euro guidance

Mobility advice interview

euro guidance

Partners involved in the completion of this project:

Belgium: Euroguidance Centres
Dominique Lorent
Josef Vanraepenbusch

France: Ministry of National Education's Euroguidance
Centres in collaboration with ONISEP (French national office
for education and career information)
Graziana Boscato
Elisabeth Gros
Claudine Roux

Luxemburg: Euroguidance Centres
Jos Noesen
Karin Mayer
Stephan Hawlizky

Romania: Euroguidance Centre
Mihai JIGAU

euro guidance

Mobility advice interview:contents

Mobility advice interview

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

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 also contains a list 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 document.

INTRODUCTION

For years, the Euroguidance network has seen guidance counsellors gradually move from guidance advice to mobility advice. This move has taken place in the field, in response to consultant requests. It appeared useful to formalise these new practices and list the tools used so as to clearly outline the mobility advice process with the aim of ensuring quality. The final aim is to be in a position to pass on these new skills to other members of the Euroguidance network so as to ensure the coherence, transparency and understanding of practices. In order to pass on good practices the aim is to eventually forward them to all guidance practitioners confronted with or interested in the international dimension and of course in the user's interests.

A brief history of the Euroguidance network
In 1992 the European Commission took the initiative to form a European Network of national resource and information centres for guidance, the NRCVGs´ (National Resource Centre for Vocational Guidance) now called the Euroguidance network.

A reason for this was that guidance played and still plays a significant role in EU policies for education, training and employment. The provision of lifelong guidance is recognised as a prerequisite to make lifelong learning a reality for European citizens.

In January 1992, vocational guidance was one of the three strands of the PETRA programme (Action III). Three main types of activities were developed within the context of this action:
- The establishment of *a network of National Guidance Resource Centres* (NRCVG', now called the Euroguidance network)
- *Development projects* which reflected themes of common interest, based on cooperation between three or more Centres
- *The Transnational project for the training of counsellors,* which was focused on European aspects of guidance.

From the beginning the NRCVG network consisted of 12 countries: BE, DE, DK, EL, ES, FR, IE, IT, LU, NL, PT and UK, but some of the candidate countries and EEA countries participated also in the work.

Between 1995 and 2006 the NRCVGs were funded in the Leonardo da Vinci programme (first phase1995-1999 and second phase 2000-2006). Under this 10-year period, the Euroguidance Network grew with three countries in 1995, when Austria, Finland and Sweden joined the EU and in 2004 when 10 of the 12 candidate's countries joined. Bulgaria and Romania followed in 2007, but many of these 12 new member countries had already taken part in the Euroguidance work for some years. Today the network includes centres in 32 countries: 27 Member States and Turkey (since 2005). Norway, Iceland, Liechtenstein and Switzerland participate on a voluntary basis, without Community funding. Since 2007 the rest of the network is funded through the Lifelong learning programme (transversal part)

DEFINITIONS

A definition of mobility advice

Mobility advice covers mobility project help, information, design and support activities in the context of lifelong guidance. (Study, employment, retraining, etc. context)

Mobility advice must be given neutrally and confidentially for the benefit of the consultant. It must be credible, effective and useful and take into account any feedback given by the parties involved. In this context, the guidance professional must use concise and transparent methodologies.

Activities covered by mobility advice

These are diverse and vary depending on the context and can fall into the following fields: advisory interviews, project design, project support, remote advice, promotion of personal project mobility, awareness session coordination, etc.

A definition of mobility

This is spending a greater or lesser period of time in a foreign country for the purposes of studying, completing a work placement, perfecting linguistic skills, working, volunteering, etc.

A distinction should be made between the two major types of mobility: institutional mobility and individual mobility.

Take, for example, the French National Council for the Development of International Student Mobility report which takes mobility types into account for the first time in an official framework (Report for 2003-2004)

ftp://trf.education.gouv.fr/pub/edutel/rapport/rapport_cndmie_04.pdf

"French outgoing mobility students are most frequently part of institutionalised systems established on the basis of cooperative and exchange agreements between higher education establishments or on the basis of bilateral or multilateral programmes implemented by governments or other authorities. However, the mobility of a considerable part of the workforce concerned is based on individual initiative using essentially familial resources"

It is important to underline the fact that the social demand of the various players, students, families, teachers, etc. in terms of mobility is increasingly strong and is being observed increasingly earlier! To again quote the report, "We can therefore speak of the establishment of a real culture of international mobility... "

These comments can also be applied to other European countries.

The major principles of institutional mobility are that it is organised by the home establishment, more specifically by the international relations department, tuition fees 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. Universities and other higher education establishments have many partnership agreements and bilateral agreements from which students may benefit.

MOBILITY FIGURES

The links below refer to mobility analyses and highlight figures.

Unesco statistics on global student mobility:
http://portal.unesco.org/fr/ev.php-URL_ID=33154&URL_DO=DO_TOPIC&URL_SECTION=201.html

CampusFrance notes
N°14 July 2008
French student outgoing mobility: putting it into perspective
http://editions.campusfrance.org/notes/NOTE_CAMPUSFRANCE_14.pdf

Report on Erasmus student mobility
This well-known university exchange programme was 20 years old in 2007 and has already enabled more than a million and a half European students to spend time studying in another country! Details on incoming and outgoing mobility by country in the following survey:
http://ec.europa.eu/education/erasmus/doc922_en.htm

Erasmus student mobility statistics
http://ec.europa.eu/education/erasmus/doc920_en.htm

2008 OECD report
Views on Education
http://www.oecd.org/dataoecd/23/24/41284079.pdf
See Indicator C3 chapter, "Who are the international students and where do they choose to study?", p.368-396

euro guidance

EUROPEAN OBJECTIVES

Mobility is a political, social and economic issue for Europe, where it is supported by means of many tools. Internationalisation, economic interdependence, globalisation and the development of new information and communication technologies are factors in the context of mobility. This need to modernise the European economy was expressed at the Lisbon European Council (2000) as the ambitious objective to be reached by 2010 of making Europe

> " ...the most competitive and dynamic knowledge economy in the world, capable of sustainable economic growth supported by quantitative and qualitative improvement of employment and greater social cohesion"

The objective set by the Lisbon European Council in 2000 was for Europe to be the most competitive knowledge society and economy in the world.
A Europe focused on knowledge, innovation, mobility and valuing human capital. This has consequences for both citizens and institutions and particularly for training and employment activities.

As far as institutions are concerned it is necessary to adapt European education and training systems to the needs of the knowledge society. This will be expressed by various actions in all sectors: scientific research, education, vocational training, social protection, employment, etc.
Global competition is increasing, particularly where attracting highly qualified people is concerned, and Europe must implement policies to prepare new generations to face up to global challenges by developing a European identity and a spirit of collaboration and openness.
Mobility is the key to developing European citizenship.

> **Recommendation of the European Parliament and of the Council** of 10th July 2001 relating to the mobility of students, trainees, volunteers, teachers and trainers within the Community. *"The transnational mobility of people contributes to the development of the various national cultures and enables those interested to enrich their own cultural and professional baggage and the European society as a whole to benefit from these effects"*

For education and training the creation of the European Higher Education Space will give European universities more weight in international competition and enable them to attract students and researchers. It is also necessary to increase student mobility, since currently only 4% of European students spend time abroad as part of their course. Guidance professionals must incorporate this dimension into their daily work.

Figures relating to worker mobility (less than 2%) in Europe are even lower and are progressing very slowly despite the necessity of creating a dynamic and reactive European space adapted to the realities of the world of work.
See the text below dating from 2006, the Year of Worker Mobility, which presents figures and issues relating to worker mobility in the implementation of the Lisbon strategy.
http://europa.eu/rapid/pressReleasesAction.do?reference=MEMO/05/229&format=HTML&aged=1&language=FR&guiLanguage=en

EUROPEAN TOOLS WHICH ENCOURAGE MOBILITY

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

Programmes
- The Lifelong Learning programme (LLL) and its sectoral programmes (2007-2013), Erasmus being the best known of the sectoral programmes.
- http://ec.europa.eu/education/index_en.htm

- The Youth in Action programme and particularly its flagship activity, the European Voluntary Service (EVS)
- http://europa.eu/youth/volunteering_-_exchanges/european_voluntary_service/index_eu_fr.html

Tools for transparency of diplomas and qualifications
- Europass Mobility, an initiative adopted in 2005, is a portfolio containing 5 useful documents for all citizens which can show their skills and highlight their mobility experience: Europass Curriculum Vitae, the validation of the "Europass Mobility", "Europass Diploma Supplement" (for higher education diplomas), "Europass Language Portfolio" (for linguistic knowledge) and "Europass Certificate Supplement" (for vocational training) path

http://europass.cedefop.europa.eu/

- The European framework of certifications for lifelong education and training (EQF recommendation adopted in February 2008). Common European Framework of Reference which aligns national certification systems and will facilitate communication between them. It consists of eight levels of reference which cover all levels of certification acquired in general education, vocational education and training and higher education and is based on the results of learning (knowledge, abilities and skills). Easier comparison, transferability and understanding of certification through using the same tool. By 2012, registration will relate to the European framework of certifications. This will also allow greater worker and learner mobility
http://ec.europa.eu/education/policies/educ/eqf/eqf08_fr.pdf

- A system for transferring, recognising and capitalising upon the knowledge acquired through learning: knowledge, abilities and skills (ECVET), through European learning credits for vocational training and education. Acquired learning units corresponding to a certain number of credits are awarded for qualifications gained in European countries.
http://ec.europa.eu/education/index_en.html
http://ec.europa.eu/education/ecvt/index_fr.html

Mobility support networks
They inform and implement mobility spreading tools (publications, portals, websites, etc.) for specific audiences.

