How can learning mobility of young people increase their employability?

Overview of relevant European studies and findings on learning mobility projects and how they can enhance young people’s employability.

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Introduction

Eurodesk is a network of 34 countries operating with 1,200 multipliers and informing young people about opportunities to be mobile in Europe and to be an active citizen. As a support organisation to Erasmus+, Eurodesk makes youth information on learning mobility comprehensive and accessible to those who work with young people.

This compilation of studies and resources about non-formal learning mobility projects aims to present evidence of how mobility can enhance young people’s employability.
The concepts of learning mobility and employability

Learning mobility can be defined as transnational mobility for the purpose of acquiring new knowledge, skills and competences (European Commission, 2011), such as educational exchanges, volunteering projects, international language courses and non-formal learning projects.

Employability is a combination of factors, which enable individuals to progress towards or enter employment, to stay in employment and to progress throughout their careers (Council of Europe).
The competences gained during a learning mobility experience

The following documentation analyses the different competences gained during formal and informal learning mobility.

The Education and Training Monitor 2014 (European Commission 2014)
An annual series that reports on the evolution of education and training systems across Europe, bringing together the latest quantitative and qualitative data, recent technical reports and studies, plus policy documents and developments.
- Language competences contribute to mobility and employability of European citizens and facilitate intercultural dialogue.
- Governments and higher education institutions (HEIs) can implement policies to prepare students better for the transition from education to work, including through better guidance and career counselling, a greater focus on skills development as part of all third-level programmes, increased opportunities for gaining quality work experience and promoting international learning mobility as a means to acquire relevant skills and experience.

Learning mobility and non-formal learning in European contexts: Policies, approaches and examples (Council of Europe and European Commission 2013)
Mobility is considered to be important for the personal development and employability of young people, as well as for intercultural dialogue, participation and active citizenship. Learning mobility in the youth field focuses on non-formal learning as a relevant part of youth work, with links to informal learning as well as to formal education. Different stakeholders at European level, particularly the Council of Europe and the European Commission, but also individual Member States, foster programmes and strategies to enhance the mobility of young people, and particularly the learning dimension in mobility schemes. The publication is a joint Council of Europe and European Commission publication. It provides texts of an academic, scientific, political and practical nature for all stakeholders in the youth field, youth leaders and youth workers, policy makers, researchers and so on. It should contribute to dialogue and co-operation between relevant players and to discussion on the further development and purpose of youth mobility schemes and their outcomes for young people.
http://bit.ly/1yYEBqB

The Impact of Non-Formal Education in youth organisations on Young People’s Employability (European Youth Forum 2013)
The European Youth Forum Study provides evidence of the need for more political and financial investment in youth organisations to ensure that they can deliver quality Non-Formal Education to more young people, thus providing more needed skills to more young people and ensuring a better access to the labour market. Through consultation with 245 youth organisations, a survey with over 1,300 young people, desk research and focus groups with employers from across Europe, this research assesses whether the competences and skills obtained through non-formal education in youth organisations contribute to the employability of young people. It concludes that long-lasting and frequent engagement and participation in youth organisations brings high soft-skills development. Amongst the six skills mostly demanded by employers, five are also among those developed through involvement in youth organisations: such as communication,
team work, decision-making, organisational skills and self-confidence. For young people who participated in non-formal education activities abroad, this includes also higher development of language, intercultural and leadership skills. The study also proofs that experience in youth organisation and the skills this develops are valued by employers especially when young people have no – or very little – formal working experience, thus making the work of youth organisation an important contribution to the transition of young people from education to the labour market. The participation in youth organisation is particularly valuable in developing social capital (network and connections) and in creating new vocation paths, especially for NEETs, early school leavers and young migrants.

Full report: [http://issuu.com/yomag/docs/reportnfe_print](http://issuu.com/yomag/docs/reportnfe_print)

Executive summary: [http://issuu.com/yomag/docs/nfe_employabilitystudy-executivesummary](http://issuu.com/yomag/docs/nfe_employabilitystudy-executivesummary)

### Does student mobility during higher education pay? Evidence from 16 European countries (European Commission- Joint Research Centre 2013)

The Joint Research Centre used data from 16 European countries to study the effects of student mobility during higher education on future mobility, on the transition from education to employment and on hourly earnings five years after graduation. It controlled for several important pre-determined individual characteristics and proxies for ability, motivation and initiative that are likely to be correlated with both the mobility decision and the outcomes. The findings point to a positive association between mobility and future mobility and earnings, while the transition to employment seems to be slightly delayed. While the effects on future mobility are found in all countries and fields of education, the ones related to the labour market are only found in few of them. The study also discusses and presents evidence on possible mechanisms.


