



euro | guidance

**MOBILITY
ADVICE
INTERVIEW**

TOOL FOR LIFELONG
GUIDANCE
PROFESSIONALS



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Italy : Euroguidance Centre

Luxemburg: Euroguidance Centre

Latvia : Euroguidance Centre, State Education Development Agency, Career information and guidance department

North Macedonia : Euroguidance Centre

Serbia : Euroguidance Serbia

Slovenia : Euroguidance Centre

Spain : Euroguidance Centre



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Mobility advice interview

'The world is a book and those who do not travel read only one page'
Saint-Augustin

*"Alice: Would you tell me, please, which way I ought to go from here?
The Cheshire Cat: That depends a good deal on where you want to get to.
Alice: I don't much care where.
The Cheshire Cat: Then it doesn't much matter which way you go.
Alice: ...So long as I get somewhere.
The Cheshire Cat: Oh, you're sure to do that, if only you walk long enough."*

Lewis Carroll

Foreword

This document is aimed at guidance professionals who offer mobility advice. It is a practical tool created by partners of the Euroguidance network so that other guidance professionals may benefit from their experience. It enables them to reflect on and specify a practice and establish it in a quality-oriented approach. This document is accompanied by a catalogue of tools used by professionals in various European Union countries in a lifelong guidance context. Partners in this project have reflected upon their practices, outlined a methodological approach and tried to explain it in this booklet.

For further information go to: www.euroguidance.eu/

Introduction

Over the years, the Euroguidance network has seen guidance counsellors gradually expand their practice of guidance advice to include mobility advice. This move has taken place in the field, in response to client requests. It appeared useful to formalise these practices and list the tools used, to clearly outline the mobility advice process with the aim of ensuring quality. The main aim of this publication is to provide a vehicle for transferring mobility counselling skills to other members of the Euroguidance network to ensure the coherence, transparency and understanding of practices. To promote the wider dissemination of good practices, the aim is to eventually pass this information on from the Euroguidance network to all guidance practitioners confronted with or interested in the international dimension of guidance and, of course, in serving their clients' best interests.


A brief history of the Euroguidance network

The origins of the Network lie in the European Commission's PETRA programme. In 1992 when this programme was in its 2nd phase – PETRA II – it was divided into 3 'Actions'. Actions I and II were concerned with mobility for young people in initial vocational training and for those training them. Action III was concerned with support measures. Among these measures a network of 'National Resource Centres for Vocational Guidance', later to be known as 'Euroguidance' was created. Initially the network consisted of centres in the 12 Member States of the EU, and was run under the direction of Directorate General 22 of the European Commission. Its original remit focused on the provision of information regarding education and training opportunities across the EU with a focus on mobility. Different models of how centres were run at that time could be found, and these traditions still have some impact today. The Network has grown and changed over the years alongside the European Union. Today, there are over 42 centres in 33 European countries. Today, Euroguidance is mentioned in the Erasmus + 2021-2027 programme guide as a "Knowledge and expert network" sharing following common goals:


- cooperation and support at Union level to strengthen policies, systems and practices for guidance within the Union (the development of the European dimension of lifelong guidance);
- support competence development of guidance practitioners;
- provide quality information on lifelong guidance
- promote European opportunities for learning mobility and career management (through the Europass portal).

Glossary


For the purposes of this handbook, the following definitions apply.




Mobility	Spending a certain period of time in a foreign country for the purposes of studying, completing a work placement, perfecting linguistic skills, working, volunteering, etc., with the intention of returning to one's home country.
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Mobility advice	Help with personal mobility plans either for individual mobility, or for those applying for European or other mobility programme funds, including information, design, and support activities, in the framework of lifelong guidance. Contexts may include study, employment, retraining, etc. Mobility advice must be given neutrally and confidentially for the benefit of the client. It must be credible, effective and useful, and take into account any feedback given by the parties involved. For this purpose, the guidance professional must use concise and transparent methodologies. Activities covered by mobility advice are diverse, varying by context, and can fall into the following fields: advisory interviews, project design, project support, remote advice, promotion of personal mobility plans, awareness session coordination, etc.
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Individual mobility	Individual mobility is defined by the individual with regard to its duration, the country of destination, funding, etc. It is the individual who takes the initiative and who implements it.
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Institutional mobility	Organised by the home institution e.g. Universities, or often more specifically by the organisation's international relations department. Tuition fees, if any, are paid in the home country and the time spent learning abroad is validated in the training process of the home country. Selection is based on linguistic, academic and motivational criteria. This mobility is often financially supported by the institutions through European or other grants.
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Mobility figures

Many statistics are published in the Erasmus reports on the number of mobilities carried out according to the various target audiences. The links below refer to mobility analyses and highlight figures. Mobility figures can be used to introduce topics related to mobility issues.

- [Erasmus+ higher education impact study \(2019\)](#)

Between 2014 and 2018, two million students and staff in higher education undertook a learning, training or teaching period abroad with the new Erasmus+ programme. The objective of the study was to assess the impact of Erasmus+ mobilities on staff, students and higher education institutions. It was based on almost 77,000 survey responses from these groups.

An example of the findings is a measurement of the development of specific attitudes and personality traits through mobility experiences called the “memo factor” (table 2, page:43)

Factor:	Combines items describing:
Self-Confidence	confidence in one’s own decisions and the ability to cope with stress and challenges
Goal Orientation	ability to set and achieve goals
Cultural Openness	willingness to expose oneself to new cultures and experience
Social Openness	extraversion, sociability and willingness to meet new people
memo[®] Total	all the factors above

The four factors are combined into one overall score called **memo[®] total**. Upon calculation, all results are standardised based on the E+ PRE results so that an average

An overview of the study can be found in this three page summary report:

[Erasmus+ Impact Studies: Factsheet | Erasmus+](#)

Among the highlights included are

- “5 million higher education students since 1987”
- “400 000 higher education students, trainees and staff go abroad each year”

- [Erasmus+ annual report 2018 \(published Jan 2020\)](#)

The report includes information on the number of projects submitted and approved, numbers of mobility participants and project grant amounts from 2014 to 2018.

Examples:

Vocational Education and Training (VET) learners and staff mobility (figure 9 and figure 10)

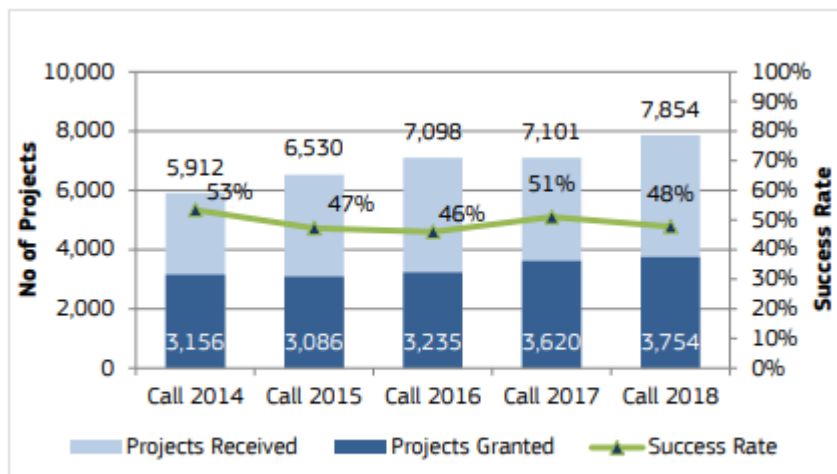


Figure 9 - KA102/KA116 VET projects trend 2014-2018

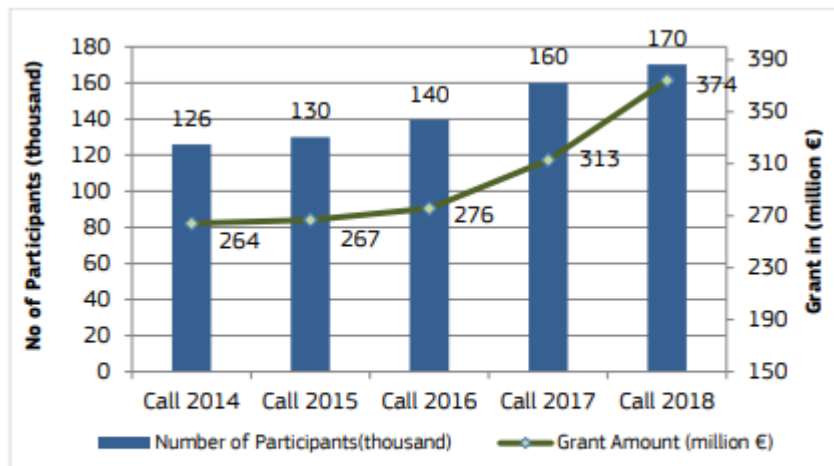


Figure 10 - KA102/KA116 VET: contracted grants and forecasted participants per call year

Source : [Erasmus+ annual report 2018 \(published Jan 2020\)](#)

Higher education student and staff mobility (Figure 11 figure 12)

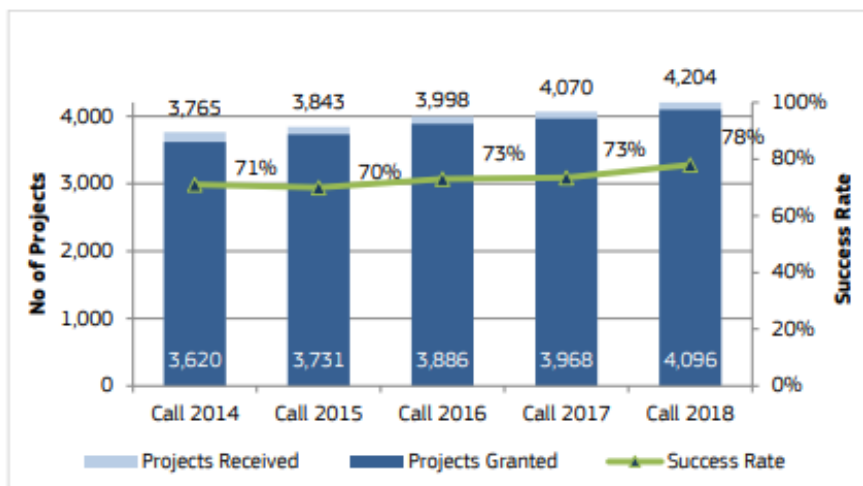


Figure 11 - KA103 Higher Education projects trend 2014-2017

NB: Success rate for Higher Education KA103 is calculated based on participants in contracted projects over participants in submitted projects

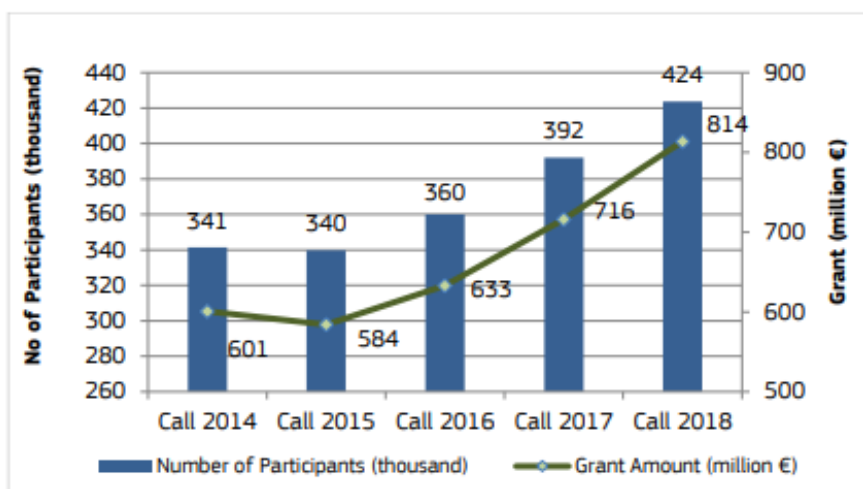


Figure 12 - KA103 Higher Education: contracted grants and forecasted participants per call year

Source : [Erasmus+ annual report 2018 \(published Jan 2020\)](#)

- Erasmus + [key figures/statistics](#) provides an overview of the figures related to the implementation goals of the Erasmus+ program.



- The [ESN survey](#) is a Europe-wide research project by the Erasmus Student Network covering different topics concerning mobility and education.
- **Unesco statistics on student flows** include data on the [Global Flow of Tertiary-Level Students](#) and answer questions such as:

“Where do students go to study? Where do they come from? UIS data on the mobility of students shed light on the shifting demand for higher education, particularly in the developing world”
- **CampusFrance Key figures (March 2019)** presents an analysis of student mobility at a national, European Union and global level. The material also explains the strategy used by Campus France to attract international students.




**87% of mobile
european students
stays in Europe (2016)**

OECD report [Education at a Glance 2020](#)


Education at a Glance is the annual publication of the OECD on the state of education around the world. Indicator B6 shows global trends in international student mobility and highlights the main origins and destinations of international and foreign students. The OECD also maintains a [statistical database](#) where country-specific information can be found.