EUROGUIDANCE is a network of National Resource Centres for Vocational Guidance in 32 European countries (25 EU Member States, 4 EFTA countries and 3 candidate countries). The objective of the Euroguidance Network is to contribute to mobility in Europe by providing quality information and guidance as well as to promote the European dimension in national guidance and counselling systems. Target groups of the network are guidance counsellors, students, pupils, educational professionals and adults.

http://www.euroguidance.net/

EURES - European Employment Services - is a cooperation network designed to facilitate the free movement of workers within the European Economic Area and Switzerland. Partners in the network include public employment services, trade union and employers' organisations. The network is coordinated by the European Commission.

http://www.europa.eu.int/eures/

EURYDICE, established in 1980, the information network on education in Europe, is a part of the Community action programme in the field of Lifelong Learning and covers the education systems of all countries involved in this programme. Eurydice is committed to boosting cooperation in education by providing greater insight into systems and policies.

http://eacea.ec.europa.eu/eurydice/

ENIC-NARIC
T**he ENIC Network (European Network of Information Centres)**
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:

- the 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)

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 associated countries in Central and Eastern Europe and Cyprus. The network is part of the Community's Programme SOCRATES/ERASMUS programme, which stimulates the mobility of students and staff between higher education institutions in these countries.

All EU and EEA States and all the associated countries in Central and Eastern Europe and Cyprus 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, but 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.

http://www.enic-naric.net/

EURODESK is a European network of information services in 27 countries providing a unique access to European information for young people and those who work with them. This section gives information about: who is involved with the network, - national Eurodesk partners; - local Eurodesk relays; - Eurodesk Brussels Link; what services are offered - a range of public European information services at national and local levels; how you can access the services - on-line - on-site

http://www.eurodesk.org/

EURACCESS (EX ERA-MORE)

 - Researchers in Motion is a one-stop shop for researchers seeking to advance their careers and personal development by moving to other countries. 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.

http://ec.europa.eu/euraxess/

MOBILITY AND QUALITY

For all mobility experiences and particularly those relating to institutional mobility, Europe is also concerned about quality, so from May 2006 the Council of European Ministers adopted 10 mobility quality criteria:
- Information and advice
- A training plan
- Recognition and certification
- Preparation
- Linguistic preparation
- Tutoring and support
- Logistical assistance
- Debriefing and evaluation
- Help with reintegrating a course or training programme
- Commitment and responsibility-taking of all parties

MOBILITY AND GUIDANCE

The European Union Council adopted two resolutions in 2004 and 2008 to reinforce policies and practices in terms of lifelong guidance in European countries.

Resolution on lifelong guidance in Europe, Dublin, 2004
http://ec.europa.eu/education/policies/2010/doc/resolution2004_fr.pdf

Resolution on guidance, French presidency of the EU, November 2008
Better inclusion of lifelong guidance in lifelong education and training strategies
http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/fr/educ/104237.pdf

A political network for guidance decision-makers (ELGPN) was established by the European Commission in 2007.
Its objective is to promote cooperation between Member States in terms of lifelong guidance and to facilitate the implementation of structures and mechanisms to develop the European priorities identified in the 2004 resolution on guidance.

http://ktl.jyu.fi/ktl/elgpn

1st CHAPTER: THEORETICAL CONTEXTUAL ELEMENTS.

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 youth work that took the first initiatives, followed by voluntary work not only in Europe, but also in the rest of the world. In the mean time schools, universities, cities, NGOs, peace movements… followed with mobility initiatives.

However mobility is not always successful.

Research from Hansel (2005) shows that:

21%	Have not experienced any problem during the stay
20%	Had problems with adapting to traditions and daily life abroad
17%	Reports 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%	Reports problems with certain social relations (host family,etc)
11%	Experience a troubling situation that is difficult to understand or accept
6%	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 guidance mobility process. What are the discriminating elements that 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.

A lot of inspiration and useful information has been found in the study commissioned by the cooperation platform "Colourful Flanders" by Carla Bracke "Onderzoek naar de omkadering voor Vlaamse jongeren die naar het Zuiden trekken" (2008). More on "Colourful Flanders" can be found in appendix 1.

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) has carry out a 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 youngsters and will be remembered by the person years after the exchange. In most cases triggers are related to differences experience 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 same research youngsters 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.

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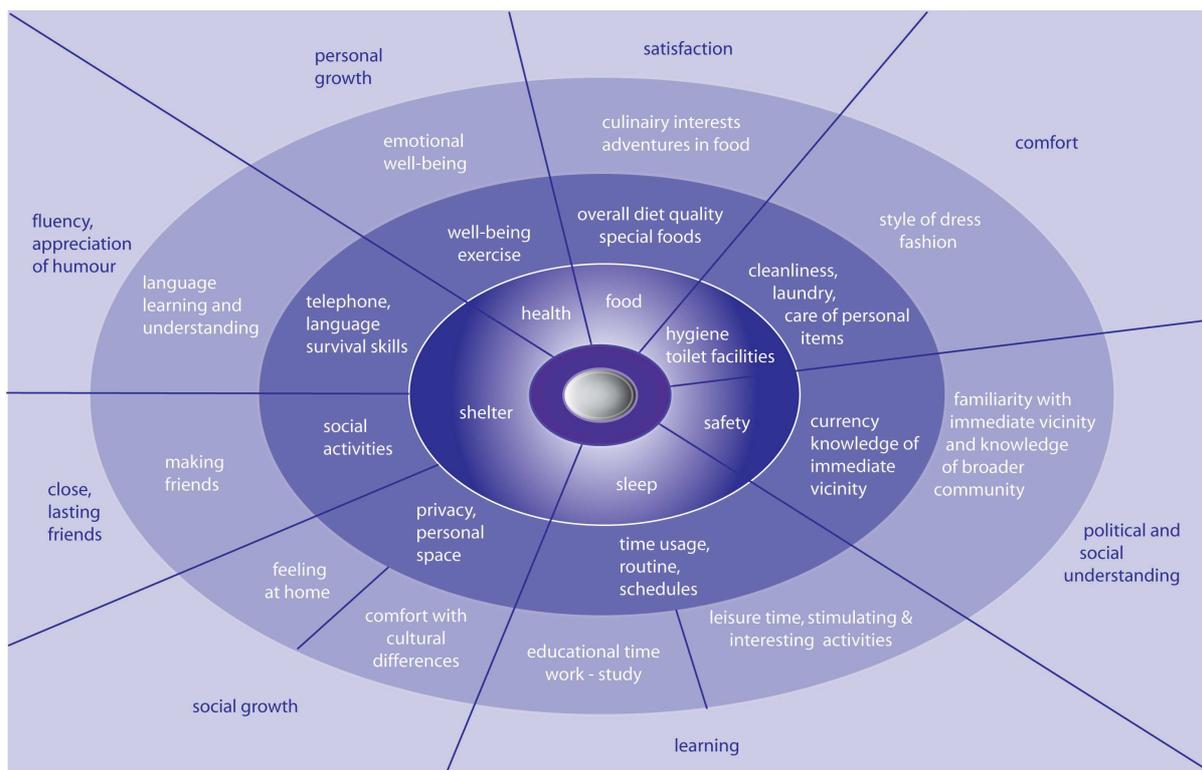
The needs of the inner circle are those that are most immediate to the student sojourner and must be met first. Once these needs are met, the next ring of needs should be adressed.

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

Figure 1: the Concentric-Circles approach by Rohrlich (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 effectively 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.

Development of Intercultural Sensitivity

Experience of difference

Denial Defense Minimization Acceptance Adaptation Integration

Ethnocentric Stages   Ethnorelative Stages
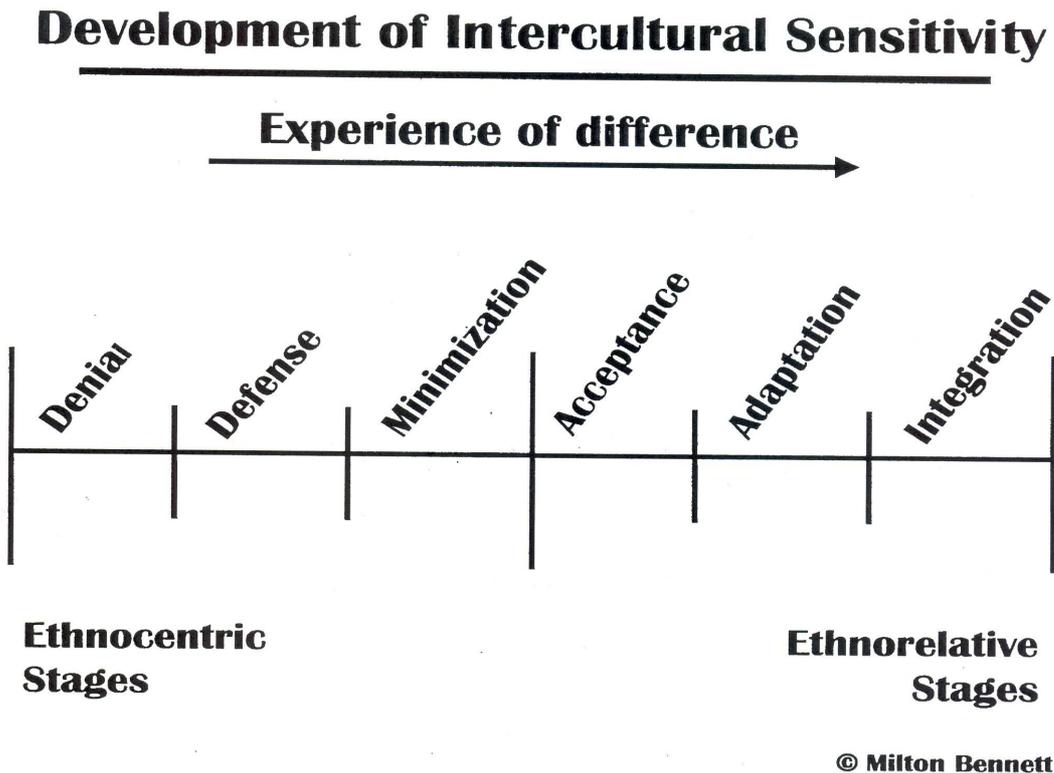
© Milton Bennett

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 an instrument (by using the IDI) 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 minimistion phase are making the least progress.
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 appendix 2.

