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Mobility around Europe !! Leonardo da Vinci & Mobility

According to European policies and goals, 'mobility' is always a significant aspect within Lifelong Learning Programme (LLP). which is compounded by four sectoral-programmes: Comenius, Erasmus, Leonardo da Vinci and Grundtvig.

Specific articles in this web site have been dedicated on each of the sectoral-programme, focussed only on their 'mobility' actions.

This article is focussed on **Leonardo da Vinci (LdV)!**

Leonardo addresses the teaching and learning needs of all those in vocational education and training, other than at tertiary level, as well as the institutions and organisations providing or facilitating such education and training.

Among its Operational Objective, LdV aims at improving the "quality and to increase the volume of mobility throughout Europe of people involved in initial vocational education and training and in continuing training, so as to increase placements in enterprises to at least 80.000 per year by the end of the LLP".

In this regard the programme foresees specific actions for the mobility of individuals, such as:

- Transnational placements in enterprises or in training institutions
- Placements and exchanges aimed at the further professional development of trainers and guidance counsellors, and at those responsible for training establishments and for training planning and career guidance within enterprises

LdV is targeted at:

- ✓ People learning in all forms of vocational education and training except at tertiary level
- ✓ People in the labour market
- ✓ Institutions and organisations providing learning opportunities in the fields covered by the Leonardo da Vinci Programme
- ✓ Teachers, trainers and other staff within those institutions or organisations
- ✓ Associations and representatives of those involved in vocational education and training, including trainees', parents' and teachers' associations



- ✓ Enterprises, social partners and other representatives of working life, including chambers of commerce and other trade organisations
- ✓ Bodies providing guidance, counselling and information services relating to any aspect of lifelong learning
- ✓ Persons and bodies responsible for systems and policies concerning any aspect of vocational education and training at local, regional and national level
- ✓ Research centres and bodies concerned with lifelong learning issues
- ✓ Higher education institutions
- ✓ Not-for-profit organisations, voluntary bodies, and NGOs

Concerning 'mobility', the following actions can be supported by Leonardo da Vinci's grant:

- ✓ Preparatory Visits: The objective of the action is to help institutions eligible for the LdV Programme wishing to establish a new project or activity to contact and meet suitable partner institutions and/or develop a workplan in order to prepare the project/partnership application
- ✓ IVT (Initial Vocational Training): It aims at the support of transnational mobility of persons undergoing initial vocational education and training. The general objectives of this mobility action are:
 - To support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European Labour Market.
 - To enhance the attractiveness of vocational education and training and mobility for individuals and to facilitate the mobility of working trainees.
- ✓ PLM (People in the Labour Market): it aims at supporting transnational mobility of workers, self-employed or people available for employment (including graduates) undergoing a training period abroad in a vocational training context.
- ✓ VETPRO (VET Professionals): it aims at the support of transnational mobility of persons responsible for vocational training and/or human resources.

Ambassadors: Starting young !



Natalia Strzelbicka

Mobility programmes and internships for students and post-graduated are getting more and more popular. Especially nowadays since it's the work experiences that really counts as for applying for any kind of job. Being smart, it's better to start looking around in the work market as soon as possible. A very good example of this kind of future-orientated thinking has a group of 12 scholars from Turkey. They attend technical high school in *Dörtyol* and most of them very soon will pass the final exams and apply to the university. To help in making decisions as for their future, they decided to come to Poland and take part in the three-week training program.

Above all they were looking up different polish companies and institutions where the IT networks are made and used. They visited more than 15 establishment. In Wrocław they started from a firm OGICOM where they got to know all about professional and individual advising as for innovations and solutions on Internet and Telecommunication field. Then they went to IMPEL IT, KORBANK, BLUETEX, FORTUNA, CINTERION. Not less interesting were a meeting with CBS-SYSTEM INTERNATIONAL, TECHNICAL UNIVERSITY OF WROCLAW where complex solutions, modern software and equipment components were shown. In Kraków very instructive was a session with METROSOFT which presented the focus on offering services exclusively to the fund industry with a concentration on the demanding needs of the Transfer Agent. The business consulting covering various business and technological aspects of asset servicing was mentioned as well. They also got the comparison how polish and turkish companies work by conferences with COMARCH and SOLIDEX. All meetings were led by specialist who work in the corporations on a regular basis and were able to give the students as much details and information as they could, both from a theoretical and practical point of view.

Of course the trip to Poland wouldn't be complete without sightseeing the famous landmarks, such as very popular Kraków's Market Square or the Cathedral of Wrocław. They even picked up a bit of polish during the short course of our difficult language! They could also experience



the culture by doing various sport activities. The most exciting was bowling, played for the very first time! They loved the Panorama of the battle of Raclawice, which is a unique one-painting museum, and the street art presented by clowns, mimes and actors. Also an unforgettable experience was a simple stroll by the Odra River's bank, even though they imagined it way longer, just like Bosfor ;)! Time flies and 4 weeks, although very intense, weren't enough to get to know everything so we hope that this short visit will encourage them to come to Poland again. In fact some of them have already announced their coming for studies! Maybe in the future the others will venture to do an internship in one of the companies they've visited?

