnaire you were asked whether you chose for European Studies because you aim at a career in one of the EU institutions. Your answer was empty.

Actually also a career at one of the EU institutions...it's a possibility, but not just one possibility I am considering. I don't know, it's a tough job to get a career on the European level. So I actually would also be satisfied just to work in some, I don't know...at my home country and still consider some European stuff. I actually...it's a possibility that I go to Brussels, or I stay in Ljubljana. So I am not decided about it yet.

5 years career plans: Next five years, hm. Ok, I still have two more years of studying to do, so um, maybe after three years of studying...hm...(laughs). Probably...I don't know, some European project, but not on...let's say governmental level or something more on...um... how do you say...I don't know...um... actually I haven't thought about a lot! (laughs) So um I don't know. Maybe do some project, but not to go to the European Parliament to be elected for (laughs)...or something like that. I see myself more as a...maybe some kind of associate to some project, how to work in a certain project, from the European level to let's say state level.

8. In the questionnaire you were asked whether you think your European Studies program has changed your view on the EU. Your answer was yes in a positive way.

Can you explain a bit more why you think it did so and in what way?

Actually, in a positive way...yes it has changed my view, but more or less in the sense that I have more or less now more information on the European Union, more information about Europe, understand how it functions, I don't know I understand how international relations in a wider view work. So I also have some negative aspects! I think that is understandable. If I take a look at the wider picture, yes I have learned more positive things in my program. So I have a more positive picture about the European Union.

9. In the questionnaire you were asked whether you think your European Studies program has changed your way about feeling European. Your answer was yes I feel more European now.

Can you explain a bit more why you think it did so and in what way?

Actually my answer is quite similar to previous one, because I know how...how European culture functions or which projects are making European...or European as whole. I think I feel more European than an individual that does not cope with European issues on a day-to-day level.

Interview Number 5 (Respondent 208)

Date of the Interview: 8th of August 2009

Language of the Interview: English

Nationality of Respondent: Greek

Gender of Respondent: male

Study Program: European Studies: Identity and Integration (MA)

University: University of Amsterdam, the Netherlands

1. What do you think European Studies, as an educational program is about?

I would say that it is all about Europe actually (laughs). Interdisciplinary program...and um I suppose in most of the cases it has to do a lot with European Union.

2. What do you think European Studies, as a profession is about?

I actually believe that it is very vague. Like um professional prospects and all of this, and...I suppose that the most probable way of getting a job out of this program is in European Union institutions and in public sector in each country.

3. Do you feel ready for a European career? Why or why not?

Yes, in general I think I am ready. Well, during my studies I got a lot of knowledge about EU, about European identity, and EU politics, history, social issues and I think I will be able to um perform the tasks that, you know, this career involves.

4. Could you please mention the feature or features of your study program that you consider most relevant concerning the preparation for a European career?

Actually the most useful feature was a course called EU-UN relations, which was a course about...virtually about everything about the EU. Like many different international relations theories that explain the EU structure, current developments. As far as you mentioned: internships and guest lectures and stuff, like the knowledge I got from that was not so sufficient I would say.

5. Is this feature/ are these features also the one(s) you enjoy most?

Um...not really. Because, like the way it (the EU-UN relations class) was taught and the vast information involved made it a little hard to follow. But it was certainly...to a certain extent I enjoyed it. But not like fully.

6. Is your European Studies program everything you expected it to be? Why or why not?

In general lines yes, but there were several features that I didn't expect to be in the program. For example, like courses, um pointing to European identity a lot, to visual images of Europe a lot. And a lot of vague information, vague knowledge I would say. I didn't expect it to be so general. I expected it to be more specific, I would say.

7. In the questionnaire you were asked whether you chose for European Studies because you aim at a career in one of the EU institutions. Your answer was no.

So what did motivate you to choose European Studies?

Well, I would say the first reason was the interdisciplinary character of the program. European Studies for me involves politics, sociology, history, international relations theory and like many more discipline, scientific disciplines. And the second reason was that I am personally interested in European affairs. The first reason was thus not the professional career. I would say it was more my personal interest in the studies. (...)

The Professional Formation of European Studies Students

5 years career plans: Ah, ok. Um (laughs). Probably it will be like either following a PhD program and after that following an academic career. Or um it would be um like more personal like um making business or um ja.

8. In the questionnaire you were asked whether you think your European Studies program has changed your view on the EU. Your answer was yes in a positive way.

Can you explain a bit more why you think it did so and in what way?

My personal view is that um, I think that um the EU has contributed in a European politics in a positive way due to the fact that um the um, a lot of thing regulated by the EU were done with like, wouldn't be done differently. I mean um the um the federal character of the EU, which is of course not so strong, but um I mean the power that the Commission has, the power that the European Parliament has contribute in a positive way. Because a national government wouldn't follow um regulations and laws and all these, due to the political course. I think the most positive um feature of the EU is that sometimes it um doesn't mind the political course to do certain things.(...) In other words: many things wouldn't change in national politics.

What do you think has caused this change in mind?

Especially the courses dealing with EU affairs. Um I learned several stuff I did not knew. For example about um the CAP (Common Agricultural Policy) or the trade relations of the EU and um in this sense the program provided me with knowledge and information I did not know. Because the EU is a very vague concept and um experts and journalists disagree about its character and we get a lot of um information that um don't agree with each other. So it (the program) made it more clear to me.

9. In the questionnaire you were asked whether you think your European Studies program has changed your way about feeling European. Your answer was that you feel more European now.

Can you explain a bit more why you think it did so and in what way?

Well, um this has happened due to the fact that I came into contact with many um like different persons (from) all around Europe, because it was an international program. And, um through this contact I realized that um, the things that unite Europeans are more than things that divide them.

Interview Number 6 (Respondent 212)

Date of the Interview: 8th of August 2009

Language of the Interview: English

Nationality of Respondent: German

Gender of Respondent: female

Study Program: European Studies (BA)

University: University of Maastricht, the Netherlands

1. What do you think European Studies, as an educational program is about?

I think it is kind of hard to define European Studies, because it is somehow different at every university. So for me it is mostly learning what the European institutions are and what they are doing and where the European Union came from, how it developed. (...) I think it is mostly all aspects of the working of the European Union and its institutions and the policy fields involved.

2. What do you think European Studies, as a profession is about?

I think that's really, really hard to answer, because I think quite a number of people, who graduated last year with me and the year before...it is so broad what people are doing. I know people, who do cultural policy, I know people doing security policy, I know people, who moved to economics or law. So I don't think that you can tell what field you are preferred for when you did a Bachelor in European Studies. I think it really is a great beginning, so that you can focus on what you want to do afterwards.

3. Do you feel ready for a European career? Why or why not?

Yes, I would say so. Because we got to know how each institution is working, how things are approached, and how you have to approach like topics you don't know about yet. So if you are willing to learn about a topic quickly and ... are I don't know, motivated to do it then I think it's no problem to work in any field you want to work in.

4. Could you please mention the feature or features of your study program that you consider most relevant concerning the preparation for a European career?

I think it was most relevant that we had the semester abroad, which was included in the program. Because there you were kind of forced, I mean you were not forced to but it was a great possibility to learn another language, which for me was French, which is perfect for the European Union. What I think was most helpful was the way you learned how to approach subjects and how to learn. So how to research, how to read a paper most efficiently, and get just the most basic information I needed. And I made the experience during my internships (1. German Chamber of Commerce in Morocco, 2. German development organization (department for African development), and 3. German Federal Office for Migration and Refugee (department for European politics and European law), which I did this year, that this was really what was most helpful. Not, ok for the last one it was also that you knew about the dealings of the European Union and how the different procedures and stuff like that are working, but in general I think it's more the approach on how to work that was the biggest effort of the program. (...)

5. Is this feature/ are these features also the one(s) you enjoy most?

Yes. They were really, really great.

6. Is your European Studies program everything you expected it to be? Why or why not?

I think it was really what I expected it to be, because I expected to learn about European politics, to broaden my horizon in that field. So, this was really accomplished! (laughs)

7. In the questionnaire you were asked whether you chose for European Studies because you aim at a career in one of the EU institutions. Your answer was yes.

I can't really say that I am focused on a specific job in one of the EU institutions. But I could imagine working in one of them, for example the Commission or the EU Parliament. But I don't have one single institution of which I would say I want to go there by all means. (...)

Next five years career plans: I gonna start my Master's in September, which will be the Mater in Migration Studies. So hopefully I will be able to combine European Studies and Migration Studies and doing something about European Migration Politics. (...) I might be thinking about doing a PhD in that field as well. But I will also apply for a traineeship program, so stuff like that. But it is really hard to say.

8. In the questionnaire you were asked whether you think your European Studies program has changed your view on the EU. Your answer was yes in a positive way.

Can you explain a bit more why you think it did so and in what way?

At school I had a politics teacher, who was really left in his political views. So he basically told us that the European Constitution is not a good thing (...). So that was the view I basically had when starting studying. And the little bits gathered from the papers and the news, but I never really understood them, because no one ever told us how it is working. So, by learning how everything is done and how far the European Union is involved in the daily life of citizens within Europe, I think that really changed my perspective. By now I am thinking the constitution for the European Union would have been something good, what I did not think before. So I kind of changed my outlook.

The experience of being in another country studying European Studies I think really helped to make it clearer. For example (...) we had a whole lecture (in European law) about how the European Union affects lives of students and the possibility to go abroad. And if you see it like that and you can really relate to it, it's, of course it changes your perspective of things. (...)

9. In the questionnaire you were asked whether you think your European Studies program has changed your way about feeling European. Your answer was yes I feel more European now.

Can you explain a bit more why you think it did so and in what way?

First of all I study in Maastricht, which is directly to the Belgian border, so for the first year I lived in Belgium, being German and the program was in English. So it was really like great mixture from the beginning. Then it was kind of international with all the students being there. But also for example being in Maastricht itself is...like the place where the Maastricht treaty was signed. We had a lot of excursions to Brussels and all that. (...) And I experienced that all that as well when I traveled abroad, so I mean really outside the EU that you value all the possibilities you have here. So you don't have to queue at the customs thing and it is all done quickly. My study has really contributed to feeling more European. My study has really contributed to feeling more European. You really don't think anymore that a certain problem, like climate change is just linked to Germany or that you can do it in your national state. You really see that you have to cooperate together with more countries. I think the European perspective got much, much more relevant to me than the national one.

Interview Number 7 (Respondent 11)

Date of the Interview: 8th of August 2009

Language of the Interview: English

Nationality of Respondent: Albanian

Gender of Respondent: female

Study Program: Master in Public Policy, Erasmus Mundus Programme (MA, double degree)

University: Institute of Social Studies, the Netherlands and Central European University, Hungary

1. What do you think European Studies, as an educational program is about?

(...) I consider European Studies to be a program that informs you about the EU institutions, European affairs, the institutional body of the EU, the legislative body of the EU and also of all the policies that comprise the EU: foreign policy, agricultural policy etc. So it is a very detailed and deep knowledge of EU affairs, but from the position of the insider.

2. What do you think European Studies, as a profession is about?

I think as a profession it's very interesting, because it is rare and it is focused on research. At least I see it this way: if you do European Studies you are a researcher or you have your expertise on issues related to EU. And it may open the doors for certain individuals to enter EU politics or either you can be a researcher who analyses EU policies. So I think it has a very wide spectrum. (...)

3. Do you feel ready for a European career? Why or why not?

Yes, I do feel ready for it. Even if I don't come from a EU country. Yet the presence of EU policies in the framework of the enlargement, it is very consistent in my country (Albania). So the EU discourse is part of the citizens of Albania from one side. From the other side I feel ready, because have conducted two research theses on European foreign policy and I have also been involved on another research on European Foreign and Security Policy. And I personally feel myself ready to work further in a specific realm of EU politics.

4. Could you please mention the feature or features of your study program that you consider most relevant concerning the preparation for a European career?

My first exposure to EU apart the origins where I come from and the politics and the daily news that are related to EU, comes from a course, which I have taken in the Netherlands and the name of the course was 'Neo-liberalism', and the focus not on different regions of the country, but we focused a lot on neo-liberalism in the EU or neo-liberalist policies in the EU. And that sort of trigger intrigued me to write my thesis on the EU.

Another exposure has been many courses I have taken here in Hungary, it was the Jean-Monet-model, which is a very intense model regarding all EU institutions, EU policy, EU legislation; so it is a very complete view on the EU itself. Then, other courses as international policy practice and comparative political institutions, where we focused as well in EU institutions. (...)

In terms of practice, activities I have participated in I would mention several models of European Council competitions that I have been part of. (...) These are recent activities that have been added values in terms of my ambitions to work in EU politics. (Were these models part of your study program?) It was more on my free time, it was not related to my studies, but there was also one simulation, which was part of my studies.

5. Is this feature/ are these features also the one(s) you enjoy most?

Yes, absolutely, because these are simulations or I would say certain activities, that try to symbolize the real decision-making and policy-making at EU level. (...)

