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MOBILITY GUIDANCE PROMOTING ACTIVE CITIZENSHIP AND INCLUSION

IAEVG Mobility Symposium 2019

Ellen Hagen and Nina Ahlroos, Euroguidance Norway and Sweden

Marie went on a sojourn to USA in 1960



-The experience (of going to America for a year) **had taught me that even if something did not appear to be important to me – if it was important for the other, I should respect it.**



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In a **global world** young people need to be offered good opportunities for developing their ability to see themselves in an international context and to make international comparisons and reflections.



Growth of competences and personal development



Meeting the Other and Oneself

PhD Åsa Karlsson Perez:

- Self-esteem
- Effects on life choices and view of the world
- Tolerance towards differences and intercultural understanding

Democratic values



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Erasmus+ opens up your mind



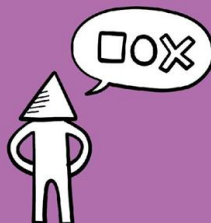
97% say they get along better with people from other cultures

EUROPEAN VOLUNTARY SERVICE



93% say they appreciate the value of other cultures more

HIGHER EDUCATION



80% say they improved their intercultural awareness

ADULT EDUCATION



33% of Erasmus+ alumni have a life partner with a different nationality

HIGHER EDUCATION

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Erasmus+ brings people together