### Do Study Abroad Programs Enhance the Employability of Graduates? (Giorgio Di Pietro 2013)

This study based on data from recent Italian graduates investigates the impact of international educational mobility schemes on the employability of graduates. It concludes that studying abroad has a relatively large and statistically meaningful effect on the probability of being in employment 3 years after graduation.


### Eurobarometer: The experience of traineeships in the EU (European Commission 2013)

According to the Eurobarometer survey on the quality of traineeships in the EU, a significant number of trainees feel that their working conditions could be improved and that the learning content of their traineeship is insufficient. Even if the majority of trainees consider their experience useful, the survey shows that almost one in three traineeships is dissatisfactory with regard to working conditions or learning content. An analysis based on the Eurobarometer results found a significant correlation between the quality of traineeships and the employment outcome. In other words, those that had completed a substandard traineeship were significantly less likely to find a job afterwards.

Respondents who have had a traineeship abroad improved their language skills (79%). Furthermore, approximately seven in ten respondents reported that the experience had made them consider living abroad (69%).


### Employability of International Graduates Educated in Finnish Higher Education Institutions (Higher Education Group School of Management University of Tampere- 2011-2012)

The report presents the employment situation of international graduates, post-graduation mobility trends, the challenges and experiences of transition from higher education to the world of work along with employers’ views on hiring and working with international graduates. It also discovers the factors affecting
the employment of international graduates and explores the relevance of the skills gained in the course of studies for the world of work as perceived by international graduates and their employers. The differences of employment experiences between graduates of different nationalities, gender, age groups, disciplinary background and type of institution were highlighted throughout the report. In the end it elicits recommendations on how Finnish HEIs can raise their profiles internationally and enhance the employability of international graduates. According to the study, international graduates were considered to be flexible, highly adaptive and in possession of good intercultural skills owing to their experience of living and studying away from home. Apart from developing their subject-specific skills and competences, international students have three main ways of developing their human resource potential and consequently becoming more employable: 1) through internship opportunities or other work experience, 2) through study abroad experience, and 3) through Finnish language studies. Employers value the flexibility and high level of adaptability of international graduates, and this can be attributed to the fact that they study away from home. Their intercultural skills and the knowledge of a foreign language were considered to be an asset, especially in companies with international operations (China, India and Russia being among the primary target markets). Therefore, even though additional studies abroad can add even more value to these graduates, it might be better for international students in Finland to focus on learning the Finnish language in case they want to stay in Finland.

http://www.helsinki.fi/urapalvelut/valoasurvey/pubData/source/VALOA09.pdf

A booklet on how to understand youth unemployment and use Youth in Action projects as tools to support the access of young people with fewer opportunities into the labour market. Youth mobility and non-formal learning programme of the European Community “Youth in action”, together with other measures and programmes, has proved to be a very valuable tool for the employment of youth. Participating in Youth in Action allows young people to develop their social and professional competences and their entrepreneurship capacities. By doing so, young jobseekers can raise their potential to effectively enter and stay active in the labour market, but can also take an active role in society in general.

Faktaa – Facts and Figures - Hidden Competences (Centre for International Mobility 2014)
The study examines how employers rate the skills and knowledge acquired through international experiences. The research suggests, like many other studies, that transnational learning mobility produces the kind of competences that labour market needs to face future challenges successfully. However, the research also points out that in recruitment the employers often seem to be incapable of recognising these competences. They are not able to make the connection between learning mobility and the actual skills they need for their business or workplaces to flourish. For this reason, even ‘international’ employers are not able to give the necessary credit to competences acquired through international experiences in their recruitment processes. And those employers who do not operate internationally in the traditional sense, do not at all, or very little see the benefit of these competences. Most importantly, the report concludes that the outcomes of the learning mobility should be made more visible. To this end, the understanding of what international competencies are, how they are portrayed and identified should be re-examined.
The research proposes to talk more about the broader learning outcomes resulting from learning mobility instead of the more traditional competences such as language skills, intercultural competences or tolerance. This wider concept encompasses other attributes such as productivity, resilience and curiosity. In particular curiosity seems to be an attribute that merits further attention. Key findings of the research project include that while students estimate international experiences useful in their future work life,
employers don't emphasise international competences in recruitment. At the same time, global trends change most industries and job descriptions highlighting the need for global knowhow across society.

http://bit.ly/1FGgAcg
http://bit.ly/1old8Pg
In numbers: higher education, vocational education, mobility and employability

The following documents are a closer analysis from European and International researches on the links between higher education, vocational education; mobility and employability.

**Erasmus Impact Study (European Commission 2014)**

According to this study, that measures the impact of the Erasmus exchange programme on the employability and skills of students, young people who study or train abroad not only gain knowledge in specific disciplines, but also strengthen key transversal skills which are highly valued by employers. The study shows that graduates with international experience fare much better on the job market. They are half as likely to experience long-term unemployment compared with those who have not studied or trained abroad and, five years after graduation, their unemployment rate is 23% lower. The study, compiled by independent experts, is the largest of its kind and received feedback from nearly 80 000 respondents including students and businesses.

