



Change your international experience into useful competencies

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Roadmap for the session

Europe on the Move

New goals for Learning Mobility

Career Development -
why Learning Mobility matters

My Mobility Experience

Practical excersice

Mobility Guidance
- the role of guidance practitioners

How to change international experience into useful competencies

Intro to Learning Mobility Competence cards –
Try out the ELD method



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Main objective to support the development of a European dimension of lifelong guidance



Competence development of guidance practitioners - one of the strongest components of the work



On-line courses in mobility guidance



Learning mobility competence cards



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Euroguidance Network

4 tn gilla-märkningar • 4,4 tn följare
Competence Development Good Practice. Information. News. Ideas. Tools. A whole network of Euroguidance Centres across Europe. To support guidance counsellors to understand what European opportunities are all about.

LinkedIn

<https://www.linkedin.com/company/euroguidance/>



Swedish course:

Distance Course in Mobility Guidance

- Since 2016, approx. 600 participants so far
- 6 weeks, 3-4 hours/week
- Concept "Ivägledning" – guiding away...
- On-line only – ELD studio
- ELD competence cards to those who finish
- Certificate from the Swedish Council for Higher Education
- Plan to introduce a digital credential through Europass



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Estonian course:

Multiculturalism, learning and work mobility in the context of career development

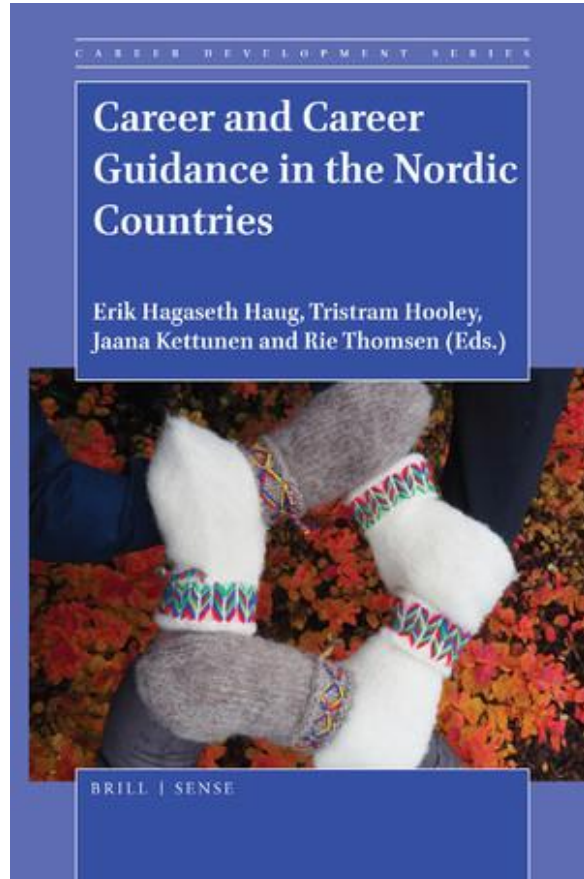
- 104 academic hours (4 ECTS)
- during 4 months, a module per month
- Opening and final seminar, 3 webinars
- Mixture of exercises: self-analysis, theory, exercise, multiple-choice tests, self-analysis
- Trainers: Euroguidance, Eures, Europass, YFU
- Certificate from universities
- E-course Quality label since 2020



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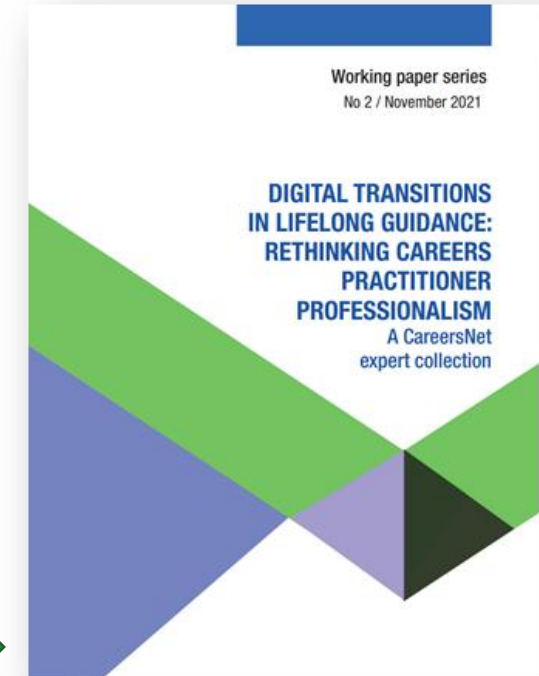
Dedicated articles and concept development



