

Grant Agreement N.649263

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

Deliverable D.4.7 – Public Workpackage 4 Report

Contractual delivery date: 31.10.2017

Actual delivery date: 31.10.2017

Responsible partner: P.7.: ICN (Ilustre Colegio Nacional de Doctores y Licenciados en

Ciencias Políticas y Sociología)

Deliverable number	D.4.7
Deliverable title	Public work package report
Nature	Report
Dissemination level	Public
Work package number	WP4
Work package leader	P7
Author(s)	Navarrete Moreno, Lorenzo / Lorenzo-Rodríguez, Javier / Díaz Chorne, Laura / Díaz Catalán, Celia / Suárez-Lledó, Víctor / Fernández Araiz, Víctor / Cuenca García, Cristina / Pallarés i Cardona, Elisabet / Zuñiga, Ricardo / de Luxán, Adolfo / Skrobanek, Jan / Kmietek-Meier, Emilia / Hemming, Karen / Tillman, Frank / Manafi, Ioana / Marinescu, Daniela
Keywords	European Union, youth, migration, survey, education, work

The research leading to these results has received funding from the European Union's Horizon 2020 research and innovation program under grant agreement No.649263.

The authors are solely responsible for its content, it does not represent the opinion of the European Commission and the Commission is not responsible for any use that might be made of data appearing therein.

Contents

1 MOVE Project: Main goals and background	6
2 Executive Summary	10
3 Work package 4: Survey	17
3.1 Methodology	19
3.1.1 Online Survey: A mixed method	19
3.1.2 Sample Composition	26
4 Results towards WP4 Objectives	29
5 Objective 1: Patterns of mobility	30
5.1 Identifying patterns of mobility:	30
5.2 Mobility patterns according to socio-demographic factors	31
5.3 Explanatory geographical factors for mobility	36
5.3.1 General trends in spatial polarisation of youth mobility	39
5.3.2 Analysis	39
5.3.3 Results	43
5.4 Country-level determinants for mobility	44
6 Objetive 2: The agency of young people with and without mobility experience	46
6.1 An empirical model of agency	47
6.2 Analyses:	48
6.3 Results	49
6.3.1 Results of the exploratory factor analysis (EFA)	49
6.3.2 Measurement model of agency	52
6.3.3 Relationship between MOA and mobility experiences	53
6.4 Summary	55
7 Objective 3: The role of social networks for support and as a fostering factor for mobility	56
7.1 Relational motivations for mobility for young mobiles and non-mobiles	57
7.2 Analyses	58
7.3 Results	59
7.3.1 The influence of social networks on mobility	59
7.3.2 The influence of social networks on mobility for education	60
7.4 Summary	61
8 Objective 4.a The bonds of remaining committed to the home country	62

8.1	Transnationality	62
8.2	Analyses	64
8.3	Results	67
8.3.1	Results of the descriptive analysis	67
8.3.2	Results: a transnational index	72
9	Objetive 4.b: The career plans of young people	74
9.1	Expectations and future plans	74
9.2	Entrepreneurship and mobility	77
9.3	Professional success and mobility	79
9.3.1	Analyses	80
9.3.2	Results	81
10	Objetive 5. The formation of social capital, the dimensions of social inequality and their effects on young mobile people	82
10.1	Analyses	83
10.2	Results	83
10.2.1	Results of the descriptive analysis: Educational level and family background	83
10.2.2	Social capital	87
10.2.3	Influence of social inequalities on mobility	89
10.2.4	Influence of social capital on the fulfilment of expectations about mobility	91
10.2.5	Influence of social capital and mobility on the employment situation . . .	92
10.2.6	Influence of social capital and mobility on the perception of the unemployment situation	94
10.3	Summary	95
11	Objetive 6: The role and value of information and support services for young people and their decision-making process to go abroad	97
12	Objetive 7: The formation of identity by mobile young people compared to non-mobiles.	100
12.1	Analyses	102
12.2	Results	103
12.2.1	Local, regional, and national identity	107
12.2.2	European and cosmopolitan identity	110
13	Conclusions and Forthcoming use of WP4 results	113
14	Bibliography	115
List of Tables		128

List of Figures	129
Annex: Questionnaire	130

1.MOVE Project: Main goals and background

Extracted from DoA, Part B of MOVE's Grant Agreement No. 649263

This document presents the Work Package 4 Final Report (Public Deliverable 4.7) of the MOVE Project that has received funding from the European Union's Horizon 2020 research and innovation programme under Grant Agreement No. 649263.

The consortium of MOVE comprises nine partners in six countries: Luxembourg, Germany, Hungary, Norway, Romania, and Spain.

P1 Université du Luxembourg (UL)
P2 Stiftung Universität Hildesheim (UH)
P3 Deutsches Jugendinstitut (DJI)
P4 Academia de Studii Economice din Bucuresti (ASE Bucuresti)
P5 Miskolci Egyetem (Miskolci Egyetem)
P6 Høgskulen på Vestlandet (HVL)
P7 Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología (ICN)
P8 European Research and Project Office GmbH (Eurice)
P9 European Youth Information and Counselling Agency (EYRICA)

MOVE relates to the call “The young generation in an innovative, inclusive and sustainable Europe” in the work programme 2014–2015, “Societal challenges Europe in a changing world – inclusive, innovative and reflective societies”, and it addresses the topic Young-2-2014: “Youth mobility: opportunities, impacts, policies”.

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 (EU), the mobility of EU citizens is at the heart of the European project, stimulating broad and longstanding programmes and research all over the continent. EU policies have promoted free movement in the EU to improve the functioning of the labour markets through the balancing of skill needs, labour-market shortages, and unemployment. At the same time, the lack of internal mobility on Europe still persists: “While 4.1 percent of EU residents are from outside the European Union, only 2.5 percent are EU nationals living in another Member State” (Benton, 2013: 3).

The Europe 2020 strategy sees the young generation as a driving force for smart and sustainable economic growth because young people are most likely to take the risk of moving abroad for educational or work-related reasons and to contribute to social and economic development with innovative business strategies (Eurofound 2011:6). The merits and impacts of freedom of mobility in the EU are intensively discussed within the political agenda: On the one hand, the right

to work, live, and retire in another EU member state can have numerous social, cultural, and economic benefits such as “efficient labour markets, increased cultural exchanges, better-trained workers, and the opportunity for citizens to broaden their horizons” (Benton,2013). On the other hand, the economic crisis in Europe and the enlargement of the EU have raised doubts about the impacts of mobility on sending and receiving countries.

The **central aim of MOVE 2018** is to provide evidence-based knowledge on mobility of young people in Europe as a prerequisite to improve mobility conditions, and to identify the factors that foster or hinder “beneficial” mobility. This aim is pursued using a multilevel interdisciplinary research approach, aiming at a comprehensive and systematic analysis of the mobility of young people in Europe.

The main research question of the MOVE project is: How can the mobility of young people be “good” both for socio-economic development and for the individual development of young people, and what are the factors that foster/hinder such beneficial mobility? MOVE addresses different patterns and types of mobility of young people with quantitative and qualitative data collection and analyses in collaboration with institutions from six European countries: Luxembourg, Romania, Hungary, Germany, Norway, and Spain.

The main objectives of MOVE are to:

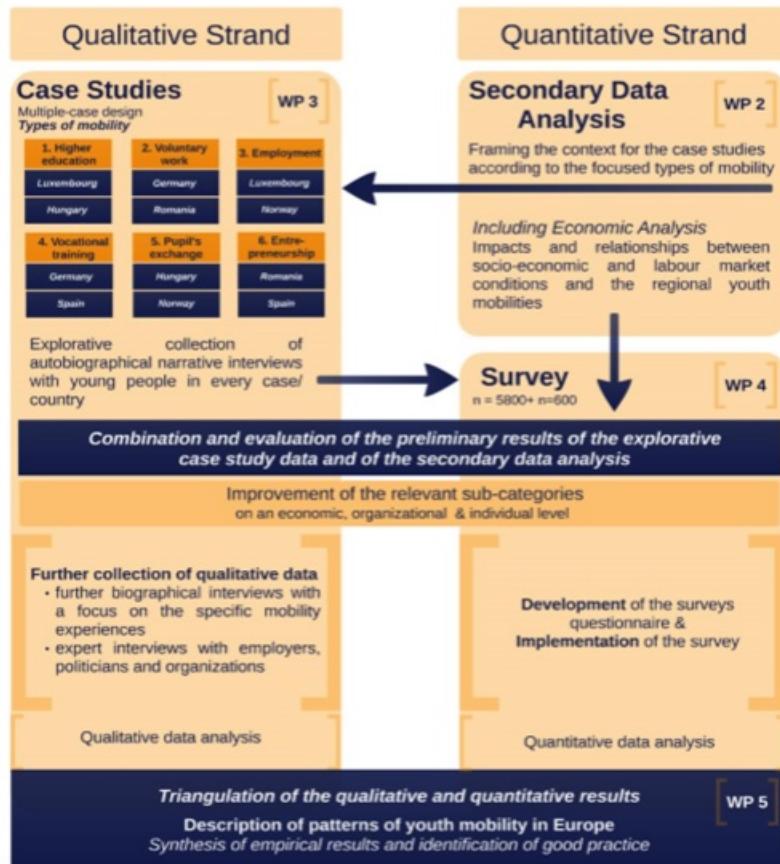
1. Carry out a comprehensive analysis of the phenomenon of mobility of young people in the EU;
2. Generate systematic data about young people’s mobility patterns in Europe based on case studies, a mobility survey, and on secondary data analysis;
3. Provide a quantitative integrated dataset on European youth mobility;
4. Offer a data-based theoretical framework in which mobility can be reflected, thus contributing to scientific and political debates;
5. Explore factors that foster and factors that hinder good practice based on an integrative approach with qualitative and quantitative evidence;
6. Provide evidence-based knowledge and recommendations for policy-makers through the development of good-practice models.

MOVE is based on a **multi-level and transdisciplinary research design**. On the micro-level, the main focus of research is young people and their achievement of agency. On the meso-level, the organisational field of the respective type of mobility within the given national and international legal regulations is taken into consideration. Finally, on the macro-level, the social and economic data at a national and regional level will be brought together and analysed with regard to the mobility situation of young people.

MOVE empirical research started with a secondary-data analysis (work package¹ 2), in which existing statistical data was collected and evaluated on the national and regional scale. The secondary data analysis built the research frame for both the case studies (WP3) and the construction of the survey (WP4). The case studies were based on six relevant types of youth mobility in Europe: student mobility for higher education, cross-border volunteering, employment mobility, mobility for a vocational training, pupil's exchange, and entrepreneurship mobility. The focus on these six types of mobility enabled us to carry out research on the various facets of mobility beyond the structure of specific programmes of youth mobility. The preliminary results from the explorative field experience and the analysis of the first qualitative interviews, together with the result of the secondary data analysis, established the basis for improving and extending the selected sub-categories and for developing guidelines for further qualitative research and the survey's questionnaire. The project continued with a larger qualitative part, with 242 in-depth interviews (WP3), and a quantitative part (WP4) that addressed the motivation experiences and barriers experienced by mobile and non-mobile young people (18-29) through a double-stage sampling survey. These results will be compared and interpreted together in WP5 with the aim of providing a research-informed contribution towards an improvement of the conditions of mobility of young people in Europe and a reduction in the negative impacts of mobility.

¹work package will be referred as WP onwards

Figure 1: Research design



For further information about WP2 please consult Public Deliverables D.2.4 "Final Work Package Report WP2. Sampling and secondary analyses of macro data of youth mobility in Europe and the partner countries". For information on WP3 D.3.5 "Integrated Work Package Report. Patterns of youth mobility: results from the qualitative case studies," and on WP4 "Descriptive Analysis Report D.4.5" available at the project's website <http://www.move-project.eu/>.

2. Executive Summary

This report is the final condensation of the results collected in the MOVE project's quantitative work package, in which the aim was to obtain and analyse quantitative data from European young people (18-29 years old), in order to explore the mobile youth population, (and who are not mobile), as well as their mindsets. Moreover, we also wanted to address the fostering and hindering factors of mobile and non-mobile young in regard of mobility, their specific social embeddedness and social background. All in all, this report tries to respond the specific objectives set for this WP detailed in the next section.

The methodology carried out for this purpose was designed taking into account the difficulties of lack of census of young people on the move and also the variety of mobility types. That said, a dual strategy has been followed by implementing a panel and a snowball online survey, providing two datasets with 8,706 respondents, 5,499 respondents for the panel (MOVE-SD1-2017), and 3,207 for the snowball (MOVE-SD2-2017). As will be explained in section 3.1 "methodology", the results hereby presented are based on a new dataset (MOVE-SD3-2017) obtained through the merge and weighting of the aforementioned datasets with the aim to obtain a more balanced composition. For further information on results of the panel and snowball survey separately see the results of the Descriptive Analysis Report (D.4.5)²

- The main **motivations for mobility** in our sample are primarily associated with the learning or knowledge of languages, either to learn or improve languages (46.3%) or because there is a previous knowledge of a language (33%), which is considered to be an advantage for mobility. Second are those motivations related to work, either to improve working conditions (31.2%) or to improve the opportunities for personal and professional development (28.7%). Both people with mobility experiences and non-mobile participants who rank motivations as a hypothetical exercise share these motivations, which suggests that there is something else affecting the decision whether or not to act upon them.
- There is a greater percentage of people who have had or would consider a mobility for an **education-related reason** among mobile participants compared with non-mobile respondents (30.2% versus 21.2%). On the other hand, improving working conditions is cited by 31.2% of non-mobile respondents and 26.8% of mobile people. In other words, people who have not been mobile would consider mobility mainly for working reasons, while most mobile people have had their mobility mainly during their student years.
- These motivations differ according to **macro-determinants**. The main mobility motives for youth from "utiliser countries" lie in the educational sector, a result that is in accordance with the higher rates of educational mobility in these countries (Hemming, K.,

²All 3 datasets and their scientific use file will be available at Gesis data archive at the end of the project.

Tillmann, F., and Reißig, B., 2016). Mobile young people of “promoter countries” focus on escaping unfavourable social and economic conditions in their home countries, taking with them human capital for the advantage of the hosting countries, while youth from “utiliser countries” pursue educational goals and thereby gain human capital for their countries of origin from abroad. The motivations of Spanish youth, while coming from the only beneficiary country, lie betwixt and between, showing characteristics of both other types.

- In general, the perception about the usefulness of the **sources of information for mobility** is quite negative. The most useful sources of information according to the young participants in the survey are informal sources such as internet search engines (48.5%) or friends (35.7%), followed by 32.1% who have been advised by teachers. On the other hand, online communities, social media, and university websites are useful for 25.7% and 24.7% respectively. The least useful for respondents are those related to employment: EURES, first –which has only been used by 1.2% – followed by portals and employment agencies, as well as government websites and the press. Whether these sources are not useful or young respondents do not know them remains unclear.
- At **country level**, search engines are one of the main sources for the preparation of mobility, especially in Germany and Spain; and in the latter, also social media. Personal sources (friends and family) are especially relevant in the cases of Hungary and Romania, but also in Luxembourg. It is in this country where university websites become more important, which is consistent with the fact that 82% of young people with international mobility have made their experience of mobility for study-related reasons, as it is mandatory to carry out an external mobility to obtain the title of university graduate. In relation to the sources related to the labour sphere, they remain unimportant, with the highest percentage of usefulness of the labour-related sources (only 9.1% for employment agencies and 10% for voluntary service agencies) being that of Hungary and Germany respectively. Governmental sources being national or European rank the lowest.
- In line with the assumptions and the presented analysis on reasons for mobility, the **obstacles** for becoming mobile differ according to macro-structural factors between young people from promoter countries and those from utiliser countries. However, the differences are smaller compared to those regarding reasons for and motivations of mobility. Regarding the educational obstacles, the results are contradictory to the assumption: only registration difficulties were reported most by the utilisers. Accordingly, promoters tend to report a higher level of work-related obstacles and a lack of resources, whereas utilisers rather fear worse welfare conditions in the destination countries. Again, Spain exhibits its betwixt-and-between status: regarding lacking resources as obstacles for mobility, Spanish youth appeared similar to youth from promoter countries; whereas regarding fear of worse welfare conditions and registration difficulties for education, Spain was in line with the

utiliser countries.

- As for the **agency** of young people, no significant correlations have been found between the mode of agency (“iteration”, “evaluation”, and “projection”) (Emirbayer and Mische, 1998) and mobility-related behaviours among young people, neither regarding travel or visiting relatives.
- Mobility does not seem to be related to **how young people act**: it seems to have no impact on mobility if they are rather rational (“evaluative-practical” dimension), if they took the advice of others into account (“external orientation” dimension), or if they acted rather spontaneously and freely (“intuitive” dimension), which led to assume that mobility-related behaviour is more embedded in wider structure(s) – whether institutional, national or supra-national – rather than individual preferences.
- Comparing the results of the **mode of agency analyses** with the results achieved in WP3 (qualitative interviews) of MOVE, we find some congruence of the results. Both qualitative and quantitative data show that there is not only one mood of going abroad – for example “practical-evaluative”. Young people, rather, approach mobility in different ways, which also include “intuitive” and via “external orientations” on significant others (such as peers). It may even be assumed that young people change their agentic strategies as they respond to new situations.
- 74.7% of young respondents **evaluate their mobility experiences** positively (evaluation of the first, most relevant, mobility experience, aggregation of 4 and 5 values in a 5-point scale). All other mobilities (young people were surveyed about up to five mobilities) have similar positive valuations (70% to 80%). However, notice to say that 39.5% German respondents show less satisfaction with their experience, while Spaniards are those with highest satisfaction (86.5%) with their mobility experience.
- According to our analyses, **social networks** also play an important role for mobility. As suggested by the literature, mobility does not occur spontaneously in a vacuum, but is rather rooted (embedded) in social networks. Although this influence is much more important on long-distance travel, and less significant to short-term and short-distance mobilities, within our sample 63.2% of mobile respondents have friends who did a student exchange, 42.4% have friends who have studied abroad, and 51.4% report that their friends have recommended them to study abroad.
- When questioned about who was important or affected their **decision to make the move**, 91.3% of respondents report to have had a major influence in their own decision, while 38.2% report that their parents had a big influence in their decision, and 33.2% cite the importance of the influence of their friends or partner. By type of mobility, we can

observe that in the case of friends, 35.3% of those whose mobility was for studies recognise that friends played a very important role, while in those who have a mobility for work the figure is 30%. Partners are more influential in the mobilities for work (35.1%) compared with studies (29.2%).

- All variables related to **social networks'** previous mobility experiences (having parents, siblings, friends who have studied abroad) are significant for the mobility of the young respondents. The variable that presents the highest coefficient is to have siblings who have been abroad. Socioeconomic variables (older age, being a male, having tertiary education level) present high significant values, while relational variables keep their significance. The effect of the mobilities of direct contacts for education-related reasons seem to favour the mobility experiences of young people, although attention should be paid to their interaction with other variables, as this could be a reflection of a general greater socioeconomic status, as studying abroad is not accessible to all. When considering work-motivated mobilities the significance disappears or is negative.
- **Social capital** is constituted as a heterogeneity among young people. Those who have a greater informal social capital – that is, an extensive network of personal contacts – are the ones who carry out this type of mobility projects to a greater extent. As for formal social capital formal participation on civic organisations (Putnam, 1995; Kerrissey and Schofer, 2013; Cetin *et al.*, 2016), both mobile and non-mobile respondents rank low although men score higher than women. The correlation between formal and informal social capital is negative although with a low coefficient (-0.052). This seems a bit contradictory, since it would seem that the access of one social capital could provide the other. On the other hand, what the data show is that young people specialise more in one type of network than in others and that, in the light of previous data, it can be deduced that young women maintain larger informal networks while men, to a greater extent, take part in formal organisations, such as associations of various kinds.
- There is correlation between formal and informal social capital with the fulfilment of the different **expectations** that the young people had with respect to their projects of mobility. Formal social capital maintains significant negative correlations with the expectations of acceptance in the new society, personal experience, and salary. On the other hand, informal social capital maintains positive correlations with the fulfilment of almost all the proposed expectations: those of acceptance in the new society, personal experience, acquisition of a language, as well as educational and professional expectations. The success of the projects of international mobility of young people depend to a large extent on the informal social relations they maintain. It will be through these non-formalized contacts that they will access the resources that facilitate not only their personal adaptation, but also their educational and professional development.

- In regard to **future plans**, those most predisposed to move to another country are young people from Spain and Romania (44.8% and 41.2%). Those are also the more likely to learn a new language (70%), while only 39.2% Germans and 50% Luxembourgers consider it a future probability. Expectations to become unemployed relate to employment figures, young people from Spain (31% consider it likely or very likely), followed by young people of Norway (20.2%), Germany (13.8%), Hungary (12.9%), Romania (10.8%), and, finally, Luxembourg (8.6%). In terms of acquiring training to work in a different area of employment, apart from the cases of young people in Germany and Luxembourg, nearly half of the young population surveyed considered that it was likely that they would do so in the future.
- Mobility is a source of heterogeneity among young people that can represent an added value for access to different positions in the **employment** system. Young people with mobility experiences are significantly more represented amongst liberal professionals and self-employed. This reinforce the “payoff” theory of mobility (Gerhards and Hans, 2013), which becomes an access to skills such as multilingualism as well as the symbolic value of having been abroad. However, as seen in the influence of inequalities for the implementation of mobility projects, the young people who have these mobilities are significantly in better conditions of departure: university students with higher social capital, from a well-educated background, and men. While this is a positive outcome in personal terms for the mobile respondent, the overall result of the experience of mobility and its qualification in the labour market is in the wider context a reproduction of social inequalities. In the case of entrepreneurs, our data confirm the literature hypotheses about transnational entrepreneurship and migrant entrepreneurship of migrants, which describe higher rates of self-employment of migrants than of natives in different European countries.
- Our results show a positive relationship between **mobility and professional “success”**, being determined by age and educational achievement, where university level increase by 0.4 points on the success scale provided the other variables remain constant; the same with the increasing level of spoken languages. At country level, we also find statistically significant differences with reference to Germany. Being from Germany increases the probability of success followed by Norway, Luxembourg, Spain, Romania, and Hungary accordingly. In the case of those who have had an international mobility, a higher degree of social transnationality is also added.
- In regards to their **transnational activities** young mobile respondents are generally well informed about news from their country of origin, their country of residence, and internationally. Their preferred means of staying informed reveal a generational shift in media consumption habits, giving priority to the internet and to social networks over traditional media. Unexpectedly, respondents without international mobility declare that

they are more informed nationally and internationally in all channels of information: TV or radio, newspapers (printed or digital), websites or blogs, and social networks.

- In relation to **social transnationalism** mobile respondents maintain more contact with their acquaintances in their country of origin than with those of their country of residence; less than half maintained weekly contact with friends of their destination country. Mobile respondents also keep contact more regularly with their family and friends than non-mobiles.
- Regarding **economic activities**, our sample are net receivers and do not send many remittances. The analysis highlights significant differences by country. Young people from Germany stand out significantly in the sending of remittances to people or associations in their home country. Similarly, Germans, Luxembourgers, and Hungarians show significantly higher proportions in sending remittances to people abroad compared to young people of Spain and Romania.
- The degree of involvement in **cultural activities** in relation to the country of origin tends to be greater than involvement in political and social activities. The set of young people with mobility shows a more active participation in activities related to the reception country, with the exception of supporting sports teams in the country of origin.
- Regarding **civic and political participation** in associations (both face-to-face and virtual), mobile young people participated more intensely as collaborators or followers through social networks rather than playing an active role both in the country of origin and in the country of destination. Active participation was greater only in youth and student associations, and in recreational-sports associations. Respondents without international mobility participate less in all proposed activities, except in political parties and trade unions. The signature of petitions related to the country of origin appears first (15.6%), followed by the donation of money for ethical, political, or environmental reasons also in relation to the home country (9.8%). In general, the highest levels of participation in the host country occur in those activities related to social events such as demonstrations and meetings, or the purchase of products.
- Looking at the **simultaneous nature of transnationality**, the dimensions that most consistently correlate with each other are those grouped in the index as relative to the country of destination, which means that those young respondents who participate in any of the areas considered in the host country probably do so in all other areas.
- We can affirm the existence of the double axis of **identity affinity** among respondents – the local-regional-national and the cosmopolitan-European – a double dimension that is explanatory both for the mobile and non-mobile youth of all the countries of the sample.

- According to our regression models on mobile youth in all **dimensions of identification**, not only are the different instances of identity nested and intertwined, but the effects of mobility and transnationality affect all dimensions of identity. Our analysis also confirms an overlap between the European and cosmopolitan identities, which confirms the non-exclusive nature of identities.
- Luxembourg is the country where we find a greater initial identification with this national axis. The expectation of changing countries, as well as having siblings who have studied abroad, would detract from this identity dimension, while being employed and having children would act in the opposite way. Also positively related to this “local-national” block are the expectations of returning to your country in the future and not having had barriers to mobility.
- **European identity**, besides belonging to Luxembourg (negatively) and Romania (positively) – consistent with the latter’s more recent incorporation into the EU – is shaped by the facts such as have been in a European country during mobility, to have been abroad several times, to have parents who have done the same, to feel integrated in the host society, to be a student, to have tertiary studies, and the language level. Mobility with a European programme has a positive impact on the European identity. However, if the financing of the mobility was carried out mainly through a European programme (less access to other funding options and more dependent on this finance), the model predicted a lower degree of European identification.
- Amongst the predictors of a high degree of **identification with the world**, we find the youngest and the women. Young respondents from Spain have a high perceived degree of cosmopolitanism and young people from Luxembourg have less self-identification as cosmopolitans. In this model, the effects of the European mobility policies do not appear, although feeling welcomed in the destination society and personal satisfaction with mobility are still relevant. Transnationality rates in the destination country (in a positive way) and in the country of origin (negatively) are the most relevant variables in our model on cosmopolitanism.
- Most of our respondents’ mobilities happened within the space of the **European Union** (77.1%) and this affects in a generally positive way several aspects such as bureaucratic issues, qualification recognition, mobility barriers, financing, transportation, etc.
- All our analyses corroborate the effect of country or origin and institutional elements as key factors that affect a whole society such as economic situation, unemployment, expectations of professional development, welfare state, etc. Assuming the same level for other socio-economic variables, countries perform as another variable of inequality. The “mobility promoters” Hungary and Romania face a continuous brain drain because of a

high level of working mobility while having lower rates of outgoing educational mobility. Whereas on the contrary, the utilisers Germany, Luxembourg, and Norway make use of the manifold opportunities for outgoing educational mobility and thereby gain and exploit human capital. Spain, with its stated changing characteristic on the macro level, also exhibits micro-level tendencies towards the mobility promoters, having lower levels of outgoing educational mobility and higher levels of outgoing working mobilities, compared to the utilisers.

3. Work package 4: Survey

Javier Lorenzo, Víctor Suárez-Lledó, Víctor Fernández-Araiz

Building on the results obtained by previous work packages, the aim of the MOVE WP4 “Survey” was to obtain and analyse **quantitative data** from 6,350 (n=5,750 panel + 600 snowball) European young people, in order to reach the following objectives:

1. To find out about the role and value of information and support services for young people and their decision-making process to go abroad.
2. To explore the role of transnational networks for support and as a potential “pull factor” for mobility.
3. To examine the agency of young people with mobility experience and without it.
4. To study the formation of social capital and the dimensions of social inequality of mobile young people and their effects on future perspectives and the reproduction of social inequality.
5. To investigate the formation of identity by those mobile young people compared to non-mobiles.
6. To examine the career plans of young people and the bonds to remain committed to the home country (e.g. sending of money, supporting the family, etc.).
7. Get insights into the (re)production of social inequality concerning mobility and immobility.

The basic difficulty of the research on mobility is that the universe is unknown due to the inexistence of a census of young people on the move, especially when considering the whole variety of mobility types. In order to maximise the outcome of the quantitative analysis, **two complementary strategies** were implemented to meet all the research objectives. The employment of a online panel allowed us to study mobile and non-mobile young people in their countries, by a

proportional sample based on the population, sex, and age group's distribution. This approach was complemented with a self-selected snowball survey. The rationale behind this strategy was to oversample mobile young population that is usually very low in national samples.

Under the lead of Partner no.7, the Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología (ICN), two datasets were obtained. The first of these (MOVE-SD1-2017) was obtained via an online panel survey³. The second one (MOVE-SD2-2017) was obtained through a snowball-sampling self-selected online survey, disseminated to an initial dataset of about 5,485 starting points by all Consortium partners, targeting only young people who have had a mobility experience⁴.

After cleaning and debugging, the final sample was comprised of **8,706 respondents**: 5,499 respondents for the panel MOVE-SD1-2017, and 3,207 for the snowball MOVE-SD2-2017.

MOVE focuses on international geographic mobility of young people within Europe. Because of ethical requirements, the survey was aimed at a **population within the age range of 18-29**, to explore their mindsets, experiences and motivations regarding mobility, and barriers or reasons that hold non-mobile young participants in their countries.

The **term ‘geographical mobility’** is often used interchangeable with the term ‘migration’ even though they emphasise different aspects of cross-border mobility. There are already at least three dimensions that underpin the differences between mobility and migration: 1. space, as ‘mobility’ is used for intra-European mobility; 2. time, as it often refers to shorter periods; 3. normative assumptions about what is ‘good’ for the EU. These different and overlapping meanings are thus value driven and first and foremost an expression of power relations: While mobility is always used in contexts in which cross-border movements of people are fostered (and ‘good’), migration can be legal or illegal, and the illegal immigration to the EU appears as something that should be hindered (Karl *et al.*, 2016: 89).

For the purpose of the project “**mobility**” was practically defined as having been abroad for a reason different than tourism or visiting relatives for at least 2 weeks, this ‘soft’ concept of mobility was set to accommodate for all kinds of mobility’s studied such as pupil’s exchange (usually weeks), vocational training (in Germany 3 weeks), volunteering, etc. Through this document the different types of **mobility experiences have been aggregated** for analytic purposes in mobility for academic related reasons: school exchange, vocational training, a part of the studies taken abroad (Erasmus), entire programme abroad (Ba, Ma, PhD), or language

³Subcontracted on the basis of best value for money to GfK (Art. 13 AMGA) after two open calls (published January 4 and March 11, 2016)

⁴MOVE voluntary opted to be part of the H2020 Open Research Data Pilot aiming to improve, maximise the access and re-use of the research data generated by actions financed by the European Union under Horizon 2020, hence, the datasets will be accessible one year after completion of the project at GESIS at the Leibnitz Institute for Social Sciences in Cologne, Germany.

courses; and mobility for work related reasons: work experience internship as part of higher education, vocational training, entrepreneurial, voluntary service, to work or seek for a job, au-pair.

The surveys within WP4 targeted young people who have **nationality** of any of the six countries of the project consortium (Germany, Hungary, Luxembourg, Norway, Romania and Spain) or who have attended their secondary school, A-levels (last year of studies if they did not finish secondary studies) in any of the six countries of the project consortium (educational residents or Bildungsinländer). In line with the strategy established in WP2, we considered mobility to all EFTA countries and not only consortium countries.

3.1. Methodology

3.1.1. Online Survey: A mixed method

Traditionally, it has been very rare to find **quantitative analysis in migration or mobility studies**, and such data are even rarer with large samples (Fawcett and Arnold, 1987; McKenzie and Mistiaen 2009). One of the main reasons for avoiding this kind of methodological approach is the difficulty of acknowledging the universe – i.e., the whole population to be analysed. Therefore, the main claims against using surveys with migrants or mobile population revolve around: “representativeness bias, causal inference, the shortage of statistically analysable data and the lack of methodological transparency” (Landau and Jacobsen 2005). Beyond that, practical and logistical issues, such as budget and time constraints, have also discouraged further development. Nevertheless, in recent years, several projects have developed mixed-method studies that include both qualitative and quantitative analyses (Bilsborrow 1997; Hussein, Manthorpe and Stevens, 2011; Lados, 2013; Zander *et al.*, 2013, Rerat, 2014). The increasing attention this topic has received in the last decade, along with the necessity for more comparable and accurate data from different countries, has encouraged scholars to overcome the aforementioned hurdles by carrying out specialised studies. These allow researchers to conduct surveys and then either develop a probabilistic sample or design different methods with non-probabilistic samples (Bloch, 2007, McKenzie and Mistiaen, 2009).

Continuing this trend, we here present two datasets focused on mobility factors among European youth. These datasets encompass personal, professional and environmental dimensions, and hope to contribute toward filling the literature gap. Rather than choose among the traditional approach of face-to face or self-administered mail questionnaires and telephone interviewing, new techniques have become available through the development of the internet, particularly email and web-based surveys. In our study, the target population is quite large and widely distributed geographically, making a face-to-face survey economically unfeasible. Given the

different languages spoken by the population and its geographic dispersion, a telephone survey was also dismissed. Taking all this into consideration, online surveys appear to be the best choice. (Kwak *et al.*, 2002; Duffy *et al.*, 2005).

The use of web-based surveys has been widely discussed among social-science scholars over in the past 20 years (Couper *et al.*, 2001, Gosling *et al.* 2004). Although the particulars of the technology are new, the controversy surrounding the research methodology is not. In fact, much of the current debate about online surveys is reminiscent of a previous era when mail and telephone surveys were met with suspicion (Konstan *et al.*, 2005, Sue and Ritter, 2012). Regardless, despite of the clear advantages presented by online surveys (low-cost, fast response, and easy completion as major benefits), they also face some drawbacks: namely, a lack of representativeness because of self-selection bias in the sample, and several concerns about the anonymity and confidentiality of the process (Dillman, 1978; Couper, 2000, Gosling *et al.*, 2004, Landau and Jacobsen, 2005).

Some scholars have argued against the lack of anonymity and confidentiality on responses to web-based surveys (Landau and Jacobsen, 2005; Bloch 2007). However, when the questionnaire incorporates a set of sensitive questions or the answers require that participants spend more time on them than anticipated – as in the case of the MOVE project’s questionnaire – online surveys seem to be the best choice (Atkinson and Flint, 2001; Tyldum and Brunovskis, 2005). In these cases, online surveys avoid the “intimidating” presence of interviewers on the phone or in person, and respondents tend to feel safer and able to provide more honest answers (Davis *et al.*, 2004; Wright, 2005).

The major reason for using an online survey is the existence of a **perfect match between our target population and its Internet usage, nullifying the risk** of lack of representativeness (Wright, 2005). In Europe, access to the internet among the 16- to 29-years-old cohort in EU-28 countries is 94%. A total of 85% of these young people surf the web daily and around 80% of them have set up a social-networking-site profile. These percentages present a potential scenario with greater accessibility than face-to-face interviews (Duffy *et al.*, 2005) or fixed-telephone ratios, which have fallen over the last decade within European countries and especially among young people, who are more likely to use their mobile telephones when they live alone, as is the case with 70% of this population (Häder, 2012).

All in all, the final decision was to launch a panel online survey, following a conservative implementation strategy by partnering with a web-based survey company that allowed us to ensure the selection of the sample according to country, mobile/non-mobile, age, and sex requirements. Furthermore, this company deployed the web and the software to gather the data, as well as guarantee the confidentiality and anonymity of the responses in the data-collection process.

Oversampling mobile respondents:

The panel survey design suggested that the sample composition of non-mobile respondents would prevail over the number of mobile young people. The geographical-location requirement highlighted that sampling the mobile young population was in itself a critical factor in the project's data-collection process. In order to tackle this challenge and capture a larger number of young people with mobility experience, a second snowball survey was designed, thus counterbalancing the data obtained from the panel and oversampling the subset of the mobile young population.

Undoubtedly, the sampling of respondents and mobile people is one of the main challenges faced by researchers who want to develop surveys with migrants. Nevertheless, surveys frequently under-represent **hidden populations** because very large numbers of subjects can be required to reveal "low incidence" populations (Watters and Biernacki 1989). Therefore, migration and mobility studies have not ignored the challenge regarding populations who could be defined as "hidden" or "rare elements" (Heckathorn, 1997; Muhib *et al.*, 2001; Platt *et al.*, 2006; Kendall *et al.*, 2008), where there is little likelihood of achieving complete sample frames.

Literature in health studies (Pequegnat *et al.*, 2007), social sciences (Platt *et al.*, 2006), and more specifically in migration and refugee studies (Baltar and Brunet, 2012; Perez *et al.*, 2013), have overcome this hurdle by designing **mixed strategies, including non-probabilistic samples**⁵. In this sense, three approaches are frequently used: stratified, snowball, and intercept-point sampling. Nevertheless, when analysing hidden population, snowball sampling (Goodman, 1961) seems to be the most efficient way to obtain respondents through referrals among people who share the same characteristics (Biernacki and Waldorf, 1981, Buchanan and Smith, 1999), as it is been proven by the Mexican Government (Massey and Singer, 1995) or Netherlands Demographic Institute (Groenewold and Bilsborrow, 2004).

Furthermore, the use of a range of **social-media channels** for network maintenance is well documented in previous research (Haythornthwaite, 2005; Ledbetter, 2009). Information technology has generally helped migrants to stay connected to their geographical origins (Baltar and Brunet, 2012; Illenberger and Flötteröd, 2012; Rérat, 2014), improving the quality of social life for migrants, but may also pose additional challenges. Social Network Sites (SNS) used among migrants can therefore indicate both the need to bridge cultural boundaries and to keep up with user practices among peers (Binder and Sutcliffe, 2014; Dekker and Engbersen, 2014).

Given that there are no actual figures on the number of young people immersed in a migration process or a mobility experience, we followed previous literature by combining and complementing the online panel survey ($n=5,499$), connecting directly with the young people who were or who had been immersed in a mobility process (previous to or at the time that the survey was

⁵A non-probabilistic sample is one where some members of the survey population have an unknown or zero chance of selection as a complete and accurate sampling frame is either not used or not available (Bloch, 1999)

carried out) through a snowball. This sample tackled mobile youth from the consortium countries, involved institutions, youth-mobility organisations, professional networks, NGOs, social media such as Facebook and Twitter, and mailing. Survey respondents were later provided with access to the report's summary of key findings.

Snowball processes consist of an initial sample of subjects, who are then asked to provide referrals to other subjects in the population of interest (Goodman 1961). Each individual in the sample is asked to name K different subjects who are part of the mentioned rare population, and each of these is then asked to name K different subjects who belong to the rare population, and so on. A necessary condition for the successful application of snowballing is that members of a rare population know each other (Kalton and Anderson, 1986). The major concern, then, when running a snowball process, is to obtain enough starting points from which to snowball, as this makes it more likely that the sample will share characteristics and be more homogeneous in nature than the population from which it is drawn. Larger samples quotas to ensure representation by key demographic variables, the use of multiple starting points for the snowball chain, and drawing just a few links from each chain are some of the techniques that have been used (Atkinson and Flint 2001). Furthermore, one way of widening inclusion – and therefore the representativeness of surveys with migrants – is the use of multiple networking approaches for the purpose of snowball sampling. The six mobility types already identified by MOVE project, drove the snowball dissemination process.

The snowball was a continued workflow process implemented by consortium institutions⁶. The dissemination contact points ranged from institutions to companies, personal contacts, young mobiles, and Facebook groups. Two months before the survey was launched, consortium members identified the core dissemination starting points belonging to each mobility type. Then, after the survey was launched, the contact register was constantly fed, gaining new contacts through recommendations and mobility-driven research.

In order to ensure that the sample was balanced and all mobility experiences well-represented, in the last question of the survey the respondents were allowed to indicate through which platform/organisation/personal contact they come to know about the survey. This allowed the consortium members to orientate the dissemination workflow.

Panel Survey (MOVE-SD1-2017) Technical Note:

⁶The consortium members were provided with several text examples adapted to a variety of receptors and a weekly report with the total number of completed surveys per country, thus allowing members to monitor the progress and evaluate the results of their media strategy. All the information arising through the process was compiled by each consortium member in an anonymized contact dataset (when not involving public records). This register served as a key control for each country to follow up its performance and showed the aggregate number of both formal and informal points contacted, comprising institutions, organisations, social networks, and individuals relevant to each target group

The first dataset (MOVE-SD1-2017) was obtained via an online panel survey (n=5,499) subcontracted on the basis of best value for money to GfK (Art. 13 AMGA). This panel allowed us to study mobile and non-mobile young people in their countries with a proportional sample based on the population's sex and age-group distribution.

The sample characteristics of this panel survey were:

- Universe: Mobile and non-mobile young people between 18 and 29 years old holding at least one of the consortium nationalities, or those who obtained the secondary certificate/diploma in any of the six participating countries.
- Sample error: n=1,000 interviews, +/- 3.2%; n=750 interviews +/- 3.7% confidence interval 95%.
- Subcontractor: GfK (assisted by country partners in Luxembourg and Norway) followed an online-panel multi-sourced recruitment process, combining both offline and online sources.
- Quality standards: ISOMAR, ISO, AENOR, IQNet.
- Sample size: 5,499 questionnaires.
- Languages: The online-panel survey was translated by all partners into English, French, German, Hungarian, Norwegian (Nynorsk and Bokmål), Luxembourgish, German for Luxembourg, Romanian, and Spanish.
- Fieldwork dates: The online panel survey was conducted from November 23, 2016 to January 30, 2017, accounting for eight weeks. Pre-test: The questionnaire was submitted to a pre-test.

Snowball Survey (MOVE-SD2-2017) Technical Note:

The snowball online survey was implemented by Partner 7, the Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología, using a copy of the panel survey and disseminated by all Consortium members coordinated by ICN.

The sample characteristics of this survey were:

- Universe
 - Mobile people or people with mobility experience; between 18 and 29 years old;
 - holding citizenship of one of the participant countries or who have been in the school system of one of the six participating countries before leaving school.
- Methodology: non-probabilistic snowball self-selected online survey.

- Sample size: n=3,207.
- Languages: As with the panel survey, the snowball was translated into English, French, German, Hungarian, Norwegian (Nynorsk and Bokmål), Luxembourgish, German for Luxembourg, Romanian, and Spanish.
- Duration: 15-25 minutes.
- Fieldwork dates: The Snowball Survey was launched on 7 December 2016, reached its period of peak activity between 19 December 2016 and 31 January 2017, and ended on 5 February 2017.
- Sample per country: A questionnaire was assigned to a consortium country if the respondent had that country's nationality or had obtained his/her secondary certificate in that country or studied the final year in that country if not finishing his/her secondary school.

Merging and Weighting both datasets (MOVE-SD3-2017)

With the aim of obtaining a larger sample, calibrating bias, and following the suggestions of the Commission reviewers, we proceeded to merging and weighting using the method of post-stratification of the two samples obtained through the panel and the snowball.

There are numerous studies where the effects of weighting between probabilistic and non-probabilistic samples are discussed – see Cobben and Bethlehem (2013), David S. Yeager (2011), Chang and Krosnick (2009), Breidt and Opsomer (2008). However, our challenge in weighting by the process of post-stratification is not that of converting a non-probabilistic sample into a probabilistic one – which would lead us to employ other techniques, such as the Propensity Score Adjustment (PSA) (Lee 2006) – but rather that of balancing the sample obtained in order to improve the composition.

Post-stratification is a well-known and commonly used technique, which – in brief – consists of a method of estimating the calibration in order to reduce the variation of the estimates and the bias resulting from non-coverage and non-response (Kalton and Flores-Cervantes, 2003). To use this method, it is necessary to use auxiliary qualitative variables for the configuration of the layers (Cobben and Bethlehem, 2013). Once the layers are configured, the composition of each one of them is compared with the official statistics (EUROSTAT). Thus, the process of weighting gives more weight to the respondents of under-represented groups and less weight to over-represented groups.

Aware that our survey panel was distributed via the Internet and not through a probabilistic panel, it will be necessary to take into account the bias derived from this method. In addition, as the aims of the project include extrapolating conclusions for general mobility of the countries of the consortium, the first weighting factors were calculated on the basis of the following variables:

- Country of residence of the respondent, with a total of six categories: Germany, Spain, Hungary, Luxembourg, Norway, and Romania.
- Age of the respondent, with two categories of response, 18-24 and 25-29 years old.
- Gender, with two categories of response: Male and Female.
- Educational level of the respondent, with two categories or response: Secondary or less and Tertiary.

The next step corresponds to the merger of the mobile respondents on the panel with those of the snowball. Because of the lack of official statistics on the mobile population, a reference survey is needed. In this case, the composition of the previously weighted mobiles of the panel is used as a reference study.

In summary, given a hidden population, where there are no official statistics on the universe, we use the panel to obtain a representative sample of the population. Once the process of stratification has been carried out, the composition obtained of the mobiles on the panel is used to calibrate the combined sample of mobiles of the panel and the snowball. Furthermore, in accordance with our commitment to carry out an analysis with a comparative approach, we calculate the weighting both at the aggregate level and at the country level.

In summary⁷ four weighting variables were obtained. The first two variables take into account exclusively the panel sample and allow comparison between mobiles and non-mobiles. The difference between the two variables is that, in the first case, a weighting has been carried out for the population size of the country that does not allow comparisons between countries because the relative size of Luxembourg in relation to Germany is too small, while, in the second case, the distribution obtained by country is maintained. The third and fourth variables combine the samples of the mobiles on the panel and the snowball, following the same logic as in the previous case.

Throughout this document the weighted panel dataset has been used when comparing the whole sample (mobile and non-mobile respondents n=5,499)⁸ while the weighted merged dataset (mobile respondents in the panel and the snowball n=5,275) was used when remarks or analyses are performed only on young people with mobility experiences⁹

⁷For more information about the merging and weighting process, consult the reference bibliography or the working paper presented to the ESA General Conference (Suárez-Lledó *et al.*, 2017).