Also some interesting *self-assessment instruments* (Paige et al; 2002) are available that help youngsters reflect on learning and in-cultural 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

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! 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.
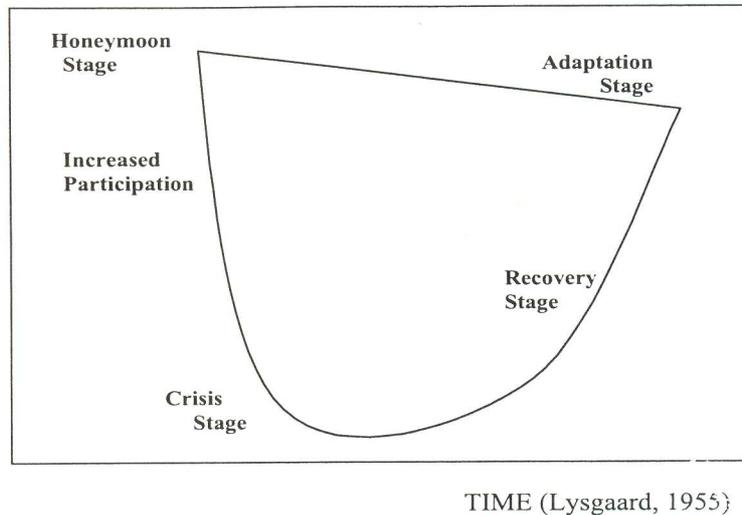

Figure 3: The U-curve of adjustment by Lysgaard

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 showed by the youngsters.

Follow-up

Not only interpreting and explaining the triggers is important here. Attention should also be given to get rid of *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. Youngsters coming home after a stay abroad can indicate not feeling at home either in the home-culture or the foreign-culture: this should be transformed towards a form of 'world citizenship'.

Also,on coming home, the U-curve of Lysgaard (1955) often begins again (see above). Some youngsters do experience *a (reverse) culture shock* when coming home, and need to adapt to their own culture and society again.

Youngsters should also get the chance to *tell their story* and *exchange experiences* with others, and reflect on what they have learned. How do you give the stay abroad the right place in the life of youngsters? What are the opportunities and challenges for LLL and one's place on assessment instruments and the DMIS of Bennett (1993) can also be used in this context in order to 'measure' and make youngsters 'aware' of progress made in intercultural sensitivity, languages, learning styles,etc. This moment could also be seen as the start of a new phase in the DMIS of Bennett.

The evaluation moment can be repeated a couple of months later as the youngsters will be able to take some distance from what happened abroad and by consequence been more objective in their judgements. At a time when they get an opportunity to tell their story again on a moment where there are no longer many occasions anymore consequently be to do this, and not many interested listeners either,etc.

Efforts should be made to try to *involve the partner* (School, university, company, NGO,etc) *abroad* in the follow-up of the youngsters, this can give partners valuable feedback about the way in which they have dealt with foreign youngsters in there organisation. However this is not always an easy task from the viewpoint of costs and human resources, although modern ICT-technology like video-conferencing,etc can help here.

These youngsters 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.

And last but not least all this information and all these experiences can feed the whole guidance process on mobility for continuous improvement.

Appendix 1: 'Colourful Flanders'

In 2003 the Flemish government launched an action plan called "Colourful Flanders". One of the action points was that every youngster should have the possibility to be mobile abroad. As a result a 'platform for cooperation' was set up with the following partners (and their networks,etc:
- Youth – Eurodesk (initiative)
- EPOS-agency (Leonardo, Grundvig, ERASMUS, Socrates and EUROPASS)
- EURES
- Wegwijzer
- Social partners
- VLHORA – ADINSA, VLIR-UOS
- EUROGUIDANCE

Aims:
- To detect the information needs of young people
- To better coordinate and improve information on international mobility
- To work together on certain concrete initiatives

Results:
- 'GO-STRANGE' fair on international mobility
- 'KAMIEL' website/database on administrative procedures in social security, child allowance, unemployment benefits, visas,etc.
- Study on 'The need for support of young people before, during and after individual mobility projects to developing countries'
- And a lot of (informal) cooperation between partners,etc.

Appendix 2: 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 emphasisng 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 one's current degree of intercultural sensitivity and intercultural competence affects or "shows up" in your 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.

Full details 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.
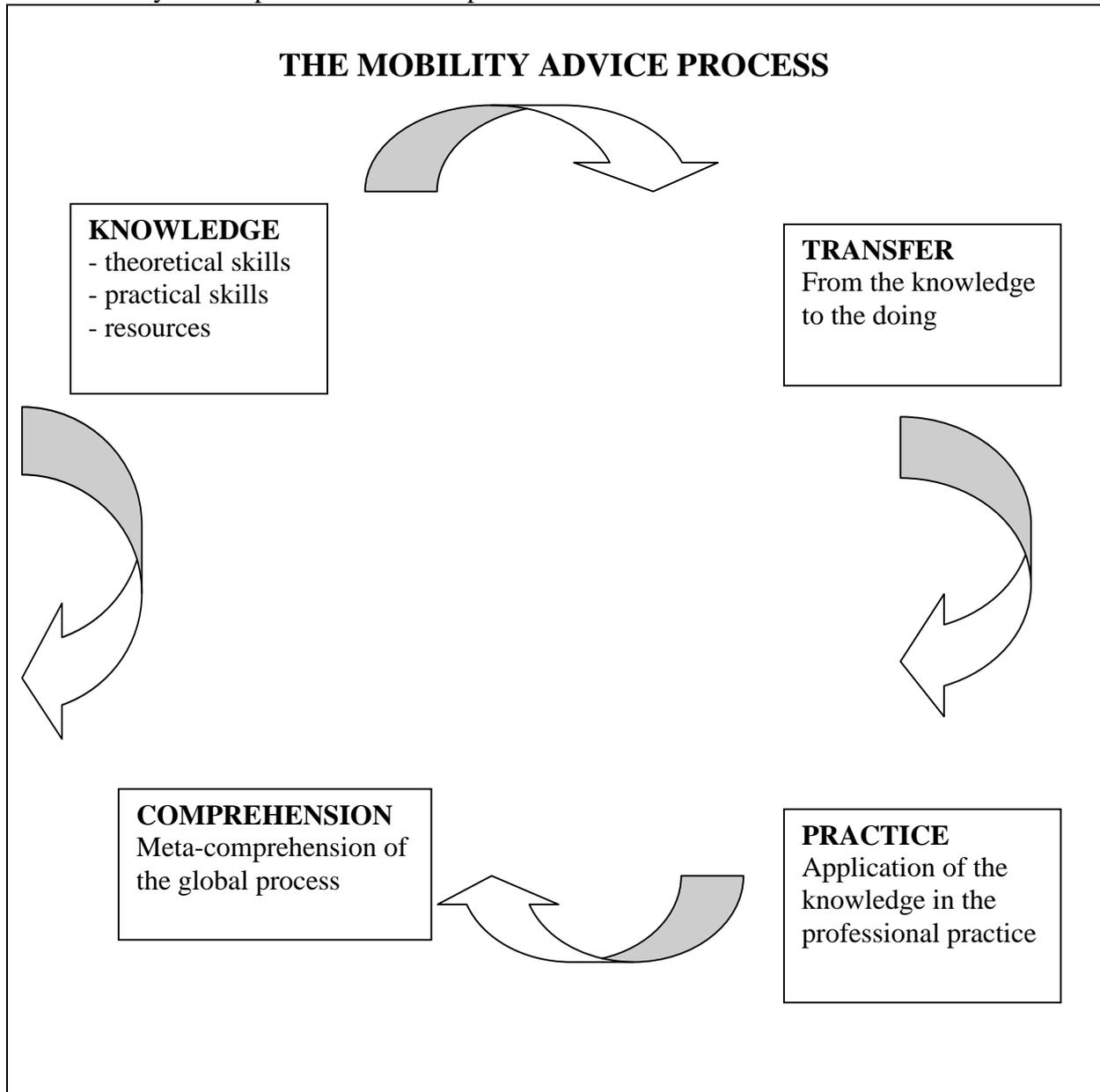
References:

– Adler, P. (1977). *Beyond Cultural Identity: Reflections upon Cultural andMulticultural Man.* Culture Learning: Concepts, Applications and Research. Honolulu: University Press of Hawaii.

– AFS Center for the Study of Intercultural learning (1993) *An Overview of AFS Research: 1980-1993.*
New York: AFS Center for the Study of Intercultural Learning.

– Bennet, J.M. (2002). *NAFSA Trainer Corps Presentation Handout.* San Antonio, Texas.

– Bennett, M.J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R.M. Paige (Ed.), *Education for the intercultural experience* (pp.21-71). Yarmouth: ME: Intercultural Press.

– Bracke, C. (2008) *Onderzoek naar de omkadering voor Vlaamse jongeren die naar het zuiden trekken.* Commissioned by Platform Kleurrijk Vlaanderen, Brussel.

– Hammer, M. (2005) *Assessment of the Impact of the AFS Study Abroad Experience.* New York: AFS
Intercultural Programs.

– Hansel, B. (2005) *The Educational Results Study.* New York: AFS Intercultural Programs.

– International Youth Exchange and Visitor's Service of the Federal Republic of Germany (2005)
Long-term Effects of the Participation in International Youth Exchange Programmes on the Participants' Personality Development. Internationaler Jugendaustauschund Besucherdienst.

– JINT (2006) *Onderzoek Noden en Behoeften Mondiale Jongerenprojecten.* Brussel: JINT.

– Lysgaard, S. (1955). *Adjustment in a Foreign Society: Norwegian Fulbright GranteesVisiting the United States.* International Social Science Bulletin 7.

– Oberg, K. (1958). *New Cultural Environment Culture Shock and the Problem of Adjustments.* Washington, D.C.: Department of State, Foreign Service Institute.

– Paige, M., Cohen, A., Kappler, B., Chi, J., Lassegard, J. (2002) *Maximizing Study Abroad. A Student's Guide to Strategies forLanguage and Culture Learning and Use.* Minnesota: University of Minnesota.

– Rohrlich, B. (1993) 'Expecting the Worst (or the Best!). What Exchange Programs should know about Student Expectations', *Occasional Papers in Intercultural Learning,* Number 16.

– Shaheen, S. (2004) *The effect of pre-departure preparation on student intercultural development during study abroad programmes.* Dissertation, Ohio State University.

2nd CHAPTER: ESTABLISHING 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.

