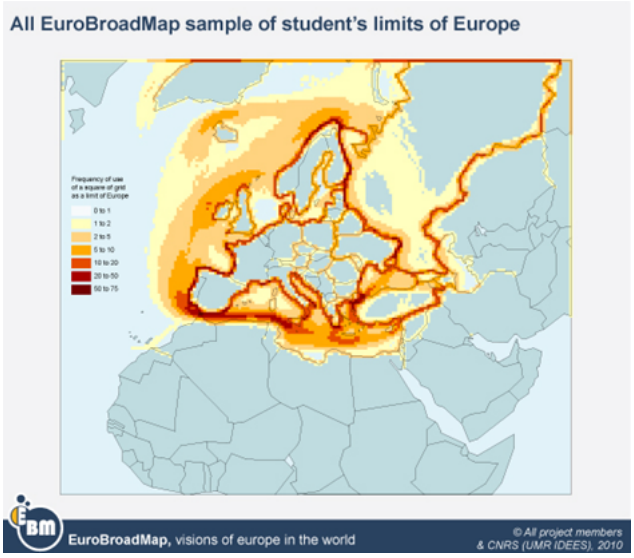
Cross Country Synthesis on Survey (deliverable 2.6)

Work Package 2: Mental Maps of Students

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Executive summary - Main results - Table of content
List of figures - Appendix

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1 Outline and Results

Executive summary

This report aims to present and discuss the main findings obtained from the Work Package 2 "Mental map of students" (WP2) work package of the EuroBroadMap project [1].

This report follows the general plan of the questionnaire implemented in the survey. The introduction focuses on the general aims of the survey conducted in the WP2 and on the constraints imposed by our general hypotheses. It justifies the sample in terms of categories of population and places of survey, and also presents the main variations inside the sample regarding three categories of explanatory variables: 1) the material and symbolic capital of the student's family; 2) the spatial history of the student and their family; 3) personal awareness of the international and cultural diversity of the world. This general introduction to the report is quite important, and reviews the general objectives of the survey and stresses the potential influence of social and economic inequalities on the representation of Europe and on mental maps of the world.

The first part focuses on a specific question of Part A of the questionnaire: the feeling of belonging to a specific spatial-scale level. We formulated a strong hypothesis about the link between the student's perception of their spatial identity and their perception and representation of the world.

The second part of the report analyses in depth the countries and cities in which students declare they would like to live. As our sample does not cover the entire world, it does not allow measuring precisely the attractiveness of Europe in the world. It nevertheless provides interesting trends showing a coherent perception of the world according to the places of survey. This coherence between the answers of students in the same places of survey can also be observed in the following parts of the survey.

The third part of the report describes the results obtained on the mental maps of Europe and the words used to describe it. The first one shows that the vision of Europe is quite consensus throughout the sample and, at the same time, that the fuzziness of European borders is more important towards the east than towards the south: the Mediterranean Sea is a strong mental border of Europe in the minds of the students of all places surveyed. The vocabulary used to describe Europe also varies according to the places of survey, with a vision of "institutional" Europe in the European Union countries, an idealised and tourism based vision of Europe in Russia, China, and India, and a contrasted vision in African countries and Brazil: students

[1] Except for Part C of the questionnaire, which focused on world representations: it will be presented within the framework of the WP6 (synthesis) in close connection with other work package results, mainly the WP5 (flows and networks).

surveyed in these countries pointed to both the development level of Europe, but also stress their impression of "rejection" using words such as "racism" and "xenophobia".

In the conclusion, we choose to place the results obtained in the WP2 of the EuroBroadMap project in a wider perceptive: it presents a benchmarking of our results with three previous studies realised between 2004 and 2009 on the external image of EU from three different points of view: the ACA study on *Perceptions of European Higher Education in Third Countries* (2004), the Garnet project's study on *The External Image of the EU* (2007, 2009) and the ESPON project *Europe in the World* (2007).

Main results

In order to avoid repetitions, we will focus the conclusion of the report on a benchmarking of our results with three previous studies realised between 2004 and 2009 on the external image of the European Union (EU) from three different points of view.

- The first one, made by the Academic Cooperation Association (ACA), is about the attractiveness of the EU to foreign students of six target countries (2004).
- The second one, prepared by the Garnet project, is about the external image of the EU combining individual, media and institutional visions (2007–2009).
- The third one, made in ESPON Project 3.4.1, focuses on the place of Europe in the world according to European researchers and policy makers (2007).

The attractiveness of the EU for foreign students: Benchmarking of the EBM results with the ACA study (2004)

The ACA study (2004[1]) provides an analysis of the attractiveness of the EU to students, which is comparable in size to the EuroBroadMap survey, using the same target population (about 10,000 students). The difference is that only students located outside the European Union are analysed in the ACA study which prevents the comparison between internal and external perceptions in the EBM survey. The theoretical focus is also different as the aim of the ACA study was to measure the external attractiveness of the EU to foreign students rather than to develop a critical perspective on how the EU is seen from outside.