DEVELOPING GUIDANCE COMPETENCES FOR LEARNING MOBILITY:
<https://brill.com/view/title/57290>



An international dimension for improved capacity building of guidance professionals:
https://www.cedefop.europa.eu/files/6202_en.pdf



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Europe on the Move – new mobility goals

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Europe on the move - 3 new EU-level targets by 2030

- at least **25% of graduates in higher education** should have a learning mobility experience, up from the present target of 20%
- at least **15% of vocational learners** in vocational education and training (VET), should benefit from a learning mobility abroad, up from the previous target of 8% for 2025
- at least **20% of all learners** benefiting from learning mobility abroad - in all education and training, and youth and sport systems – should be **people with fewer opportunities**



Overcoming obstacles:

- outreach and awareness
- enhanced language learning
- recognition of learning outcomes

New learning patterns

- Digitalisation
- Sustainability

Input from the Euroguidance Network on the public consultation:

Learning opportunities (learning mobility) abroad in Europe for everyone

[Have your say - Public Consultations and Feedback](#) > [Published initiatives](#) > [Learning opportunities \(learning mobility\) abroad in Europe for everyone](#) >

Feedback and statistics: Call for evidence

Unique feedback (1) **Statistics**

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21 April 2023 | Other

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“The Euroguidance Network works to ensure an international dimension in the...themselves across Member States (Cedefop, 2009). National Euroguidance centres have a unique role in developing competencies for...study visits and conferences. For several years, the Euroguidance centres have provided e-courses related to the”

The Euroguidance Network works to ensure an international dimension in the context of the updated competences and training of career guidance practitioners. The aim is twofold: to improve the career guidance practitioners ability to provide guidance on learning mobility for their clients; and to support the guidance practitioners own competence development through international exchange and cooperation. At European level, the importance of...

European Commission

[Contact the European Commission](#)

[Language policy](#)

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Eurostat – HE students who graduated in 2021



