

**Move**

**8 -9 MARCH 2018**



# **Youth Mobility and Migration in Europe – Keep on Moving?**

**Pathways, Institutions and Structural Effects of  
Youth Mobility in Europe**



UNIVERSITÉ DU  
LUXEMBOURG

CAMPUS BELVAL | MAISON DU SAVOIR | 3<sup>RD</sup> FLOOR



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University of Hildesheim



German Youth Institute



Bucharest Academy of Economic Studies



University of Miskolc



Western Norway University of Applied Science



Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología



European Research and Project Office GmbH



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## Thursday 8th March – Maison du savoir (3<sup>rd</sup> floor)

ROOM	3.530	3.230	3.220	3.210	3.070	3.100
08:00 am	Registration - 3rd floor					
08:30 am 09:00 am	Welcome coffee - 3rd floor					
09:00 am 09:15 am	Welcome <i>Prof. Dr. Georg Mein (Dean of the FLSHASE)</i> <i>Prof. Dr. Birte Nienaber (MOVE Coordinator)</i>					
09:15 am 10:15 am	Keynote lecture <i>Prof. Dr. Bridget Anderson</i> Youth migration and precarious employment of young people					
10:15 am 10:45 am	Coffee break - 3rd FLOOR					
10:45 am 12:30 pm		Stream 1 – Session 1.1 Mobility policies and politics	Stream 2 – Session 2.1 Youth mobility and agency	Stream 3 – Session 3.1 Social inequality and youth mobility	Stream 4 - Session 4.1 Regional aspects of youth mobility (focus on post-socialist countries)	Stream 6 – Session 6.1 Culture and youth mobility
12:30 pm 01:30 pm	Lunch - 3rd FLOOR					
01:30 pm 03:00 pm		Stream 1 – Session 1.2 Mobility policies and politics		Stream 3 – Session 3.2 Social inequality and youth mobility	Stream 5 – Session 5.1 Economy and youth mobility	Symposium
03:00 pm 03:15 pm	Short coffee break - 3rd FLOOR					
03:15 pm 04:15 pm	Keynote lecture <i>Prof. Dr. Valentina Cuzzocrea</i> Youth and Mobility					
04:15 pm 05:00 pm	Panel discussion					
5:20 pm	Social event (incl. bus transfer) - Schengen / boat trip & dinner					

## Friday 9th March – Maison du savoir (3<sup>rd</sup> floor)

ROOM	3.530	3.230	3.220	3.210	3.070	3.100
08:00 am	Registration - 3rd floor					
08:30 am 09:00 am	Welcome coffee - 3rd floor					
09:00 am 09:15 am	Wrap-up day 1 <i>Tuba Ardic</i>					
09:15 am 10:15 am	Keynote lecture <i>Prof. Dr. Martin Kabanec</i> Economic perspectives on migration and mobility					
10:15 am 10:45 am	Coffee break - 3rd FLOOR					
10:45 am 12:30 pm			Stream 2 – Session 2.2 Youth mobility and agency	Stream 4 - Session 4.2 Regional aspects of youth mobility (focus on post-socialist countries)	Stream 5 – Session 5.2 Economy and youth mobility	Stream 6 – Session 6.2 Culture and youth mobility
12:30 pm 01:30 pm	Lunch - 3rd FLOOR					
01:30 pm 02:30 pm	Keynote lecture <i>Prof. Dr. Rubén Hernández-León</i> Cross-border US/Mexico in comparison to third country immigration EU					
02:30 pm 03:00 pm	Wrap-up day 2 and in general <i>Dr. Volha Vysotskaya</i>					
03:00 pm 03:30 pm	Goodbye coffee - 3rd FLOOR					

## KEYNOTE SPEAKERS



### **BRIDGET ANDERSON – Professor of Migration, Mobilities and Citizenship at the University of Bristol**

Bridget Anderson is Professor of Migration, Mobilities and Citizenship at the University of Bristol. She was previously the Research Director of the Centre on Migration, Policy and Society (COMPAS) at the University of Oxford.

Her interests include citizenship, nationalism, immigration enforcement (including ‘trafficking’), and care labour.

Her most recent authored book is *Us and Them? The Dangerous Politics of Immigration Controls* (OUP, 2013). *Care and Migrant Labour: Theory, Policy and Politics*, co-edited with Isabel Shutes, was published by Palgrave in May 2014. *Citizenship and its Others* co-edited with Vanessa Hughes was published by Palgrave in November 2015. Although now an academic Bridget started her working life in the voluntary sector working with migrant domestic workers, and she has retained an interest in domestic labour and migration. She has worked closely with migrants' organisations, trades unions and legal practitioners at local, national and international level.



### **VALENTINA CUZZOCREA – Assistant Professor in Sociology at the Università di Cagliari**

Valenia Cuzzocrea holds an MA and Ph.D. in Sociology from the University of Essex, as well as a Laurea in Political Science from the University of Cagliari. She teaches “Theory and Methods of Social Research” in the “Politics, Society and Territory” programme and is a member of its Joint Committee.

She is on the advisory board of the European Sociological Association Research Network Youth & Generation. She is also on the editorial board of Brill series *Youth in a Globalizing World*, a scientific advisor of the MOVE project, and a columnist for the magazine *DODO>Rivista di politiche per la gioventù* for youth policymakers in Italy. She has worked as a research consultant on youth-related projects on several occasions for the Council of Europe and has given over 80 talks at national and international conferences.

Her latest publications include *Corporate social responsibility and conflicts of interest in the alcohol and gaming industries: A post-political discourse?* (British Journal of Sociology, 2017) and *'Domesticating' the city: Family practices in public space* (Space & Culture, 2016), as well as the forthcoming *Inside Erasmus: Employability, Interculturality, Citizenship and European Student Mobility* and *The Consequences of Mobility: Skilled Migration, Scientific Development and the Reproduction of Inequality*.



## MARTIN KAHANEC – Professor and Acting Head of the School of Public Policy at the Central European University in Budapest

Martin Kahanec earned his Ph.D. in Economics in 2006 from the Center for Economic Research (CentER), Tilburg University, the Netherlands. He has held several advisory positions and leading roles in a number of scientific and policy projects with the World Bank, the European Commission, European Parliament, European Court of Auditors, OECD, and other international and national institutions.

Founder and Scientific Director of CELSI, Bratislava. Affiliated Scholar at the Global Labour Organization; Centre for Population, Development and Labour Economics (POP), MERIT, United Nations University, Maastricht; and University of Economics in Bratislava. Visiting Research Fellow and former Deputy Program Director "Migration", leader of the research sub-area EU Enlargement and the Labour Markets and Deputy Director of Research (2009) at the Institute of Labour Economics (IZA) in Bonn, Germany. Visiting Research Fellow at Harvard University's Labor and Worklife Program 2014/15. Chairperson of the Slovak Economic Association and member of Academia Europaea, the European Academy of Humanities, Letters and Sciences.

Associate Editor of the *International Journal of Manpower*; Editorial Board member of the *Journal of European Social Policy*; founding Managing Editor of the *IZA Journal of European Labour Studies* (2012-2016), included in Scopus under his leadership; and former member of the Editorial Board of *Transfer: European Review of Labour and Research*.

His main research interests are labour and population economics, migration, EU mobility, ethnicity, and reforms in European labour markets. Martin Kahanec has published in peer-reviewed academic journals, contributed chapters in collected volumes including the Oxford Handbook of Economic Inequality (OxfordUP) and the International Handbook on the Economics of Migration (Edward Elgar), and has edited several scientific book volumes and journal special issues.



## RUBÉN HERNÁNDEZ-LEÓN – Professor of Sociology at UCLA, Director of the UCLA Center for Mexican Studies

Rubén Hernández-León is the author of *Metropolitan Migrants: The Migration of Urban Mexicans to the United States* (UC Press, 2008), which received the Thomas and Znaniecki best book award from the International Migration Section of the American Sociological Association in 2010. He is also co-author of *Skills of the "Unskilled": Work and Mobility among Mexican Migrants* (UC Press, 2015) and co-editor of *New Destinations: Mexican Immigration in the United States* (Russell Sage Foundation, 2005).

His research focusses on new developments of Mexico-U.S. migration and the role of the migration industry in international migration. He is currently working on a book based on a 20-year study of a new destination of Mexican immigration in the U.S. South and a series of papers on the migration industry operating the H-2 temporary worker visa program.

He recently guest-edited a special issue of the journal *Mexican Studies/Estudios Mexicanos* on return migration from the U.S. to Mexico with a focus on children, families and schools. His papers have been published in *Social Forces*, *Work and Occupations*, *Social Science Quarterly*, *International Migration Review*, *Mondi Migranti*, *Hommes & Migrations*, *Southern Rural Sociology*, *Revue Géographie et Cultures*, *Traces*, *Ciudades*, *Vetas*, *Estudios Sociológicos*, *Trayectorias*, and several edited volumes in Spanish, English, French, Italian, Chinese and Japanese.

# OVERVIEW

## Panel

8<sup>th</sup> of March 2018, 04:15 pm – 05:00 pm

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CHAIR: Tabea Schlimbach (German Youth Institute)

Laura Diaz (*Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología, Spain*)

Josiane Entringer (*Luxembourgish Ministry of Education and Research*)

Nathalie Keipes (*Luxembourgish Ministry of National Education, Children and Youth*)

Sanja Vuković-Čović (*Executive director at PRONI Center, Croatia*)

## Streams

SLOT 1 – 8<sup>th</sup> of March 2018, 10:45 am – 12:30 pm

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### STREAM 1: Mobility policies and politics – Session 1.1

CHAIR: Lucas Oesch (*University of Luxembourg*)

The agenda for now and the future: The centrality of international student mobility in Luxembourg's higher education policy discourse.

(*Emilia Kmiotek-Meier, University of Luxembourg/ Ute Karl, University of Luxembourg/ Justin Powell, University of Luxembourg*)

The Economic (ir)rationalities behind Swedish tuition fees for third country students

(*André Bryntesson, Uppsala University/ Ashley Haru, Uppsala University*)

Gender and mobility: hindering and fostering factors of women's mobility within the EU

(*Sabizer Samuk, University of Luxembourg/ Birte Nienaber, University of Luxembourg/ Emilia Kmiotek-Meier, University of Luxembourg/ Markus Däubler, University of Luxembourg/ Tabea Schlimbach, German Youth Institute/ Monica Roman, Academia De Studii Economice Din Bucuresti/ Ioana Manafi, Academia De Studii Economice Din Bucuresti*)

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## STREAM 2: Youth mobility and agency – Session 2.1

**CHAIR: Wolfgang Schröer (University of Hildesheim)**

Return migration and social innovation - The example of returning graduates to Bulgaria  
(*Birgit Glorius, TU Chemnitz/ Yuliana Lazova, TU Chemnitz*)

Capturing agency in youth mobility processes

(*Tabea Schlömbach, German Youth Institute/ Emilia Kmiotek-Meier, University of Luxembourg/ Jan Skrobanek, University of Bergen/ Volha Vysotskaya, University of Luxembourg*)

How to measure agency? An explorative analysis in the context of Emirbayer and Mische's agency-theory

(*Jan Skrobanek, University of Bergen/ Emilia Kmiotek-Meier, University of Luxembourg*)

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## STREAM 3: Social inequality and youth mobility – Session 3.1

**CHAIR: Irina Pavlova (Western Norway University of Applied Science)**

Does international student mobility foster the reproduction of social inequalities?

(*Nicolai Netz, DZHW/ Michael Grüttner, DZHW*)

Mobility, family and the importance of education

(*Tuba Ardic, Western Norway University of Applied Sciences/ Roger Hestholm, Western Norway University of Applied Sciences/ Irina Pavlova, Western Norway University of Applied Sciences/ Jan Skrobanek, University of Bergen*)

Relational inequalities in youth mobility

(*Andreas Herz, University of Hildesheim, University of Marburg/ Alice Altissimo, University of Hildesheim/ Agnetha Bartels, University of Hildesheim/ Wolfgang Schröer, University of Hildesheim*)

Equal access to mobility? The "resistant" young Portuguese workers

(*Sandra Mateus, Instituto Universitário de Lisboa*)

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## STREAM 4: Regional aspects of youth mobility – Session 4.1

**CHAIR: Laura Muresan (Bucharest Academy of Economic Studies)**

The characteristics of youth mobility in post-socialist countries

(*Zsuzsanna Dabasi-Halász, University of Miskolc/ Julianna Kiss, University of Miskolc/ Katalin Lipták, University of Miskolc/ Ioana Manafi, Bucharest University of Economic Studies/ Daniela Elena Marinescu,*

*Bucharest University of Economic Studies/ Monica Roman, Bucharest University of Economic Studies/ Javier Lorenzo-Rodriguez, Universidad Carlos III de Madrid)*

Stop, attract or encourage to return? Actions directed to young people as a component of regional demographic policy in Poland

*(Kamil Matuszczyk, Centre of Migration Research, University of Warsaw)*

Peer groups and migration from middle towns in Poland: The sequences of transitions from education to domestic and foreign labour markets

*(Izabela Grabowska, Youth Research Center, SWPS University, and Center of Migration Research/ Justyna Sarnowska, Youth Research Center, SWPS University, and Center of Migration Research/ Dominika Winogrodzka, Youth Research Center, SWPS University, and Center of Migration Research)*

Developmental potential of youth migration in the Danube region: establishing a harmonized system of indicators

*(Ekaterina Skoglund, Institut for East and Southeast European Studies)*

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## **STREAM 6: Culture and youth mobility – Session 6.1**

### **CHAIR: Ruzhena Voynova (University of Luxembourg)**

Research on 'Erasmus+: Youth in Action' projects: the variety of learning effects on participants

*(Christiane Meyers, University of Luxembourg/ Martin Mayerl, Austrian Institute for Research on Vocational Training)*

Understanding and conceptualizing youth mobility. A perspective of young people at the threshold to employment

*(Volha Vysotskaya, University of Luxembourg/ Emilia Kmiotek-Meier, University of Luxembourg/ Karen Hemming, German Youth Institute/ Tabea Schlimbach, German Youth Institute/ Birte Nienaber, University of Luxembourg/ Zsuzsanna Dabasi-Halász, University of Miskolc/ Klaudia Horváth, University of Miskolc/ Jan Skrobanek, University of Bergen/ Tuba Ardic, Western Norway University of Applied Sciences/ Irina Pavlova, Western Norway University of Applied Sciences)*

The determinants of youth transnational political and civic engagement: An inquiry into its simultaneous nature

*(Laura Diaz, Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología/ Javier Lorenzo, Universidad Carlos III de Madrid/ Lorenzo Navarrete, Universidad Complutense de Madrid/ Celia Diaz, Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología/ Adolfo de Luxan, Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología)*

## SLOT 2 – 8<sup>th</sup> of March 2018, 1:30 pm – 3:00 pm

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### STREAM 1: Mobility policies and politics – Session 1.2

**CHAIR: Markus Hesse (University of Luxembourg)**

How to support scientific mobility of Polish scientists?

