

Mobilities, education and employment



- Geographical space
- Occupational space
- Virtual space

Katy, Polish immigrant studying interior design in Scotland

We said we're gonna try for three months, if we don't like it we can always go back you know. But, ehm, we were much happier in Britain, and it wasn't just because we were earning more money but it was just the fact that we could live on our own, we had the freedom of actually doing the things that we wanted to do, and you know we could throw away bit of money and go and see places. so at the end we just decided to stay.

Katy

I think, well, the big thing for me in the transition process of actually coming here was that I accepted the difference in mentality of British people in general. When I was working in Carlisle - I was barely 19 years old when I came and I thought, och, you know I can do anything, I'm on top of the world, I'm the wisest person round here and I find out actually no. . . I've never really felt that need to actually keep sort of within Polish community Even in Edinburgh, we always made a point of actually making friends with Edinburgh people because that's how you learn, that's how you adjust.

'War for talent'

- *“Immigration has brought to the United States an inordinate share of the world’s best talent”.*
- *“In the global competition to attract highly talented immigrants, the United States must ensure that it remains the destination of first choice”*

COUNCIL *on*
FOREIGN
RELATIONS

Independent Task Force Report No. 63

Jeb Bush and Thomas F. McLarty III, *Chairs*
Edward Alden, *Project Director*

U.S.
Immigration
Policy

Faglært

For å kunne få oppholdstillatelse som faglært, må du ha faglært kompetanse som er relevant for jobben du skal gjøre i Norge.



EUROPEAN COMMISSION
Directorate General Internal Market and Services

KNOWLEDGE-BASED ECONOMY
Professional qualifications

Brussels, 07 January 2011
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CONSULTATION PAPER BY DG INTERNAL MARKET AND SERVICES ON THE
PROFESSIONAL QUALIFICATIONS DIRECTIVE



Serviços de Emprego EUROpeus

Norsk

Oppholdstillatelse



WOJEWÓDZKI URZĄD PRACY
W OLSZTYNIE

Oferty pracy w Niemczech
Udział doradców EURES z Niemiec
Informacje dotyczące zakładania i prowadzenia działalności gospodarczej w Niemczech
Porady i konsultacje doradców EURES i pośredników pracy z WUP w Olsztynie

Możliwość złożenia CV u doradców EURES z Niemiec

Loteria fantowa!

