

MOVE



Mapping mobility – pathways, institutions and structural effects of youth mobility in Europe

MOVE Results

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Outline of the presentation

- Presentation of the MOVE project
- MOVE results
 - Cluster analysis and country typology
 - Motivations and obstacles for mobility
- At a closer look
 - Patterns of mobility
 - Gender dimension
 - Mobility rates
 - Hindering factors to mobility
 - Positive and negative effects of mobility
 - Future plans
- Policy suggestions
 - Family level
 - National level
 - EU level
- Mobility types dilemma

MOVE in a nutshell

- EU H2020 Project
- Call: Young-2-2014-Youth mobility. Opportunities, impacts, policies
- Duration: 01 May 2015 - 30 April 2018 (36 months)
- Beneficiaries:



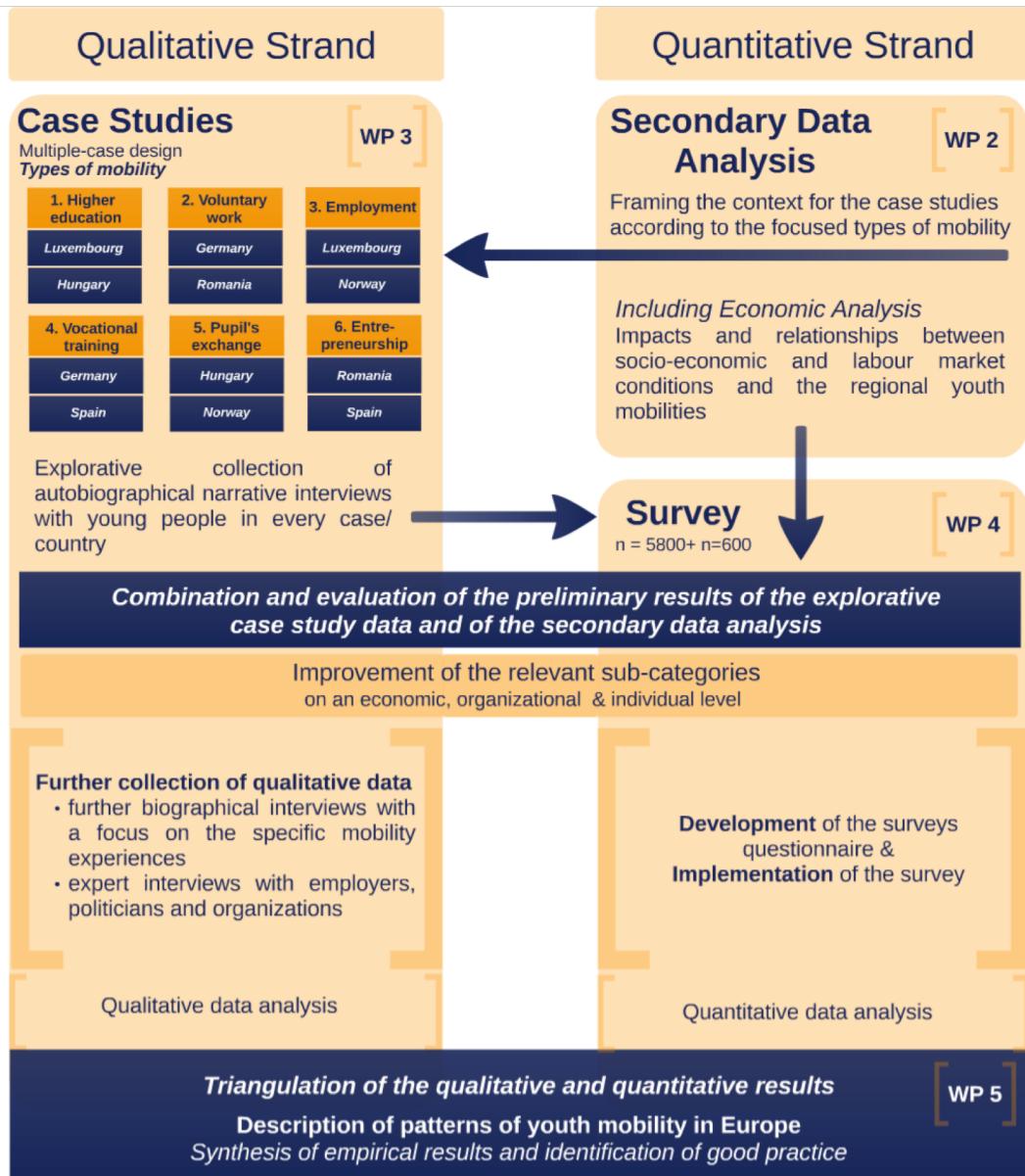
| Nº | Participant organisation name | Country |
|----|---------------------------------------------------------------------------------------------|---------|
| 1 | Université du Luxembourg (UL) - Coordinator | LU |
| 2 | Universität Hildesheim (UH) | DE |
| 3 | Deutsches Jugendinstitut e.V. (DJI) | DE |
| 4 | Academia De Studii Economice Din Bucuresti (ASE Bucuresti) | RO |
| 5 | Miskolci Egyetem | HU |
| 6 | Western Norway University of Applied Sciences, Høgskulen på Vestlandet, Norway | NO |
| 7 | Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología (ICN) | ES |
| 8 | European Research and Project Office GmbH (Eurice) | DE |
| 9 | European Youth Information and Counselling Agency (ERYICA) | LU |