⁸Weight 1 for the whole sample, 2 for country comparisons.

⁹Weight 3 for the whole sample, 4 for country comparisons.

3.1.2. Sample Composition

The sample composition at national level is relatively homogeneous, each of the countries represents 17% of the total sample (apart from Luxembourg and Norway – 13.4% and 15.9% respectively). This is because one of the main requirements is proportionality, at least at this level, with the aim of being able to make comparisons between countries. There is a clear difference between the number of mobiles obtained by the panel and by the snowball. The total number of young people recorded within the panel sample is 5,499 (2,068 mobile), and in the case of the snowball, 3,207. By country, the highest proportion of mobiles is found in Luxembourg and Spain (21.2% and 20.2% respectively). The fact that Luxembourg has this high proportion of mobile people is mainly because of the obligation of the Luxembourg educational system to spend at least one year of university studies abroad, as well as because of the country's geographic distinctiveness.

Table 1: Sample composition from panel and snowball by country

	Eurostat		Panel (Total)		Panel (Mobiles)		Snowball	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Germany	11,720,972	51.7%	961	17.5%	367	17.7%	1,124	35.0%
Hungary	1,444,897	6.4%	980	17.8%	272	13.2%	157	4.9%
Luxembourg	90,824	0.4%	739	13.4%	438	21.2%	231	7.2%
Norway	837,198	3.7%	877	15.9%	252	12.2%	176	5.5%
Romania	2,862,824	12.6%	976	17.7%	322	15.6%	354	11.0%
Spain	5,708,794	25.2%	966	17.6%	417	20.2%	1,165	36.3%
Total	22,665,509	100%	5,499	100%	2,068	100%	3,207	100%

Comparing the composition by age, in line with the data provided by Eurostat¹⁰ for our population universe, the sample is proportional in the case of the panel. Taking into account the mobiles in the panel and in the snowball, we observe a greater proportion in the 18- to 24-year-old age group in the snowball sample (64.5%), while in the panel the mobile population aged between 25 and 29 is slightly higher (51.5%).

¹⁰<http://ec.europa.eu/eurostat/data/database>

Figure 2: Sample composition by age. Eurostat, panel and snowball by Age

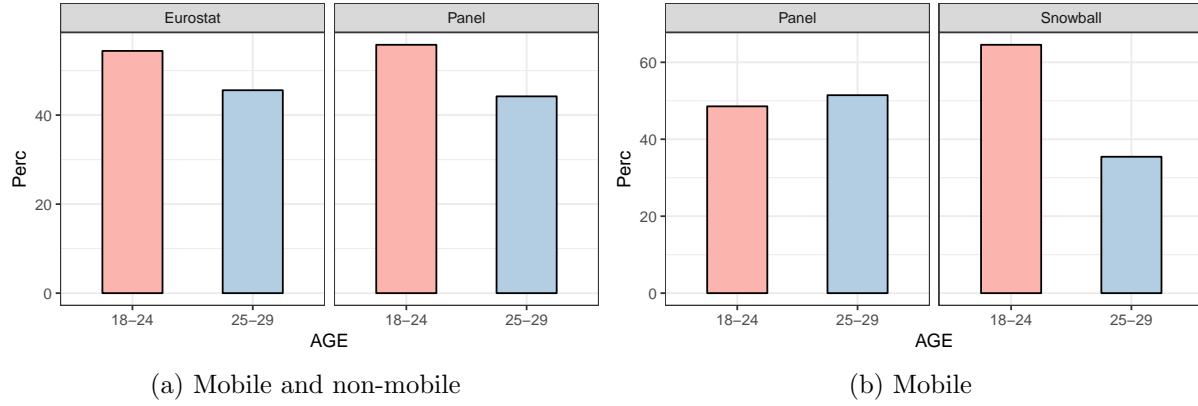


Table 2: Sample composition by age. Eurostat, panel and snowball by Age

	Eurostat		Panel (Total)		Panel (Mobiles)		Snowball	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
18-24	12,336,405	54.4%	3,068	55.8%	1,004	48.5%	2,070	64.5%
25-29	10,329,104	45.6%	2,431	44.2%	1,064	51.5%	1,137	35.5%
Total	22,665,509	100%	5,499	100%	2,068	100%	3,207	100%

Regarding gender differences (Table 3), we first observe a clear imbalance between the panel and the official statistics, and secondly a clear imbalance especially between the mobiles of the panel and the snowball. The Eurostat data for young women in the six countries indicates 48.4%, compared with 53.3% in the total panel. Mobile women represent 71.1% of the snowball sample, while in the panel they represent 52.8%. The higher percentage of women in both samples is consistent with the literature, as women tend to participate more in this type of survey (Curtin *et al.*, 2000; Singer *et al.*, 2000; Moore and Tarnai, 2002).

Figure 3: Sample composition by gender. Eurostat, panel and snowball by gender

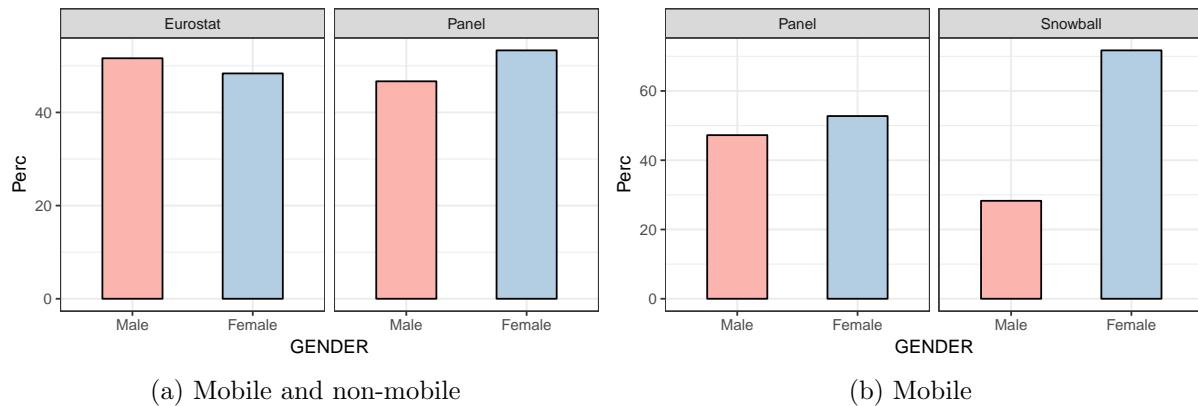


Table 3: Sample composition by gender. Eurostat, panel and snowball by gender

	Eurostat		Panel (Total)		Panel (Mobiles)		Snowball	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Male	11,705,258	51.6%	2,567	46.7%	977	47.2%	907	28.3%
Female	10,960,251	48.4%	2,932	53.3%	1,091	52.8%	2,300	71.7%
Total	22,665,509	100%	5,499	100%	2,068	100%	3,207	100%

The educational level attained by respondents presents the biggest of the imbalances between the panel composition and the official statistics. In the former, 57.1% had reached post-secondary (non-tertiary) studies or less, while the Eurostat data show 80.9%. In the case of the mobile population, there are no differences between the panel sample and that of the snowball, at least at this level (44.6% post-secondary or below and 55.4% tertiary studies in both samples). The over-representation of people with tertiary studies in both samples, when compared to official statistics, is also consistent with the existing literature on the use of online surveys (Goyer 1986; Curtin *et al.*, 2000; Singer *et al.*, 2000) and mobility (Navarrete *et al.*, 2014).

Figure 4: Sample composition by educational level. Eurostat, panel and snowball by educational level

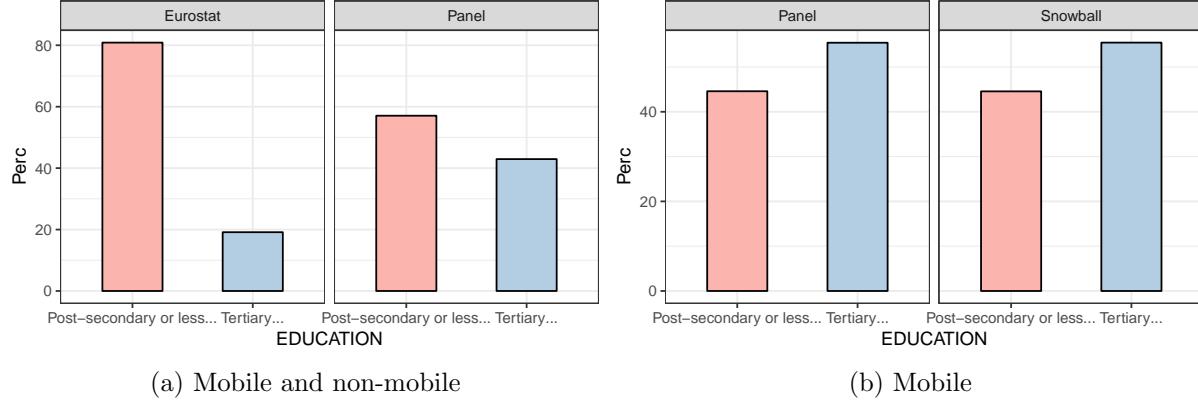


Table 4: Sample composition by educational level. Eurostat, panel and snowball by educational level

	Eurostat		Panel (Total)		Panel (Mobiles)		Snowball	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Post-secondary (non-tertiary) or less	18,328,582	80.9%	3,138	57.1%	922	44.6%	1,429	44.6%
Tertiary	4,337,471	19.1%	2,361	42.9%	1,146	55.4%	1,778	55.4%
Total	22,665,509	100%	5,499	100%	2,068	100%	3,207	100%

4. Results towards WP4 Objectives

After this overview of initial findings, the lead research team of WP4, in collaboration and coordination with the other partners in the project, agreed to carry out a study in greater depth of those aspects identified as most important. This was to deepen the knowledge of this mobile population, its patterns and motivations, and the starting conditions and personal aspects that – conditioned by institutional limitations – influence not only their decision to carry out mobility or not, but also the different types of mobility.

For this reason, the following sections focus on a set of analyses, of an eminently empirical character, which not only responds to the aims identified in WP4 but also seeks, employing various methodologies, to cast some light on this complex phenomenon, attending to different particularities from various theoretic approaches, for the greater enrichment of the document and also with the aim of increasing the methodological repertory and the existing empirical evidence.

Following a logical order of approaching the phenomenon of intra-European youth mobility, the first section of this report will seek to frame the main differences between that sector of youth which decides to undertake the experience of mobility and that which does not. This section will examine and identify the main mobility **patterns**, starting from a perspective of a more individual character that is based on socio-demographic and motivational factors, continuing with the analysis of the structural geographical character of the patterns, according to the theories of centre-periphery based on Wallerstein's system-world theory (Wallerstein, 1979, 1991), and finally linking the relationship between these motivational factors and the macro-environment according to the typologies established in WP2 in accordance with the theory of the creation and exploitation of human capital (Becker, 1964).

The study continues with a section devoted to the analysis of the **agency** of the young people surveyed, tested though an original scale that seeks to construct an empirical application of the theories of Emirbayer and Mische (1998), and the relationship between the capacity of agency and mobility. The following section tackles the role of peers and **social networks** as a supporting and enhancing factor for mobility, in order to later analyse the **social, economic, cultural, and political ties that these mobile young people maintain with their place of origin** through the novel contribution of an index of transnationality constructed from the categories of analysis defined in the literature and formed by the factors identified in the questionnaire. This index serves as an explanatory variable of other processes such as career plans, expectations and future plans, and the relationship of enterprise and professional success to mobility. We then analyse the development of formal and informal **social capital** and its impact on **inequality** through the analysis of the socio-economic factors that influence mobility, and the reproduction of inequality that in turn generates these mobilities. We close the report with the vision held

by the respondents of the countries studied of the utility of the main **sources of information** they have available when starting to take this decision, analysing formal (institutional), informal (personal networks), and general (search engines) sources, as well as the impact of mobility on local, regional, national, European, and cosmopolitan **identities** and their possible overlap.

Throughout this document the panel dataset has been used when comparing mobile and non-mobile respondents and the merged dataset (mobile respondents in the panel and the snowball) was used when remarks or analyses are performed only on young people with mobility experiences (for further information please refer to the methodology section p. 8-18).

5.Objective 1: Patterns of mobility

Javier Lorenzo, Víctor Suárez-Lledó, Víctor Fernández-Araiz

The overall concept of MOVE brings together transdisciplinary expertise that allows the joint pursuit of the following two goals: Firstly, the research is directed at young people and their perspectives and strategies towards geographical mobility. Secondly, the geographical, economic, and political contexts will be investigated as a given framework for the mobility of young people. A comprehensive analysis of the interplay between contexts and the agency of young people will be fundamental to developing good practice models.

In the light of the theory of social reproduction (Bourdieu 1984), we assume that a preference for mobility is strongly related to the position of the young person (and his or her family) (Skrobanek and Jobst 2006). Thus, young people are not objects but rather subjects of the situation with which they are confronted (Bynner 2005; Elder 1995) although their options are limited by the circumstances under which they live (Mills and Blossfeld 2005; Walther 2001). Dependent on their economic, social, and cultural background, young people actively choose those mobility opportunities that fit with their given beliefs and desires, their social background, and the specific constraints of their given life stage (Elder 1995).

5.1.Identifying patterns of mobility:

Studies to identify the determinants of mobility and the causal mechanisms through which an individual decides not only to carry out such an action but also in which place and what it is that he or she seeks or hopes to find use very diverse sources, theoretical approaches, and multidisciplinary methodologies. In addition, most of the reference literature approaches mobility from the migratory perspective –in general of longer duration– which presupposes a series of additional determinants that are not always contemplated by those subjects who decided to pursue an intra-European mobility experience. This differentiation would enter into

the classification that Fassmann and Munz (1992) identify as a migration of elites, determined by educational questions or those related to the characteristics of the labour market, as will be demonstrated empirically through this study.

A first set of studies highlight socio-demographic factors as determinants of mobility patterns. Thus, Vandenbrande *et al.* (2009) identify those with a higher educational level as those who most experience mobility, corroborating the findings of Fassmann and Munz from years earlier. Similarly, the age at which mobility is carried out, gender and educational level (in particular, the knowledge of languages) – as well as a family background with migratory and/or mobility antecedents – come to play a determining role in the development of mobility patterns. For this reason, our first goal is described as follows:

O₁: To identify which socio-demographic factors significantly condition mobility patterns.

A second argument deployed in the literature is related to the geographic and historical questions of the countries from which people depart and towards which they carry out this mobility: questions such as vicinity (being a bordering or nearby country) (Favell, 2008), common cultural elements (religion, culture, language), or a historical past (former colonies, belonging to the same state, important shared events) (Hooghe *et al.* 2009) influence the individual's decision to choose a particular country as a destination. As a result, the second goal is:

O₂: To identify which geographical determinants influence the mobility decision.

Finally, another set of studies does not ignore the institutional elements or environmental limitations that condition mobility patterns. That is, the macro-variables that affect the whole of a society, such as the economic situation, unemployment, expectations of professional development, welfare state, etc. (Castles and Miller, 1993; Massey *et al.*, 1998; Hooghe *et al.* 2009), which lead us to highlight as a third goal:

O₃: To classify the structural factors that determine mobility patterns within the countries that are the object of study.

5.2. Mobility patterns according to socio-demographic factors

Javier Lorenzo, Víctor Suárez-Lledó, Víctor Fernández-Araiz

The more traditional approaches of immigration theory focus on personal factors and, in particular, on individual decisions. That is to say, migratory movements can be explained from a calculation of personal cost-benefit. Migration thus would imply in itself a benefit for the immigrant whether in monetary or psychological terms (Balaj and Karasova, 2017). From current theories about international migrations, it has, however, been assumed that the cost-benefit calculation is not sufficient to explain migratory patterns.

In this section, we analyse mobility patterns according to the main reason for which young people carry out their mobility experiences and the relationship that exists with the variables of age, sex, size of locality in which the respondent has spent most of his or her life, level of education, and country of origin. Later, the frequencies and percentages of mobile young people according to the type of mobility and the above-mentioned variables are presented.

Our sample of mobile respondents¹¹ presents 53.6% of mobilities related to education, while 34.2% are motivated by work or other reasons 12.2%. Aggregated by work (work-experience internship as part of higher education, vocational training, entrepreneurial, voluntary service, to work or seek a job, au-pair) or studies (school exchange, vocational training, a part of the Erasmus studies taken abroad, entire Bachelors, Masters, or PhD programmes abroad, language courses), the cohort of 18- to 24-year-olds there is a higher number of mobilities carried out for education, as also occurs with the respondents with a higher educational level. By countries, Luxembourg, Norway, and Spain are those with the highest number of mobilities carried out for reasons connected to education. Only in Romania and Hungary is there a higher concentration of mobilities related to work.

Table 5: Type of mobility (work and studies) by age, gender and size of locality

	Age		Gender		Size of locality		Total	
	18-24	25-29	Male	Female	Rural	Urban		
Work	753	33.9%	1,048	43.5%	915	37.6%	886	40.3%
Studies	1,469	66.1%	1,359	56.5%	1,516	62.4%	1,313	59.7%
Total	2,222	100%	2,407	100%	2,431	100%	2,199	100%
					727	37.1%	1,039	40.0%
					1,231	62.9%	1,556	60.0%
					1,958	100%	2,595	100%
							4,629	100%

Table 6: Type of mobility (work and studies) by level of education

	Lower secondary or less	Secondary and Post-secondary	Tertiary education	Total
Work	171	50.4%	1,165	40.2%
Studies	169	49.6%	1,736	59.8%
Total	340	100%	2,901	100%
			464	33.5%
			924	66.5%
			1,801	38.9%
			2,829	61.1%

Table 7: Type of mobility (work and studies) by country

	Germany	Hungary	Luxembourg	Norway	Romania	Spain	Total	
Work	734	47.3%	193	51.1%	104	17.3%	108	28.9%
Studies	819	52.7%	185	48.9%	496	82.7%	265	71.1%
Total	1,552	100%	378	100%	600	100%	373	100%
					300	54.3%	363	30.9%
					253	45.7%	811	69.1%
					553	100%	1,173	100%
							4,629	100%

To carry out a more concise approach, we designed a logistical regression model whose dependent variable is the type of mobility or the main reason for which the mobility has been carried out.

¹¹Merged dataset, mobile respondents from panel and snowball.

The control variables used are: country¹², age in two groups (18-24 and 25-29)¹³, gender¹⁴, the educational level reached, in three large groups¹⁵, and the size of the locality in which they have spent most of their lives – rural or urban¹⁶. Focusing on the coefficients obtained and their level of significance, we observe that at the level of country, taking Spain as a reference, belonging to Luxembourg increases to a greater extent the probability that the mobility is carried out for educational reasons; taking into account the exponent of its B coefficient, the fact of belonging to this country increases the probability of having carried out mobility for education by 150.1%, the other predictor variables remaining the same. The opposite happens in the cases of Romania, followed by Hungary and Germany.

As is logical, at such early ages, the probability that the type of mobility is for education is much higher (95.9% increase in probability when aged between 18 and 24). The same occurs taking gender into account, as the fact of being a man increases the probability of moving for education by 20.2%. In relation to educational level achieved, it should be noted that primary and secondary levels compared with tertiary levels diminishes the probability of mobility for studies by a respective 48.8% and 37.4%. In contrast to the other variables introduced, there are no significant differences related to the size of the locality.

Table 8: Logistic regression of type of mobility

Dependent Variable: Type of mobility		B	S.E.	Wald	Exp(B)
Qcountry	Germany	-0.558***	0.086	42.228	0.572
	Hungary	-0.670***	0.126	28.138	0.512
	Luxembourg	0.917***	0.134	46.890	2.501
	Norway	0.234*	0.136	2.985	1.264
	Romania	-0.984***	0.109	82.000	0.374
	Spain (ref.)				
Age (recoded)	18-24	0.673***	0.070	93.081	1.959
	25-29 (ref.)				
Gender	Male	0.184***	0.065	8.015	1.202
	Female (ref.)				
Level of education	Lower secondary or less	-0.690***	0.137	25.261	0.502
	Secondary and post-secondary	-0.469***	0.080	34.398	0.626
	Tertiary education. (ref.)				
Size of locality	Rural	-0.104	0.069	2.278	0.901
	Urban (Ref.)				
	Constant	0.698	0.085	67.641	2.010
N=4,699 Sig.Omni. <0.01 Sig.H-L <0.01 R ² Nag= 0.115					
D.V: 1=Studies 0=Work			*p<0.1 **p<0.05 ***p<0.01		

¹²Variable Qcountry in the dataset MOVE-SD3-2017 (hereafter “the dataset”).

¹³Variable Age_{Recodedinthe dataset}.

¹⁴Variable Q1b in the dataset.

¹⁵Variable Q33 of the dataset.

¹⁶Variable Q32 in the dataset. Rural are categories 1-3 less than 20.000 inhabitants.



The following tables present the frequencies and percentages corresponding to the different motivations¹⁷ and obstacles that young people perceive when carrying out a mobility.

There is a generalised consensus between the mobiles and non-mobiles and the motivations with a higher percentage are those related to languages. In the first place, "To learn/improve languages" (46.3%, 48.2% for mobiles and 45.3% for non-mobiles) and "Previous knowledge of the language" (convenience) (33%, 34.4% for mobiles and 32.4% for non-mobiles), stand as the most relevant, considering the latter as an advantage for mobility. In second place are motivations related to work: "To improve working conditions" (31.2%, 26.8% for mobiles and 33.5% for non-mobiles) and "In order to improve opportunities for personal/professional development" (28.7%, 31.5% for mobiles and 27.3% for non-mobiles).

In terms of the differences between young people with and without mobility, there is a higher percentage of study-related reasons" for people who have this experience (30.2%) than for people who do not (21.2%). This reflects how educational and training development necessarily involves episodes of mobility, or, put another way, mobility between people who have this experience is found to be closely linked to personal development in education and personal training. On the other hand, improving working conditions represents 33.5% for non-mobile people and 26.8% for mobile people. Thus, it could be considered that the people who are most reticent or with fewer opportunities to have a mobility experience consider that mobility is an opportunity to work in other countries.

¹⁷Variable Q9 of the dataset "Generally speaking, what reasons do you consider most important to spend some time/move abroad? This was a multiple response question in which respondents could mark up to 3 answers. Frequencies present the number of responses and percentages the number of cases, that is to say the percentage amongst the total of respondents who marked that answer"

Table 9: Motivations for mobility by Mobile / Non-mobile

	Mobile	Non-mobile	Total
To learn/improve languages	888 48.2%	1,656 45.3%	2,544 46.3%
Previous knowledge of the language (convenience)	633 34.4%	1,183 32.4%	1,816 33.0%
To improve working conditions	493 26.8%	1,224 33.5%	1,717 31.2%
In order to improve opportunities for personal/professional development	581 31.5%	999 27.3%	1,580 28.7%
Studies related reasons	557 30.2%	776 21.2%	1,333 24.2%
Feeling attracted to the culture /country	341 18.5%	670 18.3%	1,011 18.4%
The financial situation in my own country	269 14.6%	611 16.7%	881 16.0%
Personal relationships in the chosen country (friends/family)	273 14.8%	480 13.1%	753 13.7%
Family related reasons	195 10.6%	436 11.9%	631 11.5%
To be unable to find a job in my own country	206 11.2%	393 10.8%	600 10.9%
For love, getting together with partner	135 7.3%	338 9.2%	473 8.6%
The political situation in my own country	119 6.5%	210 5.7%	329 6%
Having been there before	124 6.7%	186 5.1%	311 5.7%
I have no interest to spend some time/move abroad	27 1.4%	249 6.8%	275 5%
Personal health reasons	68 3.7%	135 3.7%	203 3.7%
Other(s)	68 3.7%	100 2.7%	168 3.1%

*Frequencies are based on the number of respondents that marked this option and percentages are related to respondents per each sample group (mobile n=1,843; non-mobile n=3,657 and total n=5,499).

As in the case of motivations, the respondents also answered about the obstacles¹⁸, or perceived barriers for carrying out a mobility. The following tables contain the corresponding frequencies and percentages, comparing young people with and without mobility. When moving abroad, the highest proportion of young people find lack of sufficient linguistic knowledge to be a barrier (39.3%). Also, a “lack of financial resources to move abroad” (31.0%).

In relation to the barriers or difficulties considered, the proportions are quite similar for all the categories. However, the biggest difference found concerns the lack of financing: 35.6% for those who have not carried out international mobility compared with 21.8% of those who have done so.

¹⁸Variable Q11 of the dataset “Generally speaking, which obstacles do you face/have you faced to spend some time / move abroad?”. This was a multiple response question in which respondents could mark up to 3 answers. Frequencies present the number of responses and percentages the number of cases, that is to say the percentage amongst the total of respondents who marked that answer

Table 10: Obstacles faced for mobility by Mobile / Non-Mobile

	Mobile	Non-mobile	Total
Lack of sufficient language skills	597 32.4%	1,562 42.7%	2,159 39.3%
Lack of financial resources to move abroad	402 21.8%	1,300 35.6%	1,703 31.0%
Lack of support or information	435 23.6%	822 22.5%	1,258 22.9%
I did not experience any barrier or difficulty	380 20.6%	649 17.7%	1,028 18.7%
Psychological well-being	326 17.7%	683 18.7%	1,009 18.4%
Difficulties finding a job abroad	314 17.1%	605 16.5%	919 16.7%
My partner is not willing to move	197 10.7%	450 12.3%	648 11.8%
Obstacles or differences in recognition of qualifications	268 14.5%	357 9.8%	625 11.4%
Financial commitments in my current place of residency	164 8.9%	396 10.8%	560 10.2%
A worse welfare system (pensions/healthcare)	216 11.7%	339 9.3%	555 10.1%
Difficulties to register in education/training	208 11.3%	311 8.5%	520 9.4%
Difficulties to obtain a work permit abroad	182 9.9%	299 8.2%	481 8.8%

*Frequencies are based on the number of respondents that marked this option and percentages are related to respondents per each sample group (mobile n=1,843; non-mobile n=3,657 and total n=5,499).

5.3.Explanatory geographical factors for mobility

Javier Lorenzo, Víctor Suárez-Lledó, Ioana Manafi and Daniela Marinescu

The following objective is related to the explanatory theories of migratory phenomena on the basis of geographical factors, historical phenomena of the country of origin and destination, as well as common cultural elements.

We here analyse mobility patterns in relation to geographical distribution (home country and destination) and the type of activities (education, work, and other) that are the motives for the mobility. The table 11 contains the total mobilities obtained through the survey.

Figure 5: All destinations (Q6a)

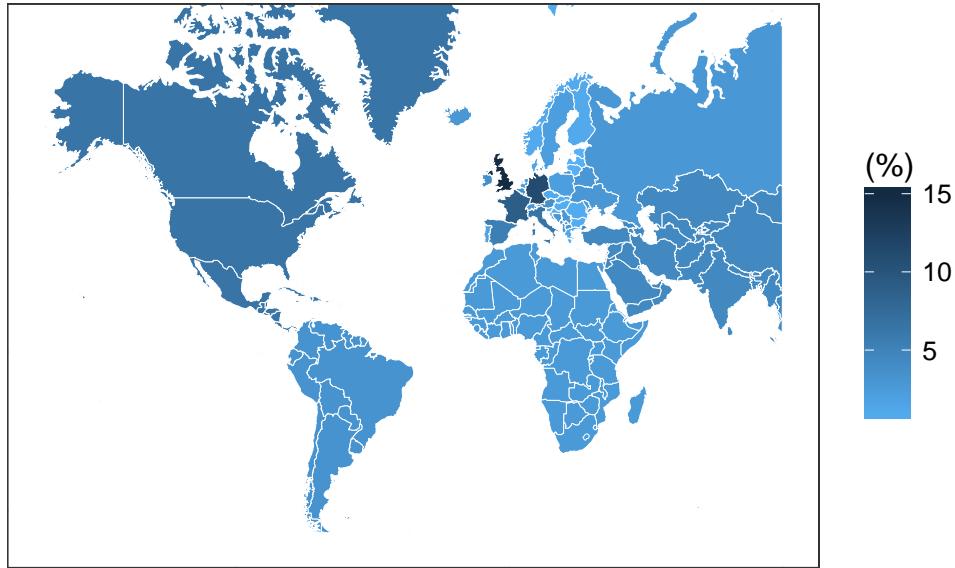


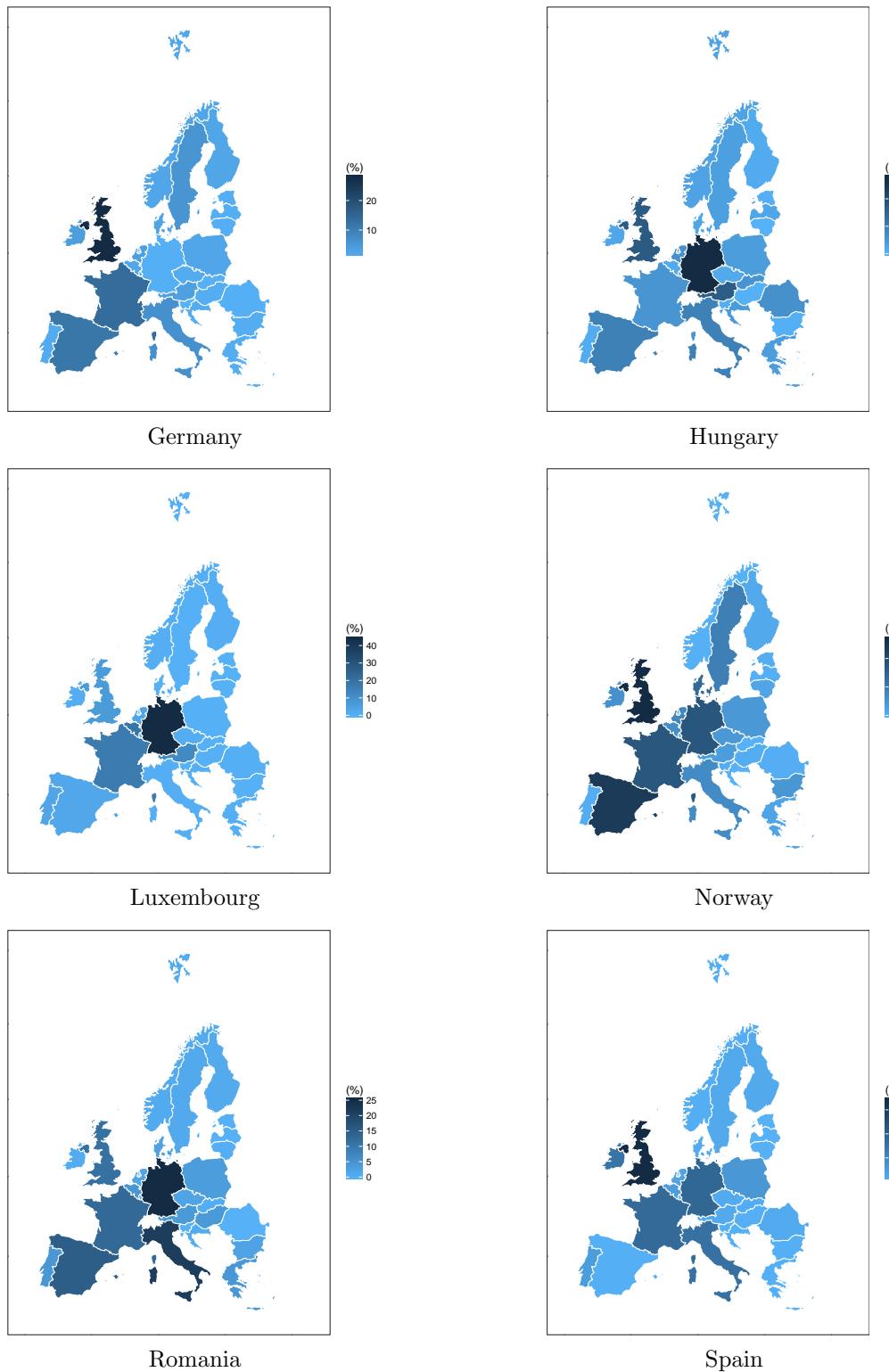
Table 11: Total of mobilities by motivation

	Total	Study		Work		Others	
United Kingdom	1,201	15.1%	United Kingdom	609	14.7%	United Kingdom	535 18,4%
Germany	885	11.2%	Germany	504	12.2%	Germany	302 10,4%
France	719	9.1%	France	478	11.5%	Italy	177 6.1%
						Spain	79 7.4%

At first glance, the main outcome observed is that the vast majority of young population having a mobility experience choose a EU country member, with special predilection for the United Kingdom, Germany, France, and Italy. The United Kingdom is the main destination country for mobilities carried out for education and work.

Below, we contrast the hypothesis of mobility patterns in relation to geographical proximity. That is to say, whether there are geographical patterns within European mobilities. For this, we have contrasted the total of mobilities perceived in the question “What countries have you travelled to for other reason different than tourism or visiting relatives?”.

Figure 6: All destinations (Q6a) by country (Qcountry) in Europe



Do the mobilities follow a geographical pattern? Mobilities for reasons related to education in some cases have a clear pattern of destination countries. That is to say, there are countries with a greater concentration of mobilities than the others. Germany is the clear destination country for the Hungarians and Luxembourgers, and the United Kingdom for the Spanish. However, in the rest of the cases – Germans, Norwegians, and Romanians – there is no single destination country for this type of mobility. The United Kingdom and France for the Germans; in the case of the Norwegians, North America and France also appear; Italy and Germany for the Romanians.

5.3.1.General trends in spatial polarisation of youth mobility

An approach to validate or refute this hypothesis is based on addressing a spatial analysis of the mobility flows between the countries that are the object of study, observing – from the theory of network analysis – the connections and directionality between them as sending and receiving countries. For this reason, this section examines general trends in spatial polarization for overall youth mobility, resulting in WP4's use of descriptive statistics and network theory.

The novelty of this approach consists in applying network analysis to study the intra-EU mobility flows using micro-data. Barnes (1954) was considered the first to use the term “social network”. Balaj and Karasova (2017) developed network theory to analyse the intra-European migration network system using macro-data, identifying the importance of the connectivity factors in determining the geographical layout of the intra-European migration network. The aim of their paper was to indicate that connectivity factors are of greater importance than push-pull factors as determinants of the geographical distribution of the intra-European migrant stocks. They found that the basic topology of the intra-European migration network changed little across the periods 1997 to 2004 and 2005 to 2013. Delhey *et al.* (2017) also developing social network analysis, found that the European social space has simultaneously becoming more internally “closed” (Europeanization) and more externally “open” (Europe has become an immigration region).

5.3.2.Analysis

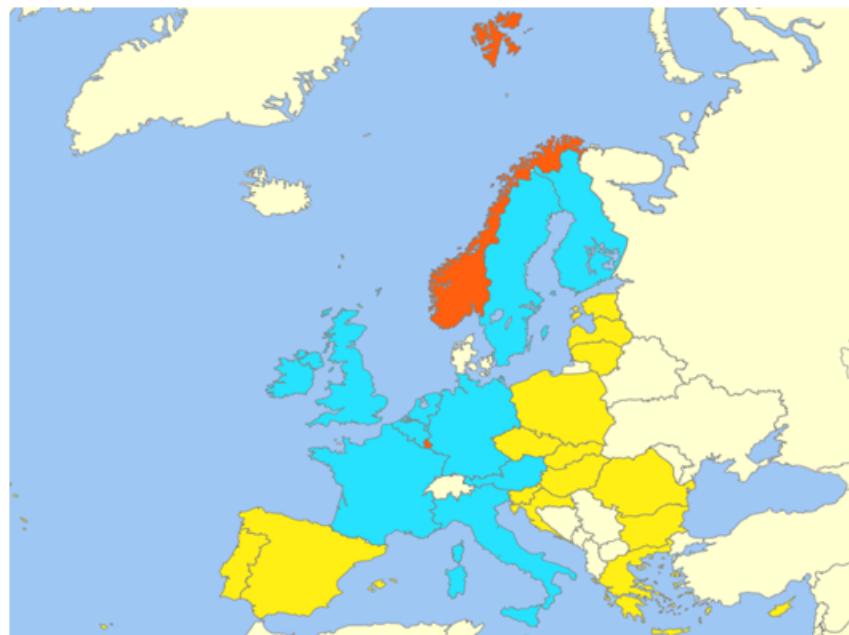
The aim of the analysis is to verify if the mobility of the respondents from the six countries in the European Union will keep the same patterns as those that resulted from the cluster analysis in WP2 (section 6.3), meaning that the countries will group in two different clusters: the central-receiving countries and peripheral-sending clusters and will follow the centre/periphery approach.

According to Wallerstein (1979, 1991) and by Kahanec and Zimmermann (2010) the hypothesis on which the three clusters relies are:

- Receiving countries will group in one cluster located in the centre of Europe, offering similar socio-economic conditions for incoming mobility and a positive crude rate of net migration.
- Sending countries will group in another cluster located at the periphery of Europe, offering similar socio-economic conditions for outgoing mobility and negative crude rate of net migration.
- The third cluster will group together the outliers (e.g. small countries, non-EU-countries).

According to Hemming *et al.* (2016) and Manafi *et al.* (2017) cluster analysis confirmed the assumed patterns. The data basis for the cluster analysis was compiled during the MOVE project in a Scientific Use File on “Youth mobility macro data for Europe”¹⁹. The cluster can be viewed in Figure 7, where yellow indicates EU/EFTA periphery-sending countries, blue the EU/EFTA centre-receiving countries, and with the outliers indicated in red.

Figure 7: Solution with three clusters for EU28/EFTA countries



¹⁹See Hemming *et al.*, 2016. The analysis was carried out based on EUROSTAT, OECD, and World Bank data for EU28/EFTA countries, among other sources, collecting data from 2004-2013. The final set of indicators considered was: GDP per capita in PPS, youth unemployment rate, GINI Index, expenditure on social protection, HDI, at risk of poverty, fertility rates, urban population, infant mortality rate, population density, and expenditure on pensions. Additionally, the indicator “crude rate of net migration” was included in the further steps of the analysis.

For the analyses we have considered all mobile respondents²⁰ from all six partner countries in the Consortium. Taking into account that the mobile respondents had the possibility of providing more than one possible destination (up to five different destinations), we focused the analysis on the main mobility as shown by the respondent. The second step was to sort the data using the variable type of mobility²¹. Thus, we obtained, for each of the six datasets (one for each partner country), subsets of data containing respondents with different types of main mobilities.

For each type of mobility analysed (and for the whole set of mobile respondents) we eliminated the following answers/destination countries: other European countries, other North America, etc, keeping only the EU countries and Norway. We worked with the data expressed in percentages (for example: 19.6% of the total respondents from Luxembourg went to France) for weighting the edges. The nodes of the network are the European countries of the EU-28 plus Norway. The edges are the mobility flows, ranked by their weights, which we have considered to be the percentage of mobile youth on that route.

To map the mobilities the software Gephi 0.9.1 and the Force Atlas 2 layout were used. ForceAtlas2 is a force-directed layout that simulates a physical system to spatialize a network. Nodes repulse each other as if they were charged particles, while edges attract their nodes. These forces create a movement that converges to a balanced state. This final configuration is expected to help the interpretation of the data²².

Results for Erasmus Student mobility

Mapping the intra-European Erasmus Student mobility from the six partner countries revealed the following network map (see Figure 8)

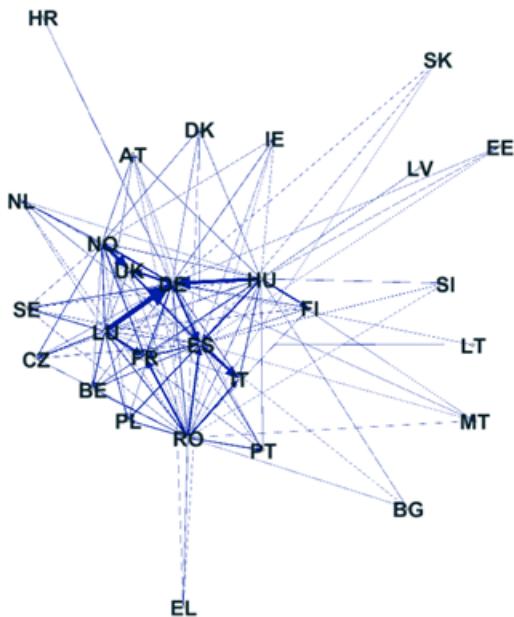
²⁰Merged dataset of mobile respondents from panel and snowball.

²¹Variable Q61_Q6in the dataset.

²²Plos One (<http://www.fromthelabbench.com/from-the-lab-bench-science-blog/mapping-a-social-network>)



Figure 8: Network map for Erasmus Student mobility

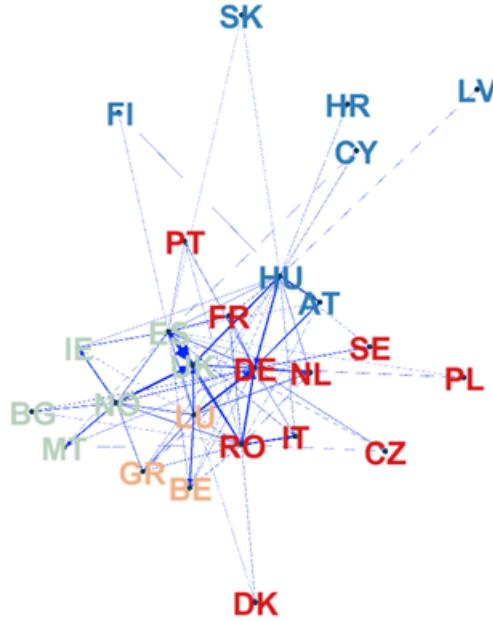


Apart from Luxembourg and Norway (which form the EU/EFTA outlier countries in WP2), the other countries were part of the EU/EFTA centre-receiving cluster defined in WP2 (Hemming, Tillmann, and Reißig, 2016)²³. Finland, Belgium, the Netherlands, Austria, Denmark, Ireland, and Sweden were also part of the centre-receiving cluster defined in WP2, but when using micro-data, they are not so well connected when voluntary work is considered. Romania and Hungary – which were part of the EU/EFTA periphery-sending countries cluster in WP2 – are in the centre of the map. A possible explanation is that as part of the six countries in the project they have strong connections with other EU countries. The countries from the EU/EFTA periphery-sending countries cluster are less connected. Among these, countries such as the Czech Republic, Poland, and Portugal have stronger connections.

The obtained modularity coefficient for general youth mobility was 0.171. This coefficient measures the strength of division of a network into communities, scoring between 0 and 1. Networks with high modularity have dense connections or edges between the nodes within communities, but sparse connections or edges between nodes in different communities. This is a low modularity score, meaning that countries form a network characterized by mostly inter-connected members.

²³See also Manafi, I., Marinescu, D., Roman, M., and Hemming, K., 2017. Mobility in Europe: Recent Trends from a Cluster Analysis. *Amfiteatru Economic*, 19(46), pp. 711-726.

Figure 9: The representation of the different communities for labour mobility



In the centre of the map, we again find countries such as the United Kingdom, Germany, France, and Spain. The modularity coefficient is small and some tendencies could be found in Figure 9, but these should be interpreted with caution.

5.3.3. Results

Mapping the intra-European mobility from the six partner countries revealed the following network map (see Figure 5).

The network map reveals the top destinations of young people for the general mobility from the six countries included in the project: Germany, Hungary, Luxembourg, Norway, Romania, and Spain. The most preferred destinations, lying in the centre of the map are: the United Kingdom, Italy, France, Germany, Spain. In the proximity of these countries we find Belgium, Austria, Denmark, the Netherlands. All the countries mentioned formed the EU/EFTA centre-receiving cluster defined in WP2 (Hemming, Tillmann, and Reibig, 2016). Finland was also part of the centre-receiving cluster defined in WP2; but, when using micro-data, Finland is less connected and lies at the periphery of the map. Norway and Luxembourg – which were part of the third cluster (EU/EFTA outlier countries) in WP2 – are situated in the centre of the map, meaning that they have strong connections with the other European countries when youth mobility is con-

sidered. Romania and Hungary – which were part of the EU/EFTA periphery-sending countries cluster in WP2 – are in the centre of the map. A possible explanation is that, being part of the six countries in the project, they have strong connections with other EU countries. The countries that less connected are Lithuania, Estonia, Slovakia, Croatia, Finland, the Czech Republic, Slovenia, Cyprus, etc., which were included in the EU/EFTA periphery–sending countries cluster. Overall, the results obtained in this section are consistent with those obtained in WP2 and also with those obtained by Balaj and Karasova (2017) when testing the centre-periphery. The obtained modularity coefficient for general youth mobility was 0.178. This coefficient measures the strength of division of a network into communities, scoring between 0 and 1. Networks with high modularity have dense connections or edges between the nodes within communities but sparse connections or edges between nodes in different communities. This is a low modularity score, meaning that countries form a network characterized by mostly interconnected members.

The most important obstacle faced in studying migration, as Balaj and Karasova (2017) stated, is the availability and quality of the data. Another limitation is related to the changing nature of contemporary international migration, temporary (as in our project) and circular mobility has also gained importance in terms of existing temporary programmes. In our case, despite the centre-periphery approach, the allowed value of the modularity coefficient reveals that – when speaking about mobility from the six countries to elsewhere within the European Union – the countries form a network characterized by mostly inter-connected members.

5.4. Country-level determinants for mobility

Karen Hemming and Frank Tillman

The third goal that this section was to address the environmental factors affecting the patterns of mobility of youth population. That is, the analysis of macro-variables that varies across countries.