The mobility advice process can be simplified as follows:

THE MOBILITY ADVICE PROCESS

KNOWLEDGE
- theoretical skills
- practical skills
- resources

TRANSFER
From the knowledge to the doing

COMPREHENSION
Meta-comprehension of the global process

PRACTICE
Application of the knowledge in the professional practice

Principal mobility advice stages, established by Mihai Jigau (Euroguidance Romania) and Josef Vanraepenbush (Euroguidance Belgium, Flanders)

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

Principal stages/steps	Mobility adviser	Recipient
Relationship building: mobility adviser and applicant	▪ **Initial** (self-)**assessment**: my knowledge and position in relation to intercultural issues? My reactions/stereotypes when faced with the unknown? Involvement in training/continuing education programmes (if necessary) ▪ Information on my ethical criteria and quality standards in terms of services offered	▪ **Initial** (self-) **assessment**: my position on intercultural issues? My reactions/stereotypes when faced with the unknown? Involvement in training/continuing education programmes (if necessary). ▪ Commitment, open-mindedness and a participative attitude
Project analysis: assessment, problem identification, work on personal stereotypes	▪ Personal information (initial and ongoing training, access to scientific literature, Internet, etc.) ▪ Having some direct mobility experience (reflection for putting ethnocentrism into perspective) ▪ Simulation of intercultural advice situations (in groups with professionals/advisers) ▪ Networking ▪ Assisted training and practice in the field of intercultural advice ▪ Promotion/dissemination of positive experiences of colleagues in the field ▪ Failure assessment/analysis (causes)	▪ Implementation of the practical aspects of mobility in daily life (transport, accommodation, etc.) ▪ Consequences of initial contacts: language, non-verbal communication, immersion in various groups ▪ Putting previous personal experiences into perspective ▪ Representations, stereotypical judgments and individual reactions in intercultural situations (defence, isolation, acceptance, adaptation, integration, the move from ethnocentrism to ethnorelativism)

Project support	Essential information for reducing the anxiety and stress that mobility can cause: people to contact in emergency situations, addresses, transport, accommodation, meals and other advice for daily life.	
	▪ Information and promotion of points of contact which have a facilitative role: art, music, dance, culture nature, sport, etc.	
	▪ Work on individual mobility stereotypes: analysis and "rationalisation" of personal subjectivism of intercultural experiences	
	▪ Establishment of an individual intercultural approach strategy	
	▪ Integration of intercultural experiences into individual biography	

Project finalisation	- Summary of the various chronological steps involved in education and work-based mobility - Implementation of a communication system for monitoring and for emergency situations - Research work; dissemination of good practices; studies/articles in specialist journals	- Positioning in situations of intercultural immersion (finding your "new" position in relation to "others") - Framing of representations and stereotypes of "others"
Mentoring during mobility	- Offer of recipient support/monitoring if need be during the adaptation/crisis/transition period in an intercultural context - Database inclusion of advised applicant data - Self-assessment of the skills and abilities required for mobility advice work	Contact with the adviser/mentor for any assistance or advice required
Assessment and capitalisation on return	- Critical analysis and communication of the course of the mobility - Experience dissemination - Promotion of knowledge acquired to make other audiences aware of mobility	- Mobility analysis - Promotion of knowledge acquired in a personal development path, whether study or work-based. - Experience dissemination

EXAMPLES OF GOOD PRACTICE IN MOBILITY ADVICE

Concrete illustrations of the stages described in this table

The examples below illustrate practices implemented by mobility advisers

<u>A. Illustration of the "Mentoring during mobility" phase</u>

The case of the BEE (Brussels in Europe) project - Leonardo da Vinci project
The aim of this project is to enable inhabitants of Brussels of under 30 years of age who are seeking employment to complete a work placement in a business in a European Community country and to benefit from a mobility grant during the work placement.

Two stages and a monitoring tool
- for the first stage: establishment of a support network for the recipient between supervisors in the host country and the home country. (Regular communication via email on the progress of the work placement, any problems encountered, adjustments made, etc.)
- the second stage consists of remote supervision: during the work placement the trainee is monitored:
    - by telephone in the event of an emergency
    - by email: confirmation of the commencement of the work placement, request for information, monthly information on the progress of the work placement and, during the month prior to return, sending of the Leonardo Agency information system access codes so as to complete the work placement reports and get hold of the Europass documents, etc.
    - on location at Brussels Carrefour Formation: monitoring of the applicant's obligations in terms of work placement employment, for example: deposit of clocking-in cards and proof of attendance of work placement trainees in the letter boxes of the payment bodies.

During the work placement, a support aid tool which takes the form:
    - of a computerised monitoring sheet which traces all the actions (administrative, logistic and educational) carried out or to be carried out for a work placement trainee

euro guidance

Example of a BEE project work placement trainee monitoring sheet

Trainee surname and forename	Work placement host country: XXX
DATES	**ACTIONS**
12/07/06	- signing of the F70 bis and the F70 bis/AV/L - Handing over of Leonardo contracts to Ms S.M which must be personally handed over to the host organisation. A copy will be returned by fax for payment of the grant and the originals by post.
13/07/06	- Sending of an email to request that the contract be faxed and respond to the question regarding Ms S.M insurance in the workplace.
20/07/06	- Receipt of the signature by fax (Infinia). Sending of all documents by internal post to the central administration system to release 80% of the grant.
24/07/06	- Receipt of an email informing me that everything is progressing well with the work placement. Sending of an email with the answers to the questions asked (Leonardo contract, grant payment, insurance, etc.)
28/07/06	- Receipt of signed Leonardo contracts by the host organisation. Handing over of one copy to Ms V.S.
04/08/06	- Sending of the copy of the placement contract to the Leonardo Agency by internal post via the central administration system.
01/09/06	- Sending of a mail to CAPAC (for settlement of unemployment payment) by Soumailla.
05/09/06	- Sending of the access code and user name to create the report on the Rap4Leo site
07/09/2006	- I received a phone call from Mr B from CAPAC informing me that Miss S.M must send a credit card from July 2006 stating that she was on holiday from 1st to 11th July 2006. Email sent to Ms S.M.
29/09/06	- Submission by Soumailla of the C98 form and the clocking-in card at the payment office
06/10/06	- Sending of a mail via the central administration system to CAPAC to remind them that the credit card from July 2006 has been sent.
19/10/06	- Call to CAPAC. Unemployment allowance for the months of July, August and September 2006 has already been paid.
31/10/06	- File closure interview

- The possibility of communicating with counterparts in the home country in the form of "Chat", for example, using electronic platforms such as E-Campus

B. Illustration of the "Assessment and capitalisation on return" phase

The case of the Haute Ecole Namuroise Catholique (HENaC) (Belgium) for Erasmus grantholders.

This higher education college which sends its paramedical, educational and social students on Erasmus work placements abroad organises the return of its students as follows:

Individual debriefing and placement evaluation interview.

Each student submits a written evaluation of their placement (according to a questionnaire provided) and prepares a presentation of their stay in the country and of their project.

Intercultural impatriation seminar

A group seminar lasting 3 hours is organised as soon as possible after all work placements trainees have returned.

It is primarily based on discussion and exchange between students. It also involves group animation techniques:

Examples of tools/exercises offered:

- Visualisation of placement memories, on the reading of a chosen text, during a closed-eye relaxation session.
- The student completes a chronological analysis grid where they note all the memorable events that took place during their exchange, followed by group discussion guided by a series of questions
- Students are asked to tell the others two anecdotes (the worst memory of their stay, followed by the best memory)
- Students are asked to choose two images which best represent the student before they left then two which best represent the student after their return

Organisation of a dinner presentation

Presentation of the trips in front of all students of the school including Erasmus candidates leaving the following year, the school's management team and the teachers;

Travel presentations are then put on the school's website for extended dissemination.

3rd CHAPTER: A QUALITY APPROACH TO MOBILITY ADVICE

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 mechanisms put in place 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 also worth remembering that mobility advice can be acted upon at a later date, particularly in cases of individual mobility.
Secondly, 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 advice-seeker and their suitability for the project
•Assessing whether or not young people have the support of their parents
•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

We considered it 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?
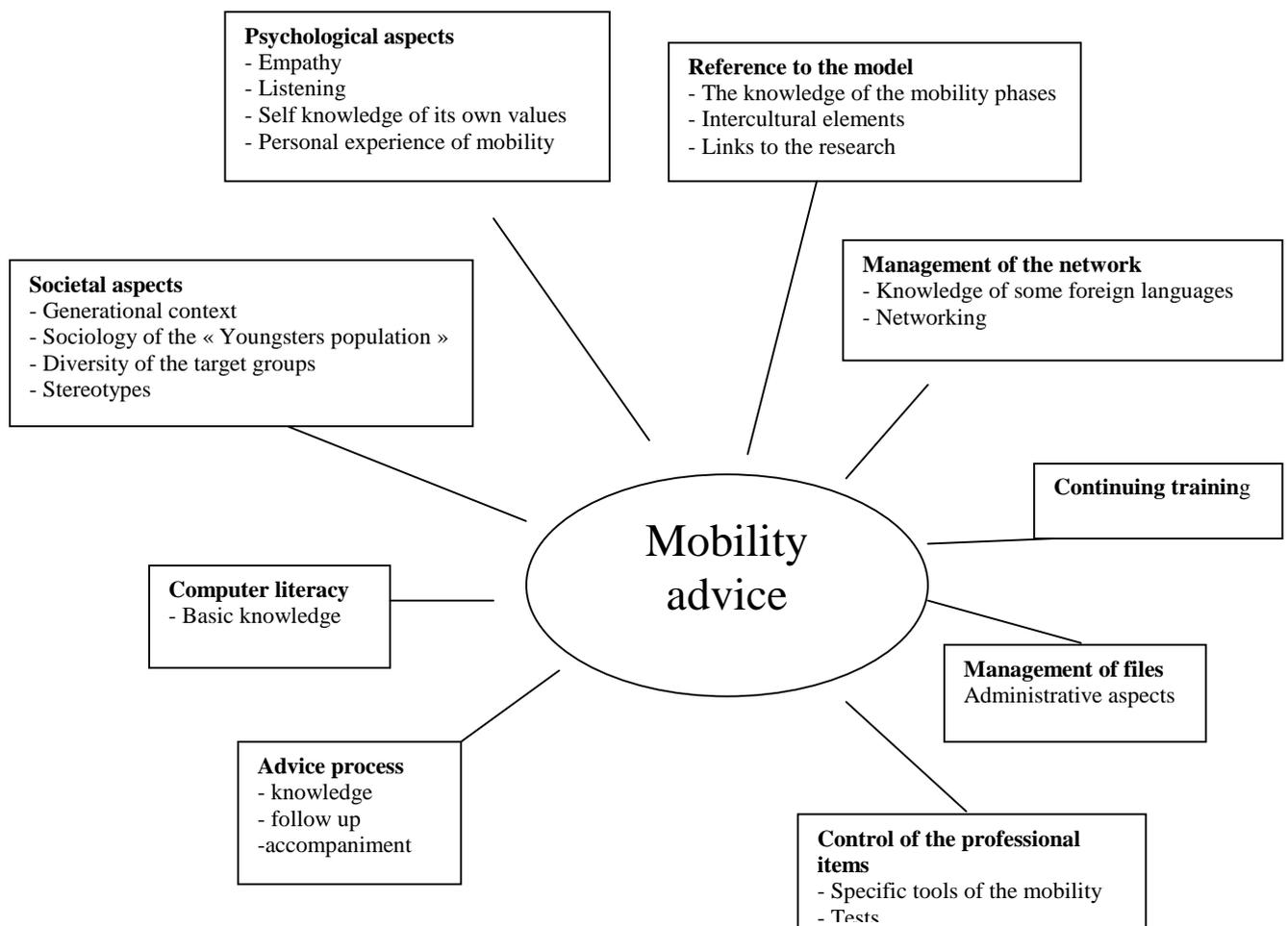- Desire to define mobility advice
- Provision of better external visibility of advice
- Promotion of the qualitative aspect of mobility advice within the network of Euroguidance resource centres.
- Our approach is part of a wider framework of quality research for the professionalisation of guidance practitioners who work internationally
- Improvement of internal coherence and Euroguidance network practices.

