MOBILITY GUIDANCE PROMOTING ACTIVE CITIZENSHIP AND INCLUSION

IAEVG Mobility Symposium 2019
Ellen Hagen and Nina Ahlroos, Euroguidance Norway and Sweden
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.
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

**Erasmus+ opens up your mind**

- 97% say they get along better with people from other cultures
- 93% say they appreciate the value of other cultures more
- 80% say they improved their intercultural awareness
- 33% of Erasmus+ alumni have a life partner with a different nationality

**Erasmus+ brings people together**

- 83% feel more European
- 85% say they are more aware of common European values
- 94% have become more tolerant
- 88% of pupils increased their social skills

Symbolic images of Erasmus+ projects and outcomes.

Varying outcomes of learning from study abroad

Duration

Short

Involvement

Guest

integration

Long
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
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
- how
- whom
- what
- where
- when

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

Distanskurs som främjar ivägledning


Knowledge, inspiration and exchange of experiences in the areas of international mobility and guidance.

Flexible learning for guidance counsellors

Before – motivating and preparing

During – Support learners by follow up and guidance

After – optimise the learning outcome by sorting out the experience
Voice of Professionals

- 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.

Fanni Faegersten

Stefan Kaasalainen
- 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!
THANK YOU!

WWW.EUROGUIDANCE.EU

IAEVG Global Symposium 2019
ellen.hagen@diku.no  nina.ahlroos@uhr.se