With this aim Hemming and Tillman have performed an analysis aiming at triangulating the macro-level country typology derived from descriptive analyses of secondary data covering youth-mobility indicators compiled in WP2 SUF “Youth mobility macro data for Europe” (Hemming, Tillmann, and Dettmer, 2016)²⁴, focussing on the creation and exploitation of human capital

²⁴For detailed information about the country typology see D.2.4 Public Report page 140 available at www-move-project.eu. The country-typology indicates whether and to what extent a country is supposed to benefit from youth mobility flows in Europe. Therefore, each country is rated on two dimensions as being either more or less human-capital-creating and as either more or less human-capital-deploying or exploiting. To capture more recent developments (e.g. the economic crisis), the typology is based on data from 2009-2013 only. The included EU/EFTA countries were allocated to one of the four types, depending on the median scores of each included mobility indicator. In case of a changing median over time, more recent values were decisive.

through youth mobility (Becker, 1964), with reasons, motivations, and barriers for becoming mobile on the micro-level using the WP4 panel and snowball datasets.

This triangulation between WP2 secondary analyses and WP4 survey data will be presented more in detail in WP5 public report. As an advance of future results the analyses performed support the country typology. As the macro typology was based on a limited number of mobility indicators with the focus on incoming mobilities, the micro results validate the typology with detailed information on different kinds of outgoing youth mobilities for the six consortium countries.

The mobility promoter countries Hungary and Romania face a continuous brain drain (Balaz *et al.*, 2004; Docquier and Rapoport, 2012; Dodani and Laporte, 2005) because of a high level of working mobility while having lower rates of outgoing educational mobility. Whereas on the contrary, the utiliser countries Germany, Luxembourg, and Norway make use of the manifold opportunities for outgoing educational mobility and thereby gain and exploit human capital (Clemens 2007; Gibson and McKenzie 2011). Spain – with its already noted changing characteristic at the macro level – also exhibits micro-level tendencies towards the mobility promoter countries, having lower levels of outgoing educational mobility and higher levels of outgoing working mobilities compared to the utiliser countries.

The motivations for mobility differ mainly between young people from promoter countries and those from utiliser countries. Again, the motivations of Spanish youth –coming from the only beneficiary country –show characteristics of both other country types. The biggest difference between young people from promoter and utiliser countries was found regarding socio-economic constraints in the home country. Mobile young people of promoter countries focus on escaping unfavourable social and economic conditions in their home countries, taking with them human capital for the advantage of the hosting countries, while youth from utiliser countries pursue educational goals and thereby gain human capital for their countries of origin from abroad. The results reveal that Spain is no longer representative of the utiliser status.

In line with the assumptions and the presented analysis on reasons for mobility, the obstacles for becoming mobile differ between young people from promoter countries and those from utiliser countries (Fig.3). However, the differences are smaller compared to those regarding reasons and motivations for mobility. Regarding the educational obstacles, the results contradict the initial assumption as only registration difficulties were reported most by young people from utiliser countries. In line with the above-mentioned high motivation to learn the language, Spanish young people are those that most often perceive a lack of foreign language skills as an obstacle for mobility compared with young people in promoter or utiliser countries. In line with the assumptions, no main differences were revealed for personal obstacles. Accordingly, young from promoter countries tend to report a higher level of work-related obstacles and a lack of resources,

whereas those from utiliser countries tend to fear poorer welfare conditions in the destination countries. Again, Spain exhibits its in-between status: regarding lacking resources as obstacles for mobility, Spanish young people appeared similar to those from promoter countries; whereas regarding fear of poorer welfare conditions and registration difficulties for education, Spain was in line with the utiliser countries.

All in all, the presented analysis of the obstacles for becoming mobile supports the country typology on the micro level. Young people in Hungary, Romania, and Spain (with its changing characteristic) report the need of support and resources for becoming mobile. This underpins the fact that it would be important (while challenging) to find appropriate measures to favour a more balanced distribution of mobility costs and benefits among European states. Thus, separate European strategies are needed for the different country types, while adapting financial support to the special needs of each country. There should therefore be a particular focus on mobility promoters and fallers: they should be especially supported in deploying human capital created by mobility episodes and compensated for the costs of hosting mobile youth.

6. Objetive 2: The agency of young people with and without mobility experience

Jan Skrobanek, Emilia Kmietek-Meier

Agency is one of the main theoretical lenses in the project, thus it is also one of the foci in the qualitative part for analysing the data. MOVE uses the agency concept provided by Emirbayer and Mische (1998): “In our understanding agency of young people under mobility comes into play via their iterational, projective and practical elements of agency” (Skrobanek and Karl, 2016: p.99). The iterational dimension “lies in the schematisation of social experience. It is manifested in actors’ abilities to recall, to select, and to appropriately apply the more or less tacit and taken-for-granted schemas of action that they have developed through past interactions” (Emirbayer and Mische, 1998: p.975); the projective dimension “encompasses the imaginative generation by actors of possible future trajectories of action, in which received structures of thought and action may be creatively reconfigured in relation to actors’ hopes, fears, and desires for the future” (Emirbayer and Mische, 1998: p.971); the practical-evaluative dimension “entails the capacity of actors to make practical and normative judgements among alternative possible trajectories of action, in response to the emerging demands, dilemmas, and ambiguities of presently evolving situations”(Emirbayer and Mische, 1998: p. 971). Thus, the three dimensions depict three temporalities in which human agency is captured, while taking into account past experiences, future plans, and the present definition as well as evaluating the present situation.

6.1. An empirical model of agency

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 such as “self-efficacy” or “planful competence” (Hitlin and Elder, 2006: p.39), “empowerment” or “capability” (Alkire, 2008: p.7). Against this background, MOVE has chosen a different approach. Based on the theoretical thoughts of Emirbayer and Mische (1998) and the integrated framework model of MOVE (Skrobanek and Karl, 2016: p.99), MOVE’s quantitative survey introduces an instrument (a scale) to capture the agentic orientation of young people. Based on Emirbayer and Mische’s differentiation of iterational, projective, and practical-evaluative elements of agency, our concept covers a range of indicators that have been introduced to capture agency according to the authors’ definition of it. Hence, the scale developed in the context of MOVE and its theoretical framework follows the assumption that the iterational, projective, and practical-evaluative dimensions are explained by some higher-order structure. In the case of MOVE, this structure is a single second-order factor of general agency.

To depict the theoretical concept adequately, we localised the descriptors of each dimension in the text of Emirbayer and Mische(1998). Based on these descriptions, a pool of items for each dimension was proposed (at least 20 per dimension)²⁵. The socio-ecological perspective followed by MOVE (Skrobanek and Karl, 2016: p.100) was also taken into account, while introducing items that relate to others’ actions and experiences. Thus, we tried to avoid focusing on the solitary subject, as criticised in migration research (Manderscheid, 2014).

The final items for the scale were chosen from this pool. Items fit the following criteria: each item should be distinctive, concise, clear, and short. The last three criteria were important to create an instrument meant to be understandable to everyone, especially young people. The master version of the scale was introduced in English (see Table 1); however, the online MOVE questionnaire was available only in the languages of the project’s countries. The translation process might have an influence on the scale’s fit/goodness criteria, as the items’ actual meanings may vary between different language versions.

²⁵In the search for an adequate instrument to depict the concept of agency in MOVE, we reviewed existing scales whose theoretical embeddedness could suit the project. We reviewed, among others, the self-efficacy scale (Schwarzer and Jerusalem, 1995), the Motivational Persistence Scale (Ticu *et al.*, 2012), and Intrapersonal Empowerment (Bolton and Brookings, 1998), and also consulted other contributions on agency (Biesta and Tedder, 2006; see Evans, 2007). Although these contributions were valuable, none of the instruments mentioned fits adequately into the theoretical framework of MOVE

Table 12: Agency scale introduced in the MOVE questionnaire

Agentic dimension	Item Nr.	Item Wording
Iterative	1	In new situations, I usually rely on my previous experiences
	2	I never compare the new situations with past ones
	3	Coping with a new situation, I use the experiences of others for orientation
	4	I think, there is nothing wrong with drawing upon proven solutions
	5	I act mostly intuitively
Practical-evaluative	6	When I act I usually consider alternatives
	7	While I act I take circumstances into account
	8	I feel comfortable if others tell me what to do
	9	In my opinion, different situations need different solutions
	10	I weigh the alternatives before making a decision
	11	I often look for advice
	12	While solving a problem I collect as much information as possible
	13	After having solved a problem I usually reflect what went well and went wrong
	14	I act even if I am not completely sure about the outcome
	15	It is easy for me to adapting to new circumstances
	16	I am always open to new solutions
	17	While planning my future I consider the opinions of others
	18	I am unsure about my own future
	19	When I am not satisfied with something, I try make changes

*Scale introduction in the questionnaire: We are now interested in how you take your decisions, as well as in your expectations and future plans. Please rate the following statements (from 1=totally disagree to 5=strongly agree).

6.2. Analyses:

Our analysis base is the panel sample of the MOVE project (N=5,499) and includes both mobile and non-mobile young people. This sample offers more cases than the snowball sample, is more differentiated in terms of country coverage, and is representative (for a detailed description of panel and snowball samples, see p. 11-17 in this report).

In the following section, we want to restrict ourselves to presenting the very first results of the analysis of our developed-agency scale. The starting point of our considerations is the assumption that the participants' responses to specific items are explained by three first-order factors – “iteration”, “evaluation”, and “projection” – which are also termed mode of agency (MOA) during the analyses. In addition, the first-order factors are explained by some higher-order structure, which in our case is the single second-order factor of “agency”. As a first step, we will examine the data structure, applying explorative factor analysis. As a second step, we will use the results from the first step to construct – according to the explorative results of factor analysis – first-order latent constructs in accordance with the theoretical reflections of Emirbayer and Mische (1998). As our third step, we will test for differences and/or similarities between countries regarding the factorability of the MOA and we will check for factor-correlations at the

general and country-specific level. We will also test whether the first-order constructs can be explained by a second-order model. As a final step, we will carry out our very first analysis regarding young people's mobility experiences.

6.3. Results

6.3.1. Results of the exploratory factor analysis (EFA)

It should be noted that, in the following exploratory analysis, we use a two-step approach. As a first step, we test for factors on an all-case basis; therefore, we do not check for country-specific differences. As a second step, we descriptively analyse whether the agency concept used here is indeed comparable, or if there are country-specific variations regarding the factor structure. This is important because factor structures can vary significantly between countries, populations, and groups(Jöreskog and Sörbom, 1993; Davidov *et al.*, 2011: p.149–150).

An exploratory factor analysis (EFA) of the 19 items measuring agency indicated that all items had an initial communality $>.30^{26}$. A second EFA with a defined factor-loading threshold of $\geq .30$ resulted in a four-factor solution. The analysis revealed that five items²⁷ had high double loading $\geq .40$ on at least two of the factors. These five items were excluded from further analysis. A third EFA resulted in a three-factor solution with a Kaiser–Meyer–Oklin value = .81, at which the factorial simplicity of the scale is “meritorious” (Kaiser, 1974: 35)²⁸. Only those cases with answers on all analysed items have been considered (others were deleted list-wise), which resulted in the end-sample of 4,691.

²⁶For the procedure, see Gabrielsen *et al.*, 2012: p.1060.

²⁷These items are “I never compare the new situations with the past ones,” “I think there is nothing wrong with drawing upon proven solutions,” “In my opinion different situations need different solutions,” “I am always open to new solutions,” “When I am not satisfied with something I try make changes.”

²⁸A sixth factor, “In new situations, I usually rely on my previous experience,” had to be excluded because its factor loading was lower than 0.50.

Table 13: Pattern matrix from principal component analysis with varimax rotation (Kaiser Normalization) of the MOA

Item	Item Nr.	Practical-evaluative	External Orientation	Intuitive
I weigh the alternatives before making a decision	10	0.773		
While I act I take circumstances into account	7	0.743		
While solving a problem I collect as much information as possible	12	0.733		
When I act, I usually consider alternatives	6	0.686		
After having solved a problem I usually reflect what went well and went wrong	13	0.610		
I feel comfortable if other tell me what to do	8		0.758	
Coping with a new situation, I use the experiences of others for orientation.	3		0.658	
I often look for advice	11		0.637	
While planning my future I consider the opinions of others	17		0.600	
I am unsure about my own future	18		0.541	
I act even if I am not completely sure about the outcome	14			0.738
I act mostly intuitively	5			0.704
It is easy for me to adapting to new circumstances	15			0.660
Note: Kaiser-Meyer-Okin value = 0.81, Bartlett's Test of Sphericity p.= 0.000; initial eigenvalues of factors: "practical-evaluative"=3.24, "external orientation"=1.88, and "intuitive"=1.34.				

Based on the theoretical reflections of Emirbayer and Mische (1998: p.971), it was assumed that the items measure the iterative, projective, and practical-evaluative dimensions of agency. However, the EFA reveals that the empirical factor structure does not fit with the proposed theoretical concept. The first factor, “practical-evaluative”, is comprised of items measuring dimensions of rational decision-making in a young person. Thus, uniquely, this factor covers the theoretical dimension in the manner of Emirbayer and Mische. The second factor, “external orientation”, represents the young person’s orientation towards others while making decisions in new situations. The third dimension, “intuitive”, encompasses items that measure an intuitive manoeuvring under new circumstances and in new situations.

Against the background of our theoretical focus, we can affirm that the “practical-evaluative” dimension is especially supported by the data. However, both other dimensions conceptualised by Emirbayer and Mische (1998: p.971) – namely the projective and iterative dimensions – could not be reproduced by the factor structure. One important reason might be that the proposed measures – other than the items indicating the practical-evaluative side of agency – are appropriate neither for indicating future-related “thought and action” and their reconfiguration “in relation to actors’ hopes, fears, and desires” nor for measuring “actors’ abilities to recall, to select, and to appropriately apply the more or less tacit and taken-for-granted schemes of action”. Another important challenge could be that the dimensions theoretically introduced by Emirbayer and Mische (1998: p.971) are not detachable, as the authors initially assumed. The

iterative and practical-evaluative dimensions are particularly similar and overlapping because reflecting, recalling, and selecting are more or less interlaced with “judgements among alternative possible trajectories of action” (Emirbayer and Mische, 1998: p.971).

As mentioned above, factor models can significantly vary across groups, countries, or contexts. In the context of MOVE, items were measured in all six participating countries. The next question that arises against this background is the cross-validity of the factor model. It was tested via split file whether the three-factor solution indicated in the whole sample could also be reproduced at the country level. The split-file-based EFA provides strong support for the three-factor solution (at both the general and country-specific levels). As Table ?? shows, the three-factor structure (the same items load on the same latent variable in every country) could be reproduced in all countries, although the eigenvalues and factorability vary across the six countries. However, a closer inspection of the factor loadings also indicates that there are slight country-specific variations regarding the size of the factor loadings, and thus regarding the order of the items within the factors.

Table 14: Eigenvalues and factorability of MOA per country

Country	Practical-evaluative	External orientation	Intuitive	Kaiser-Meyer-Olkin
Germany	3,338	1,840	1,369	0.79
Hungary	3,062	1,919	1,319	0.77
Luxembourg	3,070	1,929	1,401	0.77
Norway	3,543	1,775	1,353	0.82
Romania	3,538	1,990	1,307	0.82
Spain	3,113	1,841	1,323	0.79

In the next step, three additive factors²⁹ – “practical-evaluative”, “external orientation”, and “intuitive” – were calculated. The correlations between the three factors are generally low (Table 15).

The reliability of each factor estimated by Cronbach’s alpha is only satisfactory for the “practical-evaluative” factor ($\alpha = .77$), a bit low on the “external orientation” factor ($\alpha = .65$) according to the conventional criteria of .70, and unsatisfactory for the “intuitive” factor ($\alpha = .52$).

²⁹The items of the respective latent factor were added together and the sum was divided by the number of items.

Table 15: Correlation of factors of MOA

	Practical-evaluative	External orientation	Intuitive
Practical-evaluative	1	0.21***	0.28***
External orientation	0.21***	1	0.15***
Intuitive	0.28***	0.15***	1
Cronbach's alpha	0.77	0.65	0.52

Note: ***p=0.000

In addition, the estimated reliability of each factor and the cross-correlation variations between the countries investigated were tested. The split-file analysis revealed that the reliability for the “practical-evaluative”, “external orientation”, and “intuitive” factors does not vary significantly between the countries (Table 16). This underlines the fact that the identified factor structure and the factors constructed on the basis of it are to be found within the six country contexts. However, the test for differences in correlations of the factors at the country level indicates significant variations between the countries. This points to substantial variations in the interrelation of the factors according to country-specific contexts. The findings thus indicate that the response patterns of young people in some of the countries are not as selective regarding the three factors as one might suppose, against the backdrop of the results of the general factor analysis.

Table 16: Factor correlations range at country level

	Practical-evaluative	External orientation	Intuitive
Practical-evaluative	1	0.26 to 0.15	0.32 to 0.22
External orientation	0.26 to 0.15	1	0.21 to 0.08
Intuitive	0.32 to 0.15	0.21 to 0.08	1
Cronbach's alpha	0.799 to 0.746	0.665 to 0.615	0.558 to 0.470

For the practical-evaluative factor, Cronbach's alpha ranges from 0.799 for Romania to 0.746 for Hungary.
 For the external-orientation factor, Cronbach's alpha ranges from 0.665 for Germany to 0.615 for Spain.
 For the intuitive factor, Cronbach's alpha ranges from 0.558 for Germany to 0.470 for Hungary, for which Hungary seems to be an outlier when compared with the other five countries.

6.3.2.Measurement model of agency

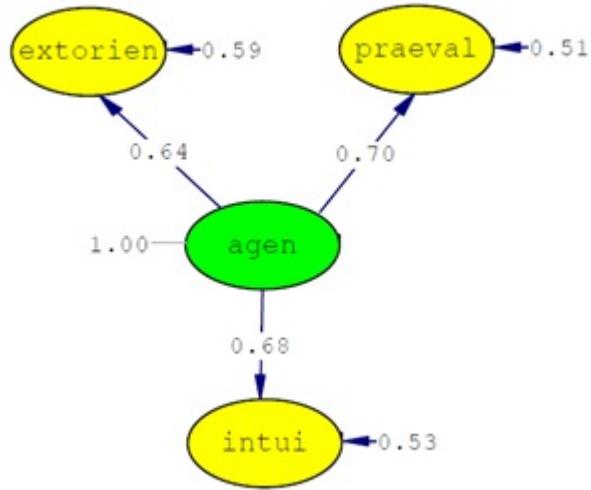
We considered that the participants' responses to the manifest items are explained by three first-order factors. While the theoretical construct by Emirbayer and Mische (1998) speaks about iterative, projective, and practical-evaluative dimensions of agency, in the course of our explorative analyses three factors were extracted – “practical-evaluative”, “external orientation” and “intuitive” – which are also called mode of agency (MOA) in the analyses. While constructing an empirical model of agency, we also assumed that the first-order factors are explained by some higher-order structure, which in our case is the single second-order factor “agency”.

For testing the assumption on the second-order structure, we estimated a structural-equation

model, using three first-order factors – “practical evaluative”, “external orientation”, and “intuitive” – which assumes a significant relationship between the three first-order factors and the latent second-order factor of agency. The specification and examination of the corresponding structural hypotheses were undertaken using LISREL³⁰.

The theoretically postulated initial model with $Chi^2 = 141.18$, $df = 5$, $p = 0.000$, RMSEA of .071 yielded a slightly problematic model adaptation. Thereupon, along the lines of a model-generating situation (Jöreskog and Sörbom, 1993: p.115), two error covariances were added³¹. Generally, these slight modifications had only small effects on the size of the remaining path coefficients but led to a significant change in model fit. The modified model thus proved to be robust and became well adapted to the data, with $Chi^2 = 7.15$, $df = 3$, $p = 0.067$ and RMSEA of .016 (Figure 10). The loadings meet expectations in extent (all three are $>.60$) and the statistics indicate a very good fit – thus supporting the approach of modelling a second-order model of agency.

Figure 10: Second-order model Agency



6.3.3. Relationship between MOA and mobility experiences

In this step, we want to focus on the question of whether the three factors are correlated with mobility experiences. In the MOVE data, two indicators are especially important: a) “Have

³⁰The following calculations were done with manifest and latent variables. In presenting the effects, only the structural model (without the manifest variables) is depicted.

³¹Here, specifically between the variables “It is easy for me to adapt to new circumstances” and “While solving a problem I collect as much information as possible”, and “While solving a problem I collect as much information as possible” and “I often look for advice.”

you ever been abroad for the purpose of tourism or visiting relatives?” and b) “Have you ever been in another country for longer than two weeks for a reason different from tourism or visiting relatives?”.

First inspections (path-model) of the relation between the second-order factor “agency” and mobility-related variables indicates that there is only a marginal effect of agency on mobility. In the further analyses, we will concentrate on different MOA in relation to mobility-related behaviour. Thus, we will restrict ourselves to presenting the results of the correlations between the first-order constructs (“practical-evaluative”, “external orientations”, and “intuitive”) and mobility-related variables (see Table 17); avoiding at this point depicting further analyses including the second-order model.

Table 17: Correlations between MOA factors and mobility

		Travel abroad for purpose of tourism or visiting relatives	Travel abroad for other reason than tourism or family matters (>2weeks)
Practical-evaluative	Pearson	-.033	.005
	Sig. (2-tailed)	.018	.696
	N	5,085	5,085
External orientation	Pearson	-.007	.005
	Sig. (2-tailed)	.596	.707
	N	5,123	5,123
Intuitive	Pearson	-.020	-.020
	Sig. (2-tailed)	.149	.154
	N	5,137	5,137

A first look at the results reveals that there is no relationship between the MOA factors and either kind of mobility experience. The same result appears on the country level (not depicted in the table).

Almost similar results come up if one tests for the relationships between the MOA indicators and the main reason for mobility (employment, education, apprenticeship, etc.). Likewise, no significant correlations exist between MOA indicators and the various mobility types. Therefore, agency aspects – whether evaluative, external, or intuitive – seem to have no substantial impact on mobility.

The last question addressed here is whether age and/or sex are related to the MOA indicators. The correlation structure shows that age and sex do not covariate with evaluative, external, or intuitive aspects of agency. Thus, age and sex make no difference concerning the MOA factors.

6.4. Summary

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. Dimensions found in the data structure reflect only the “practical-evaluative” dimension, adding two sub-dimensions not covered by the theoretical concept: “external orientations” and “intuitive” factors. We also obtained good model fit for the second-order model of “agency” as a higher order model underlining the MOA: “practical-evaluative”, “external orientations”, and “intuitive” factors.

The analyses showed that the three MOA do not correlate with mobility behaviours among young people, neither regarding travel/visiting relatives nor more extensive mobility stays abroad (longer than two weeks). Thus, we can say that mobility behaviour is not related to the agentic orientations of young people. Mobility is not related to how young people act: it seems to have no impact on mobility whether they are rather rational (higher scores on “evaluative-practical” dimension), whether they took the advice of others into account (higher scores on “external orientation” dimension), or whether they acted rather spontaneously and freely (higher scores on “intuitive” dimension).

These results led to two hypotheses, which should be further scrutinized. First, as the proposed instrument may not sufficiently reflect the theoretical concept utilized, it should be reconsidered with a focus on better depicting its theoretical backing. Second, as there are no significant correlations between MOA and mobility-related behaviour, a recommendable analysis would be of whether mobility-related behaviour is grounded in individual preferences, or rather embedded in wider structure(s)—whether on an institutional, national, or supra-national level. The results obtained here allow us to assume that the latter could prove to be true.

However, in final step of analysis we tested for a second-order model of agency. As the data indicate, a convincing second-order model of agency (based on the three latent first-order factors of “practical-evaluative”, “external orientations”, and “intuitive”) could be captured. The role of this second-order factor in explaining mobility and related issues has to be scrutinized in the forthcoming analysis in MOVE. Here, path analysis in the context of structural equation modelling could be a promising strategy for researching the role of agency in the context of young people’s mobility.

Finally, comparing the results of our MOA analyses with the results achieved in WP 3 (qualitative interviews) of MOVE, we find some congruence in the results. Both qualitative and quantitative data show that there is not only one mood of going abroad – for example “practical-evaluative”. Young people, rather, approach mobility in different ways – thus, for example, also “intuitive” or via “external orientations” of significant others (such as peers). It may be even

assumed that young people change their agentic strategies as they respond to new situations.

7. Objective 3: The role of social networks for support and as a fostering factor for mobility

Celia Díaz-Catalán

A primary focus in the study of the mobility of young Europeans concerns the effect of social networks as a driver of their mobility projects. As many authors emphasise, mobility is not produced in a spontaneous way in a vacuum, but is rather to be found embedded in social networks (Massey *et al.*, 1993; Faist, 2000; Waldinger, 2004). As Cho (2011) indicates, if short and nearby mobilities are already influenced – albeit to a small extent – by social ties, these have much more influence in longer journeys. Social networks play a fundamental role in the first instances of mobility, in the choice of place (Massey *et al.*, 1987, 1993; Castles and Miller, 2003), and in the processes of integration in the new society (Lubbers *et al.*, 2010; Portes and Rumbaut, 1996, 2001), whether to facilitate the finding of accommodation, or to provide guidance in searching for work (Vertovec, 2002).

Mobility generates connections and these connections foster the production of inequalities, which implies that the forms in which the networks are constructed and reconstructed are a central topic (Urry, 2012) in the study of society and, more specifically, in the study of mobilities. One of the questions that derives from the latter is the important role of the familial social networks of young people with regard to resources and information, beyond other kinds of variables widely studied, such as income or educational level. On the one hand, in the form of information on other possible contacts, which help young people with their own mobility projects, reducing the risks that are implied by an international move (Bilecen and Cardona, 2017); on the other hand, in the normalisation of such a move as a major milestone and its integration in these young peoples' imagined futures.

In this section, we will analyse the influential role that is played by young people's social networks in their mobility. For this, we will use a double strategy. In the first place, we explore whether, among young people who have carried out mobility projects, the motivations and obstacles tied to their social networks play an important role in the accomplishment or not of mobility. To this end, young people who have enjoyed mobility experiences are compared with those who have not had them. Secondly, we will study whether the fact that the main contacts of the young people have mobility experiences increases the probability that they too will have them.

7.1. Relational motivations for mobility for young mobiles and non-mobiles

The motivations³² for mobility -either real or hypothetical- that participants in the survey were consulted about, included a set of relational motivations, in the sense of knowing or counting on specific people in the country of destination, such as relatives, friends, partner. Similarly, as a possible obstacle for mobility, it was included the fact that the participants' partner did not want to move abroad³³.

To this end, a comparison-of-averages analysis between the samples of the group of young people with mobility experiences and that of young people without mobility has been carried out. It is observed that only the motivation underlying a love relationship shows variability between the two samples. From this, it can be deduced that young people who perceive this motivation are those who have a relationship as a couple with someone who lives abroad and this, as a strong contact, represents a weighty motivation. On the other hand, even though the literature indicates the importance of social networks when establishing the planning of a mobility, it does not seem to apply in such a narrow way to the survey participants. One explanation for this concerns the specificity of the profiles of the young people in our sample –young Europeans– among whom there is an abundance of mobilities tied to education. The experiences of the profiles that we are studying thus have some specific peculiarities –hence the interest in studying their key characteristics– which distance them from other migratory projects in which the projection of a long stay as a key aspect sharpens the need for the search and capitalization of resources, such as social networks that in particular facilitate arrival.

Table 18: Relational motivations and obstacles for mobility. Descriptive statistics

Group statistics	Mobile	N	Mean	Std. Dev.	Std error
Motivation: Family-related reasons	1	1,843	.1060	.30795	.00717
	.00	3,657	.1191	.32397	.00536
Motivation: Personal-relationship reasons	1	1,843	.1484	.35562	.00828
	.00	3,657	.1312	.33771	.00558
Motivation: Partner	1	1,843	.0731	.26043	.00607
	.00	3,657	.0925	.28973	.00479
Obstacle: Partner	1	1,843	.1071	.30931	.00721
	.00	3,657	.1232	.32865	.00544

³²Variable Q91, Q92, and Q93 of the dataset.

³³Variables Q111, Q112, and Q113 of the dataset.

Table 19: Comparison of independent samples, mobile/non-mobile

Test of independent samples						
	Levene test for equality of variances			T-test for equality of means		
	F	Sig.	t	Sig. (bilateral)	Difference of means	
Motivation: family related reasons	Equal variances have been assumed	8.382	0.004	-1.439	0.150	-0.01310
	Equal variances have not been assumed			-1.463	0.144	-0.01310
Motivation: personal relationships reasons	Equal variances have been assumed	12.075	0.001	1.750	0.080	0.01719
	Equal variances have not been assumed			1.720	0.086	0.01719
Motivation: getting together with partner	Equal variances have been assumed	23.773	0.000	-2.415	0.016	-0.01933
	Equal variances have not been assumed			-2.501	0.012	-0.01933
Obstacle: partner is not willing to move	Equal variances have been assumed	12.367	0.000	-1.745	0.081	-0.01606
	Equal variances have not been assumed			-1.780	0.075	-0.01606
Motivation: people from home country	Equal variances have been assumed	3982.288	0.000	25.805	0.000	0.15410
	Equal variances have not been assumed			18.316	0.000	0.15410

In regards to the influences received to carry a mobility project 91.3% of respondents report to have had a major influence in their own decision while 38.2% report that their parents and 33.2% their friends or partner had a big influence in their decision. By type of mobility, we can observe that in the case of friends, 35.3% of those whose mobility was by studies recognize that friends played a very important role, while in those who have a mobility for work represent 30%. In the case of the partners they are more influential in the mobilities by work (35.1%) whereas in the case of the studies only 29.2% affirm that they have an important role.

7.2. Analyses

To analyse the influence that social networks have on mobility, three different procedures were performed. In the first analysis we have put the focus on young people with mobility experiences. Then, we have analysed these in terms of two aggregated types of mobility that are fundamental among young people – mobility for education and mobility for work – in order to compare the influence played by other intervening factors.

To proceed to the analysis, we have first selected the variables related to the social networks prized by young people in a situation that we could define as prior to the decision of becoming mobile. To this end we have selected as independent variables those that refer to the mobility experiences of people who make up the young people's social networks, such as migratory antecedents of parents and grandparents or the experiences of studying in other countries of parents, siblings, and friends.

Furthermore, we have taken into account other aspects related to inequalities, in order to study the intersectionality of these with the relational factors, as recommended by Faist *et al.* (2015). Thus, in addition to taking gender, age, and other social variables such as educational level or

having been unemployed for more than four weeks, the variables of nationality were introduced – not as essentialist categories but, rather, as categorical boundary-making (Faist *et al.*, 2015). Accordingly, despite being within the EU, there are differences in access to social benefits, such as health services, as well as economic and labour-market differences between some countries and others, which represent the framework that structures young people's actions (Bilecen *et al.*, 2017). As has been indicated in WP2 European countries present different patterns in terms of the creation and exploitation of human capital by means of youth mobility, specifically in relation to education. The authors present a typology (Hemming *et al.*, 2016) in which the countries that are the object of study in this project are gathered together. The three types in which these six countries are found are: mobility promoters (Hungary and Romania), mobility beneficiaries (Spain), and finally mobility utilisers (Germany, Luxembourg, and Norway) (Deliverable 2.4, 2016: p. 141).

To test whether social networks influence young people's mobility experiences, three models of logistical regression have been carried out, in which the three blocks of variables have been introduced. The dependent variable represents having developed some experience of mobility and the three blocks of independent and control variables have been added by steps, to observe their interaction.

7.3. Results

7.3.1. The influence of social networks on mobility

As can be seen in the table, all the variables referring to social networks with experiences of migration are highly significant in relation to youth mobility. The highest coefficient is that which concerns having siblings who have studied abroad, which seems to show that in families that incorporate the practice of mobility for education for one of the children, it is seen reproduced for all of them.

When the individual socio-economic variables are introduced, all show high levels of significance, without any loss of it by the relational variables. What is appreciated is that women have significantly less experience of mobility than men. On the other hand, age is also significant, with young people between 24 and 29 years showing a greater probability of having mobility than the reference group between 18 and 23. This, though, seems predictable because they have had more possibilities to have developed mobility. The variable that shows the highest coefficient is without doubt that of having pursued higher education. Similarly, a significantly higher proportion of young people who have been in a situation of unemployment for at least four weeks have carried out a mobility project, compared with those who have not been in this situation, whether because of being employed continuously or because they are studying.

Finally, introducing the block of variables referring to countries, with Germany as the reference, did not produce any noteworthy interaction and all the significant relationships of the previous variables remain in place. The only variable that did not show a significant relationship is that of having Luxembourg as country of origin. With the rest of the countries, in contrast, there was significance with negative coefficients, from which it could be said that the young people of Hungary, Norway, Romania, and Spain have significantly less probability of carrying out of mobility experience than young Germans.

Table 20: Models of logistical regression. Mobility

D.V: 1=Mobile 0= Non- mobile	Model 1		Model 2		Model 3	
	Exp (B)	S.E.	Exp (B)	S.E.	Exp (B)	S.E.
Mobile family	1.494***	0.076	1.572***	0.077	1.502***	0.078
Siblings studied abroad	2.386***	0.089	2.282***	0.09	2.16***	0.093
Parents studied abroad	1.434***	0.096	1.453***	0.098	1.485***	0.1
Friends studied abroad	1.424***	0.07	1.385***	0.071	1.451***	0.078
Friends did studies exchange	1.55***	0.07	1.494***	0.072	1.523***	0.074
Female			0.847**	0.069	0.853***	0.069
Age (25-29)			1.203**	0.073	1.163**	0.074
Tertiary education			2.02***	0.087	2.011***	0.09
Unemployed (<4 weeks)			1.244***	0.069	1.354***	0.073
Hungary					0.566***	0.112
Luxembourg					0.953	0.133
Norway					0.461***	0.12
Romania					0.758**	0.129
Spain					0.695***	0.12
(Constant)	0.234***	0.06	0.183***	0.084	0.251***	0.103
N=4,397			Sig.Omni <0.01 Sig.H-L >0.01 R^2 Nag.=0.104	Sig.Omni <0.01 Sig.H-L >0.01 R^2 Nag.=0.136	Sig.Omni <0.01 Sig.H-L=0.01 R^2 Nag.=0.154	
*p<0.1 **p<0.05 ***<0.01						

7.3.2.The influence of social networks on mobility for education

The three models developed, similar to the earlier ones but with the dependent variable of mobility for education, presents some interesting differences with regard to the maintenance or otherwise of a mobility experience. As can be seen in the following table, the first model shows that all the social network variables have a significant effect. The highest effect is found on the variable related to siblings that studied abroad. The variable related to young people with experiences of educational exchange abroad – that is to say, who have participated in short-term study programmes – significance is found in a smaller proportion.

In the second model, in which the socio-economic variables are produced, the results are not changed with regard to the relational variables. Women, as in the earlier models, have less probabilities of carrying out a mobility for education than men, similar to the case with mobility in general. For this model, age presents a significant relationship, from which it could be said that those over 25 years old have greater probability of carrying out mobility projects for education. However, this can also conceal a greater accumulation of mobilities by older young people and a perception that their most important mobility is a later one, of another type. Likewise, with having been in a situation of unemployment for four weeks. This may reflect an inequality factor

in regard to options for studying abroad – which is more feasible for those who have a more solid socio-economic structure – but, at the same time, it may also reflect that those young people whose main mobility is that related to education have still not confronted the labour market. The variable corresponding to having received higher and university education does present a high significance, indicating that young people with university education find themselves significantly to a greater extent among those who have carried out a mobility motivated by studying in another country.

In the third model, in introducing the countries, only Luxembourg does not present a significant relationship with mobility for education in relation to Germany. The rest do so negatively.

Table 21: Models of logistical regression. Mobility for education

D.V: 1=Studies 0=Work	Model 1		Model 2		Model 3	
	Exp(B)	S.E.	Exp(B)	S.E.	Exp(B)	S.E.
Mobile family	0.952	0.077	0.991	0.079	1.023	0.081
Siblings studied abroad	1.619***	0.087	1.653***	0.089	1.413***	0.092
Parents studied abroad	1.428***	0.108	1.414***	0.110	1.219*	0.113
Friends studied abroad	1.171**	0.073	1.210**	0.075	1.017	0.085
Friends did studies exchange	1.929***	0.073	1.705***	0.076	1.620***	0.079
Female			0.796***	0.073	0.792***	0.074
Age (25-29)			0.597***	0.078	0.578***	0.080
Tertiary education			1.621***	0.085	1.464***	0.090
Unemployed (<4 weeks)			0.656***	0.073	0.684***	0.079
Hungary					0.927	0.132
Luxembourg					3.436***	0.156
Norway					2.287***	0.149
Romania					0.787*	0.135
Spain (Constante)	0.833***	0.067	1.362***	0.092	1.180	0.102
N=3,633	R2 Nag.=0.063		R2 Nag.=0.098		R2 Nag.=0.148	
N=3,633	Sig.Omni <0.01 Sig.H-L >0.01 R ² Nag.=0.063		Sig.Omni <0.01 Sig.H-L= 0.01 R ² Nag.=0.098		Sig.Omni <0.01 Sig.H-L>0.01 R ² Nag.=0.148	

*p<0.1 **p<0.05 ***p<0.01

7.4. Summary

As has been seen in the models undertaken, social networks play an important role in mobility as is defended in the literature. In the case of the networks that have been studied in this work, related especially to education, we can indicate various things. On the one hand, the fact that experiences of mobility in the family home are accumulated encourages young people to have them, although there are some nuances. The family's migratory background, on one side, influences mobility – but it does not do so in a significant way in the two types studied: for education and for work.

The effect of mobilities of direct contacts that were carried out in relation to studying also has a particular behaviour. While this seems to encourage young people's mobility experiences, attention must be paid to the interaction with other variables. On the one hand, these variables could reflect in general a higher socioeconomic status – that is, the option of studying abroad, which is not available to everyone. On the other hand, as has been seen, this seems to imply a drive for mobility, but of a specific type (that of education). Yet when concerning mobility

for work, it either loses significance or has a negative significant. Thus, this seems to indicate that, although in effect this implies a drive towards mobility of a certain type, it seems that underneath this is the social reproduction of inequalities.

8.Objective 4.a The bonds of remaining committed to the home country

Laura Díaz-Chorne, Víctor Suárez-Lledó

8.1. Transnationality

One of the main aims of the MOVE project is to study the bonds of remaining committed to the home country. During the 1990s, the first notion of transnationality applied to migration appeared in the work of anthropologists Glick-Schiller *et al.* (1992) “Towards a Transnational Perspective on Migration”, in reaction to assimilationist theories and focusing on the social spaces created between the places of origin and destination of migration (Gonzalez Rabago, 2014). Since then, research into transnational phenomena has increased greatly and transnational approaches have contributed significantly to the understanding of current economic, social, and political practices that transcend the boundaries of nation states (Vertovec, 2009). Although transnational studies have developed prolifically in Europe over the last two decades (Pries 2002; Baubock, 2003; Vertovec, 2003; Favell, 2010; Faist 2013, 2014), so far Europe has excelled with very relevant theoretical reflections, but there is still little empirical research on how transnationalism is lived in Europe, especially in terms of intra-European migration.

The study of transnational migration sets the focus of research on the continuity of bonds between origin, destination, and other countries, as well as its impact on numerous social processes such as integration in host societies (Snel *et al.*, 2006), or economic and political “development” of the countries of origin. In this line, transnationalism is a concept that refers to transformations in terms of mobility and daily interactions in contemporary societies in different countries, which we believe affects equally long and short-term mobilities within³⁴ the EU.

As noted by several scholars, precursors of present 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 and most scholars concur in the substantial difference represented by the extension of communication and transportation technologies, allowing immigrants and even their counterpart non-mobile significant-others to live

³⁴To see a short differentiation between migration and geographic mobility check page 6 of this report and D2.3 report

their lives simultaneously in two countries in terms of their routine daily activities (Portes *et al.*, 1999; Mau, 2010). Although some insist on the need for a more nuanced and less deterministic understanding of how technology has facilitated rather than caused this phenomenon (Castells, 1996; Vertovec, 2001). Another significant difference this brings is that, whereas previously social and economic success depended on acculturation and assimilation into the host society, today it does not depend so much on the abandonment of one's own culture and language but on maintaining social networks across national borders while adapting instrumentally to a second cultural endowment (Portes *et al.*, 1999; Snel *et al.*, 2006).

Although the scope of this phenomenon is still contested (Guarnizo, Portes, Haller, 2003), the general agreement is that at least some migrants are nowadays “embedded in multi-layered, multi-sited transnational social fields, encompassing those who move and those who stay behind” (Levitt and Glick-Schiller, 2004: p.1003). These links, as Faist (2006) has noted, can be of a more informal nature (such as family or intra-household ties) or institutionalized (such as political parties’ campaigning in different countries).

In this report, we are following an “actor-focused approach” on the cross-border engagements of young individuals from a relational contextual perspective (Morawska, 2003; Boccagni, 2012; Faist, 2014). Here, transnationality is neither good nor bad per se but context-dependent (Faist, 2014). A common analytical distinction is to classify transnational attitudes versus behaviours (Boccagni, 2012), or what has been commonly referred as “ways of being” and “ways of belonging” (Levitt and Glick Schiller, 2004). Glick Schiller defines “ways of being” as the social relations and practices that individuals engage in, while “ways of belonging” refers to the identities associated with those actions (Levitt, 2001). The difficult empirical operationalization of these activities (Mazzucato, 2008) and their uncertain hierarchy, validity, and reliability (Guarnizo, 2003; Waldinger, 2008; Boccagni, 2012), along with the need to disaggregate them further, is a common theme in the translational literature (Boccagni, 2012; Faist, 2014). In the study of the bonds to remain committed to the home country, we focus on the activities (or “ways of being”) of young respondents from economic, to social, political and cultural, which will be later be connected to local, regional, national, European, and cosmopolitan identities (“ways of belonging”)³⁵.

Although most definitions of transnationalism focus on the simultaneous nature of the phenomenon (Portes *et al.*, 1999: p.217; Portes et al. 2002: p. 279; Levitt and Glick-Schiller, 2004: p.1003; Vertovec 2004: p. 9746; Levitt and Jaworsky, 2007: p.130; Mazzucato, 2008; Boccagni, 2012), this aspect remains largely ignored (Levitt, 2001; Tsuda, 2012) in transnational studies that centre almost invariably on home-oriented activities. As Tsuda (2012: p.3) pointed out, although “simultaneity is what transnationalism is about,” transnational research has focused mainly on the trans-border connections of immigrants to their home countries and “what most

³⁵See Objective 7 of this report

researchers have referred to as transnationalism should more aptly be called transborderism, since simultaneity is not directly interrogated in most cases” (Tsuda, 201:10).

8.2. Analyses

To proceed to the analysis, we will first present the descriptive analyses of these transnational activities presented above: social, economic, cultural, media and political; to later focus on the simultaneous and often disregarded nature of transnationality.

Transnational activities

In the social area³⁶ and following the classification of Mau *et al.* (2008), we ask about the people (family, friends, partners, acquaintances) with whom the young people maintain frequent contact (with at least a weekly regularity), both in the country of origin and in that of destination, as well as in other countries. A set of questions is also included aimed at knowing how the young people surveyed stay informed, if they do so. Once more, both offline and online activities are included, such as listening to the radio or watching television, reading printed or digital newspapers (Mau *et al.*, 2008), staying informed through social networks, websites, or blogs³⁷.

In the political area, we use the classification of transnational activities used in other projects, such as the survey conducted by Laura Morales and Katia Pilati for Local multidem Project (2014) which included not only electoral participation³⁸ but also other forms of participation such as involvement in associations and trade unions, demonstrations, strikes, sit-ins, boycotts, contact with politicians, etc., also including new forms of online participation³⁹ (Best and Krueger, 2005; Anduiza *et al.*, 2009; Anduiza *et al.*, 2009; Bakker and Vreese, 2011; Eurobarometer, 2013), while we discard its exclusionary definition of transnational political participation as that directed towards the country of origin, introducing directionality based on the work of Østergaard-Nielsen (2009), which distinguishes between activities aimed at the home country, those directed towards the destination country, those aimed at improving the rights and conditions of the citizens of the destination country or place of origin, and those aimed at international or global issues.

In the cultural area, we incorporate a transnational focus in a set of cultural activities⁴⁰ based on the Special Eurobarometer 399 (2013), which tries to go beyond the traditional consumption of “ethnic” products, expanding the range of cultural activities, understanding that this can generate references, ways of life and imagination, that are more or less shared in a global

³⁶Variables Q22 and Q24 of the dataset.

³⁷Variable Q19 and Q29 of the dataset.

³⁸Variable Q21 of the dataset.

³⁹Variable Q18 and Q27 of the dataset.

⁴⁰Variable Q17 of the dataset.

way. Finally, in the area of economic activities, young people are asked if they carry out activities of sending remittances (both to people and associations in the country of origin and internationally)⁴¹, the degree of economic dependence on their families and viceversa⁴², and activities traditionally called “ethnic consumption”, referring to the consumption of products and food of the country of origin, and the raising and donation of money⁴³.