*(Michał Wierzchoń, Jagiellonian University)*

Erasmus Plus and its transformation from cultural integration to social inclusion: Policy gaps and policy suggestion for the future

*(Sabirzer Samuk, University of Luxembourg/ Birte Nienaber, University of Luxembourg/ Emilia Kmiotek-Meier, University of Luxembourg/ Markus Däubler, University of Luxembourg/ Jan Skrobanek, University of Bergen/ Tuba Ardic, Western Norway University of Applied Sciences/ Irina Pavlova, Western Norway University of Applied Sciences/ Daniela Elena Marinescu, Academia De Studii Economice Din Bucuresti/ Laura Muresan, Academia De Studii Economice Din Bucuresti)*

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### STREAM 3: Social inequality and youth mobility – Session 3.2

**CHAIR: Jan Skrobanek (University of Bergen)**

The selectiveness of temporary mobilities: the case of young adults in Switzerland

*(Lucas Haldimann, University of Lausanne/ Marieke Heers, FORS/ Patrick Rérat, University of Lausanne)*

Characteristics of the intensifying emigration process of the Hungarian youth and their consequences on socio-spatial inequalities

*(Beáta Siskáné Szilasi, University of Miskolc/ Levente Halász, University of Miskolc)*

Why is it so hard? And for whom? Obstacles in the intra-EU mobility: Mobility fields in comparison

*(Emilia Kmiotek-Meier, University of Luxembourg/ Tuba Ardic, Western Norway University of Applied Sciences/ Zsuzsanna Dabasi-Halász, University of Miskolc/ Markus Däubler, University of Luxembourg/ Celia Diaz, Colegio de Sociólogos y Políticos de Madrid, Universidad Complutense de Madrid/ Karen Hemming, German Youth Institute/ Julianna Kiss, University of Miskolc/ Katalin Lipták, University of Miskolc/ Birte Nienaber, University of Luxembourg/ Irina Pavlova, Western Norway University of Applied Sciences/ Sabirzer Samuk, University of Luxembourg/ Tabea Schlimbach, German Youth Institute/ Jan Skrobanek, University of Bergen/ Ana Maria Ewert, University of Luxembourg/ Alison Adams, University of Luxembourg)*

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## STREAM 5: Economy and youth mobility – Session 5.1

**CHAIR: Monica Roman (Bucharest Academy of Economic Studies)**

“To study” or “To improve working conditions”? Motivations for becoming mobile as micro-macro-level approach for different European country-types

*(Karen Hemming, German Youth Institute/ Cristina Cuenca García, Colegio de Sociólogos y Politólogos de Madrid and Universidad Complutense de Madrid/ Zsuzsanna Dabasi-Halász, University of Miskolc/ Emilia Kmiotek-Meier, University of Luxembourg/ Birte Nienaber, University of Luxembourg/ Monica Roman, The Bucharest University of Economic Studies/ Tabea Schlimbach, German Youth Institute/ Jan Skerobanek, University of Bergen/ Víctor Suárez-Lledó, Colegio de Sociólogos y Politólogos de Madrid and Universidad Autónoma de Madrid/ Frank Tillmann, German Youth Institute)*

Which mechanisms explain monetary returns to international student mobility?

*(Fabian Kratz, Ludwig-Maximilians-Universität München/ Nicolai Netz, DZHW)*

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## SYMPOSIUM

**Title: Youth migration and its implications for local governance in the Danube Region - the YOUMIG project**

**Dr. Béla Soltész (Hungarian Central Statistical Office)**

**Presentations of the Symposium:**

Overview of the conceptual approach of the YOUMIG project

*(Elisabeth Gruber, University of Vienna/ Heinz Fassmann, University of Vienna/ Ádám Németh, University of Vienna)*

YOUMIG’s local status quo analyses: a methodological overview

*(Tamás Kiss, Romanian Institute for Research on Minorities Issues)*

YOUMIG’s local status quo analyses: the case of Burgas, Bulgaria

*(Vesselina Dimitrova, Municipality of Burgas/ Haralan Alexandrov, Municipality of Burgas)*

YOUMIG’s statistical, administrative and strategic innovations

*(Béla Soltész, Hungarian Central Statistical Office)*

## SLOT 3 – 9<sup>th</sup> of March 2018, 10:45 am – 12:30 pm

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### STREAM 2: Youth mobility and agency – Session 2.2

**CHAIR:** Alice Altissimo/ Andreas Herz (University of Hildesheim)

Independent youth migrants from Morocco

*(Nadja Dumann, Brussels School of International Studies, University of Kent)*

Motivational accounts of recent Italian and Spanish emigrants to Germany and the United Kingdom

*(Maricia Fischer-Sonan, Universidad Carlos III de Madrid/ Giovanna Fullin, University of Milano Bicocca/ Iraklis Dimitriadis, University of Milano Bicocca)*

Moving within: agency in German VET mobility

*(Tabea Schlimbach, German Youth Institute/ Valentina Cuzocrea, University of Cagliari/ Karen Hemming, German Youth Institute/ Birgit Reißig, German Youth Institute)*

Young people on the move: agency in the context of young people's cross-border mobility experiences for work

*(Volha Vysotskaya, University of Luxembourg/ Jan Skrobanek, University of Bergen/ Ute Karl, University of Luxembourg)*

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### STREAM 4: Regional aspects of youth mobility – Session 4.2

**CHAIR:** Zsuzsanna Dabasi-Halász/ Julianna Kiss (University of Miskolc)

Uneven flows in Europe: Structural differences between credit and degree mobility

*(Ashley Elisabeth Haru, Uppsala University/ Andre Bryntesson, Uppsala University)*

Migration or mobility? The hard reality after Brexit

*(Alejandra Icardo Ruiz, Universidad Complutense de Madrid)*

Stay in the West or return home? The example of returning Bulgarian graduates

*(Yuliana Lazova, Technical University Chemnitz/ Birgit Glorius, Technical University Chemnitz)*

Youth migration aspirations in Georgia and Moldova

*(Christina Diane Bastianon, German Sport University Cologne, Maastricht University)*

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## STREAM 5: Economy and youth mobility – Session 5.2

**CHAIR: Dorel Mihai Paraschiv (Bucharest Academy of Economic Studies)**

Transnational youth mobility in border regions - crossing the border for vocational education in the Northern French-German border region

*(Sophia Dorka, Saarland University/ Julia Frisch, TU Kaiserslautern)*

Young mobile entrepreneurs' family concerns

*(Laura Díaz-Chorne, ICN, UCM/ Celia Díaz-Catalán, ICN, UCM/ Víctor Suárez-Lledó, ICN/ Lorenzo Navarrete, ICN, UCM)*

Effects of participation in Erasmus+ supported youth learning mobility projects

*(Marti Taru, Tallinn University)*

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## STREAM 6: Culture and youth mobility – Session 6.2

**CHAIR: Sahizer Samuk (University of Luxembourg)**

Being international and not being international at the same time; the challenges of peer relations under mobility

*(Tuba Ardic, Western Norway University of Applied Sciences/ Irina Pavlova, Western Norway University of Applied Sciences/ Jan Skrobanek, University of Bergen)*

How will digital natives move - ICT and mobility behavior of young persons

*(Dirk Wittowsky, ILS - Research Institute for Regional and Urban Development gGmbH/ Kathrin Konrad, ILS - Research Institute for Regional and Urban Development gGmbH/ Sören Groth - ILS - Research Institute for Regional and Urban Development gGmbH)*

## **PAPER ABSTRACTS**

### **STREAM 1: Mobility policies and politics**

This stream welcomes papers that discuss youth mobility policies on different types of mobility. Papers might discuss country-specific and international policies and politics, comparative studies, and historical analyses. The analysis of rationales underlying policy is of central interest within this stream.

## The agenda for now and in future: The centrality of international student mobility in Luxembourg's higher education policy discourse

Emilia Kmiołek-Meier (University of Luxembourg)

Ute Karl (University of Luxembourg)

Justin Powell (University of Luxembourg)

The research field of international student mobility (ISM) has long been neglecting the fact that ISM takes place within broader frames, such as the family, education institutions, the state, and supra-national actors and, thus, has been rather focussing on single actor's decisions. Particularly little is known about the role of policies in shaping the landscapes of ISM. We will close, at least partially, this gap and show the impact of policies on ISM in the Luxembourgish context.

Based on a discourse analysis of the political debates surrounding the (late) foundation of the University of Luxembourg in 2003, we analyse how and why ISM became a cornerstone of higher education policy. Three questions guided the discourse analysis: What is the taken-for-granted context, the diagnostic frame for society, and which prognosis for society is spelled out when discussing ISM? How has the policy towards ISM been developed in Luxembourg? Which legitimisation arguments are given in political strategies towards ISM, and what are the dominant lines of argumentation?

The findings show that in Luxembourg, incoming student mobility – and the establishment of an international research university – is seen as a means of competing for the best and brightest, regionally and globally, and of securing human resources to satisfy a booming, internationalised labour market. Outgoing student mobility, on the other hand, has traditionally been viewed as the main mechanism of establishing international networks across Europe and fostering elites back home – thought necessary to establish and maintain a competitive and sustainable knowledge economy.

By reconstructing the underlying rationales behind the support for ISM as the key to higher education policy, we show why the country currently has the highest proportion of international student mobility worldwide. Thus, showing the importance of taking the policy into account, when discussing ISM.

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### *Keywords*

Student mobility  
Policy  
Discourse analysis  
Luxembourg

SESSION 1.1

## The Economic (ir)rationalities behind Swedish tuition fees for third country students

André Bryntesson (Uppsala University)  
Ashley Haru (Uppsala University)

In 2011, the Swedish government introduced tuition fees for third country (non-EU/EEA) students entering Swedish higher education outside the framework of an exchange programme. We argue that the current system appears to be counterproductive given that the aim of the government was to attract more international students, while keeping the impact on public finances neutral through the new tuition fee system. There are strong reasons to believe that the way Swedish tuition fees are set is based on an overestimation of costs for providing tuition to international students, while the students' positive economic impact on the national economy during and after their studies is overlooked altogether. The fees may therefore be much higher than necessary in order to neutralise the incoming students' impact on public finances.

Swedish fees for third country students are set based on the average cost of tuition for Swedish students, with additions for universities' expenditures on marketing abroad and added administration. However, when excluding fixed costs for labs, administration, teaching facilities, etc., the marginal cost of accepting a number of international students on top of the domestic student population is significantly smaller than the average cost. Furthermore, students whose expenses are not fully covered by Swedish scholarships pay for their living expenses during their studies with their own means or with foreign scholarships. Finally, a small but significant number of students stay to work in Sweden after graduation, thereby paying taxes and contributing substantially to the national economy.

Taking this into account, the paper suggests that at worst non-fee paying third country students would have a marginal negative impact on public finances during their studies. However, when the financial impact of those who stay and work after graduation is taken into account, the net economic impact of the third country student group as a whole would, under most realistic scenarios, be positive. There is thus no need for Sweden to create barriers for mobility by charging tuition fees if the aim is only to make sure that Swedish tax

### *Keywords*

Rationales  
Tuition fees  
International student mobility  
Higher education

payers are not taking a net economic loss. In fact, the new system may even have a negative overall impact on Sweden's public finances.

Based on the literature, the most influential factor determining the economic impact of third country students appears to be whether and for how long they stay after graduation. Since the introduction of fees led to a reduction in the number of incoming students, it may therefore even have had a detrimental effect on the Swedish economy by reducing the number of staying students. Considering that the Swedish government also places great importance on the non-economic value of international students, including their contribution to diversity of perspectives and cultural understanding in higher education, the current tuition fee system and the associated reduction in the number of third country students becomes even more problematic.

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## Gender and mobility: Hindering and fostering factors of women's mobility within the EU

Sahizer Samuk (University of Luxembourg)  
Birte Nienaber (University of Luxembourg)  
Emilia Kmiotek-Meier (University of Luxembourg)  
Markus Däubler (University of Luxembourg)  
Tabea Schlimbach (German Youth Institute)  
Monica Roman (Academia De Studii Economice Din Bucuresti)  
Ioana Manafi (Academia De Studii Economice Din Bucuresti)

Mobility within the EU still constitutes a problem in terms of gendered geographies of power (Mahler and Pessar, 2001). Although gender equality is fostered by numerous EU policies, the policies in implementation can still benefit from diverse ways of inclusion, considering the factors such as barriers to mobility of women. Policy-makers could be open to new input in order to create novel policies that take into account different regimes of inequality, also gender. The main research question is: what kind of difficulties do women encounter regarding mobility within the EU? To what extent do women become empowered in diverse ways? Are women able to overcome different gendered geographies of power during and after their mobility? The qualitative semi-structured interviews and quantitative results from MOVE survey have been examined to see what kind of hindering and fostering factors to mobility exist for women within the EU. The paper aims at capturing an analytical perspective on how women overcome the difficulties before, during and after mobility but also how the macro structure and EU policies can help women overcome these difficulties. The paper finishes with suggestions for the policy makers, regarding the results found in six countries (Germany, Hungary, Luxembourg, Norway, Romania, Spain) in relation with six mobility types: student, employment, voluntary work, vocational education and training, entrepreneurship mobility and pupil's exchange.

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### *Keywords*

Gender equality  
Gender  
EU mobility  
policies  
Mobility  
Geography of  
power

SESSION 1.1

## How to support scientific mobility of Polish scientists?

Michał Wierzchoń (Jagiellonian University)

The aim of the talk is to present the outcome of the wide-ranging project realised by the members of the Polish Young Academy between 2013 and 2016. The project aimed to investigate factors supporting and preventing international and national mobility of Polish scientists. In the series of studies using semi-structured interviews and computer-assisted web interviews (with 1144 respondents) we identified the most important factors motivating Polish scientists to leave the country and their own scientific Institution, stay abroad, and return to Poland. We have analysed available funding schemes supporting scientific mobility of Polish scientists (both schemes encouraging incoming and outgoing mobility), discussing how they could be improved. We also identified the possible ways by which the scientific mobility could be supported at the national policy level. We have controlled multiple individual factors that may influence the effectiveness of the national policy applied to support scientific mobility, such as gender, scientific discipline, migration status and the stage of the career at which mobility takes place. Among others, we observed that the most important factors motivating to leave and stay abroad are related to the scientific training, but also bureaucratic and financial constraints in Polish academia, as well as overload with non-scientific duties on Polish universities. We discuss solutions that may potentially encourage the mobility of Polish scientists. Based on the project outcomes, we propose (1) how to build an offer of mobility programs on the national level; (2) what kind of the structural changes should be introduced at the level of the academic institutions and national policy level to foster programmes implementation, and finally (3) what kind of the legislative changes can further support scientific mobility.