EU TOTAL CREDIT MOBILE GRADUATES

386 900

EU MOBILE GRADUATES BY COUNTRY OF ENROLMENT



FRANCE

45.5%



GERMANY

17.8%



SPAIN

10.4%



TOP 3 WORLDWIDE DESTINATIONS OF EU CREDIT MOBILE GRADUATES



UK

10.7%



SPAIN

9.4%



UNITED STATES

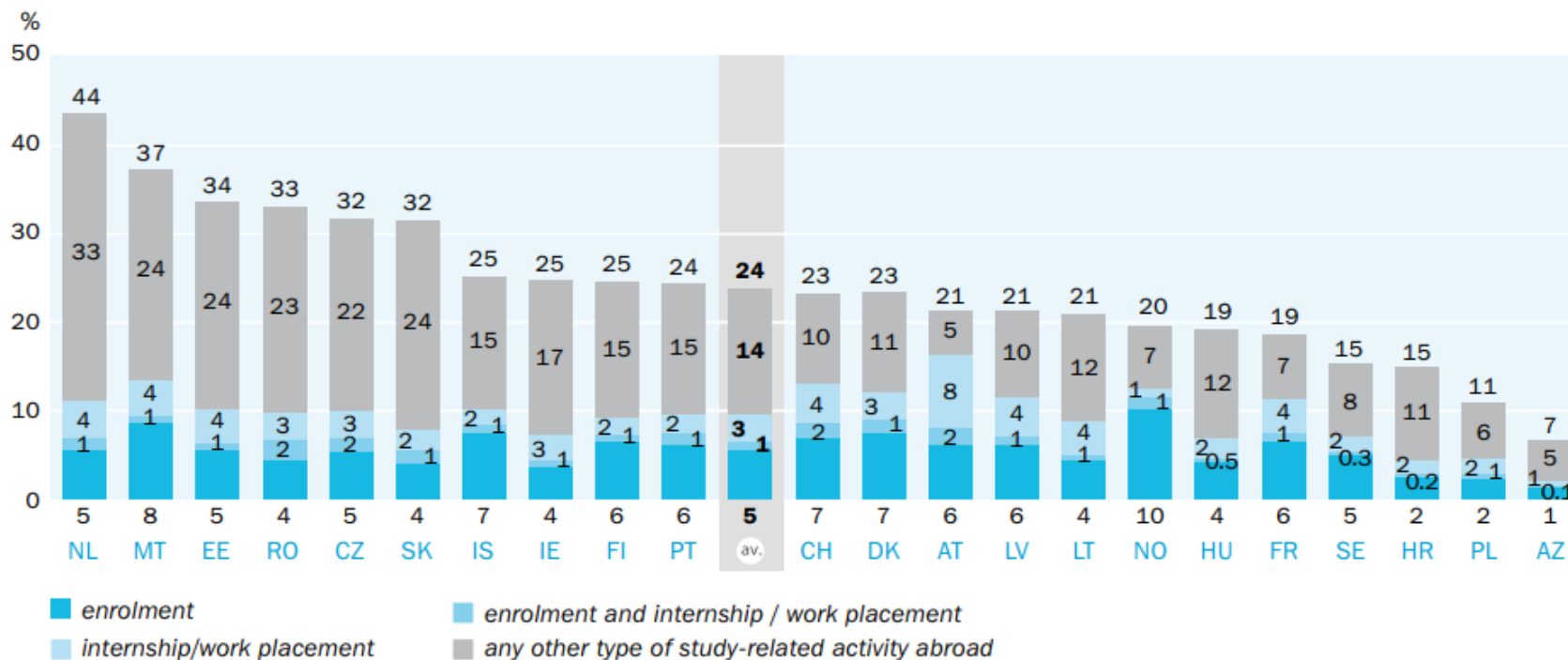
7.5%



Eurostudent 2022 – based on answers from 290 000 HE students

Types of international mobility experience

Share of students (in %)

