



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

# **Youth on the MOVE?**

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University of Luxembourg  
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The research from the MOVE project leading to these results has received funding from Horizon 2020 under Grant Agreement N° 649263.



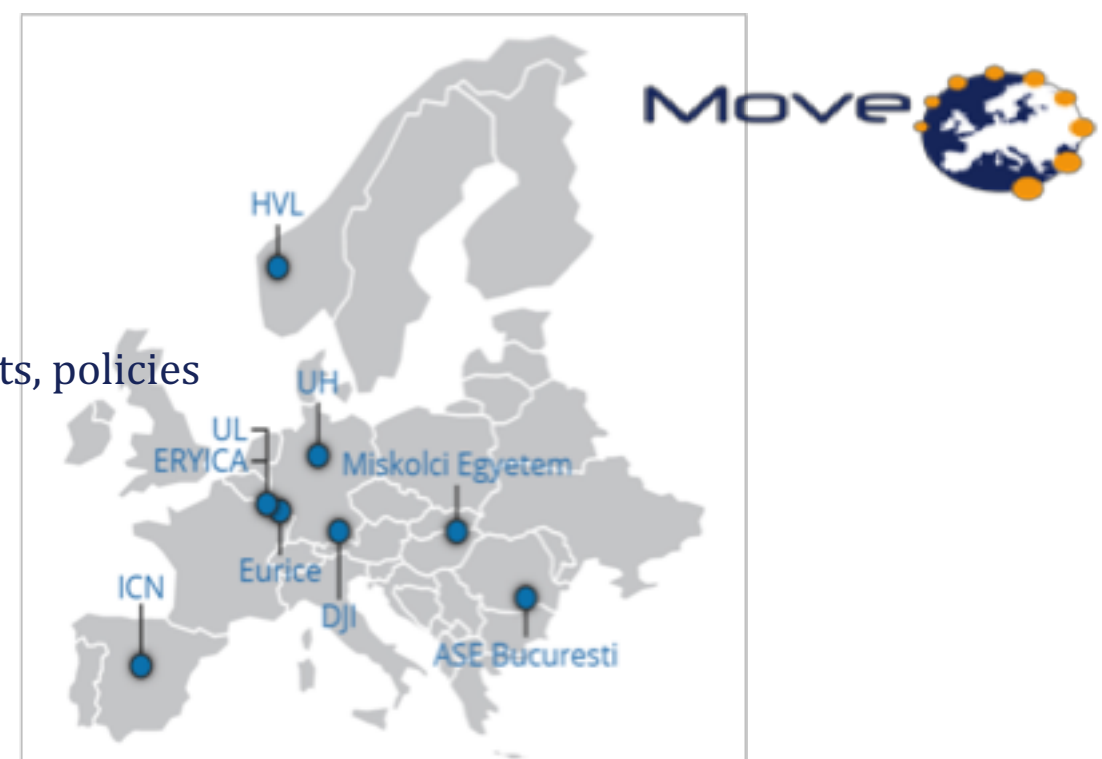
# Outline of the presentation

- Presentation of the MOVE project
- MOVE results
- At a closer look
- Policy suggestions
- 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:



N°	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

# MOVE in a Nutshell



## Our target

The aim of the **MOVE project** is to provide an evidence-based contribution towards improving the conditions of the mobility of young people in the EU.



## Our research

The main research question of the study is: **How can the mobility of young people be 'good' both for socioeconomic development and for individual development of young people, and what are the factors that foster/binder such beneficial mobility?**



## The project

In order to investigate various dimensions of youth mobility, MOVE follows a multilevel research approach, including secondary data analysis, face-to-face interviews and an online survey.



## EU funding

MOVE has received funding from the **European Union's Horizon 2020 research and innovation programme** under Grant Agreement no. 845615.