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### *Keywords*

Scientific mobility  
International  
mobility  
National mobility  
National policy

SESSION 1.2

## Erasmus Plus and its transformation from cultural integration to social inclusion: Policy gaps and policy suggestion for the future

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Birte Nienaber (University of Luxembourg)  
Emilia Kmiolek-Meier (University of Luxembourg)  
Markus Däubler (University of Luxembourg)  
Jan Skrobanek (University of Bergen)  
Tuba Ardic (Western Norway University of Applied Sciences)  
Irina Pavlova (Western Norway University of Applied Sciences)  
Daniela Elena Marinescu (Academia De Studii Economice Din Bucuresti)  
Laura Muresan (Academia De Studii Economice Din Bucuresti)

Erasmus has transformed tremendously within the last 30 years since its establishment in 1987. Its first function was to enhance cultural integration via student exchanges, but the EU Commission also started to include topics such as social, cultural and economic inclusion, which led Erasmus plus to diversify its programmes. At its initiation, Erasmus was known as one of the most important cultural integration policies of the EU for bringing different nationalities and even candidate states' citizens as a part of a cultural project for higher education and vocational education training. In the recent years, Erasmus also aimed for social inclusion[1] of those participants with special needs, educational barriers, economic obstacles for the young and unemployed, immigrants and refugees who feel exclusion in their cultural lives, those with linguistic adaptation and cultural inclusion difficulties, health problems (chronic health problems, severe illnesses and psychological conditions etc.), those facing discrimination based on gender, age, ethnicity, religion; for young people facing geographical obstacles and who are from remote areas[2]. Although the MOVE project did not particularly examine the inclusionary perspective of Erasmus plus, the results are especially informative when the semi-structured interviews (qualitative results) and survey (quantitative) results from MOVE are considered and examined in six countries (Germany, Hungary, Luxembourg, Norway, Romania and Spain). Numerous deliverables of MOVE underline the importance of Erasmus plus for fostering mobility within the EU and for its contribution to the diversified mobility patterns. The data show that most of the mobility via higher education is realised via Erasmus plus within the EU. On the other hand, socio-economic inclusion-related issues are not totally resolved by Erasmus plus. The Erasmus scholarship is regarded as quite

### *Keywords*

Erasmus  
programme  
Erasmus plus  
EU mobility  
policies  
Youth  
Social inclusion

SESSION 1.2

low, so it cannot cover all the costs, therefore it is only those with a certain socio-economic situation who can join the programme. The data reveals that without family support, both psychologically and materially, it is arduous for the youth to gain their independence, but what does this result imply for the policy implementation in the area of youth mobility? What do the challenges of the Erasmus beneficiaries exemplify in the context of the policy and social inclusion? These research questions will be answered within this paper, with great attention to the details of individual experiences and what makes them unique. Along these lines, policy suggestions will be formulated regarding the future of the Erasmus youth mobility policies and on its inclusionary aspect.

#### References:

[1][http://ec.europa.eu/assets/eac/youth/library/reports/inclusion-diversity-strategy\\_en.pdf](http://ec.europa.eu/assets/eac/youth/library/reports/inclusion-diversity-strategy_en.pdf) accessed on 5th of September 2017.

[2] Published on Erasmus+  
<http://ec.europa.eu/programmes/erasmus-plus>

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## **STREAM 2: Mobility and agency**

The body of literature on the agency-structure debate has grown over the last decades. Nevertheless, the field of youth mobility/migration has remained almost untouched in the discussion. It was only within the last decade that research on the intersection of migration and youth studies started paying attention to the question of how young people achieve agency under certain conditions, and which practices they develop under those conditions. For this reason, this stream opens for empirical and theoretical contributions that focus on agency within the contexts of mobility and migration. Related questions could also revolve around political/civic participation, social relations, social networks, and the interconnectedness of life course, transitions and agency.

## Return migration and social innovation - The example of returning graduates to Bulgaria

**Birgit Glorius (TU Chemnitz)**  
**Yuliana Lazova (TU Chemnitz)**

This paper aims to contribute to the debates of structure and agency in youth migration, focusing on educational migrants from Bulgaria as a post-socialist European transformation country. During their studies abroad, students develop various forms of social and cultural capital, which can be valorised upon return in manifold ways. While the brain drain / brain gain / brain circulation debate used to focus on economic effects of capital transfer via return migration, more recent research raises our attention towards non-monetary forms of capital transfer, like social practices, which are developed on the basis of transnational orientations and transferred within transnational reference frames. Parallel to monetary capital transfer, those innovative practices are called social remittances, defined as cultural and social innovations, which were produced during migration and put into effect by the diffusion of ideas, values, norms, practices and social capital (Grabowska et al. 2016, de Haas 2010, Levitt 1998). As return migrants remit non-formal, socially-innovative knowledge and practices towards the societies of origin, they operate as “agents of change”.

The proposed paper applies the concept of “social remittances” to the example of returning educational migrants to Bulgaria. Based on a series of biographical interviews with returnees, we will explore the forms and effects of social remittances. We will analyse the motives for engaging in socially-innovative activities and explore migrants’ practices and experiences. Special attention will be given to the questions how socially-innovative practices can unfold within the structural frame of the country of return and how the practices and results are reflected and evaluated by the returnees. Finally, we will examine the sustainability of socially-innovative engagement before the background of durable transnational actor orientations and thus contribute to the discussion on general societal effects of European youth mobility.

Our data stems from the ongoing research project “Return migration and lifecourse decisions - the example of returning graduates to Bulgaria”, funded by the German Research

### *Keywords*

Agents of change  
Bulgaria  
Return migration  
Skill transfer  
Social remittances

Foundation. It consists of two sets of qualitative biographical interviews with Bulgarian university graduates who returned to Bulgaria from their studies abroad and those who stay in the host country, as well as focussed interviews with stakeholders in the field of education and (re)integration.

#### References:

De Haas, H. (2010). Migration and development: A theoretical perspective. *International Migration Review*, 44: 227–264.

Grabowska, I., Garapich, M., Jazwinska, E., & Radziwinowiczówna, A. (2017). *Migrants as Agents of Change. Social Remittances in an Enlarged European Union*. Palgrave Macmillan.

Levitt, P. (1998). Social remittances: Migration driven local-level forms of cultural diffusion. *The International Migration Review*, 32(4): 926-948.

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## Capturing agency in youth mobility processes

**Tabea Schlimbach (German Youth Institute)**  
**Emilia Kmiotek-Meier (University of Luxembourg)**  
**Jan Skrobanek (University of Bergen)**  
**Volha Vysotskaya (University of Luxembourg)**

Agency has been discovered as valuable, yet demanding approach in youth research.

Despite many theoretical attempts for clarification, there is still a diffuse picture of the concept; in fact, one cannot speak about a consistent concept at all.

This paper ventures into the application of agency as a sensitising concept for investigating young people's biographical manoeuvrings in geographical mobility processes within the European research project MOVE. Starting from intensive conceptual discussions in an internal working group, the scientific project partners have worked towards sharpening the term and have discussed its applicability to central questions of youth mobility.

Depending on their scientific scopes and methodological approaches, consortium members have emphasised on different dimensions of agency such as its meaning as life course principle (Shanahan & Mortimer, 2003), the interlinkage of agency and structure, the moment of temporality (Emirbayer & Mische, 1998), of achievement (Biesta & Tedder, 2006) and of choice, problems of the normative agency-structure-dualism (Coffey & Farrugia, 2013) and the relational perspective.

This paper intends to relate these works to each other, highlighting the relevance, equal value and interwovenness of different agency concepts, and identifying the central interlinkages of different agency dimensions within mobility research. Moreover, the paper discusses collaborative processes of building common theoretical ground in joint research. Finally, the paper aims at a more comprehensive picture of agentic behaviour in youth transitions and of aspects that build the common understanding of this concept.

The empirical basis for this contribution is provided by the HORIZON 2020-funded European research project MOVE that looks at youth mobility in Europe via a multi-methods

### *Keywords*

Agency  
Geographical  
mobility  
Qualitative research  
Quantitative  
research  
Collaborative  
research

approach. In different empirical works, data has been analysed from qualitative, problem-centred interviews (the subsample comprising 76 interviews from Germany, Luxembourg and Norway from different mobility fields) and/or from an online survey (Nmobiles=1,843).

While the respective approaches and agency foci adopted by partners have generated different puzzle pieces of the comprehensive picture of young people's agency motives, responses and reflections connected with mobilities, there is a common basic finding that agency is not a static personal characteristic. Moreover, results suggest that youth change their agentic strategies as they respond to new situations.

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## How to measure agency? An explorative analysis in the context of Emirbayer and Mische's agency-theory

Jan Skrobanek (University of Bergen)

Emilia Kmiotek-Meier (University of Luxembourg)

The debate on agency has so far eschewed a concise and theory guided development of an agency scale. The hitherto existing approaches have rather drawn on or built upon previous methodological and/or empirical attempts to measure "agency", for example concepts like "self-efficacy" or "planful competence", "empowerment" or "capability". Against this background, we propose an empirical model based on the theoretical thoughts of Emirbayer and Mische (1998) on agency. Using MOVE's representative quantitative data, we test the theoretically developed model against the data. The envisaged agency scale could not fully depict the theoretical model of Emirbayer and Mische, including an iterative, practical-evaluative and projective dimension of agency. The analysis rather shows that practical-evaluative, external, and intuitive elements are central for young people's agency.

Emirbayer, M., & Mische, A. (1998). What is agency? *The American Journal of Sociology*, 103(4), 962–1023.

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### *Keywords*

Agency  
Measurement of  
agency  
Mobility

SESSION 2.1

## Independent youth migrants from Morocco

**Nadja Dumann**

(Brussels School of International Studies - University of Kent)

Youth mobility is a concept associated with North-North and North-South movements of young people. It is also a well-known phenomenon in South-South migration, e.g. children and teenagers looking for work across a country border. Youth mobility in a South-North context, nevertheless, seems unusual, or even unacceptable, and the necessary travel documents are often difficult to obtain. Those who are under 18 and travel irregularly in search for work or better opportunities, are defined as unaccompanied minors (UAM), a legal term that nevertheless focuses on the protection of refugee, persecuted and/or trafficked children. Resilience and agency in UAM is usually absent in legal, theoretical, and political frameworks.

This paper explores how young migrants from Morocco are seen as vulnerable instead of independent migrants when they are being categorised as UAM. It is part of a project studying irregular Moroccan youth migration to and within Europe. Through the lens of World Systems/Globalisation Theory concepts, the paper is based on qualitative research conducted from 2014 to 2016 using the ethnographic method through participant observation and interviews with Moroccan youth migrants, social and street workers, legal advisors, and police agents. Research was conducted in Morocco, Spain, Belgium, and Sweden.

The main argument of the paper is that the lack of the acknowledgement of agency in youth migrants gives an incomplete vision of youth mobility, as it focusses only on the vulnerable aspects of young migrants, and rendering them, in fact, more vulnerable. In the context of an increasingly-globalised world, where youth is very much exposed to global consumerism and social media, it points to a falsified image of not only youth mobility, but to migration in general.

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### *Keywords*

Youth migrants  
Agency  
Vulnerability  
Morocco  
Unaccompanied  
minors

SESSION 2.2

## Motivational accounts of recent Italian and Spanish emigrants to Germany and the United Kingdom

Maricia Fischer-Souan (Universidad Carlos III de Madrid)  
Giovanna Fullin (University of Milano Bicocca)  
Iraklis Dimitriadis (University of Milano Bicocca)

There is an emerging body of literature on the recent increase in mobility from Southern to Northern European countries with a specific focus on the period since the 2008 global economic crisis. Much of the public debate and some of the academic literature on the subject has been quick to establish causal links between record levels of youth unemployment and the increased emigration flows. Moreover, popular portrayals of young and high-educated Italian and Spanish individuals being ‘forced’ to flee their countries have contributed to building a collective image of the ‘typical’ crisis era Southern European migrant. However, the ‘crisis narrative’ may be obscuring other factors related to individual agency, personality and biographical specifics as well as individuals’ perceptions of both economic and non-economic structural factors when explaining their cross-national mobility decisions.

Whereas most of the literature on the topic is based on surveys, our research draws on qualitative data derived from a project funded by the EU’s Horizon 2020 research and innovation programme “Growth, Equal Opportunities, Migration and Markets” (GEMM). The paper is based on in-depth interviews with a total of 161 people. More precisely, we conducted 82 interviews with Italians and Spaniards living in Germany and the UK. Over half of the emigrant sample is between the ages of 18 and 35 years, most of whom emigrated during the 2010s and a majority of which are employed in high-skill sectors. In addition, we conducted 19 interviews with prospective Italian and Spanish migrants who reside in their home country and plan to migrate within 12 months. Finally, we carried out 20 interviews with recruitment agency and employment services representatives in Italy and Spain. Qualitative interviews with two different categories of emigrant – actual migrants and prospective migrants - allows us to investigate in depth their motivations for and social representations of emigration.

This paper seeks to make a contribution both to the literature on South-North EU mobility and to research on motivations

### *Keywords*

South European  
youth mobility  
Economic crisis  
Individual agency

for international migration more broadly. We follow Mills' (1940) model of situated actions and vocabularies of motive by considering motives less as reasons for action or descriptions of social experience and more as fluid constructions and interpretations of past, present and future actions. Without underestimating the significance of economic factors, we problematise the image of the 'typical' Southern European crisis migrant as primarily economically driven with limited individual agency and demonstrate the uses of multiple migration motives. Initial results of our analysis show a strong sense of individual agency among South European migrants. In addition, respondents in our study rarely offer accounts of narrowly-defined economic considerations, such as financial problems or unemployment, as the primary motive for migration; instead, they develop multidimensional cultural, societal, political, personal as well as broader economic narratives. Finally, through cross-national comparative analysis of Southern Europeans' motivations for moving from two different countries of origin with similar migration histories, our paper aims to evaluate whether national structural characteristics may influence their decisions and/or shape their accounts.

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## Moving within: agency in German VET mobility

**Tabea Schlimbach (German Youth Institute)**  
**Valentina Cuzzocrea (University of Cagliari)**  
**Karen Hemming (German Youth Institute)**  
**Birgit Reißig (German Youth Institute)**

Mobility in the context of vocational education and training (VET) represents a still relatively uncommon phenomenon in Europe when compared to other mobility fields such as higher education. Furthermore, there is little research that goes beyond describing the phenomenon in numbers. Being embedded in a specific educational station, VET mobility is strongly aligned to national educational structures. The German VET system has a long-standing tradition and its key feature, the dual system, serves as an international role model. It is characterised by a high level of regulation, a tight syllabus and predefined content. Corresponding with this, VET Mobility in Germany is dominated by tailor-fit short-term group mobilities which are facilitated by a nationwide network of professional mobility advisors. Considering this unique setting, in looking how young people move within these structures lies the potential to a deeper understanding of this field. By doing so, agency seems an appropriate sensitizing concept. Stepping away from dualistic approaches, we hereby refer to an understanding of agency that is not opposed to structure but that can be described as “young people’s engagements with the conditions they face” (Coffey & Farrugia, 2013: 472).

The empirical basis for this work is provided by the HORIZON 2020-funded European research project MOVE. Building on data from 16 qualitative, problem-centred interviews with German apprentices who moved abroad during their training, this work aims to shed light on the “inner life” of VET mobility by looking at youth’s agentic strategies and their individual interpretation of, adaptation to and transformation of mobility. The issue of “space-making” is addressed as an immanent element of mobility and of the biographical manoeuvring of young people, through the conceptual lens of “spatial reflexivity” (Cairns, 2014).