Transnational index

Finally and taking up the tradition of previous attempts in the literature (Mau *et al.*, 2008; Faist *et al.*, 2015; Bilecen and Cardona, 2017), we have created an original index of transnationality that presents significant novelties mainly in separating transnational activities and their directionality. There are few theoretical analyses that take simultaneity into account, as Tsuda (2012) indicates, although there are even fewer that compare these theoretical claims in an empirical way. We find only works that have studied the impact that transnational activities towards the home country have on integration in the destination country (Snel *et al.*, 2006), measured through the variable of work. MOVE's questionnaire was designed to capture precisely the transnational engagement both in the receiving and sending societies and its directionality. 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 mere physical presence, after observing in previous studies how many of those who were highly transnational socially towards the home country remained isolated or segregated from the host-country population (Navarrete *et al.*, 2014).

An empirical results that would be further tested and scrutinized is the creation of an original transnational index composed of two indices, one of transnationality towards the country of origin and another similar one that refers to transnationality in the country of destination. Each of these indices comprises five dimensions: political, cultural, social, informational, and economic activities. Also, because each dimension (social, economic, etc.) works according to its own logic and may involve very different kinds and degrees of transnationality (Faist, 2014), they constitute five different sub-indices. All the variables are measured in a dichotomous way, with an interval of possible values that ranges from 0 to 1, with 0 representing the non-existent participation in each of the dimensions and 1 indicating participation in all of them. Each one of the dimensions represents a fifth of the total value of the index.

For the social dimension, we have taken the question “While you were in (country) in (year) who did you stay in touch at least once a week?” for the following contacts referring both the country of origin as that of destination:

⁴¹Variable Q20 and Q39 of the dataset.

⁴²Variable Q40 of the dataset.

⁴³Variable Q18 and Q27 of the dataset.

- Stay in touch at least once a week with Partner
- Stay in touch at least once a week with Relatives
- Stay in touch at least once a week with Friends
- Stay in touch at least once a week with Acquaintances

The informative dimension takes into account those communications media or social networks used by mobile young people to keep informed about events in their country of origin and in their country of mobility (“During your stay in (country) in (year) have you stayed informed of events happening in your country and host country?”):

- You follow the news on radio or TV
- You read the newspapers printed or digital
- Through websites or blogs
- Through social networks (Twitter, Facebook, Linkedin, etc.)

The political dimension includes those activities related to various aspects of political participation and activity (“During your stay in (country) in (year) did you ever take part in any of the activities mentioned below?”):

- To sign a petition of a campaign
- To attend a protest/demonstration
- To contact or try to contact a local, national or regional civil servant
- To collaborate in a social-action platform
- To carry or wear symbols which support a specific cause

The cultural dimension, analogous to the political, includes different aspects related to various cultural activities (“Have you taken part in any of the following cultural/recreational activities during your stay in (country) in (year)?”):

- Cultural events: go to museums, galleries, exhibitions, theatre, dance, opera of...
- To go to the cinema, watch movies, TV series from...
- To celebrate traditional celebrations/festivities of...
- To play a sport with people from...
- To go to parties or get-together with people from...

Finally, the economic dimension takes into account various aspects related both to political and cultural activities:

- To buy food or go to restaurants from...
- To buy products for political, ethical or environmental reasons
- To donate or raise money for ethical, political or environmental reasons

All the variables are measured in a dichotomous way, with an interval of possible values that ranges from 0 to 1, with 0 representing the non-existent participation in each of the dimensions and 1 indicating participation in all of them. Each one of the dimensions represents a fifth of the total value of the index. In an exploratory way, on the basis of a factorial analysis, the high correlation between the items of each dimension was tested separating each of the dimensions into its corresponding factor. The political and cultural dimension, which were disaggregated into more variables were also reduced to five, attention was payed to the existing correlations between variables, in order to ensure that the inclusion of a variable did not exclude other types of political or cultural participation. There is a statistically significant relationship (p -value <0.05) between all these items, which to some extent facilitates the selection. To consider whether the variables should be included in the index, account has been taken of those with a greater frequency of response in relation to the country of origin, given that originally the indices of transnationality referred only to the country of origin, and following a theoretical orientation (i.e: political activities that involves action, virtual activities, political consumerism, etc.).

The index was calculated by counting the times that each respondent has carried out the previously mentioned activities, within each of the dimensions. Later a weight of 20% of the total value of the index has been given to each of the dimensions. From these, an “index of transnationality towards home” and an “index of transnationality in the destination” have been created, with the aim of testing whether there is a relationship of simultaneity between these activities. With the aim of using these indices in other types of analysis, a score between 0 and 1 obtained in each of the dimensions has been calculated. In this way, each of the dimensions (economic, political, informational, cultural, and social) can be considered separately.

8.3. Results

8.3.1. Results of the descriptive analysis

Regarding **transnational social contacts** we find two surprising results. One is that respondents who have had mobility experiences maintain greater contact during these experience with their acquaintances in the country of origin than with those of the country of residence; less

than half maintain a weekly contact with friends of the country where they have carried out their mobility. Another interesting result is that, during their mobility experience, they maintain regular contact with their family and friends in the country of origin to a greater extent than those who have not carried out international mobility.

The young participants with experiences of mobility maintain contact mainly with their family members in the home country. A total of 86% of women and 72.4% of men maintained contact at least once a week (face-to-face or virtual) with their family members in the country of origin, while they were carrying out the main mobility. This is especially noteworthy and confirms previous results on social orientation towards the country of origin in relation to the friends and acquaintances of young participants (Navarrete et al., 2014). Regarding their friends, 68.1% of men and 79.6% of women maintain weekly contact with their friends in the country of origin, while only 45.1% and 52.4% respectively do so with friends in the countries in which they find themselves. In the case of acquaintances, the differences are reduced a little, although in the same direction, with 32.7% of men and 40.1% of women maintaining weekly contact with acquaintances of the country of destination, while 38.6% and 38.4% do so with acquaintances of their own countries. In terms of the relationship to the variable of gender, it is observed that women maintain significantly more contact with friends, both in the country of origin and in the country of destination and other countries, as well as with their family members in the country of origin, which is consistent with traditional gender roles even at such young ages.

In relation to countries, young people from Luxembourg and Spain are those that are, to a greater extent, most in contact with their family members in the country of origin (44.8% and 30.2%, respectively). Luxembourg stands out in this respect (family contact) in all areas (origin, destination, and international), which could be explained by the greater presence of participants with families with a migratory background in Luxembourg. The case of young people in Luxembourg also stands out significantly in terms of contacts with friends (origin 42%, destination 35.2%, and international 22.7%) and acquaintances.

Table 22: Transnational social networks by gender

		Male		Female	
		N	%	N	%
Partner from...	Stay in touch at least once a week with...				
	your country	1,031	36.5%	923	37.7%
	(country)	347	12.3%	244	10.0%
Relatives from...	other country	174	6.2%	93	3.8%
	your country	2,047	72.4%	2,107	86.0%
	(country)	376	13.3%	236	9.7%
Friends from...	other country	236	8.3%	183	7.5%
	your country	1,924	68.1%	1,949	79.6%
	(country)	1,276	45.1%	1,284	52.4%
Acquaintances from...	other country	661	23.4%	678	27.7%
	your country	1,092	38.6%	940	38.4%
	(country)	924	32.7%	981	40.1%
	other country	409	14.5%	375	15.3%

Regarding **economic transnational activities**, the analysis highlights significant differences by country. Young people from Germany stand out significantly in the sending of remittances to people or associations in their home country during their experience of mobility. Similarly, Germans, Luxembourgers, and Hungarians show significantly higher proportions in sending remittances to people abroad compared to young people in Spain and Romania. The young Norwegian participants carried out these remittances on an occasional basis to a greater extent, while among the Spanish participants the highest proportion is of those who do not do so.

Table 23: Frequency of transnational economic activities by country

		Germany	Hungary	Luxembourg	Norway	Romania	Spain	Total							
Sent money to people, invested or contributed to associations in your country while living abroad	Never	243	22.2%	211	19.4%	284	38.8%	203	21.3%	165	19.5%	198	25.4%	1,305	23.7%
	On the one-off occasion	95	8.6%	55	5.0%	55	7.6%	44	4.6%	61	7.2%	76	9.7%	385	7.0%
	Periodically	47	4.3%	17	1.6%	23	3.2%	11	1.1%	37	4.3%	17	2.2%	152	2.8%
Sent money to people, invested or contributed to associations in another country	Never	249	22.7%	231	21.2%	298	40.7%	183	19.2%	206	24.3%	212	27.1%	1,379	25.1%
	On the one-off occasion	95	8.7%	47	4.3%	40	5.4%	58	6.1%	34	4.0%	63	8.1%	336	6.1%
	Periodically	41	3.7%	6	0.6%	26	3.5%	16	1.7%	23	2.7%	16	2.1%	128	2.3%
Still depend financially on your parents or legal guardian for financial support	Completely	275	25.1%	246	22.5%	154	21.0%	182	19.1%	189	22.3%	300	38.5%	1,346	24.5%
	Partially	346	31.6%	426	39.1%	223	30.4%	333	34.9%	352	41.5%	262	33.6%	1,941	35.3%
	I am financially independent	456	41.6%	377	34.6%	339	46.2%	408	42.8%	273	32.2%	195	25.0%	2,046	37.2%
	They partly depend on me	19	1.7%	42	3.8%	17	2.3%	30	3.2%	34	4.0%	23	3.0%	165	3.0%

In regards to **information** the young people surveyed with mobility experiences are in general well informed in relation to news from their country of origin, their country of residence, and at the international level. Their preferred media for keeping informed show a generational shift in the consumption habits of information media, giving priority to the internet and social networks above traditional media. Unexpectedly, the respondents without international mobility say that they keep themselves more informed at national and international level in all information channels: TV or radio, newspapers (print or digital), websites or blogs, and social networks.

In terms of **civic and political participation** in associations (both in a physical and a virtual way) the young mobiles took part more intensely as collaborators or followers via social networks rather than playing an active role either in the home country or the destination country. Active participation was higher only in youth and student associations and in sports-and-recreation associations. Respondents without international mobility participated less in the whole set of proposed activities – except in political parties and unions – both in a physical and virtual way (although the differences are minimal).

Respondents with mobility experience also take part more intensely in transnational political activity related to their country of origin and they also do so in relation to the country of reception. Signing petitions related to the country of origin appears in first place (15.6%), followed by purchasing products for ethical, political, or environmental reasons also in relation to their country of origin (9.7%). In general, the higher levels of participation in the reception country are presented in those activities related to social events such as demonstrations and meetings, or to the purchase of products. The participation of young people without mobility obtained higher scores in all activities related to internal issues than in global issues (gender, ecology, human rights).

In terms of formal electoral participation, general or presidential elections show the highest rates of participation, slightly higher among mobile respondents, followed by local and regional elections. A total of 14.3% and 15.7% respectively voted in some kind of referendum (European, Scottish, or “Brexit”). And more than a quarter of the sample took part in student elections in the case of mobile participants (27.7%), and 23.3% in the case of non-mobiles.

The degree of involvement in cultural activities in relation to the country of origin tends to be greater than involvement in political and social activities. The set of young people with mobility shows a more active participation in activities related to the reception country, with the exception of supporting sports teams in the country of origin.

8.3.2. Results: a transnational index

As stated above MOVE's questionnaire was designed to capture the transnational engagement both in the receiving and sending societies and its directionality. 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 mere physical presence. The two indices, one of transnationality towards the country of origin and another similar one that refers to transnationality in the country of destination, both of them with five sub-indexes for social, political, economic, media and cultural activities, have been used for several analyses in this report. It was thus tested whether, in effect, there is a simultaneity of the experiences of young people during their mobility in the different social spaces – home and destination – in a way that those who took part in social, economic, political, cultural, or informational activities regarding the home country also did so in relation to the destination country and, and whether this young participants are in fact living their lives 'here' and 'there'.

The analysis of bivariate correlations can be seen in the following graphical correlation matrix, in which one can appreciate the positive significant correlation between both fields of transnationality (towards home country and in destination country).

Figure 11: Analysis of correlations between transnationality towards home and destination



In separating the different dimensions, we can observe that, while all correlate in a positive way, within the field of activities oriented towards the country of origin, the activities that are most strongly correlated are those that belong to the dimensions of cultural transnationality (celebrating traditional festivities of the home country; going to museums, galleries, exhibitions).

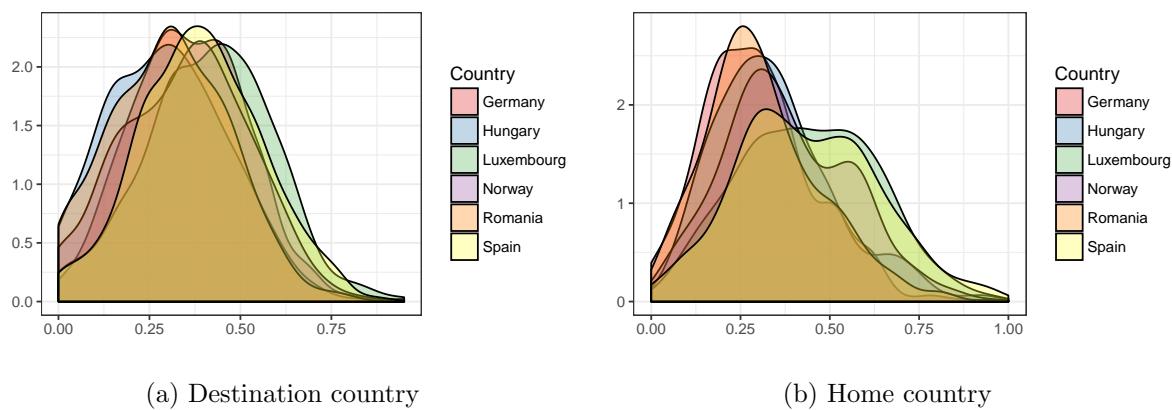
theatre, dance, and operas of the home country; going to the cinema, watching movies and TV series from the home country; playing a sport with people from the home country; going to parties or get-together with people from the home country) and economic activities (donating or raising money for the home country for an ethical, political, or environmental reason, buying food or going to restaurants from the home country; buying products from the home country for political, ethical, or environmental reasons).

The dimensions that most consistently correlate with each other are those groups in the index in relation to the country of destination, which results in those young people who participate in any of the considered areas in the reception country probably do so in all the others. A possible explanation is that these are ultimately indicators not only of the young people's level of attitude but, above all, of a good integration in general on the part of those who participate in the destination countries. As a result, participation in some activities implies a greater ease of gaining access to participation in others.

Among the different areas, both in the home and destination countries, the weakest relationship is that of informational activities – following news on radio or TV; reading newspapers (whether digital or printed); keeping informed through websites or blogs; and through social networks (both from the home country and the host country) – and political activities towards the home country, with economic activities in the destination country presenting the highest correlation.

At the country level if we attend at the distribution of respondents within the values (0-1) of the indexes, we can observe the densities or frequency distribution are more similar in regards to the destination country, whether for the transnationality towards the home country there are visible differences amongst countries with Germany, Hungary, Norway, and Romania concentrating more respondents amongst the lower ranks of the index.

Figure 12: Transnationality index



These indices have been used in this report both to test the simultaneous nature of transnation-

ability and the commitment of young people to keep in contact with their places of origin, as an explanatory variable of other processes such as the “ways of being” or identity (O.7), the career plans (O.4.b), or social inequality associated with mobility (0.5).

9. Objetive 4.b: The career plans of young people

Víctor Fernández-Araiz

The main aim of this section is to know the existence of differences in relation to future academic, employment, and mobility expectations among young people with experiences of mobility and those without them – also distinguishing between those who have finished their mobility (returnees) and those who at the time that the survey was carried out were immersed in a mobility project. It will also be analysed whether there are differences in terms of gender, age, and the countries of interest. In second place we analyze the relation between entrepreneurship and mobility and in what way future expectations of mobility and entrepreneurship are inter-related, and the way in which gender intervenes in this relationship. To finally inquire whether mobility has an impact on “professional success”, following the objective definition of Arthur *et al.* (2005), by means of an original index.

9.1. Expectations and future plans

At the level of the total sample⁴⁴ the percentage of unemployed among the respondents is 13.9%, 36% are students, 45.6% find themselves employed, and 4.5% are self-employed or freelance. Distinguishing the greatest difference by the main socio-demographic variables, we find this, logically, in relation to age among those that are studying: 54.5% of those in the 18-24 age range and 13.5% in the older group of those aged between 25 and 29. The reverse is the case for those who are working, which increases according to age: 28.4% and 66.6% respectively.

The questionnaire gathered the **mobility, academic, and work/professional expectations** of the young people consulted⁴⁵. The mobility experiences about which they were asked were how likely they considered that in the future: “you will move to another country”, “you will move to the country of origin”, and “you will move to another part of your country.” For academic expectations: “learning a new language” and “obtaining a higher qualification”. Finally, for work/professional expectations: “remaining unemployed” and “acquiring training to work in a different work area”. These variables are measured on a Likert scale, encompassing a range from 1 to 5, where 1 represents “very unlikely” and 5 “very likely”. For a simpler visualisation,

⁴⁴Questions Q431-435 of the dataset.

⁴⁵Question Q56 of the dataset.

the results expressed in percentages of those that indicate the categories of “likely” and “very likely” (values 4-5) are shown below.

Among young people who have already carried out mobility projects, there are greater future expectations of mobility. About 40% of them consider that it is likely that they will move to another country, a probability that increases to 54.5% among those that are currently living abroad, compared with 27.4% of those who have not undertaken mobilities abroad. In terms of academic expectations, 61% of mobiles intend to learn another language compared with 50.7% of non-mobiles. Until now, the differences between young people who have had a mobility experience and those who have not are statistically significant. In contrast, there is no relationship between the probability of obtaining a higher qualification (44.7% of mobiles and 42.2% of non-mobiles).

In terms of employment expectations, the proportion of young people who fear they will be left unemployed is quite low, although slightly higher among the mobiles (18%), although it is precisely returnees and not those who find themselves abroad at the time of answering the survey (13.1%) who express a greater probability that this event will take place. About 43% of young people consider it likely that they will train to work in a different area of employment.

Table 24: Future expectations (academic, employment, and mobility) according to mobility

	Mobile	Non-mobile	Mobile (currently)
Move to another country	39.4% _a	27.8% _b	54.5%
Move to your home country	41.7% _a	34.1% _b	50.9%
Move to another part of the country where you currently live	48.5% _a	41.0% _b	53.1%
Learn a new language	61.1% _a	50.7% _b	68.4%
Obtain a higher qualification	44.7% _a	42.2% _a	33.0%
Become unemployed	18.0% _a	15.3% _b	13.1%
Get training to work in a different domain	44.7% _a	42.2% _a	33.0%

* The percentages compared refer to those who have replied “Probable” or “Very probable” (values 4 and 5). Each letter of the sub-index indicates a subset of the cross variables whose column proportions do not differ significantly with each other at level 0.05

Taking into consideration young people with mobility experiences and distinguishing between those who have returned and those who are currently engaged in such an experience, we find statistically significant differences at the general level, especially in those which refer to expectations of moving to another country, which is considered likely by 39.4% in the case of returnees compared with 54.5% of those who are living aboard at that time. A total of 50.9% of the latter consider it very likely that they will return to their country of origin.

In their academic expectations, those who find themselves abroad see more likelihood of learning a new language (68.4%) than the returnees (61.1%). The opposite occurs in obtaining higher academic qualifications, where the returnees are the most willing, with 44.7% of them in this

situation, compared with 33% of those who are abroad. Exactly the same percentages are observed in the probability of acquiring training to work in a different area of employment.

Focusing on differences by gender, regarding expectations of mobility one cannot claim that there are differences between men and women. On the contrary, in academic expectations, women are slightly more predisposed to learn a language and to obtain a higher qualification. Once again, women seem more optimistic than men in terms of not being unemployed in the future (although the percentages in both are relatively low: 13.3% of women and 18.9% of men). In the same way, women see greater probability than men of acquiring training to work in a different area of employment, although the differences are very small (44.7% compared with 41.1%).

Table 25: Future expectations (academic, employment, and mobility) by gender, age, and education level

	Gender		Age		Level of education		
	Male	Female	18-24	25-29	Lower sec. or less	Secondary / Post-sec	Tertiary
Move to another country	43.3% _a	43.8% _a	36.1% _a	26.4% _b	23.7% _a	32.9% _b	34.1% _b
Move to your home country	37.0% _a	36.5% _a	38.3% _a	34.7% _b	34.8% _a	37.4% _a	36.3% _a
Move to another part of the country where you currently live	43.3% _a	43.8% _a	47.6% _a	38.7% _b	37.2% _a	44.7% _b	44.6% _b
Learn a new language	52.0% _a	56.4% _b	56.4% _a	51.5% _b	43.8% _a	54.7% _b	60.6% _c
Obtain a higher qualification	41.4% _a	44.7% _b	43.7% _a	42.2% _a	46.3% _a	43.3% _a	39.6% _b
Become unemployed	18.9% _a	13.3% _b	15.3% _a	17.2% _a	20.0% _a	15.0% _b	17.3% _{a,b}
Get training to work in a different domain	41.4% _a	44.7% _b	43.7% _a	42.2% _a	46.3% _a	43.3% _a	39.6% _b

* The percentages compared refer to those who have replied "Probable" or "Very probable" (values 4 and 5). Each letter of the sub-index indicates a subset of the cross variables whose column proportions do not differ significantly with each other at level 0.05

Distinguishing between young people in the two big age groups (from 18 to 24 years old and from 25 to 29 years old), the biggest statistically significant differences are found in their expectations of mobility. Regarding these, the younger group sees greater probability in moving to another country (36.1% and 26.4%); 47.6% of the younger group see moving to another place within their own country as likely, compared to 38.7% of those between 25 and 29 years old. In terms of both academic and employment expectations, there are no appreciable differences.

According to educational level attained, a clear positive relationship is observed between level of education and the probability of moving to another country and, especially, of moving to a different place within their own country. The same occurs with academic expectations, above all that of learning a new language and, as was expected, there is an inverse relationship regarding obtaining a higher qualification. Within professional expectations, there are slight differences in the probability of being unemployed (20% for young people with the most basic education, 15% for those with secondary education, and 17.3% for those with tertiary education, without being able to claim that there are differences between these last two).

It is at the country level where the most striking differences are found. Those most predisposed to move to another country are young people of Spain and Romania (44.8% and 41.2%), with those of Germany present the lowest percentage (20.5%) in this category. In terms of learning a new language, we can distinguish between three groups of countries: while 70% of young people from Romania and Spain would probably learn a new language, around 50% of those from Luxembourg, Hungary, and Norway would do so, and only 39.2% of Germans consider it a future probability. The same tendency is found in relation to obtaining a higher academic qualification, although the figures are lower. The perception of finding oneself in a situation of unemployment in the future also shows statistically significant differences at this level. Young people of Spain are those who, to the greatest extent, consider that it is likely that they will find themselves in this position (31% consider it likely or very likely), followed by young people of Norway (20.2%), Germany (13.8%), Hungary (12.9%), Romania (10.8%), and, finally, Luxembourg (8.6%). In terms of acquiring training to work in a different area of employment, apart from the cases of young people in Germany and Luxembourg, nearly half of the young population surveyed considered that it was likely that they would do so in the future.

Table 26: Future expectations (academic, employment, and mobility) by country

	Germany	Hungary	Luxembourg	Norway	Romania	Spain
Move to another country	20.5% ^a	29.8% ^{b, c}	25.5% ^c	32.3% ^b	41.1% ^d	44.8% ^d
Move to your home country	40.1% ^{a,b}	18.9% ^c	44.5% ^b	51.2% ^d	36.0% ^a	37.4% ^a
Move to another part of the country where you currently live	41.8% ^a	31.4% ^b	51.4% ^c	50.3% ^c	33.1% ^b	57.8% ^d
Learn a new language	39.2% ^a	54.1% ^b	48.3% ^c	47.3% ^c	70.6% ^d	70.7% ^d
Obtain a higher qualification	27.4% ^a	46.5% ^b	26.2% ^a	50.6% ^{b,c}	55.6% ^d	52.0% ^{c,d}
Become unemployed	13.8% ^a	12.9% ^a	8.6% ^b	20.2% ^c	10.8% ^{a,b}	31.7% ^d
Get training to work in a different domain	27.4% ^a	46.5% ^b	26.2% ^a	50.6% ^{b,c}	55.6% ^d	52.0% ^{c,d}

* The percentages compared refer to those who have replied "Probable" or "Very probable" (values 4 and 5). Each letter of the sub-index indicates a subset of the cross variables whose column proportions do not differ significantly with each other at level 0.05

9.2. Entrepreneurship and mobility

It is worth emphasising at the start of this section that few of those consulted have carried out a specific mobility aimed towards an entrepreneurial project, such as the programme *Erasmus for entrepreneurs*. However, interesting results are found when analysing in what way future expectations of mobility and entrepreneurship are interrelated, and the way in which gender intervenes in this relationship, as presented in the work carried out on the basis of this study by Díaz-Catalán et al. (2017).

The following table presents the frequencies and percentages of the variables that seek to measure expectations regarding entrepreneurship at a general level⁴⁶, and we can appreciate that more

⁴⁶Question Q51 of the datasets.

than half of the young people consulted (52.5%) claim to possess the skills and knowledge to start a business, while at the same time 66.5% claim not to have the financial resources to be able to do so.

Table 27: Expectations of entrepreneurship (frequencies and percentages)

	Totally disagree	2	3	4	Strongly agree	DK/NR	Total
I have the skills and knowledge to start a business	1,110 21.2%	1,012 19.3%	1,187 22.6%	877 16.7%	690 13.2%	365 7.0%	5,242 100%
I have noticed good opportunities where I live to start a business in the next six months	2,433 46.5%	760 14.5%	670 12.8%	515 9.8%	480 9.2%	379 7.2%	5,236 100%
I have a business idea	1,646 31.5%	561 10.7%	841 16.1%	846 16.2%	971 18.6%	361 6.9%	5,226 100%
I have financial/ resources and funds	2,609 49.9%	867 16.6%	678 13.0%	414 7.9%	311 5.9%	352 6.7%	5,231 100%

The exploratory analysis of the cases has been performed using these variables related to entrepreneurship or the subjective ability to start a business and those about future expectations of mobility⁴⁷. All the variables are measured using a Likert scale of 1 to 5 where 1 is “totally disagree” and 5 “totally agree”. The main aim is to compare whether there are differences in terms of gender⁴⁸.

We have opted for an analysis of the main components to compare and represent graphically through two axes the relationship that exists between two conceptually distinct dimensions (future expectations of entrepreneurship and mobility). This model allows comparing the variation produced by the observation of p variables, in terms of a set of new variables that are not correlated with each other (called principal correlations), where each one is a linear combination of the original variables.

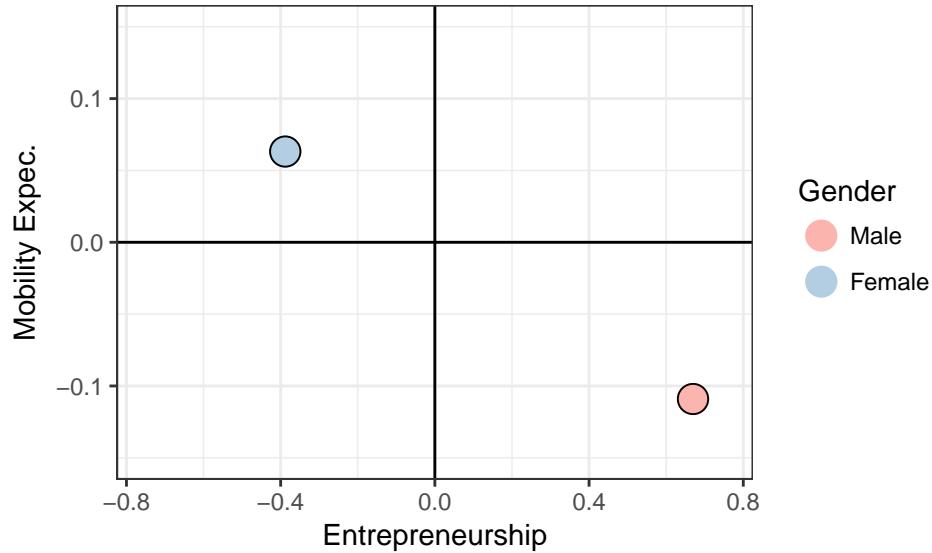
Given the position they occupy in the spatial arrangement, men and women are in opposite positions, on the diagonal. Men get higher scores on the variables related to entrepreneurship, but they are more reticent when it comes to mobility. In the case of women, the contrary applies: they are more reluctant towards entrepreneurship, but they obtain higher scores on the variables related to mobility. It is necessary to highlight here that this analysis has been carried on from the sample of young people with mobility experiences and, as a result, the mobility in this analysis refers mainly to returning to the country of origin. Between men and women, the differences with respect to each of the axes are not of the same magnitude. There is greater difference between the sexes on the axis of entrepreneurship. While there is also a difference with respect to future expectations between men and women, it is much smaller. This result is consistent with the narratives identified through the in-depth interviews carried out in the

⁴⁷Question Q56 of the datasets.

⁴⁸This analysis can be found in Díaz-Catalán et al. (2017).

context of WP 3 in the case of entrepreneurship (in the case of Spanish entrepreneurs in other countries, or from other European countries in Spain). One variable that has been added in the above-mentioned analysis is the expectation around forming families, which differs enormously in the imaginations and future strategies of male and female entrepreneurs, providing a greater depth to the explanation of these differences.

Figure 13: Distribution of mobility and entrepreneurship by gender



9.3. Professional success and mobility

Another question relevant to the career plans of young people is the relationship between mobility and “professional success”. From a conceptual review of the existing literature about “professional success”, Arthur *et al.* (2005) distinguish two definitions that tend to borrow this concept. On the one hand, an objective definition referring to “an external perspective that delineates more or less tangible indicators of an individual’s career situation. These may involve occupation, family situation, mobility, task attributes, income, and job level (...) Objective career success reflects shared social understanding rather than distinctive individual understanding”. On the other hand, a subjective definition understood as “the individual’s internal apprehension and evaluation of his or her career, across any dimensions that are important to that individual (...). People have different career aspirations, and place different values on such factors as income, employment security, the location of work, status, progression through different jobs, access to learning, the importance of work versus personal and family time, and so on” (Arthur *et al.*, 2005: p.179).

These authors use different indicators employed by other authors to measure professional success,

in both dimensions objective and subjective. In this way, these indicators have been taken as a model to construct an index on the basis of the variables that we have in our dataset, which reflects to what extent these young people are more or less successful, trying to restrict ourselves, as far as possible, to the definition of objective success proposed in the work cited above. To create such an index, we have opted to include the survey participants who at the time that it was carried out found themselves in a situation of employment and/or freelance, excluding students outside of the labour market and the unemployed. The variables that have been taken into account for the creation of this index are: being economically independent⁴⁹, being empowered⁵⁰, that their work is related to the studies they have pursued⁵¹, little perceived likelihood of finding themselves in a situation of unemployment⁵², job or work role performed⁵³, and who declare themselves to be highlight qualified to start a business⁵⁴. This index has a value range from 0 to 7.

9.3.1. Analyses

With the aim of quantifying the relationship of dependency between professional success and a set of relevant variables we have used multiple linear regression as a technique. In the first place, we have carried out a series of regression models taking into account the population with experience of mobility and without it. Then we have applied the same technique solely to the population that has carried out international mobilities.

We attempt to explain in what way a series of independent variables – which represent heterogeneous conditions of young people, such as: gender, age (recoded in the two groups of 18 to 24 years old and 25 to 29 years old), having carried out a mobility abroad, educational level (in this case differentiating between those who have tertiary studies and those who have higher secondary studies or less), the country of residence of the respondent (Germany, Hungary, Luxembourg, Norway, Romania, and Spain), and the kind of municipality in which they have spent most of their lives (rural or urban). We have also taken into account the general level of languages, the educational level of the mother and the father (distinguishing, as with the education level of the respondents, between tertiary and secondary), and the migratory antecedents of the family (parents or grandparents)⁵⁵. In the last block, we introduced a set of variables that referred to

⁴⁹ Question Q40 of the dataset.

⁵⁰ Question Q39 of the dataset.

⁵¹ Question Q48 of the dataset.

⁵² Question Q56 of the dataset.

⁵³ Question Q45 of the dataset.

⁵⁴ Question Q51 of the dataset.

⁵⁵ Questions Q1b, age-rec, Q5, Q33, Qcountry, Q32, Q36-1-c, Q36-14-c, Q41-1-c, Q41-2-c. Q42 of the dataset.

motivations for mobility⁵⁶, indicating those which were for education and for work, and finally the barriers⁵⁷ that would impede this mobility.

The next table shows the regression models proposed for the case of the population with and without experience of mobility and that in a situation of employment and/or freelance. Of this whole set of included predictor variables, the variables that appear in our model are those which have greater predictive capacity, while we have opted for the “stepwise” procedure which eliminates the variables with less predictive capacity. Focusing on the regression coefficients and on the levels of significance with statistic t of Student (less than 0.05) which allows us to claim the existence of statistically significant differences.

9.3.2. Results

In the first place, we could state that young people in work or freelance aged between 25 and 29 have more professional success than the younger group (of 18 to 24). Secondly, those with university education levels, logically, would increase in 0.436 points in the scale of success when the rest of the variables remain constant; in the same way as increasing the level of languages spoken.

Also very important is the positive relationship between mobility and professional success. At country level, we find statistically significant differences taking Germany as a reference. This country seems to be that in which there is a greater contribution to professional success. The other countries, with less of a contribution – in order from least contribution to the greatest – are Hungary, Romania, Spain, Luxembourg, and Norway.

On the contrary, left out of our model – as their levels of significance are greater than 0.05, so one cannot determine from their contribution a greater or lesser professional success – are the following variables: gender, the size of locality in which most of their lives has been spent, the educational level of the parents, motivations tied to work as possible motives for carrying out mobility, and the barriers that would prevent the achievement of a mobility for work, such as language and access to economic resources.

⁵⁶ Question Q91 of the dataset. The question posed in the questionnaire is: “What reasons do you consider most important to spend some time/move abroad?” Of the response options provided, including in the model of regressions, the set of motivations for education, was: “To improve languages” and “studies-related reasons”; while those for work were: “To improve working conditions,” “Unable to find a job in my own country” and “in order to improve opportunities for personal/professional development”.

⁵⁷ Question Q111 of the dataset. The question posed was: “Which obstacles do you face/have you faced to spend some time/move abroad?” Of all the answer options, the set of barriers (introduced as exogenous variables in the regression) were, for education, “Difficulties to register in education/training” and “Obstacles or differences in recognition of qualifications,” while for work they were “Difficulties finding a job abroad” and “Difficulties to obtain a work permit abroad.” For language issues, the barriers were “Lack of sufficient language skills” and for financial/economic issues, “Lack of financial resources to move abroad”.

Our second regression analysis takes into account the young population that has achieved some kind of employed/freelance mobility experience in order to know which variables impinge upon a greater or lesser professional success. The variables proposed are the same as in the previous case, and include other new variables formulated exclusively for the population that has carried out a mobility. This new set of variables constitutes the main reasons for carrying out mobility⁵⁸, distinguishing between education, work, and others (taking the latter as the reference for the analysis) and the types of useful information sources for the preparation of the stay in the destination country⁵⁹, among those sources that are related to the academic field (university offices or websites in the destination country), to the employment field (employment agencies and portals, EURES), informal personal sources (friends/family), and other generic sources (governmental information offices both of the home country and the destination country, youth associations, search engines and social networks, and online communities). We add the indices that measure transnationality in its social dimension⁶⁰.

Table 28: Coefficients B of the regression models for mobiles and non-mobiles (model 1) and mobiles (model 2)

Model 1 for mobiles and non-mobiles sample				Model 2 for mobile sample			
D.V: Career success index	B	S.E.	t	D.V: Career success index	B	S.E.	t
(Constant)	3.362***	0.091	36.926	(Constant)	3.612***	0.123	29.343
Age (25-29)	0.712***	0.066	10.767	Age (25-29)	0.727***	0.105	6.893
Mobile	0.153**	0.063	2.408	Tertiary education	0.384***	0.089	4.319
Tertiary education	0.436***	0.070	6.274	Hungary	-0.540***	0.130	-4.167
Language level	0.080**	0.032	2.456	Romania	-0.464***	0.130	-3.577
Hungary	-0.558***	0.099	-5.648	Luxembourg	-0.418***	0.116	-3.611
Romania	-0.525***	0.105	-5.010	Norway	-0.376***	0.139	-2.712
Spain	-0.413***	0.108	-3.819	Work motivations	-0.166*	0.089	-1.869
Norway	-0.362***	0.103	-3.522	Financial barriers	-0.289***	0.109	-2.650
Luxembourg	-0.385***	0.123	-3.114	Source inform. (personal)	-0.230***	0.088	-2.631
Studies motivations	-0.169***	0.062	-2.713	Transnationality index	0.445**	0.174	2.562
Studies barriers	0.249***	0.077	3.227	(social dimension - dest. country)			
N = 1,919				Adjusted R ² = 0.138			
				N = 985			
				Adjusted R ² = 0.141			
*p < 0.1 **p < 0.05 ***p < 0.01							

10. Objective 5. The formation of social capital, the dimensions of social inequality and their effects on young mobile people

Celia Díaz-Catalán

One of the aims of this section is to study the formation of social capital, the dimensions of social inequality of young people, and their effects on current occupations and future perspectives. A derived objective is to try to understand the relationship between mobility and inequalities. Whether, one the one hand, young people who undertake mobility projects are those who have access to a greater number of material and non-material resources – such as social capital or

⁵⁸ Question Q6 of the dataset.

⁵⁹ Question Q141 of the dataset.

⁶⁰ See the section related to the construction of the index of transnationality.

higher training – or, on the other hand, whether the experiences of mobility imply a differential value for young people in their careers – which is to say, mobility becomes another inequality or a characteristic that contributes to balancing out inequalities. In this respect, international mobility, as is reflected in the literature, represents an adaptive response to the various social risks that people face related to inequality of opportunity (Faist, 2014). As Bilecen and Van Mol (2017) remind us, inequalities refer not only to the distribution of material resources, or to economic that values are directly evaluable, but also to the lack of opportunities to access various qualifications that facilitate social mobility.

10.1. Analyses

To approach this ambitious objective, the strategy followed in this chapter will be the following. Firstly, the descriptive analyses that refer to the educational level of the participants, as well as that of their parents and their migratory background, is shown. Secondly, indices of social capital are developed – one of which measures formal social capital and the other informal – as a representative and influential variable in social inequalities. The differences represented by having had mobility experiences in the acquisition of both types of social capital is examined through a descriptive analysis, taking gender into account. Thirdly, focusing only on the group of young people with mobility experiences, we will proceed to analyse the relationship of formal and informal social capital with the meeting of expectations reached during the mobility. In the following sections, other variables come into play as indicators of social inequalities, and a more complex analysis is carried out about how social capital and the remaining variables that reflect inequality – in the current job position (indicated in three different types) and afterwards – affects expectations about unemployment.

10.2. Results

10.2.1. Results of the descriptive analysis: Educational level and family background

This section presents the descriptive data of some main sources of social inequality, expressed by proxies such as educational level, as well as other variables related to family background – in this case the formal educational level of the parents and their migratory background.

To measure educational level, the question in the questionnaire was: “What is the highest educational level you have achieved?”⁶¹ As shown in the following table, the educational level of the participants is high although it is important to note that due to the age of the sample many

⁶¹Question Q33 of the dataset

more are probably studying and have not finished their tertiary studies yet. The relationship between educational level and gender is significant and, as can be seen, there is a slight dominance of women at university levels.

Table 29: Highest level education achieved by gender

	Male	Female	Total
Early childhood	76.9%	23.1%	26
Primary	63.6%	36.4%	88
Lower secondary	50.7%	49.3%	739
Upper secondary	53.0%	47.0%	3,041
Post-secondary non-tertiary	55.0%	45.0%	553
Short-cycle tertiary	48.4%	51.6%	161
Bachelor or eq.	44.4%	55.6%	545
Master or eq.	43.6%	56.4%	326
PhD or eq.	45.5%	54.5%	22
Total	2,839	2,662	5,501

Germany presents the higher proportion of young people with secondary and post-secondary education than those with university education. Romania, Spain and Luxembourg present the highest rates amongst University education at Bachelor level, and Spain and Norway the highest proportions of Master's degrees.

Table 30: Highest level education achieved by country

	Germany	Hungary	Luxembourg	Norway	Romania	Spain	Total
Early childhood	48.0%	20.0%	0%	16.0%	12.0%	4.0%	18
Primary	11.4%	64.8%	1.1%	5.7%	5.7%	11.4%	66
Lower secondary	37.9%	25.9%	5.8%	14.0%	3.1%	13.3%	611
Upper secondary	14.6%	20.7%	15.4%	19.4%	17.8%	12.0%	3,248
Post-secondary non-tertiary	39.8%	10.7%	11.2%	21.2%	9.0%	8.1%	624
Short-cycle tertiary	5.6%	12.4%	13.7%	18.6%	6.8%	42.9%	520
Bachelor or eq.	13.6%	15.8%	14.3%	13.9%	22.5%	20.0%	2,238
Master or eq.	13.5%	10.7%	17.5%	7.4%	26.7%	24.2%	1,306
PhD or eq.	14.3%	33.3%	4.8%	9.5%	19.0%	19.0%	75
Total	1,097	1,089	733	952	848	780	5,499

In relation to the educational level of the parents, most respondents parents⁶² have completed upper secondary studies (mothers 30.9%, fathers 29.1%) and lower secondary (mothers 22%, fathers 22.1%). No significant differences are found in relation to the level of studies of the parents according to gender.

⁶²Question Q41 of the dataset.

Table 31: Highest level education achieved of mother/legal guardian by gender

	Male	Female	Total
Early childhood Education	65.8%	34.2%	118
Primary education	48.2%	51.8%	563
Lower secondary education	49.8%	50.2%	1,727
Upper secondary education	50.2%	49.8%	2,420
Post-secondary non-tertiary education	54.1%	45.9%	762
Short-cycle tertiary education	58.4%	41.6%	519
Bachelor or equivalent	47.7%	52.3%	1,212
Master or postgraduate graduate	52.1%	47.9%	925
Doctoral or equivalent	69.7%	30.3%	170
DK/NR	58.0%	42.0%	290
Total	2,839	2,661	5,500

Table 32: Highest level education achieved of father/legal guardian by gender

	Male	Female	Total
Early childhood Education	61.1%	38.9%	101
Primary education	52.7%	47.3%	560
Lower secondary education	50.1%	49.9%	1,612
Upper secondary education	50.5%	49.5%	2,197
Post-secondary non-tertiary education	51.4%	48.6%	717
Short-cycle tertiary education	58.5%	41.5%	705
Bachelor or equivalent	49.7%	50.3%	1,082
Master or postgraduate graduate	53.5%	46.5%	963
Doctoral or equivalent	54.8%	45.2%	318
DK/NR	50.4%	49.6%	451
Total	2,839	2,660	5,499

At country level, greater differences are observed. In the case of the education of the participants' fathers in Luxembourg Hungary and Spain the higher proportion has the level of primary phase of secondary education, while the majority of respondents' fathers in Luxembourg Norway and Romania have upper secondary education. Norway, Romania and Spain have the higher rates at Bachelor level. As for the education of the mother Spain and Hungary have the greatest rates at lower secondary levels while the rest of the countries do so at upper secondary levels. Norway, Romania and Spain present the higher percentages of mothers at University level (Bachelor, Master, PhD).

Table 33: Educational level of Mother/legal guardian by country

	Germany	Hungary	Luxembourg	Norway	Romania	Spain	Total
Early childhood Education	33.3%	12.3%	6.1%	16.7%	12.3%	19.3%	118
Primary education	2.7%	41.2%	18.6%	3.9%	1.4%	32.3%	563
Lower secondary education	38.8%	20.2%	13.2%	7.5%	6.1%	14.3%	1,727
Upper secondary education	11.1%	20.6%	17.1%	14.8%	27.1%	9.4%	2,420
Post-secondary non-tertiary education	26.3%	12.6%	10.7%	20.5%	20.1%	9.8%	762
Short-cycle tertiary education	10.4%	12.5%	10.4%	38.2%	4.2%	24.2%	519
Bachelor or equivalent	11.5%	15.5%	6.7%	32.7%	18.3%	15.3%	1212
Master or postgraduate graduate	23.3%	19.9%	5.8%	23.3%	15.2%	12.5%	925
Doctoral or equivalent	10.5%	13.2%	11.8%	27.6%	15.8%	21.1%	170
DK/NR	28.0%	15.2%	17.5%	25.3%	7.0%	7.0%	290
Total	1,096	1,089	732	953	848	780	5,498

Table 34: Educational level of Father/legal guardian by country

	Germany	Hungary	Luxembourg	Norway	Romania	Spain	Total
Early childhood Education	26.0%	9.4%	15.6%	9.4%	8.3%	31.3%	96
Primary education	5.7%	32.7%	19.5%	4.7%	4.4%	33.0%	385
Lower secondary education	32.5%	28.7%	11.9%	7.4%	5.4%	14.1%	1,215
Upper secondary education	10.5%	18.8%	14.5%	18.2%	28.5%	9.5%	1,597
Post-secondary non-tertiary education	21.1%	13.1%	16.0%	16.6%	25.1%	8.2%	451
Short-cycle tertiary education	22.0%	6.4%	11.4%	32.6%	6.9%	20.7%	405
Bachelor or equivalent	17.2%	12.8%	7.1%	29.4%	17.9%	15.5%	476
Master or postgraduate graduate	26.5%	15.8%	12.9%	22.8%	8.3%	13.7%	373
Doctoral or equivalent	17.6%	16.0%	12.8%	26.4%	11.2%	16.0%	125
DK/NR	25.9%	21.4%	14.0%	21.2%	8.5%	9.0%	378
Total	1,095	1,090	734	953	849	780	5,501

Finally, the correlation between the educational level of the young people with the educational level of their fathers and mothers has been checked. As can be seen in Table 35, there is a significant correlation between one and the other, and also between the educational level of fathers and mothers. Because of this, it would seem appropriate to take one of the two variables as a variable for approximating the socio-economic status of the participants' families.