Chapter 1: EUROPEAN OBJECTIVES



In a global world, specific competences are no longer the exclusive requirement to enter the labour market: employer demand for soft skills is continuously increasing. As highlighted in the Euroguidance publication “[Open the Door to the World](#)”, research has shown that mobility greatly contributes to the development of important competences such as the capacity for communication, adaptability or curiosity. Therefore, instruments supporting professional and learning mobility policy have been created or reinforced at the European level, including as a means to address current climate change and sustainability challenges. Some of these European policies are highlighted below.



New skills agenda



The [European Skills Agenda](#) pursues a real paradigm shift in skills to take advantage of the green and digital transitions and support a prompt recovery from the COVID-19 crisis.


European Green Deal

The [European Green Deal](#) is the roadmap for making the EU's economy sustainable. This will happen by turning climate and environmental challenges into opportunities across all policy areas and making the transition just and inclusive for all.




CareersNET

[CareersNet](#) is Cedefop's network of independent experts in lifelong career guidance and career development. The network was created to share knowledge and to collect reliable information, enabling comparative analysis of national guidance systems on a European scale and facilitating transfer and potential adaptation of different existing practices.



Europass



[Europass](#) is a suite of tools and services which supports the transparency of skills and qualifications across the European Union. A new Europass online platform available in each European official language provides a set of free web-based tools for individuals to manage their career and lifelong learning, including the Europass CV, a cover letter editor or databases to find a job or a learning opportunity in Europe.

Skills panorama – Cedefop

The [Skills Panorama](#) is an online central access point for data, information and intelligence on skills needs in countries, occupations and sectors across EU Member States. It is an initiative of the European Commission aiming at improving EU's capacity to assess and anticipate skills needs, helping education and training systems be more responsive to labour market needs, and better match skill supply and demand across the EU.



European Skills, Competences, Qualifications and Occupations (ESCO)

The [ESCO multilingual classification](#) identifies and categorises skills, competences, qualifications and occupations relevant for the EU labour market and education and training. It systematically shows the relationships between the different concepts.



Eurydice Mobility Scoreboard

The Eurydice [Mobility Scoreboard](#) follows how countries are implementing the Council Recommendation on promoting the learning mobility of young people, gathering data on aspects including Information and guidance, Foreign language preparation, Portability of grants and loans, Support to disadvantaged learners, Recognition of learning outcomes, and Recognition of qualifications.



European and international programs and tools which support mobility

Europe has a variety of tools which support and encourage mobility. To name but a few of those relating to lifelong guidance:



European strategy and initiatives

The [Erasmus+ programme](#).

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe, providing opportunities for over 4 million Europeans to study, train, and gain experience abroad. It contributes to the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the aims of the EU's strategic framework for education and training. View the Commission's Erasmus+ information page to read more about aims, outcomes and statistics. The general objective of the Programme 2021 – 2027 is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship.



The [European Solidarity Corps](#) (ESC) is an initiative which creates opportunities for young people to volunteer or work in projects in their own country or abroad that benefit communities and people around Europe.

EURES [Targeted Mobility Scheme \(TMS\)](#) is an action promoting professional mobility by supporting jobseekers with both high and low qualifications who need a package of services to succeed in their endeavour. It fosters the conditions for jobseekers and workers to exercise their right to freedom of movement across the EU and it helps to address labour market imbalances. TMS helps nationals of the EU, Iceland or Norway 18 years and older who need tailored assistance to find a job, traineeship or apprenticeship opportunity in another EU country, Norway or Iceland, and to support employers to find motivated and qualified workers. Available support can include targeted allowances, funding language courses, recognition of qualifications, travel and subsistence expenses.

[European Apprentices network](#) is a network of apprentices at European level, established in 2017 to make sure that the voice of young apprentices is heard in discussions related to VET, in particular for apprenticeships. It is formed by current apprentices and former apprentices, representatives of student structures and representatives of youth labour unions.

[Academic Careers Observatory](#) (ACO) is an on-line resource for Ph.D. candidates, post-doc fellows and early career scholars who wish to explore and debate academic careers in the humanities and social sciences. The ACO provides info on academic careers by country, discipline and theme, and links to research opportunities in Europe, job platforms and a list of funding from post-doc to professorial level.

International programmes:

AFS - the [American Field Service](#) is an international, voluntary, non-governmental, non-profit organization that provides intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world. Programmes bring together upper secondary school students and host families in 94 countries.

YFU - [Youth for Understanding](#) advances intercultural understanding, life-long learning, global competencies, mutual respect, and social responsibility through transformational educational exchanges for generations of youth, families, and communities, supported by dedicated volunteers and professional staff.

Tools for transparency of diplomas and qualifications

[Europass portal](#) is a set of tools and services which supports the transparency of skills and qualifications across the European Union. The new Europass online platform available in each European official language provides a set of free web-based tools for individuals to manage their career and lifelong learning, including the Europass CV, a cover letter editor and databases to find a job or a learning opportunity in Europe.

The [European Qualifications Framework](#) (EQF) is an eight level framework based on learning outcomes (what persons know, the skills they have and what they can do), that acts as a translation device between different national qualifications frameworks and qualifications. Learners, graduates, education providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems. This is important to support cross-border mobility of learners and workers and lifelong learning across Europe.

The [European Credit System for Vocational Education and Training](#) (ECVET) is a technical framework for the transfer, recognition and accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET aims to support the mobility of European citizens, facilitating lifelong learning - achieved in formal, non-formal and informal settings - and providing greater transparency in relation to individual learning experiences, making it more attractive to move between different countries and different learning environments: www.cedefop.europa.eu/en/news/ecvet-toolkit



Mobility support networks

The networks listed below provide information and mobility facilitation tools (publications, portals, websites, etc.) for specific audiences.

EUROGUIDANCE is a European network of national resource and information centres for guidance in 33 European countries. All Euroguidance centres share three common goals:

1. To support the development of the European dimension of lifelong guidance
2. To support competence development of guidance practitioners and raise their awareness on the value of international mobility
3. To provide information and communication on the European dimension of guidance

These objectives are carried out within three Main Task Groups, while a Steering Group works to assure sustainable development of the Network, high level engagement of the Network members and proactive communication with the international guidance community.

The Euroguidance main target group consists of guidance practitioners in education and employment, among them professionals who provide information and guidance on international learning mobility to end-users seeking studying and training opportunities abroad. Other target groups of the network include mainly guidance counsellors and policy makers and, as a secondary target group, students, pupils, educational professionals and adults.

The activity and the concrete tasks of the Euroguidance centres vary in different countries.

Common activities are : to promote the European dimension in the fields of guidance by

- Supporting the national and international networking of guidance practitioners by organising seminars, training, and study visits on different themes
- Promoting cooperation among different stakeholders in guidance and education
- Supporting development of the European dimension in the national guidance systems in cooperation with other European stakeholders to strengthen the role of guidance in education and training

To provide quality information on lifelong guidance and mobility for learning purposes Euroguidance collects, disseminates, and exchanges information on

- International mobility opportunities
- Education, training, and guidance systems in the EU and EEA member states and candidate countries
- European initiatives and programmes within the fields of education, training, and mobility
- Project results, innovative working methods, and good practice in the field of lifelong guidance


EURES (European Employment Services) is a cooperation network designed to facilitate the free movement of workers within the European Economic Area (EEA) (the 27 members of the European Union, plus Norway, Liechtenstein and Iceland) and Switzerland. EURES is coordinated by the European Commission and it is formed by public employment services; trade unions and employers' organisations also participate as partners.

EURES targets both job-seekers interested in moving to another country to work or to study, and employers wishing to recruit from abroad. In each country and region, EURES offers a network of advisers that can give information, help and assistance to jobseekers and employers through personal contacts. EURES advisers are trained specialists who provide the three basic EURES services of information, guidance and placement, to both jobseekers and employers interested in the European job market.


There are more than 900 EURES advisers across Europe. Their contact details and addresses can be found on the page "[Search for EURES advisers](#)" in the EURES webpage.

EURES is a free service to both jobseekers and employers, subject to the conditions set out by individual EURES members.






EURYDICE is one of the strategic mechanisms established by the European Commission and Member States to support European cooperation in the field of education since 1980. Since 2014, Eurydice has been included in Erasmus+, the EU programme for education, training, youth and sport.




Eurydice is a network of 43 national units based in all 37 countries of the Erasmus+ programme (27 Member States, Albania, Bosnia and Herzegovina, The Republic of North Macedonia, Iceland, Liechtenstein, Montenegro, Norway, Serbia, Switzerland, and Turkey) and a coordinating unit based in the Education, Audiovisual and Culture Executive Agency in Brussels. The mission of Eurydice is to provide those responsible for education systems and policies in Europe with European-level analyses and information which will assist them in their decision making.




The Eurydice network primarily focuses on the way education in Europe is structured and organised at all levels: early childhood education and care, primary and secondary education, higher education and adult learning.

It provides a vast source of information, including

- 
- Detailed descriptions and overviews of national education systems
 - Comparative thematic reports devoted to specific topics, indicators and statistics
 - Factual reports related to education, such as national education structures, school calendars, comparison of salaries and of required taught time per countries and education levels

All reports are available free of charge upon request.



Eurydice cooperates closely with several European and international organisations producing joint reports with both Eurostat (Statistical Office of the European Communities) and Cedefop (European Centre for the Development of Vocational Training) as a result of the increasingly close association between education and training.

ENIC-NARIC

To implement the Lisbon Recognition Convention and, in general, to develop policy and practice for the recognition of qualifications, the Council of Europe and UNESCO have established the **ENIC Network** (European Network of National Information Centres on academic recognition and mobility). The Council of Europe and UNESCO/CEPES jointly provide the Secretariat for the ENIC Network. The ENIC Network cooperates closely with the NARIC Network of the European Union.


The Network is made up of the national information centres of the States party to the European Cultural Convention or the UNESCO Europe Region. An ENIC is a body set up by the national authorities. While the size and specific competence of ENIC may vary, they will generally provide information on

- Recognition of foreign diplomas, degrees and other qualifications
- Education systems in both foreign countries and the ENIC's own country
- Opportunities for studying abroad, including information on loans and scholarships, as well as advice on practical questions related to mobility and equivalence


The **NARIC Network (National Academic Recognition Information Centres)** has a similar mandate to the ENIC Network, but in the context of the European Union. The NARIC network is a European Commission initiative and was created in 1984. The network is aimed at improving academic recognition of diplomas and periods of study in the Member States of the EU, the EEA countries and the partner countries. The network is part of the Erasmus+ Programme, which stimulates the mobility of students and staff between higher education institutions in these countries.

All participating States have designated national centres, the purpose of which is to assist in promoting the mobility of students, teachers and researchers by providing authoritative advice and information concerning the academic recognition of diplomas and periods of study undertaken in other States. The main users of this service are higher education institutions, students and their advisers, parents, teachers and prospective employers.


The NARICs were designated by the Ministries of Education in the respective countries, and the status and the scope of work of individual NARICs may differ. In the majority of States, institutions of higher education are autonomous, taking their own decisions on the admission of foreign students and the exemption of parts of courses of study programmes that students may be granted on the basis of education undertaken abroad. As a result, most NARICs do not take a decision, but offer on request information and advice on foreign education systems and qualifications.



EURODESK is an international non-profit association created in 1990. As a support organisation to Erasmus+, Eurodesk makes information on learning mobility comprehensive and accessible to young people and those who work with them. With a network of 38 national coordinators connected to over 1600 local information providers in 36 European countries, Eurodesk raises awareness on learning mobility opportunities and encourages young people to become active citizens.




Eurodesk is the main source of youth information on European policies, mobility information and opportunities. It answers enquiries and provides guidance for mobile young people across Europe. Eurodesk updates and manages content on the European Youth Portal, it also answers enquiries coming from the Portal. Eurodesk performed a [survey in 2019 on international learning mobility and the role of youth information](#).



Eurodesk federates over 1600 local youth information providers, so-called “multipliers and ambassadors” that are regional or local organisations working with young people, delivering youth information to them and advising them on mobility opportunities. Multipliers can be youth centres, associations, municipalities etc. but despite their variety, the core of their mission as Eurodesk multipliers is the same.

Ambassadors can be people or organisations that promote Erasmus+ or mobility opportunities without agreements with Eurodesk, but that use and disseminate information provided by Eurodesk.




To ensure the quality of services in all the 36 Eurodesk countries, Eurodesk offers its members quality training and support, and access to youth information services and tools.



EURAXESS - Researchers in Motion is a unique pan-European initiative delivering information and support services to professional researchers. Backed by the European Union, member states and associated countries, it supports researcher mobility and career development, while enhancing scientific collaboration between Europe and the world.

Researchers seeking to advance their careers and personal development by moving to other countries can take advantage of Researchers in Motion one-stop shop. In addition to the information on training and jobs, this electronic gateway is the entry point to a wealth of practical information on living, working and relaxing in the European countries involved.



EURAXESS is also your gateway to Science4Refugees, a Commission's initiative helping refugee researchers find suitable jobs in today's challenging research landscape. Part of the initiative, is the Science4Refugees Research Buddies, supporting refugee scientists in finding European researchers to discuss problems, find solutions and study together, by matching their research field, scientific studies and interests.