The study key findings for employability and skills are the following:
- Enhancing their employability is increasingly important for Erasmus students
- Top motivations to study or train abroad (have not changed from recent years): the opportunity to live abroad and meet new people, improve foreign language proficiency, develop transversal skills, the wish to enhance employability abroad (more than 85%).

Transversal skills important to employers are also the skills improved during an Erasmus period abroad. On average, Erasmus students have better employability skills after a stay abroad than 70% of all students. Based on their personality traits, they have a better predisposition for employability even before going abroad. By the time they return they have increased their advantage by 42% on average. 81% of Erasmus students perceive an improvement in their transversal skills when they come back. 52% show higher memory factors.

The share of employers who considered experience abroad to be important for employability also nearly doubled between 2006 and 2013 from 37% to 64%.

Once they had gone abroad, mobile students also increased their advantage on the memory values over the non-mobile students by 118% for all mobile students and 42% for Erasmus students. More than 90% of the students reported an improvement in their soft skills, such as knowledge of other countries, their ability to interact and work with individuals from different cultures, adaptability, foreign language proficiency and communication skills.

On average, 92% of employers are looking for transversal skills, on top of knowledge in their field (91%) and relevant work experience (78%). 64% of employers consider an international experience as important for recruitment. 92% of employers are looking for transversal skills, such as openness to and curiosity about new challenges, problem-solving and decision-making skills, confidence, tolerance towards other personal values and behaviours.

Erasmus students are in a better position to find their first job and to enhance their career development. More than 1 in 3 Erasmus students who did a job placement abroad were hired or offered a position by their host company. Almost 1 in 10 former mobile students who did a job placement abroad has started their own company. More than 3 out of 4 plan to or can envisage setting up their own company. Former Erasmus students are more than twice likely to switch employer. Employability and competences of students greatly benefit from mobility, often more than what they had expected, but sometimes less than they might have thought. 64% of questioned employers report that graduates with an international...
background are given greater professional responsibility more frequently, a proportion that has increased by 51% since 2006. 

Erasmus Mundus Graduate Impact Survey (European Commission 2014)
Overall, 80% of graduates were satisfied with the quality of the courses offered through Erasmus Mundus. However, graduates felt that contacts with potential employers, as well as practical experiences on the course, were lacking: 67% of participants found the links to employment to be too weak. The survey reveals that Erasmus Mundus graduates are very well regarded on the job market. In 2014, 65% of graduates had found a job by the time the survey was issued, with over 55% having found one in less than two months after graduating. Overall, graduates were very satisfied with their studies when finding a job, with three out of four graduates, over 76%, feeling themselves prepared for their field of work. Those that did not find a job claimed this was because there was no suitable job on the market, or they failed to find a job suited to their interest.

The survey shows that visibility of the Erasmus Mundus programme could be improved. A relatively high proportion of participants rate the programme as more or less unknown. The results vary depending on the
different regions of the world: while participants in the Americas consider Erasmus Mundus Masters Courses (EMMC) to be almost unknown in their region, the programme has more visibility in Asia and Africa. As in earlier surveys, a large number of candidates found out about EMMC through the internet. However, the survey reveals that institutions have become more important as a source of first information. The conclusions drawn are twofold: first, a greater internet presence through increased online promotion would certainly improve the visibility of the programme, particularly in those regions where Erasmus Mundus is less visible. Second, universities and other higher education institutions should be encouraged to play a greater role in actively promoting EMMC. Improving the visibility of Erasmus Mundus would also contribute towards improving the programme’s overall reputation.


Annual Erasmus statistics 2012-2013 (European Commission 2014)

Almost 270 000 students benefitted from EU grants to study or train in 2012–2013, according to the latest Erasmus statistics unveiled by the European Commission. While studying at another university continues to be the most popular choice, one in five students (55 000) opted for Erasmus job placements in companies. The three most popular destinations for Erasmus students in 2012–2013 were Spain, Germany and France. Countries sending the highest number of students as a proportion of their graduate population were Luxembourg, Liechtenstein, Finland, Latvia and Spain. Social sciences, business studies and law were the most popular subject areas (41%), followed by humanities and arts (22%), then engineering, manufacturing and construction (16%). The statistics show that the average Erasmus grant, designed to cover part of the costs of living abroad and travel, was €272 per month, a 9% increase on the previous year (€250). The grant is topped up in some countries by national, regional or institutional funds. Erasmus is not just an exchange scheme for students: in 2012–2013 more than 52 600 academic and administrative staff received funding from Erasmus to teach or train abroad. Some 500 staff from businesses, an increase of more than 20% from the previous year, also received Erasmus support to teach at higher education institutions abroad, highlighting the growing interest in aligning education and training to the needs of the labour market.