Why do people move? Results of survey amongst young people

Based on research by Cranfield School of Management as part of the MoVE-iT project

Globalization is currently driving a new way of life for both individuals and organizations. Theoretical concepts such as the boundaryless career which attempt to describe and predict career behaviour in a shifting careers environment have opened new vistas on how we view career. The notion of the boundaryless career suggests that the work experiences of individuals transcend the organization and the job (DeFillippi and Arthur, 1996). Thus, the outcomes of engaging in activity to develop individual occupational or professional competency becomes the driving force, an idea that is also central to the protean career concept (Hall, 1976, 1996) where personal goals, values and needs are paramount in driving career behaviour. Research on the motives of young people to spend time abroad indicated that young Australians and New Zealanders were motivated by the desire to look for adventure, to travel, to work and for tourism (Inkson, Arthur, Pringle and Barry, 1997). Those individuals who undertook a foreign tour under their own volition were found to have more diffuse individual development goals, were self-reliant and self-directed, valuing the cultural experience and the opportunity for personal learning.

Previous research has indicated that there is a lot of mythology and speculation about the factors that influence the decision to become geographically mobile. Some recent work (Dickmann & Harris, 2005, Dickmann, Doherty & Mills, 2005) has explored the perceived barriers to international working and the potential to enhance individual career capital (capabilities, networks and motivations) as incentives to international working. Factors considered important in the decision to go by individuals included family circumstances, the assignment deal in terms of finance and support, career considerations (both short and long-term), personal and professional development issues, the location and the overall life impact of taking an assignment.

It is well established that career issues are fundamental to the decision to work abroad. Career progression has been established as a major motivating factor, including the opportunity for personal and professional development (for example Stahl and Cerdin, 2004). The resource-based view of career competency uses an individual perspective in which actors consciously gain portable capabilities, actively construct career enhancing networks and identify their own drives and motivations and apply these in their work context (Inkson & Arthur, 2001). Within this framework career capital comprises social networks (knowing whom); technical and



interpersonal capabilities (knowing how) and personal drives and motivations (knowing why). This frame of reference has been used to explore the personal motivations of individuals in taking an international assignment and to gauge the career related outcomes afterwards.

For those expatriated from an organizational base there is extensive literature on family and dual career issues, suggesting that the willingness to relocate is heavily influenced by family and spouse (Sparrow, Brewster and Harris, 2004). In addition, some authors have emphasized the importance of location (distance away from home and personal security) to the decision to go (Yurkiewicz and Rosen, 1995, Stahl and Cerdin, 2002) but the literature is unclear on the extent to which this factor is perceived as a barrier to international mobility.

The European Union provides a context within which mobility and free movement are enshrined in law, where geographical, national and legal boundaries to working across member states are becoming increasingly permeable. There is considerable investment being made to dismantle obstacles to mobility at structural, national, institutional and individual levels. However, there are still many gaps in our understanding of the barriers and motivators for transnational mobility and in particular for young people, across the European context (although see Kristensen, 1994 for a review of national studies on youth mobility).

The MoVE-iT project has been designed to identify the obstacles to mobility in VET, to describe these obstacles, identify good practice and disseminate the findings widely. As part of this overall project, Cranfield School of Management has designed a survey to explore the barriers and incentives to transnational mobility for apprentices and young people in IVET. This survey aimed to gain a more in-depth understanding of individual perceptions of the processes, the issues pertinent to their decision to physically re-locate abroad for a period, paid or un-paid, explicitly for the purpose of learning.

- ✓ The survey indicated that language ability did not appear to be a major barrier to taking a placement abroad.
- ✓ Overall those individuals who had done a placement perceived major benefits in terms of developing cultural awareness, language ability and the development of self confidence.
- ✓ The experience was perceived to have a considerably positive impact on work relationships, skills development, and in particular developing self awareness and understanding of personal motivations.
- ✓ Career opportunities were also positively impacted by the experience, both in terms of developing relevant capabilities and in facilitating future career opportunities.
- ✓ Analysis of attitudes and opinions about mobility indicated a strong positive perception of the competency and ability to benefit from work/study abroad.
- ✓ There was a positive perception of the potential impact of the experience on career and securing a job afterwards.
- ✓ The potential impact on maintaining relationships (family and romantic) was considered important and could prove a barrier to mobility.



- ✓ The location and nature of the placement was also considered important and for a small number taking a placement was perceived as risky and would cause concern for their personal safety.
- ✓ Acquiring visas/permits was not considered an issue for the majority of respondents.
- ✓ Less than a third of respondents regarded a placement to have a negative financial impact, however where individuals do not have financial support this may become a barrier to mobility as indicated by around 20% of respondents.
- ✓ Support while on placement is an area where improvements could be made; in particular ensuring the availability of a dedicated mentor while on placement may improve the experience for young people.
- ✓ Some differences in attitude were surfaced between those who went on a placement and those who didn't. However, to further explore the validity of these findings a much larger sample size would be required.
- ✓ Some previous research suggests that receptivity to mobility is a relatively stable characteristic which underpins the willingness to go abroad. Some trends towards receptivity were apparent but this is an area which requires further research with a wider more representative audience of young people throughout the EU. If a major limiting factor to boundary-crossing lies at the individual level, this may challenge the extent to which policy and practice can facilitate the permeability of boundaries across geography, institutions and organizations.