Research question & Main objectives

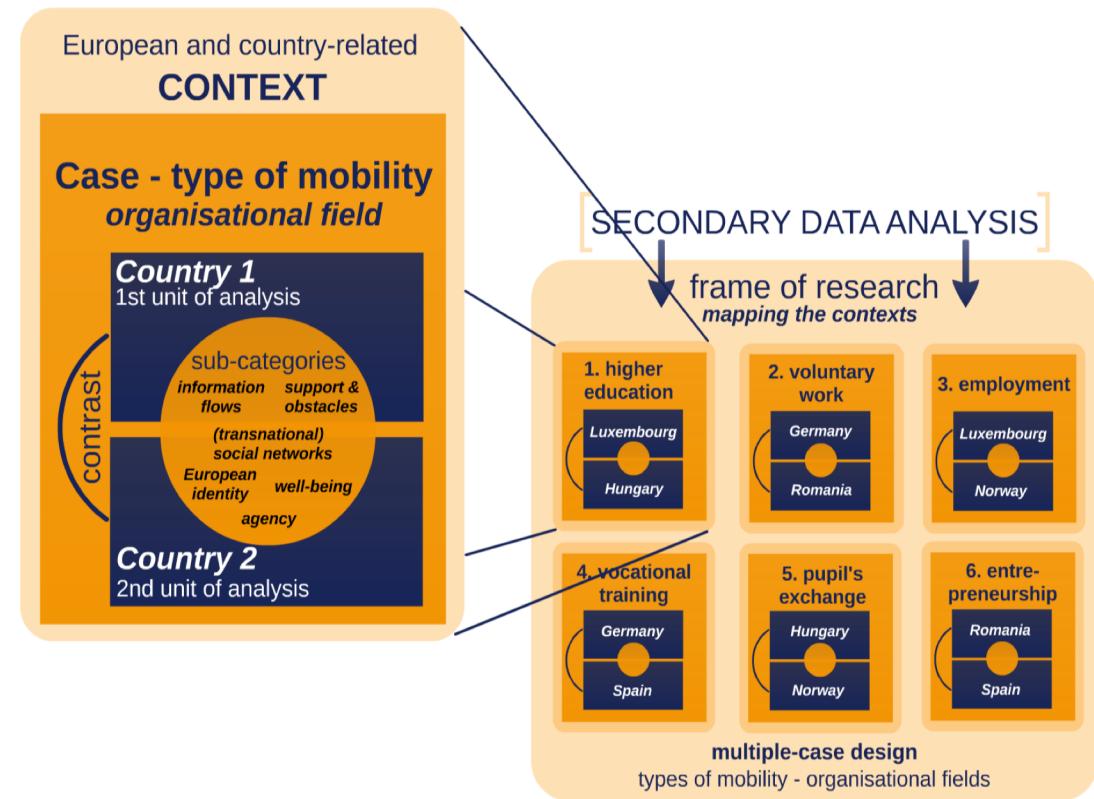
How can the mobility of young people be “good” both for socio-economic development and for individual development of young people, and what are the factors that foster/hinder such beneficial mobility?