> The ACA study was realised between November 2004 and December 2005, following a call for tender issued by the European Commission. The Academic Cooperation Association (ACA) carried out a major study, the purpose of which was to investigate the perception of European higher education in other parts of the world, and on this basis to identify some key messages for a "European brand" in the field of higher education and to reflect on possible instruments and mechanisms for its delivery. To this end, the ACA study sought to acquire an in-depth understanding of how European higher education is viewed by students and other stakeholders in "third countries", its perceived strengths and weaknesses, and its standing relative to that of other major destinations. The study was based on large-scale surveys in six target countries: China, India, Mexico, Brazil, Russia, and

> Thailand, as well as on interviews (with individuals and groups) and on desk research. For comparative purposes, it also included international students in the USA. Altogether, 11,471 students from the target countries filled in the paper questionnaires distributed at schools and institutions of higher education in the six target countries; 1,235 staff members filled in the paper questionnaires distributed at the same institutions; almost 9,000 students filled in the on-line questionnaire (a slight majority came from the six target countries, the rest were spread over different countries around the world); and over 400 international students in the United States participated in the US survey. This was by far the largest survey of worldwide perceptions of European higher education ever conducted.

Despite these differences of sample and objectives, some interesting comparisons can be made between the key findings obtained in the two projects.

Concerning Europe's share of international students worldwide, the ACA study concludes that "Europe has a reasonable share of non-European foreign students, but the United States is still the leading destination and the performance of Australia in attracting foreign students is remarkable, relative to its size. Despite considerable growth in recent years, Europe's relative disadvantage with regard to the USA and Australia as a destination for foreign students is predominantly with Asian students. Foreign students in Europe are unevenly spread, with the UK, Germany, and France hosting the lion's share. Other countries, particularly the new member states and southern Europe, are under-represented." Our study does not make it possible to compare the presence of foreign students in the same countries as the ACA study, but we can without any doubt confirm the fact that the places of survey located in the northwestern part of the EU (France, Belgium, Sweden) and, to a lesser degree, in Mediterranean countries of the EU (Malta, Portugal), are more open to foreign students than the places of survey located in the new member states from East-Central Europe (Hungary, Moldavia) and in neighbouring countries (Turkey, Tunisia). The highest share of foreign students in northwestern Europe is associated with a more important level of income and education (self-rated) and with a higher importance of foreign travel and of complexity of familial history (with parents born in different countries than students).

Concerning the differential perception of the EU countries in terms of higher education attractiveness, the ACA study noticed, firstly, that

> While there is a perception of Europe as an "entity" in general terms and as an economic union, when it comes to cultural aspects and higher education, most international students rather

> see Europe as a range of very different countries. The perceived differences relate to the quality of education provided in individual EU member states, and to some extent in costs (tuition fees and living costs) and the availability of student support. Knowledge of Europe is limited to a very few countries, namely the UK, Germany, and France. The number of students who were well informed about other countries was negligible. Especially, the knowledge of higher educational opportunities in the new member states was extremely limited. The interviews revealed little or no interest in cooperating with or going to the new member states or less "prominent" countries, though with regard to the Nordic countries and the Netherlands this appears to be starting to change.

Concerning the first key discovery made by the ACA study, our survey was not able to confirm directly the assumption that Europe is more perceived as a set of countries rather than as an "entity". But we have indirect confirmation of this fact through the analysis of question B, on countries and cities where students would like to live or not like to live in the near future. Obviously, students located in the most remote countries (India, China, Brazil) have mainly declared they would like to live in countries from northwestern Europe, i.e., the member states of the old EU15 plus Norway and Switzerland. France and the United Kingdom were generally the first declared destinations, but Germany did not always have the third position, it being often bypassed by other countries such as Spain, Italy, and eventually Switzerland. The new member states were generally ignored by students or mentioned mostly negatively as places where students would not like to live in the near future. The only exception was the Czech Republic, in relation with the high attractiveness of its capital city, Prague. Looking in more detail, we can notice that this low attractiveness of new member states is not only observed in remote countries but also in the old member states and southern Mediterranean countries (Tunisia, Egypt) and Sub-Saharan countries (Cameroon, Senegal). The situation is more complex on the eastern border of the EU where a local polarisation of attractiveness can be observed and where the opinion on neighbouring countries is more developed (even if it can be negative). For example, Romania is declared, in Hungary, as a place where students would not like to live, but it is the reverse in Moldova. Russian students declared they would not like to live in countries that were previously members of the Soviet empire but at least they mentioned them (Ukraine, Belarus, Baltic countries). And they also introduced more positive statements about countries such as Hungary, Slovakia, Croatia, Serbia, and the Czech Republic. The current European Union with 27 members is not perceived as an "entity" by the students, but this is probably the case with the EU15 plus Switzerland and Norway. This result is derived

not only from the analysis of question B on attractive/repulsive countries, but also from the results of question D, regarding the limits of Europe. We have noticed that many students propose a restricted definition of Europe that excludes not only the more recent members (Bulgaria, Romania) and the candidate countries (Turkey, Croatia) but which tends in many cases to limit the extent of Europe to the old core of northwestern Europe.

The differential attractiveness of the European Union as compared to the USA or Australia for students in emerging countries has been pointed out by the ACA study:

> Europe has a better standing in Russia and Latin America, while the US and Australia are favoured by students in the Asian target countries (which represent a considerably bigger share of the total international student population world-wide); Asian students rank the US above Europe in most academic and labor-market related issues (quality of laboratories, libraries, and other facilities; quality of education; most prestigious universities; reputation of degrees; chances of getting a job and staying on after graduation; work opportunities during studies); Europe and Australia are perceived as safe destinations, but not the US; Europe and Australia are regarded as more accessible than the US at least as far as visas are concerned. Free tuition is regarded as an asset, and in overall terms Europe is perceived as more affordable than the US, though less affordable than Australia. Especially Asian students thought that it was easier to obtain a scholarship in the United States. Interviews also showed that information about English-taught programs in non-English speaking countries was not widespread.