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 is to be taken in the broader sense of the term since this description does not take into account the organisational and institutional aspects necessary for professionals to provide a "mobility advice" service.

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.

We have drawn up a diagram based on a brain-storming session aimed at spotting the skills and knowledge used in mobility advice

Psychological aspects
- Empathy
- Listening
- Self knowledge of its own values
- Personal experience of mobility

Reference to the model
- The knowledge of the mobility phases
- Intercultural elements
- Links to the research

Societal aspects
- Generational context
- Sociology of the « Youngsters population »
- Diversity of the target groups
- Stereotypes

Management of the network
- Knowledge of some foreign languages
- Networking

Mobility advice

Continuing training

Computer literacy
- Basic knowledge

Management of files
Administrative aspects

Advice process
- knowledge
- follow up
-accompaniment

Control of the professional items
- Specific tools of the mobility
- Tests

Definition of standards

Based on the elements of this diagram we isolated the standards we considered the most relevant in relation to mobility advice.
Secondly, we determined quality indicators.
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

A. REFERENCE TO THE MODEL

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

B. 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.

B1. 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 advise-seeker's request in an attentive and empathetic environment. Reformulation of the request ensures clear understanding of the advice-seeker's needs.

B2. 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.

B3. Command of psychotechnical tools
Mobility advice uses psychotechnical 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.

B4. 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

C. 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.

C1. 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.

C2. 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.

C3. Ability to personalise
Mobility advice takes into account 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.

D. 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.

D1. Information control
Mobility advice relies on in-depth knowledge of information which forms the basis of the adviser's expertise.

D2. 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.

D3. 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.

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.

A. 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.

		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					

B. 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.

		Completed	Partially completed	In the process of being completed	At the planning stage	Not feasible
1	Sound command of interview techniques, acquired during training, is 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 me					

C. 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.

		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					

D. 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

		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					

Chapter 4: MOBILITY ADVICE PROFESSIONALS

In order to guarantee a high-quality mobility advice service the professional must have a qualification obtained after higher education.

A. Vocational skills and knowledge necessary for mobility advice professionals

•They specialise in advice and personal interviews. They are able to analyse the request and the advice-seeker's motivations. They are familiar with guidance processes, decision-making processes and group animation methods (SWOT analysis, for example)

•They have knowledge of the person and of their cognitive development

•They have linguistic skills and at least speak English

•They have knowledge of psychotechnical tools: interest questionnaires, tests, etc.

• 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 already have personal mobility experience

• They have undergone intercultural training

• They belong to several reactive networks

• They are flexible and adaptable

• They are able to use assessment tools

• They update their knowledge frequently.

See also:

International Competencies for Educational and Vocational Guidance Practitioners on IAEVG web site (International Association for Educational and Vocational Guidance)
www.iaevg.org/iaevg/nav.cfm?lang=2&menu=1&submenu=5

ERGO IN NET Handbook, which is a Leonardo da Vinci project: its main aim is to elaborate and disseminate materials on mobility issues in Europe both to guidance practitioners working in this field and to professional who would like to start working on European subjects.
www.ergoinnet.net/index.htm

B. Professionals providing mobility advice

This exists 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

•SCUIO (university careers information service) / Work placements in universities

•Specialist educational and vocational guidance centres: CIO (information and guidance centres), BIZ (job advertisement publication) (*Arbeitsagentur*, etc.), PMS (centres in Belgium)

•Public and private employment services for adults: *Espace Emploi International* (International Employment Space), ANPE (French national employment service), ADEM (employment service), *Carrefour Formation, Arbeitsagentur*, APEC (French executive employment service), etc.

•Public and private employment services for young people: AFIJ (association which facilitates the professional integration of recent graduates), MISSION LOCALE (personalised monitoring service for young people), PAIO (welcome, information and guidance service), etc.
•Youth information networks: Eurodesk network
•Associations offering work placements
•Teachers
•Consular chambers

C. Working methodologies used by these professionals

These 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
•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

euro guidance

APPENDICES

Tools used in the Euroguidance network for mobility issues

 <u>**First part**</u>: pedagogical tools which are available immediately and updated.

Coun try	Name of the tool	On which support	For which end users	Objective	Necessary time for use	Comments
Eu	Ergo-In-Net (guide for guidance professionals). Leonardo da Vinci project financed by the European Commission.	Guide to download : www.ergoinnet.net	Guidance practitioners working in an international field	8 themes in the guide to inform and help the guidance counselors		
Eu	Training modules and educational tools for all personnel involved in the mobility of young people.	To download the module: : www.transit-formation.org	All personnel involved in the mobility of young people. Teachers, lecturers, careers advisors, university international offices and businesses	Training modules, guidance, technical handouts, and information handouts	Depends on the module	You have to register for free before to download the module
B (fr)	Partir en couleur	Index card	Counsellors end users	Practical information about mobility		Available at Bruxelles formation www.bruxellesformation.be
B (fr)	Partir	Data base	Counsellors end users	Practical information about mobility		French http://www.bruxellesformation.be/euroguidance/partir-a-l-etranger.html
B (FL)	EUROMODULES	PDF on Virtual Community	Guidance counsellors (and other	Online modular course on	10 modules spread over 1 year.	Dutch http://dbo.smartschool.be/ You need registration via:

		with online testing, discussion fora,…	intermediat es) involved in mobility	mobility issues as part of our virtual community	Participant can take the courses at there own pace	http://users.pandora.be/euroguidance/em.html
B (FL)	EUROGUIDA NCE website	internet	Guidance counsellors and the general public	Information on the different possibilities for mobility		Dutch/ English http://users.pandora.be/euroguidance/
B (FL)	Studeren in het buitenland	PPT	Young people considering mobility	Raising awareness on the different possibilities for mobility	1 hour	Dutch Different versions depending on target group
B (FL)	OTM	internet	Young people considering mobility	is an interactive programme designed to be used by young people currently considering mobility in Europe.		Dutch http://users.pandora.be/euroguidance/otm/start.html
B (FL)	ESTIA	internet	People considering working in Flanders	Here you will find information about professional profiles and descriptions, the labour market, employment services, social partners and sectors,... and other information related to these fields in Flanders.		English http://users.pandora.be/euroguidance/estia.html
B (FL)	Aanpakken en wegwezen	Print (newspaperfor mat) en internet	Young people considering mobility	Promotion and sensibilisatio n on 'all' opportunities abroad		Dutch http://www.jint.be/xcms/lang__nl-BE/450/default.aspx

B (FL)	KAMIEL	internet	Young people considering mobility	a database on all relevant paperwork and administrative procedure needed for those who want to be mobile		a cooperation between all the agencies (Youth, LdV, Socrates, EURES, EUROGUIDANCE), youth organisations and trade-unions… on all information around different aspects related to mobility, f.e. social security, residence permit,… and to make this information available to the different target groups. Dutch http://www.kamiel.info/
B (FL)	Grensverleggend	Print en internet	Young people (academic background) considering mobility	In-depth information on the different possibilities for mobility for students		Dutch http://www.ond.vlaanderen.be/hogeronderwijs/ep/grensverleggend/default.htm
B (FL)	HE in Flanders	Print and PDF on internet	Young people considering studying in Flanders	General information on studying in higher education in Flanders		English Downloadable here: http://www.ond.vlaanderen.be/publicaties/?get=INT&nr=298&i=8
B (FL)	HE register	internet	Young people considering studying in HE in Flanders	General information on studying in Flanders + register of accredited courses in HE		English http://www.highereducation.be/
B (FL)	Education in Flanders	Print and PDF on internet	Young people and parents considering studying in Flanders	General information on education in Flanders		English Downloadable here: http://www.ond.vlaanderen.be/publicaties/?get=INT&nr=107&i=8 http://www.ond.vlaanderen.be/publicaties/?get=INT&nr=120&i=8 Also available in French, German and Spanish

					under: http://www.ond.vlaanderen.be/publicaties/?get=int
B (FL)	NARIC - FAQ	Print and PDF on internet	People seeking recognition of diplomas	Recognition of foreign diplomas in Flanders. Frequently asked questions		English Downloadable here: http://www.ond.vlaanderen.be/publicaties/?get=INT&nr=293&i=8
B (FL)	SID-IN	Event/fairs	Young people last year of secondary education	5 Student fairs in Flanders each taking 3 days	2 hours	General fair on studying in Flanders. EUROGUIDANCE is participating to give information on mobility In Europe
B (FL)	GO-STRANGE	Event/fair	Young people considering mobility	Promotion and sensibilisation on 'all' opportunities abroad	2 hours	A fair for young people with a broader concept on mobility in Europe and the world with f.e. attention for voluntary work… it is a cooperation between different Agencies (LdV, Youth, Socrates, EUROPASS, EUROGUIDANCE, EURES…) EUROGUIDANCE participating EUROGUIDANCE is animating workshops on 'studying abroad'
CY	Euroguidance web site	Internet www.nrcg.dl.mlsi.gov.cy	Students, Counsellors, EU citizens looking for information about Higher institutions in Cyprus	On line web site including a description of the Cyprus education System, links to all Higher Institutions, Living and studying information about Cyprus		Greek and English (the web site is currently under reconstruction) The new face lift and update will be ready in October 2008