6. Is your European Studies program everything you expected it to be? Why or why not?

Yes, my program is exactly what I expected when I applied for the double degree. I mean I was not aiming at just EU Studies, I was aiming at something that would open me doors on whatever organization or public administration I would apply for jobs. But surprisingly the MA, although it does not have the title European Studies has a big exposure to EU Studies, and I made...I tried to take all the courses on the EU. So, I think that it has been an added value and I am very satisfied with my program.

7. In the questionnaire you were asked whether you chose for European Studies because you aim at a career in one of the EU institutions. Your answer was no.

Well, yes, the motivation came to my position before when I was in Albania, prior to apply, position in the government. I was working in the Prime Minister's office, so I was in public administration. And the MA I applied was...it included public policy and also governance and it was very polistic approach to political sciences. So at the moment I did not think that I will work for EU organizations or on EU politics, I was not aware of that. Only when I started the program I became more knowledgeable.

Career goal now: My career goal at the moment is to work as a researcher or as a project assistant in any research area that has to do with EU foreign policy, more precisely on the European Mediterranean Partnership or European enlargement policies or European Foreign and Security Policy. (...) I would like to work for a research institutions, which focuses on a critical view on the EU foreign policy and the EU itself.

5 years career plans: I would probably be stepping from, you know, from a junior researcher to being a senior researcher within five years. Or I would be enrolled in a PhD program. So I think one of these two will happen, hopefully.

8. In the questionnaire you were asked whether you think your European Studies program has changed your view on the EU. Your answer was yes in a positive way.

Can you explain a bit more why you think it did so and in what way?

(...) Positive it became with the understanding of how politics in reality works. And I come from different schools, one is a research-focused institution and the other is a neo-liberal, very top-down institution. So they both have given me controversial and sort of dialectical approaches towards EU. And by that I have been able to grasp the real message, or the real content of how EU politics functions. (...)

9. In the questionnaire you were asked whether you think your European Studies program has changed your way about feeling European. Your answer was yes I feel more European now.

Can you explain a bit more why you think it did so and in what way?

I think I feel more European also for reasons that go beyond my academic studies, which is the opportunity to travel in Europe and to visit many countries and museums and, you know, to have European friends. But I think I feel more European in terms of...I feel closer to Europe, I feel to be in touch with it. And that can also be the power of information that I have compared to before. I think also my location, I mean living in an EU country makes you feel witness the...from a closer perspective how EU decision-making happens, so. It is from the position of the insider.

Interview Number 8 (Respondent 60)

Date of the Interview: 8th of August 2009

Language of the Interview: English

Nationality of Respondent: Ukrainian

Gender of Respondent: female

Study Program: Euroculture (MA), already graduated

University: University of Groningen, the Netherlands and University of Jagiellonia, Poland

1. What do you think European Studies, as an educational program is about?

Well, I would say that, based on my own experience, there is no such, like, as a person who has already the degree in European Studies I would say that it is as broad as the International Relations (her BA), but just dedicated to Europe only.

2. What do you think European Studies, as a profession is about?

Ha (laughs) that is what I am asked all the time! What do you do with European Studies? What is it all about? (...) With European Studies I believe that everything would be connected to Europe as such; Europe as an idea, European Union as implementation of this idea. And it comes from policy to culture to legal issues. Everything what could be included in it, everything Europe can be linked.

3. After your graduation did you feel ready for a European career? Why or why not?

Well, I felt very much ready for it, because my studies gave me a very good overview what is at least, I wouldn't say it is very deep overview, but really an overview over what Europe (is) all about and gave more summary Europe is supposed to be. And yes, this knowledge has prepared me pretty well to work somewhere in Europe on the one hand and to deal with something which, to work in some field which has to do with Europe. (...)

4. Could you please mention the feature or features of your study program that you consider most relevant concerning the preparation for a European career?

Definitely the fact that the group was very international. Out of 22 people we had 22 different nationalities. And that was intercultural communication and the fact that we lived in a student house, because that was the only possibility for international students, was also intercultural communication. Then we also had to move to another European country, which was also an experience and preparation and gave very um firsthand experience of what Europe is all about. In my case I spend one semester in the old EU country (the Netherlands) and one semester in the new EU country (Poland).

In the second semester we had very interesting course about EU program management and project management and in my case it was excellent. And that was what I mentioned in the interviews afterwards, for both internship and my current job and then they said 'wow that's interesting' and that that is exactly what I am using at the moment and what I used during internship. It also did an internship during the study program, and it was very useful! (...) So all parts of the program were relevant in a way I think; even the master thesis, which many master students don't like. But it gives you practice in the research area you are interested in. (...)

5. Is this feature/ are these features also the one(s) you enjoy most?

Well, I would not say that I enjoyed that much writing my master thesis in terms of time! (laughs) But I definitely enjoyed to do the research. I enjoyed any single feature of the master program I took.

6. Is your European Studies program everything you expected it to be? Why or why not?

Well, um I would say that in the beginning before I applied, because euroculture is a very special thing. When you apply you really put your...you can fit any expectations, if you are coming from the language background you think that euroculture would be about languages and language construction of Europe only. If you are from a political

The Professional Formation of European Studies Students

background or international relations, like in my case, you will think it will be politics and all the things alike. This was really interesting, because everybody was coming from a different background in my group (...) and everyone brought in the content of this program something that relate to their background. So indeed when everyone came we happened to fulfill our expectations exactly because the program was multidisciplinary.

7. In the questionnaire you were asked whether you chose for European Studies because you aim at a career in one of the EU institutions. Your answer was no.

My answer was no, because I have some limitations due to my origin (Ukraine), I would say. Because as non-EU citizen you really have...it's harder to get into the EU institutions as such. I didn't want to work for the European institutions but I wanted to work in Europe for an international organization. Meaning to deal with EU and European Commission, but work for something that would lie also...which also connects Europe with the outside world.

8. In the questionnaire you were asked whether you think your European Studies program has changed your view on the EU. Your answer was yes in a negative way.

Can you explain a bit more why you think it did so and in what way?

Well I would say that from the outside of the EU, the EU looks, at least according to the promotion it manages to make, EU looks as a really single entity; a well established, well functioning mechanism. But once you get inside only like, of course you can read an article that tells about the diversity and how everything is so hard to make it work and due to the different cultural backgrounds; but from the outside, from Ukraine I could not believe that. For me it seemed that the EU worked perfectly well but once you are inside you can see that things do not work as they are described from outside. Personally I had to do with a lot of bureaucracy with exactly, for example for free movement, meaning for graduating from two universities and studying at two universities. It wasn't that positive experience.

9. In the questionnaire you were asked whether you think your European Studies program has changed your way about feeling European. Your answer was yes I feel less European now.

Can you explain a bit more why you think it did so and in what way?

Well, for me Europe before the European Studies was more the geographical notion of Europe and in this notion Ukraine as taken into account my background was definitely European. I would never define myself as Asian, why should I? But once being here and also studying here I realized that's were, yes if not a significant other for the EU, but definitely not-European, based on what the Europeaness is described here.

Interview Number 9 (Respondent 143)

Date of the Interview: 9th of August 2009

Language of the Interview: English

Nationality of Respondent: Danish

Gender of Respondent: female

Study Program: Euroculture (MA)

University: University of Groningen, the Netherlands and University Jagiellonska, Poland

1. What do you think European Studies, as an educational program is about?

One thing for me is the education and another thing is the people. I guess European Studies is often a mixed group, but for me it was very mixed group. And now it is actually the most exciting part to meet and to get to know people from other countries. (...) At first time you think it's only nationality but of course every nationality is so diverse so it's also about what kind of social background the people have. And I do know that because I just met one girl from Serbia and I don't know if she can be a (typical) Serbian girl, but still she has so many experiences in her life that I never had. For example she had been through the war between Serbia and Bosnia and to hear about her experiences about that made Europe a bit smaller to me. Like she and me had so many things in common, but still she was from a country that I never ever...I didn't...I wasn't aware of that country; for me it was just a black spot on the map. When I met her and heard her story and got to know her family and saw pictures and know I am in contact with her all the time I got a much more nuanced picture about what Europe also is. (...) I definitely feel more European in a way, because I got friends from all over Europe.

2. What do you think European Studies, as a profession is about?

That also depends on how you use it yourself. For me it is one thing and for others it is another thing. But again with my background in films it is...I worked as a journalist also and I also have some experiences with projects on festivals in Denmark and so with this background I suddenly I get ideas on how I can...now for example I want to make a story about Serbia or something about Poland, because I find stories that are interesting, that I think people need to hear in Denmark. For me that it is what my study means to me professionally. I get my horizon broadened out, not only to Danish projects, but also to projects in Europe. And now, I have contacts now...I have stories now. I can find stories now, because I know people.

3. Do you feel ready for a European career? Why or why not?

Yes, only...only with my own background. It did not create something completely new for me. But it just opened some new ways for me. In my experience, for some people it will not make a big difference, because it depends on your own background, everybody uses this education in a very special way. And I am very sure that some people won't use it. But for me, I can use it! Because my background already is that I am interacting with many people from many different places and so for me it is useful. **So you feel ready?** Yes, but I have still no idea what it is going to be. I had some options now, but I still don't know what it is. But no matter what I choose I will use these new contacts, definitely.

4. Could you please mention the feature or features of your study program that you consider most relevant concerning the preparation for a European career?

Again I would say that, because I am thinking a bit like a journalist, I am looking for stories all the time, so I really think that I used the persons on my team more than maybe the rest of my class. So for me I have now a mark in these people, I am thinking about what they are doing, I am getting up-dated and I am thinking that I can go there interview them about that and that will gonna be my career. In school? I don't really know. Because...the most interesting lectures we had were about how we discriminate and stereotype. And for me that was the most eye-opening lecture. (...)

5. Is this feature/ are these features also the one(s) you enjoy most?

Yeah, actually my whole semester in Holland was about stereotypes, and films and literature, how we create imaginary countries...I mean Germany talks about Spain in a certain way in some literature and that creates a picture that Spain is a bit behind of Germany and is that true? How does it come that we think so? (...) All this talk was really good!

6. Is your European Studies program everything you expected it to be? Why or why not?

It was better than I expected it to be. I had low expectations, because sometime it's hard to collect so many people with so many different backgrounds and I was think 'Oh I gonna have problems', because the Danish school system was different. And I was actually also afraid that my way of working wouldn't fit in um so I was glad to see that I could adjust. In the beginning I was also very convinced that maybe that the program will be on a very low quality, because they had to make sure that everyone could follow the program. (...) And I was right about that, it was different. But I could adjust.

7. In the questionnaire you were asked whether you chose for European Studies because you aim at a career in one of the EU institutions. Your answer was no.

My dream for the future is that I can be at a place where I feel free and I always wanted to have the feeling that have possibilities ahead of me. So I am trying to pick an education that is broad.

5 years career plans: Now I am finished, right, in half a year, then I will go look for a job. And that could be in some kind of organization; I see myself working in an organization and get some knowledge about it. It could be international film festival or it could be um a project for the European Union, for integration in the European Union on arts or culture. Um or it could be...I could also work in a Danish radio station for their...looking for them what's going on outside Denmark. (...) I am not, I don't have any like strict plan. I only know what kind of job I would like to do.

8. In the questionnaire you were asked whether you think your European Studies program has changed your view on the EU. Your answer was no.**Can you explain a bit more why you think it did not?**

Maybe a bit, maybe I don't think that it is so scary anymore. I now really feel that the European Union is a nice thing. Before I was a bit skeptical, like I liked the idea, but actually I did not know what they were doing. But now I am more positive about it, maybe a bit. (I asked her what made her think so.) I had one teacher, who was really into it. A young woman, who knew everything about the European Union and she always talked about it as a place where people actually try to do something better for Europe. It was not only men in suits. So you know there was actually one person who seemed to...you know you wanted to believe her. She had charisma and she knew what she was talking about and she convinced me with her belief.

9. In the questionnaire you were asked whether you think your European Studies program has changed your way about feeling European. Your answer was yes I feel more European now.**Can you explain a bit more why you think it did so and in what way?**

I never really felt Danish and I know that I am special about that. (...) And now that I met all these people and I just got confirmed that I could have friends everywhere and that I could have been born everywhere. And I also feel that it is my Europe. I mean if I wanted to I, I mean I do now, I live in Poland now and I survived here and learned Polish, worked there and I can also be proud of Poland, because it's Europe you know. (...) So in that way it made me more European, although I already did not feel Danish. But then I did not know what I then felt and then I feel very calm with this thought that I am from Europe.