Findings reflect high satisfaction with mobility framing contexts and great appreciation of the mobility opportunity as

### *Keywords*

Agency  
Vocational  
educational training  
Geographical  
mobility  
Germany  
Qualitative research

valuable in itself with little emphasis on its biographical output: German apprentices perceive going abroad through mobility programmes as a highly convenient opportunity which they readily take on upon external advice without feeling an immediate biographical need. The predefined settings (such as the destination country and the host company) are not perceived as restraining their own choices but appear appropriate to the young people's unspecific openness towards mobility outputs which are primarily directed to cultural and personal growth. However, the short stays and the close embeddedness in the own peer group is seen by some interviewees as limiting cultural encounters and chances to explore oneself. Nevertheless, the data show how young people make places that they did not choose their own and how they ascribe a great experience they (mostly) did not initiate as a personal biographical achievement.

The qualitative results will be mirrored against data from the MOVE online survey (partial sample German VET mobiles: N=779), which allows insights into motivations, structures and obstacles from a quantitative perspective.

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## Young people on the move: agency in the context of young people's cross-border mobility experiences for work

Volha Vysotskaya (University of Luxembourg)  
Jan Skrobanek (University of Bergen)  
Ute Karl (University of Luxembourg)

While conceptualisations of agency are theoretically elaborated, the discussion about how to practically analyse agency is still in its infancy, especially when it is addressed from a relational perspective. The presentation takes this up by analysing how young people speak about the process of moving abroad for work- and employment-related purposes. Based on qualitative, narrative data we explore what it means to analyse agency from a relational perspective and to emphasise its embeddedness within the social and economic context in which a person is involved. By following the relational perspective on agency suggested by Emirbayer and Mische, we explain how habit, imagination, and judgment (HIJ) are interconnected and how agency and structure are inherently interlaced. A total of 30 qualitative semi-structured interviews in Luxembourg and Norway were gathered with unskilled, skilled, and highly-skilled young people between 18 and 29 years old who either came with the purpose of work, or left either of the countries to work in another European country without yet having a concrete job offer. The analysis drawn from the data allows us to interpret various social situations in which young people are engaged throughout their mobility/-ies. More precisely, it discusses, how, in shaping mobility, young people consider a complex composition of socio-economic environment; and equally base the habitual, imaginative and judgemental dimensions of agentic orientations in the socio-economic conditions as well as in other aspects of the opportunity structures.

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### *Keywords*

Youth  
Mobility  
Employment  
Agency  
Relational  
perspective

SESSION 2.2

### **STREAM 3: Social inequality and youth mobility**

Mobility and non-mobility of young people closely relate to various dimensions of inequality that are of interest within this stream: inequalities between the EU-/EFTA-countries regarding economic conditions and welfare regimes; inequalities regarding the capacity to be mobile, e.g. formal education, spoken languages, social relations and networks; and inequalities regarding the individual socioeconomic and cultural background, mediating habitus and attitudes.

## Does international student mobility foster the reproduction of social inequalities?

**Nicolai Netz (DZHW)**  
**Michael Grüttner (DZHW)**

Students from a high social origin are more likely to spend part of their studies abroad than students from a low social origin. At the same time, spending part of the studies abroad positively influences students' intercultural competence, personality development, and labour market prospects. Therefore, sociological research on inequalities in higher education assumes that international student mobility fosters the reproduction of social inequalities. This argumentation presupposes that students from different social origins profit from international mobility to a similar extent. However, this assumption has not been tested empirically.

Theories on the economics of education and sociological theories of reproduction suggest that both homogeneous and heterogeneous returns to stays abroad are plausible: All social origin groups could acquire similar (amounts of) human capital abroad, and achieve the same valorisation of it in the labour market. Students from a high social origin could also acquire more skills abroad – e.g. because they complete more valuable stays – and/or be able to better turn to account the acquired cultural and symbolic capital in the labour market. Alternatively, their marginal utility of staying abroad could be lower because they already acquired solid transversal skills before their studies. Only this last case should lead to a reduction of labour market inequalities between social origin groups.

We address the outlined research gap by examining graduates' income. We analyse data from the three waves of the 2005 DZHW Graduate Panel, which follows graduates from German higher education institutions up until 10 years after graduation. We perform a propensity score matching to reduce observable self-selection bias and calculate latent growth curves of wages to examine the role of stays abroad for the potential development of inequalities between social origin groups.

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### *Keywords*

International mobility  
Study abroad  
Social inequality  
Reproduction  
Propensity score matching  
Latent growth curves

## Mobility, family and the importance of education

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Roger Hestholm (Western Norway University of Applied Sciences)  
Irina Pavlova (Western Norway University of Applied Sciences)  
Jan Skrobanek (University of Bergen)

This paper explores mobility motivations as a phenomenon embedded in the educational culture of specific societies. We frame the study of mobility motivation within an understanding of the meaning that people (in particular the middle class) attach to education in general. With the assumption that middle class youth are the most frequent consumers of different mobility arrangements within the education sector, we consider research that have identified significant cultural understandings of education in different countries. Important findings in the sociological literature point to working class alienation and self-exclusion from (higher) education. While middle class people are more familiar with the educational culture, at the same time they often expose great anxiety of the prospect that they (or their children) will not perform. This “angst” is especially high where there is a long distance – culturally and economically – between the high and low positions in the social hierarchy. In such societies, education is an important, and for some the only, resource to achieve a secure and comfortable life. In Norway, the economical (and perhaps cultural) “profit” from education is relatively low, and this contributes to a somewhat relaxed attitude among parents towards the education of their children. Norwegian youth are thus less likely to experience explicit parental pressure to seek higher education and to work hard to achieve good results.

The analysis is based on semi-structured interviews conducted in the frame of the MOVE project. Our interviews with Norwegian pupils reveal that few, if any, mention that they have sensed any expectations from parents to be mobile. Recommendations from friends, older siblings, advice from teachers at school and an internationally oriented cultural environment in general seems to be of higher importance.

As in other countries, social class is an important determining factor in Norway for both higher education achievement and usage of “enrichment activities” like cross border mobility. However, we think this reproduction flows through different, more diffuse channels than in many other, less egalitarian, European countries.

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### *Keywords*

Youth  
Mobility  
Family  
Social class  
Education

SESSION 3.1

## Relational inequalities in youth mobility

**Andreas Herz (University of Hildesheim, University of Marburg)**

**Alice Altissimo (University of Hildesheim)**

**Agnetha Bartels (University of Hildesheim)**

**Wolfgang Schröer (University of Hildesheim)**

Relational perspectives on geographical mobility focus on the importance of social networks. Thus, mobility and inequalities in mobility are conceptualised not as an actor-centred phenomenon, but as a structural feature of social relationships. Following theoretical considerations from social network analysis (esp. social selection) and peer research from youth studies, inequalities in youth mobility result from relational properties of young (non-)mobiles' social networks (e.g. contact frequency, normative context, geographical distribution of networks).

Grounding on both quantitative data from the MOVE survey with young mobiles and non-mobiles (n=5,700) and on qualitative data from interviews including network maps with young mobiles, the paper addresses the question how social networks generate inequalities in youth mobility.

Using the quantitative data, the paper asks for explanations of mobility in personal networks of young mobiles. It evaluates relational (e.g. contact frequency, normative context), structural (e.g. size, geographic dispersion of networks) and attributional characteristics of young (non-)mobiles (e.g. age, gender, mobility) as explanations of mobility in personal networks. Multilevel regression models are applied, in which the unit of analysis is the mobility of others in personal networks of young (non-)mobiles.

Using the qualitative data, the paper elaborates on social mechanisms which lead to youth mobility. Interviews and network maps were analysed via Qualitative Structural Analysis. From the qualitative material the relevance of peers as mobility incubators stands out: In the specific normative context of peer relationships, plans to be mobile grow, are forced into being, are reinforced, evaluated, rejected or implemented.

The results of the paper call for a differentiated discussion on the relevance of relationships for youth mobility and relational approaches to conceptualise inequalities in mobile social structures.

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### *Keywords*

Inequality  
Youth mobility  
Personal networks  
Relational  
perspective

## Equal access to mobility? The “resistant” young Portuguese workers

**Sandra Mateus (Instituto Universitário de Lisboa)**

The young Portuguese are among the least mobile of the young Europeans. The current Portuguese economic situation and the deteriorating conditions of integration in the job market affect particularly the young population and, among them, those most disadvantaged. It is therefore important to study the processes through which young Portuguese, in their diversity, are building their professional trajectories, and understanding the spatial dimension of this construction. This presentation will discuss, drawing from statistical analysis of official sources, the relationship between mobility and the job market in Portuguese young people, based on dimensions of social inequality (gender, social class, geographical and ethnic national origin). The most recent contributions of the sociology of youth, migration and mobility will be articulated, namely those that problematize the processes of transition to working life, and its spatial dimension. The job market is believed to play a mediating role in the configuration of the contemporary mobility trajectories. What factors and processes favour or block the emergence of mobility projects and paths within the scope of integration in the job market? We will investigate how the processes of transnationalisation occurring in Portugal influence the job opportunities, and configure their spatial dimension. Mobility is approached not only from its manifestation, but also from its non-manifestation, that is, considering also immobility. The analysis will be focused in the conditions of facilitation or constraint of the emergence of mobility trajectories, observing socially differentiated youngsters, and searching for the identification of dispositions and patterns of, and for, mobility. We will look also at the migratory destinations and the underlying logic of choice.

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### *Keywords*

Inequality  
Youth  
Mobility  
Labour market

SESSION 3.1

## The selectiveness of temporary mobilities: the case of young adults in Switzerland

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Marieke Heers (FORS)

Patrick Rérat (University of Lausanne)

### *Theoretical concepts, data and method:*

Young adults' temporary mobility experiences, whether for education, employment or leisure, are often perceived as having positive outcomes, such as better professional perspectives. Research on young adults, and in particular the student population, has highlighted that such experiences contribute to the development of skills, for example linguistic, cultural and social skills, as well as to their personal development. Yet, very little is known about the prevalence of various forms of short stays and the factors that influence mobility experiences across social strata. Until now, studies have largely concentrated on more privileged and mobile young people, such as university students, but have strongly neglected the rest of the population.

This paper uses the data of the 2016-17 edition of the Swiss Federal Surveys of Adolescents (ch-x), which focusses on the topic of youth mobility. This representative and comprehensive dataset allows examination of an entire cohort of young adults over a two-year period, consisting of about 50,000 18- to 20-year-old male Swiss citizens who take part in the recruitment process of the army. Moreover, we are able to analyse a complementary sample of some 2,000 women.

In our study, temporary mobility is defined as all stays of at least one month in another country or in another linguistic region of Switzerland, as long as the objective is linguistic, professional or cultural. We use univariate analyses to identify the frequencies of the trips, their duration, spatiality, and objectives and to create a typology of temporary mobility.

We apply two theoretical frameworks to analyse the varying propensity of young adults to be mobile. The first one is the life-course, that is a way of structuring complex sets of events that include key occupational, educational, and housing decisions (Bailey 2009; Mulder and Clark 2002), with a focus on three types of trajectories: socio-familial (gender, social class, etc.), migration (mobility experiences in the family, etc.), and educational/professional (education achieved or underway, etc.) Rérat 2014). The second theoretical framework refers to values and attitudes (Schwartz 1994; Inglehart 1997) since psychological features may play an important role in addition to more structural determinants. We use multivariate

### *Keywords*

Temporary mobility  
experiences  
Discrimination  
Life-course

analyses (logistic regression) to understand the discriminating factors related to the life-course, values and attitudes that can explain mobility of young adults.

*Hypothesis and preliminary results:*

The first range of results is about the frequencies of the trips, their destinations, the purpose and the duration of the sojourn. Then, we will address the discriminating factors of temporary mobility, presenting logistic regressions including the following dimensions:

The socio-familial trajectory (hypothesis: Mobility is more frequent for people with privileged backgrounds).

The educational/professional trajectory (hypothesis: Education is an important discriminant with a similar effect as the social background).

The migration trajectory (hypothesis: An individual from a family that has migrated has a higher probability to be mobile, regardless of the economic background).

Attitudes and values (hypothesis: A more open-minded or more adventurous individual has a higher probability to be mobile).

On the whole, our results show that young adults face discriminations for accessing temporary mobilities because of their economic and socio-familial background as well as their education. On the other hand, the migration history of their family, their values or attitudes can compensate the lack of economic incentive, and encourage several of them taking a sojourn.

Our analyses have started in June 2017, and the full results will be ready for the conference in March 2018.

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## Characteristics of the intensifying emigration process of the Hungarian youth and their consequences on socio-spatial inequalities

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Levente Halász (University of Miskolc)

The Hungarian young generations consider emigration as an alternative life strategy that seizes the opportunity for studying in foreign higher educational institutions or being employed in the receiving countries' labour markets for short, medium or long terms. During the previous decade (since the EU accession) the proportion of Hungarian emigrants increased radically directing international and national scientific interest, moreover, the attention of public policies towards the phenomenon. Recent paper endeavours to shed light on the most significant mobility characteristics of the last 10 years putting special emphasis on the youth (age 18-40) – as the most affected age group and the deepening socio-spatial inequalities it may exacerbate. Our results are based on the outputs of a project entitled “Recent Trends of Hungarian Emigration”, realised between 2013 and 2016, almost 10,000 respondents were involved into questionnaire surveys and semi-structured interviews. Targeted questions aimed at getting to know the specificities (duration, determination, target country, etc.) of their migration potential, the reasons behind the definite decisions, the recent status quo, moreover, the changes of their demographic features in detail.

Since the political regime change in 1989, the pace of migration has not been as fast as nowadays. According to numerous official Hungarian and foreign statistical data sources, 300 – 650,000 Hungarians are living or studying abroad primarily in Western and Northern European, highly-developed countries. The average age of migrants is 29-30, although year by year younger generations tend to leave Hungary for shorter or longer periods. In 2016 no distinction could be made between the number of migrant men and women. Based on our empirical results a 'sinister' phenomenon have been proved. The strength of migration potential and the length of foreign stay correlate; People having weak migration intentions aim to stay a short or intermediate period of time abroad, though the seriousness of their decisions is fragile; however, Hungarian youngsters with severe decisions on emigration aim to leave the country for longer periods or even forever which intention seems to be appalling in prospect and claiming urgent policy interventions.

### *Keywords*

Emigration  
potential  
Hungarian youth  
Socio-spatial  
inequalities

Migration potential is selective: those social groups are most affected whose opportunities (youngsters, having massive and diverse human capital, adventure-seekers) and constraints (dissatisfied, pessimistic, discriminated social strata) strengthen each other. Crucial push factors are low macroeconomic performance, individual financial problems, depth crisis, impossibility of loan repayment, lack of adequate jobs, disillusionment from politics, uncertainty in future and social conflicts. On the contrary, the developed economic structure, the variety of workplaces and higher educational institutions, inclusive society, the quality of nature, mentality of people turned out as pull factors.

One of the most urgent problems of Hungary burdened with a great multitude of structural difficulties (aging, lower fertility rate, educational attainment lags behind the EU, labour market imbalance, spatial-social polarisation, etc.) is the halt/decelerate of emigration. Profound and effective policy interventions must be made in order to improve life perspectives and diminish uncertainty in future in particular to the most vulnerable lower and middle strata Hungarian youngsters.

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## Why is it so hard? And for whom? Obstacles in the intra-EU mobility: Mobility fields in comparison

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The mobility of people is one of the “four freedoms” in the EU (Treaty of Rome, 1957). However, young (mobile) EU-citizens still face obstacles regarding intra-EU movements. A question to be answered is: Are obstacles the same for all young mobile people? In our paper, we analyse the differences between mobility types: pupil, vocational, student, employment and entrepreneur mobility.