CY	The Cyprus Higher Education Web page	Internet http://www.highereducation.ac.cy/	Students, Counsellors	Web site of the Ministry of Education describing the Higher education system with links to all accredited Tertiary institutions in Cyprus		English
CY	The Life Long Learning Program in Cyprus web page	http://www.llp.org.cy/	Students, citizens, counsellors	All information, news, call of proposals for all programs under the LLL Program.		Greek
CZ	www.naep.cz	web	Students, schools, authorities counsellors	List of official websites of some EU states with detailed information about study and work opportunities		Web pages of the National Agency, see under Euroguidance (NISP)
CZ	www.euroguidance.cz	Web site for Czech counsellors	Czech counsellors	Inform about events in the Czech Republic and abroad		Web page of the Czech Euroguidance Centre
CZ	Mozaika and Eurokompas	Bulletin, published 4 times a year	Students, school authorities, counsellors	Inform about mobility programmes, disseminate examples of good practice, mobility opportunities		Published with the cooperation with Eurodesk
EE	Archimedes	Web page	Career practioners, teachers, higher education	To assists target group to find information about	www.archimedes.ee	www.archimedes.ee

			students, pupils in vocational school, scientists.	mobility, possibilities for cooperation in EU education and science projects and HE accreditation.		
EE	SmartEstonia	Web page	Career practioners, teachers, higher education students, pupils in vocational school, scientists.	To assists target group to find information about opportunites and practical issues about study, reasearch and higher education in Estonia.	www.smartestonia.ee	www.smartestonia.ee
EE	Mobility Toolbox	Web-based guidance tool	Career practitioners	This tool is translated and adapted from Danish to provide practical guidelines to guidance practitioners supporting people before, during and after their mobility experiences.		
DK	Ud i verden (going abroad)	Internet portal www.udiverden.dk	Main target group : young people. But also valuable for adults and guidance counsellors	To provide quality and up-to-date information for young people who wish to study or work in another country.	From 5 min	Danish only. The portal is a CIRIUS product (Eurodesk).

DK	Mobilitetsværk-tøjskasse for vejledere (a mobility toolbox for guidance counsellors)	Internet-based tool www.vejledningsviden.dk	Guidance counsellors	To give guidance counsellors tools, information and examples of good practice that they can use when provideing « mobility guidance ».	From 10 min	Available at the Ministry of Education's Resource Centre for Guidance Counsellors
FIN	Maailmalle.net (Into the world.net)	Website www.maailmalle.net	Mainly the target group are young people interested in going abroad to study or do a practical training. The webpage can also be used by guidance counsellors and other experts.	To provide quality and up-to-date information for young people who wish to study or work in another country.		In Finnish and Swedish.
FIN	Study in Finland	Website www.studyinfinland.fi	Main target group are foreigners interested in coming to study in Finland	To provide quality information on studying opportunities in Finland		In English, includes also a database on the courses available in English at Finnish higher education institutions (both degree and non-degree courses)
FIN	Country guides	Booklets	Young people and guidance practitioners	To provide country-specific information about studying, practical training and working opportunities		In Finnish, available also as pdf-files at www.cimo.fi In the future this information will be transferred to the Internet only as electronic guidebooks

				abroad		
FIN	Educational and vocational guidance in Finland	Brochure	Guidance practitioners	To give an overview on the Finnish guidance system and structure		In Finnish and Swedish as pdf-file Printed version in English, available at www. cimo.fi
F	Mobiloutil (créé par le CARIF Gentiane)	Portail internet : www.mobiloutil.eu ou www.mobiloutil.fr	Entreprises (tuteurs, etc), organismes de formation et formateurs, stagiaires et candidats, collectivités locales, branches, services d'orientation, etc.	Aide à la mobilité		Créé en 2006, ce portail recense à ce jour 160 outils d'aide à la mobilité : ex : conventions types, textes réglementaires et fiches d'explication, chartes qualité, répertoires et référentiels de compétences, etc.
F	Europ'emploi (guide du Travail en Union européenne créé par la Mission Locale du Sud Vendée)	Guide téléchargeable sur le site du Conseil National des Missions Locales : www.cnml.gouv.fr	Tous publics : jeunes désirant travailler dans un autre pays européen, personnes chargées de les conseiller	Promouvoir l'Europe auprès des jeunes, leur faire connaître le fonctionnement des différentes institutions européennes, leur permettre de s'informer de la législation du travail, du régime social et des conditions de l'emploi de chaque pays de la communauté		

F	DROA (Référentiel de l'orientation des 4 Moteurs pour l'Europe) dans la cadre d'un programme européen Leonardo da Vinci	Référentiel téléchargeable sur le site www.prao.org			Amélioration de l'orientation et du conseil comme facteurs facilitant la formation tout au long de la vie	
F	Mobidéveloppement (projet du Conseil Régional d'Auvergne réalisé dans le cadre de 2006-Année européenne de la mobilité des Travailleurs	15 reportages retraçant des expériences de mobilité en Europe. Ces films sont téléchargeables sur le site www.mobiloutil.eu et seront disponibles en DVD au printemps 2007	Tous publics : jeunes scolaires, demandeurs d'emploi, étudiants, etc.	Sensibilisation à la mobilité européenne à travers le témoignage	5 à 6 minutes par film	Les DVD seront disponibles en version française ou en version internationale avec les tracksheets en français et/ou en anglais (version disponible auprès du Conseil régional d'Auvergne)
F	DEPART	Film téléchargeable sur les sites: www.onisep.fr/depart www.centre-inffo.fr/depart	Jeunes en situation d'apprentissage en alternance en entreprise	Monter des expériences différentes d'apprentis qui sont partis dans un pays d'Europe	10 minutes	Langue française
F	DEPART	Plaquette d'information	Maîtres d'apprentissage Jeunes	Promotion et sensibilisation		Téléchargeables sur les sites et imprimables si besoin pour des réunions d'information ou des salons www.onisep.fr/depart/ www.centre-inffo.fr/depart
F	Fiche d'information	Document word : liste des réseaux d'information dans chaque pays	Conseillers d'orientation, profs, jeunes	Recherche d'information		Document en ligne Intranet :www.euroguidance-France.org
F	Kit d'animation de	Doc word et ppt :	Conseillers qui	Formation pour des	3 heures	Commenter les documents.

	séances d'information	Les tests linguistiques Les outils de la mobilité Les questions à se poser avant de partir	animent des séances sur la mobilité	professionnels relais		A adapter éventuellement Intranet :www.euroguidance-France.org
F	Documents d'informations	Brochures pdf. à télécharger Films à visionner	Scolaires tous les niveaux d'orientation	Informations Adresses Mode d'emploi Descriptions de métiers		Brochures nationales et régionales sur le site : www.onisep.fr Pour les films : http://oniseptv.onisep.fr/index.php
F	Fiche d'information	Doc word	Etudiants	Mode d'accès à l'enseignement supérieur dans les pays européens		Fiche à adapter selon les réformes et nouveautés nationales Intranet :www.euroguidance-France.org
LV	"Higher Education in Latvia – Study programmes in Latvia offered in foreign languages"	Both printed and downloadable .pdf file	People interested in studying in Latvia	Catalogue of study programmes, information on enrolment procedures		Downloadable version available on the website: www.apa.lv , in the English version of the site, in the section "Publications".
LV	"Izglitibas iespejas Eiropa"	web	Students, parents, counsellors	Guidebook for Latvian students interested in studying in Europe		http://www.viaa.gov.lv/Euroguidance/izgl_iesp_eiropa/izgl_iesp_eiropa.htm
L	Dossiers-carrière (31 brochures)	Brochures Téléchargeables sous format pdf	Lycéens des classes terminales ; étudiants	Informer sur des domaines professionnels et les études supérieures qui y mènent ; un accent particulier est mis sur la situation luxembourgeoise (ex : les métiers de		Téléchargeables sur le site www.cedies.lu

				l'industrie; les métiers de la santé)		
L	Etudes supérieures en…. (12pays / 12 brochures)	Brochures Téléchargeables sous format pdf	Lycéens des classes terminales, étudiants	Informer sur le système d'enseignement supérieur des pays européens : accès aux études, organisation du système d'enseignement supérieur; vie étudiante		Téléchargeables sur le site www.cedies.lu
L	Que faire après le lycée ?	Brochures Téléchargeables sous format pdf	Lycéens des classes terminales, étudiants	Donner un large aperçu sur les possibilités d'études supérieures et de carrières après le bac		Téléchargeable sur le site www.cedies.lu
L	Bulletin électronique du Centre de Documentation et d'Information sur l'Enseignement supérieur (CEDIES)	Bulletin électronique envoyé par courriel	Services de psychologie et d'orientation scolaires des lycées (SPOS)	Informer rapidement sur toute nouveauté et/ou tout changement en matière d'enseignement supérieur national et international	/	Téléchargeables sur le site www.cedies.lu
L	Que faire après la 6ème année scolaire	Brochures Téléchargeables sous format pdf	Parents et élèves	Brochure d'information pour les élèves des classes de la 6e de l'enseignement primaire		Téléchargeable sur le site www.cpos.lu
L	Que faire après la 9ème année scolaire	Brochures Téléchargeable	Parents et élèves	Brochure d'Information pour les		Téléchargeable sur le site www.cpos.lu

		s sous format pdf		élèves des classes de 9e de l'enseignement secondaire technique.		53
L	La division supérieure de l'enseignement secondaire	Brochures Téléchargeables sous format pdf	Parents et élèves	Brochure d'information pour les élèves des classes de 4e de l'enseignement secondaire		Téléchargeable sur le site www.cpos.lu
L	CPOS News	Bulletin d'information envoyé par courrier et téléchargeable	Membres du SPOS et des autres services d'orientation	Informer sur les activités du CPOS/SPOS		Téléchargeable sur le site www.cpos.lu
NL	CH-Q	web	Guidance practitioners	Method/training for awareness of qualities related to career	Training is 5 half days	www.ch-q.nl
NL	Loopbaanwereld	Web portal	Guidance practitioners	Portal for guidance practitioners about career guidance		www.loopbaanwereld.nl (from august 2008)