Mobility and quality


The [European Quality Charter for Mobility](#) focuses on the qualitative aspects of mobility and is a reference document for stays abroad. The Charter is aimed at organisations responsible for stays abroad and provides guidance to both young and adult participants on mobility arrangements for learning and other purposes to enhance their personal and professional development. The Charter consists of ten principles implemented on a voluntary and flexible basis and can be adapted to the nature and characteristics of each stay. These principles are:

- Information and guidance
- Training plan
- Personalisation
- General Preparation
- Linguistic aspects
- Logistical support
- Mentoring
- Recognition
- Reintegration and evaluation
- Commitment and responsibility

The [Handbook on Quality in Learning Mobility \(2019\)](#) was produced by the EU-Council of Europe Youth Partnership in the framework of the European Platform for Learning Mobility (EPLM). It aims to provide immediate and useful answers to questions on how to organise learning mobility projects with and for young people. The handbook provides a quality framework for learning mobility, consisting of a set of 22 mobility principles, which serve as a reflection tool to shape the general debate on the quality of mobility, and 2,119 quality indicators, which serve as a targeted checklist for practitioners to ensure that the learning outcomes of the project are secured.




Mobility and guidance




This section presents resolutions, recommendations and resources regarding mobility and guidance from the European Union Council, The European Commission, as well as The European centre for the development of vocational education and training CEDEFOP.

Resolutions:




The European Union Council adopted two resolutions in 2004 and 2008 to reinforce policies and practices in terms of lifelong guidance in European countries. These Resolutions also refer to guidance at the service of mobility:


- Council of the European Union's [Resolution on better integrating lifelong guidance into lifelong learning strategies \(2008\)](#):




Considers that “The enlargement of the European Union has increased the potential for mobility in education and training, as well as in the labour market, thereby creating the need to prepare Union citizens to develop their learning and professional pathways in a broader geographical context”.

It also recalls “The Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning creates a common reference framework designed to serve as a translation device between different qualifications systems and their levels. That framework should facilitate workers' mobility and help make guidance part and parcel of Member States' education and employment policies and practices.”

- 
- Council of the European Union's [Resolution on Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe \(2004\)](#) Makes several links between successful mobility policies and guidance, including:



“Guidance throughout life contributes to the achievement of the European Union goals of economic development, labour market efficiency and occupational and geographical mobility by enhancing the efficiency of investment in education and vocational training, lifelong learning and human capital and workforce development. The importance of guidance in promoting the social and economic integration of citizens through supporting access by all to education, training and work opportunities, enhancing completion rates at all levels of education and training, including further and higher education and adult education and training and facilitating the occupational and geographical mobility of learners and workers in Europe.



Recommendation

A recommendation referring to mobility was included in the Communiqué: Conclusions of the Estonian EU Presidency Conference On Lifelong Guidance Policy and Practice (2017):

In the [Communiqué](#) under Theme 3: “Supporting individuals to better navigate the labour markets and supporting enterprises to find persons with the right skills” the recommendation for the EU is to “encourage the use of a portfolio strategy with a standardized approach to support the geographical, social, learning and work mobility of citizens.”

Resources

The European Commission

The European Commission has published in April 2020, a [study on lifelong guidance \(LLG\) policy and practice in the EU](#), focusing on trends, challenges and opportunities. Lifelong guidance aims to provide career development support for people of all ages, at all stages of their careers. It includes career information, advice, guidance, counselling, skills assessment and mentoring.

- ESCO is the multilingual classification of European Skills, Competences, Qualifications and Occupations. [ESCO strategic framework](#) (2016) indicates that intra-EU labour mobility can help address skills imbalances: “the Commission believes in the economic opportunities created by labour mobility. It promotes mobility across the European Union, especially in fields with persistent job vacancies and skills mismatches. At the same time, fast shifts in job creation and job destruction require flexible and responsive labour markets and continuous up- and reskilling of the workforce.”
- The European Network of Public Employment Services (PES Network) includes ‘sustainable work, better functioning and integration of labour markets and better matching of the skills of jobseekers with employers’ among its objectives. The [Practitioner’s toolkit for PES building career guidance and lifelong learning](#) (2018) notes that

“The European Parliament and Council invites the PES Network to support initiatives aimed at better skill-matching, promoting decent and sustainable work, enhancing self-motivated labour mobility and facilitating the transition from education and vocational training to work.”

“PES (Public employment service) can also promote individuals’ access to experiential and non-experiential forms of labour market information. PES should also pay attention to developing forecast knowledge and skills of career practitioners in initial and continuing professional development. This includes promotion of awareness of both EU mobility tools for learners and workers, and Open Education Resources for professional development.”

CEDEFOP

The European centre for the development of vocational education and training CEDEFOP has established [Careersnet](#), an expert network for lifelong guidance and career development. Careersnet aims to collect comparable and reliable information on a European scale in the field of lifelong guidance and career development issues. CEDEFOP also produces research-based publications through various projects.

- [Handbook of ICT practices for guidance and career development](#) (2018) presents Europass as a tool to “increase the mobility of people in Europe for education and employment purposes”. The role of EURES is highlighted in promoting labour mobility: “Limited intra-EU labour mobility and the need to strengthen the integration of Member State public employment services to reach those goals has promoted EURES as a response.”
- Labour Market Information [\(LMI\) Toolkit](#) focuses on the role of labour market information for lifelong guidance and the integration of labour market information into lifelong guidance, making use of ICT tools. It aims to contribute to the improvement of the quality of lifelong guidance. High quality labour market information for lifelong guidance should “include local or regional information in order to show the possibilities in the region where one lives but at the same time in other regions (can encourages mobility).”
- [Labour market information and guidance](#) (2016) states that “The role of guidance is particularly prominent in the European education and training framework (ET 2020), since it directly affects its main objectives, particularly in enabling lifelong learning and mobility of citizens and in developing entrepreneurship skills at all levels of education and training.”
- [Handbook From policy to practice: a systematic change to lifelong guidance in Europe](#) (2008) describes the nature of guidance as “central, a key responsibility for government in partnership with others, it is more multidisciplinary and promotes student and worker mobility across Europe.”
- [Handbook Improving lifelong guidance policies and systems: using common European tools](#) (2005) notes: “Europe is the reference field for the provision of lifelong guidance services within the European Union. Member States cooperate with each other, with the European Commission and with other stakeholders in planning, elaborating and implementing collaborative action in lifelong guidance within the context of Community policies and programmes for education, training and employment.” Such cooperation may include also among other the preparation and dissemination of basic guidance

material, including curricula and job specifications, to facilitate occupational and geographical mobility.

- [Guidance policies in the knowledge society, Trends, challenges and responses across Europe](#) (2004): underlines that “Policy-makers are therefore increasingly looking to guidance for support in addressing labour market shortages, tackling mismatches between labour supply and demand, reducing the effects of labour market destabilisation, dealing with unemployment, and improving labour mobility. Guidance also has a role to play in helping governments attain social equity and inclusion, by mobilising resources to reintegrate marginalised and at risk groups into education, training and work.”



Chapter 2: THEORETICAL FRAMEWORK

An analysis of mobility and the consequences for guidance before, during and after a stay abroad

Introduction

Mobility and the intercultural exchange of young people are not new. Already after WW II the exchange of young people in Europe was encouraged to bring countries together and promote international understanding. It was the youth work sector that took the first initiatives, followed by voluntary work not only in Europe, but also in the rest of the world. In the meantime, schools, universities, cities, NGOs, peace movements and others followed with mobility initiatives. However, mobility is not always successful. Research findings by Bettina Hansel (2008) show that respondents characterized their mobility experience as follows:

21%	Have not experienced any problem during the stay
20%	Had problems with adapting to traditions and daily life abroad
17%	Reported an (intercultural) problem linked to their autonomy
17%	Had difficulties with the style of communication
15%	Experienced problems as a result of a social-oriented or political discussion
13%	Experienced the new culture as cold and non-communicative
13%	Reported problems with certain social relations (host family, etc.)
11%	Experienced a troubling situation that is difficult to understand or accept
6%	Had issues related to misunderstandings because of the language

What lessons can be learned from these problems? How can we improve mobility for young people? And as guidance counsellors, how can we contribute to these improvements? In order to respond to these questions, we should get insight into the mobility guidance process. Which important factors make a mobility experience a success for all involved? Based on literature, research and our experiences as guidance counsellors on mobility in the EUROGUIDANCE network, we will exploit theoretical concepts that can help us to better understand what is happening in the minds of young people undertaking a stay abroad.

Career and education theories in the context of Erasmus mobility

Analyzing the career aspects of Erasmus mobility, one can see the expression of Blau and Roberts' theory of possibilities (Blau, 1960; Roberts, 1993, Roberts, 2000 from Miķelsone, et al., 2008) - those young people who come from socio-economically privileged families with academic experience are more often represented among Erasmus student mobility participants (European Union, 2014). However, as Puukari admits, the connection between mobility and career has been little studied - mostly students receive support for adapting to the issues of culture, academic environment and study process organization, but not for including mobility in a conscious career plan (Puukari, 2012).

Fukuyama's theory of rational choice of profession can be used in the development of career guidance measures to promote Erasmus student mobility (Fukayama, 1989, from (Olehnoviča, 2007)). This theory emphasizes a person's ability to choose a profession that meets the individual's needs and interests, goals and physical needs. According to Fukuyama, individuals make purposeful (rational) choices based on self-assessment, knowledge of the profession and professional practice. Studies on student mobility choices show that today, without career guidance, students' choices are based on more emotional factors (Doyle, et al, 2010) (Bartram, 2013). Without guidance, the aspects characterizing the deliberate choice of a profession (individual human traits; knowledge of the characteristics of the chosen profession assessment of personal characteristics in line with the requirements of the profession, practical experience in dealing with different professions) described by Fukuyama often are ignored in the mobility planning process. This would imply that the mobility opportunity is not chosen in line with the individual's traits, and is not necessarily related to the requirements of the profession being studied.

A. The importance of triggers

The fact that mobility in all its forms can have a positive effect on the personal development of young people is widely accepted. The International Youth Exchange and Visitor's Service of the Federal Republic of Germany (2005) and the AFS centre for the study of intercultural programmes in New York (1993) have carried out research on the long-term effects of intercultural youth projects. It is clear that a short exchange of less than 4 weeks (already) has a positive effect on the personal development of young people.

Whether the experience abroad is perceived as positive or negative is largely depends on so-called triggers. Triggers are specific situations, positive or negative, which during the mobility conflict with the expectations of participants and will be remembered by the person years after the exchange. In most cases triggers are related to differences encountered during the

exchange (food, etc.), contacts with the 'significant other' (other participants, local responsible manager of the programme, etc.), the group dynamics (conflicts, feeling of solidarity, etc.) and hospitality (host family, etc.). Positive triggers will have a positive effect on the personal development of young people; negative triggers will have an opposite effect.

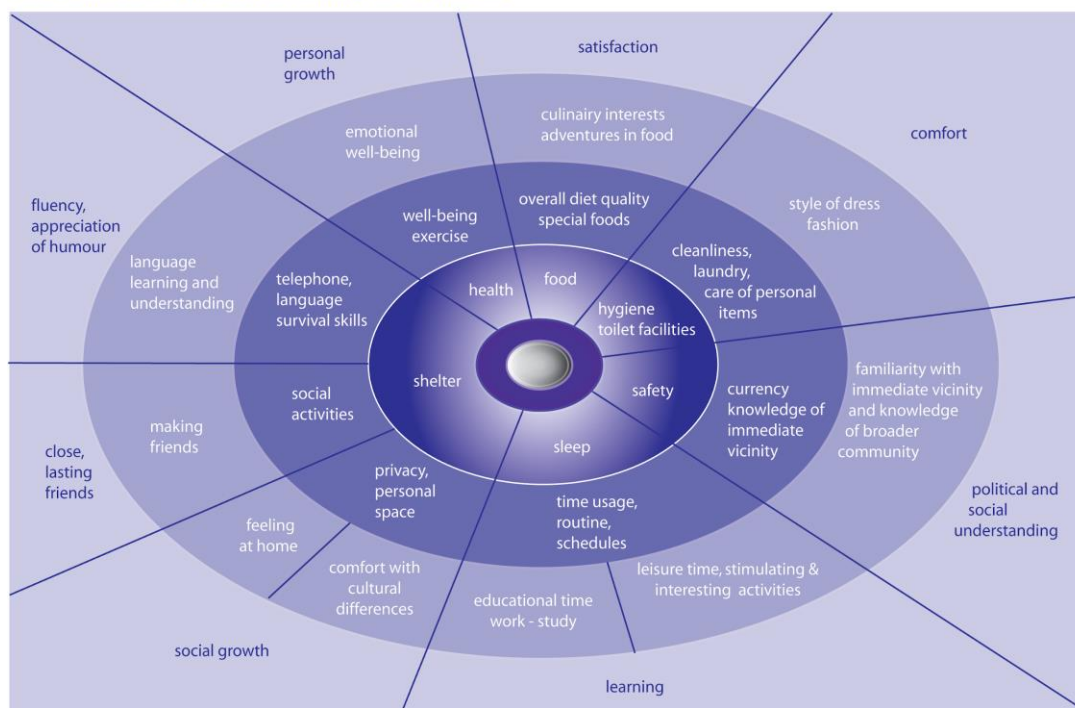
According to the same research participants have to be prepared for the whole range of triggers they will be exposed to. The support abroad should be directed to create situations with positive triggers and learning to cope with negative triggers. After the mobility the follow-up should focus on interpreting and explaining the triggers.