Interview Number 10 (Respondent 5)

Date of the Interview: 9th of August 2009

Language of the Interview: German

Nationality of Respondent: German

Gender of Respondent: female

Study Program: European Studies (MA)

University: European University Viadrina, Germany and Bilgi University, Turkey

1. Worum, denkst du handelt es sich bei European Studies, als Studiengang?

Interessante Frage! (lacht) (...) Ich würde sagen es ist ungalublich schwierig zu definieren, weil es unglaublich viele Aspekte gibt: den wirtschaftlichen, den politischen, den rechtswissenschaftlichen und den kulturellen. Und ich habe mich zum Beispiel nur auf die EU Migration spezialisiert und das wiederum so speziell auf den Bereich Türkei...ich glaube es ist schwierig eine allgemeine Definition zu machen. Für mich persönlich würd ich sagen betrifft es das EU-Recht auf Asyl, auf Migration, auf ein einheitliches Recht. Ich habe mich spezialisiert auf hochqualifizierte Migration, also auf die EU-Mobilitätsprogramme, Erasmus und so weiter. ... Das zu definieren ist echt schwierig...Aber ich würde es wie gesagt in die Bereiche Recht, Wirtschaft, Ökonomie und Kultur einteilen, so wie es auch in unserem Studiengang ist.

2. Worum, denkst du handelt es sich bei European Studies, als Berufszweig? Was macht man damit eigentlich?

Genau das, worauf man sich spezialisiert hat. Also die Rechtswissenschaftler schauen sich EU Recht an und gehen vielleicht zum Europäischen Gerichtshof. Ich wollte unbedingt Migration machen und betreue jetzt (in ihrem neuen Job als wissenschaftliche Mitarbeiterin an der Universität Jena) Migranten, also hochqualifizierte Migranten, mache also genau das, was ich auch gelernt habe. Und ein Wirtschaftswissenschaftler, der den Master macht, der geht wahrscheinlich direkt in die Wirtschaft. Und die Politiker, die sind häufig auch nach Berlin und machen dort ihren Doktor oder arbeiten in der Beratung, in der Politikberatung, gab's ganz viel Angebote bei uns an der Uni auch. Also das war so'n Hauptzweig, Politikberatung oder Beratung an der Universität. Viele von meinen Kommilitonen sind auch in die...in so ne Stellen, wie Koordination von Studiengängen oder hm...ja viele sind auch an der Uni verblieben, interessanter Weise.

Es ist nicht so genau. Master of European Studies ist jetzt kein Fachgebiet, das ist wie ein Arzt. Da geh ich dann und behandel Patienten, sondern es ist sehr offen und das find ich eigentlich das interessante an dem Studiengang, dass es so individuell gestaltbar war, zumindestens an meiner Uni.

3. Fühlst du dich vorbereitet auf eine europäische Karriere? Warum oder warum nicht?

Ich denke sehr. Auf jeden Fall viel mehr als mein Bachelor. Nach meinem Bachelor fühlte ich mich sehr unsicher was es denn nun eigentlich ist. Ich hatte mich beworben beim Bundestag und an der Humboldt Uni und da war...da ging's ebenfalls um ne Studiengangkoordination und im Bundestag um Beratung. Und da fühlte ich mich überhaupt nicht vorbereitet. Sie haben mich da gefragt ‚Was kannst du? Wie kannst du uns beraten?‘ und da hatte ich nur nen recht groben Eindruck. Und der Studiengang jetzt, der Master, der MES hat mich sehr gut vorbereitet, bzw. also ich habe mir die Sachen gewählt, wo ich später auch mal arbeiten möchte, also ich habe sehr gezielt diesen Master gewählt, mit genau der Spezialisierung und ich habe auch meine Masterarbeit genau darüber geschrieben was ich später mal machen wollte. Ich habe ein Thema gewählt, was mich ersten interessiert hat und zweitens einen Berufsbezug hat. (...) Ich fühle mich also sehr sehr vorbereitet (lacht) ob das dann aber auch so ist werde ich sehen wenn ich anfangen (zu arbeiten).

4. Könntest du mir das Element/die Elemente deines Studienganges nennen, die du am wichtigsten findest hinsichtlich der Vorbereitung auf eine europäische Karriere?

Na der Auslandsaufenthalt in der Türkei war logisch sehr, sehr wichtig. Weil es mir ersten vermittelt hat, dass ähm...ich hatte sehr viele ‚aha‘- und Überraschungsmomente und war akademisch, fachlich, methodisch sehr überrascht von der hohen Qualität des türkischen Angebots. Von einer nicht eurozentristischen Perspektive der Lernmaterialien und -inhalte in der Türkei.

Spezielle Angebote, die mich sehr gut vorbereitet haben waren praktische Sachen in Deutschland. Also für meinen Beruf Interviewführung, wie mach ich qualitative Interviews, überhaupt wie entwickel ich einen Fragebogen, wie führe ich Interviews, wie bin ich ein guter Interviewer, wie wertere ich sie aus. Dann kamen auch Praktika in diesem Bereich, das fand ich sehr, sehr gut.

Ähm, wir mussten ja, also man brauchte so ne Art Grundausbildung, man musste eine Vorlesung Recht, eine Politik, eine Wirtschaft etc und dann spezialisiert man sich. In Recht zum Beispiel auf Migrationsrecht, in Wirtschaft auf die Wirtschaft von Migranten, also ich konnte auch da wieder alles machen, was mich in meinem Fachgebiet vertieft, und das fand ich sehr, sehr gut. Allgemein eigentlich sehr gut vorbereitet, auch im praktischen Bereich. Wir mussten zum Beispiel sehr viele Vorträge halten, was mich denk ich für später vorbereitete weil man ja auch in der Wirtschaft viele Vorträge halten muss, auch an der Uni. (...) Wir haben sehr gut wissenschaftliches Arbeiten gelernt.

5. Ist dies auch das Element/ sind dies auch die Elemente, die dir am meisten Spaß machen?

Ja, also mein komplettes Masterstudium hat mir sehr, sehr viel Spaß gemacht. In allen Aspekten. (...) Ich habe (im Vergleich zum Bachelor) auch eine Leistungssteigerung gehabt. Es hat mir sehr viel Spaß gemacht und ich habe daher auch sehr viel gearbeitet. Man hat dann halt auch gesehen, dass eine Leistungssteigerung möglich ist wenn man sich mit den Professoren und den benutzen Methoden auch echt identifizieren kann.

6. Ist dein European Studies Studiengang das, was du dir darunter vorgestellt hast? Warum oder warum nicht?

Ähm, es war so wie ich es mir vorgestellt habe. Das interessante war aber es individuell so zu gestalten, wie ich es wollte. (...) Ich wusste aber zum Beispiel zum Beginn meines Studiums nicht, dass ich im vierten Semester in die Türkei gehen werde. (...) Sie haben dann aber den Doppel-Master entwickelt und ich war die dann die erste Kohorte, die die Möglichkeit hatte zu gehen, aber es stand dann noch nicht alles und es war unklar ob das alles klappt. Aber es hat geklappt und es war sehr interessant, weil ich dann sehr flexibel dort meine Kurse wählen konnte. (...) Da wir die ersten waren, die in die Türkei gegangen sind, hatten wir da noch sehr freie Wahl. Das fand ich sehr, sehr angenehm und ich konnte das so machen, wie ich das wollte solange ich es nur überzeugend genug rübergebracht habe. (...) Das einzige praktische Problem, war dass, weil wir die ersten war es Unklarheiten über die Masterarbeit gab, ob wir die nun in Deutschland oder in der Türkei schreiben sollten und wer sie dann in der Türkei betreut. Deshalb habe ich dann auch ein halbes Jahr länger gebraucht.

7. Im Fragebogen wurdest du gefragt ob du dich für European Studies entschieden hast, weil du nach einer Karriere in einer der EU Institutionen strebst. Deine Antwort war nein.

(...) Also European Studies heißt ja nicht nur an ner EU Institution, sonder für mich auch (Fragen wie), wie verändert sich ein Staat durch die EU, und ‚welche Vor- und Nachteile gibt’s‘. Und das war ganz gezielt auf Deutschland ausgerichtet. Der MES auf Migration, Hochschulmigration und später an der Uni. Naja ich glaube nicht, dass es European Studies nur für EU Institutionen gibt, sondern, dass man in Erfahrung bringt welche Rechte und Pflichten die EU uns ermöglicht, zum Beispiel innerhalb Deutschlands. (...)

Karriereziel: Gerne Promotion und dann Dozentin an der Uni. Aber immer mit Hälfte Koordination von Studenten, möglichst internationale Studenten. (...)

5-Jahre Plan: Also die ersten zwei Jahre auf jeden Fall, also das erste Jahr Berufseinarbeitung, Einsicht in diese ganze Forschung und Universität, dieses ganze Umfeld. Das zweite Jahr würde ich gerne meine Promotion anfangen und dann denk ich, brauch ich ja sicher drei Jahre für Promotion und da würde ich denk ich über

Wissenschaftsmanagement im Hochschulbereich, so in die Richtung gehen. (...) Und dann in fünf Jahren würd ich sagen ist die Promotion zu Ende und dann gehts ab ins Dozententum. (...)

8. Im Fragebogen wurdest du gefragt ob du denkst, dass dein European Studies Studium deine Sicht auf die EU verändert hat. Deine Antwort war ja in einer positiven Art und Weise.

Ich hatte wenig Ahnung von der EU, und was das für mich und mein Umfeld bedeutet. (...) Positiv in dem Sinne, dass ich etwas gelernt habe über die EU, wie diese Rechte mich oder mein Umfeld beeinflussen können, welche Auswirkungen das im positiven wie auch im negativen haben kann, zum Beispiel auf Gesetze. (...)

Der Bildungsbereich ist (im EU Recht) ja sehr positiv belegt. Man strebt ja jetzt zum Beispiel an, im Hochschulbereich oder im Bildungsbereich allgemein, durch dieses Lebenslang Lernen Programm, Möglichkeiten zu schaffen, dass auch Lernende, nicht nur Arbeitsuchende sich in der EU frei bewegen können, sondern auch eben Bildungssuchende. Und das finde ich sehr interessant und deswegen finde ich das positiv, weil das eben Menschen verbindet, untereinander austauscht. (...) An der Uni ist das auch ähnlich, vorher waren da vielleicht nicht so viele...also ich komm ja ausm Osten (ehemalige DDR) und da war ja sowieso nicht so viel Internationalität, aber ich finde jetzt durch dieses Erasmusprogramm an den Universitäten sehe ich sehr, sehr viele Austauschstudenten. Und die Viadrina ist ja die multikulturellste Uni Deutschlands, da sind ja 40 Prozent nicht deutsch, vielleicht sogar noch mehr. Und das fand ich sehr interessant, weil die Kurse fand ich sehr anders. Die Uni ist ja auch sehr nah an Polen. Man konnte ja ‚über die Brücke gehen‘ und Kurse in Polen besuchen, also die Uni war ja sowieso vier-sprachig, wir konnten Kurse in Polnisch, Deutsch, Englisch und Französisch machen. (...)

European Studies war auch daher so interesannt zu sehen was andere Menschen von der EU denken. ‚Was bedeutet das für Polen oder die Türkei?‘ einfach mal aus ner anderen Perspektive. Und das fand ich interessante an der EU. Die EU ist multilingual und multikulturell und ja.

9. Im Fragebogen wurdest du gefragt ob du denkst, dass dein European Studies Studium deine Identitätifikation als Europäisch-seind verändert hat. Deine Antwort war ja ich fühle mich jetzt mehr europäisch.

Mehr europäisch ist in dem Sinne, dass ich einfach mehr über Europa weiß und mir sage ok die EU versucht ja auch ne Art Identität zu kreieren, dass die EU sich mehr definiert als Gemeinschaft. (...) Ich würd jetzt nicht rumgehen und sagen ‚ich bin Europäer‘ wenn mich einer fragt ‚woher bist denn du‘. Das würde mir jetzt nur passieren in Amerika. (...) Aber wenn mich hier einer fragt dann bin ich aus Dessau, aber trotzdem würde ich sagen ich bin Europäer, weil ich weiß wie die Institutionen funktionieren und vorallem, weil ich es nicht negativ nehme. (...)

Interview Number 11 (Respondent 206)

Date of the Interview: 9th of August 2009

Language of the Interview: English

Nationality of Respondent: Dutch

Gender of Respondent: female

Study Program: Double diploma European Studies (MA)

University: University of Twente, the Netherlands and Westphalia University Münster, Germany

1. What do you think European Studies, as an educational program is about?

Usually when people ask me what European Studies is about and what I actually study, I usually tell them that it is a mixture of political science and public administration focused on the European Union. (...)

2. What do you think European Studies, as a profession is about?

I don't think that you can really see it like that, as a profession, because it is really broad and during your studies you really have to have a certain focus. With European Studies you can become pretty much anything. So if you are already interested in one particular area I think it's good to already focus on that particular area, because it's such a broad study program. But from my understanding (...) you can work for a local community, become a lobbyist in Brussels or...you know it is so broad that...ja. (...) It was good that I already knew what I wanted to do in the future, so that I could work towards something and not get lost. Because it is such a broad program and there is no straight aim to work to.