Once more, the conclusion of the EuroBroadMap survey supports nicely the observation made by the ACA, but with important differences in terms of the interpretation of the factors of explanation. On the one hand, we have noticed that Brazilian students were very close to EU students in terms of their vision of the world (attractive places, scales of belonging, words associated to Europe), and we have also pointed to the fact that Russian students were very attracted by Western European countries, as compared to Indian and Chinese students, who are more likely to identify the USA as an attractive destination and, more generally, the Pacific rim (Australia, Japan, Korea). We have also noticed, through the comparison of the attractiveness of countries and cities, that the choice of specific cities (and probably universities) could balance their opinion about countries such as the USA. But on the other hand, we do not take for granted that the explanation of this differential is only related to difference of quality in terms of education, reputation of universities, and jobs opportunities. In our opinion, geographical distance combined with common language and historical network (such

as colonisation) or economic flows such as trade relations) remains a major factor of explanation of students' preferences. The ACA study is right when it points to the effect of language and visa facility. But the authors probably underestimate the trivial effect of geographical distance and transport network accessibility that appears in all parts of our study as a major factor of knowledge on the opportunities offered by distant places. Contrary to what is claimed by many gurus, the world is definitely not "flat" and the best opportunities for the European Union to attract the "creative class" are certainly to be found in the countries of its neighbourhood or in countries with a long common history of migration, such as Africa and Latin America.

The stereotype of Europe as a traditional historical and cultural museum more interesting for tourism or leisure than for professional activity or social innovation (as compared to the USA or Australia) was finally pointed to by the ACA study.

> Cultural and linguistic diversity is mainly seen as attractive, especially in Latin America. However, a significant group of Asians see diversity of languages as a barrier to communication and diversity of cultures as confusing; Europe's single major disadvantage in the eyes of Asian students is that English is not the universal mother tongue. Students rank the US first for issues linked to innovation, competition and dynamism (both in labour and society in general); Europe is seen as the destination with the most traditional universities, the most interesting cultural heritage and traditions, and the most attractive arts, music and cultural offering; Europe is seen as lacking innovation, tolerance and joie de vivre, thus reinforcing the picture of a "traditional" Europe lacking dynamism; Europe is generally seen as being elegant, clean, organised and modern.

The results of our survey are generally in line with this conclusion, in particular when it comes to the analysis of the question D2 and the choice of five words associated with Europe. As the authors of the ACA study, we have been surprised by the importance of the words associated to an apparently positive (but in fact very disturbing) vision of Europe in large emerging countries such as China ("graceful, "mysterious", "romantic", "pretty", "classical"), India ("lifestyle", "chocolate", "sophisticated") or Russia ("Cathedral", "Ferrari", "Mercedes", "Eiffel Tower"). The vision of Europe as a wealthy, industrialised, and developed part of the world is more frequent in countries such as Brazil and the southern and eastern neighbourhoods, but in this case it is also more frequently associated with a vision of a part of the world characterised by "xenophobia", "racism", "imperialism" and "self interest", especially in sub-Saharan countries. The association of Europe with "human rights", "peace", or "freedom", is mostly quoted internally, or to some extent,

in countries strongly associated with the EU economy such as Tunisia and Turkey. But, in this case, it is also balanced by negative statements on the external closure of the EU borders. As a whole, the external vision of Europe by students is based on a romantic illusion at long distances and pessimistic disillusion at short distances.

Benchmarking of EBM results with the surveys on the External Image of the EU (Garnet Project 5.2.1, 2007 & 2009)

The two reports delivered by Garnet's project "The External Image of the European Union" (Lucarelli, 2007[71]; Lucarelli and Fioramonti, 2009[73]) deserve also an in-depth comparison because, unlike the ACA study which focused on competitiveness, this project shares the same theoretical background as EuroBroadMap about a critical approach to external visions of Europe seen from abroad. Of course, the methodology is very different, and the focus is not on students, as in our study. But many preliminary comparisons of results can still be made on the basis of the key findings of each project, keeping in mind that the present benchmarking is limited to discoveries made in WP2 of EuroBroadMap project, and should be further completed by other results of WP3 (qualitative survey on migrants perception of the EU), WP4 (political visions of the EU), and WP5 (functional situation of the EU in the world according to flows).

The survey *The External Image of the European Union* has been conducted in two steps in the framework of the jointly executed research project 5.2.1 (Normative issues) of the Network of Excellence GARNET Global Governance, Regionalisation and Regulation: the Role of the EU—(the EU Sixth Framework Programme 2005–2010; Call Identifier: FP6-2002-Citisens-3), with the financial support of the Italian Ministry of Foreign Affairs. The research had four main aims: (1) evaluate the degree of academic information already available on how the EU is perceived outside its borders; (2) combine this information with an analysis of the open sources (newspapers, websites, official documents, available opinion polls), so as to produce a more detailed investigation of how the EU is perceived from outside; (3) evaluate whether such perceptions vary across geographic areas of the world, countries, and target groups within countries; (4) gain information useful to assess the extent to which there is a gap between the EU's self-representation and outside views of the EU.