This also makes clear that guidance is not limited to good preparation, but support during and follow-up after the mobility experience are equally important.

B. Mobility preparation

Research by JINT (2006) shows that young people need first of all practical information and intercultural training. This is not surprising if we take a look at the 'Concentric-Circles approach' of Beulah Rohulich (1993). We know from research that practical information linked to travel, food, health, shelter, sleep, safety and hygiene toilet facilities (the inner circle) must be met first. Once these needs are met, the next ring of needs should be addressed.

Concentric-circles Approach to Helping New Sojourners



The needs of the inner circle are those that are most immediate to the student sojourner and must be met first. Once these needs are met, the next ring of needs should be addressed.

Adapted from Cornelius Grove, Orientation Handbook for Youth Exchange Programs (Yarmouth, ME: Intercultural Press, 1989, p. 124)

Figure 1: The Concentric-Circles approach by Rohulich (1993)

The 'Developmental Model of Intercultural Sensitivity' (DMIS) of Milton Bennett (1993) is another useful and interesting concept that can help us counsellors to better prepare young people for mobility.

The Developmental Model of Intercultural Sensitivity (DMIS):

- Explains how people or groups tend to think and feel about cultural difference
- Is the basis for effective coaching and development to work more successfully with people from other cultural backgrounds.

DMIS was created by Dr. Milton Bennett. It is based on years of direct observation and research. DMIS provides a structure for understanding how people experience cultural difference. Six stages of perspectives describe how a person sees, thinks about, and interprets events happening around them from an intercultural-difference perspective.

Since DMIS indicates what a person sees and thinks, it also suggests what they do not see or think. DMIS, therefore, highlights how a person's cultural patterns both guide and limit their experience of cultural difference.

This guiding and limiting aspect is why DMIS is so relevant to how people work together in the workplace. Working with people involves communicating with them individually or in teams or groups. DMIS theory says that cultural sensitivity and cultural differences represent a potential obstacle or benefit in developing relationships and communicating effectively with other people.

The six stages of DMIS, illustrated below, represent a set of perspectives with successively greater ability to understand and have a more complete experience of cultural difference.

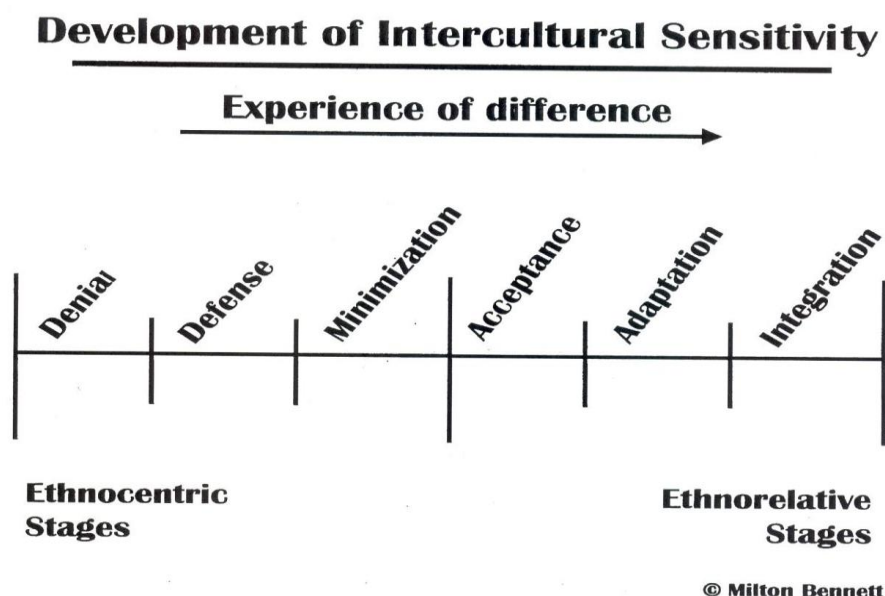


Figure 2: DMIS of Milton Bennett

Briefly, some characteristics of each stage are:

- **Denial.** Being comfortable with the familiar. Not anxious to complicate life with “cultural differences”. Not noticing much cultural difference around you. Maintaining separation from others who are different.
- **Defence.** A strong commitment to one’s own thoughts and feelings about culture and cultural difference. Some distrust of cultural behaviour or ideas that differ from one’s own. Awareness of other cultures around you, but with a relatively incomplete understanding of them and probably fairly strong negative feelings or stereotypes about some of them.
- **Reversal** is the opposite of Defence. The person feels that some other culture is better and tends to exhibit distrust of their own culture.
- **Minimisation.** People from other cultures are pretty much like you, under the surface. Awareness that other cultures exist all around you, with some knowledge about differences in customs and celebrations. Not putting down other cultures. Treating other people as you would like to be treated.
- **Acceptance.** Being aware of your own culture(s). See your own culture as just one of many ways of experiencing the world. Understanding that people from other cultures are as complex as yourself. Their ideas, feelings, and behaviour may seem unusual, but you realize that their experience is just as rich as your own. Being curious about other cultures. Seeking opportunities to learn more about them.
- **Adaptation.** Recognising the value of having more than one cultural perspective available to you. Being able to “take the perspective” of another culture to understand or evaluate situations in either your own or another culture. Being able to intentionally change your culturally based behaviour to act in culturally appropriate ways outside your own culture.
- **Integration.** To varying extents, having integrated more than one cultural perspective, mindset, and behaviour into one’s identity and worldview. Being able to move easily among cultures.

The first three stages are considered “ethno-centric” in that one’s own culture is seen as the only culture or to varying extents the “better” culture. The last three stages are considered “ethno-relative” in that one’s own culture is seen as equal among many other cultures.

The ethno-relative stages are characterised by a positive mindset about cultural difference. These stages are indicative of a person who will tend to make more inclusive decisions.

The DMIS approach gives us an insight into the different phases during a stay abroad towards a more complex approach of cultural differences. It is important to pay attention to these different phases during preparation, during the stay and during the follow-up.

The DMIS can also be used as a scale (in combination with –the IDI see next entry) to measure where the youngster could be situated during preparation, stay and follow-up, and thus observe the progress individuals and groups make. The impact seems to be greater for people situated in the first three phases before going abroad. Young people who are already in the minimisation phase are more culturally aware and so have less progress during their experience abroad. The DMIS approach should also be used in the training of guidance counsellors who work with ethnic minorities and international mobility.

The Intercultural Development Inventory (IDI) (Hammer 2005) measures how a person or a group of people tend to think and feel about cultural difference.

The IDI was designed by Dr. Milton Bennett and Dr. Mitchell Hammer. Based on Dr. Bennett's Developmental Model of Intercultural Sensitivity, the IDI is a scientifically valid and reliable psychometric instrument. More information on the IDI can be found in the appendix.

Also some interesting self-assessment instruments (Paige et al; 2002) are available that help youngsters reflect on learning and intercultural learning and which strategies they are using. Those instruments can be used and evaluated individually and in-group. These tests are:

- Learning Style Survey: Assessing your own learning styles by Andrew D. Cohen, Rebecca L. Oxford, and Julie C. Chi
- Language Strategy Use Inventory by Andrew D. Cohen and Julie C. Chi
- Culture-Learning Strategies Inventory by R.M. Paige, J. Rong, W. Zheng and B. Kappler

C. Support during the stay

In most cases support during the stay is only available if the youngster has a problem, if it is available at all! It is also important to make host institutions aware to the problems that could arise during a mobility program and, in particular, to prepare them effectively deal with these problems in the first minutes in waiting of the intervention of the mobility advisor. Some thinking is needed to see how this support can be best organised and delivered and the following elements can contribute to this thinking.

Monitoring and *evaluation* can play an important role in detecting problems and help youngsters to reflect and change their behaviour and attitudes. Modern ICT can be used here in the form of blogs, Internet diaries, etc. Also the use of SKYPE or MSN can help to bridge the distance between the youngsters and those at home. The above mentioned self-

assessment instruments and the DMIS of Bennett (1993) can also be used in the evaluation process. These instruments will help young people to map for themselves their own competences, growth and intercultural learning during the stay abroad.

Not only the preparation but also the support during the stay abroad should be directed to deal in a positive way with *triggers*, and to learn from crises which will inevitably taking place during the stay. Conflicts and crises could be seen as positive challenges if faced by the youngster and not avoided. In most cases the support of the '*significant other*' or '*peer group*' is crucial in dealing with crises and triggers. Practical problems can mask deeper problems like homesickness, cultural shock, etc.

Culture shock and adaptation (Shaheen, 2004)

People who live in a new culture often experience difficulties while adapting to a new way of doing everything. This is also the case for students who are studying abroad and might be adapting to a new educational system, style of communication and mindset. Culture shock has been defined by Oberg (1958) as "shock precipitated by the anxiety that results from losing all our familiar signs and symbols or social intercourse". P. Adler's (1977) definition is more descriptive "Culture shock is primarily a set of emotional reactions to the loss of perceptual reinforcements from one's own culture, to new cultural stimuli which have little or no meaning and to the misunderstanding of new and diverse experiences. It may encompass feelings of helplessness, irritability, and fears of being cheated, contaminated, injured or disregarded".

P. Adler (1977) has another definition which is "the frustration and confusion that result from being bombarded by unpredictable cues". In 1955 Lysgaard developed the U-curve of adjustment to explain experiences that overseas sojourners could expect to go through in their time abroad.

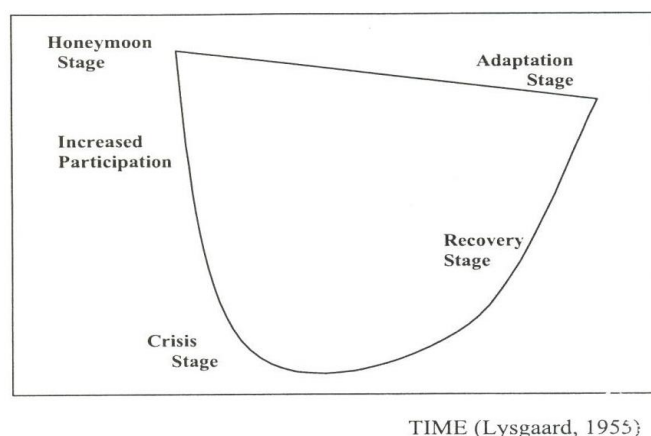


Figure 3: The U-curve of adjustment

This curve starts with the initial euphoria of being abroad in a new and exciting place. It then moves to the increased participation phase, which can be more challenging for students. As they hit the crisis phase they are really struggling to understand and make sense of the cultural difference. Eventually most people get to the gradual adjustment phase where they literally either adjust or at least can compartmentalise the events happening around them so they can function without much frustration in the culture. Finally, the re-entry time comes and students often begin the whole curve again.



When the idea of culture shock is introduced, it is important to consider the following three ideas introduced by Bennet (2002). Culture surprise is a small thing that is noticeable, such as how the toilets work. Culture stress is handling the small events in the new culture such as how to wait in lines or cultural rules in social settings. Finally, culture shock is the overarching larger events such as realising that the ideas of values are different in this new place. Because many study abroad programs are very short in length and many students spend most of their time abroad with other American students, they may not ever experience more than cultural surprise or stress. One of the goals of the orientation sessions is to alert students to differences in culture so that they are better prepared to notice the differences as well as learn more about the host culture and their own culture.



Culture shock is an important concept to introduce because if the problems that students experience overseas come from their difficulties in adapting to the new culture, then if the pre-departure preparation can give the students skills to handle these new challenges, perhaps their culture or adaptation shock will be less severe.



Qualitative monitoring and evaluation should not only map all problems, but also stimulate reflection, attitude- and behavioural change.

According to research by Hansel (2005), knowledge of and competence in the *foreign language* is the key to dealing with the mentioned problems. Also a negative correlation was found between the language level and the level of fear and problems demonstrated by the youngsters.



D. Alternate views on cultural adaptation

S. Puukari emphasizes cultural adaptation as the main educational aspect of student mobility, mentioning several traditional models, as well as various more modern - postmodernist paradigm studies that criticize the simplicity of traditional models for not taking into account individual experience and nonlinear nature of adaptation (Puukari, 2012).

Table 1. Comparison of traditional cultural adaptation models

Phase	Lysgaard (1955)	Pedersen (1995)	Otten (2000)
1.	Honeymoon Stage	Honeymoon Stage	Orientation period
2.	Increased Participation	Disintegration Stage	Discovering and interpreting cultural differences
3.	Crisis Stage	Autonomy Stage	Integration stage
4.	Recovery Stage	Interdependence Stage	Reintegration stage
5.	Adaptation Stage

(from **Jansone I.A.** (2015) Career Counselling at the University to Promote and Support International Learning Mobility. Master's Thesis. Jelgava: Latvia University of Agriculture)

In turn, the US NAFSA: Association of International Educators training material (La Brack, 2010) warns support staff working with international students and US students participating in mobility activities against an overly simplistic approach, when discussing culture shock and adaptation. B. La Brack admits that although there are descriptions even in ancient Greek literature that show culture shock as a phenomenon, culture shock has only become a subject of research since the 1950s. B. La Brack points out that empirical research and support staff reflections reveal that existing models of cultural adaptation fail to predict the sequence, duration and even the appearance of adaptation stages, as there are sufficient cases when students do not display one of the classical stages. As can be seen in I.A. Jansone's comparison of traditional models of cultural adaptation (see Table 1), later models (Pedersen, 1995; Otten, 2000) do not contain a clearly marked "crisis" phase and the

designations of the adaptation phases themselves in different models indicate different understandings on the content and significance of the phase.