3. Do you feel ready for a European career? Why or why not?

I completed an internship here (EU coherence program, NGO in Brussels related to the Evert Vermeer Foundation,) and that is really important as well. Because I think what we study during our courses was all quite theoretical and it's all...you know what's in the books and what's being said by academics about a particular topic, so it is all quite abstract. And what I have noticed during my internship and also um by lobbying the European Parliament is that um things don't always go the way you have learned them. You have all the different procedures in the European Parliament and from your books you learn that 'during that procedure these steps are taken', but um in practice it is much different than from what you learn. So I think it is really useful if you try to combine your studies with practical experience. Now, after the practical experience I do feel ready. (...)

4. Could you please mention the feature or features of your study program that you consider most relevant concerning the preparation for a European career?

Let's see... (laughs) it's so much! As I just said an internship is a great experience. But I think all the courses that I have followed to a great extent prepared to become involved in European politics. What I liked about the study program in Twente is that it gives you inside in both the economic, political, social and legal perspectives of the European Union. So you know um from different backgrounds and from different um disciplines, they have knowledge about that and can put it together. You have an overview over the whole puzzle. (...)

What I found useful is that we had a lot of discussions in class in our Master courses. I think that was very nice as well. That makes you more enthusiastic and makes you think about the theory you read and discuss with more practical examples to bring it alive. That is what I found very important.

5. Is this feature/ are these features also the one(s) you enjoy most?

I think that is related to your own interests. I was more interested in some courses than in others. For example international relations I was more interested in than courses in economic and financial affairs. I would not say that these courses were more useful, but they were just closer to my own interest and closer to the area that I would like to focus myself on.

6. Is your European Studies program everything you expected it to be? Why or why not?

Yeah, it is certainly what I expected it to be. (...) I am pretty satisfied. (...) From the courses I had and what I got out of it I am pretty satisfied with. But I think that that is very dependable on yourself. I mean you have to get...try to get out everything you can. (...) If you know what you are going to it is much easier. You have a lot of choice in the papers you are writing and what kind of material you want to read. And also in the master courses you are asked what you want to talk about and I mean it is a lot of responsibility by yourself in that as well.

7. In the questionnaire you were asked whether you chose for European Studies because you aim at a career in one of the EU institutions. Your answer was yes.

How would you describe your career path when thinking about the next 5 (Master), 7 (Bachelor) years?

I did not only mean to work at the European Institutions, but also in organizations related to them, like lobbying the European institutions. (...) I just found a job. One of my colleagues I did my internship with, at the organization for the European coherence program, she had a new job, so I applied for hers. And last week I got the job, so from the first of September on I will work for this NGO here in Brussels and I got offered a one year contract. So that's what I will be doing during the next twelve months. From there I mean...I am just starting my career so I have to see if this is really what I want, if it's working out or whether there are different opportunities. I will try to participate in the concours. And I think it is good to try establish a network here in Brussels, 'cause that is what I have really noticed here. You know, when it concerns jobs it's really about the people you know and the network you have. So my aim for the next year is to try to um just get a broader network and to see what other opportunities there are.

8. In the questionnaire you were asked whether you think your European Studies program has changed your view on the EU. Your answer was yes I think more positively about it now.

Can you explain a bit more why you think it did so and in what way?

Um before I started studying European Studies I didn't know about the European Union, about the institutions and you know such general stuff. By studying European Studies you um become more familiar with how everything functions, the ideas behind it, the different debates and discussion ongoing about democracy, you know any possible topic related to the European Union. So I mean, it just gave me more knowledge. It makes me able to discuss things on a different level and makes me understand why some people are more skeptical about it and these kinds of things. So it makes me able to have different discussions, to explain things to people on a different level.

9. In the questionnaire you were asked whether you think your European Studies program has changed your way about feeling European. Your answer was yes I feel more European now.

Can you explain a bit more why you think it did so and in what way?

Because you study with people from different nationalities and because of this double diploma that also gave me the opportunity to study in Münster for a semester. And my internship experiences here in Brussels gives me of course a far more international background and international contacts. (...)

Interview Number 12 (Respondent 16)

Date of the Interview: 9th of August 2009

Language of the Interview: German

Nationality of Respondent: German

Gender of Respondent: female

Study Program: Integrierte Europastudien (BA)

University: Universität Bremen, Germany

1. Worum, denkst du handelt es sich bei European Studies, als Studiengang?

Also...für mich auf mein Studium bezogen ist es Politik und...also bin ich meiner Meinung nach eine Politik- und Soziologiestudentin mit erweiterten Kenntnissen über Europa und die Europäische Union. Es ist ein sehr interdisziplinärer Studiengang, der ja einem einen großen Überblick über das kulturelle, politische und sozialwissenschaftliche Europa gibt. Äm also das ist auf meinen Studiengang bezogen. Würde ich es jetzt etwas weiter fassen würde ich sicherlich noch Wirtschaft mit rein bringen. Aber das besondere daran ist für mich einfach, dass es immer zusätzliche Vorlesungen gibt, die sich speziell auf Europa beziehen. Und was uns, die Europastudienstudenten von den anderen abgrenzt.

2. Worum, denkst du handelt es sich bei European Studies, als Berufszweig? Was macht man damit eigentlich?

Wow, das find ich...das ist aber schwer! Naja also bei mir mit nem sozialwissenschaftlichen Schwerpunkt...ja bei uns ist auch kulturwissenschaftlicher Schwerpunkt, da läuft es oft auf...oh mann das ist echt schwer! Ich sage immer, dass ich...die Berufe, die ich machen kann sind zum Beispiel in NGOs zu arbeiten oder...ja was macht man denn? Das ist ja immer die Frage...

Probier gar nicht alles, was du dir überhaupt vorstellen kannst in einer Definition zu versammeln sondern versuch doch einfach zu umschreiben, was du mit deinem Studium mal machen kannst und versuch das möglichst komplett zu umschreiben.

Also was auf jeden Fall dazu gehört ist Jugendbildung, Erwachsenenbildung, natürlich in den Parteien, NGOs wie gesagt...ja...ich weiß es nicht. Ich denk auf jeden Fall, dass ein Master notwendig ist mit dem man sich mehr spezialisiert, weil es ja schon ein sehr weitgefächertes Bereich ist. (...)

3. Fühlst du dich vorbereitet auf eine europäische Karriere? Warum oder warum nicht?

Für eine europäische Karriere ja, weil bei uns die europabezogene Ausbildung recht umfangreich ist. Allerdings...hm...ich habe auch das Gefühl, dass Leute, die, wie wir Politik studieren oder die Soziologen viel weitergehendes Wissen haben und daher eher für bestimmte Berufe, also auch europäische Berufe genommen werden als wir die...weil's halt so interdisziplinär ist denk ich halt manchmal, dass es zu oft...viele Themen werden halt nur angesprochen und nicht tiefergehend behandelt. Das ist auch recht problematisch und könnte später beim Beruffinden ein Problem werden.

4. Könntest du mir das Element/die Elemente deines Studienganges nennen, die du am wichtigsten findest hinsichtlich der Vorbereitung auf eine europäische Karriere?

Ja ich denke das Pflicht-Erasmussemester ist auf jeden Fall hilfreich für eine europäische Karriere, einfach weil man dadurch lernt, dass man nicht immer im eigenen Land bleiben kann bei so einer Karriere und das man auf jeden Fall in andere Länder muss. Bei uns ist die sprachliche Ausbildung wenn man möchte sehr intensiv und umfangreich, was auch sehr hilfreich ist. Dann ist es natürlich sehr hilfreich, dass Seminare in Englisch sind. Viele Seminare, die wir haben beziehen sich auch auf das System der EU, was ich sehr wichtig finde, weil das gerade das schwierige ist, das viele Menschen nicht verstehen. (...) Sehr hilfreich ist in dem Sinne natürlich auch das Interdisziplinäre, dass wir zum Beispiel auch Juravorlesungen haben, Geschichtsvorlesungen, ja soziologische Theorien, das denke ich ist sehr

hilfreich um das Konzept Europa zu verstehen, in dem wir leben, das wir oft als selbstverständlich hinnehmen, es das aber eigentlich gar nicht ist. Ich finds auch hilfreich wenn viele Nationen vertreten sind im Studiengang, das ist sehr hilfreich. Wir haben auch viele, naja was heißt viele, mit anderen Unis. Zum Beispiel waren wir gerade in Russland und haben uns dort die Uni angeschaut und deren System und deren Europastudien, und sowas finde ich immer sehr hilfreich.

5. Ist dies auch das Element/ sind dies auch die Elemente, die dir am meisten Spaß machen?

Nicht immer! (lacht) Das politische System der EU find ich nicht immer so spannend, weil's halt doch kompliziert ist. Aber natürlich mir gefallen Sprachen und Auslandsaufenthalte sehr, sehr gut. Und mir gefällt es auch gut, dass es interdisziplinär ist. (...)

6. Ist dein European Studies Studiengang alles, was du dir darunter vorgestellt hast? Warum oder warum nicht?

Das Problem ist, ich hab mir darunter gar nichts vorgestellt. Ich hatte überhaupt keine Ahnung was auf mich zukommt, mir hat einfach nur der Titel gefallen und ich wusste, dass ich irgendwas mit Politik machen wollte, aber nicht rein Politik. Ich kann nur sagen, dass es mir sehr gut gefällt. Ja ich hab mir einfach gar nichts darunter vorgestellt.

7. Im Fragebogen wurdest du gefragt ob du dich für European Studies entschieden hast, weil du nach einer Karriere in einer der EU Institutionen strebst. Deine Antwort war nein.

Ich hab mich für European Studies entschieden, weil ähm ich sehr, sehr reisebegeistert bin und es mir sehr gefällt neue Sprachen zu lernen, ich aber etwas praktischeres als zum Beispiel Sprachwissenschaften machen wollte. Und ich ursprünglich interessiert daran war Journalismus zu machen und in der Umschreibung des Studiengangs stand auch, dass man damit gut Journalist werden kann. Das hat mich eigentlich dazu verleitet, ja und einfach dieses interdisziplinäre. Ich wusste überhaupt nicht was ich machen wollte, ähm und besonders, dass es halt keine...dass man halt nicht wie mit Jura Rechtsanwalt wird und mit Lehramt Lehrer wird. Sondern dieses offene, weitgefassete, ich-kann-mir-noch-überlegen-was-ich-werden-möchte hat mich sehr gereizt.

Karriereziel: Ich möchte gerne Familien- oder Bildungsministerin werden.

5 Jahre Plan: Zuerstmal werde ich meinen Bachelor zu Ende gemacht und in meiner Bachelorarbeit schon mal was darüber machen, hoffentlich. Dann werde ich ein Jahr Zeit nehmen um Praktika zu machen. (...) Mich interessiert auch sehr die Jugendarbeit, ich bin auch bei der JEF, den Jungen Europäischen Föderalisten, das ist so ein Verein in ganz Europa, halt keine Partei, aber sehr europäisch orientiert. Und dadurch, dass ich mich da sehr stark engagiere und wir auch sehr engen Kontakt zu den Politikern haben kan nich mir auch gut vorstellen gut an ein Praktikum zu kommen bei einer Partei oder bei einem Politiker um so auch einen besseren Einblick zu bekommen. Dann möchte ich meinen Master machen, worin genau weiß ich noch nicht. Ja und dann weiß ich auch noch nicht so genau. Ja ich denke, dass man dan auch in eine Partei eintreten muss. Ja aber das weiß ich auch noch nicht so genau. Ich mein diese Politikerkarriere kann man ja sowieso nicht so gut planen. Ich glaub da geht ganz ganz viel über Engagement. Vielleicht auch erstmal in die Jugendbildung, ein Job beim Bundesjugendring, da vielleicht anzufangen. Und dann zum Schluss als Bildungs- oder Familienministerin enden.

8. Im Fragebogen wurdest du gefragt ob du denkst, dass dein European Studies Studium deine Sicht auf die EU verändert hat. Deine Antwort war ja in einer positiven Art und Weise.

Kannst du erklären warum du das denkst und was genau du darunter verstehst?

Also das mit dem positiv und negativ wechselt eigentlich auch ziemlich häufig noch. Ich muss zugeben, da ich keinen Politikunterricht in Deutschland hatte (im Ausland gelebt), hatte ich vorher eigentlich gar nicht von der EU gehört. Und mir war am Anfang glaub ich auch gar nicht bewusst, dass ich mich so viel mit der EU auseinandersetzen werde, zum Beispiel die ganzen Institutionen und so (lacht) klingt vielleicht ein bisschen blöd! Und dann hat es erstmal die Meinung sehr positiv beeinflusst, weil man ja im Studium auch erstmal sehr viele positive Eindrücke bekommt. (...) Jetzt mittlerweile wird es oft kritisch und man bekommt ja auch selber einen kritischen Blick auf die EU. Trotzdem denke ich...also bin ich...als dieser positive Blick basiert auch einfach größtenteils darauf, dass man so

viel negatives hört, dass man denkt, dass man den Leuten immer erklären muss, dass es ja eigentlich alles gut ist. (...) Für mich ist die EU einfach eine gute Sache, die Unterstützung braucht. (...)