We base our analyses on two data sources from the MOVE project: an online survey (N=1,843) and semi-structured interviews (N=206) with young people (age 18-29) from: Germany, Hungary, Luxembourg, Norway, Romania and Spain. These two data types were first analysed separately and then brought together.

20% of survey participants with a mobility experience state not to have experienced any mobility related obstacles. However, this ratio varies across mobility fields: from 38% for degree mobile students to 12% of those moving abroad in the frame of the vocational training. “Lack of sufficient language skills” (39%), “Lack of support or information” (29%) and “Lack of financial resources to move abroad” (29%) were the most frequent obstacles under those who named at least one obstacle. Only those in higher education or vocational mobility named “Psychological well-being (fear of suffering from stress/loneliness/sadness)” among the top 3 obstacles, whereas those migrating for employment reasons see “Difficulties finding a job abroad” as the second most frequent obstacle.

### *Keywords*

Intra-EU mobility  
Obstacles  
Youth  
Mobility fields

Insights gained from mobile youth narrations specify the picture regarding obstacles. E.g. mobile students from Luxembourg express fears leaving their social network back home and suffer from homesickness, but only in the initial phase of their stay abroad. They name themselves as the biggest obstacle to taking a step towards international mobility. In Hungary, the student and pupil interviewees mention the lack of financial support and problems regarding the recognition of courses completed abroad as problematic. Outgoing pupils from Norway state that funding is an obstacle. Additionally, it is often down to the individual school to facilitate the information meetings about pupil exchange. Thus, lack of information as well as standardized set of requirements in order to get financial support hinder mobility. Narrations of mobile entrepreneurs (from Spain) reveal the main obstacles being related to a lack of awareness of mobility programs, e.g. Erasmus+. They find it difficult to tackle administrative processes, where language proficiency is especially important. From the perspectives of VET students (from Germany), one of the named obstacles is the very structuralised process for going abroad, as, while on one hand making it easy for people to go, on the other it limits young peoples' choices and chances to grow.

Triangulated results from both data sources depict how diverse youth mobility in the EU is. Variance in obstacles regarding mobility type shows: one solution for all does not exist; in some mobility types hindering factors are external (e.g. institutions), while in the others they are placed on the micro level (e.g. attitudes, plans). Thus, there is a need for addressing specific issues while advertising for or dealing with different mobility types on the institutional, national and EU-level.

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#### **STREAM 4: Regional aspects of youth mobility (focus on post-socialist countries)**

This stream welcomes papers that discuss regional aspects of youth mobility/migration, such as specific patterns of mobility in post-socialist countries, changes of youth mobility after Brexit, the inner-European North-South and centre-periphery divisions. We also welcome papers on spatial inequalities and the consequences for regions young people are leaving.

## The characteristics of youth mobility in post-socialist countries

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Katalin Lipták (University of Miskolc)  
Ioana Manafi (Bucharest University of Economic Studies)  
Daniela Elena Marinescu (Bucharest University of Economic Studies)  
Monica Roman (Bucharest University of Economic Studies)  
Javier Lorenzo-Rodriguez (Universidad Carlos III de Madrid)

The evolution of a country's mobility pattern is influenced by, among other things, the way in which the former post-socialist institutional structures were transformed. In Hungary and Romania, the post-socialist past - operating with a strong Soviet influence through command economy until 1989 - had an impact on the current young generation as well. It is an interesting question and worth analysing how the legacy of the socialist system influences the mobility of young people today, who in turn are growing up in a completely different - market-driven - economic and social environment.

The main data analysed in the framework of this paper is the panel questionnaire data of the MOVE "Mapping mobility – pathways, institutions and structural effects of youth mobility in Europe" HORIZON 2020 project, the aim of which is to provide evidence-based knowledge on mobility of young people in Europe as a prerequisite to improve mobility conditions, and to identify fostering and hindering factors of “beneficial” mobility. (Díaz Catalan et al 2017) The 980 respondents in Hungary and 976 respondents in Romania provide a representative sample of 18-29 years old young people in the respective countries. In addition, qualitative data gained in the framework of semi-structured interviews and network analysis also contribute to a deeper understanding of the specificities of post-socialist mobility.

According to our preliminary findings, young Hungarians and Romanians can be regarded as less internationally mobile than the overall average. The majority of respondents - 72,2% in Hungary and 67,0% in Romania - were not mobile. Mobility by type of experience is rather connected to work than studies in these countries: the reason for mobility is study-related in the case of 30,9% in Hungary and 28,3% in Romania, connected to

### *Keywords*

Youth  
Mobility  
Post-socialist  
Transformation

work for 40,3% and 58,3% and to other reasons for 30,5% and 13,4%. Thus, mobility differs not only by rate but also by type in post-socialist countries when compared to Western-Europe.

In the generation of the parents, international mobility and studying abroad for young people was not a common opportunity. The question is whether this is a hindering factor to the mobility of young people today and if yes, how that the legacy of the socialist past and of the regime change influence the mobility of young Hungarians and Romanians today, as opposed to other non-transition European countries. Thus, the present paper aims at providing an in-depth analysis of the situation of youth mobility in two post-socialist countries by looking at the main characteristics, reasons and consequences of the specific situation in this region. In particular, we will look at the role of family background in mobility as well as socio-demographic and other factors that can explain the post-socialist patterns of mobility in Hungary and Romania.

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## Stop, attract or encourage to return? Actions directed to young people as a component of regional demographic policy in Poland

Kamil Matuszczyk

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Poland's joining to the European Union and opening up new labour markets has become a historic opportunity for young people. After 2004 hundreds of thousands of young people left Poland for economic or educational purposes. Particularly the outflow of people in mobile working-age was felt at the regional level. As a result of post-accession emigration, the regions in Poland began shrinking, which also translated into a deeper worker shortage. In 2015 Poles' mobility rate was 7%, which means that so many people aged 20-64 remained living outside the country (European Commission 2017). The outflow effect of people of working-age are particularly severe for specific regions. It is estimated that between 20% and 25% of people aged 20-30 (Fihel 2016) have left the Lubelskie, Opolskie, Podkarpackie, Podlaskie voivodeships. Regional authorities in Poland have taken at the same time various initiatives to reverse adverse demographic and development trends. These actions have different effects and depend on many factors, mainly endogenous.

The goal of the speech is to present actions undertaken in the regions in Poland, which were most affected by the problems derived from emigration of young people. Particular attention will be paid to examples of actions taken in three voivodships: Opolskie, Łódzkie and Zachodniopomorskie. The results of author's qualitative research, that has been conducted amongst the regional policy makers and scientific experts. The respondents represented the institutions responsible for regional development policy, social policy, labour market policy and demographic policy. The results of the research are part of a project implemented by the Center of Migration Research – "MIG/ AEGEING. Unfinished Migration Transition and Aging Population in Poland". Asynchronous Population Changes and the Transformation of Formal and Informal Care Institutions (project lead: prof. Marek Okólski), funded by National Science Centre.

The results of 26 individual interviews (IDIs) and the analysis of regional strategy papers show that regional authorities have taken differentiated actions in response to the high levels of

### *Keywords*

Youth mobility  
Regional  
demographic policy  
Poland  
Voivodships  
Migration policy

emigration of young people. Many years after 2004, in some of the regions, measures were taken to encourage high spatial mobility. The aim was to re-educate high levels of unemployment and lack of prospects for young people. Over the past few years, the three regions are prevailing in actions based on incentives for persons beginning and those ending their education. One can observe actions in terms of housing support, labour market programs or creating urban spaces that are friendly to young people. At the same time, regional authorities do not take specific initiatives encouraging the settlement of young foreigners. The phenomenon of immigration of foreigners is treated as a natural market process, requiring no intervention. Accumulation of the negative consequences of demographic processes is becoming more and more common when individual regions compete for the benefit of students, young families or workers. The failure of a nationwide campaign for return migration ([powroty.gov.pl](http://powroty.gov.pl)) has also translated into the lack of robust actions by regional authorities on ideas to stimulate return migration.

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## Peer groups and migration from middle towns in Poland: The sequences of transitions from education to domestic and foreign labour markets

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Dominika Winogrodzka (Youth Research Center, SWPS University and Center of Migration Research)

School-to-work-transition is a more and more dynamic and time-consuming process (Hodkinson 1997). This makes it the phase (Hillmert 2002) of the life course which impacts later career trajectories (Korpi et al 2003). People transit from education to employment in differentiated ways, experiencing external structural influences (Brzinsky-Fay 2007). Based on the definition of ILO (2009), full transition is observed when a situation of an individual on the labour market is stable or subjectively satisfying. This makes the school-to-work transition a complex process where the interplay of opportunity structure with an individual agency is visible. The first job abroad might be a kind of *rite of passage into adulthood* (Eade et al. 2007).

**The aim of this paper** is to present the sequence analysis approach to transitions from education to domestic and international labour market of young people from the same peer group (as similar sociological background with potentially Weberian *equal life chances*) in three local communities in Poland (middle towns). We are looking for similarities and differences between school-to-work transition of movers and stayers, pending on both types of peer groups and forms of migration.

**The main research questions are:** What is the role of international migration in the school-to-work transitions? What are the educational and occupational trajectories of young movers and stayers nested in peer groups?

**Methodology:** The paper is based on the first wave of the Qualitative Longitudinal Research (Neale and Flowerdew 2003, Bocciani 2015). We conducted 130 semi-structured interviews with people aged 19-34 and their friends from the high school time in three local communities in Poland. We mapped 25 peer groups. We started snowball sampling from young migrant as ego contact and we mapped his/her high school peer group. The project is funded by the National Science Center Poland, Sonata Bis 5 Research Program.

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### Keywords

Peer groups  
Migration  
(international and internal)  
Middle town  
Life chances  
Sequential analysis

## Developmental potential of youth migration in the Danube region: Establishing a harmonized system of indicators

Ekaterina Skoglund (Institut for East and Southeast European Studies)

YOUMIG Project within the Danube Transnational Program Interreg has as its main goal improving institutional capacities and fostering cooperation to tackle the impacts of transnational youth migration. Over the last decades, youth (aged 15-34) migration is intensifying in the Danube Region and it challenges all levels of administrations. It has new drivers (such as online communication channels and new behaviour patterns) and serious developmental consequences. In YOUMIG, 19 partners from eight countries (Austria, Bulgaria, Germany, Hungary, Romania, Serbia, Slovakia, Slovenia) work together to support local governments in exploiting the developmental potential of youth migration, leading to a better-governed and more competitive Danube region.

One of the core activities of the project has been focus collection of data, enabling tracking of the causes and consequences of youth migration in support of better governance at all levels. The project enhances the common knowledge base in the Danube Region by evaluating available indicators and defining new and consistent indicators to track changes in youth migration patterns and for assessing their socio-demographic and economic impacts in a way that responds to governance needs.

The main goal of the presentation is to inform the public on a progress of the project in establishing a system of inter-country comparable harmonised indicators and to highlight the regional differences in availability and feasibility of the indicators collection at municipal and other sub-national levels across countries of the Danube region.

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### *Keywords*

Interreg  
Danube region  
Data collection  
Indicators  
Youth migration

SESSION 4.1

## Uneven flows in Europe: Structural differences between credit and degree Mobility

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Andre Bryntesson (Uppsala University)

In 1992, the Treaty of Maastricht introduced both the concept and reality of EU citizenship, a transformation in the meaning of free movement of persons to include the right of residence in any EU member state. Intra-European mobility has long been underscored in EU policy, and this can be exemplified through the Erasmus programme and its transition to the Erasmus+ programme in 2014. International students, specifically, have become progressively more important as a research object due to increasing study abroad participation and their decisive role in the growth of the global knowledge economy. However, with respect to patterns of mobility, it is important to accurately characterise and differentiate between types of international student mobility – credit mobility and degree mobility.

Credit mobility refers to international movement, often through an organised exchange programme, whereby a student acquires higher education credits at a foreign institution, usually for transfer as part of their home institution undergraduate or postgraduate degree. Degree mobility, conversely, refers to international movement whereby a student completes an entire higher education programme abroad and receives an undergraduate or postgraduate degree from a foreign institution. This study plans on comparing the structural patterns of these two mobility types; however, going beyond the standard analysis of ‘trade balance,’ or the comparison of student inflows and outflows between countries.

Building on the research of Börjesson (2017) on the global space of international students, this study proposes a focus on Europe - two relational analyses of international student flows in Erasmus programme countries: one of the structural patterns of credit mobility (Erasmus flows) and another on the structural patterns of degree mobility (freemover flows), along with a comparison of these structural mobility patterns, with specific emphasis placed on the power relations between nations as expressed by student flows. Using statistics from the European Commission and UNESCO from 2014 and a Bourdieusian

### *Keywords*

Student Mobility  
Credit Mobility  
Degree Mobility  
Erasmus  
Correspondence  
analysis

theoretical framework to analyse polarities, oppositions, and hierarchies, within a multidimensional conceptual 'space,' correspondence analysis can serve as a tool to analyse the structural patterns of credit and degree mobility of countries participating in the Erasmus programme and their comparison.

Will the structural patterns of credit and degree mobility between the Erasmus programme countries resemble each other and represent similar power relations between nations, or will they differ significantly? Does one or both seem to encourage uni-directional flows of knowledge from core countries to the more peripheral countries, highlighting particular hierarchies? Is it possible to see a North-South division? Could there possibly be different logics to credit and degree structural patterns of mobility – such as freemover flows tending more towards countries with prestigious education and credit mobility flows tending to open up a logic of study abroad more related to culture and climate versus educational prestige or quality? Do these structural patterns of mobility encompass the whole region so that they can be said to promote integration between, for example, Eastern and Western Europe, or are the flows instead regionally concentrated within Europe?

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## Migration or mobility? The hard reality after Brexit

Alejandra Icardo Ruiz (Complutense University)

Brexit and transnational mobility between Spain and the United Kingdom as central concepts of the research. The reality of the Spaniards who now have the facility to go to the United Kingdom and to be inserted comfortably in the society thanks to the free mobility, can be truncated after the Brexit. Through the interviews has analysed how the Spaniards live the Brexit and how it is thought to affect people already living in the United Kingdom and those who will arrive. It has been proven that the young Spaniards go to the UK with two main objectives, to learn English and to get a better job. But the truth is that they end up inserting themselves in the most basic sectors and that English is not always achieved. In the case of women, the role of Au Pair, a void, is highlighted as they are not inserted in the labour market, are not registered, are not listed and have no protection or security; they are still immersed in the chains of care. Gender is, therefore, a fundamental perspective within the work.

A qualitative methodology has been used, as a total of 30 people living and working in London have been interviewed in the year 2017. It has been carried out from a gender perspective, to really verify the level of development of the same and the comparison regarding the situation of men.

Qualitative methodology is the central axis of work. The figures as a source of support have been taken from: Municipal Register of Inhabitants, Migration Survey, Residential Variation Survey, Resident Register Abroad, Data and Figures from the Ministry of Work and Pensions UK and Figures of the Office for National Statistics, UK.