83% feel more European

HIGHER EDUCATION



85% say they are more aware of common European values

EUROPEAN VOLUNTARY SERVICE



94% have become more tolerant

YOUTH EXCHANGES



88% of pupils increased their social skills

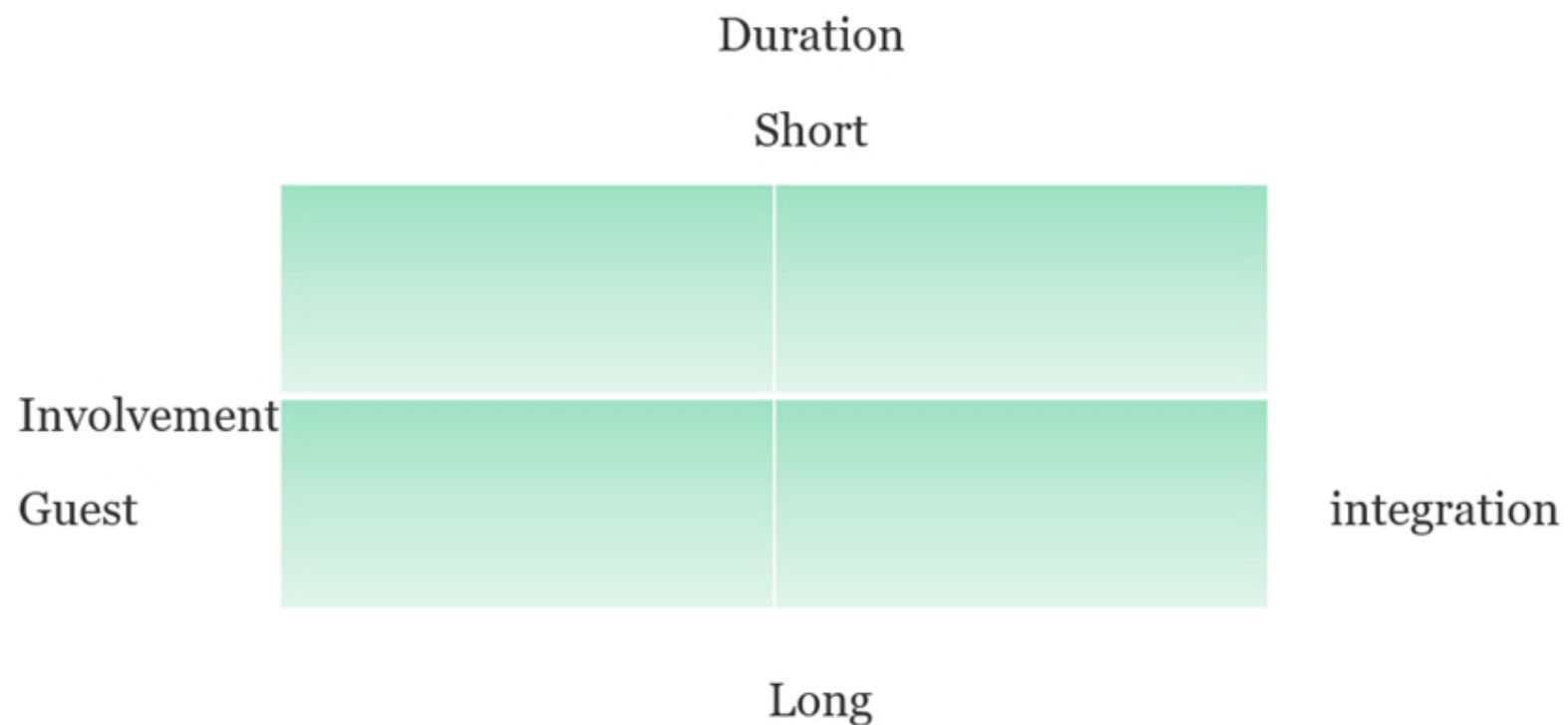
EUROPEAN SCHOOL PARTNERSHIPS

Source: Agence Erasmus+ 2010, European Commission 2014 and 2015. © European Commission, 2017



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Varying outcomes of learning from study abroad



Guidance professional's role – three dimensions:

- Increase the **volume** of learning mobility
- Increase the transformative **learning output** from the international experience
- Make learning mobility more **inclusive** – give more people with fewer opportunities a possibility to take part





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Guidance professional's international capital



A grid for competences needed in improving the quality and volume of learning mobility, based on the model of career capital to illustrate an individual guidance practitioner's international capital:

Knowing



- why - gains
- how - methods
- whom - networks
- what - context
- where - strategic map
- when - time and place

| Types of knowing | Professional competence in learning mobility for guidance practitioners | Activities and prospective outcome for the client |
|------------------|---|---|
| Knowing why | Gains of learning mobility. | Showcase mobility as social capital |
| Knowing how | Methodology. Different activities identified as useful to promote reflexive thinking before, during and after the mobility. | Before – during -after can increase and deepen understanding referred to as 21 st century skills |
| Knowing whom | Network as social professional capital for the practitioners. | Value of international network |
| Knowing what | Intercultural competence in broader perspective | Compensatory aspects, CMS |
| Knowing where | Knowledge about possible venues, studies, countries | designing tailored routes for each client in view of their learning mobility |
| Knowing when | Appropriate time and place | Preparing for future LMI knowledge |

Euroguidance distance course in mobility guidance



Distanskurs som främjar ivägledning

Kursen vänder sig till studie- och yrkesvägledare som vill öka sina kunskaper inom området internationell mobilitet och vägledning. Kursen erbjuds genom Euroguidance, med ekonomiskt stöd från EU:s Erasmus+ program. Universitets- och högskolerådet är kontaktpunkt för Erasmus+ och Euroguidance i Sverige.



Before – motivating and preparing

During – Support learners by follow up and guidance

After – optimise the learning outcome by sorting out the experience

Knowledge, inspiration and exchange of experiences in the areas of international mobility and guidance.
Flexible learning for guidance counsellors



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Voice of Professionals



Fanni Faegersten

- An important message is that mobility should be an opportunity for everyone. I am thinking in particular of the section "Study abroad with functional variation".
- I've got a whole new view of my work and my own role, concludes Fanni.
- For me, the importance of support after a mobility period to get the most out of it was an eye opener, says Stefan
- I changed my way of working



Stefan Kaasalainen



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- You need to have someone who believes in you, who say, “you can do this” and I know you will be fine. I was so lucky that I had a teacher that supported me and helped me with paperwork and permissions and letters of recommendations and all. And he was so sure that I could do it!



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THANK YOU!

WWW.EUROGUIDANCE.EU

IAEVG Global Symposium 2019
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