Ich denke, dass die Seminare und Vorlesungen und Texte, die man liest schon sehr beeinflussend sind und die haben in mir ausgelöst, dass ich zunächst einmal gedacht habe ‚was haben die eigentlich alle gegen die EU und was soll denn das überhaupt?‘. Im Beginn haben wir sehr intensive Geschichtsvorlesungen gehabt, ähm die mich total begeistert haben für dieses Konzept; wie das alles entstehen konnte, und das wir uns alles so glücklich schätzen können, dass wir die EU haben und in Frieden leben dürfen. (...) Die Meinungen und Nachrichten, die ich jetzt bekommen kann ich meiner Meinung nach viel besser einordnen, und als richtig oder falsch einschätzen. Und da merke ich oft, dass ich das oft eher positiv sehe.

9. Im Fragebogen wurdest du gefragt ob du denkst, dass dein European Studies Studium deine Identifizierung als Europäisch-seind verändert hat. Deine Antwort war ja ich fühle mich jetzt mehr europäisch.

Kannst du erklären warum du das denkst und was genau du darunter verstehst?

Also durch den Studiengang ist für mich Europa so ein bisschen kleiner geworden und hat sich für mich so ein bisschen mehr abgegrenzt von den anderen Teilen der Welt. Also ich finde es gibt einfach so einen Zusammenhalt zwischen den Ländern und man ist halt so ne große Familie und wird leider immer ähnlicher, großes leider. Wenn ich andere Menschen aus anderen Ländern treffe merkt man immermehr, dass man vom gleichen Ort in der Welt kommt, als zum Beispiel jemand aus Russland, oder Amerika oder Afrika. Und vorher habe ich mich eher deutsch gefühlt. Und jetzt ist das Deutsche gar nicht mehr so wichtig, weil sowieso alles auf Englisch passiert, also die Sprache alleine schon hat für mich sehr viel an Bedeutung verloren, also die deutsche Sprache. Und man definiert sich fast mehr nach Region als nach Land wirklich. (...) Das hat auch viel mit dem Erasmusprogramm zu tun. man hat fast in jeder Vorlesung jemand sitzen, der nicht aus Deutschland kommt und mit dem man dann in Kontakt kommen kann. (...)

Interview Number 13 (Respondent 241)

Date of the Interview: 11th of August 2009

Language of the Interview: English

Nationality of Respondent: Turkish

Gender of Respondent: male

Study Program: European Studies (BA)

University: Bahcesehir University, Turkey

1. What do you think European Studies, as an educational program is about?

As an educational program European Studies is a compilation of all aspects of the European Union, in my opinion. For example the structure of the European Union or the social structure of the European Union, the institutions, the historical development of the European Union, all these come together and constitute European Studies program in my opinion.

2. What do you think European Studies, as a profession is about?

One can work for the institutions or maybe for example, I did that for some time, consultancy for the private companies for helping them to fulfill the EU requirements for their ,you know, agreements or negotiation meetings or so.

3. Do you feel ready for a European career? Why or why not?

I think I am ready, but of course I have to add myself some things, like a master degree or maybe a short time, some months of internship in the EU countries or at the institutional bodies, like the Commission or the Parliament or some of the parties. Just to make sure that not only the theory is important but also the implementation process is very important. So I think as a national of non-member country (Turkey) it would be better for me to see the implementation processes of the EU.

4. Could you please mention the feature or features of your study program that you consider most relevant concerning the preparation for a European career?

(...) From the beginning on we deeply examined all aspects of the European Union from both positive ways and negative ways. The most important thing is that our study program at Bahcesehir University has some opportunities for us to go to Europe. It is a three semester program, we go to Berlin and Nice and we can take the courses there, so that we both the foreign language and the different aspects of the European Union institutions or institutions studies.

And also our program helps us to raise some interns (internships), obligatory interns as well.

5. Is this feature/ are these features also the one(s) you enjoy most?

Yes, sure.

6. Is your European Studies program everything you expected it to be? Why or why not?

It was pretty satisfying for me because I have chosen that program in conscious, because I always wondered how do these countries that was in a war, and started world wars and now come together and live in peace. And I always wondered the essence of this, so I started studying European Studies and I am pretty satisfied with what I am taught.

7. In the questionnaire you were asked whether you chose for European Studies because you aim at a career in one of the EU institutions. Your answer was yes.

As a national of a non-member state it's very difficult and maybe impossible for me to work at the European Union institutions now, you know. But I can work for EU institutions in my country, for example the EU delegation in

The Professional Formation of European Studies Students

Turkey or the EU Secretary General in Turkey and help them to increase the efficiency of the negotiations. So I, as a European Union expert (laughs) mainly can make some things better. I mean all students graduated from our study program or maybe other universities as well can do more things, (...) because in Turkey there many misunderstandings concerning the EU and maybe we can fix these problems as well. That's why I chose the program. And maybe after that, if Turkey can become a member I can be at the European institutions as well.

5-years: I have already applied for some public and private institutions in Turkey, which deal with EU institutions. If this will work it would be really good for me (laughs). (...) In the five years from here I want to work for the European Union institutions, but if not I can continue to give consultancy services to the companies to make all their agreements compatible with European Union law.

8. In the questionnaire you were asked whether you think your European Studies program has changed your view on the EU. Your answer was yes in a positive way.

Can you explain a bit more why you think it did so and in what way?

Before I enrolled to the university I only knew the European Union...just the European Union, what is that European Union, I mean it is EU, but I only knew that. After the program I deeply understood all aspects of the European Union, I mean the reasons of establishment, the progress of the European Union from Economic Community to the European Union. And the situation with the constitution, the reforms of the Union, the enlargement process; all these things are very satisfying to me. So after I have learned all of these and I heard of the people in my country talk about the European Union I want them to know the truth, not the lies or not the wrong information. (...) Turkey has a problem of mistrust to Europeans or even to United States on the other hand as well. After I have studied the European Union deeply I understood that there is no need to mistrust the European Union, just because of some certain things.

9. In the questionnaire you were asked whether you think your European Studies program has changed your way about feeling European. Your answer was no.

Can you explain a bit more why you think it did not?

(...) You know, we are not a member of the European Union. I live in Istanbul, ok Istanbul is a very big, a very modern city, maybe even more modern than many of the European cities. But Istanbul is only one part of Turkey, there more than eight parts of Turkey, the Eastern parts. They are not European, they are totally Eastern people, they are Anatolian. So, as a person, who grew up in Turkey, one half of me feels European, maybe even 70 or 80 percent feels European, but some other part, some 20 percent still feels Anatolian. Maybe nationality-wise I feel more Turkish than European.

So your European Studies program did not make you feel less European? When you read about all the discussions why Turkey should not be a member of the EU, is not European, this did not make you feel less European?

It is not about that, because...maybe you are right. But while we look at the detail about the membership of Turkey we that there are some...there are some problems of the membership of Turkey as well. So when we learned that in detail we see that 'ok Europeans are right, in some ways...not all!'

Interview Number 14 (Respondent 90)

Date of the Interview: 11th of August 2009

Language of the Interview: English

Nationality of Respondent: Dutch

Gender of Respondent: male

Study Program: European Studies (BA)

University: University of Maastricht, the Netherlands

1. What do you think European Studies, as an educational program is about?

What is the European identity? How will we prevent war? How do we solve problems in all kinds of aspects? The European Union and also European Studies are like the accumulation of all these questions. (...) Therefore you study a lot of stuff...economics, history, a lot of um political sciences, a lot of these things. They all are actually intertwined and they make um what European Studies is about.

2. What do you think European Studies, as a profession is about?

I don't think there is really a European Studies profession. Um it's...the knowledge that you acquire from such a program really helps you in these fields where you have to switch from subject quite often. So that would be in politics or it would be in policy-making, these things. The moment that you have to have a basic understanding of the European Union, of conflicts, of problems and you need to be able to switch from one side to the other side, that's actually where you can use European Studies.

3. Do you feel ready for a European career? Why or why not?

Well, it does help you. Yes it does help you to be more ease in the field, in the international field and the European field too. To work with people from different nationalities and to um....because you know their problems are, what the background is globally, you do know that. That helps you to prepare you for a European career. But it is not necessarily European; it's also global and international.

4. Could you please mention the feature or features of your study program that you consider most relevant concerning the preparation for a European career?

I definitely liked in our studies that...the fact that we did negotiation skills. Which is not necessarily European but it does help you to learn the rules of conduct in negotiating. And talking with other people and setting your goals and come up with this solution together is something really nice.

What I got from the history part was that is that all history is intertwined. And so whenever you go out in the job market and you talk with someone about countries you'll also be able to talk about your own country or this common history that your country shares. So that is something definitely worth mentioning.

5. Is this feature/ are these features also the one(s) you enjoy most?

Yeah, I think so. Yes, I definitely did. Yeah. True. Ja. (laugh)

6. Is your European Studies program everything you expected it to be? Why or why not?

Um, no, it was not what I expected it to be, because I did not have high expectations at all. I didn't have any expectations at all. I mean you just have finished your high school education, especially here in the Netherlands and I actually went studying 300 km away from home. And this study program seemed to me very interesting, something different, indeed international, but you never experienced in English or studying internationally with different nationalities. So these aspects you actually only get to know when you are doing it. That was actually really shocking to me. It was really fun to get to know...and to see how all that developed, that I now have many international friends and that I am able to travel through all of Europe and to meet like random people that I know. I that is

something I have never expected before. And I think that is also part of the European Studies program: you definitely encounter more people.

7. In the questionnaire you were asked whether you chose for European Studies because you aim at a career in one of the EU institutions. Your answer was yes.

(First wants to combine a board year in his study association and the MA in European Studies in Maastricht). Then next year in September I would like to start studying International Relations somewhere in Scandinavia, because, well that's a region where I haven't been yet, it's a culture I haven't really experienced yet. And I heard good things about them and I think they have good schools. And it is relatively well payable I would say as well. (...) Then after the two Master's I will find myself on the job market. I think I will be first working for some organization, just to get some knowledge. Or maybe at the European Parliament; I know some people there, also from a party. I think I will have a good chance in doing one or two years of work over there. And then afterwards I would actually like to see if things like um the foreign ministry in the Netherlands would be something for me. Like becoming a diplomat. That sounds about nice.

8. In the questionnaire you were asked whether you think your European Studies program has changed your view on the EU. Your answer was yes in a negative way.

Can you explain a bit more why you think it did so and in what way?

Well the European Union seemed like a very good concept in the past before I started studying European Studies. I didn't know much about it. I think my ignorance blasted in that sense. The EU sounded like this great institution, which was able to overcome a lot of things and was able to solve a lot of problems in Europe. (...) I think now that the EU is so much more complicated than it seems. Actually I wrote my thesis about it, my Bachelor paper. It is such a mess. Because no one actually knows where its responsibility lies, nobody knows where um...well in which policy field um things are really set. (...) Decisions in Europe are so easily made and are happening every day. And I think this is due to the European Union not being a solid institution, not being well defined enough. And we are not sure in which direction we want to go, we wanna go with Europe and I think that is the biggest danger actually. Because due to that you end up with an institution you gave a lot of power but you are not sure what to do with the power and if they do it justifiable.

Can you define a moment in your study that made you think so, that stimulated this change in mind?

Well I think it started from day one actually. Like we had this introductory course and they also went also immediately into the pro's and the con's of the European Union. And over time it just developed and I have now a much more distinguished opinion about it. Um I wanna say like 'skip to have a European' but I also know its flaws and I know why it is bad, you know why it is not functioning. And I actually got more and more arguments for both sides.

9. In the questionnaire you were asked whether you think your European Studies program has changed your way about feeling European. Your answer was no.

Can you explain a bit more why you think it did not?

What I was trying to say actually, because I think um it did influence my feeling of identity, because I am feeling so much more international than before. But I am not necessarily feeling more European. I went for example also on Erasmus, a half year abroad, I went to Aix-en-Provence in France. I got to know so many different nationalities over there. And I think you know this is also...there was basically a big part of our program as well...you get to know a lot of nationalities. You get to know their feelings, their opinions and this changes your identity as well. You feel...because talking about global problems, talking about culture, talking about identity actually makes you feel more...that is a kind of a niche we are in right now from this group of people. And I think this is an international group of people and not necessarily a European group of people. So my identity has become more international but not European.