Student mobility contributes to individuals’ personal development and equips them with a wide range of competences and skills that are increasingly valued by employers. Students do not only improve their foreign language skills and develop greater intercultural awareness, they also become much more able to quickly adapt to changes and new situations, solve problems, work in teams, think critically and communicate more efficiently. Furthermore, the risk of long-term unemployment is half or even less for mobile students compared to those who stay at home. Mobility boosts job prospects and encourages labour market mobility later in life.


Demand for Study Overseas by American Students and Employers (J. Walter Thompson Education for the Institute of International Education, the German Academic Exchange Service (DAAD), the British Council, the Australian Education Office, the U.S. Department of Education and the U.S. State Department)

An analysis of how future employment considerations are likely to impact students’ decisions to study overseas and employers’ perceptions of candidates with overseas qualifications. Addressing the issue of how to encourage more American students to study overseas was the objective of this research project. The objective of this study was to determine the employer acceptability and market value of an international degree among US audiences specifically students and employers. To achieve this, the study explored such topics as:

- Do US students with an international qualification find it difficult to obtain employment when they return to the US?
- Are there real or perceived problems with employer recognition and acceptability of an overseas qualification?
- Do employers value overseas experience in prospective employers and if so why (what do they perceive to be its value) and to what degree?
- Is this reflected in their recruitment policies?
- The obstacles to overseas study from both audiences’ perspectives

The study revealed a significant opportunity to really build the awareness, profile and reputation of studying overseas among key target audiences – prospective students and employers. The findings showed that employers most important selection criteria in recruiting a candidate are interpersonal skills, and when questioned employers believe that these skills are likely to be strong in a candidate who has had an overseas education experience. The challenge really is to more effectively link and promote this connection. Currently, very few employers specifically recruit candidates with an overseas study experience, unless they require either cross cultural skills or a job specifically requires it. The research revealed a real need to strongly promote the link between those interpersonal attributes that employers find so desirable and their acquisition through an international study experience.

http://bit.ly/1HxvKTi

Exchange, employment and added value (Erasmus Student Network Survey 2011)
According to the Erasmus Student Network survey, more than 97% of all respondents consider having studied abroad an advantage on the job market. Students who studied abroad evaluate many professional and study related skills consistently higher than the peer group without a mobility experience. Most notably, students with study abroad experience rate their foreign language skills and ability to work in an intercultural environment much higher than their counterparts with no study abroad experience. Studying abroad helps widening individual career opportunities by enlarging networks, improving knowledge of foreign languages and boosting self-confidence.

https://esn.org/ESNSurvey/2011

Creating Ideas, Opportunities and Identity (Erasmus Student Network Survey 2013)
The survey investigates the employability of mobile and non-mobile students and shows the beneficial effects of going abroad. The survey inquires in which ways studying or working abroad plays a role in creating ideas, opportunities and identity for young Europeans. The report highlights how acquiring new marketable ideas abroad may spur entrepreneurship and how opportunities such as building an international network may have positive effects on employability and entrepreneurship. Mobile students are more probable to live outside their home region than non-mobile students. Mobile students are more of searching for jobs in languages other than their mother tongue or English. Mobile students have a more specific idea about their career’s development. Also, they see themselves in comparatively higher positions than students without mobility experience. Students with exchange experience appreciate working in an international environment, the possibility to travel and ability to work independently more than those without. Students who have been (or are planning to go) abroad are more engaged in social activities, open to meet new people and having a bigger circle of friends than those who are not planning to do so. More than 50% of the young Europeans surveyed could imagine setting up their own business, 2% of respondents have introduced a product encountered during their stay abroad on their home countries’ markets and 22% are thinking of doing so. However, despite having come across such a product or idea, one third of respondents do not plan to turn it into a business opportunity. Their biggest obstacle: lack of starting capital. Mobile and future mobile students feel more cosmopolitan and European compared to non-mobile students. Mobile and future mobile students are better informed about the EU and more interested in international and European politics than non-mobile students.

https://esn.org/ESNSurvey/2013
Analysis of the Effects of LEONARDO DA VINCI Mobility Measures on Young Trainees, Employees and the Influence of Socio-economic Factors

Participation in projects financed by the Leonardo Da Vinci vocational training programme brings substantial social and economic benefits, a recent study funded by the European Commission has shown. It demonstrates that international mobility of this kind is a strong incentive for personal, linguistic, social and professional development. The Leonardo da Vinci programme focuses on the teaching and training needs of those involved in vocational education and training. It bolsters the competitiveness of the European labour market by helping EU citizens to acquire new skills, knowledge and qualifications in European countries. It is part of the Commission's flagship funding programme in education and training, the Lifelong Learning Programme.