## 242 Interviews

Semi-structured interviews with 200 young people and 42 experts regarding six types of mobility:

- vocational education & training
- higher education students
- entrepreneurship
- people's exchange
- volunteering
- employment

## 8706 survey questionnaires

Age range of the respondents: 18-29

## MOVE-SUP secondary database

Comprehensive database of previously disseminated data



## We want to find out:

1. Who are the mobile? Why do some young people prefer not to be mobile?
2. What makes mobility a 'good experience' and what do young people really need?
3. How do patterns of mobility reflect social inequality (gender, impairment, country of origin)?
4. How do specific types of mobility differ? (vocational education & training, higher education students, entrepreneurship, people's exchange, volunteering, employment)

## Our results are for...



...the youth



general public



policy makers



academic audience



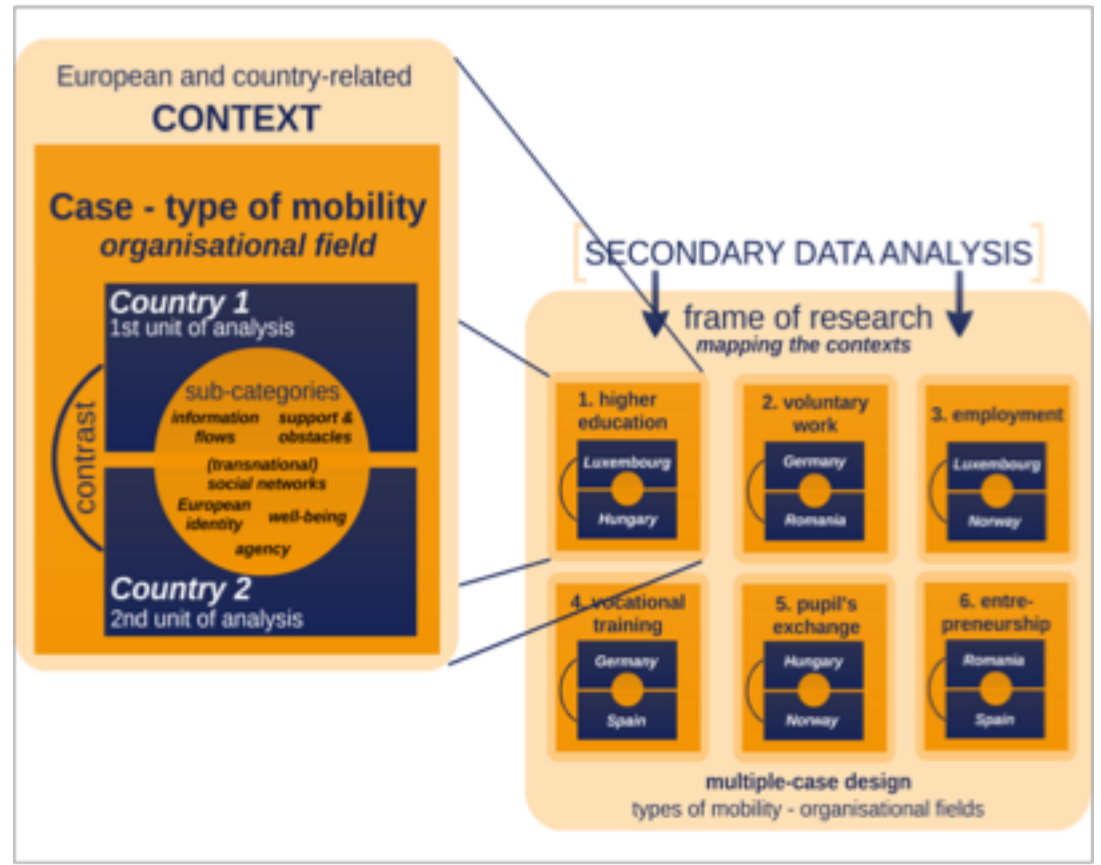
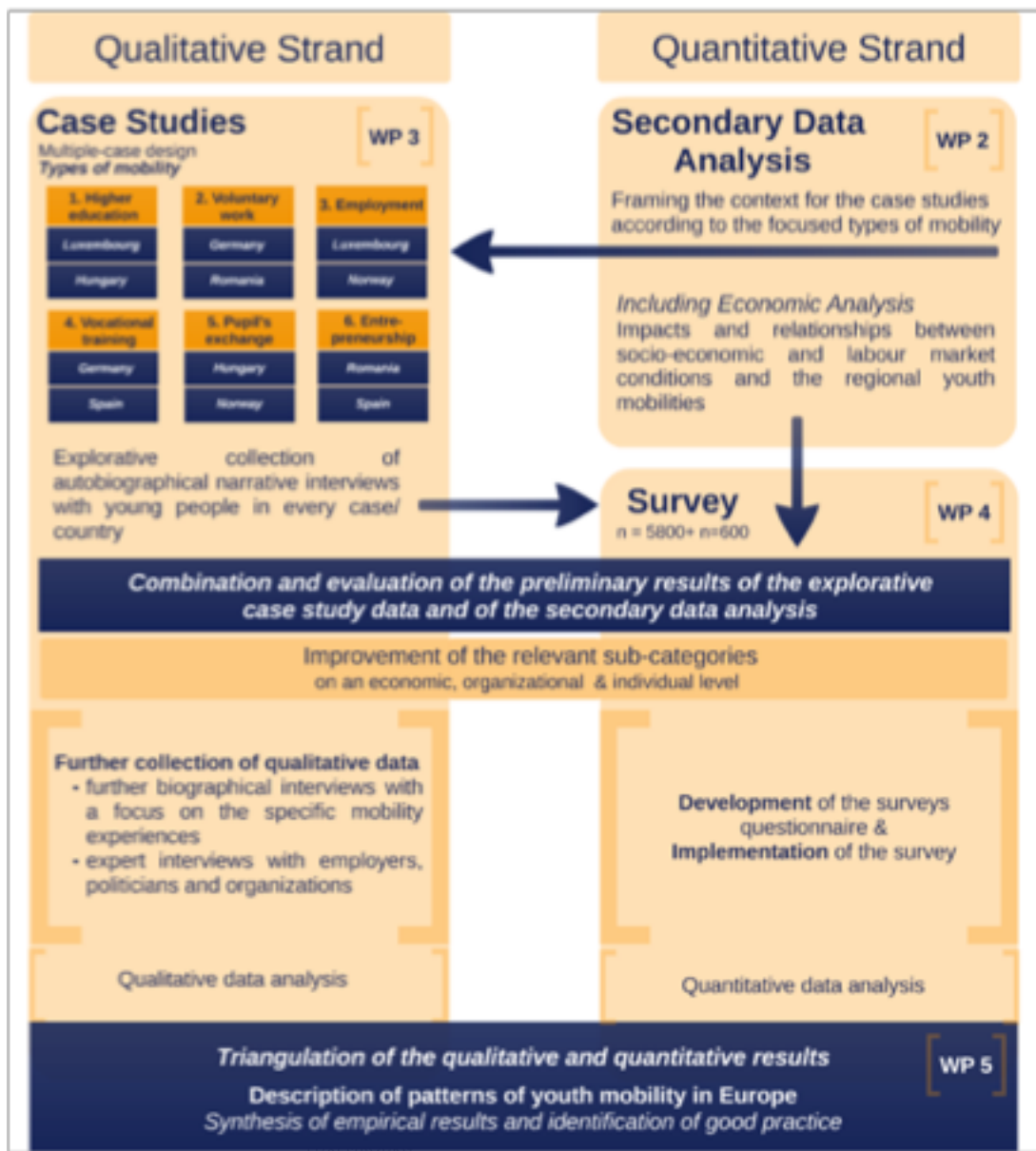
# Research question & Main objectives