C. 3 Construction of the Questionnaire for the Original Survey

Part one: Information on European Studies program

Part one of the questionnaire containing questions one to ten had the goal to collect information about the different programs and the respondents' educational backgrounds. The questions asked for information concerning whether the respondents are enrolled in a Bachelor's or Master's program, at which university, in which country, in which study year and whether the respondents' study program is taught entirely or partly taught in English. Furthermore this part included the first key question "Did you choose for this program because you aim at a career in one of the EU institutions?", which was later referred in the follow-up interviews (see above). The data from this section had the simple purpose of describing the response population according to their educational background and to get an overview over the study programs present in Europe and beyond.

Part two: Languages

The second part of the questionnaire had the concrete purpose of learning about the respondents' abilities in the field of multilingualism, which is to remember one of the objects of the socialization process belonging to the ideal type professional formation of European Studies students as described in chapter two. Question asked in this part concern the languages respondents speak (fluently), which languages they use most often in study and non-study related situations and the languages respondents like to learn in near future. The questions concerning study related situations give an indication about their ability to master international team work, at least on a linguistic level. This ability again is part of the socialization process for a European career.

Part three: Experiences abroad and with other nationalities

The third part of the questionnaire then has the main purpose of getting to know the respondents' abilities to work in multinational teams. They are indicated by their experiences abroad and other nationalities, in study as well as private life. Questions included in this part asked for the frequency respondents have been abroad for a short time (between three days and three months) and for a long time (more than three months). Additionally it was asked whether these stays were study related, meaning for example student exchanges (Erasmus), internships or study trips. Furthermore the part focused on the number of nationalities represented in the respondents' study programs and the frequency they have contact to fellow students from different nationalities; both in study and non-study related situations. These are all indicators for the respondents' degree of transnationalism, which is the fourth object of socialization in the professional formation of European Studies students.

Part four: View on EU

Although a pro-European Integration attitude is not necessary, or even desirable, in all potential professions in the field of European affairs, it is still interesting to see whether European Studies have a considerably positive opinion about it. Therefore the part 'view on EU' has been included in the questionnaire. It includes agree-disagree questions (Lickert scale) based upon eight statements in the following three areas:

- The power of the Commission and European Parliament vs. the power of the Member States
- The power of the EU in the world incl. the issue of further integration
- The position of European citizenship

Especially for this part it is not of interest how one individual has reacted to all eight statements, but what the general picture of all respondents taken together looks like. Furthermore this part included the second key question “Do you think your European Studies program has changed your view on the EU?”. The answers to this question will be further dealt with during the interviews and give an impression of the influence the study programs have on their students concerning opinion-formation vis-à-vis the main object of the study.

Part five: Identity

The fifth part of the questionnaire takes in a comparable methodological function in the data collection. It too contains a key question, namely “Do you think your European Studies program has changed your way about feeling European?”. This key question is preceded by a number of questions concerning the respondents’ identity. Basically their content comes down to the question whether European students have a strong European, national, regional or local identity. The questions concern mainly identity expressions connected with active citizenship, like for example elections.

Part six: ‘personal information’

The aim of this last section of the questionnaire is simply to gain a number of demographic information of the respondents. The underlying question is “Who studies European Studies?”. Questions are asked about the respondents’ nationality/ies, age, gender, confession, the parents’ occupation, the country and place of birth. This information has no further analytical purpose but to get a picture of the typical European Studies student.

C.4 Questionnaire for the Original Survey

1. Information on ES program

In this section of the questionnaire I would like you to answer some question concerning the European Studies program you are following. Some remarks: all questions in this section refer to the program you are currently enrolled in. This means that if you already have a bachelor degree in European Studies and are now following a master program, please answer the question with only your master program in mind. If you recently graduated (max. three months) from a bachelor or master program, please answer the questions based on the program you followed until graduation.

In what kind of program are you enrolled at the moment? (mpc only one answer possible)

- European Studies bachelor program (undergraduate)
- European Studies master program (postgraduate)
- Other: _____

At which university do or did you follow this program? (open ended question)

Country (open ended question)

What is the official title of your European Studies program? (open ended question)

In which year of study are you at the moment? (mpc, only one answer possible)

- 1st year
- 2nd year
- 3rd year
- 4th year
- Other: _____

When will you probably graduate? (mpc, only one answer possible)

- 2009
- 2010
- 2011
- 2012
- later than 2012

For current Master students only: Did you follow a European Studies bachelor program too? (mpc, only one answer possibility)

- yes
- no

Is your European Studies program taught in English? (mpc, only one answer possible)

- yes, entirely.
- yes, partly.
- no.

Did you choose for European Studies because you aim at a career in one of the EU institutions? (mpc, only one answer possible)

- yes
- no

2. Languages

In this section I would like you to answer some questions concerning your knowledge of different languages. The purpose is to test European Studies students' degree of multilingualism.

What is/are your native language(s)? (open ended, three possibilities)

1. _____

2. _____

3. _____

How many languages do you speak besides your native language(s)? (mpc, only one answer possible)

- one
- two
- three
- more than three

Which are these/ is this language(s)? (open ended)

1. _____

2. _____

3. _____

4. _____

5. _____

How many languages do you regularly use in study-related situations? (mpc, only one answer possible)

- one
- two
- three
- more than three

How many languages do you regularly use in none study-related situations? (mpc, only one answer possible)

- one
- two
- three
- more than three

English is the dominant language in most study-related situations. (mpc)

- yes
- no

English is the dominant language in most none study-related situations. (mpc)

- yes

- no

Do you have the ambition to learn a further language(s) in near future? (mpc)

- yes
- no

if yes Which language(s)? (open ended)

For which purpose(s)? (mpc, several answers possible)

- I want to study/work abroad
- Out of curiosity
- My partner speaks this language
- Other: _____

3. Experiences abroad and with other nationalities

In this section I would like to ask to answer some question concerning your experiences abroad and the contact you have with people with different nationalities. The purpose of this section is to test the degree of transnationalism of European Studies students.

How often have you been abroad during the last 12 months (shorter than 3 months)? (mpc, only one answer possible)

- never
- once
- two times
- three times
- more than three times

Where this/were these stays study-related? (mpc, only one answer possible)

- yes
- no

If yes What was/were the purpose(s) of this/these study-related stays abroad? (mpc, several answers possible)

- study tour (exploring a new country, visiting the EU institutions etc.)
- visiting an (international) conference
- collecting data for a research project
- other: _____

How often in your life have you lived in a country other than your country of origin (longer than 3 months)?
(mpc, only one answer possible)

- never
- once
- two times
- three times
- more than three times

Where have you stayed during these stays? If you have been abroad for a period longer than 3 months for more than three times please mention the three countries you have stayed longest. If you have stayed in one country more than once please mention it only once. (several answer possibilities, open ended)

1. _____

2. _____

3. _____

How long in total have you stayed abroad counting all stays longer than three months together? (mpc, only one answer possible)

- 0-3 months
- 3-6 months
- 6-12 months
- 1-3 years
- 3-5 years
- more than 5 years

How much of this time did you stay abroad for your study or study-related activities (e.g. Erasmus, internship)? (mpc, only one answer possible)

- none of the time
- all the time
- 0-3 months
- 3-6 months
- 6-12 months
- 1-3 years
- 3-5 years

- more than 5 years

What was/were the concrete purpose(s) for this/these study-related stays abroad? (mpc, several answers possible)

- You followed your complete study program abroad.
- You spend some parts of your study program abroad (Erasmus).
- You followed an internship abroad.
- Other: _____

How many of your friends (with whom you have regular contact) live in another country than the one you are currently living in? (mpc, only one answer possible)

- none
- all of them
- about 25%
- about 50%
- about 75%

How many of your fellow students are of a different nationality than you are? (mpc, only one answer possible)

- none
- all of them
- about 25%
- about 50%
- about 75%

How many of your fellow students you spend regular time with in study-related situations are of a different nationality than you are? (mpc, only one answer possible)

- none
- all of them
- about 25%
- about 50%
- about 75%

How many of your fellow students you spend regular time with in none study-related situations are of a different nationality than you are? (mpc, only one answer possible)

- none
- all of them

- about 25%
- about 50%
- about 75%

Did you grow up in a multinational family (parents have different nationalities)? (mpc, only one answer possible)

- yes
- no

Are you currently in a relationship? (mpc, only one answer possible)

- yes
- no

if yes: Do your partner have a different nationality than you? (mpc, only one answer possible)

- yes
- no

4. Supranationalism and European identity

Please read the following statements with care and express how much you agree or disagree by choosing one of the numbers ranging from 1 to 5. 1=strongly disagree, 2=disagree, 3=neither agree nor disagree (neutral), 4=agree, and 5=strongly agree.

The European Union is at the moment the most influential actor in the world. (sn 2)

1 2 3 4 5

The supranational institutions of the EU should be given more power in relation to the Council. (sn 1)

1 2 3 4 5

The Member States should always have the last say in EU law making. (sn 1)

1 2 3 4 5

European citizenship should in the long term substitute national citizenship completely. (sn 3)

1 2 3 4 5

The EU should have a strong, common army. (sn 2)

1 2 3 4 5

The EU's range of responsibility should increase. (sn 1)

1 2 3 4 5

The EU should enlarge even more. The bigger the Union the stronger it is. (sn 2)

1 2 3 4 5

For the next series of questions please rank order the possible answers. 1= lowest

Where do you plan to live after finishing your studies?

- Stay in the country where you are currently living in
- Move back to your home country
- Move to another European country (other than the country you are currently living in and your home country)
- Move to another country outside of Europe (other than the country you are currently living in and your home country)

How likely do you think it is that you will be living (for a period longer than a year) in the following places in the upcoming ten years?

- Your hometown
- Another city in my home country
- A European country other than your home country
- A none-European country other than your home country
- Brussels

With which entity do you feel most strongly attached to?

- Your hometown
- Your home region
- Your home country
- The country you are currently living in (if not the same as home country, otherwise leave this box free)
- Europe
- The world

Do you think your European Studies program has changed your view on the EU? (mpc, only one answer possible)

- yes, in a positive way
- yes, in a negative way
- no, not at all

Do you think your European Studies program has changed your way about feeling European? (mpc, only one answer possible)

- yes, I feel more European now
- yes, I feel less European now
- no, it did not change at all

5. Personal Information

Finally I would like to ask you some question concerning your personal background. These will be used to create a profile of all respondents taking part in this survey.

How old are you? (mpc, only one answer possible)

- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- younger
- older

What sex are you? (mpc, only one answer possible)

- male
- female

What is your nationality? (open ended, maybe mpc with all EU nationalities)

What religion, religious domination or religious body do you belong to? (mpc, only one answer possible)

- None, atheist, Agnostic
- Catholic
- Protestant
- Jewish
- Buddhist
- Muslim/Islam
- Hindu
- Sikh
- Other: _____

What is the occupation of your parents? (twice mpc, only one answer possible)

Father:

- Entrepreneur

- Teacher
- Worker
- Academic
- Professional (e.g. lawyer)
- unemployed (incl. staying at home for the children)

Mother:

- Entrepreneur
- Teacher
- Worker
- Academic
- Professional (e.g. lawyer)
- unemployed (incl. staying at home for the children)

What is your country of origin? (open ended)

In which country did you spend most of your life? (open ended)

In what kind of place did you grew up in? (mpc, only one answer possible)

- hamlet (<1.000 inhabitants)
- village (1.000-10.000 inhabitants)
- town (10.000-100.000)
- city (100.000-1.000.000)
- metropolis (>1.000.000 inhabitants)

Would you define the place you grew up in as small? (mpc, only one answer possible)

- yes
- no

6. Thanks a lot for you participation!

The questionnaire you just finished is part of my Bachelor thesis. The aim of my thesis is to identify a pattern of professional formation of European Studies students in order to explain a potential internalization of EU values and attitudes prior to entering a European career (also called pre-socialization).

This survey will be followed-up by a number of in-depth interviews. **Would you be willing to participate in these (phone) interviews?**

- yes
- no

In the case you want to participate I will need your e-mail address (it will be not be used for anything else and I will not link your data to this e-mail adres):

C.5 Statistical Outcomes of the Original Survey

Results n=280, no answer excluded

In what kind of program are you enrolled at the moment?