In 2016 a total of 91,059 Spanish (47,269 men and 43,790 women) decided to leave Spain to seek a better life in other countries. Of these, 15,605 left for the United Kingdom (7,561 men and 8,044 women). This means that approximately 17.03% of Spaniards continue to choose the UK as a priority country to live their migratory experience (Residential Variations Survey, INE).

### *Keywords*

Migration  
Spain  
United Kingdom  
Gender  
Brexit

The Spanish migration to the UK is also characterised by a young tendency. The age between 18 and 25 years is a bulk of Spanish migration and is gradually declining as they increase in years. This is much more pronounced in the case of women, who are the youngest, the explanation lies in the Au Pair program.

According to the British Government there are about 132,000 Spaniards in the UK, and 47,741 have applied for the National Insurance Number. Of the 132,000 Spaniards in the UK some 57,000 are men and 75,000 are women, which shows a trend of migratory feminisation.

The nucleus of the Spaniards resides in London, 20,203 requested the NIN in this city; which means that approximately half of the Spaniards who decide to go to work in the United Kingdom do so in London. Why London? Is the feeling after the Brexit in London different? What advantages does London offer over the rest of the UK? London as a multicultural or intercultural city?

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## Stay in the West or return home? The example of returning Bulgarian graduates

Yuliana Lazova (Technical University Chemnitz)  
Birgit Glorius (Technical University Chemnitz)

This paper aims to contribute to the field of research on remigration by using Bulgaria as a particular example on the topic. With the collapse of the socialist system in 1989, political and economic transformation processes started in Bulgaria, characterised by political uncertainty and economic turmoil especially in the first decade of the transformation period. The new international conditions such as opening of the borders and the situation in the country motivated many Bulgarian alumni to leave their home country, which worsened the development of the country even further (Chobanova 2003). In addition, throughout this period a lot of young high-school graduate Bulgarians emigrated long term for studying abroad. The political stability and the positive economic development in Bulgaria after its accession to the European Union in 2007 provide new conditions for the labour market entry and career development of graduates returning from studies abroad. After 2007, a new trend of highly-educated Bulgarians returning home could be observed. (Kalfin 2007).

The proposed paper focusses on the issues of remigration and the individual perspectives of migrants in order to develop a better understanding of the decisions of graduate migrants to return back to Bulgaria as well as what are the consequences thereof for the next stages of their private and professional lives. In particular Bourdieu's social capital theory will be used as a basis to investigate, which capital forms acquired during the time abroad will be applied or transformed after the return of the alumni in their home country (Bourdieu, P. 2015). A special attention will be given to the question, which are the main factors that influence the decisions of the graduates to return or stay abroad. Furthermore, the motives behind the initial decision to study abroad will be analysed.

The authors used data, collected during the project "Return migration and life course decisions - the example of returning graduates to Bulgaria", funded by the German Research Society (DFG). Through fieldwork in the period from 2015 to 2017 in Bulgaria, a series of biographical interviews, found via a snowball strategy, with university graduates who returned home from their studies abroad, were carried out. In addition, series

### *Keywords*

Graduates  
Mobility  
Remigration

of focused interviews followed with stakeholders in the field of education and (re)integration.

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## Youth migration aspirations in Georgia and Moldova

Christina Diane Bastianon

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**Background:** In 2004, the European Commission (EC) implemented the European Neighborhood Policy (ENP) framework to enhance relations with countries to the east and south of the European Union (EU), including Georgia and Moldova. Closer relations with the EU provided citizens of these countries streamlined access to economic and labour markets with fewer restrictions upon entering the EU. Over the last decade, Georgia and Moldova have experienced high rates of emigration among youth and young adults. Understanding factors that influence youth migration better inform governments to develop policy that address youth engagement and migration. This study addresses, how are migration aspirations of youth in Georgia and Moldova is shaped by individual and household capabilities and aspirations?

**Sample:** The sample was extracted from a nationally representative survey and includes youth aged 11-19 years old (mean age=15.23,  $SD\pm 2.57$ ) from Georgia and Moldova ( $N=3,583$ ; 52% male and 47.7% female).

**Method:** Multi-level, step-wise probit models reflecting individual and household capabilities and aspirations were used to predict migration aspirations among youth. Gender variation was examined using separate probit models.

**Results:** Individual capabilities, aspirations, and household capabilities were found to have significant impacts on youth migration aspirations, while household aspirations showed no significant effect. Variables such as “pride in the country” from individual and household head, noticeably influence higher aspirations to migrate. While the presence of youths’ networks consistently predicted a higher probability of migration aspirations compared to youth without a network by 8-9 percentage points. In cases where the household head worried about finances less often or never, youth had a higher probability of migration aspirations by 24 percentage points compared to youth in households that worried every day.

Based on gender differentiation, results showed that youth males were 8 percentage points less likely to have migration

### *Keywords*

Youth  
Migration  
Capabilities  
Aspirations

SESSION 4.2

aspirations when the youth's family members make decisions for them compared to those who had full decision-making ability, whereas females were 13 percentage points less likely to have migration aspirations. The educational aspirations of males who aspire for a doctorate degree were 36 percentage points more likely to have migration aspirations compared to males with lower secondary educational aspirations.

**Discussion:** Household aspirations were insignificant in predicting migration aspirations, indicating inner household relationships vary and are not homogenous. Despite previous studies that focussed on migration decision-making of adults using variables such as networks, country satisfaction, and income; this study targeted youth and demonstrated comparable outcomes in terms of networks, pride in the country, and financial concerns. This suggests that youth and adults have similar factors influencing their migration aspirations. Gender variation in decision-making and educational aspirations allude to gendered social norms. Policymakers in Georgia, Moldova and the EU benefit from findings of this study, in that youth migration aspirations are not formed independently but are also influenced by household level factors and that policies should address gendered social norms. Future studies must consider inner household relationships and the link between migration aspirations and actual migration.

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## **STREAM 5: Economy and youth mobility**

Papers within this stream focus on incoming and outgoing mobility under an economic perspective and include questions of economic and social development. Empirical papers addressing micro-, meso- and macro-perspectives are also welcome. We are also looking for research on employability and youth unemployment, employment mobility and entrepreneurship on the move, as well as other types of mobility from an economic perspective.

## “To study” or “To improve working conditions”? Motivations for becoming mobile as micro-macro-level approach for different European country-types

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### *Keywords*

Micro-macro-  
approach  
Country typology  
Motivations for  
mobility  
Human capital  
Youth mobility

European youth mobility has an ambivalent character. Although it can be seen as a driving force for Europe, only some countries benefit from long-term incoming mobility whereas others lose human capital, especially when highly-qualified youth move abroad. Additionally, some countries profit from returning youth who gained competences abroad. The paper aims at relating a macro-level country typology focussing on the creation and exploitation of human capital (Becker) with individual motivations for becoming mobile on the micro-level.

The analysis is based on three empirical approaches from the MOVE project: 1) descriptive analyses of secondary youth mobility macro-data for 31 EU/EFTA countries to establish the country typology, 2) descriptive analyses of mobility motivations of micro-data deriving from the online-survey with young mobiles in six European countries (Germany, Hungary, Luxembourg, Norway, Romania, Spain; N=1,843), and 3) qualitative analysis of mobility motivations deriving from 206 semi-structured interviews with mobile youth in different mobility fields and six countries.

In a first step, the typology was established, based on two dimensions: A) mobility episodes deploying/exploiting human capital (e.g. outgoing students' mobility), B) mobility episodes creating human capital (e.g. short-term-incoming-mobility). A combination of both resulted in four mobility types: mobility-promoters (low AB), mobility-fallers (low A, high B), mobility-beneficiaries (high A, low B), and mobility-utilisers (high AB). The countries were allocated as follows: promoters (HU, RO),

beneficiaries (ES), and utilisers (LU, NO, DE). Unfortunately, none of the mobility-faller countries was included in the sample.

In a second step, the micro-data from the survey for outgoing mobility motivations was related to the macro-level country typology. Therefore, the young mobiles were allocated to the respective types of their home country. Following the quantitative results, the main mobility motivations for youth coming from utiliser-countries lie in the educational sector; whereas for youth in promoter-countries, socioeconomic constraints were more decisive for moving abroad. The only beneficiary country Spain lies betwixt and between with Spanish youth exhibiting tendencies in their mobility motivation towards both of the other types.

From the qualitative perspective (third step), a similar relationship can be illustrated with the German case – as utiliser country: Outgoing German VET students express a cultural curiosity and an openness towards expected mobility outcomes, often just “taking the opportunity” and aiming at widening their horizons. These perceptions can be related to their comparably favourable labour market positioning and positive career prospects, which countries facing high unemployment and economic risks (e.g. promoters) fail to provide. Young people from those countries act under economic threats, connecting mobility with better chances for labour market integration and financially beneficial career advancements.

The micro-results reflect and strengthen the differences among the country types. However, they also expose similarities between Spain as beneficiary country and the mobility-promoters, emphasising its changing status due to the economic crisis. The analysis presents the different country types of mobility as an example of the heterogeneity of European social and territorial cohesion and gives therefore evidence to a broader European perspective and European policies.

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## Which mechanisms explain monetary returns to international student mobility?

**Fabian Kratz (Ludwig-Maximilians-Universität München)**  
**Nicolai Netz (DZHW)**

We develop a conceptual framework explaining monetary returns to international student mobility (ISM). Based on data from two German graduate panel surveys, they test this framework using growth curve models and Oaxaca–Blinder decompositions. The results indicate that ISM-experienced graduates enjoy a steeper wage growth after graduation and that they receive higher medium-term wages. This is partly attributable to their favourable self-selection. Under control of selection effects and competency gains from ISM, two mechanisms so far disregarded in the literature explain monetary returns to ISM: the steeper wage growth results from the higher likelihood of ISM-experienced graduates to increase their wage through employer changes. Linked to this, their higher likelihood of working in large and multinational companies explains their medium-term wage advantage.

### *Keywords*

International student mobility  
Study abroad  
Labour market outcomes  
Migration  
Growth curve analysis  
Oaxaca–Blinder decomposition

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SESSION 5.1

## Transnational youth mobility in border regions - crossing the border for vocational education in the Northern French-German border region

Sophia Dorka (Saarland University)  
Julia Frisch (TU Kaiserslautern)

In this contribution, we analyse the conception and development as well as the implementation of the political agreement between the regions of Saarland (Germany) and Lorraine (France) establishing the cross-border vocational training in both regions. Young adults and adolescents are now able to start a vocational dual education and complete the phases of practical involvement at an employer's company on the other side of the border while following theoretical lessons at a vocational training school in their home region and native language, leading to graduation in their home country.

Established in 2014, the agreement has now seen the first graduates of this alternating vocational system. Mostly French adolescents have decided to complete the practice-related section of their vocational training in a German company while being educated in a French vocational school.

Meanwhile, the agreement is still being discussed in politics and among institutional and economic stake-holders. Who are the main institutions and players benefiting from this program? Is the cross-border vocational training really adapted to increase transnational youth mobility? Can the structures of both educational systems easily be combined and how attractive is such a program for the unemployed youth of this specific border region? Is there a specific group which is more likely to participate in transnational vocational training?

Our empirical study, consisting of guided interviews with political and business experts, a survey among the first interregional apprentices and a document analysis, shows there are still many challenges to deal with. Notably the missing interest among adolescents and young adults in a rather demanding cross-border vocational training needs to be addressed in order to increase the demand of this vocational program and subsequently the transnational youth mobility. Additionally, we identified a widespread lack of intercultural awareness among state, business and institutional actors, which affects negatively the development and extension of the cross-

### *Keywords*

Youth mobility  
Vocational training  
Interculturality  
Cross-border  
cooperation  
Job orientation

border vocational training. It also became clear that cultural and institutional differences cannot be ignored in a cross-border context and must be taken into account for improving the impact of educational cross-border programs. The educational systems of France and Germany, for instance, differ in many aspects, as does the image of professions that do not require a university degree. French adolescents and young adults are thus more likely to take up studies than to start a vocational training. Their German counter-parts, however, appreciate the German professional apprenticeship, which focusses on theoretical knowledge and practical expertise. Another serious challenge consists in the lack of a reliable, affordable and widespread cross-border public transport infrastructure.

After having analysed the challenges of the cross-border vocational training in Saarland and Lorraine we propose different suggestions to broaden its appeal. Clearer communication strategies among state and institutional actors need to be adapted; intercultural differences need to be mediated and/or explained and a viable solution for the cross-border transportation issues needs to be established to increase the appeal of transnational mobility in the field of vocational training.

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## Young mobile entrepreneurs' family concerns

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Lorenzo Navarrete (ICN; UCM)

Mobility and entrepreneurship are social practices linked to the construction of identity set from complex decision-making processes, which bring into play a set of repertoires of resources and perceived opportunities on an ongoing basis. As Bruni, Gherardi, & Poggio (2004) showed, there are different forms of entrepreneurship as well as different forms of gender. Besides, when mobility comes into play, future expectations show how gender stereotyping is embedded in the entrepreneurs' narratives. Family issues are strongly intertwined with women's professional careers, to a greater extent than men's professional careers (González & Vergés, 2013; Kou and Bailey, 2014; Xie&Shauman, 2003). Women may be affected by social constraints and gender roles, where both factors are impetuses in their international mobility (González & Malpica, 2013), and modify both their expectations and opportunities along their life course.

We have employed mixed methods analysis to study the young expectations related to both entrepreneurship and mobility. First, we have analysed the possible influence of the mobility expectations on the expectations about becoming entrepreneur with logistic Regression models (just for the mobile sample). Then, we have focus on the way mobility and entrepreneurship intertwine in the future expectations of young people. We have opted for the analysis of principal components to make the comparison. Conceptually there are two distinct dimensions, some are related to the idea of entrepreneurship and on the other side, they are related to future expectations of mobility. We have opted for the analysis of principal components to make the comparison. Finally, narrative analysis is used to promote an approach to the phenomenon under study to analyse the 19 in-depth interviews of young women and men moving to or from Spain. By the narrative perspective, the stories are situated in the centre of the analysis, tracing the order of the events, while is perceived how different arguments produce performative effects (Czarniawska, 2004; Brown & al. 2009; Gherardi & Perrotta, 2014).

This work is produced in the frame of the research project Horizon2020 MOVE (GrantAgreement No649263), in which the mobility of the young in EU in a typology that attends to the main motive by which is established: labour, by studies and entrepreneurship.

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### *Keywords*

Gender  
Entrepreneurship  
Mobility  
Narratives  
Mixed methods

## Effects of participation in Erasmus+ supported youth learning mobility projects.

**Marti Taru (Tallinn University)**

In most European Union countries, employment situation of people under 25 years has been permanently worse than that of those above 25. Today, youth employment situation has been identified as one of the most challenging economic and social problems of European countries. EU Strategy for Youth 2010-2018 defines youth employment as a high priority objective for European Commission, member states and other relevant organisations. The strategy also sees learning of job-relevant skills in non-formal environments as an important resource for supporting young people's labour market readiness. In the youth field, the 2006 recommendation of eight key competences for life-long learning framework is seen as a suitable framework for describing and assessing learning outcomes, also in relation to labour market readiness and employability of young people.