Table 35: Correlations Highest level education achieved

	Educational level	Educational level of mother/legal guardian	Educational level of father/legal guardian
Educational level	Corr. Coef.	1	0.119**
	N	5,499	5,499
Educational level of mother/legal guardian	Corr. Coef.	0.119**	1
	N	5,499	5,499
Educational level of father/legal guardian	Corr. Coef.	0.112**	0.636**
	N	5,499	5,499

** Correlation is significant at the 0.01 level (2-tailed)

In terms of the migratory background of the respondents⁶³, it can be seen that more than a quarter of the sample – 27% – have a family member who has emigrated to another country. No significant differences by gender were observed. In the case of comparisons between countries, there is variation, with the cases of Luxembourg and Spain standing out as they present a higher relative proportion of young people with a migratory background than without one.

Table 36: Migratory background by gender

	Male	Female	Total			
Yes	788	27.8%	737	27.7%	1,525	27.7%
No	1,914	67.4%	1,817	68.3%	3,731	67.8%
DK/NR	137	4.8%	106	4.00%	243	4.4%
Total	2,839	100%	2,660	100%	5,499	100%

Table 37: Migratory background by country

	Yes	No	DK/NR	Total
Germany	323	29.4%	723	66.0%
Hungary	215	19.7%	811	74.5%
Luxembourg	262	35.8%	444	60.6%
Norway	239	25.1%	682	71.5%
Romania	228	26.9%	563	66.3%
Spain	259	33.2%	509	65.2%
Total	1,525	27.7%	3,731	67.8%
				5,499
				100%

10.2.2.Social capital

This chapter on inequalities and their relationship to mobility cannot lack the analysis of a variable such as social capital, referring not only to the possession of resources. Bourdieu (1986) defined social capital as “the sum of real or potential resources that are linked to the possession of a long-term network of relations of knowledge and mutual recognition – affiliation to a group – more or less institutionalised, which provides each of the members the backing of socially acquired capital” (Bourdieu, 1986: p.248). In this way, what is indicated by social capital is a source of heterogeneity and thus inequalities between people at a given time, but – more importantly – the possibility of maintaining or improving the situation in the future. As Portes (1999) indicated, citing Bourdieu, social capital will be the way that makes it possible for people to gain access more or less directly to economic resources, strategic information, and even “associate themselves with institutions that provide valued credentials.” Social capital is thus an inherent intangible good “in the structure of relations between persons and among persons” (Coleman, 1990: p.302).

⁶³Question Q42 of the datasets.

In the specific case of studies of migrants, different evidence has been found regarding a greater integration, tied to the development of social capital through the acquisition of social networks. This is the case not only for networks generated with natives but also those with other migrants, establishing meeting places and thus access to resources (Kindler *et al.*, 2015).

The literature distinguishes fundamentally two types of social capital: formal and informal. The first is defined as formal participation in civic organisations (Putnam, 1995; Kerrissey and Schofer, 2013; Cetin *et al.*, 2016). Informal social capital is defined through the personal relationships that individuals have with their family members, friends, etc. (Cetin *et al.*, 2016). Both provide access to information and other connections that facilitate the maintenance of social conditions, which is to say, social reproduction, as well as their advancement.

In this way, to create the indices of social capital, the formal and informal have been kept separate. The index of formal social capital has been created from the question, “Have you ever taken part or attended activities in these associations?”⁶⁴ All the items of this, as well as their descriptions, can be found in the annexes. That of informal social capital has been developed from the question about frequent personal relationships in the questionnaire, “Who did you stay in touch with at least once a week...?”⁶⁵ Both indices have taken participation and weekly contacts as the cases to count. They have been added to each other to obtain the final indices. The question about informal contacts asked about four types of contact: partner, family members, friends, and acquaintances in different places. Thus, in the cases of people without mobility, they will reply to: “in my country” and “in other countries” in each of the mentioned categories. In the case of the participants with mobility experiences, in contrast, there was one additional option for each category, corresponding to the destination country.

The result of the distribution of both indices in relation to the experience of mobility and gender is found in the tables below. Regarding the index of formal capital, it can be seen that most of the sample is concentrated at the low level (1), both in the case of those with experiences of mobility and those without. In the case of those who have had some international mobility, men have greater probability of being at the 2 level than at 1, the reverse of the case with women. In the case of those without experiences of mobility, men are concentrated to a greater extent in levels 2 and 3, and women in level 1.

With regard to informal social capital, the proportions between the different categories are less unequal than in the previous case. Among those that have carried out mobility projects, women present greater relative proportions in the medium and high cases, while men do so at the low level. Among the sample of young people with mobility, while there is a relatively higher proportion of women in the middle category of the index, men have a greater presence at the low and high levels.

⁶⁴Question Q25 of the dataset.

⁶⁵Questions Q22 y Q24 of the dataset.

Finally, the correlation between both indices was tested, resulting negative, although with a low coefficient (-0.052). This seems a little contradictory, given that it would seem that access to one form of social capital could provide access to the other. In contrast, what the data show is that young people would specialise more in one type of network of contacts than in others, from which – in the light of previous data – one could deduce that young women maintain greater informal networks than men who, to a larger extent, take part in formal organisations such as associations of various types.

Table 38: Index of formal social capital by mobility and gender

		Index of formal social capital					
		Low		Medium		High	
		Freq.	%	Freq.	%	Freq.	%
Mobile	Male	831	52.1%	146	64.9%	11	47.4%
	Female	763	47.9%	79	35.1%	13	52.6%
Non-mobile	Male	1,591	48.5%	233	68.2%	27	75.9%
	Female	1,688	51.5%	109	31.8%	9	24.1%

Table 39: Index of informal social capital by mobility and gender

		Index of informal social capital					
		Low		Medium		High	
		Freq.	%	Freq.	%	Freq.	%
Mobile	Male	619	57.9%	328	64.9%	41	42.4%
	Female	450	42.1%	348	35.1%	56	57.6%
Non-mobile	Male	1,327	52.5%	514	68.2%	10	85.8%
	Female	1,200	47.5%	604	31.8%	2	14.2%

Table 40: Correlations between formal social capital and informal social capital

		Formal Social Capital (Low/Medium/High)	Informal Social Capital (Low/Medium/High)
Formal Social Capital (Low/Medium/High)	Corr. coef.	1	-0.055**
	N	5,499	5,499
Informal Social Capital (Low/Medium/High)	Corr. coef.	-0.055**	1
	N	5,499	5,499

** Correlation is significant at the 0.01 level (2-tailed)

10.2.3. Influence of social inequalities on mobility

After exploring certain characteristics in regards to social inequalities, we explore how these affect the practice of mobility. For this, a series of factors that reflect inequalities was selected to analyse their influence on having carried out a project of international mobility.

The dependant variable is mobility and the independent variables that have been selected are the



medium and high levels of social capital, formal and informal. As control variables, the variables referring to individual inequalities have been introduced by blocks: age of 25 to 29 years old (with reference to 18 to 24); sex, if they are women (using men as the reference); educational level, with the variable of university education. Two variables that refer more to occupational situation have been added: having been unemployed for a period of at least four weeks and professional career, in the sense of whether there is a high coincidence between studies carried out and current work. Similarly, a variable of approximation to the family socio-economic profile – the educational level of the mother – has been added to the model. Finally, variables referring to the country of origin of the respondents has been added, with Spain as the reference.

The results, as can be seen in Table 41, show that most variables related to inequalities present a significant relationship when carrying out a mobility. In the first model, with only the variables of social capital, one can see that both present a significant relationship, although informal social capital presents a greater force. When the second block of variables is introduced, it is observed that –apart from age– all variables maintain a significant relationship. The highest coefficients are those of university education, which show that those who have higher education have more than twice the probability of having carried out a mobility than those who have not been to university (OR=2.140). When the variable of the educational level of the mother is added, formal social capital loses its significance, although this variable does present a significant and quite strong relationship. In the final step, with the introduction of the countries, it can be seen that the young people of Hungary, Norway, and Romania have significantly less likelihood of carrying out mobility projects than those of Spain.

Table 41: Logistical regression models on carrying out a mobility project

D.V: 1=Mobile; 0= Non-mobile	Model 1		Model 2		Model 3		Model 4	
	Exp(B)	S.E.	Exp(B)	S.E.	Exp(B)	S.E.	Exp(B)	S.E.
HM Index of Formal Social Capital	1.35**	0.137	1.299*	0.142	1.27*	0.143	1.255	0.145
HM Index of Informal Social Capital	1.614***	0.088	1.526***	0.090	1.542***	0.091	1.455***	0.092
Age (25-29)			1.022	0.097	1.038	0.098	0.96	0.100
Female			0.81**	0.088	0.814**	0.089	0.808**	0.090
Tertiary education			2.14***	0.097	2.034***	0.098	2.08***	0.104
Unemployed (<4 weeks)			1.242***	0.089	1.246***	0.090	1.41***	0.097
Occupation match studies			1.247**	0.089	1.24**	0.089	1.143	0.092
Mother level educ. (tertiary)					1.461***	0.111	1.654***	0.116
Germany							0.938	0.168
Hungary							0.615***	0.164
Luxembourg							1.15	0.164
Norway							0.574***	0.170
Romania							0.583***	0.164
(Constant)	0.48***	0.057	0.332***	0.117	0.309***	0.000	0.41***	0.178
N=2,361			Sig.Omni <0.01		Sig.Omni <0.01		Sig.Omni <0.01	
			Sig.H-L >0.01		Sig.H-L>0.01		Sig.H-L=0.01	
			R ² Nag.=0.019		R ² Nag.=0.068		R ² Nag.=0.074	
*p<0.1 **p<0.05 ***p<0.01								

10.2.4. Influence of social capital on the fulfilment of expectations about mobility

As has been seen so far, social capital is effectively shown as an important factor of inequality among young Europeans, especially regarding the occasions of carrying out a mobility project. What we would like to test now – in the case of young people with international mobility – is what role these forms of social capital play in their development during their mobility projects. For this, we will test whether there is a correlation between both capitals and the fulfilment of the different expectations that young people have regarding their mobility projects once they have carried them out.

The results regarding the relationship between expectations with both forms of social capital, as is shown in 42, are considerably different. On the one hand, formal social capital maintains significant correlations with expectations of acceptance in the new society, personal experience, and salary. However, it does so in a negative way. On the other hand, informal social capital maintains positive correlations with the fulfilment of nearly all the proposed expectations: those of acceptance in the new society, personal experience, language acquisition, as well as in educational and professional expectations.

In this way, one could say that the success of young people in their international mobility projects depends to a good extent on the informal social networks that they have. It will be on the basis of those informal contacts that they will access the resources that facilitate not only their personal adaptation but also their educational and professional development.

Table 42: Correlations Social capital and fulfilment of expectations during mobility

		Index of Social Capital (low, medium, high)		Expectations achieved						
		Formal	Informal	Accept./adjust.new society	Pers. experience	Lang. acquisition	Educ./training	Profess. experience	Income/salary	
Expectations achieved	Index of Social Capital (low, medium, high)	Formal	1							
		Informal	-0.87**	1						
		Accept./adjust. new society	-0.125**	0.106**	1					
		Pers. experience	-0.138**	0.164**	0.597**	1				
		Lang. acquisition	-0.023	0.111**	0.325**	0.305**	1			
		Educ./training	0.014	0.020**	0.356**	0.322**	0.395**	1		
		Profess. experience	-0.018	0.62**	0.237**	0.258**	0.263**	0.505**	1	
		Income / salary	-0.051**	0.02	0.175**	0.147**	0.170**	0.279**	0.495**	1

** The correlation is significant at 0.01 level

10.2.5.Influence of social capital and mobility on the employment situation

In this section, we want to test in which ways mobility has an influence, together with the rest of the socio-economic variables used, as a factor of heterogeneity of young Europeans with regards to their professional development. Below, logistical regression models are carried out with the dependent variables referring to three professional statuses: liberal professionals or managers, entrepreneurs, and manual workers. In the first of the analyses – selecting as a dependent variable being employed in a liberal profession or in an executive or management position – in ??, it is observed that both capitals are significant with rather high coefficients (OR= 2.157 and OR= 1.411, respectively). When the second block of variables in introduced, informal social capital loses its significance. All the variables except age also show significance, which will be maintained in the following two models, with the addition of the variables referring to educational level of the mother and to the countries. The factor that shows a greater level of influence is university education, followed by formal social capital and the variable that indicates a high coincidence between current employment and education achieved. Another interesting result is that the factor referring to having been unemployed for four weeks has a negative value (OR= 0.700), which indicates that those who have taken these professional positions have not suffered unemployment during their careers. Mobility, while losing force in each model, continues to be a significant factor and, as shown in the literature (Sheller and Urry, 2006), in effect it seems to be an enriching factor towards professionalisation among those with high positions (OR=1.234). The gender factor reflects a lower participation of women in these posts (OR=.642). In relation to Spain, Germany presents a significantly higher incidence in occupations as liberal professionals or managers (OR= 2.087).

Table 43: Logistical regression models on current occupation as liberal professionals or in management positions

D.V: 1=Liberal professional/manager; 0= Else	Model 1		Model 2		Model 3		Model 4	
	Exp(B)	S.E.	Exp(B)	S.E.	Exp(B)	S.E.	Exp(B)	S.E.
HM Index of Formal Social Capital	2,157***	0.156	2,458***	0.173	2,427***	0.173	2,540***	0.176
HM Index of Informal Social Capital	1,411***	0.108	1,165	0.118	1,179	0.119	1,178	0.120
Age (25-29)			1,146	0.135	1,162	0.136	1,175	0.138
Female			0,641***	0.117	0,643***	0.117	,642***	0.118
Tertiary education			4,561***	0.123	4,377***	0.124	4,673***	0.132
Mobile			1,276**	0.118	1,260*	0.119	1,234*	0.121
Unemployed (<4 weeks)			0,700***	0.116	0,702***	0.116	0,778*	0.128
Occupation match studies			2,205***	0.121	2,192***	0.121	2,067***	0.125
Mother level educ. (tertiary)					1,366**	0.140	1,494***	0.146
Germany							2,087***	0.211
Hungary							1,003	0.224
Luxembourg							1,331	0.211
Norway							0,993	0.222
Romania							1,200	0.207
(Constant)	0,211***	0.073	0,094***	0.016	0,089***	0.169	0,067***	0.248
N=2,185			Sig.Omni <0.01		Sig.Omni <0.01		Sig.Omni <0.01	
			Sig.H-L >0.01		Sig.H-L>0.01		Sig.H-L>0.01	
			R ² Nag.=0.022		R ² Nag.=0.210		R ² Nag.=0.213	
							R ² Nag.=0.225	

*p<0.1 **p<0.05 ***p<0.01

In the models in which the dependent variable is being self-employed, we have some similar



results. Young people with a medium or high formal social capital are found in a significantly greater proportion in this position (OR=2.157). Age, in contrast to the previous case, has a significant relationship, but which indicates that a smaller proportion of young people aged 25 to 29 are self-employed (OR=0.632). This seems contradictory, as a priori one would think that the older young people have had more possibilities of undertaking self-employment or that the way of self-employment is taken once they have acquired experience or more training. Women, as in the previous case, have significantly less likelihood than men of being self-employed (OR=.770).

An interesting fact is what happens with the factor of university education, which does not present significance. Having had some experience of mobility significantly increases the probabilities of finding oneself in these positions in relation to those who have not had such experiences (OR=1.746). In terms of the influence of professional careers, no significance is presented in any of the models, but it is found with the factor related to family economic status, which is that the mother has university education. In this respect, having a mother with university education significantly increases the likelihood of being self-employed (OR=1.681). Apart from Luxembourg, young people the in rest of the countries, compared with those in Spain, present a significant increase of options to become entrepreneurs.

Table 44: Logistical regression models on current occupation as entrepreneurs

D.V: 1=Entrepreneurs 0=Else	Model 1		Model 2		Model 3		Model 4	
	Exp(B)	S.E.	Exp(B)	S.E.	Exp(B)	S.E.	Exp(B)	S.E.
HM Index of Formal Social Capital	1.826***	0.202	1.574**	0.208	1.524**	0.209	1.573**	0.211
HM Index of Informal Social Capital	1.083	0.152	1.064	0.155	1.08	0.155	1.111	0.156
Age (25-29)			0.632***	0.156	0.646***	0.157	0.661**	0.160
Female			0.77*	0.151	0.776*	0.151	0.772*	0.152
Tertiary education			0.917	0.176	0.854	0.178	0.909	0.185
Mobile			1.746***	0.151	1.684***	0.152	1.724***	0.153
Unemployed (<4 weeks)			1.139	0.152	1.147	0.153	1.164	0.163
Occupation match studies			0.988	0.151	0.982	0.152	1.009	0.156
Mother level educ. (tertiary)					1.681***	0.171	1.625***	0.176
Germany							1.794*	0.313
Hungary							1.758*	0.306
Luxembourg							1.411	0.323
Norway							1.701*	0.309
Romania							1.683*	0.305
(Constant)	0.085***	0.099	0.099***	0.192	0.089***	0.197	0.053***	0.334
N=2,361	Sig.Omni <0.05 Sig.H-L >0.01 R ² Nag.=0.008		Sig.Omni <0.01 Sig.H-L>0.01 R ² Nag.=0.03		Sig.Omni <0.01 Sig.H-L>0.01 R ² Nag.=0.041		Sig.Omni <0.01 Sig.H-L>0.01 R ² Nag.=0.046	

*p<0.1 **p<0.05 ***p<0.01

In the models referring to manual workers, we see that strong differences are given around the influence of two factors, in relation to the models of the earlier profiles, which will be dealt with in the conclusions. Regarding the influence of social capital, it can be seen that the relationship of both forms of social capital considered – formal and informal – is significant, indicating that those with medium and high social capital have less likelihood than the rest of finding themselves in a situation of employment as manual workers (OR= .658 and OR= .598). The same happens with age, gender, and university education, which shows that these factors, while influencing the possibility that young people occupy jobs in this position, does so in a negative way, especially

the factor of university career. As can be seen in Table 15, those with university degrees are a third as likely as those who do not have higher studies of occupying these work posts, decreasing even when the factors related to country are also included (OR= .262). Mobility here does not maintain a significant relationship with any of the models.

What is interesting are the variables related to the relationship with the work panorama. One the one hand, they are significant in the second and third models. This indicates, on the one hand, the greater likelihood of occupying this kind of post when one has been unemployed for a period of at least four weeks (OR= 1.213) and a lesser likelihood where there has been a high correspondence of education and work. On the other hand, in the last model –in which the countries are introduced– this significance is lost. All countries present a significant relationship, which indicates that in comparison with young Spaniards, the young people from the other countries have a lesser participation in these work positions. Young people of Romania are those closest to the Spanish (OR= .710), followed by the Hungarians (OR= .595), with much greater distance between the young people of Norway, Germany, and Luxembourg.

Table 45: Logistical regression models on current occupation as manual workers

D.V: 1=Manual worker 0=Else	Model 1		Model 2		Model 3		Model 4		
	Exp(B)	S.E.	Exp(B)	S.E.	Exp(B)	S.E.	Exp(B)	S.E.	
HM Index of Formal Social Capital	0.658**	0.203	0.555***	0.211	0.574***	0.212	0.544***	0.216	
HM Index of Informal Social Capital	0.598***	0.120	0.668***	0.124	0.654***	0.124	0.666***	0.127	
Age (25-29)			0.701***	0.117	0.676***	0.118	0.734**	0.122	
Female			0.523***	0.116	0.515***	0.116	0.512***	0.118	
Tertiary education			0.327***	0.161	0.352***	0.162	0.262***	0.171	
Mobile			1.002	0.121	1.039	0.122	1.079	0.125	
Unemployed (<4 weeks)				1.21*	0.115	1.213*	0.115	0.93	0.126
Occupation match studies				0.777**	0.114	0.772**	0.115	0.841	0.120
Mother level educ. (tertiary)					0.482***	0.182	0.462***	0.188	
Germany							0.336***	0.221	
Hungary							0.595***	0.199	
Luxembourg							0.184***	0.243	
Norway							0.435***	0.218	
Romania							0.71*	0.204	
(Constant)	0.297***	0.067	0.633***	0.139	0.701**	0.141	1.604**	0.223	
N=2,185			Sig.Omni <0.01		Sig.Omni <0.01		Sig.Omni <0.01		
			Sig.H-L >0.01		Sig.H-L>0.01		Sig.H-L>0.01		
			R ² Nag.=0.017		R ² Nag.=0.113		R ² Nag.=0.125		
							R ² Nag.=0.169		

*p<0.1 **p<0.05 ***p<0.01

10.2.6. Influence of social capital and mobility on the perception of the unemployment situation

The last analysis we have performed to understand the influence of social inequalities and mobility as an additional factor in inequality is to analyse the expectations that young people have towards the future, more specifically with regards to the possibility of finding themselves unemployed. To do this, the dependent variable of considering it unlikely to be unemployed in the future was selected.

The first model shows that, while both social capital influence in a significant way, they do so in

different directions. A higher proportion of those with indices of medium or high formal social capital consider that they will be unemployed (OR= 0.39). However, those who have medium or high informal social capital believe significantly to a greater degree that they will not find themselves unemployed, in relation to those with low informal social capital (OR= 1.22). In terms of the rest of the variables, as well as the countries, the only ones that show significance are experience of mobility and having been unemployed for at least four weeks. Commenting on the latter model, it can be seen that young people with experiences of mobility, to a lesser degree than those who have not had such experiences, think that they will not find themselves in a situation of unemployment in the future(OR=0.822), the same as with those who have spent some period as unemployed (OR= 0.491).

Where large differences are appreciated is in the variables referring to the countries of the young people. As can be seen, young people from Romania, Luxembourg, Germany, Hungary, and Norway think to a greater extent than the Spanish that they will not experience a situation of unemployment in the future.

Table 46: Logistical regression models on the perception of the situation of future unemployment (very or quite unlikely)

D.V: 1=Very or quite unlikely 0= Indiff./likely or very likely	Model 1 Exp(B)	S.E.	Model 2 Exp(B)	S.E.	Model 3 Exp(B)	S.E.	Model 4 Exp(B)	S.E.
HM Index of Formal Social Capital	0.399***	0.143	0.441***	0.148	0.441***	0.148	0.459***	0.153
HM Index of Informal Social Capital	1.22**	0.098	1.254**	0.101	1.254**	0.101	1.305**	0.104
Age (25-29)			1.047	0.104	1.047	0.104	1.034	0.108
Female			1.048	0.095	1.048	0.095	1.074	0.098
Tertiary education			0.855	0.108	0.855	0.109	0.886	0.117
Mobile			0.825*	0.099	0.825*	0.1	0.822*	0.103
Unemployed (<4 weeks)			0.51***	0.098	0.51***	0.098	0.491***	0.105
Occupation match studies			0.925	0.097	0.925	0.097	0.974	0.101
Mother level educ. (tertiary)					1.004	0.122	1.078	0.127
Germany							2.211***	0.177
Hungary							2.025***	0.166
Luxembourg							3.719***	0.186
Norway							1.748***	0.171
Romania							4.181***	0.18
(Constant)	2.323***	0.096	3.761***	0.129	3.758***	0.131	1.625***	0.187
N=1,531	R2 Nag.=0.029		R2 Nag.=0.064		R2 Nag.=0.064		R2 Nag.=0.118	
N=1,531			Sig.Omni <0.01	Sig.Omni <0.01	Sig.Omni <0.01	Sig.Omni <0.01		
			Sig.H-L >0.01	Sig.H-L>0.01	Sig.H-L>0.01	Sig.H-L>0.01		
			R ² Nag.=0.029	R ² Nag.=0.064	R ² Nag.=0.064	R ² Nag.=0.118		

*p<0.1 **p<0.05 ***p<0.01

10.3. Summary

In this chapter, it has been seen how, on the one hand, social capital is constituted as a heterogeneity among young people, which favours the fulfilment of a milestone in their youthful careers such as the experiences of mobility. Thus, one has been able to see that, above all, those who enjoy a greater informal social capital – that is, a wide network of personal contacts – are those who to a greater extent carry out this kind of project.

On the other hand, when we focus specifically on young people who have carried out experiences of mobility in order to understand the degree to which they have fulfilled their expectations prior

to such experiences, we also find that the level of social capital intervenes in this perception of success. Here, as was indicated earlier, the role of social capital has a contradictory behaviour, in the sense that, while formal social capital seems to diminish that perception of success, informal capital has a positive influence on many of the expectations considered – such as acceptance in the new society, personal experience, learning a language, as well as educational and professional expectations. What we can discern from these data could go proceed along the lines of the multiplicity of mobility strategies, very variable in terms of their motivations, objectives, and duration. It is because of this that, perhaps, a variable such as formal social capital – more susceptible to favouring a type of resources used in access to employment and the creation of businesses (Çetin et al. 2016) – does not prove to have such an important value in other types of mobility that are more related to education. Nonetheless, it seems strange that participation in associations and organisations, which favour the increase of formal social capital, does not lead to an expansion of informal social networks.

When observing the current occupation of the young people, in contrast, the importance of social capital in their professional success is perceived in more detail. Three differentiated positions have been observed – liberal professionals or managers, entrepreneurs, and manual labourers – in which very different behaviour of both social capitals is found. In the case of young people in the first two occupations, it has been shown that they have a significantly greater formal social capital than the rest, which fits with the existing literature and clearly highlights the factor of inequality implied by benefiting from a greater or lesser social capital. We have seen that women have a greater tendency to score highly in informal social capital while men do so in formal social capital. These differences seem to reproduce the presence of women in certain positions as those considered in principle to be more successful, especially the first, in which there is a higher correspondence between education received and current employment. It speaks of the reproduction of inequalities because, although young European women, as we have seen, have a greater university education, they nonetheless do not achieve the professional profiles most fitting to their profiles. In the case of manual workers, it can be seen that having medium or high social capital – formal and informal – acts as variables that significantly reduce the possibilities of belonging to this employment group.

In the line of the inequalities, one has also been able to observe that mobility equally constitutes a source of heterogeneity between young people that can represent a differential value for access to different positions. On the one hand, it does not imply a significant difference for the occupation of manual workers, but, on the other hand, young people with experiences of mobility are significantly more represented in liberal professions and self-employment. This seems to indicate what the literature describes as the “pay-off” of mobility (Gerhards and Hans, 2013), which becomes access to skills, such as multilingualism, as well as the symbolic value of having been abroad (Faist et al., 2015). However, as is seen in the influence of inequalities on the carrying

out of mobility projects, the young people who do achieve such projects are in a significantly large proportion those who have better starting conditions: graduates, with high social capital, mothers with university studies, and men. The result, then, of the experience of mobility and its valuation in the labour market is none other than the social reproduction of the starting social inequalities. That is to say, the maintenance by those who have greater access to all types of resources, which increases their inequality with those in a worse starting position. In the case of entrepreneurs, there is confirmation of the hypotheses related to the literature of transnational entrepreneurship and of entrepreneurship by migrants, which describe some greater indices in self-employment of migrants than natives in various European countries (Bolivar-Cruz and Hormiga, 2014; Peroni *et al.*, 2015; Andrejuk, 2017; Clark *et al.*, 2017). On the other hand, observing the influence of variables such as university education, which in this case is negative, seems to indicate that we find ourselves with the creation of businesses with little innovation. Or even that those who find themselves in a situation of self-employment are not creators of businesses – from the point of view of entrepreneurship – but rather have adapted certain legal entities in which they take on the risks of their social expenses, as an adaptation to a labour market with increasingly difficult conditions. This would be the case for example with the contracts of the “mini-job” type, in which workers have to register as self-employed.

Finally, one should note the huge influence of the different countries on all the analyses produced, taken as another variable of inequality, which tends to be called the new North-South divide in Europe (Landesmann and Leitner, 2015).

11. Objective 6: The role and value of information and support services for young people and their decision-making process to go abroad

In this section we try to identify the agents and institutions that proved useful to young people with mobility experiences in preparing their stay abroad. The following table shows the frequencies and percentages of the categories “yes” and “no” with regard to how useful the sources of information of the set proposed in our questionnaire proved to be. The data herein presented comes from the merge of the datasets which contains information about 5,275 young mobile individuals. In general terms, the perception of these is quite low. In any case, the most useful sources of information according to the young participants in the survey are internet search engines (48.5%) and friends (35.7%), followed by 32.1% who had been advised by their teachers. On the other hand, online communities/social networks and university websites were useful for 25.7% and 25.7% respectively. The least useful for the respondents were those related to employment: EURES, in first place, which was used by only 1.2%, followed by portals, employment agencies, government websites, and the press.

Table 47: Sources of information - frequencies

	Yes	No	Total
Teacher or tutor	1,694	32.1%	5,275
International university offices at home	977	18.5%	5,275
International offices of the foreign university	808	15.3%	5,275
University websites	1,302	24.7%	5,275
Government youth information offices	343	6.5%	5,275
Youth associations	450	8.5%	5,275
Search engines (Google, Yahoo, Bing, etc.)	2,557	48.5%	5,275
Online communities/social networks (Facebook)	1,358	25.7%	5,275
Friends	1,882	35.7%	5,275
Relatives	1,044	19.8%	5,275
Job or education fairs	222	4.2%	5,275
Employment agencies	172	3.3%	5,275
Job websites	191	3.6%	5,275
Press	150	2.9%	5,275
Government websites of the targeted country	319	6.0%	5,275
Government websites from origin country	161	3.0%	5,275
EURES (The European Job Mobility Portal)	66	1.2%	5,275
Voluntary service agencies	320	6.1%	5,275
Others	819	15.5%	5,275

Distinguishing between the two age groups (18-24 and 25-29), in general terms, the younger group perceives these information sources somewhat more useful than the older group, although the differences are not very notable. An interesting issue is that within the sources related to education, it is informal sources that stand out, such as teachers and search engines. Differentiated by gender, the tendency in the perception of the utility of this set of sources is similar, expect virtual sources such as search engines (52.4% of women compared with 45.1% of men) and social networks, which were more useful for women (30.7% and 21.5% of men).

In differentiating according to whether the type of mobility has been for reasons of education or for work, the sources of information related to education, as is evident, become more relevant. Around 30% to 40% have used at least one of these, with universities and teachers/tutors the most important. However, in the case of those whose mobility is carried out or has been carried out for work reasons, it does not seem that the sources related to employment have been very useful to them.

Table 48: Sources of information by age, gender and type of mobility

	18-24		25-29		Male		Female		Studies		Work	
Teacher or tutor	941	37.3%	753	27.3%	921	32.6%	773	31.6%	1,121	39.6%	459	25.5%
International university offices at home	478	19.0%	500	18.1%	513	18.2%	464	19.0%	849	30.0%	108	6.0%
International offices of the foreign university	406	16.1%	402	14.6%	409	14.5%	399	16.3%	729	25.8%	51	2.8%
University websites	645	25.6%	657	23.9%	707	25.0%	595	24.3%	1,167	41.3%	108	6.0%
Government youth information offices	167	6.6%	176	6.4%	207	7.3%	136	5.5%	187	6.6%	128	7.1%
Youth associations	226	9.0%	224	8.1%	245	8.7%	205	8.4%	264	9.3%	135	7.5%
Search engines (Google, Yahoo, Bing, etc.)	1,295	51.4%	1,262	45.8%	1,274	45.1%	1,283	52.4%	1,357	48.0%	951	52.8%
Online communities/social networks (Facebook?)	725	28.8%	634	23.0%	607	21.5%	752	30.7%	763	27.0%	467	25.9%
Friends	968	38.4%	914	33.2%	1,013	35.9%	868	35.5%	1,007	35.6%	637	35.4%
Relatives	554	22.0%	491	17.8%	603	21.3%	442	18.0%	470	16.6%	371	20.6%
Job or education fairs	109	4.3%	113	4.1%	132	4.7%	89	3.6%	126	4.5%	72	4.0%
Employment agencies	56	2.2%	116	4.2%	111	3.9%	62	2.5%	54	1.9%	105	5.8%
Job websites	77	3.0%	115	4.2%	112	4.0%	80	3.2%	51	1.8%	128	7.1%
Press	77	3.0%	74	2.7%	110	3.9%	41	1.7%	63	2.2%	51	2.8%
Government websites of the targeted country	154	6.1%	164	6.0%	183	6.5%	136	5.5%	147	5.2%	122	6.8%
Government websites from origin country	74	2.9%	87	3.2%	98	3.5%	63	2.6%	82	2.9%	63	3.5%
EURES (The European Job Mobility Portal)	33	1.3%	32	1.2%	44	1.6%	21	0.9%	29	1.0%	35	2.0%
Voluntary service agencies	206	8.2%	114	4.1%	135	4.8%	185	7.5%	80	2.8%	219	12.2%
Others	367	14.6%	452	16.4%	434	15.4%	385	15.7%	289	10.2%	316	17.6%

*Frequencies and percentages refers to those who responded affirmatively

At the country level, in summary, internet search engines constitute, at least, one of the main sources for preparing mobility, above all in Germany and Spain (and, in the latter, social networks too). Personal sources (friends and family members) are particularly relevant in the cases of Hungary and Romania, and also in Luxembourg. It is in this country where university websites have more importance, which is related to the fact that 82% of young people with international mobility have made their experience of mobility for reasons of study, as in Luxembourg country it is obligatory to carry out a mobility abroad to be able to obtain a university degree. Regarding the sources related to the work area, these continue to have little relevance, with the case of Hungary showing the largest percentage, 9.1%.

Table 49: Sources of information by country

	Germany	Hungary	Luxembourg	Norway	Romania	Spain
Teacher or tutor	658	38.2%	97	18.8%	150	22.1%
International university offices at home	251	14.5%	54	10.5%	70	10.3%
International offices of the foreign university	167	9.7%	49	9.5%	106	15.7%
University websites	270	15.7%	65	12.6%	311	45.9%
Government youth information offices	114	6.6%	15	2.8%	61	9.1%
Youth associations	83	4.8%	75	14.4%	46	6.7%
Search engines (Google, Yahoo, Bing, etc.)	927	53.8%	225	43.6%	293	43.2%
Online communities/social networks	285	16.5%	166	32.0%	124	18.3%
Friends	421	24.4%	250	48.4%	279	41.2%
Relatives	184	10.6%	171	33.1%	151	22.3%
Job or education fairs	63	3.6%	11	2.1%	61	9.0%
Employment agencies	26	1.5%	47	9.1%	2	0.3%
Job websites	17	1.0%	20	3.8%	7	1.0%
Press	45	2.6%	37	7.2%	15	2.2%
Government websites of the targeted country	106	6.1%	19	3.6%	50	7.4%
Government websites from origin country	39	2.3%	10	2.0%	22	3.2%
EURES (The European Job Mobility Portal)	10	0.6%	7	1.4%	5	0.8%
Voluntary service agencies	172	10.0%	36	7.0%	48	7.1%
Others	388	22.5%	84	16.2%	80	11.9%
					92	18.9%
					67	11.0%
					108	8.6%

*Frequencies and percentages refers to those who responded affirmatively

12. Objective 7: The formation of identity by mobile young people compared to non-mobiles.

Cristina Cuenca, Victor Fernández-Araiz

Another dimension of interest for the study of the mobility of young Europeans is that of identity, a dimension which we tackle directly in our questionnaire through the analysis of differences in the degree of identification by young Europeans in relation to their country and region, the place where they live at present, the European space, and the world. As is to be expected, the results obtained from the descriptive analysis of the panel showed that those respondents with mobility experience reached higher values in the degree of identification with Europe and with the world than those who have not had such experience, and that their identification with the place where they live, region, and country of origin could be on the basis of the differences.

Our theoretical starting point is located around the constructivist notion of “Europeanization” and in the convergence of three big processes: those of mobility, young people’s group identity, and the process of European construction. The interest of this dimension of analysis is the inherent relationship between mobility experiences and the processes of strengthening (or weakening) the European identity of the young people, both mobile and non-mobile. Thus, at the root of European politics lies the idea that transnational mobility processes are an important instrument for developing a “feeling of belonging to Europe” (COM (2010) 477 final: p. 9;

2001/613/EC; COM (2004) 21 final: p. 1). In the political discourses on mobility, already well established, it is always assumed that the development of European identity is rooted in youth mobility (Doughty Murray, 2016). This close link between mobility and European identity is not neutral and has various implications for young Europeans⁶⁶.

European identity is another dimension of identity within the repertoire of social identities and, like personal identity, it is always a process that is unfinished or in construction, which progresses slowly, crystallises and/or changes. It includes lifestyles, modes of production, and types of interaction that are developed across borders. In a study that analysed the use of information and communications technology and transnational networks among young people Recchi and Favell (2009: p.154) claimed that European identity is based more on emotion (on a feeling of solidarity, shared cultural heritage, etc.) than on what they call “civic elements” (institutions, flag, European passport, etc.) as these latter elements presuppose a certain level of “knowledge”. European identity, or the sense of belonging to the European project, does not arise in a vacuum but is generated in interaction with the feeling of belonging to other territorial entities such as region, country, city, and the world. These group identities coexist with national identities and do not replace them (Maier and Risse, 2003).

To better understand the relationship between European identity and the construction of the European socio-political project, it is necessary to incorporate a cosmopolitan perspective capable of integrating into the European project the growing transnationality of opinion and of the European public sphere. Young Europeans with mobility experiences have studied and/or worked in other countries, they speak foreign languages, and they are in close contact with young people all over the world. Because of this, it is important to understand that the development of European identity is clearly tied to a cosmopolitan vision of the public sphere that transcends the limits of the nation-state. In this respect, some authors speak of the formation of a “new” transnational identity or of European cosmopolitanism (Thiel, 2011: 174). This transnational European identity is difficult to separate from a cosmopolitan vision, characterised by understanding the world as a whole, adopting a universal ethics and a style that is open to people of other places and countries.

Although European identity is based on a cosmopolitan identity (Díez Medrano and Gutiérrez, 2001), Europeanization, or the strengthening of European identity, does not automatically bring

⁶⁶“Europeanization” is an open perspective within the analysis of European public policies centred on the interactive and progressive process of the socio-political construction of Europe. One definition of Europeanization would be the process of construction, dissemination, and institutionalization of formal and informal rules, of procedures, political paradigms, styles, “forms of working”, and shared beliefs and norms that are, in the first place, defined in the process of configuring a public politics of the EU and later incorporated into a logic of domestic discourse, identities, political structures, and public politics. “Europe is not a fixed condition, not a territorial unit, not a state, not a nation. In fact, there is no ‘Europe’, there is Europeanization, a process of ongoing transformation, or metamorphosis: dissolving an old order and creating a new one – in a very specific sense: Europeanization is about politics of side-effects” (Beck, 2014).

with it the adoption of cosmopolitan values (MOVE D.2.3, 2016: p.114). Nonetheless, the increase of transnational activities, networks, and relationships favours the adoption of this cosmopolitan attitude. This is the underlying idea of the emblematic “Erasmus” programme, in action since 1987, which understands youth mobility as necessary for the development and strengthening of the project of European identity, “the basic layer for the development of an active citizenry” (MOVE D.2.3, 2016).

12.1. Analyses

With this perspective on how the mobility (or lack thereof) of young people would affect the construction of European identity, it is worth inquiring about the eventual differences in terms of the degree of identification among young Europeans (with and without international mobility) with their region, their country, Europe, and the world. It is also relevant to know to which point one can distinguish a European identity from cosmopolitan identity.

Assuming that in the current process of Europeanization – understood as the slow social and political convergence between members states and their citizens – the politics of mobility have been favoured in order to generate feelings of European belonging, our starting hypothesis is that the impact of these public policies will be seen in the degree of identification with Europe and with other identifications.

A second hypothesis along the same lines is that there will be a positive relationship between the degree of cosmopolitan-European identification and the number of times that young people have been abroad, as well as with the length of the stay. However, the possible differences derived from the place of destination must be controlled, as it might be thought that it is more likely that there will be a high degree of identification with Europe when mobilities have been carried out in European territory. On the other hand, given that identity is constructed to a large extend through differentiation, it would be possible that the feeling of belonging to the European project takes root to a greater extent when mobility is produced outside the European context, where cultural differences would act as a spur towards a cosmopolitan (“feel oneself to be a citizen of the world”), European (“feel oneself to be European”), or even a national or ethnic identity of refuge.

To synthesize the dimensions of group identity, a factorial analysis has been carried out paying attention to the differences between young people with mobility and those without it, on the one hand, and the countries that make up our sample, on the other. In the first place, we have used the dataset obtained from the panel to select those who have not had mobility experiences ($n=3657$). The factoring has been repeated later for the combined dataset only for mobile respondents ($n= 5275$). The aim of this 2 analyses is to compare possible differences between

mobiles and non-mobiles by country. The results of this analysis show the existence of two identity blocks, which we call “local-regional-national” and “European-cosmopolitan”⁶⁷.

Later, and with the aim of finding relevant explanatory variables to analyse the differences in the degree of identification with the various examples, we have applied a regression model where we have included socio-demographic variables and those related to mobility and transnationality - for a better understanding of transnationality and the transnational indices see objective 0.4.b of this report- with the objective of trying to explain the differences in the scores of identity-affinity among young mobile people.

12.2. Results

As stated the factorial analysis of the dimensions of group identity included in the questionnaire⁶⁸ reduced these five dimensions to two central components of the young participants' group identity: (1) the local-regional-national axis, which includes the dimensions of identity with the “place in which you live”, “region”, and “country” and which from our theoretical perspective would represent the traditional perspective or the first steps in Europeanization, anchored in reference to the nation-state; and (2) “Cosmopolitan-European” which gathers together the dimensions of belonging to “Europe” and to “the world”. These two dimensions are explanatory both among the young people who have not had mobility experiences⁶⁹ and mobiles⁷⁰, and no differences are observed in the results when carrying out the analysis checking the countries included in the project. The results also confirm the overlap between European identity and cosmopolitan identity, which presents us with an analytic challenge when trying to find the possible differences between these two dimensions of identity.

⁶⁷The results of the tests for verifying the suitability of the data show that it is plausible and adequate to use this type of analysis on this set of variables. This is demonstrated by Bartlett's test of sphericity, which allows contrasting the null hypothesis of the absence of significant correlations among the variables and which, in this case, makes us reject this null hypothesis as the level of significance associated with the Chi-Squared statistic is less than 0.05. However, to test the strength of the correlations we have used the KMO (Kaiser Meyer Olkin) index, which measures the degree of correlation between the variables and which, in this case, shows a result of 0.74.

⁶⁸Variable Q53 of the dataset.

⁶⁹Non-mobiles of the survey panel, weighting factor 2

⁷⁰Mobiles of the survey panel and snowball, weighting factor 4

Table 50: Descriptive Identify yourself with...

	Non-mobiles			Mobiles		
	Mean	Standard Deviation	N	Mean	Standard Deviation	N
The place where you live	3.59	1.263	3,657	3.5	1.226	5,203
Your region	3.44	1.23	3,657	3.4	1.259	5,203
Country of origin	3.7	1.197	3,657	3.63	1.192	5,203
Europe	3.26	1.187	3,657	3.51	1.162	5,203
The World	3.1	1.267	3,657	3.37	1.27	5,203

Table 51: KMO and Bartlett's test

KMO and Bartlett's test	Non mobile	Mobile
Degree of sampling adequacy, Kaiser-Meyer-Olkin	0.658	0.631
Bartlett's sphericity test	Chi-square, approximate	5201.9
	gl	10
	Sig.	0.000

*The explanation capacity of the factorial model is 69.04% for mobile participants and 73.92% for non-mobile respondents

Table 52: Rotated component matrix Identify your self with...

	No mobile		Mobile	
	1	2	1	2
The place where you live	0.847	0.017	0.82	0.017
Your region	0.84	0.119	0.786	0.055
Country of origin	0.758	0.218	0.776	0.13
Europe	0.251	0.863	0.25	0.83
The World	0.014	0.909	-0.077	0.884

Extraction method: analysis of main components.
Rotation method: Varimax with Kaiser normalization.

With the aim of examining the understanding of these two big dimensions –“Cosmopolitan-European identity” and “local-regional-national identity”– among mobile and non-mobile young people, we use a regression model that incorporated and eliminated in successive steps those variables with a greater explanatory capacity in these two blocks. The model incorporated: firstly, all the variables related to the profile of the young participants; secondly, the interviewees’ country of origin; thirdly, the variables related to mobility; fourthly, those related to the mobility experiences of people around the respondents; and the final step added future expectations of mobility.

Although the model reaches a low predictive level in terms of the local-national dimension and the cosmopolitan-European dimension, it seems relevant to compare the differences between both explanatory models in terms of the characteristics of the respondents, their countries of origin, and some variables related to mobility. In terms of the explanatory model of the components

of the “local-regional-national” identity dimension, the clearly significant socio-demographic characteristics are being employed at the time of the interview and having children. In terms of countries, young Luxembourgers stand out for their “local-national” affinity, a paradoxical situation given that, geographically and symbolically they occupy the centre of the Eurozone and, furthermore, mobility is generalised within university academic programmes. In this respect, the variables related to mobility have in general a negative impact, as was expected, as happens with young people whose siblings studied abroad and those who expect to move to another country in the future – with the obvious exception of those who want to return to their own country, which scores positively. Within this group of variables, it is necessary to highlight how another unexpected result – that of not have had obstacles during the mobility experience – is a relevant characteristic in our regression model on the “local-national” dimension.