1. Carry out a **comprehensive analysis of the phenomenon of the mobility of young people in the EU**
2. Generate systematic data about young people's **mobility patterns in Europe** based on case studies, a mobility survey and secondary analysis
3. Provide a **qualitative integrated database** on European youth mobility
4. Offer a **data-based theoretical framework** in which mobility can be reflected, thus contributing to scientific and political debates
5. Explore **factors that foster and hinder mobility** (based on an integrative approach, with qualitative and quantitative evidence)
6. Provide **evidence-based knowledge and recommendations for policymakers** through the development of good-practice models to:
 - a. Make **research-informed recommendations for interventions to facilitate and improve the institutions**, legal and programmatic frames with regard to different forms and types of mobility as well as to the conditions/constraints of mobility for young people in Europe
 - b. Give **consultation and expertise** to those countries facing significant challenges related to geographical mobility of young workers

Research design



Case studies



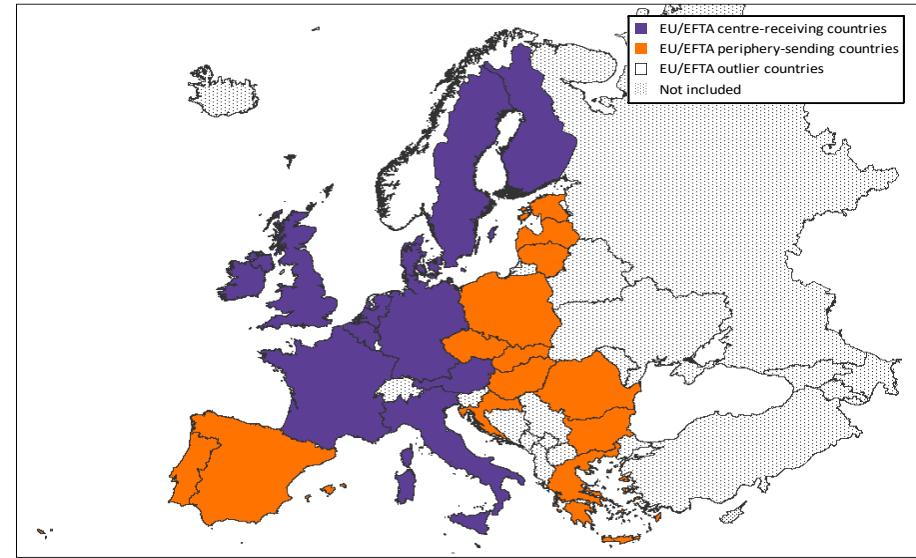
MOVE results: Cluster analysis

The country analyses revealed two main clusters:

1) centre-receiving countries and

2) periphery-sending countries

plus Luxembourg and Norway in a third cluster as outliers.



Finding 1: Only some European countries benefit from long-term incoming mobility; others lose human capital, especially when highly-qualified youth move abroad.