PL	Public Employment Services	web	Main target group: jobseekers, the unemployed, employers, employees of public employment services (e.g. guidance counsellors)	Here you will find general information about Polish Public Employment Services e.g. job vacancies in Poland and in EU/EEA, legal acts, counselling services for jobseekers, the unempolyed and employers.		Polish/English: www.psz.gov.pl
PL	www.eures.praca.gov.pl	web	All public	Information about the labour market in Poland and EU/EEA		
PL	Ministry of Education	web	All public, mainly for students interested for study in Poland	Useful information about educational system in Poland.		Polish/English: www.men.gov.pl
PL	Ministry of Science and Higher Education	web	Researches, students and entrepreneurs who would like to work, study or invest in Poland	Information about important details concerning Polish scientific research and higher education system		English: www.eng.nauka.gov.pl
SE	International Programme Office	website	For young people, students, teachers, guidance counsellors	Information about National, Nordic and EU programmes		www.programkontoret.se

				, people in work	for mobility		
SE	Studera.nu/studera utomlands (Study.now/study abroad)	website	For students	Part of Studera.nu, a website about studies administrated by the Swedish National Agency for Higher Education. Information about university studies in other countries, application procedures, recognition, links to information sources in other countries		www.studera.nu/studera/313.html Information in English about Courses and programmes taught in English: https://www.studera.nu/studera/241.html
SE	Europa för studie- och yrkesvägledare (Europe for educational and vocational guidance counsellors)	handbook both webbased and printed	For guidance practitioners	Information about different aspects of going abroad within a programme or as a freemover. Possibilities within the programmes for guidance counsellors		www.programkontoret.se/euroguidance
SE	Söka job utomlands (Search for work abroad)	website	For people in search of work abroad	Part of the Swedish Public Employment Service website		www.arbetsformedlingen.se/go.aspx?c=150046
SE	Svenska Institutet	website	Mainly university	Information about		www.si.se

			students and researchers, but also students within adult education	available funding and scholarships for Swedes going abroad and for foreign students coming to Sweden		
SE	Study in Sweden	website	University students and researchers	Information about studies in Sweden		www.studyinsweden.se
SE	Syo guiden	website	For the public	Information about studies and work in other countries		www.syoguiden.com
SE	Utbytesstudent .se (Exchangestud ent.se)	website	For pupils in school and their parents	Exchange of experiences between pupils, who have spent some time abroad for studies		http://utbytesstudent.se
SE	Study abroad report system	website	For University students	Reports from students who have been abroad for studies or foreign students who have been in Sweden for studies		http://www.stars.liu.se/out bound/index.html (also available in English)
Spain	Catalogue des Centres d'Education	www.mepsyd. es	Demandeur s d'orientatio n en général. Conseillers d'orientatio n	Rendre accessible l'information de tout le territoire.		
	Platform d'orientation en coordination		Demandeur s d'orientatio n en	Coordonner les réseaux d'orientation des secteurs		

	éducation et travail (en construction)		général. Conseillers d'orientation Entrepreneurs	d'éducation et de travail		
CH	Programme de stages individuels en entreprises Leonardo da Vinci www.leonardo-da-vinci.ch	Présentation au public (avec support PowerPoint)	- étudiants en cours de formation de niveau universitaire et équivalent (tertiaire) - jeunes diplômés depuis moins de 12 moins de niveau universitaire et équivalent (tertiaire) et secondaire supérieur, apprentissage.	Proposer des stages de 2 à 12 mois dans des entreprises suisses et européennes (31 pays d'Europe)	15 à 45 min.	Présentations en français (en Suisse occidentale) et en anglais en Europe
CH	SOL-Swiss Occidental Leonardo www.s-o-l.ch	Présentation au public (avec support PowerPoint)	Tous les étudiants, apprentis et jeunes diplômés intéressés par un stage à l'étranger	Information sur le programme de stages Leonardo da Vinci	15 à 45 min.	Présentations en français (en Suisse occidentale) et en anglais en Europe
CH	www.swissemigration.ch	Information au public	Toutes les personnes intéressées par un séjour à l'étranger/émigration	Informations sur des pays étrangers	15 min.	Information donnée en allemand (en Suisse allemande)
CH	www.crus.ch	Information au public	Toutes les personnes intéressées par un	Assistance mobilité des universités	10 min.	Information donnée en allemand (en Suisse allemande)

				séjour à l'étranger		
CH	www.eures.ch http://www.treffpunkt-arbeit.ch	Information au public	Toutes les personnes intéressées à travailler à l'étranger	Informations sur les conditions des assurances chômage	30 min.	Information donnée en allemand (en Suisse allemande)
CH	www.intermundo.ch	Information au public	Toutes les personnes intéressées par l'échange international des jeunes	Assistance et intermédiation	30 min.	Information donnée en allemand (Suisse allemande)
CH	www.eurostage.org	Information au public		Assistance et intermédiation	30 min.	Information donnée en allemand (Suisse allemande)
CH	www.studex.ch	Information au public	Toutes les personnes intéressées par un stage à l'étranger	Assistance et intermédiation	60 min.	Information donnée en allemand (en Suisse allemande)
CH	Projets pilotes/langues /réseaux Leonardo da Vinci – thématique mobilité - qui sont coordonnés en Suisse par SOL-Swiss Occidental Leonardo : ProblemSOLVE : www.problemsolve.org (préparation multilingue et multiculturelle à un stage à l'étranger)	Information au public	Toutes les personnes intéressées par la mobilité en Europe	Information sur les projets Leonardo coordonnés en Suisse par SOL-Swiss Occidental Leonardo	15 à 45 min.	Présentations en français (en Suisse occidentale) et en anglais en Europe

	REIM – Euronaver : www.euronaver.net (plateforme sur la mobilité dans l'artisanat) EU-NEXT : www.eu-next.org (plateforme sur la mobilité transnationale)				
HU	Links for mobility	Information leaflet	Students, teachers, guidance practitioners	Promote mobility by giving useful links	Available in EN & HU, regularly updated, downloadable from www.npk.hu
HU	Addresses of Hungarian Higher Education Institutions and Their Faculties	Brochure	International and Hungarian students, teachers, guidance practitioners	Availability of Hungarian Higher Education Institutions	Available in EN, regularly updated, downloadable from www.npk.hu
HU	Higher Education Programmes Offered in Foreign Languages in Hungary	Brochure	International students, teachers, guidance practitioners	Availability of Higher Education Programmes for Foreigners	Available in EN, regularly updated, downloadable from www.npk.hu
HU	The Member States of the EU	25 booklets, CD-rom	National partner organizations, members of the guidance network, and those intending to study or work in	The educational, labour and social security system of 24 member states, and a general introduction entitled: "Learning in	Available in HU, downloadable from www.npk.hu

			Europe.	Europe".		
HU	Mobility Guide	Brochure	International students, teachers, guidance practitioner	Promoting mobility to Hungary by giving useful info		Available in EN, regularly updated, downloadable from www.npk.hu
HU	Scholarships to the member states of the EU	leaflet	Students, teachers, guidance practitioners	Description of scholarships to the EU countries available for Hungarian students		Available in HU, downloadable from www.npk.hu
HU	Education System of Hungary	leaflet	International students, teachers, guidance practitioners	Description of the Hungarian education system		Available in EN, regularly updated, downloadable from www.npk.hu
HU	Studying in the EU	leaflet	Students, teachers, guidance practitioners	Leaflets presenting 26 EU countries (except for Hungary), giving useful information about staying abroad		Available in HU, downloadable from www.npk.hu
RO	Academia Information form	Word document and web	Guidance counsellors, teachers, management personnel in education	Selection of participants in the mobility programme	20 min	Information on applicants: personal data, contact, work place, foreign languages, current professional role, work experience in the field, preferred destination for placement, motivation, dissemination
RO	Academia assessment form by the programme beneficiaries	Word document	Guidance counsellors, teachers, management personnel in	Assessment of the hosting organisation by the mobility beneficiaries	10 min	Self-assessment of the level of preparation by the sending organisation, initial objectives, achieved objectives, other effects on work, likes and dislikes, personal remarks

				education		
RO	Academia mobility report of the beneficiaries	Word document and web	Guidance counsellors, teachers, management personnel in education	Assessment of the individual mobility experience	3 hrs	Information on the mobility project, hosting and partner organisations, role in the project, target group, duration, work agenda, dissemination activities
RO	Academia synthesis report by the sending organisation	Word document	Programme administrator	Mobility report to the national agency	2 work days	Country report
RO	Academia certificate	Word and web	Guidance counsellors, teachers, management personnel in education	Accreditation tool	10 min	Certificate containing information on the hosting organisation, programme title, beneficiary, title of mobility, duration, coordinator
RO	Common catalogue of training session	Word and web	Programme administrators	Information useful for selection and recruitment of beneficiaries in a given year, to given countries, on given topics	30 min	Information on the mobility topics, objectives, contents, target groups, entry criteria, duration, working languages, hosting organization, places of mobility
SI	Library with written materials about possibilities for study in each EU country	Books, catalogues, leaflets, CD	All public, mainly for students interested for study abroad	To support decision of student to choose proper school or university in other EU country	At least half an hour	Renovated periodical
SI	Leaflet	Education in Europe – where to find proper info	All learning population, mainly students	Promoting Euroguidance net and present actors on the field of mobility		Renovated each year

 Second part: main web sites or portals dedicated to employment, internships, education in European countries

The objective here is to have for each counsellor a very rapid insight of the main information sources