E. Coping skills

Coping can be defined as:

‘constantly changing cognitive and behavioural efforts to manage specific external and internal demands that are appraised as taxing or exceeding the resources of the person’ (Lazarus & Folkman, 1984).

Coping skills have an adaptive function: reduction of stress and auto protection.

Challenging behaviour can be the result of difficulties in the management of emotions. There can be a gap in someone’s ability to take responsibility for their own actions and applying their coping skills in situations that occur.

We make a distinction between:

- Coping skills centred on the problem: manage the event (cognitive).
- Coping skills centred on the emotion: regulate the emotion associated with a stressful situation (behavioural).

Coping strategies

Active coping: The person is facing his problem in an open and direct way.

1) *Active coping/cognitive*:

- Logical analysis: e.g. looking for ways to solve the problem in another way.
- Positive reframing: e.g. realising that other people are in more difficult situations.

2) *Active coping/behavioural*

- Looking for support: e.g. talking to a friend.
- Developing an action plan to tackle the problem.

Coping avoidance: The person avoids the problem and wants to reduce the stress and negative emotions.

1) *Coping avoidance/cognitive*: Completely forget about your problem OR accept the problem, but lose the hope to find a solution.

2) *Coping avoidance/behavioural*

- Looking for other activities.
- Emotional discharge: cry in order to evacuate the frustration.

Coping strategies

Take care of yourself: <ul style="list-style-type: none"> - rest - develop daily routines - protect your health 	Reduce uncertainty: <ul style="list-style-type: none"> - seek information - take action 	Get away from it all: <ul style="list-style-type: none"> - exercise - read - play 	Reduce demands: <ul style="list-style-type: none"> - establish priorities - eliminate some activities - reduce self-imposed demands
Assume control: <ul style="list-style-type: none"> - make choices and decisions - make your needs known 	Finish unfinished business: <ul style="list-style-type: none"> - write it out - express emotions - set short-term goals 	Take advantage of your environment: <ul style="list-style-type: none"> - establish a support group, - use available resources - share in others experiences 	

Adapted from: *Culture Matters: The Peace Corps Cross-Cultural Workbook* (2011).

Coping skills are relevant throughout life experiences, including learning mobility. The recent *Handbook on quality in learning mobility* (2019) confirms the importance of coping skills.

During the mobility guidance process we can ask ourselves:

→ *Which skills should a mobility participant develop to help them cope with everyday problems during the learning mobility abroad?*

→ *Which coping strategies can be supported and strengthened during the time abroad?*

→ *How do we support and evaluate the development of coping skills following mobility experience(s) abroad?*

Useful tools

Here we offer a selection of coping tools that can be used before, during or after the experience abroad (with the participants, but also with their family and friends).

Information sheet on coping skills

This resource can be downloaded [here www.indigodaya.com/resources/](http://www.indigodaya.com/resources/). It was developed by Australian mental health worker Indigo Daya. Daya explains:

Coping skills won't solve our underlying issues, but they are an important step along the path to recovery. Coping skills help us survive difficult emotions, thoughts and experiences. They give us a break from our pain, which in turn gives us space to build our personal skills, strengths and resources.

Use of images

Images for self-reflection and self-help can be used mobility participants and their mentors. Relevant images can be found on the internet using key word search. We propose to use images related to the following topics/keywords:

- Anxiety/anger/fear/panic
- Failure - success
- Stress
- Conflicts
- Resilience
- Negative - positive self-talk
- Inter-cultural competences
- Defence mechanism
- Effective communication
- Emotional intelligence
- Empathy
- Empower tools
- Coping
- Change
- Control

HealthyMinds

[HealthyMinds](#) is a multi-activity problem-solving tool to help deal with emotions and cope with the stresses students encounter both on and off campus. The goal: Keeping your mind healthy. The app has been developed by the Royal, one of Canada's foremost mental health care and academic health science centres. Learn more about this free app on [The Royal website](#).

More useful tools can be found at www.positivepsychology.com

Consequences for mobility guidance (before, during, after)

When we recognize that the mobility process involves steps before, during and after the stay abroad, we can consider how to provide support during these 3 stages.

- How can we support individuals to prepare for learning mobility abroad?
- How can we assist individuals during their stay abroad if something goes wrong?
- How can we facilitate the learning process following the mobility period? How can we help the participant to value and integrate the experience, and develop future plans?

In addition to the information on coping offered in the section above, we offer some points for attention:

Preparation phase

It is clear that practical information linked to travel, food, health, shelter, sleep, safety and hygiene/toilet facilities must be met first. Once these needs are met, the next ring of needs should be addressed. Luckily, expertise in mobility guidance has increased, which has resulted in a better practical preparation. Professionals can now give more attention to other aspects of learning mobility, such as defining individual/organisational learning goals and reflecting on coping skills. Intercultural learning activities can be organised, processes of cultural adaptation can be explained and coping skills/strategies can be addressed. One or more guidance sessions can support the learner to clarify the motivation and aims of the mobility experience. It is also important to prepare the host(s), such as institutions and host families. They should be made aware of potential problems that could arise during a mobility program, and be prepared in dealing with these effectively (prior to intervention of the mobility advisor). Time needs to be set aside to determine how this support can be best organised and delivered.

F. Support during the stay

Support during the stay should be well prepared and organised:

Monitoring and *evaluation* activities can play an important role in detecting problems. They can help to reflect and change certain behaviour and attitudes. Modern ICT can be used here in the form of vlogs, blogs, etc. The above mentioned (self-assessment) instruments and tools - including Bennett's DMIS (1993) can also be used in the monitoring/evaluation process. These instruments will help mobility participants to map their own competences, (intercultural) learning processes and coping skills/strategies during the stay abroad. Support during the stay abroad should include the development of coping strategies in order to deal with *triggers* in a positive way, and learning from crises which will inevitably taking place during the stay. Conflicts and crises can be considered as positive challenges. In most cases the support of the '*significant other*' or '*peer group*' is crucial in dealing with crises and triggers. Also, online communications applications such as SKYPE, Facetime, WhatsApp, Zoom, Viber, and similar can help to bridge the distance between the youngsters and those at home.

Please note: Practical problems could mask underlying problems like homesickness, cultural shock, etc.

G. Follow-up

Not only interpreting and explaining the triggers is important here. Attention should also be given to get rid of potential *reversion* (when the other culture is praised to the skies in relation to one's own culture) and *duality* (polarisation of cultural differences) on the one hand, and dealing with *liminality* on the other hand. Liminality occurs when participants returning after a stay abroad indicate not feeling at home either in the home culture or the foreign culture. Mobility counsellors can help transform this towards a sense of 'world citizenship'.

Also, on coming home, the U-curve of Lysgaard (1955) often begins again (see above). Some participants do experience a (*reverse*) *culture shock* when coming home and need to adapt to their own culture and society again. Mobility participants should be given the opportunity to *tell their story* and *exchange experiences* with others. They should be invited and encouraged to reflect on what they have learned.

How do you give the stay abroad the right place in the life of participants? What are the opportunities and challenges for lifelong learning? Individual results of (self-)assessment instruments, including the DMIS of Bennett (1993), can be used in this context to 'measure' and make participants 'aware' of progress made in intercultural sensitivity, languages, learning styles, coping skills, etc.

Another evaluation meeting with the mobility participant can be repeated a couple of months later, when participants will be able to take some distance from what happened abroad, and, as a result, be more objective in their judgements. This follow-up meeting will also be an opportunity to tell their story again at a point in time with less occasions to do so and less interested listeners.

Ideally, the *partner abroad* (school, university, company, NGO, etc ...) *should be involved in the follow-up* process. Participants can give the host organisation(s) valuable feedback on the way in which they have been managed in the organisation. This is not always an easy task due to the costs and human resources involved, but online technology - such as videoconferencing - can be helpful here.

Mobility participants and their rich experiences can *play an important role in the preparation of other people* who want to go abroad (peer learning). This can help to give new participants a more realistic view of going abroad. The whole *process* is not linear but a *continuous circular effort* from all those involved in mobility.

Last but not least, all this information and all these experiences can feed the continuous improvement of the whole process of guidance for mobility for.

Erasmus mobility and employability factors

Until the European Commission's *Erasmus Impact Study*, claims of employability and skills development through mobility experiences were based only on respondents' self-assessment results. *The Erasmus Impact Study* aimed to show how mobility can improve the skills required by the labour market, thus increasing employability and reducing youth unemployment (European Union, 2014). The study identified six employability factors, called *memo@factor* (see Table 2), the importance of which in finding a job was confirmed by surveys of employers and working university graduates. Using psychometric tests, the presence of factors was measured both for students who did not participate in mobility activities and for students who participated in Erasmus mobility activities and also in other mobility activities. Statistical analysis with the CohenD test showed that employment factors have increased among mobile students, especially for Erasmus student mobility participants, also taking into account the socio-economic situation of students and their openness to intercultural experience before mobility.

Table 2. Erasmus Impact Study employability factors

<i>memo</i> © <i>factor</i> Employability factors with explanations
Openness to and curiosity about new challenges (<i>memo</i> © factor, Curiosity)
Awareness of one's own strengths and weaknesses (<i>memo</i> © factor, Serenity)
Confidence in and conviction regarding one's own abilities (<i>memo</i> © factor, Confidence)
Tolerance towards other person's values and Behavior (<i>memo</i> © factor, Tolerance of Ambiguity)
Better knowledge of what one wants and reaching decisions more easily (<i>memo</i> © factor, Decisiveness)
Management of one's own career development , better able to solve problems (<i>memo</i> © factor, Vigor)

The authors of the EIS study, summarizing the data of the study, conclude that all students who participated in various types of mobility activities already had higher *memo* © *factor* employability skills before mobility than students who did not participate in mobility. Additionally, students who participated in Erasmus mobility had higher indicators than students who participated in other mobility activities. However,

participation in mobility has increased the *memo* © *factor* employability for 52% of Erasmus student mobility participants and 51% of other mobility actions.

In the context of the study, the career factors that were analyzed as the results of the mobility measures are:

- employment,
- holding a managerial position,
- relative salary level.

Career factor indicators also have relatively higher rates for participants in mobility measures, in particular Erasmus mobility measures, than for those who have not participated in mobility. However, the conclusions on these career factors forget to indicate the impact of high employability factors that were evidenced among students already pre-mobility.



Chapter 3: A TEMPLATE FOR MOBILITY ADVICE.

Various stages take place when providing advice in the field of transnational mobility in a lifelong mobility context, and the approach is similar whether for a young or an adult audience.

This section will provide

- a pedagogical model for mobility skills/Learning outcomes
- a model of how to prepare the person for mobility through the Mobility skills grid

Mobility advice process

The mobility advice process can be simplified as follows:

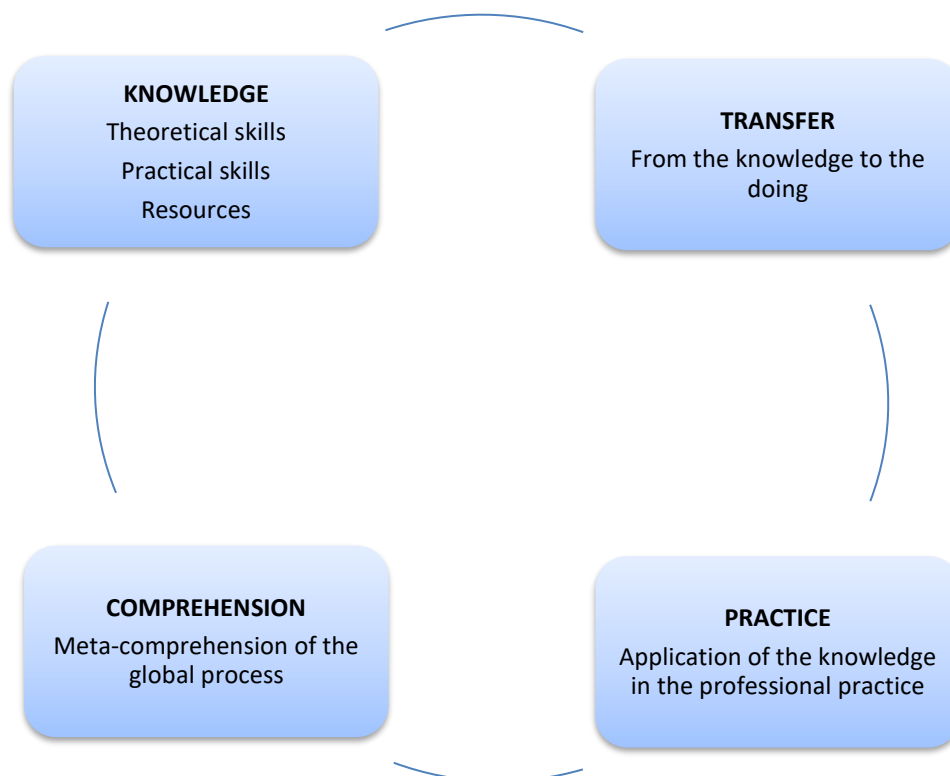


Figure 4: THE MOBILITY ADVICE PROCESS

Principal mobility advice stages jointly developed by Euroguidance centres from Belgium (Dutch and French Speaking Community), France, Ireland, Latvia and Romania.