**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

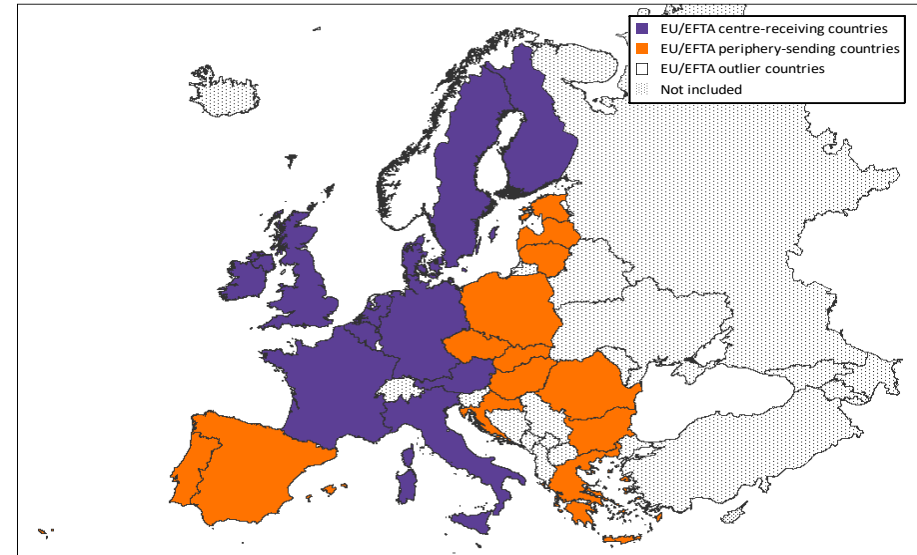
# Case studies



# 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.



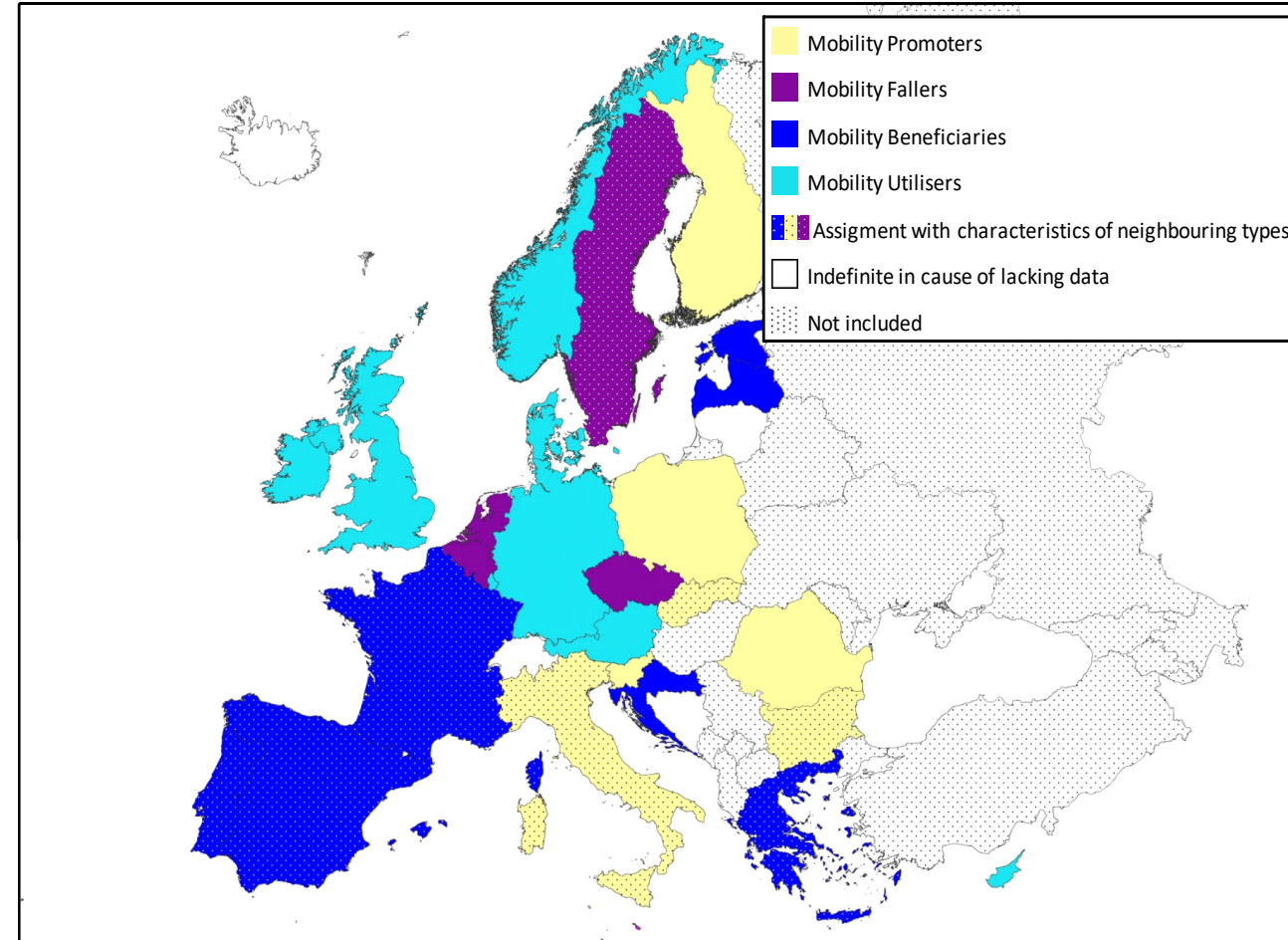
Finding 1: Only some European countries benefit from long-term incoming mobility; others lose human capital, especially when highly-qualified youth move abroad.