The regression model of the **cosmopolitan-European identity** dimension details that this identity affinity will be greater among young people whose destination in the mobility is or was rural⁷¹ and among those aged 25 and over, not observing any relationship between having tertiary education and ruling out the influence of the other socio-demographic variables. We also observe how the young Romanians are clearly – within the six countries included in our sample, which take Spain as the reference – those who present the highest levels of affinity with the European-cosmopolitan identity dimension, a situation that could be explained by Romania’s recent incorporation into the EU⁷². In terms of variables related to mobility, as was expected, young people with mobility experiences and those whose families have also had this experience attain higher scores in this explanatory model, which also shows as significant the future willingness to move to another country and to return to the home country. The level of languages and not having had obstacles in the mobility do not appear as relevant⁷³

⁷¹Scores 1-3 in a 5 point scale, villages under 20,000 inhabitants

⁷²See WP2-report (Hemming, Tillmann, and Reißig, 2016), where the type of mobility characterized by Romania is “mobility promoter”

⁷³In both models, these variables are introduced: Step 1: Man (Q1b=1), Age 25-29 years (Q1a-Age-Rec-Spain=2), rural place of origin (Q32=1:3), rural place of destination or current residence (Q38=1:3), tertiary level of education (q33=1:3), employed (Q434), student (Q432), with children (Q39-2-c=2:3), possesses dual nationality (Q201 up to Q235). Step 2: Germany (Qcountry=1), Hungary (Qcountry=2), Luxembourg (Qcountry=3), Norway (Qcountry=4), Romania (Qcountry=5) (Spain reference). Step 3: Have travelled more than 10 times abroad (Q4=4:5), languages level (Q36 summary), Have not experienced obstacles in mobility (Q111=9). Step 4: Siblings studied abroad (Q8-1-c=1), parents studied abroad (Q8-2-c=1), Friends studied abroad (Q8-3-c=1), Family with experience of mobility (Q42=1). Step 5: Possibility in the future of moving abroad (Q56-1-c=1), Possibility in the future or returning to their country (Q56-2-c=1), Possibility in the future of moving within the country where they live (Q56-3-c=1).

Table 53: Coefficients of the regression model (DV: Axis local-regional-national / DV Axis cosmopolitan-European

Model 1			Model 2				
	B	S.E.	t		B	S.E.	t
Adjusted R ² =0.069				Adjusted R ² =0.041			
(Constant)	34.986***	1.875	18.654	(Constant)	45.238***	1.769	25.575
Rural (currently living)	-2.79**	1.104	-2.526	Employed	5.895***	1.138	5.181
Age (25-29)	-2.34**	1.118	-2.096	Have children	3.904**	1.432	2.725
Romania	9.44***	1.386	6.816	Luxembourg	8.13***	1.800	4.516
Mobile	3.78***	1.146	3.300	Did not experience barriers	4.000**	1.585	2.523
Mobile family	2.12*	1.164	1.824	Siblings studied abroad	-3.583**	1.479	-2.422
Possible in the future to move to another country	2.63***	.385	6.826	Possible in the future to move to another country	-1.857***	.397	-4.678
Possible in the future to move to another part of the country where you currently live	1.65***	.379	4.348	Possible in the future to move to your home country	1.59***	.384	4.145
The adjusted of the dependence model is significant (Sig.ANOVA Test <0.05)							
*p<0.1 **p<0.05 ***p<0.01							

With the aim of exploring in depth the relationship between mobility and the identity processes of young Europeans and of understanding in an exploratory way the possible differences between the different identity dimensions, we have put forward a regression model on the data of the mobile respondents, which enables comparison between countries⁷⁴

⁷⁴Merged dataset for mobiles applying the weighting factor of 4 for mobiles participants. Regression model (dependent variables: degree of identification with the place of residence, the region of origin, the country of origin, Europe, and the world. Our model includes these variables, which have been incorporated in these phases: Step 1: Man (Q1b=1), Age 25-29 years (Q1a-Age-Rec-Spain=2), Germany (Qcountry=1), Hungary (Qcountry=2), Luxembourg (Qcountry=3), Norway (Qcountry=4), Romania (Qcountry=5) (Spain reference), rural place of origin (Q32=1:3), rural place of destination or current residence (Q38=1:3), tertiary level of education (Q33=1:3), employed (Q434), student (Q432), has children (Q39-2-c=2:3), possesses dual nationality (Q201 up to Q235). Step 2: Used a European programme for mobility (Q6-1-Q6e=1:15), financed their mobility with a European programme (Q15a-1-c=4:5), the destination of their mobility was Europe (Q6-1-Q6a =Europe), has been abroad more than ten times (Q4=4:5), and the mobility lasted at least three months (Q6-1-Q6c3 months). Step 3: Rates mobility as a good experience (Q6-1-Q6f=1:3), is satisfied with their integration in the destination society (Q23-1-c=4:5), is personally satisfied with the experience of mobility (Q23-2-c=4:5), family with experience of mobility (Q42=1), siblings studied abroad (Q8-1-c=1), parents studied abroad (Q8-2-c=1), friends studied abroad (Q8-3-c=1), and did not experience obstacles during the mobility (Q111=9). Step 4: Index of home-country transnationality, economic sub-index of home-country transnationality, social sub-index of home-country transnationality, political-participation sub-index of home-country transnationality, political-participation sub-index of home-country transnationality, cultural sub-index of home-country transnationality, communications media sub-index of home-country transnationality, index of destination-country transnationality, economic sub-index of destination-country transnationality, social sub-index of destination-country transnationality, political-participation sub-index of destination-country transnationality, political-participation sub-index of destination-country transnationality, cultural sub-index of destination-country transnationality, communications media sub-index of destination-country transnationality (the variables used for the construction of the indices and sub-indices can be consulted in 0.6 Transnational Index). Step 5: Possibility in the future of moving abroad (Q56-1-c=1), possibility in the future of returning to own country (Q56-2-c=1), and possibility in the future of moving within the country of residence (Q56-3-c=1).

12.2.1.Local, regional, and national identity

It is not surprising that, using the sample of young mobiles, the model that tries to explain the degree of **identification with the place of residence** at the time of completing the interview is the one with fewest explanatory variables and, as a result, the one that least explains variance. However, it confirms that the fact of being employed has a positive relationship with the degree of identification with the place where we live, a variable that also has a positive relationship when the mobile respondents have identified with the region and with the country of origin. It is interesting that those who feel most identified with Europe are, in contrast, students. This fact could be explained by the greater incidence of mobility programmes among students, although, as we will see, not all the effects of the European mobility programmes are positive, at least in regard to the degree of identification with Europe.

The data used were obtained from people who in most cases had already returned, for which this model reflects certain differences that could be understood when considering the effect of those respondents who, at the time of the interview, were in mobility. Indeed, we observe that transnationality is relevant to explaining the degree of identification of young people with the place of residence. The index of transnationality towards the country of origin is the most explanatory variable, within which the sub-index of economic transnationality towards the home country also stands out. Another interesting result for a future exploration in detail is that the sub-index of cultural transnationality in the destination country has a negative weight for determining the degree of identification with the place of residence. Thus, the approach to the cultural and symbolic world of the destination country, as expected, complicates identification with the place where the young people lived at the time of the interview, many of them having already returned. The regression model on identification with the place of residence shows that it is more likely among those who work and young people from Hungary and Luxembourg and less likely among the Spanish, probably because of a greater weight of people in mobility at the time of the interview among young Spanish people, which also fits with the positive weight that the model attributes to having carried out mobility through a European programme and to the fact of having friends who have studied abroad, which is the generalised situation among the Luxembourg students. Thus, one of the variables with greater explanatory weight is having a high degree of satisfaction with integration in the destination society, which also occurs with personal satisfaction with the mobility experience.

The regression coefficients on the variable of **identification with the region** among young mobiles include more socio-demographic features. As happens with identification with the place of residence, employed people reach higher values and, although the importance is small, they would also be young people of rural origin. The young mobiles of Luxembourg, Norway, Germany, and Hungary – in comparison with those of Spain, identify less with their region, which

could have many different explanations that would range from the purely geographical – that Luxembourg lacks regions – to the political circumstances of each country and region, which in Spain are especially prominent. As we have seen in the previous model, a prolonged stay abroad and an increased index of cultural transnationality towards the country of origin negatively affect the degree of regional identification. As in the previous model, the index of transnationality of the home country, satisfaction with integration in the destination country, and personal satisfaction with the experience of mobility are important. Future expectations of mobility also enter the model that predicts regional identification, with a negative weight for the future possibility of moving to another country, and with a positive significance for the possibility of returning.

The third of our models was made with **identification with the home country**, shares with the previous models that it predicts a greater national identification among employed young people. The young Luxembourgers will have the highest levels of national identification, the opposite of the Germans, always compared to young from Spain as the reference category. Language level enters the model, although with a small and negative weight. We also find a certain explanatory capacity in the number of times they have travelled outside of the country, although it is more relevant that friends and siblings have studied abroad. Also, young people who have integrated in the reception society and who have personal satisfaction of mobility will reach higher levels of identification with their country of origin. However, when mobility has been rated as good, the model shows a negative relationship with the degree of identification with the country of origin. This paradoxical result is also observable in the indices of transnationality, as it can be expected that the degree of national identification has a positive relation with all the indices towards home country – however, this relation is only confirmed with the sub-index of the social dimension in the home country. Once again, we observe the negative relation between national identification and cultural transnationality in the destination country, although, on the contrary, the degree of national identification increases when transnationality is made in the dimensions of media and economy. Thus, young people who are active in the area of communications and politics in the places of destination identify more with their nation of origin – above all, those who think about returning and those who do not expect to move to their own country in the future.

Table 54: Regression model DV: Degree of identification with the place of residence

DV: Identify yourself with the place where you live			
	B	S.E.	t
Ajusted R ² =0.107			
(Constant)	2.611***	0.107	25.941
Employed	0.168***	0.056	3.002
Hungary	0.266***	0.088	3.019
Luxembourg	0.287***	0.098	2.915
Financed by EU mobility prog.	0.257***	0.057	4.486
Lenght of stay (<3 months)	-0.192***	0.060	-3.218
Satisf. adjust. new society	0.451***	0.067	6.760
Friends studied abroad	0.154***	0.059	2.626
Satisf. personal experience	0.197***	0.076	2.591
Trans. Index (Home Country)	1.228***	0.220	5.583
T. Index (Cultural dim.) - Dest. Country	-0.333***	0.094	-3.547
T. Index (Economic dim.) - Home Country	-0.449***	0.156	-2.874
The adjusted of the dependence model is significant (Sig.ANOVA Test <0.05)			
*p<0.1 **p<0.05 ***p<0.01			

Table 55: Regression model DV: Degree of identification with your region

DV: Identify yourself with your region			
	B	S.E.	t
Ajusted R ² =0.089			
(Constant)	2.805***	0.151	18.634
Employed	0.262***	0.062	4.234
Luxembourg	-0.527***	0.107	-4.912
Rural	0.16***	0.061	2.605
Germany	-0.305***	0.074	-4.136
Norway	-0.342***	0.109	-3.133
Hungary	-0.198**	0.097	-2.033
Lenght of stay (<3 months)	-0.24***	0.060	-3.979
Financed by EU mobility prog.	0.12**	0.060	1.999
Satisf. adjust. new society	0.359***	0.070	5.115
Satisf. personal experience	0.213***	0.080	2.679
Trans. Index (Home Country)	1.228***	0.251	4.890
T. Index (Cultural dim.) - Home Country	-0.295***	0.121	-2.437
Possible in the future to Move to another country	-0.091***	0.023	-4.052
Possible in the future to Move to your home country	0.076***	0.021	3.671
The adjusted of the dependence model is significant (Sig.ANOVA Test <0.05)			
*p<0.1 **p<0.05 ***p<0.01			

Table 56: Regression model DV: Degree of identification with your country of origin

DV: Identify yourself with your country of origin			
	B	S.E.	t
Ajusted R ² =0.139			
(Constant)	2.979***	0.136	21.863
Luxembourg	0.313***	0.109	2.870
Language level	-0.033***	0.007	-4.516
Employed	0.194***	0.055	3.496
Germany	-0.284***	0.067	-4.213
Times abroad (<10)	0.121**	0.059	2.061
Friends studied abroad	0.273***	0.059	4.623
Satisf. personal experience	0.269***	0.076	3.531
Satisf. adjust. new society	0.238***	0.067	3.580
Siblings studied abroad	0.185***	0.063	2.951
Rated experience (good)	-0.127*	0.069	-1.839
T. Index (Social dim.) - Home Country	0.35***	0.098	3.576
T. Index (Cultural dim.) - Dest. Country	-0.449***	0.095	-4.740
T. Index (Level inform.) - Dest. Country	0.246***	0.080	3.085
T. Index (Political dim.) - Dest. Country	0.355***	0.122	2.905
Possible in the future to Move to your home country	0.187***	0.019	9.712
Possible in the future to Move to another country	-0.097***	0.021	-4.570
The adjusted of the dependence model is significant (Sig.ANOVA Test <0.05)			
*p<0.1 **p<0.05 ***p<0.01			

12.2.2. European and cosmopolitan identity

With regard to the model resulting from the regression on the variable of degree of **identification with Europe**, once again, the model clearly predicts a gap between the young mobiles of Luxembourg in comparison with the Spanish, even though according to this model those who would obtain the highest scores in European identification are the mobile young Romanians, which could be explained by their more recent incorporation into the EU. Being employed disappears from the model and, in line with the European wager on the politics of mobility of university students, the following appear as explanatory variables in the degree of identification with Europe by young mobiles: having higher education and to be studying. Also taking on a greater explanatory weight are: a larger number of mobilities, that these have been to other European destinations, and that they have been organised by European programmes (the latter is significant for predicting the degree of regional identification). In our model, we find negative weight for the variable that refers to when the destination of the mobility is rural. However, the most striking result – and one that takes account of the impact of public policies that finance mobility through European programmes on the formation of identity – is that when mobility is financed by a European programme this has a positive impact on the European identity however if the finance of the mobility was carried out mainly through a European program (that is to say there is less or no access to other funding options and more dependant on this finance) the

model predicted a lower degree of European identification. This question was already indicated in the case studies about vocational training mobility in Spain and higher education mobility in Hungary (D3.5 – Patterns of youth mobility: results from the qualitative case studies – integrated public report⁷⁵) and is classic in research about mobility, “the financial dimension still plays an important, if not a decisive, role in the process of going abroad as a student within the European Union” (Van Mol *et al.*, 2014).

The duration of stay loses explanatory importance, maintaining its weight in the model of satisfaction with integration in the reception society. The variable of having parents who have studied abroad enters in our explanatory model with the same weight as the number of mobilities. In terms of the influence of transnationality on young mobiles' identification with Europe, transnational social activities towards the country of origin as well as those related to keeping informed about and economic activities in the destination country all have a positive relationship, as occurs with those young mobiles who believe it possible that they will live in another country in the future.

Table 57: Regression model DV: Degree of identification with Europe

DV: Identify yourself with Europe			
	B	S.E.	t
Adjusted R ² =0.116			
(Constant)	2.012***	0.133	15.172
Language level	0.023***	0.007	3.193
Rural (currently living)	-0.138**	0.063	-2.184
Romania	0.362***	0.083	4.355
Luxembourg	-0.412***	0.106	-3.884
Tertiary	0.121**	0.061	1.975
Studying	0.105**	0.056	1.864
Times abroad (<10)	0.209***	0.057	3.667
European_dest	0.313***	0.091	3.430
Financed by EU mobility prog.	0.171**	0.066	2.595
European_prog_2	-0.222***	0.068	-3.260
Satisf. adjust. new society	0.262***	0.059	4.439
Parents studied abroad	0.204***	0.068	2.997
T. Index (Level inform.) - Dest. Country	0.27***	0.075	3.598
T. Index (Social dim.) - Home Country	0.287***	0.093	3.100
T. Index (Economic dim.) - Dest. Country	0.249**	0.125	1.989
Possible in the future to Move to another country	0.084***	0.021	4.091
The adjusted of the dependence model is significant (Sig.ANOVA Test <0.05)			
*p<0.1 **p<0.05 ***p<0.01			

⁷⁵ Available at the project website www.move-project.eu

Table 58: Regression model DV: Degree of identification with the World

DV: Identify yourself with the World			
	B	S.E.	t
Adjusted R ² =0.148			
(Constant)	2.46***	0.170	14.471
Luxembourg	-0.503***	0.125	-4.025
Male	-0.106*	0.057	-1.869
Norway	-0.318**	0.115	-2.775
Mobile family	0.122**	0.058	2.097
Hungary	-0.277***	0.106	-2.604
Germany	-0.144*	0.084	-1.707
Age (25-29)	-0.106*	0.060	-1.765
Satisf. adjust. new society	0.228***	0.068	3.348
Satisf. personal experience	0.148**	0.077	1.916
Trans. Index (Destination Country)	1.301***	0.185	7.037
Trans. Index (Home Country)	-0.42**	0.166	-2.537
Possible in the future to Move to another country	0.177***	0.023	7.870
Possible in the future to Move to your home country	-0.044**	0.020	-2.183
The adjusted of the dependence model is significant (Sig.ANOVA Test <0.05)			
*p<0.1 **p<0.05 ***p<0.01			

The resulting regression model on the degree of **identification with the world** is the one that shows more differences between the countries included in the sample (taking Spain as a reference), that includes most socio-demographic variables and, as was expected, most entries related to mobility and transnationality. The young mobile Spaniards of our sample would be those who most identify with the world, while those who least identify with the world would be, in order of importance, the young people of Luxembourg, Norway, Hungary, Germany, and – lightly – Romania. Women identify more than men, which is also the case with the younger cohort (those under 25). Having tertiary education and the level of languages comes out of the model of identification with the world, although family mobility background enters. Other explicative variables of the degree of identification by the respondents with the world are satisfaction with integration in the reception society and personal satisfaction with the experience of mobility.

The indices of transnationality in the destination country (in a positive way) and towards the home country (in a negative way) are the most important variables in our model about identification with the world. Together with these, the possibilities of setting oneself up in another country in the future has a positive weight and those of returning to the home country a negative weight, perhaps those who see returning as difficult also find it hard to feel that they are “citizens of the world”.

13. Conclusions and Forthcoming use of WP4 results

WP 4 had as aim to shed some empirical evidence on the reality of European youth population mobility, accounting for all kinds of mobility types, encompassing all factors that could shape young mindsets when taking the decision of moving, their socio-economic context, and also the institutional factors as well as the environmental conditions in which they decided whether or not to move abroad.

In this public report we attempted to addressed these questions, answering the objectives of the work package and drawing a comprehensive picture of youth mobility in Europe, testing the most mainstream theories on migration, adapting and evolving them to the case of youth mobility, and developing new insights about the phenomenon. In this regard, we used a full set of heterogeneous and multidisciplinary methodological approaches, to overcome the challenges presented by the population of study, the lack of information and the type of data we were able to obtain, that we certainly think it might help for further studies and researches.

Along the report, and summarised in the executive summary section, main results have been highlighted and explained in detail. Nevertheless, a final set of conclusions should be included.

The youth population that finally decided to enjoy a mobility experience outside their home countries, as expected, shape a minority percentage of the total youth population. Moreover, according to the results of this research, this minority is a well qualified, with a knowledge on different languages, that consider moving abroad as a natural step on their personal and professional development. They share a cosmopolitan identity, not having any problem on keeping transnational relationships. Furthermore, this mobile population is economically dependent (specially students) of their parents or private funding (work oriented). Therefore, this young population are not moving abroad for economic reasons (do not send remittances to their home countries). That said, this young mobile population becomes a elite of European citizens that believe EU has no borders either to live, work, expanding their social networks, enjoy life experiences or develop their lives for an unknown period of time.

The report here presented does not stop in this picture, but goes further in detail, disentangling which are the main determinants that affect the decision to whether or not going abroad, and moreover, how mobile youth population behave once they are abroad. Our first assumption was that agency factor played a key role in this regard. However, results show that has a little effect on the decision. Nevertheless, research has shown that the most important role of agency will be

during the mobility experience than previously. This interesting outcome suggest to be deeply studied in following projects.

According to our hypotheses, the next key factor was the context or the socio-economic conditions of each individual that might encourage or discourage for moving abroad. In this sense, empirical analysis proof that the ability of speaking a second language, familiar background, educational level of their parents, social networks with mobility experience, the possibilities of having personal funding, are key factors that increase the likelihood to move abroad.

Last but not least, the third level of analysis led us to assume that the environmental situations, and institutional conditions might affect the outcome of being or not being mobile. Our assumptions were corrected, but larger than expected. The country of origin, and its constraints have been demonstrated as the most determinant factors to understand European mobility among youth population.

Therefore, European youth mobility can be seen as a two way phenomenon. On one side, building cosmopolitan, well qualified, prepared and no-borders European citizens guarantee the formation of an outstanding subgroup of population, that will see multiply their options of enjoying better professional and personal lives. On the other side, as some of the sections in this report had already pointed out, it may reproduce and reinforce previous and formerly detected social inequalities that might be faced and reduced in the short and mid term.

The results herein presented will feed into the next work package, WP5, in which the data obtained from the secondary data analyses (WP2), the interviews from the case studies (WP3), and the survey (WP4) will be brought together and analysed.

These results will be also used for the production of the 2nd Policy Brief (deliverable D.6.2) in the project which will present recommendations extracted from WP3 and WP4 on how mobility can be “good” both for social and political development and for individuals and families.

14.Bibliography

- Alkire, S. (2008). *Using the capability approach: prospective and evaluative analyses. The Capability Approach: Concepts, Measures and Applications*, Cambridge University Press, Cambridge, 26-50.
- Ana-Maria, H., Andrei, R., Ticu, C. (2012) *Beyond the asymmetries between pleasure and pain. An exploratory study of the links between regulatory focus, trait affectivity and motivational persistence*.
- Andrejuk, K. (2017). “Self-employed migrants from EU Member States in Poland: differentiated professional trajectories and explanations of entrepreneurial success”. *Journal of Ethnic and Migration Studies*.
- Anduiza, E., Cantijoch, M., Gallego, A. (2009). “Political participation and the Internet: A field essay”. *Information, Communication Society*, 12(6), 860-878.
- Arthur, M.B., Khapova, S.N., and Wilderom, C.P.M. (2005), “Career success in a boundaryless career world”, *Journal of Organizational Behavior*, Vol. 26, No. 2, pp. 177– 202.
- Atkinson, R., Flint, J. (2001). Accessing hidden and hard-to-reach populations: Snowball research strategies. *Social research update*, 33(1), 1-4
- Bakker, T. P., De Vreese, C. H. (2011). “Good news for the future? Young people, Internet use, and political participation”. *Communication research*, 38(4), 451-470.
- Balaj, V., Karasová, K. (2017). “Geographical Patterns in the Intra-European Migration before and after Eastern Enlargement”: *The Connectivity Approach* 1, 65(1), 3–30.
- Baláz, V. Williams, A.M. Kollar, D. (2004). “Temporary versus permanent youth brain drain: Economic implications”. *International Migration*, 2(42), 3–34.
- Baltar, F., Brunet, I. (2012). “Social research 2.0: virtual snowball sampling method using Facebook”. *Internet Research*, 22(1), 57-74.
- Barnes, J., 1954. *Class and committees in a Norwegian island parish*. Hum. Relat. 7, 39–58.
- Baubcök, R. (2003). “Toward a Political Theory of Migrant Transnationalism”. *International Migration Review*, 37: 700-723.
- Bauböck, R. (2007). “Stakeholder Citizenship and Transnational Political Participation: A Normative Evaluation of External Voting”. *Fordham Law Review*, 75(5), 2393–2447.
- Becker, G.S. (1964), *Human Capital*, New York: Columbia University Press

Benton, M., Petrovic, M. (2013). *How free is free movement? Dynamics and drivers of mobility within the European Union*. Brussels.

Best, S.J. y Krueger, B.S. (2005). “Analyzing the Representativeness of Internet Political Participation”. *Political Behavior*, vol. 27, no. 2, pp. 183-216.

Biernacki, P., Waldorf, D. (1981). Snowball sampling: Problems and techniques of chain referral sampling. *Sociological methods research*, 10(2), 141-163.

Biesta, G., Tedder, M. (2006). “How is agency possible? Towards an ecological understanding of agency-as-achievement”. *Learning lives: Learning, identity, and agency in the life course*.

Bilecen, B., Cardona, A. (2017). “Do transnational brokers always win? A multilevel analysis of social support”. *Social Networks*.

Bilecen, B., Gamper, M., Lubbers, M. J. (2017). “The missing link: Social network analysis in migration and transnationalism”. *Social Networks*.

Bilsborrow, R. E. (1997). “International migration statistics: Guidelines for improving data collection systems”. *International Labour Organization*.

Binder, J. F., Sutcliffe, A. G. (2014). “The best of both worlds? Online ties and the alternating use of social network sites in the context of migration”. *Societies*, 4(4), 753-769.

Bloch, A. (1999). “Carrying out a survey of refugees: some methodological considerations and guidelines”. *Journal of refugee studies*, 12(4), 367-383.

Bloch, A. (2007). “Methodological challenges for national and multi-sited comparative survey research”. *Journal of Refugee Studies* 20(2), 230–247.

Boccagni, P. (2012). “Chapter 14: Even a transnational social field must have its boundaries. Methodological options, potential and dilemmas for reseaching transnationalism”. *Handbook of Research Methods in Migration*, 295–318.

Bolton, B., Brookings, J. (1998). “Development of a measure of intrapersonal empowerment. *Rehabilitation Psychology*, 43(2), 131.

Bourdieu P. 1986. *The forms of capital*. In Handbook of Theory and Research for the Sociology of Education, Richardson JG (ed.). Greenwood Press: New York; 241–258.

Bourdieu, P. (1984). *Distinction: A social critique of the judgement of taste*. Harvard university press.

Breidt, F. J., Opsomer, J. D. (2008). Endogenous post-stratification in surveys: classifying with a sample-fitted model. *The annals of statistics*, 403-427.

- Buchanan, T., Smith, J. L. (1999). "Using the Internet for psychological research: Personality testing on the World Wide Web". *British journal of Psychology*, 90(1), 125-144.
- Bukodi, E., Róbert, P. (2007). Occupational mobility in Europe.
- Bynner, J. (2005). "Rethinking the youth phase of the life-course: The case for emerging adulthood?" *Journal of youth studies*, 8(4), 367-384
- Castells, M. (1996). *The network society* (Vol. 469). Oxford: Blackwell.
- Castles, Steven and Miller, Mark J. (1993): *The Age of Migration: International Population Movements in the Modern World*. Hounds Mills: Macmillan.
- Çetin, D., Fernández-Zubieta, A., Mulatero, F. (2016). *Formal and Informal Social Capital as Determinants of Male and Female Entrepreneurship in Europe*. Cankiri Karatekin Üniversitesi İktisadi ve İdari Bilimler Fakultesi Dergisi, 6(2016-1), 1-1.
- Chang, L., Krosnick, J.A., 2009. National surveys via RDD telephone interviewing versus the Internet—comparing sample representativeness and response quality. *Public Opinion Quarterly* 73 (4), 641–678.
- Cho, E., Myers, S., Leskovec, J. (2011). *Friendship and mobility: user movement in location-based social networks*. Proceedings of the 17th ACM SIGKDD.
- Clark, K., Drinkwater, S., Robinson, C. (2017). "Self-employment amongst migrant groups: new evidence from England and Wales". *Small Business Economics*.
- Clemens, Michael A., Do Visas Kill? Health Effects of African Health Professional Emigration (March 2007). Center for Global Development Working Paper No. 114; iHEA 2007 6th World Congress: Explorations in Health Economics Paper.
- Cobben, F., Bethlehem, J. (2013). *Web panels for official statistics*. The Hague, The Netherlands: Statistics Netherlands.
- Coleman, J. (1990). *Foundations of social capital*. Cambridge: Belknap.: 302
- Couper, M. P, Traugott M. W. , Lamias, M. J. (2001). "Web survey design and administration." *Public opinion quarterly* 65(2), 230–253.
- Couper, M. P. (2000). "Web surveys: A review of issues and approaches". *The Public Opinion Quarterly*, 64(4), 464-494.
- Curtin, R., Presser, S., Singer, E. (2000). "The effects of response rate changes on the index of consumer sentiment". *Public Opinion Quarterly* 64(4), 413-28.

- Davidov, E., Datler, G., Schmidt, P., Schwartz, S. H. (2011). "Testing the invariance of values in the Benelux countries with the European Social Survey: Accounting for ordinality". *Cross-cultural analysis: Methods and applications*, 149-150.
- Davis, M., Bolding, G., Hart, G., Sherr, L., Elford, J. (2004). "Reflecting on the experience of interviewing online: perspectives from the Internet and HIV study in London". *AIDS care*, 16(8), 944-952.
- Dekker, R., Engbersen, G. (2014). "How social media transform migrant networks and facilitate migration". *Global Networks*, 14(4), 401-418.
- Deutschmann, Emanuel; Delhey, Jan; Verbalyte, M. Aplowski, A. (2017). *Towards An Ever Closer Union among the Peoples of Europe? A Longitudinal Network Analysis of the European Social Space*.Communication presented at ESA Conference. Athens.
- Díaz-Catalán, C., Díaz-Chorne, L., Suárez-Lledó, V., Navarrete Moreno, L. (2017). *Mobility and entrepreneurship: Dodging the ceiling glass?* In ESA Conference. Athens.
- Dillman, D. A. (1978). *Mail and telephone surveys: The total design method* (Vol. 19). New York: Wiley.
- Docquier, F., Rapoport, H. (2011). *Globalization, Brain Drain and Development* (No. 219).
- Dodani, S., LaPorte, R. E. (2005). "Brain drain from developing countries: how can brain drain be converted into wisdom gain?". *Journal of the Royal Society of Medicine*, 98(11), 487-491.
- Doughty, K., Murray, L. (2016). "Discourses of Mobility: Institutions, Everyday Lives and Embodiment". *Mobilities*, 11(2), 303–322.
- Duffy, B., Smith, K., Terhanian, G., Bremer, J. (2005). "Comparing data from online and face-to-face surveys". *International Journal of Market Research*, 47(6), 615.
- Elder Jr, G. H. (1995). The life course paradigm: Social change and individual development. In P. Moen, G. H. Elder, Jr., K. Lüscher (Eds.), *Examining lives in context: Perspectives on the ecology of human development* (pp. 101-139).
- Emirbayer, M. Mische, A. (1998) 'What is agency?', *American Journal of Sociology*, 103 (8):962-1023.
- Eurobarometer, S. 399 (2013). Report "Cultural access and participation" November 2013.
- Evans, K. (2007). "Concepts of bounded agency in education, work, and the personal lives of young adults". *International Journal of Psychology*, 42(2), 85-93
- Faist, T. (2006). *The Transnational Social Spaces of Migration*. Working Papers - – Center on

- Migration, Citizenship and Development, (10), 3–8.
- Faist, T. (2013). “Ahora todos somos transnacionales: relevancia de la transnacionalidad para comprender las inequidades sociales”. *Migración Y Desarrollo*.
- Faist, T., (2000). *The Volume and Dynamics of International Migration And Transnational Social Spaces*. Oxford University Press, Oxford.
- Faist, T., Bilecen, B., Barglowski, K., Sienkiewicz, J. J. (2015). “Transnational social protection: migrants’ strategies and patterns of inequalities”. *Population, Space and Place*, 21(3), 193-202.
- Fassmann, H., Munz, R. (1992). “Patterns and trends of international migration in Western Europe”. *The Population and Development Review*, 457-480.
- Favell, A. (2008). “The New Face of East-West Migration in Europe”. *Journal of Ethnic and Migration Studies*, 34(5), 701–716.
- Favell, A., Recchi, E. (2009). “Pioneers of European Integration: an introduction”. *Pioneers of European Integration. Citizenship and Mobility in the EU*.
- Fawcett, J. T., Arnold, F. (1987). The role of surveys in the study of international migration: an appraisal. *International Migration Review*, 1523-1540.
- Frändberg, L. (2014). “Temporary Transnational Youth Migration and its Mobility Links”. *Mobilities*, 9(1), 146–164.
- Gabrielsen, L. E., Ulleberg, P., Watten, R. G. (2012). “The Adolescent Life Goal Profile Scale: Development of a new scale for measurements of life goals among young people”. *Journal of Happiness Studies*, 13(6), 1053-1072
- Geisen, T. (2010). *Youth on the Move. European Youth and Geographical Mobility* (Wiesbaden: VS Verlag fur Sozialwissenschaften / GWV Fachverlage GmbH, Wiesbaden). In D. Cairns (Ed.) (pp. 11–23).
- Gerhards, J., Hans, S. (2013). “Transnational human capital, education, and social inequality. Analyses of international student exchange”. *Zeitschrift Fur Soziologie*, 42(April), 99–117.
- Gibson, J. McKenzie, D. (2011). *Eight Questions about Brain Drain*. *Journal of Economic Perspectives*, 3(25), 107–128.
- González Rábago, Y. (2014). *Los procesos de integración de personas inmigrantes: límites y nuevas aportaciones para un estudio más integral*. *Athenea Digital. Revista de pensamiento e investigación social*, 14(1).

- Goodman, L. A. (1961). Snowball sampling. *The annals of mathematical statistics*, 148-170.
- Gordon F. de Jong (2011) *Diaspora and Transnationalism: Concepts, Theories and Methods*. Contemporary Sociology: A Journal of Reviews 2011 40: 562 DOI: 10.1177/0094306111419111c
- Gosling, S. D., Vazire, S., Srivastava, S., John, O. P. (2004). *Should we trust web-based studies? A comparative analysis of six preconceptions about internet questionnaires*. American psychologist, 59(2), 93.
- Goyder, J. (1986). *Surveys on surveys: Limitations and potentialities*. Public Opinion Quarterly.
- Groenewold, G., Bilsborrow, R.(2004). *Design of samples for international migration surveys: methodological considerations, practical constraints and lessons learned from a multi-country study in Africa and Europe*. In Population Association of America 2004 General Conference.
- Guarnizo, L. E. (2003), “The Economics of Transnational Living”. *International Migration Review*, vol. 37, num. 3
- Guarnizo, L. E., Portes, A., Haller, W. (2003). “Assimilation and Transnationalism: Determinants of Transnational Political Action among Contemporary Migrants 1”. *AJS*, 108(6), 1211–48.
- Häder, M.(2012). “Data Quality in Telephone Surveys via Mobile and Landline Phone”. *Springer*.
- Haythornthwaite, C. (2005). Social networks and Internet connectivity effects. *Information, Community Society*, 8(2), 125-147.
- Heckathorn, D. D. (1997). Respondent-driven sampling: a new approach to the study of hidden populations. *Social problems*, 44(2), 174-199.
- Hemming, K., Tillmann, F., and Dettmer, M. 2016. “Users’ manual for D2.5 MOVE-Scientific Youth File (SUF): Youth mobility macro data for Europe.” Part of *the MOVE-project: Mapping mobility – pathways, institutions and structural effects of youth mobility*. Public Report.
- Hemming, K., Tillmann, F., and Reißig, B. (2016). *Final Work Package Report WP2: Sampling and secondary analyses of macro data of youth mobility in Europe and the partner countries*.
- Hitlin, S., Elder, G. H. (2006). “Agency: An empirical model of an abstract concept”. *Advances in life course research* 11, 33-67.
- Hooghe, M; Reeskens, T; Stolle, D; Trappers, A. (2009). “Ethnic Diversity and Generalized Trust in Europe. A Cross-National Multilevel Study”, *Comparative Migration Studies* Vol. 42-2, pp. 198-223

- Hormiga, E., Bolívar-Cruz, A. (2014). “The relationship between the migration experience and risk perception: A factor in the decision to become an entrepreneur”. *International Entrepreneurship and Management Journal*, 10(2), 297–317.
- Hussein, Shereen, Manthorpe J. Martin Stevens. (2011). “The experiences of migrant social work and social care practitioners in the UK: findings from an online survey”. *European Journal of Social Work* 14(4), 479–496.
- Illenberger, J., Flötteröd, G. (2012). “Estimating network properties from snowball sampled data”. *Social Networks*, 34(4), 701-711.
- Jöreskog, K. G., Sörbom, D. (1993). *LISREL 8: Structural equation modeling with the SIMPLIS command language*. Scientific Software International.
- Kahanec, M., y K.F. Zimmermann (2010): *EU Labor markets after postenlargement migration*. Berlín: Springer.
- Kaiser, H. F. (1974). “An index of factorial simplicity”. *Psychometrika*, 39(1): 35.
- Kalton, G., Anderson, D. W. (1986). Sampling rare populations. *Journal of the royal statistical society. Series A (general)*, 65-82.
- Kalton, G., Flores-Cervantes, I. (2003). “Weighting methods”. *Journal of Official Statistics*, 19(2), 81.
- Kazlauskienė, A., and Rinkevičius, L. (2015). “Lithuanian “brain drain” causes: Push and pull factors”. *Engineering Economics*, 1(46), 27–37.
- Kendall, C., Kerr, L. R., Gondim, R. C., Werneck, G. L., Macena, R. H. M., Pontes, M. K., ... McFarland, W. (2008). “An empirical comparison of respondent-driven sampling, time location sampling, and snowball sampling for behavioral surveillance in men who have sex with men, Fortaleza, Brazil”. *AIDS and Behavior*, 12(1), 97-104.
- Kerrissey, J., Schofer, E. (2013). “Union membership and political participation in the United States”. *Social Forces*.
- Kindler, M., Ratcheva, V., Piechowska, M. (2015). “Social networks, social capital and migrant integration at local level”. *European literature review*.
- King, R., Lulle, A., Conti, F., Mueller, D. (2016). “Eurocity London: a qualitative comparison of graduate migration from Germany, Italy and Latvia”. *Comparative Migration Studies*, 4(1), 3.
- Konstan, J. A., Simon Rosser, B. R., Ross, M. W., Stanton, J., Edwards, W. M. (2005). “The story of subject naught: A cautionary but optimistic tale of Internet survey research”. *Journal*

of Computer-Mediated Communication, 10(2).

Kwak, N., Radler, B. (2002). “A comparison between mail and web surveys: Response pattern, respondent profile, and data quality”. *Journal of official statistics*, 18(2), 257-274.

Lados, Gábor. (2013). “The impact and importance of return migration in East Central Europe”. In *Forum geografic*. Vol. 12, 132–137

Landau, L. B., Jacobsen, K. (2005). “The value of transparency, replicability and representativeness”. *Forced Migration Review*, 22, 46.

Landesmann, M. – Leitner, S. M. (2015): *Intra-EU Mobility and Push and Pull Factors in EU Labour Markets: Estimating a Panel VAR Model*. [Working Paper 120.] Vienna: Vienna Institute for International Economic Studies.

Ledbetter, A. M. (2009). “Patterns of media use and multiplexity: Associations with sex, geographic distance and friendship interdependence”. *New Media Society*, 11(7), 1187-1208.

Lee, S. (2006). “Propensity score adjustment as a weighting scheme for volunteer panel web surveys”. *Journal of official statistics*, 22(2), 329.

Levitt, P. (2001). “Transnational migration: taking stock and future directions”. *Global Networks*, 3(1), 195–216.

Levitt, P. (2011). “A Transnational Gaze”. *Migraciones Internacionales*, 6(1), 9–44. Levitt, P., Jaworsky, B. N. (2007). *Transnational Migration Studies: Past Developments and Future Trends*.

Levitt, P., Schiller, N., Glick Schiller, N. (2004). “Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society”. *International Migration Review*, 38(3), 1002–1039.

Lubbers, M., Molina, J.L., Lerner, J., Brandes, U., Avila, J., McCarty, C., 2010. “Longitudinal analysis of personal networks. The case of Argentinian migrants in Spain”. *Soc. Netw.* 32 (1), 91–104.

Manafi, I., Marinescu, D., Roman, M., Hemming, K. (2017). “Mobility in Europe: Recent Trends from a Cluster Analysis”. *The AMFITEATRU ECONOMIC journal*, 19(46), 711-711.

Manderscheid, Katharina. (2014). “The Movement Problem, the Car and Future Mobility Regimes: Automobility as Dispositif and Mode of Regulation”. *Mobilities* 9 (4), 604–626.

Massey, D. S., Singer, A. (1995). “New estimates of undocumented Mexican migration and the probability of apprehension”. *Demography*, 32(2), 203-213.

Massey, D., Durand, J., Alarcon, R. and Gonzalez, H. (1987) *Return to Aztlan*. Berkeley:

University of California Press.

Massey, D.S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., Taylor, J.E., (1993). "Theories of international migration: a review and appraisal". *Popul. Dev. Rev.* 19 (3), 431–466.

Mau, S. (2010). *Social transnationalism: Lifeworlds beyond the nation-state*. Routledge.

Mau, S., Mewes, J. and Zimmerman, A. (2008). "Cosmopolitan Attitudes Through Transnational Social Practices". *Global Networks* 8 (1).

Mau, S., Mewes, J., Zimmermann, A. (2008). "Cosmopolitan attitudes through transnational social practices?" *Global Networks*, 8(1), 1–24.

Mazzucato, V. (2008). "The Double Engagement: Transnationalism and Integration. Ghanaian Migrants' Lives Between Ghana and The Netherlands". *Journal of Ethnic and Migration Studies*, 34(2), 199–216.

McKenzie, D. J., Mistiaen, J. (2009). "Surveying migrant households: a comparison of census based, snowball and intercept point surveys". *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, 172(2), 339-360.

Medrano, J. D., Gutiérrez, P. (2001). "Nested identities: national and European identity in Spain". *Ethnic and racial studies*", 24(5), 753-778.

Mills, M., Blossfeld, H. P., Klijzing, E. (2005). *Becoming an adult in uncertain times*. Globalization, Uncertainty and Youth in Society: The Losers in a Globalizing World, 438.

Moore, D., Tarnai, J. (2002). *Evaluating nonresponse error in mail surveys*. Survey Nonresponse.

Morawska, E. (2003) "Immigrant transnationalism and assimilation: a variety of combinations and the analytic strategy it suggests"; in C. Joppke and E. Morawska (eds) *Toward assimilation and citizenship: immigrants in liberal nation-states*. Basingstoke/New York: Palgrave Macmillan, 133–76.

Muhib, F. B., Lin, L. S., Stueve, A., Miller, R. L., Ford, W. L., "A venue-based method for sampling hard-to-reach populations". *Public health reports*, 116(1 suppl), 216-222.

Navarrete Moreno, L., Cuenca Garcia, C., and Diaz-Catalan, C. 2014. *La emigración de los jóvenes españoles en el contexto de la crisis. Análisis y datos de un fenómeno difícil de cuantificar* INJUVE, Madrid.

Østergaard-Nielsen, E. (2009). Mobilising the Moroccans: "Policies and perceptions of transnational co-development engagement among Moroccan migrants in Catalonia". *Journal of Ethnic and Migration Studies*, 35(10), 1623-1641.

- Pequegnat, W., Rosser, B. S., Bowen, A. M., Bull, S. S., DiClemente, R. J., Bockting, W. O., ... Konstan, J. (2007). "Conducting Internet-based HIV/STD prevention survey research: considerations in design and evaluation". *AIDS and Behavior*, 11(4), 505-521.
- Perez, D. F., Nie, J. X., Ardern, C. I., Radhu, N., Ritvo, P. (2013). "Impact of participant incentives and direct and snowball sampling on survey response rate in an ethnically diverse community: results from a pilot study of physical activity and the built environment". *Journal of Immigrant and Minority Health*, 15(1), 207-214.
- Peroni, C., Riillo, C. A. F. F., Sarracino, F. (2015). "Entrepreneurship and immigration: evidence from GEM Luxembourg". *Small Business Economics*, 46(4), 639–656.
- Platt, L., Wall, M., Rhodes, T., Judd, A., Hickman, M., Johnston, L. G., ... Sarang, A. (2006). "Methods to recruit hard-to-reach groups: comparing two chain referral sampling methods of recruiting injecting drug users across nine studies in Russia and Estonia". *Journal of Urban Health*, 83(1), 39-53
- Portes, A. (1999). Conclusion: "Towards a new world - the origins and effects of transnational activities". *Ethnic and Racial Studies*, 22(2), 463–477.
- Portes, A., Guarnizo, L. E., Landolt, P. (1999). "The study of transnationalism: pitfalls and promise of an emergent research field". *Ethnic and Racial Studies*, 22(2), 217–237.
- Portes, A., L. E. Guarnizo and P. Landolt (1999) "The study of transnationalism: pitfalls and promise of an emergent research field". *Ethnic and Racial Studies* 22(2).
- Portes, A., Rumbaut, R.G., (1996) *Immigrant America: A Portrait*, 2nd ed. University of California Press, Berkeley, CA.
- Portes, A., Rumbaut, R.G., (2001) *Legacies: The Story of the Immigrant Second Generation*. University of California Press, Berkeley, CA
- Portes, A., W. Haller and L. E. Guarnizo, (2002), "Transnational Entrepreneurs: The Emergence and Determinants of an Alternative form of Immigrant Economic Adaptation?", *American Sociological Review* 67, 278–298.
- Pries, L. (2002). *La migración transnacional y la perforación de los contenedores de Estados-nación*. Estudios Demográficos Y Urbanos.
- Putnam, R. (1995). *Bowling alone: America's declining social capital*. Journal of Democracy.
- Rérat, P. (2014). "The selective migration of young graduates: Which of them return to their rural home region and which do not?" *Journal of Rural Studies* 35, 123–132.