Towards a model for guidance before, during and after a stay abroad

The different phases proposed in the Euroguidance mobility counselling model below constitute a general framework. They are independent of one another and can be adapted to the situation and to the end user by the guidance professional.

Principal stages/phases	Mobility counsellor	Client
Establishing the counselling relationship between the mobility counsellor and the client	<ul style="list-style-type: none"> ● Initial (self-) evaluation: my knowledge and my personal position concerning intercultural issues; my reactions/stereotypes when faced with “the other”; participation in training or professional development programmes (if necessary). ● Reflection on my ethical standards and information on quality indicators for the services offered. 	<ul style="list-style-type: none"> ● Initial (self-) evaluation: my position regarding intercultural issues; my reactions/stereotypes when faced with “the other”. ● Engagement, being open, being willing to participate
Analysis of the individual development plan: evaluation, identifying problems, work on individual stereotypes	<ul style="list-style-type: none"> ● Personal background (training, professional development, access to scientific literature, the Internet) ● Undergoing personal mobility experiences (reflection in order to deconstruct one’s ethnocentrism) ● Integrating the daily intercultural experience in the life experience of the counsellor, contributing to the development of an individual intercultural coping strategy ● Simulation of intercultural counselling situations (group work with professionals, i.e. other counsellors) ● Networking ● Training and guided practice in intercultural counselling 	<ul style="list-style-type: none"> ● Implementing practical aspects of mobility in daily life (transport, lodging, etc.) ● Reflecting on consequences of prior intercultural contacts: language, non-verbal communication, immersion in different groups ● Contextualizing one’s previous personal experiences

	<ul style="list-style-type: none"> • Valorisation/dissemination of positive experiences of colleagues in the counselling field • Evaluation / analysis of the root cause of failures 	<ul style="list-style-type: none"> • Identifying stereotypical representations and judgements, individual reactions in intercultural situations (defensiveness, isolation, acceptance, adaptation, integration, passing from ethnocentrism to ethnorelativism)
<p>Support for the client's mobility plan</p>	<ul style="list-style-type: none"> • Support for the client in developing strategies for reducing anxiety and stress, utilizing the benefits of culture and individual intercultural coping • Establishing a communications system for follow-up and for emergency situations • Providing essential information for reducing anxiety and stress that can be caused by entering the mobility situation: emergency contact persons, addresses, transportation, lodging, meals, other advice for dealing with daily life • Providing information and pointing out the benefits of points of cultural contact that can play a facilitating role: art, music, dance, cuisine, nature, sport, etc. 	<ul style="list-style-type: none"> • Development of an individual intercultural coping strategy • Keeping track of essential information for reducing anxiety and stress that can be caused by entering the mobility situation: emergency contact persons, addresses, transportation, lodging, meals, other advice for dealing with daily life • Gathering information about personally relevant points of cultural contact that can play a facilitating role: art, music, dance, cuisine, nature, sport, etc. • Work on individual stereotypes concerning mobility: analysis and reflection on personal subjectivism concerning intercultural experiences

	<ul style="list-style-type: none"> • Work on individual stereotypes concerning mobility: analysis and reflection on personal subjectivism concerning intercultural experiences 	
Concluding the preparatory phase prior to mobility	<ul style="list-style-type: none"> • Review of the different chronological stages of mobility • Presentation of the coping skills 	<ul style="list-style-type: none"> • Review of the different chronological stages of mobility
Monitoring during the mobility period	<ul style="list-style-type: none"> • Offering support/monitoring of beneficiaries if needed during the adaptation period/ the crisis/ transitions/ other situations in the intercultural context • Keeping a database of mobility advice clients • Helping the client develop a feeling of belonging in the new environment • Self-evaluation of the competences and aptitudes necessary for mobility counselling activities 	<ul style="list-style-type: none"> • Positioning one's self in the intercultural immersion situation (finding one's "new" position in relation to "the other") • Taking part in group activities in order to develop a feeling belonging. • Reframing of representations and stereotypes of "the other" • Contacts with the counsellor/mentor for any needed assistance or advice • Development of an individual intercultural coping strategy
Evaluation and capitalizing on the experience following return	<ul style="list-style-type: none"> • Counsellors should take the necessary time to reflect on items in this list and provide feedback into the initial stage of the mobility process, thus ensuring a cycle of continuous improvement: 	<ul style="list-style-type: none"> • Analysis of the mobility experience • Valorisation of the learning achieved within a personal context, further studies or work

	<ul style="list-style-type: none"> ● Critical analysis and conveying the process of the mobility event ● Dissemination of the experience ● Valorisation of the learning achieved for increasing awareness among other persons of the benefits of mobility ● Research, dissemination of good practices, studies/articles in professional journals 	<ul style="list-style-type: none"> ● Integrating the intercultural experience in the life experience of the individual; ● Developing a coping strategy for integrating the mobility experience into one's home environment ● Dissemination of one's experience to other potential beneficiaries
Follow-up after the mobility	<ul style="list-style-type: none"> ● Minimizing the risk of reversal (French <i>revirement</i>) ● (Re) integration, social , cultural and professional in the country of origin (according to the duration of the mobility) 	<ul style="list-style-type: none"> ● Give time to time, ● Bring in contact with other local partners, ● Bring in contact with pairs.

Explanations of the Euroguidance mobility counselling model

The counselling model identifies the actors involved: the mobility counsellor and the client. The model divides mobility support into six main stages or phases:

1. establishing the counselling relationship between the mobility consultant and the client;
2. analysis of the individual development plan: evaluation, identification of problems, work with personal stereotypes;
3. Support for the client's mobility plan;
4. completion of the preparatory phase before the mobility event;
5. monitoring during the mobility period;
6. evaluation and capitalizing on the experience after return.

In each of the stages, there are tasks for both the mobility counsellor and the client. There are between one and eight tasks in one stage. The largest number of tasks is for the consultant in the analysis stage of the individual development plan.

The Euroguidance mobility counselling model is based on the experience of experts from Belgium, France, Luxembourg and Romania (Mobility advice interview, 2013). Experts are

career counsellors qualified as psychologists (McCarthy, 2001). Thus, the tasks of mobility support include working with stereotypes, including supporting the client in developing strategies to reduce anxiety and stress, supporting during a crisis or transition, supporting developing feelings of belonging. In the Euroguidance model, great emphasis is placed on intercultural skills: recognizing intercultural interactions, becoming aware of one's own stereotypes in dealing with 'others', developing strategies for solving intercultural problems, intercultural counselling. Personal mobility experience is desirable for counsellors.


1. Establishing a counselling relationship between the mobility counsellor and the client

In the first stage of the counselling model, both the counsellor and the client have the task to perform the initial (self) assessment. The verb is presented with parentheses added, indicating that both self-assessment and external assessment can take place. The object to be assessed is the personal attitude towards cultural interactions, as well as the observed personal reactions and stereotypes in communication with “others”. In addition to evaluating his / her position, the counsellor should also evaluate his / her knowledge of intercultural interaction. If insufficient knowledge is found, the counsellor needs to participate in training or professional development programs. The counsellor has a separate task at this stage to reflect on his / her ethical standards and to ascertain the quality of the counselling services offered, based on quality indicators that are likely to be known as a result of an external evaluation.


According to paragraph 9, section “Ethical Responsibilities to Clients” of the IAEVG Ethical Guidelines (IAEVG, 2017), a career counsellor should refer a client to another specialist if he or she understands that his or her own competencies do not meet the client's needs. Therefore, the counsellor should perform this initial (self) assessment and the identification and remediation of knowledge or quality deficiencies before starting work with the client. Since it is possible to be a proficient guidance counsellor lacking in international experience, it would be preferable that the practitioner provides the type of guidance she or he is capable of providing and refers the counselee to another colleague for specifically international issues.

In the advisory phase, the client is tasked with assessing their personal attitudes towards cultural interactions, as well as the observed personal reactions and stereotypes dealing with 'others', either by themselves or through external evaluation. The role of external evaluator can be taken by a mobility counsellor. The client's role is also characterized by involvement, openness, willingness to participate, which indicates interaction and relationship building.

2. Analysis of individual cultural preparedness development plan




The second phase of the Euroguidance counselling model – Analysis of the individual development plan – refers to the need to develop cultural preparedness. On the part of the counsellor this requires: evaluation, identification of problems, work with personal stereotypes - the counsellor's tasks are again related to his / her personal experience and training, case evaluation and analysis. Forms of work include simulation of intercultural counselling situations, group work with other professional counsellors, training and internships. Here, the model shows that the counsellor has a personal experience of mobility, so that it serves as a basis to provide support to clients for their understanding of ethnocentrism or ethnorelativism, in the development of an individual strategy for solving intercultural problems. Thus, the counsellor plans, analyzes, evaluates and identifies his / her personal development as a mobility specialist.




At this stage, the client has a lot of internal work to do with him/herself: reflections on previous intercultural contacts, contextualization of experiences, and identification of one's own reaction in cultural interaction situations. There is also a practical task: organizing of transport and residence, other practical aspects of daily life.



3. Supporting the client's mobility plan



In the third stage of the support model, clear indications appear about the consultant's interaction with the client. The consultant's tasks include supporting the client by developing strategies to reduce anxiety and stress, creating a communication system and provision of information. Basic information is provided (Rohrlich, 1993) – emergency contacts, addresses, transport, accommodation, meals, other advice on living, as well as information on cultural contact points and their facilitating mobility. In the third stage, the counsellor continues to work with himself, his stereotypes: analysis and reflection on personal subjectivity in relation to intercultural experiences.



In the third stage, the client works in tandem with the consultant. The consultant provides the information, the client compiles it. The client is also expected to be aware of his or her personal subjectivity in relation to intercultural experiences. In the third stage, the client has the same task as the counsellor in the second stage – developing an individual strategy to overcome intercultural problems.



4. Completion of the preparatory phase before the mobility event

The fourth stage of the Euroguidance counselling model is the same for both the counsellor and the client and contains one task: Reviewing the different chronological stages of mobility.

It is a logical pause before going on mobility – making sure you have a mobility plan. This activity takes place either in collaboration between the consultant and the client, or individually.

5. Monitoring during the mobility period


Monitoring within the Euroguidance counselling model relates chiefly to intercultural experience and its psychological aspects. The client needs to position himself / herself to find a new position towards “others”, develop a sense of belonging, re-evaluate perceptions and stereotypes about “others”, develop his / her strategy of coping with intercultural problems, if necessary by contacting a counsellor or mentor to get help or advice. The counsellor offers support during an adaptation, crisis or transition or other situation related to cultural interactions, or provides assistance to the client in developing a sense of belonging to the new environment. The counsellor also has a record-keeping task: maintaining a database of mobility advice. In the fourth stage, the counsellor reassesses the knowledge and skills needed for mobility counselling.

6. Evaluation and use of experience after return

In the last, sixth stage of the support model, the counsellor’s tasks are to reflect on, analyze, transfer and use his / her work, including to raise awareness and promote the benefits of mobility. The client must analyze his / her mobility experience, integrate intercultural experience into his / her personal life and home environment, transfer the experience to other potential participants in mobility activities. In the last stage, the connection between mobility and career also appears: the student is expected to use the acquired learning experience further studies, work or personal life.




Chapter 4: A QUALITY APPROACH TO MOBILITY ADVICE




The professional has to know the process of guidance to support their clients and to ensure the quality of the mobility advice. Here we propose a template for a quality approach for mobility advice, and two other examples developed in various projects as a practical resource for guidance counsellors in supporting their clients: “Guide my Way” and “Euroquest”


A. Template: Quality approach for mobility advice




This quality approach was designed based on work carried out by Mr Marc Chassot (vice-president of the Swiss conference of vocational, university and careers guidance managers). The construction of this quality approach is without reference to existing models (ISO, EFQM, Matrix standard, etc.) The choice of the "mobility advice" theme in this context does not take into account the organisational and institutional aspects necessary for professionals to provide a "mobility advice" service.




The mobility experience for an individual is always a process and not a product. It has to be assessed, but how? This is further complicated by the fact that the principle gain for the individual lies largely in transversal skills: how do you assess self-confidence, adaptability, stress management, open-mindedness, etc.? It is necessary for the mobility advice professional to understand the underlying mechanisms in order to carry out an assessment and a quality approach.