In order to reach these goals, the authors combined various methodology and deliverables:

- Country reports: the selection of a sample of countries in each continent: Canada, Brazil, Australia, China, India, Japan, Egypt; South Africa in the first step, then Israel, Iran, Mexico, Palestine, Russia, Lebanon, the United States, and Venezuela in phase two of the project;

- Target groups: the selection of four target groups within each country on which to focus attention: political elites, public opinion, the press, and organised civil society;
- Issue areas: the selection of a number of areas that appear to be crucial in the EU's representation of itself and in the scholarly literature on the EU's international role;
- Sources: the collection of information on the image of the EU within each target group by: (i) reviewing the very limited academic literature available and (ii) analysing the open sources available, with particular attention to the analysis of the press. Each researcher chose a research strategy targeted to the needs of the country being analysed;
- Transversal reports summarising the discoveries made and making recommendations.

The limited knowledge of the EU in external countries is the first major conclusion of the report realised by political scientists under the direction of Lucarelli (2007): "There is a rather limited knowledge of the EU (particularly among certain target groups, such as civil society and citizens at large). Furthermore, there exists a general perception of Europe (more than the EU) as a political actor, which is influenced by historical relationships with individual European countries (e.g. former colonial empires). Such a weight of historical and colonial ties is rather prominent also at the level of political elites and the media." Many results from our survey of students confirm this analysis. We have discussed before the existence of surprising "stereotypes" in the choice of the word associated with Europe, especially in countries located at long distances such as China and India. We can complete the demonstration by an analysis of the boundaries of Europe drawn by the students and the fact that students from remote countries are generally more likely than others to draw limits of Europe that do not fit with the political borders of the European Union. For example, students from China generally draw simple circles or ellipses that do not respect the limits of the European Union, except on the southern side where the Mediterranean Sea is generally used as border. Indian students are apparently more precise when they follow the coastline of Europe, but they are no more likely to follow the political limits of the EU and many of them forgot (intentionally?) to include Ireland and the United Kingdom within their boundaries of Europe. Cameroonian students offer another point of view as they frequently include Russia and more generally the former Soviet Union in their drawing of Europe, which can be interpreted as the fact that Europe is not limited to the European Union and involves as well the former Eastern Europe, socialist until 1989–1991. This trend is coherent with the way Europe is taught in the textbooks of these countries. It is only for countries located in the neighbourhood, or

for remote countries with stronger historical and migratory relations, that the official limits of the European Union are more often used as the limits of "Europe", and that the eastern limit is likely to be consistent with the current limits of the European Union. Among neighbouring countries, many differences appear between those that will decide to enlarge more or less the limit towards the south (Maghreb countries), towards the southeast (Turkey, Romania), or towards the east. Inside the European Union, a clear division appears between the old member States, which are very reluctant to any enlargement towards the south or east, and the new member states, which generally support the limit of the Mediterranean Sea but are more or less open to the eastern side, including large spaces beyond them. Finally, it is visible that for many students all over the world, the limits of "Europe" are not the limits of the European Union but something fuzzier with a clear core located in the area covering the six initial members of the EU. This EU6 core is easily enlarged to the EU15 plus Switzerland and Norway, but not so easily to the new member states of the EU25 and with many hesitations in the case of the last round of enlargement (Romania, Bulgaria) and the candidate countries (Turkey, western Balkan countries). The European Union is more an element of identification of "concentric circles of Europe" (identification of a core, semi-peripheries, and peripheries) than a factor of definition of its external limits.

Both geographical and sociological factors define the vision of the world (in general) and Europe (in particular). Contrary to the ACA study, the research on the External Vision of the EU has examined in detail the geographical and social variation of perception through the benchmarking of many country studies, but also many types of actors. On the basis of these results, the authors conclude that: "The degree of knowledge of the EU seems to be very much dependent on the level of education and societal position. Furthermore, the knowledge of Europe is frequently related to the relationship with individual European countries, particularly in the case of former colonies, as we have seen in the case of India, for instance. In other cases, the limited attention to the EU can be clearly explained in terms of its geographic distance and the limited visibility of the EU policy with respect to that of other core powers such as the US. In general, there is a closer knowledge of some core European states than the EU as such, particularly in the case of former colonies (e.g. in India of the UK)" (Lucarelli, 2007, pp. 330–331). Following the same approach, we arrived at the same conclusion, that the level of education and societal position on the one hand, geographical position and historical-cultural distance between countries on the other hand, are two complementary factors to be introduced in the explanation of the attitudes of students towards globalisation, the knowledge and attractiveness of countries or cities, or the definition of "Europe". Concerning the first point, we have clearly demonstrated on the basis

of part A of our survey that the "scales of belonging" of students are, firstly, highly correlated with the places of survey (students feel more "global" or "supranational" in the European Union and in neighbouring countries, more "national" in Russia, more "provincial" in China, more "local" in Cameroon) but are also strongly related to their field of study (students in arts are more "global" and less "national" than others), gender (women are definitively more "global" than men), and with the levels of income and education of parents. Both social and geographical factors are combined through the effect of international mobility, which can be either inherited from familial history or derived from the personal experience of the students, but that produces in every case a movement up the scale of belonging toward "supranational" or "global", and a decrease of the identification with "local" or "national". We have also demonstrated through spatial interaction models that the choice of countries and cities where the students would like to live in the near future is strongly related to the size of countries, their wealth, and their relative distance (both geographical and linguistic) to the country of origin of the students. Colonial relations could be a candidate for the explanation, but with ambiguous effects and possible inversion. For example, the students from Cameroon are less attracted to France and the UK than to Canada or the USA if we take into account the other effects of size, distance, wealth and common language. France remains actually the most attractive destination for students from Cameroon, but the share of negative opinion is relatively high and, according to the literature, students from Cameroon are more and more attracted towards other destinations located in America or Africa (in particular southern Africa).