European Studies Bachelor program	#154	58%
European Studies Master program	#92	34%
Other:	#21	8%

n=267

Country of university:

Austria	#0	0%
Belgium	#8	3%
Bulgaria	#6	2%
Cyprus	#0	0%
Czech Republic	#1	0%
Denmark	#6	2%
Estonia	#0	0%
Finland	#0	0%
France	#2	1%
Germany	#79	29%
Greece	#1	0%
Hungary	#3	1%
Iceland	#0	0%
Ireland	#0	0%
Italy	#1	0%
Latvia	#0	0%
Lichtenstein	#0	0%
Lithuania	#3	1%
Luxembourg	#0	0%

The Professional Formation of European Studies Students

Malta	#1, 0%
Netherlands	#106 39%
Norway	#0, 0%
Poland	#26 10%
Portugal	#1, 0%
Romania	#0, 0%
Slovakia	#0, 0%
Slovenia	#9 3%
Spain	#2 1%
Sweden	#1, 0%
United Kingdom	#3 1%
Switzerland	#1, 0%
Other:	#9 3%

*n=269***Are you following your studies in a country other than your home country?**

yes	#149 55%
no	#121 45%

*n=270***In which year of study are you at the moment?**

1st year	#41 15%
2nd year	#84 31%
3rd year	#67 25%
4th year	#24 9%
5th year	#15 6%
other:	#36 13%

*n=267***When will you probably graduate?**

2009	#98	38%
2010	#98	38%
2011	#47	18%
2012	#13	5%
later than 2012	#1	0%

n=257

For current master students only: Did you achieve a bachelor degree in European Studies before starting your current program? Bachelor students: please skip this question and continue with question 9

yes	#44	40%
no	#65	60%

*n=109***Is your European Studies program taught in English?**

yes, entirely	#144	54%
yes, partly	#80	30%
no	#42	16%

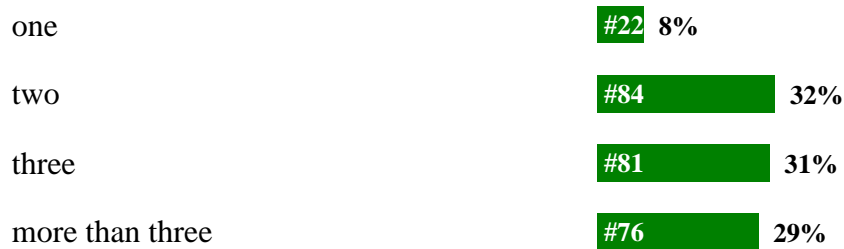
n=266

Did you choose for this study program because you aim at a career in one of the EU's institutions?

yes	#94	35%
no	#173	65%

n=267

How many languages do you speak besides your native language(s)?



n=263

How many languages do you regularly use in study-related situations? including your native language(s)



n=260

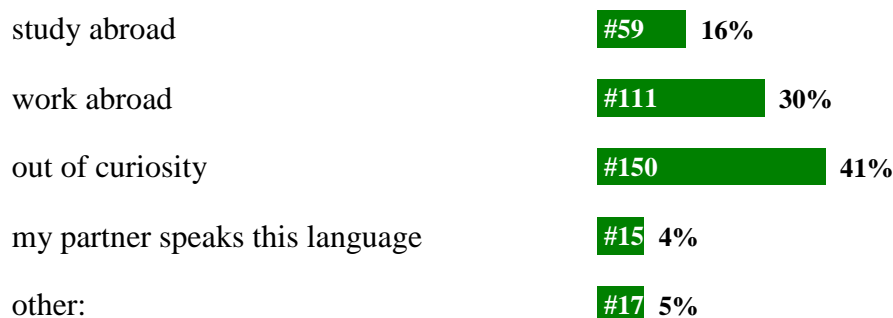
How many languages do you regularly use in non study-related situations? including your native language(s)



n=262

Is English the dominant language in most of your study-related activities?



*n=260***Is English the dominant language in most of your non study-related activities?***n=262***Do you have the ambition to learn (an) additional language(s) in near future? if not please skip questions 19 and 20 and proceed with question 21***n=261***For which purpose(s)? several answers possible***n=370***How often have you been abroad during the last 12 months for a period longer than three days and shorter than three months?**

The Professional Formation of European Studies Students

two times	#44	17%
three times	#38	15%
four times	#29	11%
more than four times	#78	30%

n=259

Where this/were some of these stay(s) study-related? if no, please skip question 23 and proceed with question 24

yes	#147	60%
no	#97	40%

n=244

What was/were the purpose(s) of this/these study-related stays abroad? several answers possible

study tour	#82	30%
visiting an (international) research Confe...	#37	14%
collecting data for a research project	#20	7%
internship	#50	18%
other:	#38	14%

n=273

How often in your life have you lived in a country other than your country of origin for a period longer than three months? if never please skip questions 25-28 and proceed with question 29


never	#46	18%
once	#62	24%
two times	#61	24%
three times	#35	14%


more than three times  #50 20%


n=254


How long in total have you stayed abroad adding up all stays longer than three months?

0-3 months  #9 4%

4-6 months  #15 7%

7-12 months  #34 16%

1-3 years  #81 38%

3-5 years  #38 18%

more than 5 years  #34 16%

n=211

How much of this time did you stay abroad for your study or study-related activities (e.g. Erasmus, compulsory internship)?

0-3 months  #35 17%

4-6 months  #41 19%

7-12 months  #45 21%


1-3 years  #56 26%


3-5 years  #27 13%

more than 5 years  #8 4%

n=212

**What was/were the concrete purpose(s) for this/these study-related stays abroad?
several answers possible**

followed a complete study program abroad  #111 32%
(...

spent some parts of my study program  #98 28%
abroa...

The Professional Formation of European Studies Students

followed an internship abroad	#60	17%
other:	#36	10%

n=345

Please estimate: How many of your fellow students you spend regular time with in study-related activities, are of a different nationality than you are? e.g. work groups, studying together for exams, etc.

0	#24	9%
1-25%	#94	37%
26-50%	#40	16%
51-75%	#40	16%
76-100%	#57	22%

n=255

Please estimate: How many of your fellow students you spend regular time with in non study-related activities, are of a different nationality than you are?

0	#27	11%
1-25%	#104	41%
26-50%	#55	22%
51-75%	#34	13%
76-100%	#34	13%

n=254

Please estimate: How many different nationalities are represented in your cohort (study year)?

1-3	#51	20%
4-6	#49	19%
7-9	#54	21%
10-12	#43	17%
13-15	#15	6%

more than 15 #45 18%

n=257

Please estimate: How many of your friends (with whom you have regular contact) live in another country than the one you are currently living in?

0	#14	5%
1-25%	#111	43%
26-50%	#75	29%
51-75%	#41	16%
76-100%	#16	6%

n=257

Did you grow up in a multinational family (parents have different nationalities)?

yes	#22	9%
no	#235	91%

n=257

Are you currently in a relationship? e.g. have a girlfriend/boyfriend, are married, engaged etc., If no please skip question 35 and proceed with question 36

yes	#135	52%
no	#123	48%

n=258

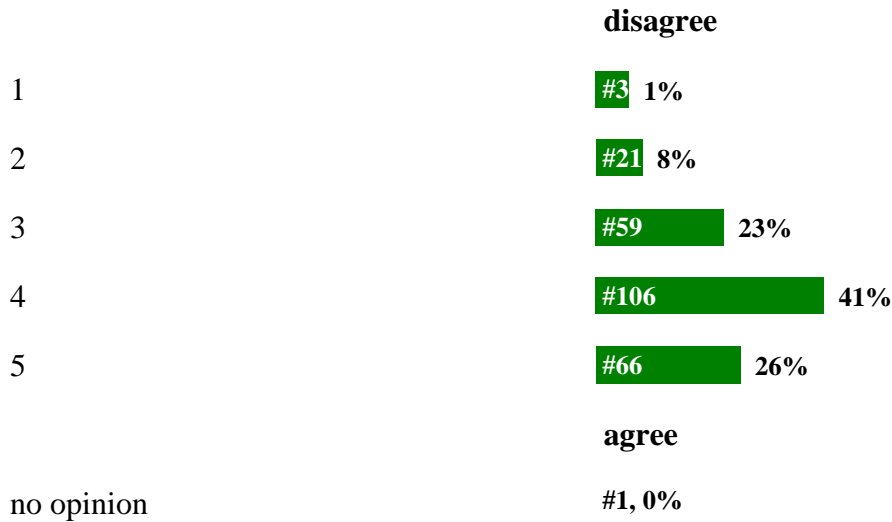
Does your partner have a different nationality than you?

yes	#47	32%
no	#98	68%

n=145

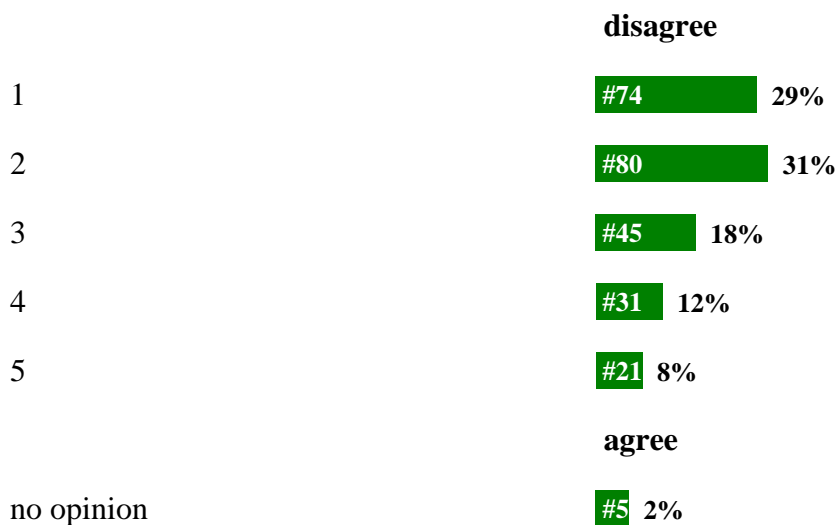
Please read the following statements carefully and indicate how much you agree or disagree.

The European Union is at the moment a very influential actor in the world.



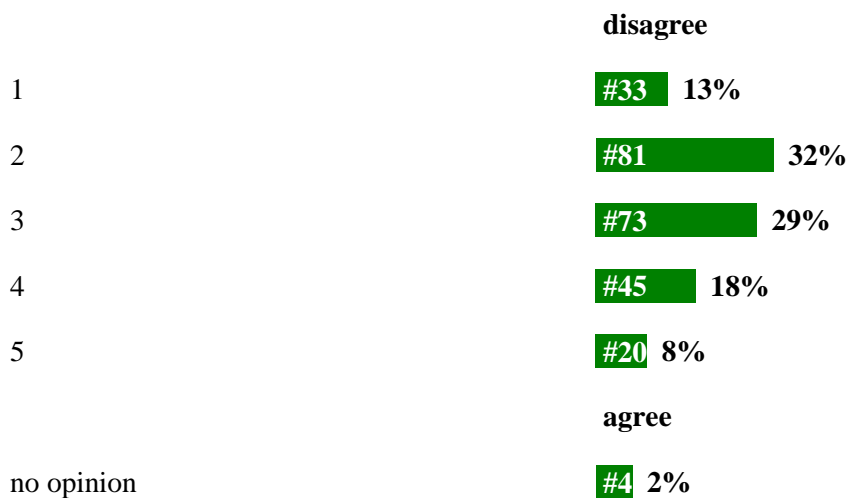
n=256

The EU has reached its borders, it should not accept any more states to join the union.



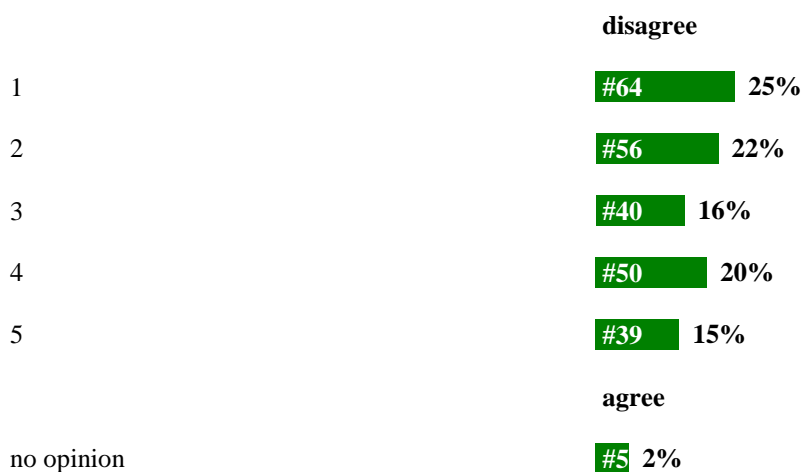
n=256

The Member States should always have the last say in EU law making.



n=256

European citizenship should in the long term substitute national citizenship.



n=254

The EU should have a strong common army.