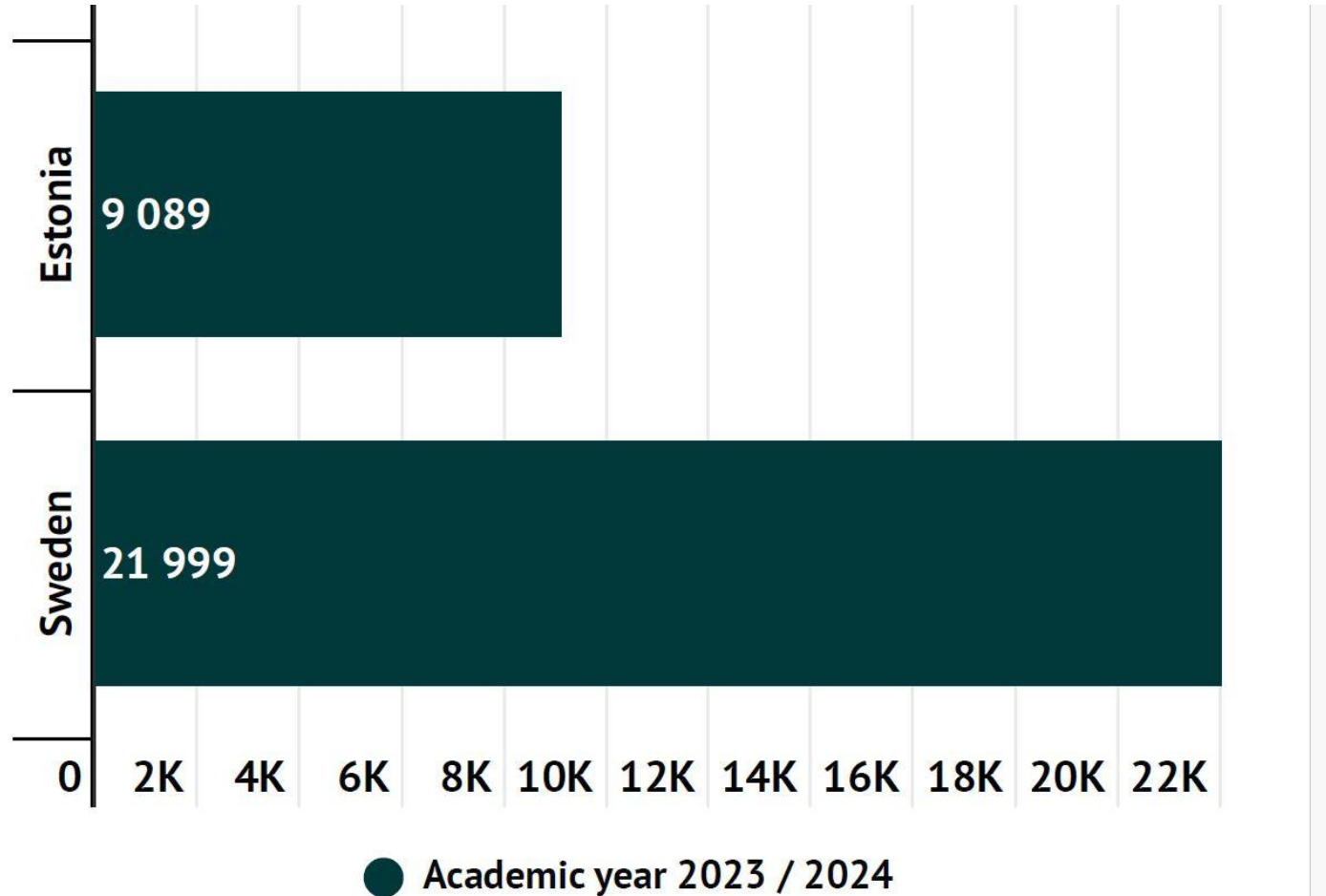


Erasmus+ annual report 2022

- New programme period 2021 – 2027
- Inclusion, digital, green, democratic
- More than 26 billion EUR
- 372 000 students in 2022
- 12% with fewer opportunities
- 11% used sustainable means of transportation to reach their mobility destination.
- 4,1 % blended mobility - combines physical and virtual mobility



THE NUMBER OF ERASMUS+ OUTBOUND MOBILITIES IN HIGHER, VOCATIONAL, SCHOOL AND ADULT EDUCATION IN THE ACADEMIC YEAR 2023/2024





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Why learning mobility matters in career development?



First of all,

What is learning mobility?

Share with your neighbour.



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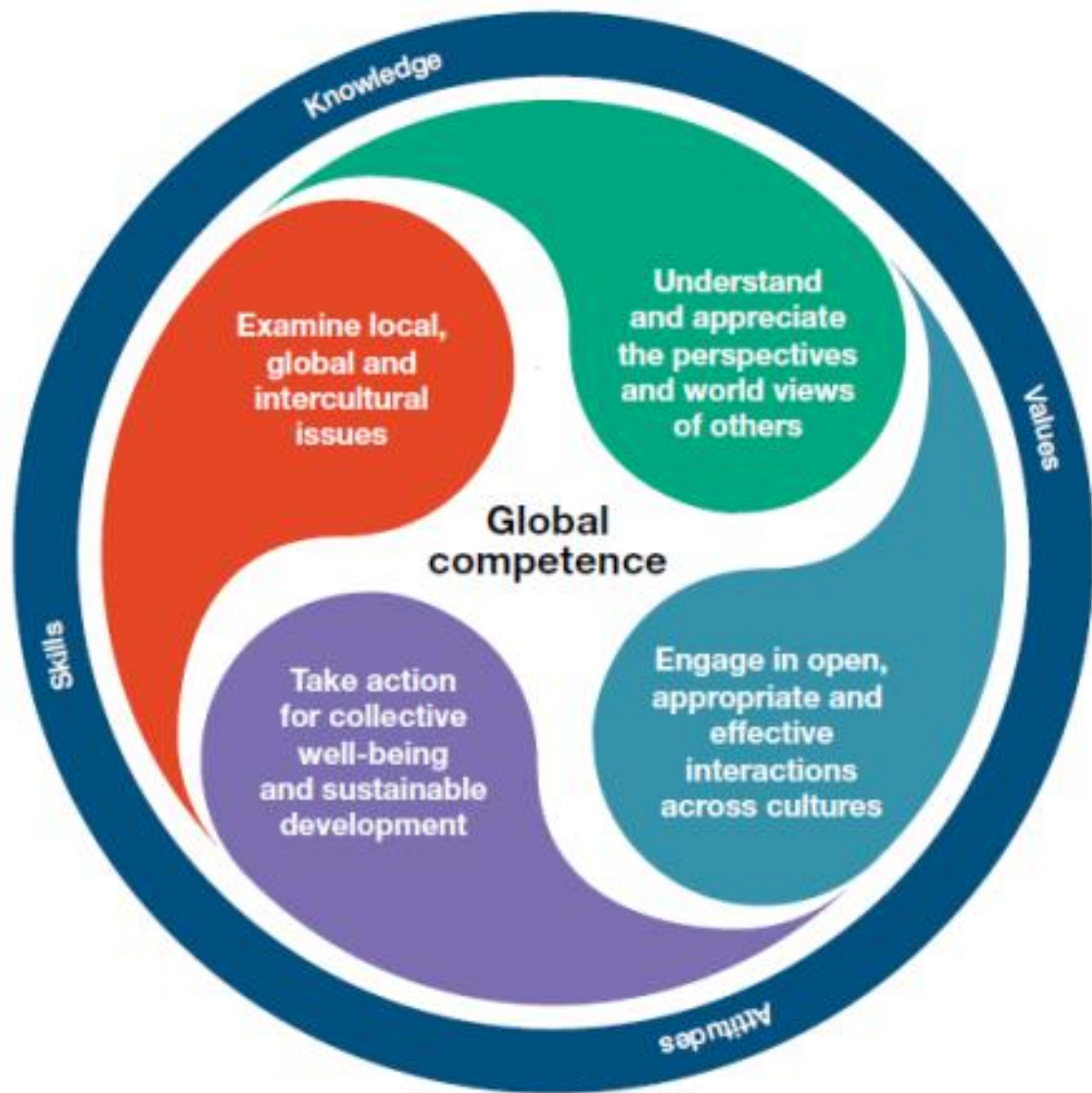