The gap between the EU's self perception and external perception seen from abroad is the major finding of Lucarelli's report, which is summarised as follows by the author: "There is a certain gap between the EU's self-representation and the various images based on external perceptions, particularly as far as countries from the global South are concerned. Southern images/criticisms are frequently shared by NGOs worldwide in Europe included. As a matter of fact, if it is true that the EU is perceived as: a "strategic opportunity" for the partner countries; a trade giant; a supporter of multilateralism or at least multipolarism; a model of regional integration; a possible counterbalance to US hegemony. It t is also viewed as: an actor whose policy is severely influenced by its own security concerns; a neo-liberal actor in its attitude to the abroad; a protectionist power. Most of these images call into question the EU's self-representation as a solidaristic actor. Surprisingly, we could not find much evidence of the EU being widely seen as a "normative power" exporting universal values of democracy and human rights. This image seems to be confined only to a small segment of the organised civil society in the South. Equally surprisingly, the EU does not seem to be regarded anymore as a social model to be imitated." As mentioned before,

the lexical analysis of the five words associated to Europe by the students of the EuroBroadMap survey is strongly in line with this diagnosis, but we have to make clear the fact that the question asked was related to "Europe" and not to "the European Union", which makes an important difference. When we look at the most frequent words used to qualify "Europe" in all of our sample (without distinction between countries located inside and outside the EU), the general picture that we obtain is firstly characterised by the two dimensions of political construction ("European", "union") and economic level ("developed", "development", "rich"). Two secondary dimensions appear to be related to cultural dimension ("culture", "history", "civilisation") and human rights ("freedom", "democracy", "diversity"). But it is clear that Europe or the European Union are not mainly characterised by world influence if we consider that the words "world" and "power" appear only in fourteenth and sixteenth place. This general picture of words realised at the level of the whole sample of students is in fact subject to important variations and it is mainly inside the European Union that the vision of Europe as an economic power or a political union is the most frequently observed. As we have noticed before, remote countries are more likely to define the European Union by other criteria, which range from "xenophobia" and "racism" (Cameroon) to "luxury", "beauty" and "romantic" (China and India). These results support therefore the observation made by Lucarelli's report on the low perception of Europe as a normative power (both inside and outside) but also the fact that there exists a clear cognitive dissonance between external and internal perceptions.

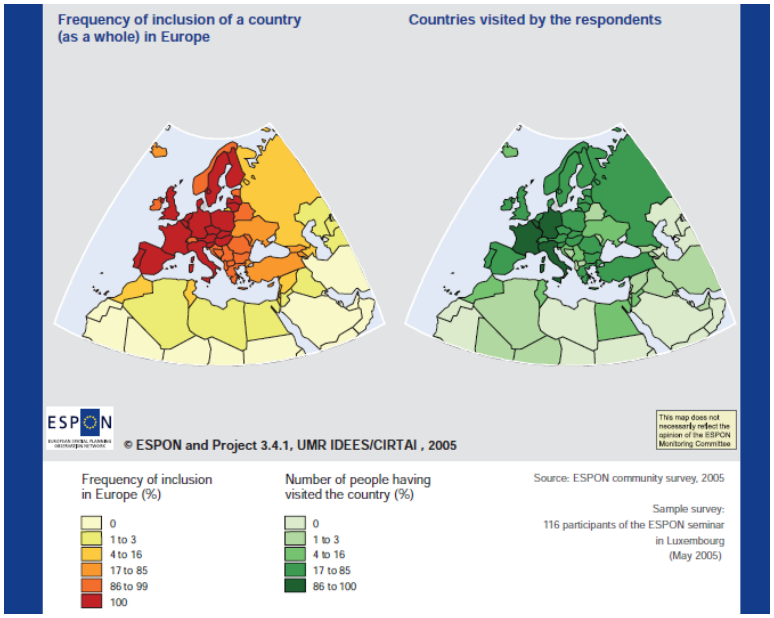
Benchmarking of EBM results with Europe in the World study (ESPON Project 3.4.1, 2007)

Finally, we comment briefly on the results of the EuroBroadMap survey as to the conclusions of the ESPON Project 3.4.1, "Europe in the World (2007)", which was a direct ancestor of the current study. The crucial point of that 2007 report was the fact that the situation of the European Union in the world was not so bad, even if its influence was decreasing and if its weight was likely to decrease from an economic and demographic point of view. The key political recommendation of that report was the need for the European Union to develop a strategic vision for its relation with the world in general and neighbouring countries in particular. Different existing visions were analysed ("Continent", "Centre–Periphery", "Archipelago") all of which possessed some advantages but also important shortcomings. The report proposed a fourth vision called "North–South regionalism" that was considered as the most interesting option for the European Union in the long run. The report also admitted that this option would probably be difficult to implement in the short term because it was in contradiction with public opinion, especially in terms of mental maps:

The European countries have a crucial choice to make between two options: (1) to remain a continental integrated area based on homogeneity: gathering comparable countries, with cohesion as the main goal, through a process promoted mainly by states through public policies, a sort of "convergence regionalism"; (2) to build a more ambitious regional entity along with southern and eastern neighbours: an "in-depth regionalism" gathering unevenly developed countries, with economic growth and environment protection as the main goals, through a process promoted also by firms such as in NAFTA or "ASEAN Plus Three". This second pattern of regionalisation would provide better economic results than the first one [52]. The problem with this North–South vision lies in the fact that it is not based on the usual mental visions of Europe-in-the-world shared by European citizens and political decision makers. It is therefore difficult to imagine that it could be politically implemented at the EU level in the near future. Security issues and the fear of terrorism have become the major points of the Barcelona process, which was initially based on a much wider vision of a joint economic, social, ecological and cultural development on both sides of the Mediterranean. In the short term, and any moral consideration apart, a "closed-continent" or "centre–periphery" strategy could appear realistic for an economically declining and ageing Europe. But in fact, constructing an island of prosperity surrounded by oceans of poverty would most probably have tragic consequences in the long run.