- Risse, T., Maier, M. L. (2003). *Europeanization, collective identities and public discourses*. Florence: Robert Schumann Centre for Advanced Studies, European University Institute.
- Schiller, N. G., Basch, L., and Blanc-Szanton, C. (1992). "Towards a definition of transnationalism". *Annals of the New York academy of sciences*, 645(1).
- Schwarzer, R., Jerusalem, M. (1995). "Optimistic self-beliefs as a resource factor in coping with stress". In *Extreme stress and communities: Impact and intervention*, 159-177. Springer Netherlands.
- Sheller, Mimi, and John Urry. (2006). "The New Mobilities Paradigm". *Environment and Planning A* 38 (2): 208.
- Singer, E., Hoewyk, J. Van, Maher, M. (2000). "Experiments with incentives in telephone surveys". *Public Opinion Quarterly*.
- Skrobanek, J., Jobst, S. (2006). "Begrenzung durch kulturelles Kapital?" *Berliner Journal für Soziologie*, 16(2), 227-244.
- Skrobanek, J., Karl, U. (2016). "Micro – Meso – Macro and beyond – an integrative framework for researching migration mobility". In *D.2.3 Background models [and related MOVE typology] for youth mobility schemes*. Annex (pp. 97–99).
- Snel, E., Engbersen, G., Leerkes, A. (2006). "Transnational involvement and social integration". *Global Networks*, 6(3), 285–308.
- Suárez-Lledó, V; Lorenzo-Rodríguez, J; Fernández-Araiz, V. (2017). *Panel and Snowball: a combined method and a comparative study*. Communication presented at ESA Conference. Athens.
- Sue, Valerie M and Lois A Ritter. 2012. *Conducting online surveys*. Sage.
- Thiel, M. (2011). *The Limits of Transnationalism Collective Identities and EU Integration*. Palgrave Macmillan.:174
- Tsuda, T. (2012). "Whatever Happened to Simultaneity? Transnational Migration Theory and Dual Engagement in Sending and Receiving Countries". *Journal of Ethnic and Migration Studies*, 38(4), 631–649.
- Tyldum, G., Brunovskis, A. (2005). "Describing the unobserved: Methodological challenges in empirical studies on human trafficking". *International Migration*, 43(1-2), 17-34.
- Urry, J. (2012). Sociology beyond societies: *Mobilities for the twenty-first century*. Routledge.
- Vandenbrande, Tom; Coppin, L.; Hallen, P.; Ester, P.; Fouarge, D. (2009). *Mobility in Europe: Analysis of the 2005 Eurobarometer survey on geographical and labour market mobility*.

- Van Mol, C., de Valk, H. A., van Wissen, L. (2015). “Falling in love with(in) Europe: European bi-national love relationships, European identification and transnational solidarity”. *European Union Politics*, 16(4), 469–489.
- Vertovec, S. (1999). “Conceiving and researching transnationalism”. *Ethnic and Racial Studies*, 22(2), 447–462.
- Vertovec, S. (2001). *Transnationalism and identity*. Journal of Ethnic and Migration Studies, 27(4), 573–582.
- Vertovec, S. (2002). *Transnational networks and skilled labour migration*, 1-15. University of Oxford. Transnational Communities Programme.
- Vertovec, S., (2003), *Desafíos transnacionales al nuevo multiculturalismo*, Migración y Desarrollo, año 1, núm. 1, octubre: 32-48.
- Vertovec, S. (2004). *Trends and Impacts of Migrant Transnationalism* (No. WP-04-03). Oxford.
- Vertovec, S. (2004). *Migrant transnationalism and modes of transformation*. International Migration Review, 38(3), 970–1001.
- Vertovec, S. (2009). *Cosmopolitanism in Attitude, Practice and Competence*, working paper.
- Vysotskaya, V., Kmietek-Meier, E. A., Karl, U. (2016). *What borders do young mobile Europeans perceive in Europe? Constructions of mobile young people*.
- Waldinger, R. (2008) “Between “here” and “there”: immigrant cross-border activities and loyalties”, *International Migration Review* 42(1).
- Waldinger, R., (2004). “Networks and niches. The continuing significance of ethnic connections”. In: Loury, G.C., Modood, T., Teles, S.M. (Eds.), *Ethnicity, Social Mobility, and Public Policy. Comparing the USA and UK*. Cambridge University Press, New York (pp. 342–362).
- Wallerstein, I. (1991) *Unthinking Social Science*. Cambridge: Polity.
- Wallerstein, I. (1979) *The Capitalist World-Economy*, Cambridge and Paris: Cambridge University Press Editions de la Maison des Sciences de l’Homme.
- Watters, J. K., Biernacki, P. (1989). Targeted sampling: options for the study of hidden populations. *Social problems*, 36(4), 416-430.
- Wright, K. B. (2005). “Researching Internet based populations: Advantages and disadvantages of online survey research, online questionnaire authoring software packages, and web survey services”. *Journal of Computer Mediated Communication*, 10(3), 00-00.

Yeager et al. (2011). "Comparing the accuracy of RDD telephone surveys and internet surveys conducted with probability and non-probability samples". *Public opinion quarterly*, 75(4), 709-747.

Zander, B., Blümel, M., Busse, R. (2013). "Nurse migration in Europe—Can expectations really be met? Combining qualitative and quantitative data from Germany and eight of its destination and source countries". *International Journal of Nursing Studies*, 50(2), 210-218.

Zlotnik, H. (1999). "Trends of international migration since 1965: what existing data reveal". *International Migration*, 37(1), 21-61.

List of Tables

1	Sample composition from panel and snowball by country	26
2	Sample composition by age. Eurostat, panel and snowball by Age	27
3	Sample composition by gender. Eurostat, panel and snowball by gender	28
4	Sample composition by educational level. Eurostat, panel and snowball by educational level	28
5	Type of mobility (work and studies) by age, gender and size of locality	32
6	Type of mobility (work and studies) by level of education	32
7	Type of mobility (work and studies) by country	32
8	Logistic regression of type of mobility	33
9	Motivations for mobility by Mobile / Non-mobile	35
10	Obstacles faced for mobility by Mobile / Non-Mobile	36
11	Total of mobilities by motivation	37
12	Agency scale introduced in the MOVE questionnaire	48
13	Pattern matrix from principal component analysis with varimax rotation (Kaiser Normalization) of the MOA	50
14	Eigenvalues and factorability of MOA per country	51
15	Correlation of factors of MOA	52
16	Factor correlations range at country level	52
17	Correlations between MOA factors and mobility	54
18	Relational motivations and obstacles for mobility. Descriptive statistics	57
19	Comparison of independent samples, mobile/non-mobile	58
20	Models of logistical regression. Mobility	60
21	Models of logistical regression. Mobility for education	61
22	Transnational social networks by gender	69
23	Frequency of transnational economic activities by country	70
24	Future expectations (academic, employment, and mobility) according to mobility	75
25	Future expectations (academic, employment, and mobility) by gender, age, and education level	76
26	Future expectations (academic, employment, and mobility) by country	77
27	Expectations of entrepreneurship (frequencies and percentages)	78
28	Coefficients B of the regression models for mobiles and non-mobiles (model 1) and mobiles (model 2)	82
29	Highest level education achieved by gender	84
30	Highest level education achieved by country	84
31	Highest level education achieved of mother/legal guardian by gender	85
32	Highest level education achieved of father/legal guardian by gender	85
33	Educational level of Mother/legal guardian by country	86

34	Educational level of Father/legal guardian by country	86
35	Correlations Highest level education achieved	86
36	Migratory background by gender	87
37	Migratory background by country	87
38	Index of formal social capital by mobility and gender	89
39	Index of informal social capital by mobility and gender	89
40	Correlations between formal social capital and informal social capital	89
41	Logistical regression models on carrying out a mobility project	90
42	Correlations Social capital and fulfilment of expectations during mobility	91
43	Logistical regression models on current occupation as liberal professionals or in management positions	92
44	Logistical regression models on current occupation as entrepreneurs	93
45	Logistical regression models on current occupation as manual workers	94
46	Logistical regression models on the perception of the situation of future unemployment (very or quite unlikely)	95
47	Sources of information - frequencies	98
48	Sources of information by age, gender and type of mobility	99
49	Sources of information by country	100
50	Descriptive Identify yourself with...	104
51	KMO and Bartlett's test	104
52	Rotated component matrix Identify your self with...	104
53	Coefficients of the regression model (DV: Axis local-regional-national / DV Axis cosmopolitan-European	106
54	Regression model DV: Degree of identification with the place of residence	109
55	Regression model DV: Degree of identification with your region	109
56	Regression model DV: Degree of identification with your country of origin	110
57	Regression model DV: Degree of identification with Europe	111
58	Regression model DV: Degree of identification with the World	112

List of Figures

1	Research design	9
2	Sample composition by age. Eurostat, panel and snowball by Age	27
3	Sample composition by gender. Eurostat, panel and snowball by gender	27
4	Sample composition by educational level. Eurostat, panel and snowball by educational level	28
5	All destinations (Q6a)	37
6	All destinations (Q6a) by country (Qcountry) in Europe	38
7	Solution with three clusters for EU28/EFTA countries	40

8	Network map for Erasmus Student mobility	42
9	The representation of the different communities for labour mobility	43
10	Second-order model Agency	53
11	Analysis of correlations between transnationality towards home and destination .	72
12	Transnationality index	73
13	Distribution of mobility and entrepreneurship by gender	79

14. Annex: Questionnaire



MOVE: Mapping mobility – pathways, institutions and structural effects of youth mobility

The research from the MOVE project has received funding from Horizon 2020 under Grant Agreement number: 649263 — MOVE — H2020-YOUNG-2014-2015/H2020-YOUNG-SOCIETY-2014

Specific Privacy Statement

The aim of the MOVE survey is to obtain quantitative data on around 6400 European young peoples' experiences and perceptions on mobility. The overall ambition of MOVE is to provide a 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 questionnaire has an estimated duration of 15 minutes (maximum of 30'). The participation is voluntary and can be stopped at any time without giving reasons.

Any personal information requested, after completing the verification process of fieldwork, will be removed; making it impossible to know the individual responses of the participants and ensuring data can only be treated in an aggregated way. Processed data will not include any reference to personal data following Directive 95/46/EC and other relevant EU legal instruments, in order to irreversibly prevent identification. ICN will follow EU's Article 29 Data Protection Working Party (0829/14/EN, Opinion 05/2014 on Anonymization Techniques, adopted 10 April 2014) to prevent all parties from singling out an individual in a dataset, from linking two records within a dataset or between two separate datasets and from inferring any information

Should you have a problem completing this questionnaire or if you require detailed assistance or more information, please contact move@colpolsoc.org

More information on the project can be found at <http://move-project.eu>

More information on how the data will be handled can be found at <http://move-project.eu/data/personal-data> with more information available for the survey



Base: All MANDATORY

First of all, we would like to ask you a few short questions to see whether you match the criteria of the research

PQN1. Where do you currently live?

1. Germany
2. Austria
3. Belgium
4. Bulgaria
5. Cyprus
6. Croatia
7. Denmark
8. Slovakia
9. Slovenia
10. Spain
11. Estonia
12. Finland
13. France
14. Greece
15. Hungary
16. Ireland
17. Iceland
18. Italy
19. Latvia
20. Liechtenstein
21. Lithuania
22. Luxembourg
23. Malta
24. Norway
25. The Netherlands
26. Poland
27. Portugal
28. United Kingdom
29. Czech Republic
30. Romania
31. Switzerland
32. Sweden
33. Other European
34. Other Asian
35. Other African
36. Other North American
37. Other Latin American
38. Other Oceania

Filter: If respondent does not answer 1, 10, 15, 22, 24, 30, terminate.

Answer gets recoded as Qcountry (variable created for internal quota purposes, belonging to each consortium member country)

QCountry=1 Germany

QCountry=2 Hungary

QCountry=3 Luxembourg

QCountry=4 Norway

QCountry=5 Hungary

QCountry=6 Romania

They can continue, otherwise, terminate.

Base: All MANDATORY

PQN2. How old are you?

1 – 99 (Dropdown)

Filter: if less than 18 or more than 29 end survey

Base: All MANDATORY

PQN3. Are you?

1. Male
2. Female



Base: All MANDATORY

PQN4. Which region do you live in?

1. Andalucía
2. Aragón
3. Asturias, Principado de
4. Balears, Illes
5. Canarias
6. Cantabria
7. Castilla y León
8. Castilla - La Mancha
9. Cataluña
10. Comunitat Valenciana
11. Extremadura
12. Galicia
13. Madrid, Comunidad de
14. Murcia, Región de
15. Navarra, Comunidad Foral de
16. País Vasco
17. Rioja, La
18. Baden-Württemberg
19. Bayern
20. Berlin
21. Brandenburg
22. Bremen
23. Hamburg
24. Hessen
25. Mecklenburg-Vorpommern
26. Niedersachsen
27. Nordrhein-Westfalen
28. Rheinland-Pfalz
29. Saarland
30. Sachsen
31. Sachsen-Anhalt
32. Schleswig-Holstein
33. Thüringen
34. Dél-Alföld (Southern Great Plains)
35. Dél-Dunántúl (Southern Transdanubia)
36. Közép-Dunántúl (Central Transdanubia)
37. Közép-Magyarország (Central Hungary)
38. Nyugat-Dunántúl (Western Transdanubia)
39. Észak-Alföld (Northern Great Plains)
40. Észak-Magyarország (Northern Hungary)
41. Østfold
42. Akershus
43. Oslo
44. Hedmark
45. Oppland
46. Buskerud
47. Vestfold
48. Telemark
49. Aust-Agder
50. Vest-Agder
51. Rogaland
52. Hordaland
53. Sogn og Fjordane
54. Møre og Romsdal
55. Sør-Trøndelag
56. Nord-Trøndelag
57. Nordland
58. Troms - Romsa
59. Finnmark - Finnmark
60. Bucuresti - Ilfov (Bucharest - Ilfov)
61. Centru (Centre)
62. Nord-Est (North East)
63. Nord-Vest (North West)
64. Sud Muntenia (South)
65. Sud-Est (South East)
66. Sud-Vest Oltenia (South West)
67. Vest (West)
68. Ceuta y Melilla

Filter:

If PQN1=1, PQN4= (18 thru 33)

If PQN1=10, PQN4 = (1 thru 17, 68)

If PQN1=15, PQN4= (34 thru 40)

If PQN1=24, PQN4 = (41 thru 59)

If PQN1=30, PQN4= (60 thru 67)

If PQN1=22, this question was not shown since the whole country was considered a region

Base: All MANDATORY

PQN5. What is your nationality or nationalities if you hold more than one?

1. Germany
2. Austria
3. Belgium
4. Bulgaria
5. Cyprus
6. Croatia
7. Denmark
8. Slovakia



-
- 9. Slovenia
 - 10. Spain
 - 11. Estonia
 - 12. Finland
 - 13. France
 - 14. Greece
 - 15. Hungary
 - 16. Ireland
 - 17. Italy
 - 18. Latvia
 - 19. Lithuania
 - 20. Luxembourg
 - 21. Malta
 - 22. Norway
 - 23. The Netherlands
 - 24. Poland
 - 25. Portugal
 - 26. United Kingdom
 - 27. Czech Republic
 - 28. Romania
 - 29. Sweden
 - 30. Other European country
 - 31. Other Asian country
 - 32. Other African country
 - 33. Other North American country
 - 34. Other Latin American country
 - 35. Other Oceania country

Base: All MANDATORY

PQN6. In which country did you obtain your secondary school certificate/diploma? (If you have not finished your secondary school, in which country did you spend the last year of your school years?)

- 1. Spain
- 2. Norway
- 3. Germany
- 4. Luxembourg
- 5. Hungary
- 6. Romania
- 7. Other

Filter: if answer to PQN5 = (1, 10, 15, 20, 22 or 28) or PQN6 =(1 to 6) they can continue survey, otherwise end survey.

Base: All MANDATORY

Our project studies European young people's mobility, so we would like to know whether you have travelled abroad.

PQN7. Have you ever been abroad?

- 1. No, never
- 2. Yes, 1-5 times
- 3. Yes, 6-10 times
- 4. Yes, 11-20 times
- 5. Yes, more than 20 times

Base: All MANDATORY

PQN8. Have you ever been in another country for longer than 2 weeks for a reason DIFFERENT than tourism or visiting relatives?

- 1. Yes
- 2. No



Base: If PQN8 = 1 MANDATORY

PQN9. What countries have you travelled to for longer than 2 weeks, for reasons DIFFERENT than tourism or visiting relatives?

Please list the most important experience first. It could be important to you because it is the most recent, for personal or professional reasons, for its duration or for any other reason which may be relevant to you. You may include current experiences if you are living abroad right now. There is no specific order for the rest of the experiences.

Please, point out as many countries as needed to relate to your experiences. The minimum is 1 country and the maximum is 5.

Destination country (Drop down menu)	Start of mobility (year)	Lenght of stay	Main reason for mobility	Progam used	Rate the experience
1 Token	token				
2					
3					
4					
5					

PQN9a Destination country:

1. Germany
2. Austria
3. Belgium
4. Bulgaria
5. Cyprus
6. Croatia
7. Denmark
8. Slovakia
9. Slovenia
10. Spain
11. Estonia
12. Finland
13. France
14. Greece
15. Hungary
16. Ireland
17. Italy
18. Latvia
19. Lithuania
20. Luxembourg
21. Malta
22. Norway
23. The Netherlands
24. Poland
25. Portugal
26. United Kingdom
27. Czech Republic
28. Romania
29. Sweden
30. Other European
31. Other Asian
32. Other African
33. Other North American
34. Other Latin American
35. Other Oceania

PQN9b Start of mobility (year):

1. 1986
2. 1987
3. 1988
4. 1989
5. 1990
6. 1991
7. 1992
8. 1993



- | | |
|----------|----------|
| 9. 1994 | 21. 2006 |
| 10. 1995 | 22. 2007 |
| 11. 1996 | 23. 2008 |
| 12. 1997 | 24. 2009 |
| 13. 1998 | 25. 2010 |
| 14. 1999 | 26. 2011 |
| 15. 2000 | 27. 2012 |
| 16. 2001 | 28. 2013 |
| 17. 2002 | 29. 2014 |
| 18. 2003 | 30. 2015 |
| 19. 2004 | 31. 2016 |
| 20. 2005 | |

PQN9c-Length of stay:

- | | |
|----------------------|-----------------------|
| 1. Less than a month | 11. 10 months |
| 2. 1 month | 12. 11 months |
| 3. 2 months | 13. 12 months |
| 4. 3 months | 14. 1 and a half year |
| 5. 4 months | 15. 2 years |
| 6. 5 months | 16. 3 years |
| 7. 6 months | 17. 4 years |
| 8. 7 months | 18. 5 years |
| 9. 8 months | 19. More than 5 year |
| 10. 9 months | |

PQN9d Main reason for mobility:

1. Studies: School exchange (primary or secondary school)
2. Studies: vocational training
3. Studies: A part of studies taken abroad (Erasmus)
4. Studies: Entire programme abroad (Ba, Ma, PhD, etc.)
5. Studies: Language courses
6. Work experience/Internship: as part of higher education studies
7. Work experience/ internship: as part of vocational training
8. Work experience/ internship: as part of a programme addressed to entrepreneurs
9. Voluntary work / voluntary service
10. Work-related reasons (to work, to seek for a job)
11. Au-pair
12. Entrepreneurial/working for my own business
13. Others

PQN9e Program used:

1. Erasmus+ school (Comenius) *Filter: if PQN9d = (1, 5 or 13)*
2. Erasmus+ vocational education and training (Leonardo da Vinci) *Filter: if PQN9d = (2, 4, 6, 7 or 13)*
3. Erasmus+ Higher education (Erasmus) *Filter: if PQN9d = (3 or 13)*
4. Erasmus+ For young people and youth workers *Filter: if PQN9d = (6, 10, 11 or 13)*
5. Erasmus+ International Cooperation (Mundus, Tempus, Alfa, Edulink, etc.) *Filter: if PQN9d = (2, 3, 4 or 13)*
6. Erasmus+ adult learning (Grundtvig) *Filter: if PQN9d = 13*



7. Erasmus+ Young Entrepreneurs *Filter: if PQN9d = (8, 12 or 13)*
8. Erasmus+Jean Monnet *Filter: if PQN9d = 3, 4 or 13*
9. Erasmus+ Youth non-formal and informal learning (Youth in action) *Filter: if PQN9d = (5, 6 or 13)*
10. Erasmus+ sports *Filter: if PQN9d = (5 or 13)*
11. European Voluntary Service *Filter: if PQN9d = (9 or 13)*
12. Your first job EURES *Filter: if PQN9d = (6, 10, 11 or 13)*
13. European for citizens programme *Filter: if PQN9d = (5 or 13)*
14. Marie Curie *Filter: if PQN9d = (3, 4, 6 or 13)*
15. MobiPro *Filter: if PQN9d = (2, 7, 10 or 13)*
16. Others *Filter: if PQN9d = (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13)*
17. None *Filter: if PQN9d = (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13)*

PQN9f-Rated experience:

1. Very bad
- 2.
- 3.
- 4.
5. Very good

Base: All MANDATORY

PQN10. Are these sentences true for you?

	1.Yes	2.No	3.N.A.
My siblings studied/are studying abroad			
At least one of my parents studied abroad			
My friends studied/are studying abroad (the entire studies)			
My friends did /are doing a student exchange (e.g.. Erasmus)			
My sibling recommended to me to study abroad			
At least one of my parents recommended to me to study abroad			
My friends recommended to me to study abroad			

Base: All MANDATORY

PQN11. Generally speaking, what reasons do you consider most important to spend some time/move abroad?

Choose a maximum of 3 answers.

1. Previous knowledge of the language (convenience)
2. To learn/improve languages
3. Family related reasons
4. Personal relationships in the chosen country (friends/family)
5. Studies related reasons
6. To improve working conditions
7. To be unable to find a job in my own country
8. The financial situation in my own country
9. The political situation in my own country
10. Personal health reasons
11. In order to improve opportunities for personal/professional development



12. Feeling attracted to the culture /country
13. Having been there before
14. For love, getting together with partner
15. Other(s)
16. I have no interest to spend some time/move abroad

Base: All MANDATORY

PQN12. Who played an important role in your decision to go (or not to go) abroad?

Please rate from 1 to 5, 1 = not at all and 5 = A very important role

	1. Not at all	2.	3.	4.	5. A very important role	6. N.A.
Myself						
My parents						
Other relatives						
Friends						
Partner						
Acquaintances						
Other						

Base: All NON-MANDATORY

PQN13. Generally speaking, which obstacles do you face/have you faced to spend some time / move abroad?

Choose a maximum of 3 answers.

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

Base: if PQN8 = 1 NON-MANDATORY

Now we would like to know a little more about your experience in {#token_country} in {#token_year}, your activities there and the contact you kept with your own country

PQN14. Thinking about that stay abroad, which sources of information were useful to prepare your stay in {#token_country} in {#token_year}?

Please chose ONLY those options you have used.

1. Teacher or tutor
2. International university offices at home
3. International offices of the foreign university



4. University websites
5. Government youth information offices
6. Youth associations
7. Search engines (Google, Yahoo, Bing, etc.)
8. Online communities/social networks (Facebook...)
9. Friends
10. Relatives
11. Job or education fairs
12. Employment agencies
13. Job websites
14. Press
15. Government websites of the targeted country
16. Government websites from origin country
17. EURES (The European Job Mobility Portal)
18. Voluntary service agencies
19. Others

Base: if PQN8 = 1 MANDATORY

PQN15. How did you travel to {#token_country} in {#token_year}?

(multiple choice)

1. Flight
2. Low cost flight
3. Train
4. Bus
5. Car
6. Ferry
7. Other

Base: if PQN8 = 1 MANDATORY

PQN16. Why did you choose a particular city/town/village when you went to {#token_country} in {#token_year}?

Maximum 3 answers.

1. I feel attracted to the cultural offer
2. It is a place with cosmopolitan atmosphere
3. I like the atmosphere/landscape
4. Many people from my home country live there
5. It is the only place that my University/School offered
6. I know there are a lot of young people who live there
7. Others

Base: if PQN8 = 1 MANDATORY

PQN17. How did you finance your stay in {#token_country} in {#token_year}?

From 1 =non-existent to 5 = very important

	1. Non existant	2.	3.	4.	5. Very important	6. DK/NR
European mobility programmes (Youth in Action, Erasmus+, others)						
National study grants						
Family assistance						



Business programmes/funded by employer						
Private funds/savings						
Other grants and awards						
Working full time or part time						
Loan						

Base: if PQN9d = (3 or 4) MANDATORY

PQN18. When you were in {#token_country} in {#token_year} what stage of your studies were you at?

1. Bachelor
2. Master
3. Bachelor & Master
4. PhD
5. Others

Base: if PQN9d = (3 or 4) MANDATORY

PQN19. Which aspects were relevant for your student mobility in {#token_country} in {#token_year}?

	1.Yes	2.No	3.DK/NR
Prestige of the university in the receiving country was relevant for student mobility			
Quality of teaching in the receiving country was relevant for student mobility			
The subject cannot be studied in my home country was relevant for student mobility			
It was a compulsory part of my studies was relevant for student mobility			
I wanted to study the subject from another point of view was relevant for student mobility			

Base: if PQN9d = (3 or 4) MANDATORY

PQN20. During your stay in {#token_country} in {#token_year} how much time do you spend / did you spend carrying out the following activities?

Please mark from 1 to 5, being 1= no time at all and 5= a long time.

	1. No time at all	2.	3.	4.	5. A long time	6. DK/NR
Study related activities						
Work						
Tourism						

Base: if PQN8 = 1 NON-MANDATORY

PQN21. During your stay in {#token_country} in {#token_year} have you ever taken part or attended activities in these associations?

Please mark ONLY those activities in which you participated

Youth or student association	Yes, I do/ have collaborated actively	Yes, I do/ I followed their activities through social networks, news or websites



Educational, artistic, musical or cultural activities		
Sport or leisure association		
Professional association		
Entrepreneurial association		
Political party or trade union		
Religious association		
Human rights, women's, environmentalist, animal-rights association, welfare association for older, handicapped or deprived people		
Pro immigrants associations		
Other associations		

Base: if PQN8 = 1 NON-MANDATORY

PQN22. Have you taken part in any of the following cultural/recreational activities during your stay in {#token_country} in {#token_year}?

Please mark ONLY those activities in which you participated

	1. Country of origin	2. Token_country in token year	3. Of other countries
Cultural events: go to museums, galleries, exhibitions, theatre, dance, opera play of...			
To go to the cinema, watch movies, TV series from			
To go to a concert, music festivals, dj sessions of...			
To buy food or go to restaurants from...			
To celebrate traditional celebrations/festivities of...			
To support a sport team from.			
To play a sport with people from...			
To go to parties or get-together with people from...			

Base: if PQN8 = 1 MANDATORY

PQN23. During your stay in {#token_country} in {#token_year} did you ever take part in any of the activities mentioned below?

Please mark ONLY those activities in which you participated

	In relation to country of origin	In relation with {#token_country} in {#token_year}	In relation to rights and conditions of the citizens of your country that lived in token_country in year token_year	Global affairs (Sex, ecology, human rights)	I did not participate
To sign a petition for a campaign					
To attend to a protest/demonstration					
To participate in a strike					
To participate in an illegal protest (stopping traffic, occupying private property...)					
To buy products for political, ethical or					



environmental reasons					
To boycott products for political, ethical or environmental reasons					
To contact (or try to contact) a politician					
To contact (or try to contact) a local, regional or national civil servant					
To donate or raise money for an ethical, political or environmental reason					
To attend a political meeting or gathering					
To collaborate in a social action platform					
To carry or wear symbols or stickers supporting a specific cause					

Answers 1, 2, 3 and 4 may be multiple answer, 5 can only be single response.

Base: if PQN8 = 1 NON-MANDATORY

PQN24. During your stay in {#token_country} in {#token_year} have you stayed informed of events happening in your country and host country?

Mark ONLY the ones you used at least once a week.

	Country of origin	Token: 'country' in 'token year'	International
You follow the news on radio or TV			
You read the newspapers (printed or digital)			
Through websites or blogs			
Through social networks (Twitter, Facebook, LinkedIn, etc.)			

Base: if PQN8 = 1 MANDATORY

PQN25. Regarding your financial transactions, during your stay in {#token_country} in {#token_year}, please, mark an option:

	1. Never	2. On the one off occasion	3. Regularly (monthly, every three months, annually)
Have you sent money to people, invested or contributed to associations in your country while living abroad?			
Have you ever sent money to people, invested or contributed to associations located in another country while you were living abroad?			

Base: All MANDATORY

PQN26. Did you vote in the last elections?

	1. Yes	2. No, because the process was very	3. No, because I did not	4. No (I did not want to, I forgot to, I	5. DK/NR
--	--------	-------------------------------------	--------------------------	--	----------



	complicated	have voting rights	missed the deadline)	
General or presidential elections in your home country				
General or presidential elections in another country				
Regional elections in your home country				
Regional elections in another country				
Local elections in your home country				
Local elections in another country				
Referendum (Europe, Scotland, Greece, Brexit, etc)				
University or student elections				

Base: if PQN8 = 1 NON-MANDATORY

PQN27. While you were in {#token_country} in {#token_year} who did you stay in touch with at least once a week...?

(Face to face, or through instant messaging, social networks, etc.) Mark ONLY the ones you have contact with at least once a week.

1. Partner from your country
2. Partner from (token: destination country)
3. Partner from other country
4. Relatives from your country
5. Relatives in (token: destination country)
6. Relatives from your country
7. Friends from (token: destination country)
8. Friends from other country
9. Friends from another country
10. Acquaintances from your country
11. Acquaintances from (token: destination country)
12. Acquaintances from other country

Base: if PQN8 = 1 MANDATORY

PQN28. Regarding the expectations before you started your stay abroad in {#token_country} in {#token_year}, to what extent were they met?

From a scale of 1 to 5; 1 non successful to 5 successful.

	1. Were not fulfilled	2.	3.	4.	5. Exceeded my expectations	6. NA
Acceptance/adjustment in new society						
Personal experience						
Language acquisition						
Education/training						
Professional experience						
Income/salary						



Base: if PQN8 = 2 NON-MANDATORY

PQN29. Who did you stay in touch with at least once a week...?

(Face to face, or through instant messaging, social networks, etc.) Mark ONLY the ones you have contact with at least once a week.

1. Partner from your country
2. Partner from (token: destination country)
3. Partner from other country
4. Relatives from your country
5. Relatives in (token: destination country)
6. Relatives from your country
7. Friends from (token: destination country)
8. Friends from other country
9. Friends from another country
10. Acquaintances from your country
11. Acquaintances from (token: destination country)
12. Acquaintances from other country

Base: if PQN8 = 2 NON-MANDATORY

PQN30. Have you ever taken part or attended activities in any of these associations?

Please mark ONLY those activities in which you participated

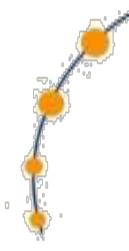
	Yes, I do/ have collaborated actively	Yes, I do/ I followed their activities through social networks, news or websites
Youth or student association		
Educational, artistic, musical or cultural activities		
Sport or leisure association		
Entrepreneurial association		
Political party or trade union		
Human rights, women's, environmentalist, animal-rights association, welfare association for older, handicapped or deprived people		
Pro immigrants associations		
Other associations		

Base: if PQN8 = 2 NON-MANDATORY

PQN31. Have you ever taken part in any of the cultural/leisure activities during the last year? Please mark ONLY those you have done.

Please mark ONLY those activities in which you participated

	Country of origin	Other countries
Cultural events: go to museums, galleries, exhibitions, theatre, dance, opera play of...		
To go to the cinema, watch movies, TV series from..		
To go to a concert, music festivals, dj sessions of...		
To buy food or go to restaurants from....		
To celebrate traditional celebrations/festivities of...		
To support a sport team from..		



To play a sport with people from...		
To go to parties or get-together with people from...		

Base: if PQN8 = 2 NON-MANDATORY

PQN32. Have you ever taken part in any of the activities mentioned below?

Please mark ONLY those activities in which you participated

	In relation to country of origin	Global affairs (Sex, ecology, human rights)	I have not taken part
To sign a petition for a campaign			
To attend to a protest/demonstration			
To participate in a strike			
To participate in an illegal protest (stopping traffic, occupying private property...)			
To buy products for political, ethical or environmental reasons			
To boycott products for political, ethical or environmental reasons			
To contact (or try to contact) a politician			
To donate or raise money for an ethical, political or environmental reason			
To attend a political meeting or gathering			
To carry or wear symbols or stickers supporting a specific cause			

Answers 1 and 2 may be multiple answer, 3 can only be single response.

Base: if PQN8 = 2 NON-MANDATORY

PQN33. Do you stay informed of the national and international events? Mark ONLY those you have used at least once a week.

	Country of origin	International
You follow the news on radio or TV		
You read the newspapers (printed or digital)		
Through websites or blogs		
Through social networks (Twitter, Facebook, LinkedIn, etc.)		

Base: if PQN8 = 2 MANDATORY

PQN34. Regarding your financial transactions, please mark an option:

	1.Never	2. On the one-off occasion	3. Regularly (monthly, every three months, annually)
--	---------	----------------------------	--



Have you ever made a bank transfer to someone or as an investment abroad?			
Have you ever made a financial contribution to associations or other entities located abroad?			

Base: if PQN8 = 2 MANDATORY

PQN35. Where did you born?

1. Germany
2. Austria
3. Belgium
4. Bulgaria
5. Cyprus
6. Croatia
7. Denmark
8. Slovakia
9. Slovenia
10. Spain
11. Estonia
12. Finland
13. France
14. Greece
15. Hungary
16. Ireland
17. Italy
18. Latvia
19. Lithuania
20. Luxembourg
21. Malta
22. Norway
23. The Netherlands
24. Poland
25. Portugal
26. U.K.
27. Czech Republic
28. Romania
29. Sweden
30. Other European countries
31. Other Asian country
32. Other African country
33. Other North American country
34. Other Latin American country
35. Other Oceania country

Base: All MANDATORY

PQN36. What is the size where you have lived most of your life?

1. Hamlets and isolated dwellings (<500 inhabitants)
2. Village (from 500 to 1.000)
3. Town (from 1.001 to 20.000)
4. City from 20.001 to 150.000 inhabitants
5. City with 150.001-800.000 inhabitants
6. City with 800.001- 3 million inhabitants
7. City with 3 million - 7 million inhabitants
8. City of more than 7 million inhabitants
9. DK/NR

Base: All MANDATORY

PQN37. What is the highest educational level you have achieved?

1. Early childhood Education
2. Primary education
3. Lower secondary education (First stage of secondary education building on primary education, typically with a more subject-oriented curriculum)



4. Upper secondary education (Second/final stage of secondary education preparing for tertiary education and/or providing skills relevant to employment. Usually with an increased range of subject options and streams)
5. Post-secondary non-tertiary education (Programmes providing learning experiences that build on secondary education and prepare for labour market entry and/or tertiary education. The content is broader than secondary but not as complex as tertiary education)
6. Short-cycle tertiary education (Short first tertiary programmes that are typically practically-based, occupationally-specific and prepare for labour market entry. These programmes may also provide a pathway to other tertiary programmes)
7. Bachelor or equivalent
8. Master or postgraduate graduate
9. PhD or equivalent

Base: if PQN37 = (3 thru 9) MANDATORY

PQN38. Which is the studies field of the highest level of education you have achieved?

1. Education
2. Humanities and Arts
3. Social sciences, international journalism and information
4. Management, administration and Law
5. Natural sciences, mathematics and statistics
6. Communication and information Technology
7. Engineering, construction and industry
8. Agriculture, forestry, fisheries and veterinaries
9. Health and welfare
10. Services
11. Others

Base: All MANDATORY

PQN39. What languages do you speak? Please, mark as many options as you need

- | | |
|------------------|---------------|
| 1. English | 8. Hungarian |
| 2. French | 9. Italian |
| 3. Portuguese | 10. Norwegian |
| 4. German | 11. Catalan |
| 5. Spanish | 12. Galician |
| 6. Romanian | 13. Basque |
| 7. Luxembourgish | 14. Other |

Base: Only the options marked in the previous question.MANDATORY

PQN40. Please, state your level of the following languages

	1.Low	2. Intermediate	3. High	4. Very High	5. Native	6. DK/NR
Show answer marked in PQN39						

Base: All MANDATORY

PQN41. What is the size where you are currently living?

1. Hamlets and isolated dwellings (<500 inhabitants)
2. Village (from 500 to 1.000)



3. Town (from 1.001 to 20.000)
4. City from 20.001 to 150.000 inhabitants
5. City with 150.001-800.000 inhabitants
6. City with 800.001- 3 million inhabitants
7. City with 3 million - 7 million inhabitants
8. City of more than 7 million inhabitants
9. DK/NR

Base: All MANDATORY

PQN42. We are now interested in how you take your decisions, as well as in your expectations and future plans. Please, rate the following statements (Being 1= totally disagree to 5= strongly agree)

	1.Totally disagree	2.	3.	4.	5.Strongly agree	6.DK/NR
In new situations, I usually rely on my previous experiences						
I never compare new situations with past ones						
Coping with a new situation, I use the experiences of others for orientation						
I think there is nothing wrong with drawing upon proven solutions						
I act mostly intuitively						
When I act I usually consider alternatives						
While I act I take circumstances into account						
I feel comfortable if others tell me what to do						
In my opinion different situations need different solutions						
I weigh the alternatives before making a decision						
I often look for advice						
While solving a problem I collect as much information as possible.						
After having solved a problem I usually try to analyse what went well and what went wrong.						
I act even if I am not completely sure about the outcome						
I can always adapt to new circumstances						
I am always open to new solutions						
While planning my future I consider the opinions of others						
I am unsure about my own future						
When I am not satisfied with something, I try to make changes						

Base: All MANDATORY

PQN43. Who do you live with? Please, state the number of people you live with of each category

PQN43a

Alone	1
-------	---

PQN43b

Partner/Registered Partner/Spouse	0-1
Children	0-9



Other relatives	0-9
Friends	0-9
Others	0-9

Base: All MANDATORY

PQN44. To what extent you consider to be still dependent on your parents or legal guardian for financial support?

1. Completely
2. Partially
3. I am financially independent
4. They partly depend on me

Base: All MANDATORY

We would like to know a little more about your family and their mobility background.

PQN45. What is the highest education level your parents or legal guardians have achieved?

	Mother/legal guardian	Father/legal guardian
Early childhood Education		
Primary education		
Lower secondary education (First stage of secondary education building on primary education, typically with a more subject-oriented curriculum)		
Upper secondary education (Second/final stage of secondary education preparing for tertiary education and/or providing skills relevant to employment. Usually with an increased range of subject options and streams)		
Post-secondary non-tertiary education (Programmes providing learning experiences that build on secondary education and prepare for labour market entry and/or tertiary education. The content is broader than secondary but not as complex as tertiary education)		
Short-cycle tertiary education (Short first tertiary)		
Bachelor or equivalent		
Master or postgraduate graduate		
Doctoral or equivalent		
DK/NR		

Base: All MANDATORY

PQN46. Did your parents/legal guardians or grandparents move to live in a different country?

1. Yes
2. No
3. DK/NR

Base: All MANDATORY

PQN47. We would like to ask you some questions about your current work situation. What is your current occupation? Multiple choice answer.

Unemployed or temporarily not working	<input type="checkbox"/>
---------------------------------------	--------------------------



Studying	<input type="checkbox"/>
Freelance / Self-employed	<input type="checkbox"/>
Employed	<input type="checkbox"/>

Answer 1 can not combine with 3 or 4.

Base: If PQN47 = 2 MANDATORY

PQN48. Please, choose the option best suited to your situation.

1. Primary and secondary student
2. Student (University, vocational training, etc.)
3. Apprentice (in vocational place training)
4. Other

Base: if PQN47 = 4 MANDATORY

PQN49. Please, choose the option best suited to your situation

1. Professional employee (doctor, lawyer, accountant, architect, etc.)
2. General management, director or top management (managing directors, director general, other director)
3. Middle management, other management (department head, junior management, teacher, technician)
4. Employee, working mainly at a office
5. Employee not in an office but travelling (salesmen, driver, etc.)
6. Employee not in an office but in an service position (hospital, restaurant, police, fireman, etc.)
7. Supervisor
8. Skilled manual worker
9. Other (unskilled) manual worker, domestic worker

Base: If PQN47 = 3 MANDATORY

PQN50. Please, choose the option best suited to your situation

1. Professional (lawyer, doctor, accountant, architect, etc.)
2. Owner of a shop, craftsmen, other
3. Business proprietors, owner (full or partner) of a company
4. Other

Base: If PQN47 = (3 or 4) MANDATORY

PQN51. What type of contract do you have?

1. Full-time
2. Part-time
3. Hourly contract/mini job/'zero-hour'
4. I do not have a contract

Base: If PQN47 = (3 or 4) and if PQN37 = (4 thru 9)

PQN52. To what extent does your current occupation match your studies?

1. No relation



2. 2
3. 3
4. 4
5. Strong relation
6. DK/NR

Base: If PQN47 = 3 MANDATORY

PQN53. Why did you decide to become freelance / self-employed?

1. Because I saw a business opportunity
2. I could not find any better employment opportunities
3. A combination of both above
4. I have another job but want to improve my situation

Base: All MANDATORY

PQN54. How many times have you been unemployed for more than 4 weeks? (please do not include those periods of time when you were studying).

1. None
2. 1
3. 2
4. 3
5. More than 3

Base: All MANDATORY

PQN55. We would like to know whether you ever thought about starting your own business. Can you please tell if you agree or disagree with the following sentences? (Scale from 1 to 5, being 1 = totally disagree, and 5 = strongly agree)

	1. Totally disagree	2.	3.	4.	5. Strongly agree	6. DK/NR
I have the skills and knowledge to start a business						
I have experience starting a business						
I know somebody who has started a business in the past 2 years						
I have noticed good opportunities where I live to start a business in the next six months						
I have scrapped the idea to start a business owing to fear of failure						
I have a business idea						



I have a business idea						
I have financial/resources and funds						
Tax rates are too high (freelance, income tax)						
Lack of public and program support from local institutions						

Base: All MANDATORY

Now we would like to know about the people who are most important to you. We are almost done; there are only 3 questions. Please, name up four people who currently play an important role in your life.

PQN56. Please enter the names of those 4 people in the left box. You can use pseudonyms or nicknames. Please mention each name only once. These can be partners, friends, family, acquaintances, neighbours or relatives anywhere in the world. Please, fill out the information on the four people.

Name or first letter of person's name	Type of relationship	Where does this person live	Has this person been abroad for reason different than tourism for more than 2 weeks	Sex	How often do you keep in touch

PQN56a. Name or first letter of person's name

PQN56b. Type of relationship

1. Friend
2. Spouse/Partner
3. Parents
4. Child
5. Other relative
6. Work colleague
7. Employer
8. Acquaintance
9. Others

PQN56c. Where does this person live?

1. In the same house
2. In the same city/town
3. In the same country
4. In another country



PQN56d. Has this person been abroad for reasons different than tourism for more than 2 weeks?

1. Yes
2. No
3. DK/NR

PQN56e. Sex

1. Female
2. Male
3. DK/NR

PQN56f. How often do you keep in touch with this person?

1. On a daily basis
2. Several times per week
3. Once a week
4. Once a month
5. Several times a year

Base: All MANDATORY

PQN57. Now, we would like to know who do you feel closer to and which rules and values do you usually follow. You identify yourself with... Use the scale from 1= not at all to 5=strongly indentify.

	1. No identification	2.	3.	4.	5. Complete identification
The place where you live					
Your region					
Country of origin					
Europe					
The World					

Base: All MANDATORY

PQN58. How likely or unlikely you consider that in the future you.

	1. Very unlikely	2.	3.	4.	5. Very likely	6. DK/NR
Move to another country						
Move to your home country						
Move to another part of the country where you currently live						
Learn a new language						
Obtain a higher qualification						
Become unemployed						
Get training to work in different domain						



Information displayed at <http://move-project.eu/data/personal-data>

1. Objective

The objective of this questionnaire is to receive the views of young European people regarding experiences and perceptions on mobility and to compare the analyzed countries in the EU to identify general patterns and regional clusters of young people mobility and non-mobility. The overall ambition of MOVE is to provide a contribution towards an improvement of the conditions of the mobility of young people in Europe and a reduction of the negative impacts of mobility.

Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data is applicable.

Members of the Consortium are:

Participant N°	Participant organisation name	Country
1	UL	Luxembourg
2	UH	Germany
3	DJI	Germany
4	ASE Bucuresti	Romania
5	MISKOLCI EGYETEM	Hungary
6	HiSF	Norway
7	ICN	Spain
8	Eurice	Germany
9	ERYICA	Luxembourg

The member responsible for carrying out this WP4: survey is Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología.

The research from the MOVE project has received funding from Horizon 2020 under Grant Agreement number: 649263.

More information about the Project can be found at <http://move-project.eu>

2. What personal information do we collect and through which technical means?

Identification Data

The data collected and further processed is data necessary for the participation in the questionnaire, including the views of participants on the topics concerned. The data will only be used for quantitative analysis; no profiles of single data sets will be reconstructed. All users, who will use the data afterwards, have to agree upon this rule. The policy on ethics and research of the consortium and the applicable European and national laws and regulations will be fully observed.