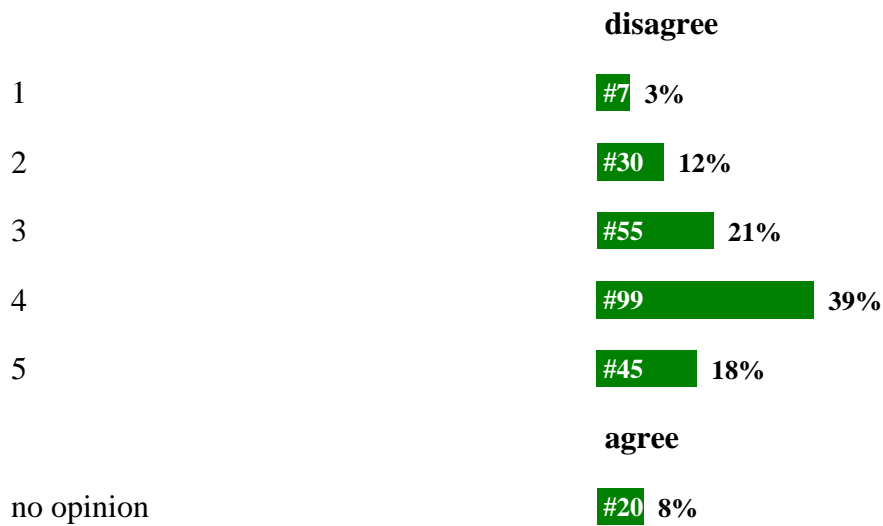


The Professional Formation of European Studies Students



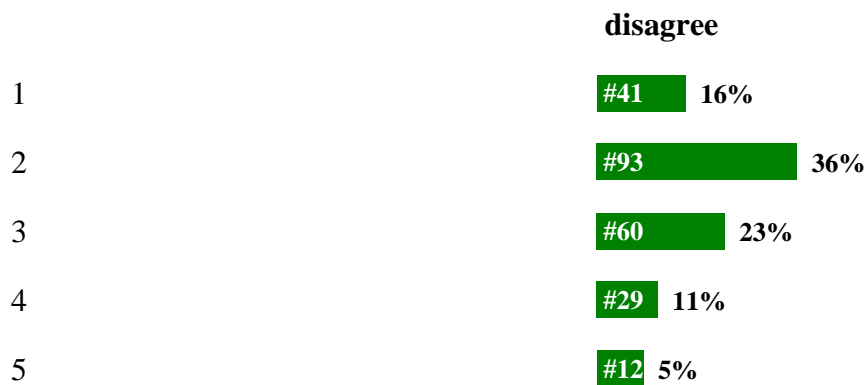
n=256

The supranational institutions of the EU should be given more power in relation to the Council.



n=256

The Commission should fulfill its role as EU bureaucracy and stay out of political decision-making.



no opinion **agree**
#21 8%

n=256

The EU is the best way to preserve freedom and stability in Europe.

disagree

1 **#3** 1%
 2 **#5** 2%
 3 **#14** 5%
 4 **#70** 27%
 5 **#160** 63%

agree

no opinion **#4** 2%

n=256

Do you think your European Studies program has changed your view on the EU?

yes, in a positive way **#182** 71%
 yes, in a negative way **#38** 15%
 no **#36** 14%

n=256

What do you think to be most? only one answer possible

a citizen of European **#49** 19%
 a global citizen **#42** 17%
 a citizen of your home town **#9** 4%

The Professional Formation of European Studies Students

a citizen of the EU	#60	24%
a citizen of your home country	#83	33%
a citizen of your home region	#10	4%

n=253

Do you think your European Studies program has changed your way about feeling European?

yes, I feel more European now	#170	67%
yes, I feel less European now	#4	2%
no	#79	31%

n=253

How old are you?

18	#1	0%
19	#4	2%
20	#24	9%
21	#40	16%
22	#44	17%
23	#46	18%
24	#30	12%
25	#24	9%
26	#22	9%
younger than 18	#0	0%
older than 26	#20	8%

n=255

Gender

male	#81	32%
female	#171	68%

n=252

What religion, religious domination or religious body do you belong to?

None, atheist, Agnostic	#93	38%
Catholic	#77	31%
Protestant	#57	23%
Jewish	#2	1%
Buddhist	#1	0%
Muslim/Islam	#4	2%
Hindu	#0	0%
Sikh	#0	0%
Other:	#12	5%

n=246

In what kind of work relation is your father?

runs his own business (incl. all sorts of ...	#61	25%
employed in a small company/organization	#23	9%
employed in a medium-large sized company/o...	#70	29%
politician (member of any sort of parliame...	#1	0%
official in an administration (local, regi...	#34	14%
official in the EU administration	#1	0%
unemployed	#5	2%
retired	#20	8%
with parental leave/full-time farther	#1	0%

other: **#27** 11%

n=243

In what kind of work relation is your mother?

runs her own business (incl. all sorts of ...	#34 14%
employed in a small company/organization	#51 21%
employed in a medium-large sized company/o...	#46 19%
politician (member of any sort of parliame...	#2 1%
official in an administration (local, regi...	#38 16%
official in the EU administration	#0 , 0%
unemployed	#7 3%
retired	#17 7%
with parental leave/full-time mother	#19 8%
Other:	#30 12%

n=244

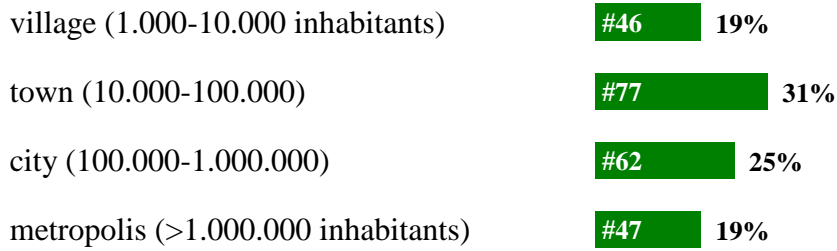
Did you spend most of your childhood in the country you were born? If yes please skip question 50 and proceed with question 51

yes	#230 91%
no	#23 9%

n=253

In what kind of place did you grow up ?

hamlet (<1.000 inhabitants)	#16 6%
-----------------------------	---------------



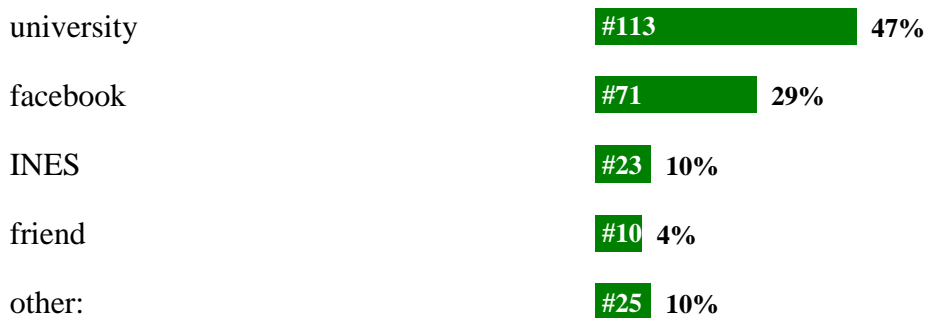
n=248

This survey will be followed-up by a number of in-depth interviews. Would you be willing to participate in one of these (phone) interviews?



n=254

On which way did you receive the link to this questionnaire?



n=242

C.6 Profile European Studies Students (outcomes of the original online survey)

Who are European Studies students? This is the main question answered by the data collected by means of the online survey. A brief summary of the outcomes will be given in the following. All outcomes of the survey can be found at pages X-X in the appendix.

Of the 280 respondents¹⁹ of the survey 154 are enrolled in a Bachelor program, 92 in a Master program and 21 already graduated. Of the 92 Master students 44 have already gained a Bachelor's degree in European Studies. A small majority, 55 percent of the students has followed their studies abroad. Most students study at a university in the Netherlands (39 percent), Germany (29 percent) or Poland (10 percent). Some other countries listed are Slovenia, Belgium, Bulgaria, Denmark, and the United Kingdom. Concerning the key question concerning the respondents' ambitions for an EU career, only 35 percent answered with 'yes' indicating that they chose for European Studies because they aim at a career in one of the EU's institutions.

European Studies students seem indeed to be a group with multi-linguistic skills and ambitions. 92 percent of them speak more than one language next to the native language; 29 percent even more than three. Although 84 percent of all programs included in the survey are entirely or at least partly taught in English 33 percent of the respondents declare that they regularly use more than two different languages (including the native language) in study-related situations; 51 percent say the same about non study-related situations. This indicates that the students not only communicate in the official language of the program in question but also in languages represented in the group. However, still only 35 percent name English as the dominant language in non study-related activities, whilst it seems to be the dominant language in 73 percent of all study-related situations. The multi-linguistic ambitions of European Studies students seem to be as high as their already developed skills: 82 percent of the students explain that they would like to learn another language in the near future. Most of them name 'curiosity' as the most important reason for that; 46 percent because they want to study (16 percent) or work (30 percent) abroad.

Concerning transnationalism, the outcomes of the survey show that European Studies students not only spend relatively much time abroad but they do so in order to study, work and do research. 60 percent of all short term stays abroad in the last twelve months have been declared as being study-related. The most common form of study-related short term trips according to the survey is the study tour (30 percent), followed by an internship (18 percent) and the visit of international research conferences (14 percent). But also the long term stays show a high degree of transnationalism. 58 percent of all respondents stayed more than once abroad for longer than three months in their life, 20 percent even more than three times. Adding all trips together most respondents (62 percent) have stayed abroad more than one year, 18 percent more than three years and 16 percent even more than five years. Concerning study-related stays of more than three months 32 percent of the respondents stated to have followed a complete study program abroad; 28 percent have spent at least some parts of their study abroad and 17 percent followed an internship abroad.

Even more important for the definition of transnationalism however is the frequency with which people are in direct contact with other nationalities (Mau, Mewes and Zimmermann, 2008). In this context the survey showed that students of European Studies have in study- as well as in non study-related situations contact with fellow students of nationalities other than their own. 22 percent of the respondents answered that 76 to 100 percent of the fellow students they work with are of a different nationality; for non study-related situations only 13 percent answered like this. Generally the numbers of this part of the questionnaire show that about one quarter of the fellow students a respondent spends time with is of another nationality; this counts for study-related as well as non study-related situations and the amount of friends respondents have outside the country they studying in.

The reactions on the statements concerning the respondents' view on the EU generated a mixed picture. The clearest outcome was delivered by the statement "The EU is the best way to preserve freedom and stability in Europe". 87 percent of all respondents agreed (27 percent) or agreed strongly (60 percent) upon this statement. Also 60 percent disagree (31 percent) or disagree strongly (29 percent) with the

¹⁹ All numbers in the following section exclude 'no answer' answers, meaning that n is not in all cases precisely 280.

statement that “The EU has reached its borders and should not accept any more states to join the union”. This indicates that most respondents have a pro-European integration attitude in the sense that they favor the inclusion of even more, potentially unstable countries over building a fortress Europe with closed borders. Concerning the powers of the supranational institutions, mainly referring to the Commission and Parliament, the respondents have not given a clear answer, which would enable to conclude an extraordinarily high or low opinion. 52 percent disagree (36 percent) or disagree strongly (16 percent) with the claim the Commission should rather focus on its function as a EU bureaucracy and stay out of decision-making and 57 percent would like to see the supranational institutions to gain power vis-à-vis the member states. But concerning the question about the position of European citizenship in relation to other forms of citizenship no majority could be identified for any side.

The vague outcomes of this part of the survey confirm the decision not to label supranationalism or a pro-European Integration attitude as an object of the professional formation. Not everybody who is studying European Studies it seems is also convinced of the EU as an institution and the processes connected with it. Still the answers to the second key question “Do you think your European Studies program has changed your view on the EU?” showed that about 70 percent look at it in a more positive way now. 15 percent state that the program contributed to their view in a negative way and 14 percent say that their view did not change at all. The last answer possibility does however not reveal whether the view remained constantly positive, negative or neutral. To understand better what the students meant with their reactions to this question, it has been reconsidered in the follow-up interviews (see below).

Also the questions concerned with the issue of respondents’ identity give no clear indication that European Studies students feel considerably more attached to their European citizenship than to other forms of it. The question “What do you think to be most?” showed that the majority (33 percent) thinks to be first of all a citizen of his or her home country. 17 percent declare themselves as being global citizens, 4 percent as citizens of their home town and 4 percent as citizens of their home region. Most interesting outcome is that 19 percent of the respondents see themselves as citizens of Europe and 24 percent as citizens of the EU. This distinction and the reactions to it will later come back in the interviews. The third key question, which belongs to the identity part of the questionnaire showed when ask 67 percent of all respondents agree that their study program has made them feel more European than before. 31 percent that their feelings have not changed and only 2 percent (four out of 253 responses to this question) admit that they feel less European due to their studies.

Concerning the demographic data it is most noticeable that more than two thirds of the respondents were female. Furthermore, most of them (38 percent) stated not to belong to any religion, religious domination or religious body. 31 percent are Catholic, 23 percent Protestant. Only seven out of 246 respondents to this question are either Jewish (2), Buddhist (1) or Muslim (4). This shows the strong domination of students with a Christian background in European Studies. Finally most of the students come from a town with 10.000 to 100.000 inhabitants (31 percent), 25 percent from a city with 100.000-1.000.000 inhabitants and 19 percent from a metropolitan with more than a million inhabitants. Again 25 percent came from a village with less than 10.000 inhabitants.