In the project "Europe in the World", a first study on mental maps had been realised with a limited sample of participants in an ESPON seminar (114 researchers and policy makers from all countries of the EU). As in the current EuroBroadMap project, the participants were invited to divide the world into regions and propose their own limits of Europe. Looking at the way participants divided the world, the authors of the survey noticed that "'the strongest division of the world for the ESPON seminar participants is the one drawn through the Mediterranean between Europe and North African countries. Would that mean that they feel that the European countries are very much different from the North African ones? Could that mean that for the European researchers and policy makers who attended the seminar, the Mediterranean should be considered as the most evident frontier of the world, and consequently the frontier of Europe?" The existence of a strong mental barrier, the Mediterranean Sea, was confirmed by the further question of where people proposed the limits of Europe. One more time, the limit appeared very strong on the Mediterranean Sea, despite the fact that the participants of the survey had visited many countries surrounding Europe. "A better knowledge about a specific country could lead people to more easily consider it as belonging to Europe or the contrary. So the following question is: is there a relation between the number of people that visit a country and the number of people considering that this country belongs to

Figure 1: Limits of Europe according to ESPON survey (2007)



Europe? The pattern of the correlation plots shows that in fact there is no relation at all. In consequence, the frequency of visit to a country cannot be considered as a means to explain the fact that people consider that a country belongs or not to Europe."

Looking at the results of the EuroBroadMap survey, we have confirmation that the Mediterranean Sea is perceived by the majority of students as a very marked limit of "Europe". And we have also learned that this limit is perceived as a limit of Europe not only by students from the EU but also by students from external countries. Of course, some students from Tunisia or Egypt are more likely to enlarge the limit of the Europe toward the south and to include the southern coast, but they remain a very small minority. The situation is certainly more complicated and fuzzier on the eastern side where we have noticed a lot of variation in the inclusion of the Balkans, Turkey, Ukraine, and even Russia. There are also some interesting differences in the northwest direction, where different limits are proposed, sometimes excluding Ireland and the UK, and sometimes including Iceland and Greenland.

At the moment of delivering this report (March 2011), it is difficult to say if the "Arab revolutions" from springtime 2011 will contribute to modifying the perception of the southern border of the EU. And if such a modification of mental maps occurs, which forms would it take on both sides of

the Mediterranean Sea? It is certainly of interest for the EU to follow the analysis that was engaged in by EuroBroadMap and to examine whether modifications will take place in the next period following the political revolution in the arabo-muslim countries. And it is important to transmit these results to public opinion on both sides of the Mediterranean Sea. As stated by Lucarelli at the end of "The External Image of the European Union": "the analysis on the external image of the EU should not be limited to how the EU is perceived in non-European countries, but should develop research strategies to evaluate whether and how such external images influence the internal process of identity formation among Europeans. What do European citizens know of how others see them and their institutions? How do the European media depict such an external reputation of the EU? Those are questions which are usually neglected in both research on EU political identity and research on the external image of the EU. On the contrary, we believe that filling this gap is fundamental for the analysis of the process of formation of the EU as a full-fledged political actor." (Lucarelli, 2007, p. 342)

Contents

1 Outline and Results **2**

Executive summary **2**

Main results **4**

List of figures **20**

List of tables **22**

References **30**

Appendix **31**

2 Introduction **35**
The Eurobroadmap survey 35
Organisation of the questionnaire 44

3 Variations in the scale of the feeling of belonging **61**
3.1 Theoretical definition and empirical measure of the degree of the feeling of belonging 61
3.1.1 Human territoriality and the concept of "man's shell" . 61
3.1.2 The question of "feeling of belonging" as proxy for "man's shell" 63
3.1.3 Overview of the distribution of answers by country . . 65
3.2 International and intra-national variations of the scale of belonging 68
3.2.1 Three main oppositions 71
3.2.2 Typology of places of survey 74
3.3 Social factors of variation of scale of belonging 77
3.3.1 Methodological background for the analysis of social factors 77
3.3.2 The effect of gender, field of study, and religion 78
3.3.3 The effect of income and education levels 81
3.3.4 The effect of the mobility of students and their families 82
3.3.5 The effect of journeys abroad and number of languages spoken 84
3.4 Conclusion: From scale of belonging to mental maps of students 85

4 Knowledge and attractiveness of cities and countries **91**
4.1 Rate of participation and other background information . . . 92
4.1.1 Level of participation by field and place of survey . . . 92
4.1.2 Number of answers by topic and place of survey 92