The research team follows a specific protocol for the confidential and anonymous treatment of all data collected. All personal information requested, after completing the verification process of fieldwork, will be removed; making it impossible to know the individual responses of the participants to make sure that the data can only be treated in an aggregated way. Raw data will be only accessible by ICN personnel working on the project through Id and password, and processed data will not include any reference to personal data following Directive 95/46/EC and other relevant EU legal instruments, in order to irreversibly prevent identification. Only when the participant has marked the option in which he/she states his/her interest in receiving the summary report will his/her personal data (e-mail) be kept. In this case the personal data will be kept in a separate file and will remain no longer linkable to the results. ICN will follow EU's Article 29 Data Protection Working Party (0829/14/EN, Opinion 05/2014 on Anonymization Techniques, adopted 10 April 2014) to provide an effective anonymization solution, which prevent all parties from singling out an individual in a dataset, from linking two records within a dataset or between two separate datasets and from inferring any information.

MOVE has voluntarily opted to be part of the Open Research Data Pilot (ORD Pilot) of Horizon2020, designed to improve and maximise access to and the reuse of research data generated by projects. The legal requirements for participating projects are set out in the optional article 29.3 of the Model Grant Agreement. The Pilot on Open Research Data will be monitored throughout Horizon 2020 with a view to further developing Commission policy on open research. Participating in the Open Research Data Pilot does not mean opening up all research data and does not change the obligation to protect results in Article 27, the confidentiality obligations in Article 36, the security obligations in Article 37 or the obligations to protect personal data in Article 39, all of which still apply. During the lifetime of a project, a partial (e.g. for selected datasets) or even complete (i.e. for all datasets) opt out remains possible for any of the reasons above via the Data Management Plan (DMP).

3. Who has access to your information and to whom is it disclosed?

The access to personal data as well as all information collected in the context of this questionnaire is only granted through User Id/Password to a defined population of users at ICN. These users are members of the Entity organising the questionnaire, and ICN's subcontractor, acting as processor, GFK.

The data will only be used for quantitative analysis; no profiles of single data sets will be reconstructed. All users, who will use the data afterwards, have to agree upon this rule. The data of the survey will be accessible to all members of the consortium. The Scientific Use File (SUF) can also be used by other researchers after the end of the project by signing a data user contract agreeing upon the fact that no single data sets will be reconstructed. ICN will follow EU's Article 29 Data Protection Working Party (0829/14/EN, Opinion 05/2014 on Anonymization Techniques, adopted 10 April 2014) to provide an effective anonymization solution which prevent all parties from singling out an individual in a dataset, from linking



two records within a dataset (or between two separate datasets) and from inferring any information.

No personal data is transmitted to parties, which are outside the recipients and the legal framework mentioned. No personal data will be shared with third parties for direct marketing.

4. How do we protect and safeguard your information?

Your replies, together with your chosen language used for drafting the reply, are recorded in a secured and protected database. The database is not accessible from outside ICN or the subcontractor GFK. Inside those the database can be accessed using a User Id/Password.

Access to the application is via a non-encrypted connection using the normal http protocol. The collected personal data and all information related to the above mentioned questionnaire is stored on a computer of the external contractor, acting as processor, who has to guarantee the data protection and confidentiality required by the Regulation (EC) 45/2001. ICN will keep data in a secure protected server. The Scientific Use File will be stored for at least 5 years following European Commission requirements for Horizon2020 projects.

5. How can you verify, modify or delete your information?

In case you want to verify which personal data, if any, is stored on your behalf by the responsible Controller, have it modified respectively corrected, or deleted, please contact the Controller by using the Contact Information at the end of this statement and by explicitly specifying your request.

6. How long do we keep your data for?

Your data will remain in the database until the results have been completely analysed and exploited. All personal information requested, after completing the verification process of fieldwork, will be removed; making it impossible to know the individual responses of the participants to make sure that the data can only be treated in an aggregated way. The Scientific Use file will be stored for at least 5 years following European Commission requirements for Horizon 2020 projects.

E-mails of respondents who have stated their interest in receiving the summary report will be kept for a maximum of 5 years in a separate file that can be verified, modified or deleted at request according to Data Protection Laws, and which will remain no longer linkable to the results. These will only be used for this purpose and will not be transmitted to parties, which are outside the recipients and the legal framework mentioned. No personal data will be shared with third parties for direct marketing.

7. Contact Information

In case you wish to verify which personal data is stored on your behalf by the responsible controller, have it modified, corrected, or deleted, or if you have questions regarding the



questionnaire, or concerning any information processed in the context of the questionnaire, or on your rights, feel free to contact the support team, using the following contact information:

Should you have a problem completing this questionnaire or if you require detailed assistance or more information, please contact move@colpolsoc.org

More information at <http://move-project.eu>

8. What will happen to the results of the research?

The data sets obtained from the survey will be processed and shared during the life of the project only with the members of the research consortium. The data sets will not contain personal information. After the project, the scientific use file will be available on both, the project web site and ICN web site, through online petition. In general, in order to allow the availability of information and open access to the micro data, we will use and observe Article 29.3 of the Model Grant Agreement (article applied to all projects participating in the Pilot on Open Research Data in Horizon 2020) as a guideline.

MOVE has voluntarily opted to be part of the Open Research Data Pilot (ORD Pilot) of Horizon2020, designed to improve and maximise access to and the reuse of research data generated by projects. The legal requirements for participating projects are set out in the optional article 29.3 of the Model Grant Agreement. The Pilot on Open Research Data will be monitored throughout Horizon 2020 with a view to further developing Commission policy on open research. Participation in the Open Research Data Pilot does not mean opening up all research data and does not change the obligation to protect results in Article 27, the confidentiality obligations in Article 36, the security obligations in Article 37 or the obligations to protect personal data in Article 39, all of which still apply. During the lifetime of a project, a partial (e.g. for selected datasets) or even complete (i.e. for all datasets) opt out remains possible for any of the reasons above via the Data Management Plan (DMP).

All MOVE partners are aware of the fact that in Horizon 2020 open access (free of charge online access) is mandatory. They have been informed of the EU's open access policy. As a consequence of this, each partner will ensure open access to all peer-reviewed scientific publications relating to its results. Additionally, a summary report will be published on the project website and provided to those participants that state their interest in the results on the last page of the survey at the end of the research.



MOVE: Mapping mobility – pathways, institutions and structural effects of youth mobility

The research from the MOVE project has received funding from Horizon 2020 under Grant Agreement number: 649263 — MOVE — H2020-YOUNG-2014-2015/H2020-YOUNG-SOCIETY-2014

Specific Privacy Statement

The aim of the MOVE survey is to obtain quantitative data on around 6400 European young peoples' experiences and perceptions on mobility. The overall ambition of MOVE is to provide a 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 questionnaire has an estimated duration of 15 minutes (maximum of 30'). The participation is voluntary and can be stopped at any time without giving reasons.

Any personal information requested, after completing the verification process of fieldwork, will be removed; making it impossible to know the individual responses of the participants and ensuring data can only be treated in an aggregated way. Processed data will not include any reference to personal data following Directive 95/46/EC and other relevant EU legal instruments, in order to irreversibly prevent identification. ICN will follow EU's Article 29 Data Protection Working Party (0829/14/EN, Opinion 05/2014 on Anonymization Techniques, adopted 10 April 2014) to prevent all parties from singling out an individual in a dataset, from linking two records within a dataset or between two separate datasets and from inferring any information

Should you have a problem completing this questionnaire or if you require detailed assistance or more information, please contact move@colpolsoc.org

More information on the project can be found at <http://move-project.eu>

More information on how the data will be handled can be found at <http://move-project.eu/data/personal-data> with more information available for the survey



Base: All MANDATORY

SQN1. In which language would you like to answer?

1. Deutsch
2. Español
3. Français
4. Lëtzebuergesch
5. Deutsch (Version für Luxemburg)
6. Magyar
7. Norsk, Bokmål
8. Norsk, Nynorsk
9. Româna

Base: All MANDATORY

First of all, we would like to ask you a few short questions to see whether you match the criteria of the research

SQN2. How old are you?

1 – 99 (Dropdown)

Filter: if less than 18 or more than 29: end survey.

Base: All MANDATORY

SQN3. Are you?

1. Male
2. Female

Base: All MANDATORY

SQN4. From which region do you come from?

- | | |
|---------------------------------|--|
| 1. Andalucía | 21. Brandenburg |
| 2. Aragón | 22. Bremen |
| 3. Asturias, Principado de | 23. Hamburg |
| 4. Balears, Illes | 24. Hessen |
| 5. Canarias | 25. Mecklenburg-Vorpommern |
| 6. Cantabria | 26. Niedersachsen |
| 7. Castilla y León | 27. Nordrhein-Westfalen |
| 8. Castilla - La Mancha | 28. Rheinland-Pfalz |
| 9. Cataluña | 29. Saarland |
| 10. Comunitat Valenciana | 30. Sachsen |
| 11. Extremadura | 31. Sachsen-Anhalt |
| 12. Galicia | 32. Schleswig-Holstein |
| 13. Madrid, Comunidad de | 33. Thüringen |
| 14. Murcia, Región de | 34. Dél-Alföld (Southern Great Plains) |
| 15. Navarra, Comunidad Foral de | 35. Dél-Dunántúl (Southern Transdanubia) |
| 16. País Vasco | 36. Közép-Dunántúl (Central Transdanubia) |
| 17. Rioja, La | 37. Közép-Magyarország (Central Hungary) |
| 18. Baden-Württemberg | 38. Nyugat-Dunántúl (Western Transdanubia) |
| 19. Bayern | 39. Észak-Alföld (Northern Great Plains) |
| 20. Berlin | 40. Észak-Magyarország (Northern Hungary) |



- 41. Østfold
- 42. Akershus
- 43. Oslo
- 44. Hedmark
- 45. Oppland
- 46. Buskerud
- 47. Vestfold
- 48. Telemark
- 49. Aust-Agder
- 50. Vest-Agder
- 51. Rogaland
- 52. Hordaland
- 53. Sogn og Fjordane

- 54. Møre og Romsdal
- 55. Sør-Trøndelag
- 56. Nord-Trøndelag
- 57. Nordland
- 58. Troms - Romsa
- 59. Finnmark - Finnmark
- 60. Bucuresti - Ilfov (Bucharest - Ilfov)
- 61. Centru (Centre)
- 62. Nord-Est (North East)
- 63. Nord-Vest (North West)
- 64. Sud Muntenia (South)
- 65. Sud-Est (South East)
- 66. Sud-Vest Oltenia (South West)
- 67. Vest (West)
- 68. Other

Filter:

If SQN1=1, SQN4= (18 thru 33)

If SQN1=2, SQN4 = (1 thru 17, 68)

If SQN1=6, SQN4= (34 thru 40)

If SQN1=7,8, SQN4 = (41 thru 59)

If SQN1=9, SQN4= (60 thru 67)

If SQN1=3, 4, 5 this question was not shown since the whole country was considered a region

Base: All MANDATORY

SQN5. What is your nationality or nationalities if you hold more than one?

- 1. Germany
- 2. Austria
- 3. Belgium
- 4. Bulgaria
- 5. Cyprus
- 6. Croatia
- 7. Denmark
- 8. Slovakia
- 9. Slovenia
- 10. Spain
- 11. Estonia
- 12. Finland
- 13. France
- 14. Greece
- 15. Hungary
- 16. Ireland
- 17. Italy
- 18. Latvia
- 19. Lithuania
- 20. Luxembourg
- 21. Malta
- 22. Norway
- 23. The Netherlands
- 24. Poland
- 25. Portugal
- 26. United Kingdom
- 27. Czech Republic
- 28. Romania
- 29. Sweden
- 30. Other European country
- 31. Other Asian country
- 32. Other African country
- 33. Other North American country
- 34. Other Latin American country
- 35. Other Oceania country

Base: All MANDATORY

SQN6. In which country did you obtain your secondary school certificate/diploma?



(If you have not finished your secondary school, in which country did you spend the last year of your school years?)

1. Spain
2. Norway
3. Germany
4. Luxembourg
5. Hungary
6. Romania
7. Other

Filter: if answer to SQN5 = (1, 10, 15, 20, 22, 28) or SQN6 = (1 thru 6) they can continue survey, otherwise end survey.

Base: All MANDATORY

Our project studies European young people's mobility, so we would like to know whether you have travelled abroad.

SQN7. Have you ever been abroad?

1. No, never
2. Yes, 1-5 times
3. Yes, 6-10 times
4. Yes, 11-20 times
5. Yes, more than 20 times

Base: All MANDATORY

SQN8. Have you ever been in another country for longer than 2 weeks for a reason DIFFERENT than tourism or visiting relatives?

1. Yes
2. No

Filter: if answer in SQN8 = 2 end survey.

MANDATORY

SQN9. What countries have you travelled to for longer than 2 weeks, for reasons DIFFERENT than tourism or visiting relatives?

Please list the most important experience first. It could be important to you because it is the most recent, for personal or professional reasons, for its duration or for any other reason which may be relevant to you. You may include current experiences if you are living abroad right now. There is no specific order for the rest of the experiences.

Please, point out as many countries as needed to relate to your experiences. The minimum is 1 country and the maximum is 5.

Destination country (Drop down menu)	Start of mobility (year)	Lenght of stay	Main reason for mobility	Progam used	Rate the experience



1 Token	token				
2					
3					
4					
5					

SQN9a Destination country:

1. Germany
2. Austria
3. Belgium
4. Bulgaria
5. Cyprus
6. Croatia
7. Denmark
8. Slovakia
9. Slovenia
10. Spain
11. Estonia
12. Finland
13. France
14. Greece
15. Hungary
16. Ireland
17. Italy
18. Latvia
19. Lithuania
20. Luxembourg
21. Malta
22. Norway
23. The Netherlands
24. Poland
25. Portugal
26. United Kingdom
27. Czech Republic
28. Romania
29. Sweden
30. Other European
31. Other Asian
32. Other African
33. Other North American
34. Other Latin American
35. Other Oceania

SQN9b-Start of mobility (year):

1. 1986
2. 1987
3. 1988
4. 1989
5. 1990
6. 1991
7. 1992
8. 1993
9. 1994
10. 1995
11. 1996
12. 1997
13. 1998
14. 1999
15. 2000
16. 2001
17. 2002
18. 2003
19. 2004
20. 2005
21. 2006
22. 2007
23. 2008
24. 2009
25. 2010
26. 2011
27. 2012
28. 2013
29. 2014
30. 2015
31. 2016

SQN9c Length of stay:

1. Less than a month
2. 1 month
3. 2 months
4. 3 months
5. 4 months
6. 5 months
7. 6 months
8. 7 months
9. 8 months
10. 9 months



- | | |
|-----------------------|-----------------------|
| 11. 10 months | 16. 3 years |
| 12. 11 months | 17. 4 years |
| 13. 12 months | 18. 5 years |
| 14. 1 and a half year | 19. More than 5 years |
| 15. 2 years | |

SQN9d Main reason for mobility:

1. Studies: School exchange (primary or secondary school)
2. Studies: vocational training
3. Studies: A part of studies taken abroad (Erasmus)
4. Studies: Entire programme abroad (Ba, Ma, PhD, etc.)
5. Studies: Language courses
6. Work experience/Internship: as part of higher education studies
7. Work experience/ internship: as part of vocational training
8. Work experience/ internship: as part of a programme addressed to entrepreneurs
9. Voluntary work / voluntary service
10. Work-related reasons (to work, to seek for a job)
11. Au-pair
12. Entrepreneurial/working for my own business
13. Others

SQN9e Program used:

1. Erasmus+ school (Comenius) *Filter: if SQN9d = (1, 5 or 13)*
2. Erasmus+ vocational education and training (Leonardo da Vinci) *Filter: if SQN9d = (2, 4, 6, 7 or 13)*
3. Erasmus+ Higher education (Erasmus) *Filter: if SQN9d = (3 or 13)*
4. Erasmus+ For young people and youth workers Filter: *if SQN9d = (6, 10, 11 or 13)*
5. Erasmus+ International Cooperation (Mundus, Tempus, Alfa, Edulink, etc.) *Filter: if SQN9d = (2, 3, 4 or 13)*
6. Erasmus+ adult learning (Grundtvig) *Filter: if SQN9d = 13*
7. Erasmus+ Young Entrepreneurs *Filter: if SQN9d = (8, 12 or 13)*
8. Erasmus+Jean Monnet *Filter: if SQN9d = 3, 4 or 13*
9. Erasmus+ Youth non-formal and informal learning (Youth in action) *Filter: if PQN9d = (5, 6 or 13)*
10. Erasmus+ sports *Filter: if SQN9d = (5 or 13)*
11. European Voluntary Service *Filter: if SQN9d = (9 or 13)*
12. Your first job EURES Filter: if SQN9d = *(6, 10, 11 or 13)*
13. European for citizens programme *Filter: if PQN9d = (5 or 13)*
14. Marie Curie *Filter: if SQN9d = (3, 4, 6 or 13)*
15. MobiPro *Filter: if SQN9d = (2, 7, 10 or 13)*
16. Others *Filter: if SQN9d = (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13)*
17. None *Filter: if SQN9d = (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13)*

SQN9f Rated experience:

1. Very bad
- 2.



3.
4.
5. Very good

Base: NON-MANDATORY

SQN10. Are these sentences true for you?

	1.Yes	2.No	3.N.A.
My siblings studied/are studying abroad			
At least one of my parents studied abroad			
My friends studied/are studying abroad (the entire studies)			
My friends did /are doing a student exchange (e.g.. Erasmus)			
My sibling recommended to me to study abroad			
At least one of my parents recommended to me to study abroad			
My friends recommended to me to study abroad			

Base: MANDATORY

SQN11. Generally speaking, what reasons do you consider most important to spend some time/move abroad?

Choose a maximum of 3 answers.

1. Previous knowledge of the language (convenience)
2. To learn/improve languages
3. Family related reasons
4. Personal relationships in the chosen country (friends/family)
5. Studies related reasons
6. To improve working conditions
7. To be unable to find a job in my own country
8. The financial situation in my own country
9. The political situation in my own country
10. Personal health reasons
11. In order to improve opportunities for personal/professional development
12. Feeling attracted to the culture /country
13. Having been there before
14. For love, getting together with partner
15. Other(s)
16. I have no interest to spend some time/move abroad

Base: MANDATORY

SQN12. Who played an important role in your decision to go abroad?

Please rate from 1 to 5, 1 = not at all and 5 = A very important role

	1. Not at all	2.	3.	4.	5. A very important role	6. N.A.
Myself						
My parents						
Other relatives						
Friends						
Partner						



Acquaintances						
Others						

Base: MANDATORY

SQN13. Generally speaking, which obstacles do you face/have you faced to spend some time / move abroad?

Choose a maximum of 3 answers.

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

Base: NON-MANDATORY

Now we would like to know a little more about your experience in {#token_country} in {#token_year}, your activities there and the contact you kept with your own country

SQN14. Thinking about that stay abroad, which sources of information were useful to prepare your stay in {#token_country} in {#token_year}?

Please chose ONLY those options you have used.

1. Teacher or tutor
2. International university offices at home
3. International offices of the foreign university
4. University websites
5. Government youth information offices
6. Youth associations
7. Search engines (Google, Yahoo, Bing, etc.)
8. Online communities/social networks (Facebook...)
9. Friends
10. Relatives
11. Job or education fairs
12. Employment agencies
13. Job websites
14. Press
15. Government websites of the targeted country
16. Government websites from origin country
17. EURES (The European Job Mobility Portal)
18. Voluntary service agencies
19. Others



Base: NON-MANDATORY

SPQN15. How did you travel to {#token_country} in {#token_year}?

(multiple choice)

1. Flight
2. Low cost flight
3. Train
4. Bus
5. Car
6. Ferry
7. Other

Base: MANDATORY

SQN16. Why did you choose a particular city/town/village when you went to {#token_country} in {#token_year}?

Maximum 3 answers.

1. I feel attracted to the cultural offer
2. It is a place with cosmopolitan atmosphere
3. I like the atmosphere/landscape
4. Many people from my home country live there
5. It is the only place that my University/School offered
6. I know there are a lot of young people who live there
7. Others

Base: MANDATORY

SQN17. How did you finance your stay in {#token_country} in {#token_year}?

From 1 =non-existent to 5 = very important

	1. Non existant	2.	3.	4.	5. Very important	6. DK/NR
European mobility programmes (Youth in Action, Erasmus+, others)						
National study grants						
Family assistance						
Business programmes/funded by employer						
Private funds/savings						
Other grants and awards						
Working full time or part time						
Loan						

Base: if SQN9 = (3 or4) NON-MANDATORY

SQN18. When you were in {#token_country} in {#token_year} what stage of your studies were you at?

1. Bachelor
2. Master
3. Bachelor & Master
4. PhD
5. Others



Base: if SQN9 = (3 or 4) NON-MANDATORY

SQN19. Which aspects were relevant for your student mobility in {#token_country} in {#token_year}?

	1.Yes	2.No	3.DK/NR
Prestige of the university in the receiving country was relevant for student mobility			
Quality of teaching in the receiving country was relevant for student mobility			
The subject cannot be studied in my home country was relevant for student mobility			
It was a compulsory part of my studies was relevant for student mobility			
I wanted to study the subject from another point of view was relevant for student mobility			

Base: if SQN9 = (3 or 4) NON-MANDATORY

SQN20. During your stay in {#token_country} in {#token_year} how much time do you spend / did you spend carrying out the following activities?

Please mark from 1 to 5, being 1= no time at all and 5= a long time.

	1. No time at all	2.	3.	4.	5. A long time	6. DK/NR
Study related activities						
Work						
Tourism						

Base: NON-MANDATORY

SQN21. During your stay in {#token_country} in {#token_year} have you ever taken part or attended activities in these associations?

Please mark ONLY those activities in which you participated

	Yes, I do/ have collaborated actively	Yes, I do/ I followed their activities through social networks, news or websites
Youth or student association		
Educational, artistic, musical or cultural activities		
Sport or leisure association		
Professional association		
Entrepreneurial association		
Political party or trade union		
Religious association		
Human rights, women's, environmentalist, animal-rights association, welfare association for older, handicapped or deprived people		
Pro immigrants associations		
Other associations		

Base: NON-MANDATORY

SQN22. Have you taken part in any of the following cultural/recreational activities during your stay in {#token_country} in {#token_year}?

Please mark ONLY those activities in which you participated



	Country of origin	Token_country in token year	Of other countries
Cultural events: go to museums, galleries, exhibitions, theatre, dance, opera play of...			
To go to the cinema, watch movies, TV series from			
To go to a concert, music festivals, dj sessions of...			
To buy food or go to restaurants from...			
To celebrate traditional celebrations/festivities of...			
To support a sport team from..			
To play a sport with people from...			
To go to parties or get-together with people from...			

Base: NON-MANDATORY

SQN23. During your stay in {#token_country} in {#token_year} did you ever take part in any of the activities mentioned below?

Please mark ONLY those activities in which you participated

	In relation to country of origin	In relation with {#token_country}	In relation to country of origin	Global affairs (Sex, ecology, human rights)	I did not participate
To sign a petition for a campaign					
To attend to a protest/demonstration					
To participate in a strike					
To participate in an illegal protest (stopping traffic, occupying private property...)					
To buy products for political, ethical or environmental reasons					
To boycott products for political, ethical or environmental reasons					
To contact (or try to contact) a politician					
To contact (or try to contact) a local, regional or national civil servant.					
To donate or raise money for an ethical, political or environmental reason					
To attend a political meeting or gathering					
To collaborate in a social action platform					
To carry or wear symbols or stickers supporting a specific cause					

Answers 1, 2, 3 and 4 may be multiple answer, 5 can only be single response.



Base: NON-MANDATORY

SQN24. During your stay in {#token_country} in {#token_year} have you stayed informed of events happening in your country and host country?

Mark ONLY the ones you used at least once a week.

	Country of origin	'Token: country'	International
You follow the news on radio or TV			
You read the newspapers (printed or digital)			
Through websites or blogs			
Through social networks (Twitter, Facebook, Linkedin, etc.)			

Base: NON-MANDATORY

SQN25. Regarding your financial transactions, during your stay in {#token_country} in {#token_year}, please, mark an option:

	1. Never	2. On the one off occasion	3. Regularly (monthly, every three months, annually)
Have you sent money to people, invested or contributed to associations in your country while living abroad?			
Have you ever sent money to people, invested or contributed to associations located in another country while you were living abroad?			

Base: NON-MANDATORY

SQN26. Did you vote in the last elections?

	1. Yes	2. No, because the process was very complicated	3. No, because I did not have voting rights	4. No (I did not want to, I forgot to, I missed the deadline)	5. DK/NR
General or presidential elections in your home country					
General or presidential elections in another country					
Regional elections in your home country					
Regional elections in another country					
Local elections in your home country					
Local elections in another country					
Referendum (Europe, Scotland, Greece, Brexit, etc)					
University or student elections					



Base: NON-MANDATORY

SQN27.'While you were in {#token_country} in {#token_year} who did you stay in touch with at least once a week...?

(Face to face, or through instant messaging, social networks, etc.) Mark ONLY the ones you have contact with at least once a week.

1. Partner from your country
2. Partner from (token: destination country)
3. Partner from other country
4. Relatives from your country
5. Relatives in (token: destination country)
6. Relatives from your country
7. Friends from (token: destination country)
8. Friends from other country
9. Friends from another country
10. Acquaintances from your country
11. Acquaintances from (token: destination country)
12. Acquaintances from other country

Base: MANDATORY

SQN28. Regarding the expectations before you started your stay abroad in {#token_country} in {#token_year}, to what extent were they met?

From a scale of 1 to 5; 1 non-successful to 5 successful.

	1. Were not fulfilled	2.	3.	4.	5. Exceeded my expectations	6. NA
Acceptance/adjustment in new society						
Personal experience						
Language acquisition						
Education/training						
Professional experience						
Income/salary						

Base: MANDATORY

SQN29. Where did you born?

1. Germany
2. Austria
3. Belgium
4. Bulgaria
5. Cyprus
6. Croatia
7. Denmark
8. Slovakia
9. Slovenia
10. Spain
11. Estonia
12. Finland
13. France
14. Greece
15. Hungary
16. Ireland
17. Italy
18. Latvia
19. Lithuania
20. Luxembourg
21. Malta
22. Norway
23. The Netherlands
24. Poland



-
- 25. Portugal
 - 26. United Kingdom
 - 27. Czech Republic
 - 28. Romania
 - 29. Sweden
 - 30. Other European
 - 31. Other Asian
 - 32. Other African
 - 33. Other North American
 - 34. Other Latin American
 - 35. Other Oceania

Base: MANDATORY

SQN30. What is the size where you have lived most of your life?

- 1. Hamlets and isolated dwellings (<500 inhabitants)
- 2. Village (from 500 to 1.000)
- 3. Town (from 1.001 to 20.000)
- 4. City from 20.001 to 150.000 inhabitants
- 5. City from 150.001 to 800.000 inhabitants
- 6. City from 800.001 to 3 million inhabitants
- 7. City from 3 million to 7 million inhabitants
- 8. City of more than 7 million inhabitants
- 9. DK/NR

Base: MANDATORY

SQN31. What is the highest educational level you have achieved?

- 1. Early childhood Education
- 2. Primary education
- 3. Lower secondary education (First stage of secondary education building on primary education, typically with a more subject-oriented curriculum)
- 4. Upper secondary education (Second/final stage of secondary education preparing for tertiary education and/or providing skills relevant to employment. Usually with an increased range of subject options and streams)
- 5. Post-secondary non-tertiary education (Programmes providing learning experiences that build on secondary education and prepare for labour market entry and/or tertiary education. The content is broader than secondary but not as complex as tertiary education)
- 6. Short-cycle tertiary education (Short first tertiary programmes that are typically practically-based, occupationally-specific and prepare for labour market entry. These programmes may also provide a pathway to other tertiary programmes)
- 7. Bachelor or equivalent
- 8. Master or postgraduate graduate
- 9. PhD or equivalent

Base if SQN31 = (3,4,5,6,7,8 or 9) MANDATORY

SQN32. Which is the studies field of the highest level of education you have achieved?

- 1. Education
- 2. Humanities and Arts



-
3. Social sciences, international journalism and information
 4. Management, administration and Law
 5. Natural sciences, mathematics and statistics
 6. Communication and information Technology
 7. Engineering, construction and industry
 8. Agriculture, forestry, fisheries and veterinaries
 9. Health and welfare
 10. Services
 11. Others
-

Base: MANDATORY

SQN33. What languages do you speak? Please, mark as many options as you need

1. English
 2. French
 3. Portuguese
 4. German
 5. Spanish
 6. Romanian
 7. Luxembourgish
 8. Hungarian
 9. Italian
 10. Norwegian
 11. Catalan
 12. Galician
 13. Basque
 14. Other
-

Base: Only the options marked in the previous question. MANDATORY

SQN34. Please, state your level of the following languages

	1. Low	2. Intermediate	3. High	4. Very High	5. Native	6. DK/NR
Show answer marked in SQN33						

Base: MANDATORY

SQN35. Where do you currently live?

1. Germany
2. Austria
3. Belgium
4. Bulgaria
5. Cyprus
6. Croatia
7. Denmark
8. Slovakia
9. Slovenia
10. Spain
11. Estonia
12. Finland
13. France
14. Greece
15. Hungary
16. Ireland
17. Iceland
18. Italy
19. Latvia
20. Liechtenstein
21. Lithuania
22. Luxembourg
23. Malta
24. Norway



25. The Netherlands
26. Poland
27. Portugal
28. United Kingdom
29. Czech Republic
30. Romania
31. Switzerland
32. Sweden
33. Other European
34. Other Asian
35. Other African
36. Other North American
37. Other Latin American
38. Other Oceania

Base: MANDATORY

SQN36. What is the size where you are currently living?

1. Hamlets and isolated dwellings (<500 inhabitants)
2. Village (from 500 to 1.000)
3. Town (from 1.001 to 20.000)
4. City from 20.001 to 150.000 inhabitants
5. City from 150.001 to 800.000 inhabitants
6. City from 800.001 to 3 million inhabitants
7. City from 3 million to 7 million inhabitants
8. City of more than 7 million inhabitants
9. DK/NR

Base: NON-MANDATORY

SQN37. We are now interested in how you take your decisions, as well as in your expectations and future plans. Please, rate the following statements (Being 1= totally disagree to 5= strongly agree)

	1.Totally disagree	2.	3.	4.	5.Strongly agree	6.DK/NR
In new situations, I usually rely on my previous experiences.						
I never compare new situations with past ones.						
Coping with a new situation, I use the experiences of others for orientation.						
I think there is nothing wrong with drawing upon proven solutions						
I act mostly intuitively						
When I act I usually consider alternatives						
While I act I take circumstances into account						
I feel comfortable if other tell me what to do						
In my opinion different situations need different solutions						
I weigh the alternatives before making a decision						
I often look for advice						
While solving a problem I collect as much information as possible.						
After having solved a problem I usually try to analyse what went well and went wrong.						
I act even if I am not completely sure about the outcome						
I can always adapt to new circumstances						
I am always open to new solutions						
While planning my future I consider the opinions of others						



I am unsure about my own future						
When I am not satisfied with something, I try to make changes						

Base: MANDATORY

SQN38. Who do you live with? Please, state the number of people you live with of each category

SQN38a

Alone	1
-------	---

SQN38b

Partner/Registered Partner/Spouse	0-1
Children	0-9
Other relatives	0-9
Friends	0-9
Others	0-9

Base: MANDATORY

SQN39. To what extent you consider to be still dependent on your parents or legal guardian for financial support?

1. Completely
2. Partially
3. I am financially independent
4. They partly depend on me

Base: MANDATORY

We would like to know a little more about your family and their mobility background.

SQN40. What is the highest education level your parents or legal guardians have achieved?

	Mother/legal guardian	Father/legal guardian
Early childhood Education		
Primary education		
Lower secondary education (First stage of secondary education building on primary education, typically with a more subject-oriented curriculum)		
Upper secondary education (Second/final stage of secondary education preparing for tertiary education and/or providing skills relevant to employment. Usually with an increased range of subject options and streams)		
Post-secondary non-tertiary education (Programmes providing learning experiences that build on secondary education and prepare for labour market entry and/or tertiary education. The content is broader than secondary but not as complex as tertiary education)		
Short-cycle tertiary education (Short first tertiary)		
Bachelor or equivalent		
Master or postgraduate graduate		
Doctoral or equivalent		
DK/NR		



Base: MANDATORY

SQN41. Did your parents/legal guardians or grandparents move to live in a different country?

1. Yes
2. No
3. DK/NR

Base: MANDATORY

We would like to ask you some questions about your current work situation.

SQN42. What is your current occupation? Multiple choice answer.

Unemployed or temporarily not working	<input type="checkbox"/>
Studying	<input type="checkbox"/>
Freelance / Self-employed	<input type="checkbox"/>
Employed	<input type="checkbox"/>

Answer 1 can not combine with 3 or 4.

Base: If SQN42 = 2 MANDATORY

SQN43. Please, choose the option best suited to your situation.

1. Primary and secondary student
2. Student (University, vocational training, etc.)
3. Apprentice (in vocational place training)
4. Other

Base: if SQN42 = 4 MANDATORY

SQN44. Please, choose the option best suited to your situation

1. Professional employee (doctor, lawyer, accountant, architect, etc.)
2. General management, director or top management (managing directors, director general, other director)
3. Middle management, other management (department head, junior management, teacher, technician)
4. Employee, working mainly at an office
5. Employee not in an office but travelling (salesmen, driver, etc.)
6. Employee not in an office but in a service position (hospital, restaurant, police, fireman, etc.)
7. Supervisor
8. Skilled manual worker
9. Other (unskilled) manual worker, domestic worker

Base: If SQN42 = 3 MANDATORY

SQN45. Please, choose the option best suited to your situation

1. Professional (lawyer, doctor, accountant, architect, etc.)
2. Owner of a shop, craftsmen, other
3. Business proprietors, owner (full or partner) of a company
4. Other



Base: If SQN42 = (3 or 4) MANDATORY

SQN46. What type of contract do you have?

1. Full-time
2. Part-time
3. Hourly contract/mini job/'zero-hour'
4. I do not have a contract

Base: If SQN42 = (3 or 4) and if SQN31 = (1 thru 9) MANDATORY

SQN47. To what extent does your current occupation match your studies?

1. No relation
- 2.
- 3.
- 4.
5. Strong relation
6. DK/NR

Base: If SPQN42 = 3 MANDATORY

SQN48. Why did you decide to become freelance / self-employed?

1. Because I saw a business opportunity
2. I could not find any better employment opportunities
3. A combination of both above
4. I have another job but want to improve my situation

Base: NON-MANDATORY

SQN49. How many times have you been unemployed for more than 4 weeks? (please do not include those periods of time when you were studying).

1. None
- 2.
- 3.
- 4.
5. More than 3

Base: NON-MANDATORY

SQN50. We would like to know whether you ever thought about starting your own business. Can you please tell if you agree or disagree with the following sentences? (Scale from 1 to 5, being 1 = totally disagree, and 5 = strongly agree)

	1. Totally disagree	2.	3.	4.	5. Strongly agree	6. DK/NR
I have the skills and knowledge to start a business						
I have experience starting a business						



I know somebody who has started a business in the past 2 years					
I have noticed good opportunities where I live to start a business in the next six months					
I have scrapped the idea to start a business owing to fear of failure I have a business idea					
I have a business idea					
I have financial/resources and funds					
Tax rates are too high (freelance, income tax)					
Lack of public and program support from local institutions					

Base: NON-MANDATORY

Now we would like to know about the people who are most important to you. We are almost done; there are only 3 questions. Please, name up four people who currently play an important role in your life.

SQN51. Please enter the names of those 4 people in the left box. You can use pseudonyms or nicknames. Please mention each name only once. These can be partners, friends, family, acquaintances, neighbours or relatives anywhere in the world. Please, fill out the information on the four people.

Name or first letter of person's name	Type of relationship	Where does this person live	Has this person been abroad for reason different tan tourism for more tan 2 weeks	Sex	How often do you keep in touch

SQN51a. Name or first letter of person's name

SQN51b. Type of relationship

1. Friend



2. Spouse/Partner
3. Parents
4. Child
5. Other relative
6. Work colleague
7. Employer
8. Acquaintance
9. Others

SQN51c. Where does this person live?

1. In the same house
2. In the same city/town
3. In the same country
4. In another country

SQN51d. Has this person been abroad for reasons different than tourism for more than 2 weeks?

1. Yes
2. No
3. DK/NR

SQN51e. Sex

1. Female
2. Male
3. DK/NR

SQN51f. How often do you keep in touch with this person?

1. On a daily basis
2. Several times per week
3. Once a week
4. Once a month
5. Several times a year

Base: NON-MANDATORY

SQN52. Now, we would like to know who do you feel closer to and which rules and values do you usually follow. You identify yourself with... Use the scale from 1= not at all to 5=strongly indentify.

	1. No identification	2.	3.	4.	5. Complete identification
The place where you live					
Your region					
Country of origin					
Europe					
The World					

Base: NON-MANDATORY



SQN53. How likely or unlikely you consider that in the future you.

	1. Very unlikely	2.	3.	4.	5. Very likely	6. DK/NR
Move to another country						
Move to your home country						
Move to another part of the country where you currently live						
Learn a new language						
Obtain a higher qualification						
Become unemployed						
Get training to work in different domain						

Base: NON-MANDATORY

SQN54. Please provide a valid e-mail address...

Base: NON-MANDATORY

SQN55. If you wish to receive the final report of the results of this project

- 0. No
- 1. Yes

Base: NON-MANDATORY

SQN56. If you wish to enter the draw for a 6 months suscription to a music, film and series online platform, or a 50€ gift card to spend on books, music, technological products, hand-made ethical products or your chosen NGO.

- 0. No
- 1. Yes

Base: NON-MANDATORY

SQN57. From which platform/organization/personal contact did you hear about this survey?



Information displayed at <http://move-project.eu/data/personal-data>

1. Objective

The objective of this questionnaire is to receive the views of young European people regarding experiences and perceptions on mobility and to compare the analyzed countries in the EU to identify general patterns and regional clusters of young people mobility and non-mobility. The overall ambition of MOVE is to provide a contribution towards an improvement of the conditions of the mobility of young people in Europe and a reduction of the negative impacts of mobility.

Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data is applicable.

Members of the Consortium are:

Participant N°	Participant organisation name	Country
1	UL	Luxembourg
2	UH	Germany
3	DJI	Germany
4	ASE Bucuresti	Romania
5	MISKOLCI EGYETEM	Hungary
6	HiSF	Norway
7	ICN	Spain
8	Eurice	Germany
9	ERYICA	Luxembourg

The member responsible for carrying out this WP4: survey is Ilustre Colegio Nacional de Doctores y Licenciados en Ciencias Políticas y Sociología.

The research from the MOVE project has received funding from Horizon 2020 under Grant Agreement number: 649263.

More information about the Project can be found at <http://move-project.eu>

2. What personal information do we collect and through which technical means?

Identification Data

The data collected and further processed is data necessary for the participation in the questionnaire, including the views of participants on the topics concerned. The data will only be used for quantitative analysis; no profiles of single data sets will be reconstructed. All users, who will use the data afterwards, have to agree upon this rule. The policy on ethics and research of the consortium and the applicable European and national laws and regulations will be fully observed.



The research team follows a specific protocol for the confidential and anonymous treatment of all data collected. All personal information requested, after completing the verification process of fieldwork, will be removed; making it impossible to know the individual responses of the participants to make sure that the data can only be treated in an aggregated way. Raw data will be only accessible by ICN personnel working on the project through Id and password, and processed data will not include any reference to personal data following Directive 95/46/EC and other relevant EU legal instruments, in order to irreversibly prevent identification. Only when the participant has marked the option in which he/she states his/her interest in receiving the summary report will his/her personal data (e-mail) be kept. In this case the personal data will be kept in a separate file and will remain no longer linkable to the results. ICN will follow EU's Article 29 Data Protection Working Party (0829/14/EN, Opinion 05/2014 on Anonymization Techniques, adopted 10 April 2014) to provide an effective anonymization solution, which prevent all parties from singling out an individual in a dataset, from linking two records within a dataset or between two separate datasets and from inferring any information.

MOVE has voluntarily opted to be part of the Open Research Data Pilot (ORD Pilot) of Horizon2020, designed to improve and maximise access to and the reuse of research data generated by projects. The legal requirements for participating projects are set out in the optional article 29.3 of the Model Grant Agreement. The Pilot on Open Research Data will be monitored throughout Horizon 2020 with a view to further developing Commission policy on open research. Participating in the Open Research Data Pilot does not mean opening up all research data and does not change the obligation to protect results in Article 27, the confidentiality obligations in Article 36, the security obligations in Article 37 or the obligations to protect personal data in Article 39, all of which still apply. During the lifetime of a project, a partial (e.g. for selected datasets) or even complete (i.e. for all datasets) opt out remains possible for any of the reasons above via the Data Management Plan (DMP).

3. Who has access to your information and to whom is it disclosed?

The access to personal data as well as all information collected in the context of this questionnaire is only granted through User Id/Password to a defined population of users at ICN. These users are members of the Entity organising the questionnaire, and ICN's subcontractor, acting as processor, GFK.

The data will only be used for quantitative analysis; no profiles of single data sets will be reconstructed. All users, who will use the data afterwards, have to agree upon this rule. The data of the survey will be accessible to all members of the consortium. The Scientific Use File (SUF) can also be used by other researchers after the end of the project by signing a data user contract agreeing upon the fact that no single data sets will be reconstructed. ICN will follow EU's Article 29 Data Protection Working Party (0829/14/EN, Opinion 05/2014 on Anonymization Techniques, adopted 10 April 2014) to provide an effective anonymization solution which prevent all parties from singling out an individual in a dataset, from linking



two records within a dataset (or between two separate datasets) and from inferring any information.

No personal data is transmitted to parties, which are outside the recipients and the legal framework mentioned. No personal data will be shared with third parties for direct marketing.

4. How do we protect and safeguard your information?

Your replies, together with your chosen language used for drafting the reply, are recorded in a secured and protected database. The database is not accessible from outside ICN or the subcontractor GFK. Inside those the database can be accessed using a User Id/Password.

Access to the application is via a non-encrypted connection using the normal http protocol. The collected personal data and all information related to the above mentioned questionnaire is stored on a computer of the external contractor, acting as processor, who has to guarantee the data protection and confidentiality required by the Regulation (EC) 45/2001. ICN will keep data in a secure protected server. The Scientific Use File will be stored for at least 5 years following European Commission requirements for Horizon2020 projects.

5. How can you verify, modify or delete your information?

In case you want to verify which personal data, if any, is stored on your behalf by the responsible Controller, have it modified respectively corrected, or deleted, please contact the Controller by using the Contact Information at the end of this statement and by explicitly specifying your request.

6. How long do we keep your data for?

Your data will remain in the database until the results have been completely analysed and exploited. All personal information requested, after completing the verification process of fieldwork, will be removed; making it impossible to know the individual responses of the participants to make sure that the data can only be treated in an aggregated way. The Scientific Use file will be stored for at least 5 years following European Commission requirements for Horizon 2020 projects.

E-mails of respondents who have stated their interest in receiving the summary report will be kept for a maximum of 5 years in a separate file that can be verified, modified or deleted at request according to Data Protection Laws, and which will remain no longer linkable to the results. These will only be used for this purpose and will not be transmitted to parties, which are outside the recipients and the legal framework mentioned. No personal data will be shared with third parties for direct marketing.

7. Contact Information

In case you wish to verify which personal data is stored on your behalf by the responsible controller, have it modified, corrected, or deleted, or if you have questions regarding the



questionnaire, or concerning any information processed in the context of the questionnaire, or on your rights, feel free to contact the support team, using the following contact information:

Should you have a problem completing this questionnaire or if you require detailed assistance or more information, please contact move@colpolso.org

More information at <http://move-project.eu>

8. What will happen to the results of the research?

The data sets obtained from the survey will be processed and shared during the life of the project only with the members of the research consortium. The data sets will not contain personal information. After the project, the scientific use file will be available on both, the project web site and ICN web site, through online petition. In general, in order to allow the availability of information and open access to the micro data, we will use and observe Article 29.3 of the Model Grant Agreement (article applied to all projects participating in the Pilot on Open Research Data in Horizon 2020) as a guideline.

MOVE has voluntarily opted to be part of the Open Research Data Pilot (ORD Pilot) of Horizon2020, designed to improve and maximise access to and the reuse of research data generated by projects. The legal requirements for participating projects are set out in the optional article 29.3 of the Model Grant Agreement. The Pilot on Open Research Data will be monitored throughout Horizon 2020 with a view to further developing Commission policy on open research. Participation in the Open Research Data Pilot does not mean opening up all research data and does not change the obligation to protect results in Article 27, the confidentiality obligations in Article 36, the security obligations in Article 37 or the obligations to protect personal data in Article 39, all of which still apply. During the lifetime of a project, a partial (e.g. for selected datasets) or even complete (i.e. for all datasets) opt out remains possible for any of the reasons above via the Data Management Plan (DMP).

All MOVE partners are aware of the fact that in Horizon 2020 open access (free of charge online access) is mandatory. They have been informed of the EU's open access policy. As a consequence of this, each partner will ensure open access to all peer-reviewed scientific publications relating to its results. Additionally, a summary report will be published on the project website and provided to those participants that state their interest in the results on the last page of the survey at the end of the research.