European concept of learning mobility

...is **transnational** mobility undertaking for a period of time, consciously organized for **educational purposes** or to acquire new competences or knowledge curves, a wide variety of projects and activities, and can be implemented in **formal and non-formal** setting.






PISA 2018 Global Competence

Promote students' understanding of the world and empower them to express their views and participate in society.

Let's see now what learners say...

**What benefits does Richard talk about?
Listen carefully!**



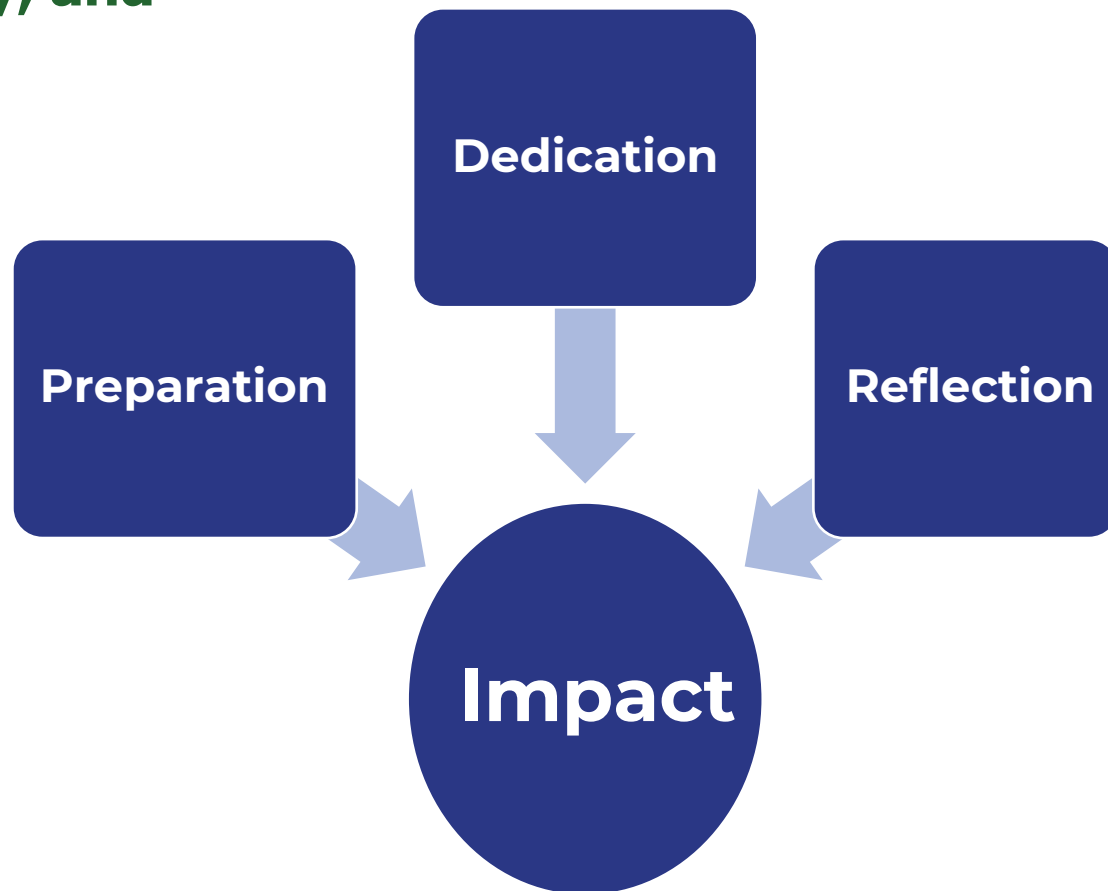
A person wearing a dark, heavy winter coat with a fur-lined hood stands with their back to the camera in a hallway. They are looking at a large noticeboard on the wall. The hallway has high ceilings with arched windows, a wooden cabinet, and green exit signs. A fire alarm pull station is visible on the wall to the left.