4.1.3 Validation of the survey 95
4.2 A critical approach to the "attractiveness" of states and cities of the world 96
4.2.1 The concepts of knowledge and asymmetry 96
4.2.2 An impressive (but false) picture of global attractiveness of European states and cities 98
4.2.3 Critical approach I: Variation of mental maps according to places of observation 101
4.2.4 Critical approach II: Variations of mental maps according to places surveyed 107
4.2.5 Critical approach III: Cognitive dissonance in the perception of countries and cities 112
4.3 Modelling mental maps: Structural and individual explanations 115
4.3.1 Structural factor of choices: Gravity states versus network cities? 118
4.3.2 Modelling individual choices 122
4.4 Regional visions of the world? 127
4.4.1 Synthesis of the regional perceptions of attractive and repulsive countries 127
4.4.2 Synthesis of the regional perception of attractive cities 130
4.5 Conclusion: Neither Eurocentrism nor Postmodernism! 133

5 Europe as seen by the students surveyed 136
5.1 Mental maps of Europe: A fuzzy but consensus vision of Europe 136
5.1.1 Context and methods 136
5.1.2 Results 142
5.2 Representations of Europe in the world: Textual analysis . . . 162
5.2.1 The vision of Europe according to the characteristics of students 162
5.2.2 Visions of Europe and distance from Europe 193

List of Figures

1 Limits of Europe according to ESPON survey (2007) 15
2 Gender balance by country and field of study 38
3 Locations of EuroBroadMap countries and places of survey . 40
4 The ESPON typology of external relations of EU countries in 2000 42
5 Family income of students (self-rated) by countries and field of study 47
6 Educational level of the students' families (self-rated) by country and field of study 48
7 Spatial history of students and their families 49
8 Number of languages spoken by students of countries of survey 51
9 Last five countries visited by students 53
10 Countries where students have lived more than three months 55
11 Factorial analysis of student profiles: Main components 57
12 Frequency of answers to the question of scale of belonging . . 64
13 Association of answers for the scale of belonging 68
14 Scale of belonging by state or place of survey 69
15 Variation of scale of belonging 71
16 Correspondence analysis of scale of belonging by places 72
17 Variation of scale of belonging by place of survey 73
18 Classification of places of survey for scale of belonging (tree) . 75
19 Classification of places of survey for scale of belonging (profile of clusters) 75
20 Classification of places of survey for scale of belonging (profile of clusters) 78
21 Influence of gender, field of study, and religion on scale of belonging 80
22 Influence of income and education on scale of belonging . . . 82
23 Influence of mobility of students and their families on the scale of belonging 83
24 Influence of journeys and languages on the scale of belonging 85
25 Number of divisions of the world proposed by students 88
26 Relations between scale of belonging and number of divisions of the world 89
27 Participation of students for Question B 93
28 Average number of cities or states mentioned by students . . . 95
29 Two visions of undergraduate students' visions of world states 99
30 Two visions of undergraduate students' visions of world cities 102
31 Variation of world visions between North and South 104
32 Consensus countries 109
33 False consensus countries 110
34 Complex countries 111

35 Mirror countries 112
36 Examples of cognitive dissonance in the perception of world cities 114
37 Examples of cognitive dissonance related to changing geopolitical situation 115
38 Examples of cognitive dissonance inside the USA 116
39 Relative positions according to logit models 126
40 Classification of 42 places of survey according to residual attraction or repulsion of 163 world countries 128
41 Classification of 163 world countries according to the residual attraction and repulsion from the students of 42 places of survey 130
42 Regionalisation of city visions 132
43 Europe map in the questionnaire 138
44 Maps raising no problem for the digitalisation 138
45 Maps excluded from the sample 139
46 Rules applied for the digitalisation of mental maps 140
47 Percentage of maps digitalised compared to the number of questionnaires gathered 141
48 Europe as drawn by the Maltese students (Valetta) 141
49 Extension of Europe according all students surveyed 143
50 Limits of Europe drawn by the EuroBroadMap sample 143
51 Frequency (%) of inclusion of countries in Europe regarding their status vis a vis European Union 145
52 Correlation of countries surveyed 146
53 Correlation between France and Belgium (highest correlation) 147
54 Correlation between India and Sweden (lowest correlation) . . 147
55 Differences between countries from Europe and the entire sample 149
56 Differences between southern and eastern neighbouring countries of the European Union and the entire sample 153
57 Differences between “remote” countries and the entire sample 155
58 Typology of inclusion in Europe 156
59 Typology of countries by places of survey 158
60 Places of survey grouped according how they included countries in Europe 159
61 Factorial plan 1-2 195
62 Factorial plan 3-4 196

List of Tables

1 Scale of belonging by place of survey 70
2 Number of answers to the question about cities where students would like to live (horizontal) and not like to live (vertical) in the near future 94
3 Number of answers to the question about countries where students would like to live (horizontal) or not like to live (vertical) in the near future 94
4 Structural factors of choice of countries where students would like to live in the near future 123
5 Structural factors of choice of cities where students would like to live in the near future 124
6 Knowledge logit models 125
7 Asymmetry logit models 125
8 Specific vocabulary of women 163
9 Specific vocabulary of men 164
10 Specific vocabulary of Art students 166
11 Specific vocabulary of Business students 168
12 Over-represented vocabulary of Engineering students 169
13 Under-represented specific vocabulary of Engineering students 170
14 Over-represented specific vocabulary of Politics students . . . 171
15 Under-represented specific vocabulary of Politics students . . 172
16 Over-represented specific vocabulary of students in human and social sciences 173
17 Under-represented specific vocabulary of students in human and social sciences 174
18 Specific vocabulary of Health Sciences students 175
19 Over-represented specific vocabulary of students with a low level of income 178
20 Under-represented specific vocabulary of students with a low level of income 179
21 Specific vocabulary of students with a low–medium level of income 181
22 Over-represented specific vocabulary of students with a medium–high level of income 182
23 Under-represented specific vocabulary of students with a medium–high level of income 183
24 Specific vocabulary of students with a high level of income . . 184
25 Specific vocabulary of students with one language spoken . . 186
26 Over-represented specific vocabulary of students speaking two languages 187
27 Under-represented specific vocabulary of students speaking two languages 188