http://bit.ly/1yY24qI
Databases of European and International Mobility Opportunities

**Eurodesk Deadline Reminder**
This tool lists application deadlines, which are coming up in the next three months, for European and international programmes in the Eurodesk database.  
http://eurodesk.eu/deadline-reminder

**Eurodesk Last Minute Offers**
The Eurodesk Last Minute Offers (LMO) website is a free European multilingual database dedicated to the promotion of international learning mobility projects for young people directly in their language. LMO is based on a sending-hosting organisation system that provides a safe environment for young people to take part in international projects.  
http://lastminute.eurodesk.eu

**Database of Volunteering Opportunities**
The database lists multi-national volunteering opportunities and gives details of the type of projects, organisations in charge, deadlines to apply, period of the activities taking place and much more.  
http://europa.eu/youth/vp/opportunity_list_en

**Database of European Voluntary Service Accredited Organisations**
The database lists the organisations accredited to run projects under the European Voluntary Service, part of the European Union’s Erasmus+ programme. Some organisations may not show their contact details because they have no EVS projects at present.  
http://europa.eu/youth/evs_database_en

**ErasmusIntern.org**
Launched by the Erasmus Student Network, the platform is the meeting place for trainees and traineeships. Here students that would like to do a traineeship abroad can have their profiles online, search for traineeships and apply for them. On the other hand, companies and organisations that are offering traineeships can post for free their vacancies, search for trainees and see if the applications they received are suitable for the position that they have opened.  
http://erasmusintern.org

**Drop’pin@EURES**
Drop’pin is a new project from the European Commission that aims to connect young people with opportunities to boost their employability and skills across Europe. With apprenticeships, traineeships, training programmes, e-learning courses, language training, mentoring and coaching schemes, as well as various social services (e.g. help with housing), in a range of sectors.  
https://ec.europa.eu/eures/droppin
European Mobility Programmes

European programmes supporting young people to undertake education or work placement in another country.

**Erasmus+ 2014-2020**
The Commission has a long record of promoting and supporting learning mobility across Europe as another way to help individuals gain valuable skills and experience to improve their subsequent employment prospects. The Erasmus+ programme allows for a much larger pool of students to benefit from an EU grant to cross borders and attend education programmes or undertake work placements in another country.


**EaSI-EURES: Your first EURES job - Targeted mobility scheme**
This initiative helps young people find a job in another EU country matching jobseekers’ skills with the employers’ offers and offering support and funding.


**Erasmus for Young Entrepreneurs**
The programme enables young European entrepreneurs to spend up to six months working with an experienced entrepreneur in another EU country to learn how to improve the management and growth of their own business.


**VIE - Volontariat en Entreprise**
French International Internship Programme for young professionals between the age of 18 and 28 who are European Union and European Economic Area nationals: EU + Norway, Iceland, Monaco and Liechtenstein. Mainly intended for students, recent graduates or those looking for a job, the programme offers a highly-rewarding professional experience, a real springboard for an international career. The VIE is dedicated to all professions: financial, marketing, international business and trade, corporate auditing, accounting, mechanics, electronics, telecommunications, I.T., construction and civil engineering, agronomy, tourism, law, human resources, and many more. International Internship is not voluntary work. VIE are paid an all-inclusive monthly expenses allowance, which varies depending on the assignment country, but regardless of the level of qualification.

[https://www.civiweb.com/international/EN/index.aspx](https://www.civiweb.com/international/EN/index.aspx)

**Eurodyssee**
Exchange programme of the Assembly of European Regions (AER), which allows young job seekers, aged between 18 and 30 to benefit from a traineeship placement abroad for a period between three to seven months.

[http://eurodesk.eu/deadline-reminder?program=EU0010000009](http://eurodesk.eu/deadline-reminder?program=EU0010000009)
AEGEE Summer University
Learn a foreign language and experience another culture in Europe
http://eurodesk.eu/deadline-reminder?program=EU0010000217

International Mobility Programmes

International programmes supporting young people to undertake education or work placement in another country

Youth For Understanding (YFU) - International Exchange
Opportunities for young people around the world to spend a summer, semester or year with a host family in another culture. Young people will have the opportunity to explore other countries and cultures, master new languages, and discover themselves.
http://eurodesk.eu/deadline-reminder?program=EU0010000384

AFS Intercultural Programmes
Intercultural learning for students, volunteers or educators by living as a resident of a community in Africa, Latin-America, North America, Australia, New Zealand, Asia or Europe.
http://eurodesk.eu/deadline-reminder?program=EU0010000276

World Bank Youth Professionals Programme
Opportunity for young people who have both a passion for international development and the potential to become future global leaders.
http://eurodesk.eu/deadline-reminder?program=EU0010000461