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	<b>Mobility Promoter</b> Poland, Romania, Slovenia, Finland, Bulgaria↓, Slovakia↓, Hungary, Malta, Italy*	<b>Mobility Faller</b> Czech Republic, Netherlands, Belgium, Sweden↓
	High	<b>Mobility Beneficiaries</b> Latvia, France→, Estonia, Greece↑, Spain↑, Portugal↑, Croatia	<b>Mobility Utiliser</b> 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 Luxemburgish. 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: Gender aspect

- **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	
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	
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 at a closer look : Social relations dimension



- Peers as mobility incubators
  - stronger role for educational mobilities (35.3%)
  - less influential for work-related mobility (30%)
- Peer networks are regarded as useful sources of information on mobility.
  - (35.7%) of young people rely on the mobility-related information provided by friends as well as by social media, which are also among popular channels for identifying information (25.7%).
- Peers are especially friends with mobility experience
  - 63.2% of mobile respondents have friends who did a student exchange
  - 42.4% have friends who have studied abroad
  - 51.4% report that their friends have recommended them to study abroad

## MOVE results at a closer look: Learning dimension

- Mobility as a “huge opportunity” for young people to improve education  
stronger role for education, especially language
- English is important for mobility

### **BUT**

- Language is also the MAIN barrier to mobility
  - 32.4% emphasised a lack of sufficient language skills as a barrier to their mobility
  - Language is also the most important barrier amongst non-mobiles (42.7%)

# MOVE results at a closer look: Individual development dimension

- Mobility is important during youth, it is one of the youth practices
  - to become independent ,“go out” and become autonomous
  - to find new ways of positioning themselves in social relationships in the new destinations
- Even in employment and entrepreneurial mobility: young people learn
  - improving working conditions (31.2%)
  - improving opportunities for personal and professional development (28.7%)

# MOVE results at a closer look: Organisational membership dimension

- Organisation of mobility is a challenging process for young people
- Young people rely on own, more informal sources of information and use personal sources
  - Internet search engines (48.5%)
  - friends (35.7%), and teacher recommendations (32.1%)
  - Online communities/social networks and university websites (over 25%)
    - in education mobility young people rely - more on informal sources, i.e. teachers' advice and search engines than less on formal channels,
    - in employment mobility young people do not rely on any formal channels: very few (over 1%) mention EURES, followed by specialising portals, employment agencies, and government websites

# MOVE results at a closer look: Socioeconomic and opportunity structure dimension

- Parents have a major influence on the decision-making process for young people
  - 1/3 of young people (38.2%) take family' opinion and support into consideration
  - Family support is the main source of mobility financing (46.1%) alongside private funds and savings (32.0%)
  - Individual socioeconomic factors determine patterns of mobility or immobility:
    - the level of education of young people and the level of education of the parents have a positive impact on mobility
    - the family background regarding mobility also has a positive impact, as does the age of the respondent.

## BUT

- Socioeconomic inequality is one of the major barriers to mobility
  - Significant country differences : the new North-South divide in Europe
  - Lack of financial resources (21.8%) is a strong barrier hindering people to becoming mobile  
Lack of financing for mobility is even higher for non-mobiles (35.6%)

**Socio economic inequality is considered as a central obstacle for mobility together with insufficient language skills**

# MOVE results at a closer look: **Overlapping mobility**

- Mobility impacts on youth future, especially first time mobility
- Mobile once– mobile again
  - 54.5 of young people who are currently mobile see mobility in their future
  - 40% with previous mobility experience see mobility in their future
- Mobilities are combined and overlap with each other due to financial, organisational and logistical factors

## 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)



# MOVE results: Each mobility has a dilemma

## What's next?



 Marie Skłodowska-Curie					 Desiderius Erasmus Roterodamus
					
<h3>HIGHER EDUCATION</h3>	<h3>VOCATIONAL EDUCATION AND TRAINING</h3>	<h3>VOLUNTARY WORK</h3>	<h3>ENTREPRENEURSHIP</h3>	<h3>PUPIL EXCHANGE</h3>	<h3>EMPLOYMENT</h3>
<p>Increase the funds so that more students can take part in the exchange programs.</p>	<p>Diminish the differences in the VET systems and offer professional language courses.</p>	<p>Make possibilities for voluntary work visible.</p>	<p>Promote Erasmus+ for Young Entrepreneurs.</p>	<p>Simplify the application process for schools and individuals.</p>	<p>Make job related online portals more prominent among young people.</p>



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



# Stay in touch

**[move-project.eu](http://move-project.eu)**

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