28 Over-represented specific vocabulary of students speaking three languages 189
29 Under-represented specific vocabulary of students speaking three languages 190
30 Specific vocabulary of students speaking four (or more) languages 192
31 Contributions of country of residence of students for training the first four factorial axes 194
32 Specific vocabulary of Chinese students 197
33 Specific vocabulary of French students 198
34 Specific vocabulary of Belgian students 199
35 Specific vocabulary of Portuguese students 199
36 Specific vocabulary of Hungarian students 200
37 Specific vocabulary of Romanian students 200
38 Specific vocabulary of Cameroonian students 202
39 Specific vocabulary of Russian students 203
40 Specific vocabulary of Indian students 204
41 Specific vocabulary of Turkish students 205
42 Specific vocabulary of Brazilian students 206
43 Specific vocabulary of Tunisian students 207

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Annex: Parts A and B of the EuroBroadMap Survey of undergraduate students

Country	City	Field	Number

HOW DO YOU SEE THE WORLD?

Thank you for your participation in this worldwide survey. Please note that this questionnaire is not a knowledge test and that the identities of all respondents will remain strictly anonymous.

SOME QUESTIONS ABOUT YOU

A.1) Sex : □ Female □ Male	**A.2)** Year of birth?
A.3) Your country of birth: ..... What is your father's country of birth?..... What is your mother's country of birth?.....	**A.4)** What is your current citizenship/nationality? (If you have dual citizenship list both) .....
A.5) Which main language(s) was/were spoken at home when you were five years old?	**A.6)** Which language(s) do you currently speak on a daily basis? ....
A.7) Which **other** language(s) can you speak?	**A.8)** In which country or countries have you previously lived for an uninterrupted for a period of **more than four months** (not including your current place of residence)? .....
A.9) Please name the last 5 countries you have visited:	**A.10)** How would you rate your family's income level? Please mark the appropriate level. Low ☐☐☐☐ High
A.11) How would you rate your mother's educational level? Please mark the appropriate level. Low ☐☐☐☐ High	**A.12)** How would you rate your father's educational level? Please mark the appropriate level. Low ☐☐☐☐ High
A.13) What expression defines you best : "I belong to … [__] a town / city / village" [__] a sub-national area" [__] a country or state" [__] a continent / world region" [__] the World" [__] other": _____ (If you have more than one answer, **please rank order them: 1, 2 , 3 etc**. You can give equal weight to more than one choice.)	**A.14)** Do you have a feeling of belonging to a particular religion or another coherent set of beliefs? □ Yes □ No □ I prefer not to answer this question. If "yes", please name or briefly describe your choice: .....

YOUR VISION OF THE WORLD

B.1.a) With the exception of the cities of the country, or countries, where you currently have citizenship, list up to 5 cities for each of the following questions …

….where you would like to live in the near future?

1 _____
2 _____
3 _____
4 _____
5 _____

….where you would **NOT** like to live in the near future?

1 _____
2 _____
3 _____
4 _____
5 _____

B.1.b) With the exception of the country or country(ies) where you currently have citizenship, list up to 5 country(ies) for each of the following questions …

….where you would like to live in the near future?

1 _____
2 _____
3 _____
4 _____
5 _____

….where you would **NOT** like to live in the near future?

1 _____
2 _____
3 _____
4 _____
5 _____

Authors

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City and country codes

Code	Country	City
AZ_BA	Azerbaijan	Baku
BE_BR	Belgium	Brussels
BE_LE	Belgium	Leuven
BE_LG	Belgium	Liege
BR_FO	Brazil	Fortaleza
BR_MA	Brazil	Manaus
BR_PO	Brazil	Porto Alegre
BR_SA	Brazil	Sao Paulo
CH_BJ	China	Beijing
CH_CA	China	Canton
CH_NK	China	Nanking
CH_SH	China	Shanghai
CH_WU	China	Wuhan
CM_BU	Cameroon	Buea
CM_DL	Cameroon	Douala
CM_IN	Cameroon	Ngaoundere
CM_YA	Cameroon	Yaounde
EG_AL	Egypt	Alexandria
FR_LE	France	Le Havre
FR_LI	France	Lyon
FR_PA	France	Paris
HU_BU	Hungary	Budapest
IN_BL	India	Bangalore
IN_DE	India	Delhi
IN_MA	India	Chennai
IN_PN	India	Pondicherry
MD_KI	Moldova	Chisinau
ML_ML	Malta	Valletta
PR_IN	Portugal	Coimbra
PR_LI	Portugal	Lisbon
RO_BU	Romania	Bucharest
RO_IA	Romania	Iasi
RU_KH	Russia	Khabarovsk
RU_MO	Russia	Moscow
RU_ST	Russia	Stavropol
RU_YE	Russia	Yekaterinaburg
SE_DK	Senegal	Dakar
SW_ST	Sweden	Stockholm
TN_SF	Tunisia	Sfax
TU_ER	Turkey	Erzurum
TU_IS	Turkey	Istanbul
TU_IZ	Turkey	Izmir