European Internship Programmes

Internships at the EU Agency for Fundamental Rights (FRA)
Once a year, the EU Agency for Fundamental Rights (FRA) offers paid internships for a period of minimum three and a maximum of twelve months to young graduates. It aims at providing trainees with work experience in the administration of co-operation in the field of fundamental rights at the European level in order to gain an insight into FRA’s objectives and activities.
http://eurodesk.eu/deadline-reminder?program=EU0010000374

Internships at the European Council on Refugees and Exiles
Eleven months internships in Brussels within the Information, Legal, Advocacy and Policy projects of ECRE.
http://eurodesk.eu/deadline-reminder?program=EU0010000244

Internships at the European Foundation Centre
Paid internship to assist the European Foundation Centre in Brussels, which aims to promote the work of foundations and corporate funders in and with Europe.
International Internship Programmes

Internship programme at the Office of the United Nations High Commissioner for Human Rights (OHCHR)
This internship programme is aimed at graduate students and is intended to increase the intern’s understanding of current human rights issues at the international level.
http://eurodesk.eu/deadline-reminder?program=EU0010000243

Internship Programme at the Organisation for Security and Co-operation in Europe (OSCE)
Traineeships for a limited number of people which last between two and six months and takes place throughout the year.
http://eurodesk.eu/deadline-reminder?program=EU0010000223

Internships at the World Bank
Internships for young people interested to learn more about the economic and social issues that affect people’s lives around the world.
http://eurodesk.eu/deadline-reminder?program=EU0010000263

Internships at UNESCO
Students, researchers and national civil servants can apply for unpaid internships of 1 to 4 months at the UNESCO headquarters.
http://eurodesk.eu/deadline-reminder?program=EU0010000285

UNICEF Internship programme
For graduate and post-graduate students at both UNICEF headquarters and country offices, for a period of six to 16 weeks. Find information about eligibility criteria and a PDF application form to download.
http://www.unicef.org/about/employ/index_internship.html

Internship programme of the United Nations Secretariat in New York
Find out about this programme for graduate and post-graduate students. The website provides detailed information about eligibility criteria, the application procedure, internship conditions and visa requirements.

InternshipUSA
Looking to gain professional experience in the USA? You can participate in a training program with a US company in a position related to your field of study. Use this site to research employers in your industry and learn about taxes, health, safety and how to write an American style resume. Find out what past participants have to say about the programmes.
http://www.ciee.org/intern

United Nations University: Internships Portal
A central portal providing visitors with an easy roadmap to the various internship opportunities currently advertised across the UNU system. The United Nations University offers a number of internship opportunities to postgraduate students and young professionals from a wide range of disciplines. [http://unu.edu/administration/hr/internships](http://unu.edu/administration/hr/internships)

**European Traineeship Programmes**

**Traineeship at CEDEFOP**
CEDEFOP offers one nine-month period of in-service training (stage) for young university graduates but also to PhD students, without excluding those who “in the framework of lifelong learning” have recently obtained a university diploma and are at the beginning of a new professional career. The training period involves work experience in one of the departments of CEDEFOP and runs from 1st October to end of June each year. [http://eurodesk.eu/deadline-reminder?program=EU0010000219](http://eurodesk.eu/deadline-reminder?program=EU0010000219)

**Traineeship at the Council of the European Union**
In-service training periods for university students and graduates and employees in the public or private sector. [http://eurodesk.eu/deadline-reminder?program=EU0010000021](http://eurodesk.eu/deadline-reminder?program=EU0010000021)

**Traineeship at the Court of Justice**
Limited number of paid traineeships of a maximum duration of five months. [http://eurodesk.eu/deadline-reminder?program=EU0010000180](http://eurodesk.eu/deadline-reminder?program=EU0010000180)

**Traineeship at the European Centre for Disease Prevention and Control (ECDC)**
ECDC offers university graduates twice a year traineeships for a period of three to nine months. [http://eurodesk.eu/deadline-reminder?program=EU0010000389](http://eurodesk.eu/deadline-reminder?program=EU0010000389)

**Traineeship at the European Maritime Safety Agency (EMSA)**
EMSA offers paid traineeships for a period of at least 3 months and a maximum of 5 months. [http://eurodesk.eu/deadline-reminder?program=EU0010000387](http://eurodesk.eu/deadline-reminder?program=EU0010000387)

**Traineeship at the European Medicines Agency**
In-service training programme for a maximum of twelve months, to acquire practical knowledge in one of the EMEA’s Units. [http://eurodesk.eu/deadline-reminder?program=EU0010000382](http://eurodesk.eu/deadline-reminder?program=EU0010000382)