Assessing the act of giving mobility advice is currently done primarily using a quantitative assessment: number of interviews conducted, number of information sessions, etc. It is also noted that Internet users regularly consult websites dedicated to mobility. But this tells us nothing about the quality of advice given and/or its impact on the final decision and on mobility itself: we can see how many people consult the websites, but how many follow the process through to the end? How do you take qualitative aspects into account in mobility advice? It is worth remembering that mobility advice can be acted upon at a later date, particularly in cases of individual mobility.



It is important to see if and how mobility is promoted as part of training and professional integration programmes. This could be achieved through the observation of personal development: independence, adaptability, linguistic skills, etc. It could also be achieved through studies conducted in relation to professional integration and principle gain from study programmes, etc.



Assessment of the mobility project by a professional means:

- Assessing the motivation and commitment of the consultants and their suitability
- Assessing whether or not young people have the support of their family
- Assessing ability to improvise, independence, maturity, ability to overcome stereotypes, skills, including linguistic skills, curiosity, etc.
- Assessing project feasibility: cost, practical and administrative details, timeframes, etc.
- Assessing the risks associated with each mobility
- Assessing the principal gain for each programme

It is considered important to assess the quality of the act of giving mobility advice through the implementation of a quality process for professionals. Why choose a quality process?

- Desire to define mobility advice
- Provision of better external visibility of advice
- Promotion of the qualitative aspect of mobility advice within the Euroguidance network
- Improvement of internal coherence and Euroguidance network practices.

Assessment is carried out using procedures which are not too time-consuming, but which allow the service provided to be assessed. It is part of the necessity for professionals to take a step back from a practice and to examine and discuss it regularly with others. The following diagram is based on a brainstorming session aimed at spotting the skills and knowledge used in mobility advice :



Figure 5: skills and knowledge used in mobility advice

B. Definition of standards

Based on the elements of this diagram the standards considered the most relevant in relation to mobility advice were isolated.

Secondly, quality indicators were determined.

These elements are recorded in a grid which will be used to assess the quality approach.

Four standards were selected and quality indicators were determined for each of them.

- Reference to the model
- Psychological aspects
- Societal aspects
- Information

B.1. Reference to the model

General definition : reference to a theoretical model allows professionals to guarantee quality of mobility advice.

B.2. Psychological aspects

General definition : mobility advice takes into account psychological factors inherent in the person and the individual or group relationship, the command of psychotechnical tools and interview techniques and knowledge of choice processes.

B.2.1. Command of interview techniques

Mobility advice is given in the framework of individual interviews during which the adviser carries out an in-depth analysis of the advice-seeker's request in an attentive and empathetic environment. Reformulation of the request ensures clear understanding of the his needs.

B.2.2. Command of motivational techniques

Mobility advice is given in the framework of group activities during which the adviser works on representations of people in connection with intercultural exchanges. Knowledge of group phenomena allows the free expression of opinions and facilitates exchange.

B.2.3. Command of psychotechnical tools

Mobility advice uses psychotechnical tools which allow people's interests, abilities, flexibility and ability to adapt to be highlighted. They allow people's motivation to commit to a mobility experience to be assessed.

B.2.4. Knowledge of choice processes

Mobility advice relies on knowledge of choice processes. The adviser is aware of the steps involved in making a choice and the psychological stages people go through during their

mobility experience. The mobility advice professional has sound knowledge of the psychotechnical and interpersonal elements implemented in the personalised advice.

B.3. Societal aspects

General definition : Mobility advice takes into account societal factors related to the social representation of people, their generational context and their position in the social sphere.

B.3.1. Ability to differentiate

Mobility advice can be adapted to reflect the diversity of its target audiences whilst maintaining a stereotype-free approach. The adviser is clear as to their own social representations and promotes a neutral approach which respects differences.

B.3.2. Knowledge of the generational context

Mobility advice can be adapted to suit the generational context of those interested in undertaking an exchange. The adviser is in tune with the micro-culture of young people and is aware of trends related to mobility experiences.

B.3.4. Ability to personalise

Mobility advice considers the individual's situation in their social and cultural context. The adviser is aware of the social representations of various environments and encourages the emergence of individual positioning.

B.4. Information

General definition : mobility advice relies on reliable and up-to-date information which is disseminated using the appropriate technological means and with an educational concern enabling the user to access the information.

B.4.1. Information control

Mobility advice relies on in-depth knowledge of information which forms the basis of the adviser's expertise.

B.4.2. Information management

Information is updated and is highly reliable. It is managed in a way that enables it to be disseminated using the most recent technological means. The adviser has a sound knowledge of new information and communication technologies.

B.4.3. Information transmission

Information is disseminated using appropriate specialist equipment. Information transmission is based on a command of the educational aspects which facilitate user access to the information.

C. Indicators selected for standard verification

For each standard you will find a certain number of indicators which have been designed from a self-assessment point of view. These indicators are indicated in a grid which will enable the mobility adviser to analyse practices, decide where they stand on the issue and arouse the need for continuing personal education.

C.1. Reference to the model:

The professional will be able to refer to a theoretical model and is able to link the theory and practice of the mobility adviser. They should demonstrate self-reflexivity and self-analysis. This ability to refer to a theoretical model can be assessed using the following grid.

Items	Completed	Partially completed	In the process of being completed	At the planning stage	Not feasible
1 Practitioner knowledge acquired is proven by formal certifications	•	•	•	•	•
2 Link between mobility advice theory and practice: ability to put knowledge acquired into practice and to explain the link	•	•	•	•	•
3 Ability to self-reflect: reflexive analysis of the various stages of the “process” so as to continue it or adjust it if need be	•	•	•	•	•
4 Knowledge of the theories that influence a person’s choice	•	•	•	•	•

C.2. Psychological aspects

The mobility advice professional will have a sound command of interview techniques (command of interview techniques: ability to listen, analysis of the request, reformulation and empathy and detachment). They have a sound command of motivational techniques, work on personal representations and knowledge of group phenomena. They are aware of and have a sound command of psychotechnical tools, know how to highlight interests and assess motivation and are able to clearly establish their position as well as their own representations and values.

Items	Completed	Partially completed	In the process of being completed	At the planning stage	Not feasible
1 Sound command of interview techniques, acquired during training regularly assessed using a system specific to each structure	•	•	•	•	•
2 Sound command of motivational techniques, regularly assessed using a system specific to each structure	•	•	•	•	•
3 Knowledge of psychotechnical tools, proven by the application of specific standards	•	•	•	•	•
4 Knowledge of the mechanisms that influence a person's choice	•	•	•	•	•
5 Ability to describe their own representations and to clearly express their values	•	•	•	•	•
6 Ability to explain the behavioural differences which enable the client's needs to be met	•	•	•	•	•

C.3. Societal aspects

The mobility adviser will be able to differentiate between audiences and group representations and will be able to place an individual in relation to the group to which they belong. They will be aware of cultural and social contexts and will be in tune with the generational context. The mobility adviser will be familiar with the micro-culture of their audience (young people, workers, senior citizens, etc.). They will endeavour to demonstrate a stereotype-free approach in their practices.

Items	Completed	Partially completed	In the process of being completed	At the planning stage	Not feasible
1 Knowledge of social communities in reference to a sociological model	•	•	•	•	•
2 The ability to place an individual within their culture whilst taking into consideration individual development stages	•	•	•	•	•
3 Ability to take social and cultural stereotypes into consideration	•	•	•	•	•
4 Ability to develop suitable behavioural patterns in professional situations and in all circumstances	•	•	•	•	•

C.4. Information

For the mobility advice professional this means having a sound command of ICT (information and communication technologies), being familiar with specialist equipment and being able to

update their knowledge and information through ongoing training and personal mobility experiences.

They must be able to manage information and provide reliable, up-to-date information.

It is the continuous accumulation of experiences that eventually becomes an expertise.

They must be able to adapt the transmission of information in accordance with the profile of the user and be familiar with the user's information access processes.

	Items	Completed	Partially completed	In the process of being completed	At the planning stage	Not feasible
1	Ability to use ICT and information and advice tools	•	•	•	•	•
2	Ability to use ICT to design, create, update and disseminate information					
3	Ability to summarise and adapt information tools to suit specific audiences (language, medium, level, format, style, etc.)	•	•	•	•	•
4	Ability to formulate information adapted to suit specific users	•	•	•	•	•
5	Gain personal mobility experience which reinforces their expertise in the field: study placements, work placements, etc.	•	•	•	•	•
6	A sound linguistic knowledge which enables them to access professional information and work in networks	•	•	•	•	•

Guide my Way – A European Career E-Guidance Concept for International Youth Mobility

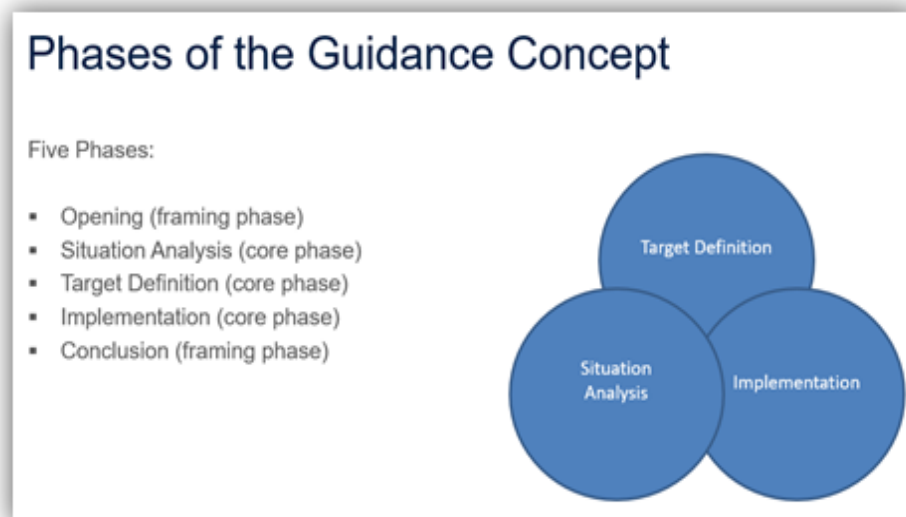
The Erasmus+ project [Guide my Way](#) focused on a practice-oriented European Career E-Guidance Concept tailored to the international mobility of young people and to the advanced training of European guidance counsellors to respond to the demand for international mobility guidance.

The concept is designed as a self-learning, modular training programme that enables European guidance counsellors to acquire and apply the basic counselling methods and essential elements of the required expertise in the field of international career guidance. The European Career E-Guidance Concept serves as an advanced training programme for academically qualified guidance counsellors in the context of post-secondary and tertiary qualification.

The project consists of three main outcomes:

1. **A European Career Guidance Concept for International Youth Mobility:**

Available online and in print: Florian Kreutzer, Elena Iuga, Bielefeld (2016): Bertelsmann Verlag.



5 Phases of a Counselling Dialogue



Contents of International Career Counselling

Six Contents:

1. Career Choice and Orientation
2. Profiling
3. Recognition of certificates
4. Legal issues
5. Intercultural issues
6. Educational/vocational/job placement

2. **An Interactive E-Learning Internet Portal:** The open source portal focuses primarily on the interactive process of the counselling interviews. It contains the basic counselling methods and the essential elements of specific knowledge field about the international mobility processes of young people and offers practical training how to guide them, up to exemplary dialogue sequences.
3. **An Advanced Training through E-Teaching and E-Counselling:** This training enables guidance counsellors to conduct web-conferences and online meetings and to apply the training methods. In addition, the virtual classroom functions as training for virtual e-counselling dialogues between guidance counsellors via video conferencing with a common platform for uploading and downloading of the required documents.



Euro-Quest is a free online, classroom based resource for use with Post Primary Transition Year students in Ireland. It is designed to promote mobility opportunities in Europe.

Euro-Quest is comprised of 4 x modules:

Module 1 – An overview of the European Union and an exploration of what it means to be an EU citizen, including the right to travel, study and work in other EU member states

Module 2 – An exploration of opportunities to study abroad – including Erasmus+, undergraduate studies in European universities (including courses taught through English) and the availability of funding supports

Module 3 – Preparation for a period of learning mobility - understanding culture and diversity, tips for studying abroad including making friends, dealing with homesickness and language acquisition

Module 4 - Students are invited to complete a Careers Interest Assessment and research courses which interest them. Students are encouraged to research potential destinations, gathering information on the educational and cultural settings in different countries; individually or in groups - and present their findings.

For more information, see: <https://euroguidance.ie/euro-quest> or <https://euro-quest.ie/>

Chapter 5: MOBILITY AND COMPETENCES for GUIDANCE PROFESSIONALS

Mobility advice professionals can be found in the guidance and information services provided for young people and adults in various institutions depending on national organisation. More specifically in:

- The International Relations departments of universities and colleges
- Guidance centres in universities
- Specialist educational and vocational guidance centres
- Public and private employment services for adults
- Public and private employment services for young people
- Public and private lifelong guidance, information and advice centres
- Youth information networks: Eurodesk network
- Associations offering work placements
- Schools
- Chambers of commerce, industry and services, agriculture and crafts
- Private companies

Vocational skills and competences required for mobility advice professionals

Mobility advice professionals are specialists able to analyse the mobility opportunity and the advice-seeker's motivations, and ready to inform about the entire mobility process, from project preparation to return from mobility. They are familiar with guidance processes, decision-making processes and group facilitation methods. Among other skills:

- They have knowledge of the person and their cognitive development
- They are able to use psychotechnical tools, assessment tools, etc.
- They have linguistic skills and at least speak English
- They have undergone intercultural training
- They already have personal mobility experience
- They are familiar with the education and vocational training system, qualification recognition, grants, European mobility programmes, work placements in Europe and all mobility tools
- They are flexible and adaptable
- They belong to several active networks
- They update their knowledge frequently.