30 MARCA 2011R.
GODZ. 10:00-15:00
WSTĘP WOLNY!

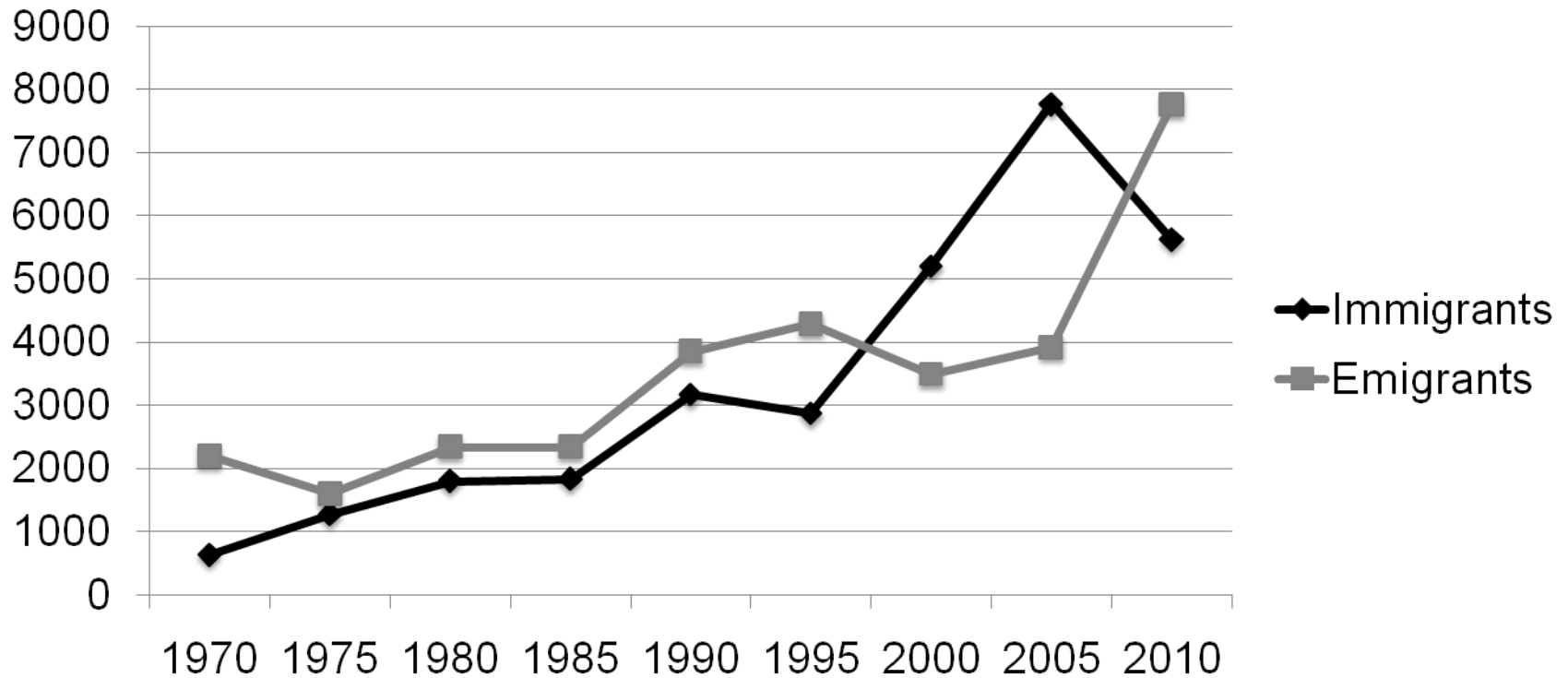
HOTEL HP PARK, UL. WARSZAWSKA 119, OLSZTYN



SIEĆ EUROPEJSKICH OFERT PRACY



Icelandic migration trends



Mobility, history, identity



Mobility and changing knowledge creation

- Internationalisation of the initial professional education systems
- New work forms – eg team working, project networks
- Transnational employment growth – ex-pat assignments, international agencies and enterprises
- New markets for services – eg international commercial law
- Regulation and accountability – national/transnational
- Increasing international activity by professional associations

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Analytical issues

- Migration is a multi-directional process, and spaces and regions involved in migration are not static but dynamic and multi-faceted.
- Spatial theories raise questions about what knowledge counts, where and how it emerges in different time-spaces, how subjectivities are negotiated through movements and locations, and how learning is enmeshed in the making of spaces.
- A focus on mobilities points us towards a tracing of the movements, relations and networks of objects, people, information and images, and the ways in which flows are regulated, made possible and constrained.
- Knowing-in-action theories of learning and new mobility theories together form a socio-material framework, allowing us to address current problems to which, so far, traditional approaches to researching professional practice have not been able to provide solutions.

Educational dimensions

- Internationalisation affects different group in different ways and to differing extents
- The operation of professionals is increasingly transnational in character
- In Europe, we need to distinguish between ‘third country’ mobilities and mobilities within the EU/EEA
- Such mobilities highlight the relative roles (and competing claims) of local and cosmopolitan knowledge cultures

Educational dimensions

- Public concerns over standards, quality and cultural acceptability across borders
- New network forms can impose new types of closure and 'auto-exclusion'
- Mobile professionals report concerns over treatment, integration and status
- These developments are not just to do with research but raise questions of social justice

Four educational issues

- Should we educating for mobilities?
- Education and the nation state
- Mobile professionals (teachers and researchers)
- Professional cosmopolitans and cosmopolitan elites

Activity

- Where do we go, and why?
- Where do we not go?
- How did we learn to be mobile?
- Where do our learners go?