The college and other students were a great help for things like accommodation and finding your way around

The greatest benefit:

individual, organizational, the country, and the World

- International understanding, cooperation, innovation and peace worldwide
- Personal development
 - Expands career choices and supports self-fulfillment
 - Boosts 21st-century skills
 - Valuable source of knowledge, experience, and inspiration
 - Reduces unemployment risk



Exercise

My mobility experience

1. Make a group of 3 persons

2. Share the following with each other:

- ❖ Shortly: Who are you, where do you come from?
- ❖ Describe a learning mobility experience in the past that you have enjoyed
- ❖ What was the most beneficial for you?
- ❖ Keep these thoughts for the next exercise!



MOBILITY GUIDANCE

**How can guidance professionals support their clients?
What does effective mobility guidance look like?**



Contexts for mobility guidance

The 2008 Council Resolution on lifelong guidance:

“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**”

Europass decision 2018:

Guidance for learning mobility’ to support **career management and upskilling across Europe**

EU study 2020

“There is a **need for international exchange as part of training** LLG practitioners:”



Impact of mobility guidance – three dimensions:

1

Increase the
VOLUME of
learning mobility

2

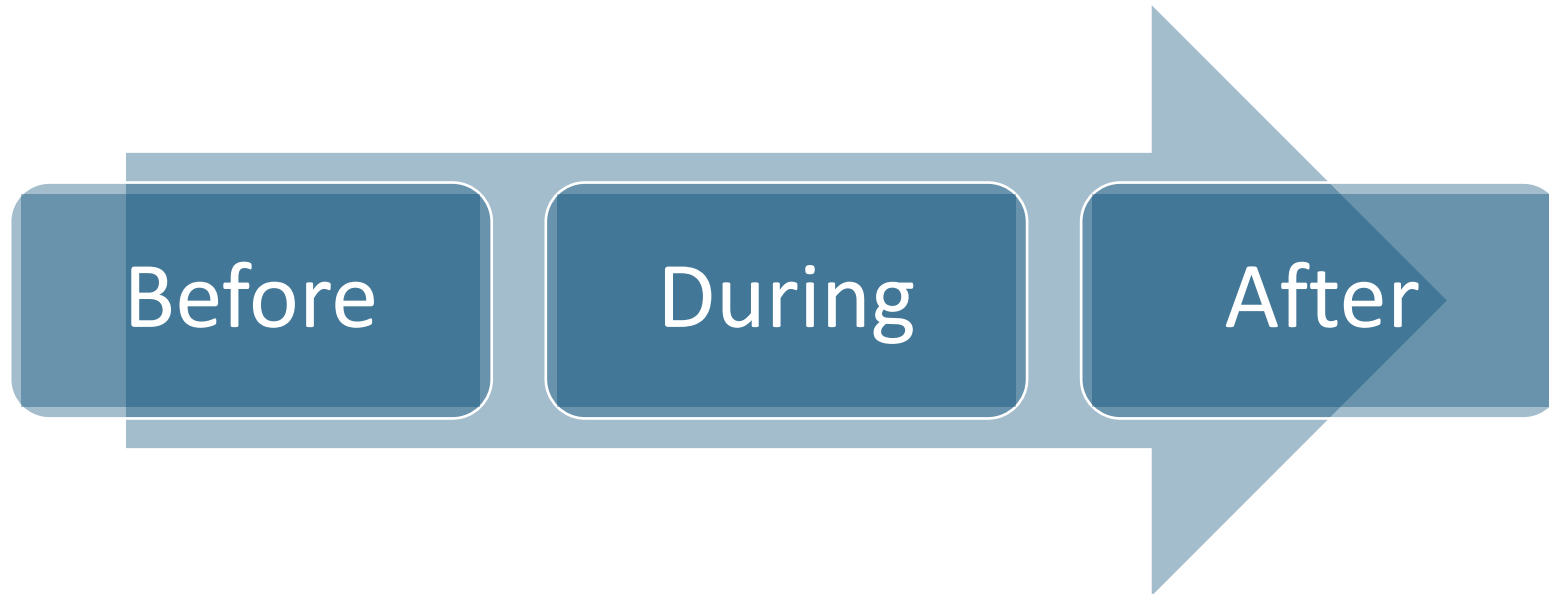
Maximise
LEARNING
OUTCOME from
international
experience