Working methodologies used by these professionals

Professional working methodologies can be formulated into the following list:

- Theme-based and country-based information sessions
- Workshops: enrolment procedures, techniques for searching for work placements and employment and for writing a CV in another language, etc.
- Availability of documentary tools: websites, files, guides, etc.
- “Peer-to-peer” experience exchange
- Tutoring
- Interviews face to face/distant interviews
- Preparation for an intercultural approach
- Questionnaires
- Language tests
- Detailed plans
- Evaluation of the mobility experience on return and how to promote this in the person’s career path
- E guidance
- Webinars

Research on mobility competences for guidance practitioners

The topic of skills development of mobility guidance professionals has been addressed for many years by the Euroguidance network through publications and contributions to several events, as well as by organizing mobility programs and developing training materials for these professionals.

The theme of “Mobility Guidance Promoting Active Citizenship and Inclusion” was discussed during the IAEVG 2019 Conference by Euroguidance members who addressed the conference topic “career guidance for inclusive society” from the aspect of competence enhancement of mobility guidance professionals.” (IAEVG Conference, 2019)

Guidance for learning mobility is one of the many different aspects of international mobility. In order to guarantee a high quality mobility counselling service, mobility advice professionals involved in one or another form of mobility should be trained in the international dimension of guidance and mobility in addition to their qualification as a guidance counsellor.

“Developing Guidance Competences for Learning Mobility” (2020) explores the role and competencies of guidance practitioners in relation to international mobility. Euroguidance network members Mika Launikari, Nina Ahlroos, Ellen Hagen, and Dóra Stefánsdóttir describe

the competencies needed by guidance professionals dealing with outgoing learning mobility in the Nordic countries for supporting learning mobility.

They point out that “according to Kristensen (2014) three main stages of the learning mobility process can be identified: enabling access (before), ensuring survival (during) and enhancing learning (after).”

The authors argue that “easy-access and high-quality mobility guidance throughout the whole education system may help pupils and students realise how mobility could optimize their learning, life and career paths, and that performing such guidance requires training and competence enhancement.”

Adapted from the theoretical model of DeFillippi & Arthur, 1994; Jones & DeFillippi, 1996, Table 13.1 of the article describes the guidance practitioners international capital acquisition addressed from the perspective of the six different types of knowing: Knowing-why, Knowing-how, Knowing-whom, Knowing-what, Knowing-where, Knowing-when.

The article leads to the conclusion that “international competences are a prerequisite for providing high-quality guidance to support learning mobility.”



Support to mobility for guidance professionals

The Euroguidance Network supports mobility for guidance professionals since 1995. Through its Academia programme, it contributes to strengthening the European dimension in guidance by building networks and promoting mobility and professional training.

Academia, a European exchange project for guidance professionals to acquire professionals competencies during a mobility experience



<https://www.euroguidance.eu/international-mobility/academia>

Academia is a network of European partners made up of Euroguidance centres and institutions specialised in guidance (Administrations and services of Education and/or Employment Ministries, regional or local authorities, guidance centres, training institutions, professional associations...). Every year Academia partners develop a catalogue of offers for professional exchanges lasting from 3 to 5 days in European countries,

The main goals of Academia are

- to promote the exchange of best practices, tools and methods amongst European guidance counsellors
- to promote mobility among guidance community in Europe
- to assist guidance counsellors in providing better information, advice and guidance on education and training opportunities in Europe
- to build formal and informal networks across Europe
- to develop learning outcomes: professional skills and competencies in guidance and mobility

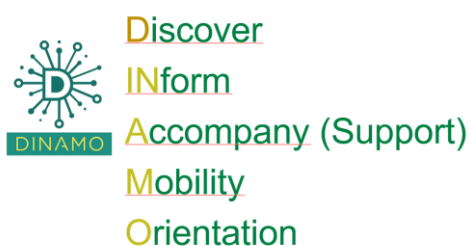
Learning outcomes expected for the guidance professionals after Academia exchanges:

- have an overview on lifelong guidance in Europe;
- be able to understand a specific guidance theme, to make comparisons, to understand practices and challenges.
- deepen knowledge about the host guidance service;
- be able to understand learning in multicultural environment;
- be able to practice professional language and participate in discussions;
- widen the professional network.

Examples of tools developed by Euroguidance centres to train guidance professionals on mobility issues

Skills development of mobility guidance professionals is also addressed through the development of training modules. Two examples are detailed below.

“DINAMO” : an online training platform on Mobility in Guidance activities



Dinamo is an online training platform created by Euroguidance France. The Platform is cooperative and self-training. Anyone can connect for free. The main objective of this platform is to support the development of competences of the guidance community on the European dimension of lifelong guidance.

DINAMO includes 4 modules available to support and train guidance professionals in their daily practices:

1. Presentation of the challenges of mobility,
2. Use of European tools that promote mobility (ECTS, the Erasmus+ programme, Europass, etc.)
3. Presentation of the various forms that mobility can take throughout life
4. Development of a mobility advice for the guidance professional

Each module is designed with theoretical and more practical parts with illustrations, concrete cases, varied resources and tests that allow the awarding of a badge at the end of the training course.

In 2020, one course is available in English “mobility and guidance counseling”, the others are in French.

Navigation is flexible without any restriction to allow all modules to be followed at the user's convenience.

A discussion forum is offered to allow exchanges between peers and with Euroguidance experts

DINAMO is available on : www.euroguidance-formation.org

“Continuing Professional Development (CPD Mobility Guidance Counselling”)



With a growing number of students going abroad to study, either as part of an Erasmus+ exchange or for the entire duration of their degree; Euroguidance Ireland, with the support of Euroguidance Sweden and Soren Kristensen (an expert in Youth Mobility) designed a Continuing Professional Development/CPD module to support guidance counsellors in developing the skills they need to support students in their quest to study, work or volunteer abroad.

The emphasis is on the process of mobility, the course explores how the guidance counsellor can support the student's through 3 phases of mobility - preparation, induction and re-integration. It includes information on the practical, linguistic, cultural and mental preparation students should undertake prior to going abroad. It addresses the issue of contracts between hosting and sending institutions, supports for students while abroad and underscores the importance of reintegration for students on their return home.

The module is divided into 4 parts and may be completed at the convenience of the individual Guidance Counsellor. The module is free and available online, through NCGE's Virtual Learning Environment: (<https://vle.ncge.ie/>) and is recognised by the Institute of Guidance Counsellors for the purpose of CPD

<https://euroguidance.ie/cpd-mobility-guidance-counselling>

Other resources related to professional competences and mobility

Developing Guidance Competences for Learning Mobility

International Competences for Educational and Vocational Guidance Practitioners on IAEVG web site (International Association for Educational and Vocational Guidance)

NICE network publications: www.nice-network.eu/

NICE handbook for the academic training of career guidance and counselling professionals: www.nice-network.eu/Our-Goals/Publications/

REALISE (March 2019): “Realising the potential of the international mobility of staff in higher education” is a three-year European Strategic Partnership project that aims to improve the implementation and recognition of staff mobility in order to maximise its impact on both individuals and institutions.

<https://realise-erasmusplus.fr/content/handbook-good-practices>

Resources on guidance and mobility:

- **Webinars:**

Some Euroguidance centres organize webinars on topics such as guidance and/or mobility.

The recordings can be found on the Euroguidance network website :

<https://www.euroguidance.eu/resources/video-gallery/recorded-webinars>

The theme of one of the 2019 recorded webinars hosted by Euroguidance Serbia is about “Adjustment Phases during the Mobility Process” :

<https://www.euroguidance.eu/resources/video-gallery/recorded-webinars/adjustment-phases-during-mobility-process-euroguidance-serbia>

- **Best Practices:**

Examples of best practices of guidance activities are collected across Europe and listed under the section “Good practices” of the Euroguidance Network website :

<https://www.euroguidance.eu/guidance-systems-and-practice/good-practices>

Guidance practices listed can be about a method, a technique, a framework or even a specific process or an effective guidance action taken in relation to a certain target group.



Appendix: The Intercultural Development Inventory (IDI)

The *Intercultural Development Inventory* (IDI) measures how a person or a group of people tend to think and feel about cultural difference.

The IDI was designed by Dr. Milton Bennett and Dr. Mitchell Hammer. Based on Dr. Bennett's Developmental Model of Intercultural Sensitivity, the IDI is a scientifically valid and reliable psychometric instrument. Some characteristics of the IDI follow:

- In use globally since 1998
- Fifty items or statements, answered as the extent to which a person agrees or disagrees with the statement
- Available in many different languages
- Available in paper and on-line form

It measures how a person feels and thinks about, and thus reacts to, cultural difference. It therefore measures how a person construes and organises events, guided and limited by their cultural patterns. This is called one's "worldview" regarding cultural difference.

Equally unique is what the IDI does not do. Unlike many other instruments, it does not compare a person to typical behaviours and it does not analyse behavioural reactions. The IDI operates at the worldview level of how a person feels and thinks about cultural difference. This deeper level of one's cognitive experience is what guides and limits behaviour. Thus, The IDI helps answer the frequently-asked "so what" question stemming from use of other instruments, "So now that I know more about my behaviour and how I compare to others, what should I do next?" The answer is to understand and develop one's intercultural competence, which will generate cognitive and behavioural change.

Both the IDI and the underlying DMIS theory-based model are culture-general in nature. DMIS addresses cross cultural-difference independent of the type of difference. Cultural difference stemming from national, regional, societal, family, organisation, and individual characteristics all come within the scope of DMIS.

The IDI was correspondingly designed and validated in a cross-cultural manner to maintain this culture-general validity. Research shows that developing one's intercultural competence emphasising one aspect of cultural difference (e.g. national origin) will carry over to one's experience of all other types of cultural difference.

The IDI is developmental in nature. DMIS defines six stages with successively greater intercultural competence. The IDI measures both one's self-perceived and actual place on the DMIS continuum. The IDI results report is structured to encourage developmental thinking. Typical feedback conversations address:

- How does one's current degree of intercultural sensitivity and intercultural competence affect or "show up" in one's interactions (e.g. cross cultural communication) with other people?
- What actions might help further develop one's intercultural competence?

Importantly, the IDI can be used with individuals, groups, and entire organisations.

The design of the current 50-item instrument followed rigorous scientific methods. People representing a global cultural mix were interviewed by expert interculturalists.

From the verbatim interview transcripts, 239 statements were identified in which each seemed to represent a particular stage of the DMIS model. Pilots and cross-cultural expert reviews were used to narrow this to a list of 145 statements or items.

Factor and reliability analyses were combined with correlation to other intercultural scales and validity tests for gender, age, and education. This led to the current 50-item instrument and a revised scale with very high levels of statistical reliability.

To know more about the design are available in the *International Journal of Intercultural Relations, Special Issue on Intercultural Development*, Volume 27, Number 4, July 2003. The entire issue is dedicated to DMIS and the IDI.



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Additional reading:

CEDEFOP:

Career development at work : a review of career guidance to support people in employment

http://www.cedefop.europa.eu/EN/Files/5183_en.pdf

Establishing and developing national lifelong guidance policy forums

http://www.cedefop.europa.eu/EN/Files/5188_en.pdf

From policy to practice- a systematic change to lifelong guidance in Europe

http://www.cedefop.europa.eu/en/Files/5182_EN.PDF

Improving lifelong guidance policies and systems: using common European tools:

(principles, reference points, and key features of lifelong guidance systems

http://www.cedefop.europa.eu/EN/Files/4045_en.pdf

Guidance policies in the knowledge society, Trends, challenges and responses across Europe

http://www.cedefop.europa.eu/EN/Files/5152_en.pdf

EURYDICE

"Vocational Guidance Education in Full-Time Compulsory Education in Europe"

<https://op.europa.eu/en/publication-detail/-/publication/aee1ea51-7628-46cd-ab94-50b65528a6c6>

OECD

Career Guidance and Public Policy: Bridging the Gap

<http://www.oecd.org/education/innovation-education/34050171.pdf>

Career guidance: a handbook for policy makers

www.oecd.org/dataoecd/53/53/34060761.pdf

The International handbook of Career Guidance James A. Athanasou, Raul Van Esbroek
Springer Science + Business Media B.V., 2008, 744 pages
ISBN: 978-1-4020-6229-2

Journal of international mobility. This journal brings together scientific papers on all aspects of personal mobility in terms of education, higher education and vocational training, in Europe and worldwide. It aims to contribute to a better understanding of the conditions and the impact of mobility

List of issues: https://www.cairn-int.info/journal-of-international-mobility.htm#xd_co_f=MDA0MjliNzctNGQyNS00Mjg1LWI0NGUtOWU3YmMzYjdmOTU4~

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