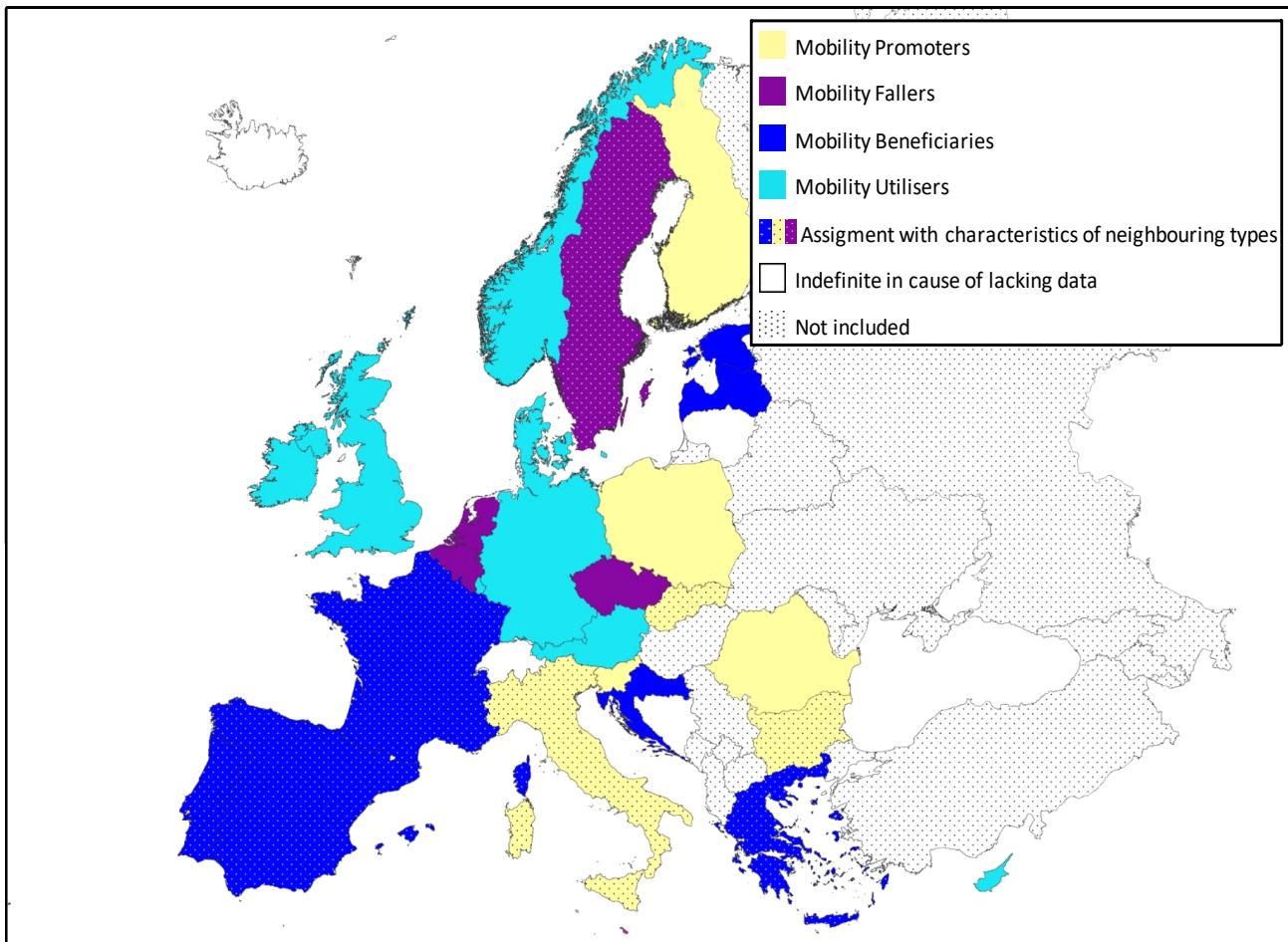
Finding 2: National economies profit from returning young people who gained competences abroad.