At European Commission level, policy measures have been devised that support the development of youth labour market readiness through providing them learning mobility opportunities. Support to youth projects that take them to another country is currently provided by programme Erasmus+; similar function has been carried out also by earlier generations of the programme (Youth, Youth in Action, European Youth). By integrating non-formal learning in youth work with experiences obtained from being in direct contact with different cultures and people from different countries, the programme is expected to support development of competences and skills that support youth labour market competitiveness.

The research question asks, "What are the effects of participation in Erasmus+ supported learning mobility projects?" in the context of labour market competitiveness.

Analysis is carried out using data from two RAY (Research based analysis of Youth in Action; <http://www.researchyouth.eu/>) studies: RAY monitoring (<http://www.researchyouth.eu/ray-monitoring>) (data collected

### *Keywords*

Youth employment  
Effects of learning  
mobility projects  
Erasmus+

in 2015 and 2016, n=688 Estonian respondents) and RAY Long Term Effects of Erasmus+ (<http://www.researchyouth.eu/long-term-effects-of-erasmus-youth-in-action>) (data collected 2015, 2016, n=130 Estonian respondents). The studies use different data collection methods: while the monitoring survey uses recall data and self-assessed influence of participation on the level of competences, then the LTE study uses before and after measurement and self-assessed level of competences from which the change is calculated later by researchers.

Findings show that results depend on the methods used. The monitoring survey shows that absolute majority reports that learning mobility project developed their competences: at least 90% said that they learned teamwork skills and 80% said they developed their learning to learn competence. The LTE study shows that on the average, no change occurred. In the case of some competences, the change was positive (e.g. increasing confidence in getting along with people with a different cultural background), in the case of most of the competences there was no change and in the case of some competences, the change was negative (e.g. decreasing interest in social and economic issues). The changes remained in the magnitude of 4% or less.

These findings provoke substantive discussions – what are the effects of Erasmus+ supported learning mobility – as well as discussions on methodological aspects like what should be the appropriate analytical model, what should be the appropriate research design for outcome evaluation, etc.

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## **STREAM 6: Culture and youth mobility**

Within this stream, presentations will discuss questions of European and cultural identity, cosmopolitanism and the role of belonging within contexts of youth mobility/migration. We are also looking for papers on (virtual) community building in transnational spaces and practices of (relational) identity building, as well as work on language and other cultural practices.

## Research on 'Erasmus+: Youth in Action' projects: the variety of learning effects on participants

**Christiane Meyers (University of Luxembourg)**

**Martin Mayerl (Austrian Institute for Research on Vocational Training)**

The Youth in Action (YiA) programme (since 2015 Erasmus+: YiA) of the European Union promotes young people's mobility in the context of non-formal learning (Friesenhahn, Schild, Wicke, & Balogh, 2013). As there existed little knowledge on the effects of the projects on participants and project leaders, the network 'Research-based analysis and monitoring of YiA (RAY) was founded in 2008 with the goal to analyse data on outcomes of YiA-programmes. Most recent in 2016/2017 a new wave of standardised online-surveys was implemented by the RAY-network (n=31 countries took part). The dataset comprises data of n=16,373 interviewed YiA-participants and n=2,951 interviewed project leaders (Bammer, 2017).

Results of the RAY-surveys are so far published in the transnational reports, which are mainly data-driven (see also Norqvist & Leffler, 2017). Our contribution addresses this gap and thus develops a theoretical framework for a better understanding of non-formal learning in the context of European youth mobility. It will set the context to analyse our main research questions:

- 1) What are the main learning outcomes of E+: YiA projects? What can data collected by RAY tell us about the effects of the projects on participants and what not?
- 2) How do different mobility forms influence these learning outcomes?

For the analysis and interpretation of the RAY-survey we draw on a broad body of literature on non-formal and informal learning (e.g Colley, Hodkinson, & Malcom, 2003) with special focus on youth mobility (e.g. Pantea, 2013). In order to describe the different learning outcomes, the Unesco (Delors, 1999) puts forward a categorisation based on four pillars: learning to know, learning to do, learning to live together and learning to be. Special emphasis in our analysis will be given to the relation between mobility and learning. According to Leander et al (2010) mobility does not only affect the geographical space where learning takes place, but also the time it occurs in the trajectories of the learner and the networks involved in the

### *Keywords*

Non-formal learning  
Mobility  
Learning effects  
Youth in action programme

learning process. For the analysis we intend to use multivariate statistical methods (e.g. factor analysis, regression analysis).

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## Understanding and conceptualizing youth mobility. A perspective of young people at the threshold to employment

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**Karen Hemming (German Youth Institute)**  
**Tabea Schlimbach (German Youth Institute)**  
**Birte Nienaber (University of Luxembourg)**  
**Zsuzsanna Dabasi-Halász (University of Miskolc)**  
**Klaudia Horváth (University of Miskolc)**  
**Jan Skrobanek (University of Bergen)**  
**Tuba Ardic (Western Norway University of Applied Sciences)**  
**Irina Pavlova (Western Norway University of Applied Sciences)**

Can we talk about youth mobility as a particular mobility in its own right that is distinct from general mobility/migration? And if so, how do young people understand mobility and what ideas do they connect with their different mobilities? These are the departing questions of the proposed methodological and empirical discussion of youth mobility at the threshold to employment, based on three youth mobility case studies: student mobility, vocational training mobility and employment mobility.

The analysis is based on two kinds of qualitative data material: on 70 narrative interviews and 65 network maps in three mobility cases in Luxembourg, Germany, Norway and Hungary. Both approaches shed light on how young people understand mobility, and what they relate to while speaking about mobility.

On the one hand, the research confirms that youth mobility is linked with intrinsic motivations of young people connected to a general openness and cultural curiosity, while on the other hand, there are strong associations towards their current life stages aiming at labour market integration and their embeddedness in different settings/structures/institutions/networks.

As the results suggest, young people during vocational training mobility stand out for their awareness of “structural” actors assisting their mobility, while young people in employment mobility tend to romanticise their mobility by linking with international experiences, independence of their “selves”. Student mobility stands out for gaining independence and autonomy, especially from parents. In the perception of students, mobility is the time to dare “new things”, yet simultaneously to take responsibility for the own life.

The analysis of network maps reveals varying ideas connected with the respective mobility purpose as well as the current biographical

### *Keywords*

Youth  
Mobility  
Employment  
Student mobility  
Vocational mobility

situation. Young people involved in student and employment mobility connect their stay abroad mainly with “ideas”, e.g. independence. Young people going abroad during their vocational education link their experiences strongly with institutional actors and structures.

The presentation is a part of the ongoing investigation within the European-funded MOVE project among six European countries ([move-project.eu](http://move-project.eu)). MOVE aims to analyse mobility of young people in the EU and generate systematic knowledge about young people’s mobility patterns and provide a research-informed contribution towards an improvement of the conditions of the mobility of young people in Europe and a reduction of the negative impacts of mobility. The project studies the impacts of mobility and migration in regard to geographic regions, as well as on family and social networks. It focusses different types of mobility, such as student mobility, cross-border volunteering, employment mobility, mobility for vocational training, pupil’s exchange and entrepreneurship mobility.

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## The determinants of youth transnational political and civic engagement: An inquiry into its simultaneous and regional nature.

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Lorenzo Navarrete (Universidad Complutense de Madrid)

Celia Diaz (Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología)

Adolfo de Luxan (Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología)

The study of transnational migration sets the focus of research on the continuity of bonds between origin and destination as well as its impact in numerous social processes such as integration in host societies (Snel, Egbersen and Leerkes, 2006). Precursors of present immigrant transnationality have existed for centuries and return migration or visits to home communities have always taken place; however, these movements were not as regular and widespread as nowadays. Most scholars concur in the substantial difference that the extension of communication and transportation technologies represent, allowing immigrants and even their counterpart immobile significant others to actually live their lives simultaneously in two countries in terms of their routine daily activities (Portes, Guarnizo and Landolt, 1999; Mau 2010). Whereas previously social and economic success depended on the acculturation and assimilation into the host society, nowadays depends greatly on maintaining social networks and ties across national borders while adapting instrumentally to a second cultural endowment (Portes, Guarnizo, Landolt, 1999; Snel, Egbersen and Leerkes 2006).

While most definitions of transnationalism focus on the simultaneous nature of the phenomenon (Levitt and Glick-Schiller, 2004: 1003; Levitt and Jaworsky 2007: 130; Portes et al. 1999: 217; Portes et al. 2002: 279; Vertovec 2004: 9746; Mazzucato, 2010; Boccagni, 2012), this aspect remains largely ignored (Levitt, 2004; Tsuda, 2012) in transnational studies that centre almost invariably on home-oriented activities. As Tsuda (2012: 10) pointed out, what most researchers have referred to as transnationalism should more aptly be called transborderism, since simultaneity is not directly interrogated in most cases. While transnational economic, social, or cultural activities are performed through political boundaries without directly questioning them, political transnationalism defy exclusive

### *Keywords*

Youth  
Transnationalism  
Political  
participation  
Periphery

loyalties of citizens towards a single state and acts as if the political community had been de facto extended beyond the territory of the State (Faist, 2006; Baub&ouml;ck, 2007; Vertovec, 2014). As Fitzgerald (2000: 10) pointed out transnational migrants often live in a country in which they do not claim citizenship and claim citizenship in a country in which they do not live, while a few decades ago citizenship and political loyalty to a single territory were consider inseparable (Faist, 2006). Using data extracted from two surveys (n5750, n3200) conducted within the H2020-MOVE project (GA.No643263) that examines youth mobility in the EU, we analyse which elements have a significant impact on political participation and the relation between participation in origin and destination using an original transnational index composed of different sub-indexes for the economic, cultural, media, social and political trasnantiolality. Our results suggest the impact of the economic crisis in European peripheral countries that reflects on the high rate (79-93%) of young people who feel excluded from economic and social life because of the crisis (Eurobarometer, 2016), and the substantial variance of citizens willingness to migrate on countries more affected by the crisis in Southern Europe do also echo on political participation.

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## Cosmopolitan and European attitudes through transnationalism & agency

**Cristina Cuenca García (ICN)**  
**Lorenzo Navarrete Moreno (ICN)**  
**Adolfo Luxán García (ICN)**  
**Laura Diaz Chorne (ICN)**

Since the creation of the Single European Market and the warranty of freedom of movement as one of the “Four Freedoms” of the European Union the mobility of EU citizens is at the heart of the European project, stimulating broad and longstanding programmes and research all over the continent. At the root of these policies lays the idea that cross-border mobility is an important tool towards generating a feeling of belonging and a European identity (COM (2010) 477 final: 9; 2001/613/EC; COM (2004) 21 final: 1).

Our guiding hypothesis is that when simultaneously controlling for relevant socio-economic determinants, the individuals’ transnational contacts and their cross-border mobility make good predictors for cosmopolitan and European attitudes. Using data extracted from two surveys (n5750, n3200) conducted within the H2020-MOVE project (GA.No643263) that examines youth mobility in the EU, we analyse the impact of transnationalism measured by an index composed of different sub-indexes for the economic, cultural, media, social and political domains and Cosmopolitanism and Europeanisation.

Our results reflect on Faist (2014) assertion that each of the realms (social, economic, etc.) work according to their own logic and may involve very different kinds and degrees of transnationality, as we observe that each domain and its spatial ground (origin or destination) impact differently on European and Cosmopolitan identities. Transnational engagement as defined by Tsuda (2012) requires a certain degree of agency and active involvement rather than an embeddedness in the host society by virtue of the mere physical presence. Previous transnational studies consistently minimise the impact of the simultaneous nature of transnational activities equating the feeling or association with the World or global issues with a transnationalism that is sometimes accompanied by activities that deny in the practice these identifications as observed in previous studies (Navarrete et al., 2014) where many of those who were highly transnational socially towards the home-country and did feel European or Cosmopolitan remained isolated or segregated from the host-country population.

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### *Keywords*

Transnationalism  
Identity  
Youth Mobility  
Europe

SESSION 6.2

## Being international and not being international at the same time; the challenges of peer relations under mobility

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Irina Pavlova (Western Norway University of Applied Sciences)  
Jan Skrobanek (University of Bergen)

Researchers and practitioners have contributed a lot to the understanding of the dynamics of youth mobility. However, the role of peers in youth mobility has rarely been considered. In this paper we would like to draw attention on the mobility of young persons who move in Europe for the purpose of education. In particular, we will focus on effects of compatriot peer relations in the context of pupil exchange mobility. In doing so we illustrate positive and negative reflections of the young mobile regarding the role of peers in unlocking a new culture before, during and after mobility. By using qualitative semi-structured interviews from the ongoing international project MOVE that has been carried out among six European countries, we will point to certain dilemmas peer relations produce under pupil exchange mobility. Based on current empirical evidence we propose that peers account for very different experiences in the context of young people's cross-border mobility, especially in accessing new cultural contexts. Peer relations play a multifaceted role during mobility. On the one hand, compatriot peers create a feeling of being in the same boat, and develop a sense of safety and a cure against homesickness. On the other hand, they hinder intercultural contact and new cultural experiences. Our analysis shows that compatriot peer relations quite often function as a cultural trap keeping mobile young away from the new culture, new relations and new opportunities. Quite surprisingly, that is often reflected after mobility but not during mobility.

### *Keywords*

Youth  
Mobility  
Pupil exchange  
Peers

SESSION 6.2

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## How will digital natives move - ICT and mobility behaviour of young persons

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Kathrin Konrad (ILS - Research Institute for Regional and Urban Development gGmbH)

*Theoretical concepts / data / methods:*

Digitalisation is increasingly affecting our daily behaviour in space and time. Life in the digital age is characterised by a variety of innovative technologies. Moreover, information and communication technologies (ICT) are pervading modern lifestyle activities, whether shopping or work. The digital natives, represent the first generation to grow up with new technology, have moved into a world where their behaviour changed radically. Therefore, the temporal distribution and spatial structure of virtual and physical activities changed into more heterogeneous sequences. For example, young people react more spontaneously and optimise their activities with better information. They have the possibility of using travel time for socialising (without a local meeting point) and do homework (spatial fragmentation) or order in the night something online irrespective of store hours (temporal fragmentation).

The project U.Move 2.0 ties up to a research gap in the field of ICT use as well as mobility behaviour with a particular focus on young people. As one main part of the project, in 2013 we conducted a survey among 180 young people (14 to 24 years old) from three social milieus in the Rhine-Ruhr area and an online survey with nearly 1,200 respondents nationwide. The respondents recorded their trips and ICT use in diaries. Additionally, they were asked about their mobility- and communication-related attitudes and how mobility behaviour and ICT use are connected.

On average, each person makes 4.4 trips per day. 38% of these trips are made by bike or on foot, only 26% by motorised transport and 36% by public transport. Therefore, young people, compared to older age groups, have a high proportion of trips that allow spending travel time on ICT use.

### *Keywords*

Digital natives  
ICT  
Mobility behavior  
Social milieus  
Virtual mobility

The concurrency of virtual and spatial mobility (ICT use on trips) is considerably important for young people: about 26% of the recorded ICT uses take place on a trip. Young people use ICT on nearly every second trip. Social media and ICT use influences the mobility behaviour of young people. The ICT diary allows us to figure out whether ICT use substitutes, induces and/or modifies trips. The substitution and induction effects reported are relatively weak, but by tendency the induction effect of ICT use is stronger than the substitution effect.