3

Enhance
INCLUSION by
expanding access
for all



Mobility guidance – what is it?



Kristensen, S. (2014). [Mobility counselling: from information provision to motivation and quality assurance.](#)
In: Euroguidance Network (ed.). Open the door to the world, pp. 20-23.

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How to change international experience into useful competencies



Way of learning

From

Read the manual

Learning by reading

Learn by listening

Give the right answers

To

Test the functions

Learning by doing

Learn by experiencing

Ask the right questions

Source: A new culture of learning,
Douglas Thomas and John Seely Brown

Learning by leaving

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**TURN YOUR
INTERNATIONAL
EXPERIENCE
INTO
COMPETENCE!**





Transversal or soft skills

Skills that are typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings (for example, organisational skills).

Source: (Unesco TVETipedia Glossary)

The ELD method

- Important to identify and use transversal skills
- ELD cards simplify the process of putting competence words on actions in different situations.
- ELD – Experience – Learning - Description
- Summary of specific experiences accompanied by key words that describe areas of competence.
- To be used in self-assessment, during individual conversations with a guidance counsellor, or in a group session.



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Communication & active participation

Empathic / Understanding

To understand other people's situations and show understanding.

Committed / Enthusiastic, active participation

To participate with great interest.

Give feedback / Give constructive criticism

To objectively describe what has been good or less good without criticizing anyone's personality.

Helpful / Kind

To help when needed.

Inclusive

To ensure that everyone is allowed to participate based on their own conditions.

Inspiring / Engaging

To make others feel positive and to want to do something.

Networking / Relationship building

To create and maintain contacts with other people.

Considerate

To care about others.

Pedagogic / Instructive, educative

To be able to explain or show so that others understand.

Environment & sustainability

Analytical

To see structures and connections.

Globally committed

To care about and take responsibility for how it is in other countries.

Climate-smart / Environmentally conscious

To take responsibility for how one's actions affect the environment.

Cultural awareness / Intercultural competence

To understand how cultures affect one's own and others' acting.

Civic competence / Community engaged

To be a responsible citizen and participate fully in community life.

Prepared / Knowledgeable

To know or find out the facts.

Solidarity

To feel connected to and stand up for others.

Tolerant

To have an accepting attitude.

Value-driven / Idea-driven

To act based on a basic view of what is good.

Background

- ELD was created at the former Swedish Centre for International Youth Exchange, to help voluntary workers
- Method developer Terese Raymond took over the material
- She licensed it under CREATIVE COMMONS – it is free to use



Further developments in Sweden and Estonia

- Started as part of the Swedish mobility guidance course.
- Support for the "after" session
- Developed an international dimension with a globe icon
- Development of guideline
- Adapted to Estonian context
- Offered in three languages
- Linked to the mobility course
- Development of guidelines
- Community support – develop methods



ELD cards or Learning Mobility Competence cards

The cards highlight skills in six broad areas:

1. Self-awareness and Personal Development
2. Creativity and Entrepreneurship
3. Communication and Active Participation
4. Collaboration and Organisation
5. Sustainability & Diversity
6. Digital Competence and Digitalisation