MOVE results: Country typology

The country typology:

- 1) mobility promoters (HU, RO)
- 2) mobility fallers
- 3) mobility beneficiaries (ES)
- 4) mobility utilisers (DE, LU, NO)

| Typology of country patterns on youth mobility | | Human capital creating by attracting short-term incoming/incoming student mobility | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| | | Low | High |
| Human capital deploying or exploiting by attracting long-term youth mobility or having a high ratio of returning mobility and/or outgoing students' mobility (using human capital from other EU-countries) | Low | Mobility Promoter Poland, Romania, Slovenia, Finland, Bulgaria↓, Slovakia↓, Hungary, Malta, Italy* | Mobility Faller Czech Republic, Netherlands, Belgium, Sweden↓ |
| | High | Mobility Beneficiaries Latvia, France→, Estonia, Greece↑, Spain↑, Portugal↑, Croatia | Mobility Utiliser Ireland, Norway, Germany, Cyprus, Denmark, UK, Luxembourg, Austria |
| Indefinite countries due to lacking data: Lithuania, Iceland, Switzerland | | | |



MOVE results: Patterns of mobility I

1. Peers as mobility incubators

Yes and there was also a friend, who had already studied [there]. She was already there and I lived with her, she was also Luxembourgish. By the way, I wouldn't FOR SURE go alone to [town A, Belgium] (Higher education student mobility, Luxembourgish sample, N5)

2. Learning something through mobility

In terms of school, I felt that I had really learned in Romania and this gave me trust in myself and trust in Romania, but on the other hand I realised that what you learn in another country is not only in school, but also the cultural side, which is much more important... and you see so many different points of view and that is why I said I want to spend some more time here, at least to learn more, to get to know these different cultures, to see what this is all about. (Entrepreneurship mobility, Romanian sample, N3)

3. Institutionalised work and education

The classrooms are so outdated I can't imagine how the seminars take place... There was a lot of theoretical curriculum. The situation in Germany is the opposite. There were more seminars than theoretical knowledge. I learnt things that were not down-to-earth and I won't use in life. There were no projectors, technical tools were not available in every classroom. Classrooms were not well-equipped. Where I was, there were multifunctional projectors, air-conditioning, drapers – everything was provided, you just had to grab your USB, we also had Internet access, which was essential (Higher education student mobility, Hungarian sample, N19)

MOVE results: Patterns of mobility II

4. Organisational membership

And you had said that he actually wanted to go out without an organisation but then he had to [find one]. How come? Y: I don't know the details. But like it's about insurance and finances and such things. But they were organisational things, which would have become much much more complicated if you had done it without a supporting organisation (Voluntary work mobility, German sample, N3)

I actually did not expect to survive that long alone, but so far, I am doing well, I am alive, I did not lose weight so it is nice (laughter) yes so far I think I will stay. I moved. I emancipated 3,000 kilometres from my parents' place. It is quite a big job. It makes me proud of myself; I actually could achieve that on my own. Therefore, for me it was a big experiment, I wanted to do that, I could do it, I did, and I have succeeded at some point (Employment mobility, Norwegian sample, N14)

So for me it was the first time, that I really was separated by my family, (.) and my parents didn't really get along with that at the beginning. So they/ they/ they wanted to / they wanted a lot, umm, hear, more or less. (.) So / we agreed on: okay, talking on the phone once a week, Skyping or something like that. And that was even too much for me. I just really wanted to be there. I wanted to concentrate myself on being there and not have that much connection to home (Voluntary work mobility, German sample, N3)

5. Wish to become independent and to "go out"

6. Leaving home with the wish to "break out"

MOVE results: Motivations and obstacles for mobility

| Motivations for Mobility | | |
|---------------------------------------|------|-------|
| | Freq | % |
| Friends study abroad | | |
| Yes | 2523 | 45.90 |
| No | 2685 | 48.80 |
| N.A | 291 | 5.30 |
| Friends do student exchange | | |
| Yes | 2622 | 47.70 |
| No | 2554 | 46.40 |
| N.A | 323 | 5.90 |
| Friends recommend study abroad | | |
| Yes | 2355 | 42.80 |
| No | 2703 | 49.20 |
| N.A | 441 | 8.00 |
| (N: 5275, mobiles) | | |

| Obstacles to Mobility | Mobile | % Mobiles | Non-mobile | % Non Mobiles |
|-------------------------------------------------------|--------|-----------|------------|---------------|
| Lack of sufficient language skills | 597 | 32.3 | 1562 | 42.7 |
| Lack of support or information | 356 | 19.3 | 822 | 22.4 |
| Lack of financial resources to move abroad | 402 | 21.8 | 1301 | 35.5 |
| I did not experience any barrier or difficulty | 380 | 20.6 | 649 | 17.7 |
| Total | 1843 | | 3657 | |
| (N: 5500 , mobiles and non-mobiles) | | | | |