**Traineeship at the Financial Mechanism Office (FMO)**
FMO offers ten months-traineeships to nationals of the EU Member States and nationals of the EFTA Member States (Iceland, Liechtenstein, Norway and Switzerland). [http://eurodesk.eu/deadline-reminder?program=EU0010000559](http://eurodesk.eu/deadline-reminder?program=EU0010000559)

**Traineeship at the Joint Research Centre**
Traineeships for young trainees who wish to acquire scientific work experience, and to put into practice the scientific knowledge they have obtained during their studies or professional careers. [http://eurodesk.eu/deadline-reminder?program=EU0010000280](http://eurodesk.eu/deadline-reminder?program=EU0010000280)
Traineeship European Railway Agency (ERA)
Traineeships aim to give an understanding of the Agency and its role within the activities of the European Union. http://eurodesk.eu/deadline-reminder?program=EU0010000443

Traineeships and Fellowships at the European Centre for Modern Languages (ECML)
The ECML recruits trainees twice a year for a training period of six months. http://eurodesk.eu/deadline-reminder?program=EU0010000192

Traineeships and student summer jobs at the European Investment Bank
The European Investment Bank offers summer jobs to students and internships to university graduates. http://eurodesk.eu/deadline-reminder?program=EU0010000181

Traineeships and Study Visits at the European Parliament
The European Parliament offers paid or unpaid traineeships within its Secretariat in order to contribute to the vocational training of young citizens, and to the understanding of the working of the institution. http://eurodesk.eu/deadline-reminder?program=EU0010000004

Traineeships at the Committee of the Regions (CoR)
CoR organises five month Traineeship and Short-term study visits for young citizens, from Europe and elsewhere, offering them the opportunity to acquire work experience in a European institution. http://eurodesk.eu/deadline-reminder?program=EU0010000020

Traineeships at the Council of Europe
The Council of Europe offers two traineeship sessions each year, lasting from eight weeks to five months. Traineeships take place in March/July and September/January. http://eurodesk.eu/deadline-reminder?program=EU0010000091

Traineeships at the Court of Auditors
Paid or unpaid in-service training periods for a maximum period of five months. http://eurodesk.eu/deadline-reminder?program=EU0010000212

Traineeships at the Economic and Social Committee
In-service training periods of long and short duration. http://eurodesk.eu/deadline-reminder?program=EU0010000152

Traineeships at the European Central Bank
Internships to postgraduate and law students. http://eurodesk.eu/deadline-reminder?program=EU0010000286

Traineeships at the European Commission - Administrative in - service training periods
Five month training periods for university graduates and employees in the public or private sector. http://eurodesk.eu/deadline-reminder?program=EU0010000072

Traineeships at the European Commission - Translation traineeships
Three to five months traineeships are available for graduates who wish to have in-house professional translation experience. http://eurodesk.eu/deadline-reminder?program=EU0010000090
Traineeships at the European Food Safety Authority (EFSA)
All year round periods of in-service training for citizens of EU Member States and acceding countries.  
http://eurodesk.eu/deadline-reminder?program=EU0010000586

Traineeships at the European Foundation for the Improvement of Living and Working Conditions
Work experience in the Foundation’s departments throughout the year for a period of three to five months.  
http://eurodesk.eu/deadline-reminder?program=EU0010000220

Traineeships at the European Ombudsman
The European Ombudsman offers traineeships relevant to its work.  
http://eurodesk.eu/deadline-reminder?program=EU0010000147

Traineeships at the European Parliament for people with disabilities
Paid traineeships for a period of five months to people with a disability. These traineeships are open both to graduates of universities or equivalent institutions and to people whose qualifications are below university level.  
http://eurodesk.eu/deadline-reminder?program=EU0010000345

Translation Traineeships at the European Parliament for university graduates
Paid or unpaid language traineeships within the EP Secretariat in order to contribute to the vocational training of young citizens, and to the understanding of the working of the institution.  
http://eurodesk.eu/deadline-reminder?program=EU0010000178

Traineeships at the North-South Centre of the Council of Europe
Unpaid traineeships from one to three-month periods for persons who have completed their higher education or have successfully completed at least three years of university study (six semesters).  
http://eurodesk.eu/deadline-reminder?program=EU0010000352

Traineeships for young professionals at the Office for Harmonisation in the Internal Market (OHIM) - Trademarks and Designs
Traineeships for young university professionals to provide them with a first-hand experience of the work of the European Union (EU) and the chance to participate in intellectual property administration.  
http://eurodesk.eu/deadline-reminder?program=EU0010000234

Traineeships at the Translation Centre for Bodies of the EU
Traineeships for university graduates from the Member States of the European Union and for a number of nationals from applicant countries who wish to acquire an understanding of its work and gain professional experience.  
http://eurodesk.eu/deadline-reminder?program=EU0010000306

International traineeship Programmes

AIESEC International Traineeship Exchange Programme
AIESEC offers the opportunity to live and work in a foreign country in areas of management, information technology, education, and development. This programme is for students and recent graduates of institutions of higher education who are interested in world issues, leadership and management.
Traineeships at the European Free Trade Association – EFTA
The Secretariat of the European Free Trade Association offers twice a year traineeships to nationals of the Member States of EFTA (Iceland, Liechtenstein, Norway and Switzerland).