Coun try	Employment/Inte rnships	Education	Guidance services and main information providers
EU	EURES portal Job seekers and employers http://europa.eu.int /eures		
EU			European Youth Portal Young people looking for life experience in Europe http://europa.eu/youth
EU		Portal of European Learning Opportunities To find information about different possibilities of study http://ec.europa.eu/ploteus	
A	LABOUR MARKET SERVICE www.ams.at http://www.ams.or. at/eures.html AU PAIR www.aupairaustria .com WORKING IN AUSTRIA http://www.oead.a c.at/_english/austri a/entry/index.html INTERNSHIPS http://www.oead.a c.at/_english/searc h/index.html	MOBILITY www.lebenslangeslernen.at www.euroguidance.at www.oead.ac.at GENERAL INFORMATION ABOUT THE AUSTRIAN EDUCATIONAL SYSTEM www.bildungssystem.at VOCATIONAL EDUCATION http://www.berufsbildendeschulen.a t/ SCHOOLS IN AUSTRIA http://www.schule.at/ http://www.schulen-online.at/sol/index.html STUDYING IN AUSTRIA www.studyguide.at	GUIDANCE SERVICES http://www.bib-infonet.at/ http://www.bmukk.gv.at/schulen/service/ psych/Schulpsychologie_Bildung4844.x ml http://www.biwi.at/ AUSTRIAN STUDENT ASSOCATION http://www.oeh.ac.at/oeh CAREER CENTRES AT THE UNIVERSITIES http://www.leonardodavinci.at/article/arti cleview/38/1/34/ www.oead.ac.at

		http://www.lebenslanges-lernen.at/filemanager/download/1161/postsek_bilungseinr08.pdf/ ADULT EDUCATION http://erwachsenenbildung.at/ http://www.eduvista.com/ LANGUAGE COURSES http://campus-austria.at MINISTRIES www.bmwf.gv.at www.bmukk.gv.at	
B (fr)	www.bruxellesformation.be www.actiris.be www.leforem.be	www.agers.cfwb.be www.enseignement.be www.restode.cfwb.be	www.bruxellesfomation.be/Euroguidance www.bruxellesformation.be/partir www.orientation.be www.siep.be http://o12.be
B (flam)	www.vdab.be http://www.stageforum.be/	www.ond.vlaanderen.be http://www.highereducation.be/ http://www.wordwatjewil.be/go/home.aspx	http://users.pandora.be/euroguidance/
Bu	www.az.government.bg	www.minedu.government.bg	www.euroguidance.hrdc.bg
Cy	www.mlsi.gov.cy www.pescps.dl.mlsi.gov.cy	www.moec.gov.cy www.highereducation.ac.cy	
Cz	http://portal.mpsv.cz www.czech.cz/en/work-study http://portal.mpsv.cz/eures http://www.studyin.cz/	www.msmt.cz www.csvs.cz www.czech.cz/en/work-study www.nuov.cz www.uiv.cz	www.naep.cz
Cz	http://portal.mpsv.cz www.czech.cz/en/work-study	www.msmt.cz www.csvs.cz www.czech.cz/en/work-study	
Dk	www.jobnet.dk www.eures.dk www.workindenmark.dk www.workimport.dk	www.studyindenmark.dk www.ug.dk (UddannelsesGuiden – The "Education Guide" – Danish portal on learning opportunities and professions www.ciriusonline.dk/english	www.ciriusonline.dk www.udiverden.dk www.studievalg.dk
Ee	www.tta.ee www.eures.ee www.sm.ee	www.hm.ee www.rajaleidja.ee www.smartestonia.ee	

Fin	www.mol.fi www.jobstep.net www.aarresaari.net www.mol.fi www.tem.fi	www.minedu.fi www.opintoluotsi.fi www.oph.fi www.studyinfinland.fi www.koulutusnetti.fi	www.minedu.fi www.tem.fi www.cimo.fi/euroguidance
F	www.pole-emploi.fr www.afij.org www.apec.fr	www.education.gouv.fr www.edufrance.fr www.cidj.com www.eduparis.fr www.alliancefrancaise.fr (Learn French) www.fle.fr (Learn French) www.intercarif.org www.centre-inffo.fr	www.orientation.gouv.fr www.onisep.fr www.centre-inffo.fr
D	www.arbeitsagentur.de www.berufenet.de www.planet-beruf.de	www.studienwahl.de www.daad.de www.goethe.de (learn German) www.planet-beruf.de	www.orientiere-dich.de www.planet-beruf.de
Gr	www.oaed.gr	www.ypepth.gr	www.ekep.gr/english
Hu	www.szmm.gov.hu www.afsz.hu	www.okm.gov.hu www.studyhungary.hu www.campushungary.hu www.felvi.hu www.tpf.hu www.bursa.hu, www.diakhitel.hu, www.europass.hu, www.euvonal.hu, www.mobilitas.hu, www.nive.hu, www.pafi.hu, www.scholarship.hu, www.szakmaigyakorlat.lap.hu, www.osztondij.lap.hu, www.palyazat.lap.hu	www.npk.hu
Is	www.vinnumalastofnun.is	www.menntagatt.is www.ask.hi.is	
Ie	www.fas.ie www.ncge.ie	www.cao.ie www.isco.ie www.gradireland.ie www.mie.ie (apprendre la langue) www.aupairireland.ie www.quallifax.ie	www.ncge.ie
I	www.welfare.gov.it www.sportellestage.it	www.miur.it www.cestor.it	www.centrosrisorse.org
Lv	www.nva.lv www.jaunatne.lv	www.studentnet.lv www.izm.gov.lv	www.viaa.gov.lv/Euroguidance www.niid.lv

	www.prakse.lv www.betwa.lv	www.niid.lv www.apa.lv	www.nva.lv
Li	www.llv.li/amtsstellen	www.hochschule.li www.llv.li/amtsstellen	
Lt	www.ldb.lt www.ldf.lt	www.smm.lt	
L	www.adem.public.lu	www.men.public.lu/ www.uni.lu www.myschool.lu www.lifelong-learning.lu	www.cpos.lu www.cedies.lu www.alj.lu www.bif.lu/
Mt	www.etc.gov.mt	www.education.gov.mt www.um.edu.mt	
Nl	www.werk.nl	www.studyin.nl www.grantfinder.nl www.opleidingenberoep.nl www.nuffic.nl	www.euroguidance.nl www.loopbaanwereld.nl (from aug 2008) www.kennisnet.nl
N	www.nav.no	www.studyingnorvay.no	
Pl	www.psz.praca.gov.pl www.eures.praca.gov.pl www.ohp.pl www.europass.org.pl	www.men.gov.pl www.eng.nauka.gov.pl www.poland.pl/education/ www.studyinpoland.pl www.frse.org.pl	www.eurodesk.pl
P	www.netemprego.gov.pt http://portal.iefp.pt	www.rotas.pt www.acessoensinosuperior.pt	
Ro	www.anofm.ro www.bursamuncii.ro www.bestjobs.ro www.onbsis.ro www.anpcdefp.ro www.roburse.ro www.burse.edu.ro www.burseguvern.ro www.anpcdefp.ro	www.edu.ro www.ise.ro www.cepes.ro www.unibuc.ro www.ubbcluj.ro www.uaic.ro http://cnc.ise.ro www.snee.ro	www.euroguidance.ise.ro www.capp.ise.ro www.ciocp.ro www.uttgm.ro/career_center www.centrul-expert.ro
Sk	www.upsvar.sk	www.minedu.sk	
Slo	www.ess.gov.si	www.mss.gov.si/en www.uni-mb.si www.uni-lj.si	
Spain	www.mtas.es www.inem.es www.dices.com www.insht.es	www.mepsyd.es www.cervantes.es	www.mepsyd.es/education/formacion-profesional/cnrop www.juntadeandalucia/educacion www.fp.educaragon.org www.educastur.es www.formacioprofessional.caib.es

			www.gobiernodecanarias.org/educacion www.educantabria.es www.educa.jccm.es www.educa.jcyl.es www.gencat.cat www.juntaex.es/consejerias/educacion www.edu.xunta.es www.larioja.org www.madrid.org/fp www.educarm.es www.educacion.pnte.cfnavarra.es www.hezkuntza.ejgv.euskadi.net www.gva.es www.ceuta-mec/org www.mec.es/dp/melilla
Se	www.arbetsformed lingen.se/go.aspx? C=223 (www.arbetsforme dlingen.se) www.svensktnarin gsliv.se/english	www.studyingsweden.se www.studera.nu www.utbildningsinfo.se www.si.se www.vhs.se	for guidance professionals: euroguidance.sweden@programkontoret.s e (www.programkontoret.se/euroguidance)
CH	www.leonardo-da-vinci.ch www.s-o-l.ch www.studex.ch www.lingue-stage.ch www.intermundo.c h www.echanges.ch www.eurodyssee.n et www.danube.or.at/ leonet/ www.swissemigrat ion.ch www.treffpunkt-arbeit.ch www.espace-emploi.ch www.espace-emploi.ch/jobsuch e/eures/eures/ www.bfm.admin.c h www.europa.admi n.ch	www.bbt.admin.ch www.sbf.admin.ch www.edk.ch www.berufsbildung.ch www.educa.ch www.crus.ch www.kfh.ch www.w-a-b.ch www.bop.ch www.alice.ch www.swissuni.ch www.switch.ch/edu www.hes-so.ch	www.orientation.ch www.berufsberatung.ch www.orientamento.ch www.svb-asosp.ch

	www.jobpilot.ch www.emploi.ch www.stellen.ch www.diplom.ch www.jobs.ch www.jobscout.ch www.topjobs.ch www.jobclick.ch www.students.ch www.etudiants.ch www.stellenlinks.ch www.offene-stellen.ch www.optioncarriere.ch/ www.jobsuchmaschine.ch www.jobfactory.ch www.firti.ch www.portail-emploi.ch		67
UK	www.workingintheuk.gov.uk www.jobcentreplus.gov.uk www.jobcentreonline.com	www.ucas.com www.educationuk.org www.britishcouncil.ac.uk	www.connexions.gov.uk

euro guidance

BIBLIOGRAPHY

Guidance documents:

CEDEFOP:
Career development at work : a review of career guidance to support people in employment
http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=504
Establishing and developing national lifelong guidance policy forums
http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=508
From policy to practice- a systematic change to lifelong guidance in Europe
http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/505/5182_en.pdf

Improving lifelong guidance policies and systems: using common European tools: (principles, reference points, and key features of lifelong guidance systems
http://www2.trainingvillage.gr/etv/publication/download/panorama/4045_en.pdf

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

http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/356/5152_en.pdf

Improving lifelong guidance policies and systems

http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/400/4045_fr.pdf

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

OECD
Career Guidance and Public Policy: Bridging the Gap
http://www.oecd.org/document/31/0,3343,en_2649_34487_27715551_1_1_1_1,00.html

Career guidance: a handbook for policy makers
http://www.oecd.org/dataoecd/53/53/34060761.pdf

EUROGUIDANCE
Euroguidance handbook available online : www.euroguidance.net

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