MOVE results: Gender dimension

- **Being a male** increases the probability of being mobile for study reasons by 20.2 percent (Scandinavia is the opposite)
- Males with **tertiary education** (if unemployed) less work-related mobility, females with **tertiary education** (if unemployed) more work-related mobility
- **Organisations:** women maintain larger informal networks whilst men take part in formal organisations, such as associations etc.
- Lower education levels decrease the probability of mobility by studies, 49.8 and 37.4 percent, respectively.

Mobility rates *mobile: at least 2 weeks abroad other than holiday or family visit



| Country | mobile % | non-mobile % | N |
|------------|----------|--------------|------|
| Luxembourg | 59.2 | 40.8 | 742 |
| Spain | 43.1 | 56.9 | 978 |
| Norway | 29.0 | 71.0 | 875 |
| Germany | 39.0 | 61.0 | 992 |
| Romania | 33.4 | 66.6 | 1006 |
| Hungary | 28.4 | 71.6 | 1016 |
| ALL | 37.6 | 62.4 | 5499 |

| Sex | mobile % | non-mobile % | N |
|--------|----------|--------------|------|
| female | 37.2 | 62.8 | 2935 |
| male | 38.1 | 61.9 | 2567 |
| ALL | 37.6 | 62.4 | 5499 |

MOVE Results: Hindering factors to mobility

- Non-mobiles would consider work-related mobility more: 13 percent of non-mobiles and 10 percent of mobiles indicated improving work conditions.
- Amongst non-mobiles, high level of reading international news, being aware of all channels of information, radio, blogs, social networks etc.

MOVE results: Hindering factors (mobile & non-mobile together)



| Obstacles | % |
|--------------------------------------------------------------------------------------------------|-------|
| 1 Lack of sufficient language skills | 18.3% |
| 2 Lack of support or information | |
| 3 Difficulties to register in education/training | |
| 4 Obstacles or differences in recognition of qualifications | |
| 5 Difficulties finding a job abroad | |
| 6 Difficulties to obtain a work permit abroad | |
| 7 A worse welfare system (pensions/healthcare) | |
| 8 My partner is not willing to move | |
| 9 Psychological well-being (fear of suffering from stress/loneliness/sadness) | |
| 10 Financial commitments in my current place of residency (e.g. bank loans or owning a property) | |
| 11 Lack of financial resources to move abroad | |

18.3% NO OBSTACLES

MOVE results: hindering factors (mobile & non-mobile together)



| Obstacles | % |
|--------------------------------------------------------------------------------------------------|------|
| 1 Lack of sufficient language skills | 81.7 |
| 2 Lack of support or information | |
| 3 Difficulties to register in education/training | |
| 4 Obstacles or differences in recognition of qualifications | |
| 5 Difficulties finding a job abroad | |
| 6 Difficulties to obtain a work permit abroad | |
| 7 A worse welfare system (pensions/healthcare) | |
| 8 My partner is not willing to move | |
| 9 Psychological well-being (fear of suffering from stress/loneliness/sadness) | |
| 10 Financial commitments in my current place of residency (e.g. bank loans or owning a property) | |
| 11 Lack of financial resources to move abroad | |