European training Programmes

Translation training placements at the European Parliament
Opportunity to undertake translation training placements to applicants who have obtained a secondary-school leaving certificate or who have followed a higher or technical course of study to an equivalent level.

Training placements at the European Parliament
Opportunities for young people who have a secondary-school leaving certificate (obtained before the deadline for applications) corresponding to the level required for entry to university, or who have completed a higher or technical course to an equivalent level.

Training Programmes at the European Space Agency
A variety of training opportunities for young nationals from ESA Member States and Cooperating States.

SALTO Network
SALTO (Support, Advanced Learning and Training Opportunities) Resource Centres provide training and cooperation opportunities aiming at quality improvement and recognition of non-formal learning.
Resources

InternsGoPro
Website of the 1st Europe-wide movement for Quality Internships & First Jobs. It aims to improve the rights and working conditions of interns across the European Union.
http://internsgopro.com

UMultirank
U-Multirank can help you find universities that meet your needs and compare them. Use the following steps to narrow down your choice to only the universities that match with what you want.
http://www.umultirank.org/#/home?trackType=home

Graduateland Portal
A career portal for students and graduates offering jobs, internships, and graduate programmes.
http://graduateland.com

Masters portal
For those willing to pursue postgraduate study abroad, the portal offers a wide variety of offers.
http://www.mastersportal.eu

ECSO Portal
Launched by the European Commission, the portal offers a multilingual classification of occupations, skills, competences and qualifications. Its objective is to help jobseekers and employers to match skills to jobs. The portal is targeted to learners, workers and businesses.
Find out more: https://ec.europa.eu/esco

European Platform on Learning Mobility in the Youth Field
An open participatory space for exchange and cooperation between practitioners, researchers and policy makers.
http://tinyurl.com/ozj7fvs
Further reading

Green Paper: "Promoting the Learning Mobility of Young People' (European Commission 2009)
The Green Paper seeks to promote organised learning mobility, meaning that mobility should be linked to specific learning outcomes and lead to the attainment of qualifications, credits and/or professional experience; it promotes mobility across sectors, as well as cross-sector movements (from e.g. world of education to the world of business, or from vocational education to academia, or vice versa). It focuses on physical mobility, however at the same time recognising the value of virtual mobility. According to the paper, there are numerous studies (see footnote 2 of the Green Paper) that confirm that learning mobility adds to human capital by giving young people the opportunity of accessing new knowledge and of developing new linguistic skills and intercultural competences. There is also evidence that employers recognise and value these skills. As for the impact at the systemic level, a study (footnote 3 of the Green Paper) showed how the Erasmus programme has helped higher education institutions improve the quality of their teaching and services and become more European and international. Furthermore, learning mobility adds to human capital by giving young people the opportunity of accessing new knowledge and of developing new linguistic skills and intercultural competences. There is also evidence that employers recognise and value these skills. http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0329:FIN:EN:PDF

Council Recommendation 'Youth on the move' – promoting the learning mobility of young people (2011)
Recommendation adopted by the Council on promoting the learning mobility of young people, which forms part of the Europe 2020 flagship initiative Youth on the Move. Learning mobility, i.e. transnational mobility for the purpose of acquiring new skills, is one of the fundamental ways in which individuals, particularly young people, can strengthen their future employability, as well as their personal development. The recommendation encourages member states to take appropriate steps in order to remove inter alia administrative and institutional obstacles, which are still impeding progress in this area. At the same time, it fully respects member states’ competences and responsibilities under national and European legislation. http://tinyurl.com/lrbh4nd

Employers’ Guide to Quality Internships (European Youth Forum 2015)
Published by the European Youth Forum, the guide is aimed at employers who are interested in setting up internship schemes or who would like to improve the internship opportunities they offer to young people. The guide is the outcome of a collaborative project, led by the European Youth Forum and other employers and employer organisations. http://bit.ly/1MxhiV6F

Student Guidebook: Studying and Training Abroad (ESN 2014)
Published by the Erasmus Student Network, the guide is addressed to Erasmus students and aims to explain the different opportunities to go abroad and the rights and obligations as Erasmus students. It also gives guidance on what and when students need to prepare to get full recognition of their studies abroad. http://bit.ly/2hUJIL

ESN STORY Policy Recommendations
Booklet listing recommendation to stakeholders regarding quality traineeships. https://esn.org/story