How to use the cards

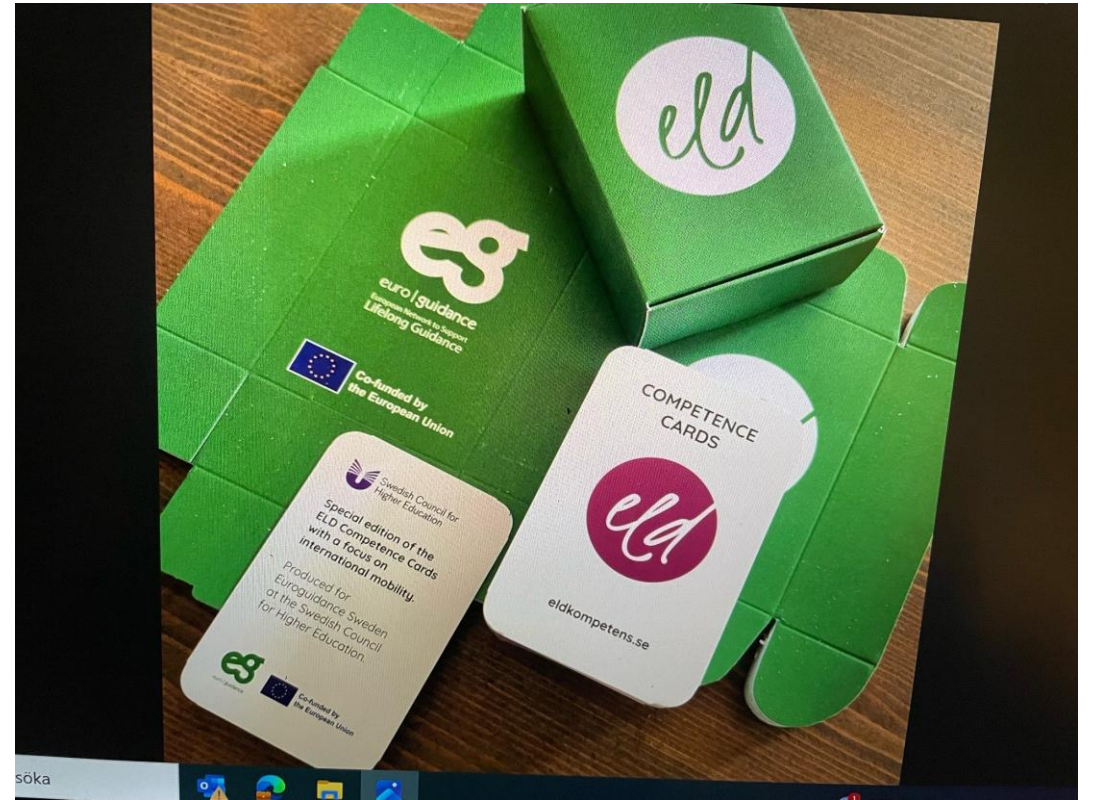
Setting the scene: identifying situations

Encourage participants to recall specific situations from their experiences.

Individually or in a group

In an individual guidance conversations, the guidance practitioner can ask the client how he/she contributed in a specific situation and which competencies that were needed, with the cards as a starting point.

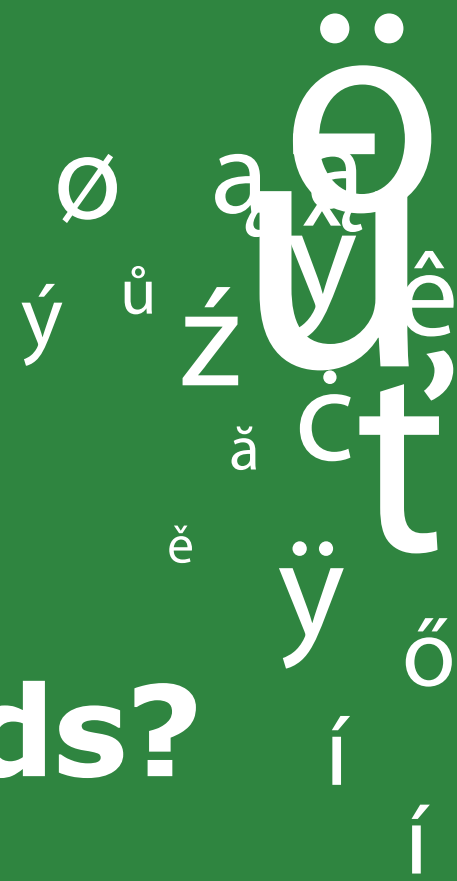
It is also possible to work with the cards together with a group. They can discuss different situations together and identify needed skills by using the cards.



How to apply mobility competence cards?

Exercise no 2 in trios

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Guide for Group Activity

1. Story Sharing

– One member shares a personal learning or mobility experience.

2. Listening and Sorting

– Others listen closely, noting skills or growth areas, and select relevant competencies from the cards.

3. Reflection and Feedback

– After the story, listeners share key insights with the storyteller and present the chosen competency cards as a "gift."



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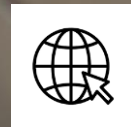


Thank you for taking part in the workshop!

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