81.7% SOME OBSTACLES

MOVE results: Main hindering factors



*mobile: at least 2 weeks abroad other than holiday or family visit

| Obstacles | MOBILES % (N=1,644) | NON-MOBILES % (N=2,846) |
|--------------------------------------------------------------------------------------------------|------------------------|----------------------------|
| 1 Lack of sufficient language skills | 38.7 | 49.8 |
| 2 Lack of support or information | 29.5 | 27.6 |
| 3 Difficulties to register in education/training | 14.8 | 10.3 |
| 4 Obstacles or differences in recognition of qualifications | 19.0 | 12.4 |
| 5 Difficulties finding a job abroad | 20.0 | 19.2 |
| 6 Difficulties to obtain a work permit abroad | 11.7 | 10.4 |
| 7 A worse welfare system (pensions/healthcare) | 14.8 | 10.8 |
| 8 My partner is not willing to move | 13.4 | 15.4 |
| 9 Psychological well-being (fear of suffering from stress/loneliness/sadness) | 24.3 | 24.5 |
| 10 Financial commitments in my current place of residency (e.g. bank loans or owning a property) | 11.6 | 12.6 |
| 11 Lack of financial resources to move abroad | 29.0 | 44.0 |

MOVE results: Positive effects of mobility

- Positive evaluation of personal agency
- Mobility and professional success
- Language acquisition
- Transnational activities (transnational space)

Civic and political participation (cultural)

- Movement precipitating more movement
- Identity affinity (European Identity)
 - Young women: identification with the World
 - Spanish and Romanian had shown higher cosmopolitan identity.

MOVE results: Negative effects of mobility

- National differences are still there
 - Self-evaluation: 74.7 percent evaluate their mobility experience positively but...
 - Countries reveal differences:
 - Luxembourg shows high national identification
 - Hungary and Romania – face Brain drain
 - German respondents were mostly negative, but more positive on vocational education and training mobility programmes
 - Employment prospects: *entrepreneurship and university education clash*
 - Socio-economic status still matters a lot despite funds from the EU

MOVE results: Future plans

- “*To move to your home country*”: higher level for Luxembourg, Norway and Germany than Hungarian, Spanish and Romanian respondents
 - Spain and Romania are in-between
 - Hungary (lowest percentage for moving back)
- “*To move to another country*”: high amongst Spanish and Romanian respondents compared to German and Luxembourgish

Interviews and surveys show similar results (especially for the highly-skilled ones)

Policy suggestions: Family level and enabling the individual

- Greater support for training
 - Companies? Private sector, but by whom?
- New flexible programmes? Details?
 - Young people should design programmes themselves
- Institutions and organisations? Which ones?
 - Excessive institutional demands
 - Highly-selective organisations? Is that a problem?
- Decreasing the bureaucratic barriers
 - But in which countries, which kinds of barriers?
 - Which types of mobility?
 - Digitalisation as a solution?

Policy suggestions: National level

- Separate strategies for diverse countries *depending on mobility utiliser and mobility promoter*
Mobility faller (Czech, Belgium, Sweden, Netherlands) and mobility beneficiaries (Greece, Spain, Portugal, Estonia, Latvia)
- Demographic plans: stimulating also non-EU mobility
- Defining “youth mobility” as a more creative term within the EU
- Different results for different mobility types
 - Mobility type-based problems and suggestions

Policy suggestions: European Union level

- Work- or profession-related programmes are barely known (Erasmus plus, VET was popular... but the rest?)
- Better information can be provided by whom?
 - Welcoming centres for the youth (to inform them)
- Insufficient language skills as a barrier for non-mobiles
- Women still have barriers (gender mainstreaming and considering mobility)

Move results: Each mobility has a dilemma

- Pupils' exchange: nationality effect is there, youngsters mostly socialise with those from their own nationalities
- Employment: transitory places, language is a must to be permanent (Norway and Luxembourg show some examples of this)
- Higher education: negative identification with EU if only EU funds are used, forced mobility for Luxembourg and a new case of privatisation in Hungary
- VET: Germany and Spain are so different from each other in terms of implementation, can they learn from each other?
- Voluntary work: organisations as constraints or liberating factors?
- Entrepreneurship and families (gender difference reveals itself)

Thank you to the partners

- University of Luxembourg
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- University of Miskols, Hungary
- Western Norway University of Applied Sciences, Høgskulen på Vestlandet, Norway
- Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología, Spain
- European Research and Project Office GmbH, Germany ERYICA
- European Youth Information and Counselling Agency, Luxembourg

Stay in touch

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