In addition to these general results, there are considerable differences between the social milieus as well as other characteristics of the respondents, trips and ICT uses.

The high volume of overlapping trips and ICT activities illustrates that virtual mobility is primarily an additional activity type now integrated into activity patterns. We expect ICT to give us—at least in theory—a greater scope to reorganise or optimise our daily lives, reacting more spontaneously than ever.

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## SYMPOSIUM

## Youth migration and its implications for local governance in the Danube Region - the YOUMIG project

**Chair(s): Béla Soltész (Hungarian Central Statistical Office)**

Youth migration in Central and Eastern Europe has been constantly increasing in the last years: an enormous rise of migration is visible, triggered by economic disparities and new possibilities through open Schengen borders. The Interreg project YOUMIG - “Improving institutional capacities and fostering cooperation to tackle the impacts of transnational youth migration”, funded by the Danube Transnational Programme and running between 2017 and 2019, tries to tackle challenges and highlight potentials of youth migration from the perspective of local governance. The project aims to bring together partners from different levels and with different institutions: research institutions, statistical offices and local actors from municipalities of the Danube basin.

In the proposed symposium, researchers from the project will come together to discuss in depth outcomes of YOUMIG’s Work Package 3: a multi-level overview of the local processes and impacts of youth migration in seven selected municipalities. Theoretical results brought together in the “Conceptual Framework” will be paired with empirical outcomes of interviews undertaken in the 7 case study locations of the project. The outcomes should be further evaluated towards their usability in the following work packages. The conference will be used for a meeting of the consortium members to have thoroughly discussions on the different perspectives of the topics. Inputs from outside the projects and connecting with other expert should help to improve the quality of the project. Networks with institutions and researches should be improved, facilitating the exchange of information between the MOVE project's members and the YOUMIG consortium and its strategic partners from ongoing projects in the Danube Region, especially those that belong to DTP’s Thematic Pole 10: Migration and inclusive governance.

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### *Keywords*

YOUMIG  
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Local governance  
Central Europe  
Eastern Europe  
Interreg  
Danube  
Transnational  
Programme

SYMPOSIUM

## Overview of the conceptual approach of the YOUMIG project

**Elisabeth Gruber (University of Vienna)**  
**Heinz Fassmann (University of Vienna)**  
**Ádám Németh (University of Vienna)**

In order to frame different perspectives of Youth migration, a conceptual framework has been elaborated. For the YOUMIG project, a holistic approach to the topic has been needed, since it covers different migratory profiles relevant for the Danube region. The Danube Region in the sense of the European Strategy for the Danube Region accounts 14 “Danube countries”. Nine of them are members of the European Union, two are candidate countries and three are third-countries, meaning different juridical consequences of migration. The Danube Region can be considered as a migratory regime due to historical and economic reasons and therefore a high prevalence of institutional and personal networks exists. Austria and Germany are the main receiving countries. The project YOUMIG also includes the three major sending countries (Bulgaria, Romania and Serbia). In addition, three other countries are involved in the project where both trends are relevant (Hungary, Slovakia and Slovenia).

The conceptual framework is a basis for understanding youth migration and should further provide a guideline to operationalise the measurement of youth migration, since the project aims to develop better indicators for the phenomena. Also, it presents a guideline for interviews undertaken in the frame of the project and for the development of strategies and policies. Therefore, multiple topics are addresses and different perspectives for different stakeholders are included. In the presentation the content on the framework will be elaborated to explain the audience how the project YOUMIG defines migration and youth, which theoretical frameworks were considered to explain the phenomena and which perspectives were adopted to understand effects, challenges and potentials of youth migration from a local point of view.

## YOUMIG's local status quo analyses: A methodological overview

**Tamás Kiss (Romanian Institute for Research on National Minorities)**

The overall aim of the YOUMIG Local status quo analyses is to give an insight into processes of youth migration at local level respectively to identify key challenges and opportunities, to formulate recommendations. In each of the participating municipalities a Local Status Quo analysis was carried out, relying on a methodologically uniform research activity combining qualitative and quantitative elements. We (1) carried out a secondary analysis of existing statistical data; (2) conducted semi-structured interviews with institutional actors; (3) narrative-biographical interviews with young migrants; (4) focus group interviews with young migrants; (5) population projections for the participating municipalities. The presentation will focus mostly on the methodological aspects of the qualitative research and on biographical narratives of young migrants. The narrative-biographical method provides a rigorous and previously fixed technique of conducting and interpreting interviews. It is important that through using this technique we will not subordinate the stories (meaning the self-representation) of migrants to our own scientific or political narratives. The interviewed young migrants will have the opportunity to present their story less constrained. The main question concerns the patterns of self-representation of the interviewed migrants. The presentation intends to outline a comparative analysis of these patterns across narratives of migrants of different background.

## YOUMIG's local status quo analyses: the case of Burgas, Bulgaria

Vesselina Dimitrova (Municipality of Burgas)  
Haralan Alexandrov (Municipality of Burgas)

A case study is presented in detail by the author of the respective YOUMIG Local Status Quo Analysis. The municipality of Burgas is a revealing case, as the city faces a considerable emigration of the youth; however, no comprehensive policies have been designed and implemented yet. Haralan Alexandrov speaks about each research item (secondary analysis of existing statistical data; semi-structured interviews with institutional actors; narrative-biographical interviews with young migrants; focus group interviews with young migrants and population projection for the Municipality of Burgas) in details, providing insights into the different institutional approaches and social trends, as well as perceptions and expectations of young Bulgarians who decide to move abroad. Possibilities of attracting returning young migrants, or immigrants of other countries to the city of Burgas are also discussed. Furthermore, as the Local Status Quo Analysis is the base of an administrative pilot project and a small-scale survey (to be undertaken in 2018), the process of channelling the results of a local social research into an innovative local policy, is also presented by the thematic expert.

### **Béla Soltész (Hungarian Central Statistical Office)**

On behalf of the Lead Partner of the YOUMIG consortium, the Hungarian Central Statistical Office, Béla Soltész explains how the results of Work Package 3 are built into the further activities of YOUMIG. In Work Package 4 a set of new indicators will be developed, which will, in Work Package 6, be integrated into a 'Data toolkit' that allows municipal staff to measure the social processes related to youth migration on their own. In Work Package 5, innovative administrative pilot actions will help to improve the local services for young emigrants, immigrants or returnees, framed in a one-stop-shop approach. At the time of the presentation (March 2018) these pilots will already be operational in all seven partner municipalities. Also, Béla Soltész will speak about how YOUMIG is cooperating with other projects within and outside the Danube Transnational Programme's area. Most importantly, DTP's Thematic Pole 10: Migration and inclusive governance is presented in detail, with two projects – DRIM on migration and labour market, and RARE on the integration of Roma to the labour market – closely cooperating with YOUMIG.

# PRACTICAL INFORMATION

## Conference venue

The event will take place at the University of Luxembourg Belval Campus, in the **Maison du Savoir**. Please enter through the doors marked “Auditoires”.

### Address:

Maison du Savoir (3<sup>rd</sup> floor)

University of Luxembourg

Belval Campus

2, avenue de l'Université

L-4365 Esch-sur-Azette

For more information: <http://move-project.eu/conference/practical-information/conference-venue/>

## Getting to Esch-Belval by public transport

### ○ Tickets

Tickets for public transport are valid on all public buses and trains on the Luxembourgish territory. They can be purchased at vending machines on bus stops and train platforms: 2€ for a validity of 2 hours, 4€ for validity until 4am of the following day.

### ○ Getting there

#### a. Airport → Luxembourg central train station

From the airport (*Aéroport Quai 1 or 2*), you first have to take a bus to the central train station (*Gare Centrale*). Bus n°16 circulates every 10 minutes and bus n°29 circulates every 15 minutes. Both lines take around 20 to 30 minutes to arrive at the *Gare Centrale (Luxembourg City)*.

#### b. Luxembourg central train station → Esch-Belval (*Belval-Université*)

From *Gare Centrale*, you can catch a train in direction *Rodange Gare* and get off at the station *Belval-Université*. The train circulates every 15 minutes; the trip will take around 30 minutes.

#### c. Esch-Belval (*Belval-Université*) → Maison du Savoir

The conference venue is located within 10 minutes' walking distance of the *Belval-Université* train station (see next page).

### ○ Timetables

Timetables for bus and trains and other information regarding public transport can be found at <http://www.mobiliteit.lu/> and are also available on Google Maps.

## Getting to Esch-Belval by car

Please check the [map](#) of Campus Belval for route information.

Car parks are available throughout the campus; see for instance [P&R Belval-Université](#) (in French).

## Useful Links

- MOVE program scheme: <http://move-project.eu/conference/programme/programme-scheme/>
- MOVE project portal: <http://move-project.eu/>
- The official portal of the Grand Duchy of Luxembourg: <http://www.luxembourg.public.lu/en/visiter/index.html>
- Visit Luxembourg: <http://www.visitluxembourg.com/en>
- Luxembourg City Tourist Office: <http://www.lcto.lu/en>
- City of Esch-sur-Alzette: <http://www.esch.lu/tourisme/Pages/default.aspx>
- Fonds Belval: <http://www.fonds-belval.lu/index.php?lang=en&page=-2>

## Suggestions for your visit

Make the most of your time in Luxembourg by visiting its diverse restaurants, bars, cafes, and museums!

### Bars and Restaurants near UL campus Belval

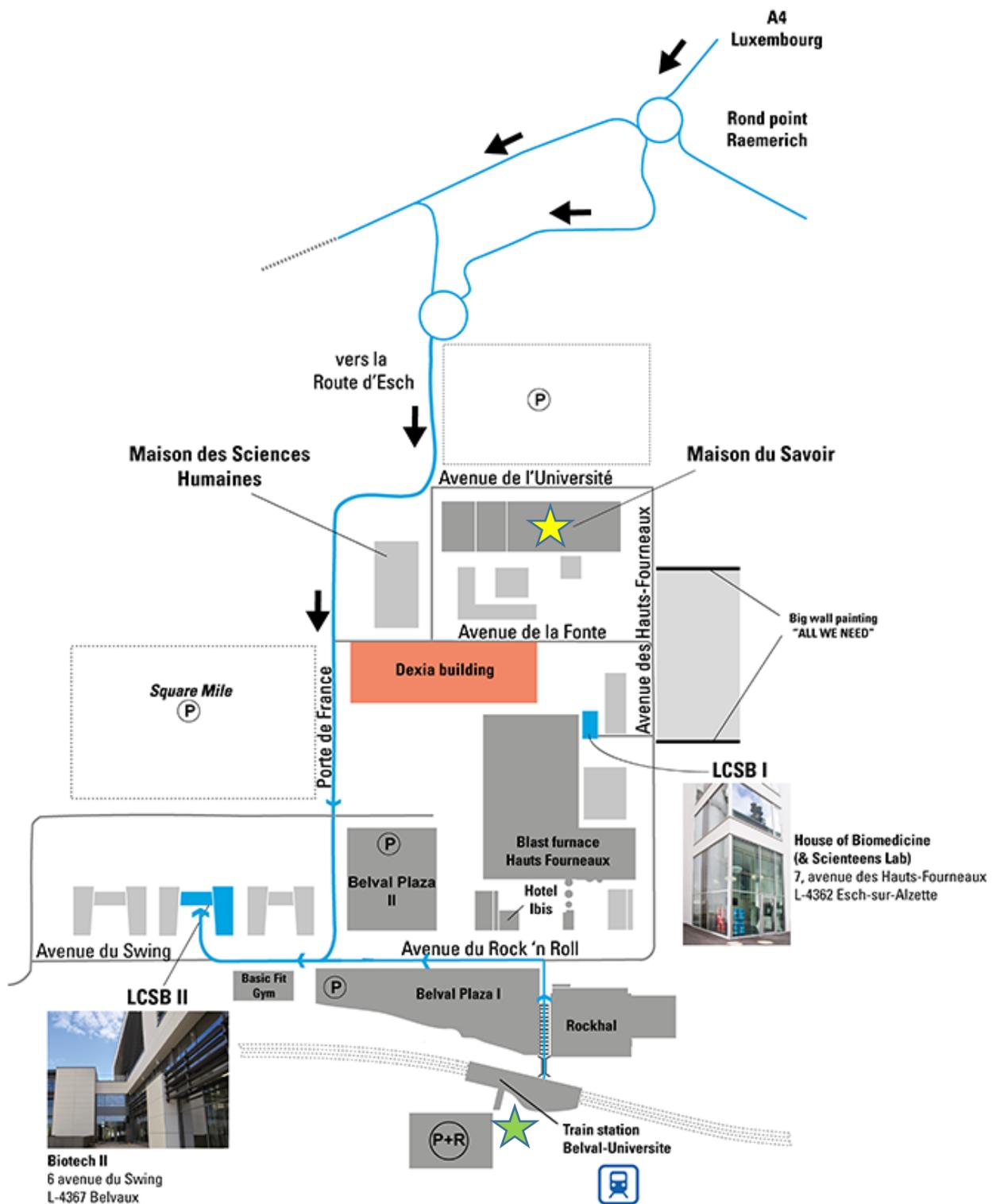
- Urban Belval Bar and Restaurant  
7 Avenue du Rock'n'Roll, 4361 Esch-sur-Alzette (near the train station)
- Origami – sushi restaurant  
14 Avenue du Rock'n'roll, 4361 Esch-sur-Alzette (Belval lower level)
- Coppers Bar & Kitchen  
Avenue du Swing (directly across from the entrance to the Belval Plaza 2 parking)
- Beeftro  
10 Avenue du Rock'n'Roll, 4361 Esch-sur-Alzette (across from Urban/train station)

### Bars and Restaurants in Luxembourg city

- Konrad Café & Bar  
7 Rue du Nord, 2229 Luxembourg
- Urban City Bar and Restaurant  
2 Rue de la Boucherie, 1247 Luxembourg
- Baachus – Italian/Pizzeria  
32 rue du Marche-aux-Herbes, 1728 Luxembourg
- Yamayu Santatsu – sushi  
26 Rue Notre Dame, 2240 Luxembourg
- Paname  
50 Rue Ste. Zithe, 2763 Luxembourg
- Am Tiirmschen  
32 Rue de l'Eau, 1449 Luxembourg

### Museums and other activities in Luxembourg

- Luxembourg City History Museum  
14 Rue du St Esprit, 2090 Luxembourg  
<http://citymuseum.lu/en/>
- MUDAM – The Grand Duke Jean Museum of Modern Art  
3 Park Drai Eechelen, 1499 Luxembourg  
<http://www.mudam.lu/en/accueil/>
- Museum Dräi Eechelen (next to the MUDAM)  
5 Park Drai Eechelen, 1499 Luxembourg  
<http://www.m3e.public.lu/fr/index.html> (French only site)
- National Museum of History and Art  
Marche-aux-Poissons, 2345 Luxembourg  
<http://www.mnha.lu/en/MNHA>
- The Golden Lady Monument of Remembrance  
Place de la Constitution, 1478 Luxembourg
- Notre-Dame Cathedral  
Rue Notre Dame, 2240 Luxembourg



-  Train station Belval-Université
-  Maison du Savoir - Conference Venue

# IMPRINT

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## NOTES

# FINAL CONFERENCE - BOOKLET

