



euro | guidance

Article in forthcoming Cedefop publication:
"Rethinking professionalism of careers practitioners
in the digital context"

An international dimension in guidance:

Call for improved capacity building of
guidance professionals

Graziana Boscato, Margit Rammo, Nina Ahlroos

Learning mobility for skills development

- Core international competences for an increasing diverse, interconnected and digital world
- Intercultural skills, creativity, independence, flexibility and entrepreneurship as well as a better position on the labour market.
- mitigate stereotyping and facilitate support in taking a broader view of the world





Impact of mobility guidance provision

- increasing the **volume** of learning mobility - expanding the potential population's ability to become global citizens
- enhancing the **quality** of the learning process - increase the effect of the learning experience
- **compensatory aspects** - how do we ensure that more people with fewer opportunities can take part in this unique type of learning that is essential for the future?



Contexts for mobility guidance

- *2008 Council Resolution on lifelong guidance:*
'The enlargement of the European Union has increased the potential for mobility in education and training, as well as in the labour market, thereby creating the need to prepare Union citizens to develop their learning and professional pathways in a broader geographical context'
- *Europass decision:* guidance for learning mobility' to support career management and upskilling across Europe
- *Competence frameworks* developed by career guidance professional associations acknowledge the international dimension of guidance as part of the professional profile of guidance practitioners.

Competence development in a context of rapid change

- rapid changes put considerable pressure on career guidance professionals
- leads to an increased need for competence development among guidance practitioners
- further training opportunities seem to be insufficient



Guidance practitioners' interests in mobility guidance

- guidance counsellors ask for competence development in the area of mobility guidance
- national training systems do not meet these needs
- Euroguidance seems to be the only provider

Training offers with an international dimension

Capacity building initiatives such as;

- Seminars
- Peer-learning events
- Study visits
- Conferences
- On-line courses



COUNTRY	Estonia	France	Sweden
NAME AND VOLUME	Multiculturalism, learning and work mobility (<i>Multikultuursus, õpi- ja tööränne</i>), 104 academic hours (4 ECTS)	Dinamo (<i>Découvrir INformer Accompagner la Mobilité en Orientation</i>), 12 hours (*)	Euroguidance course in mobility guidance (<i>Euroguidance kurs i Ivägledning</i>), 21 hours (**)
AIM	The course provides an opportunity to expand understanding related to international mobility and multiculturalism, and to gain knowledge for working with people who want to go to study or work abroad, and who have come to Estonia from abroad and need further career guidance.	Dinamo reinforces the skills of guidance professionals in terms of international mobility and contributes to the development and promotion of lifelong mobility.	The purpose of the course is to contribute to proactive guidance about international mobility, to make more pupils and students seize the opportunity, and to raise the quality of their mobility experience.
LEARNING OUTCOMES	<p>The graduate will:</p> <ol style="list-style-type: none"> 1. understand the value of learning and work mobility and its potential for career development; 2. be aware of the various opportunities for international mobility and is ready to provide guidance on this subject; 3. be able to support individuals in matters related to mobility, including motivating, preparing, supporting throughout the mobility and return; 4. be aware of multiculturalism, including the peculiarities of different cultures and the diversity of values, and is able to advise clients with different cultural backgrounds on studying and working in Estonia. 	<p>The users of the platform will:</p> <ol style="list-style-type: none"> 1. become aware of the added value of mobility for the purpose of professional integration and career development; 2. be aware of the different forms of mobility (studies, employment, gap year, etc.); 3. improve their knowledge of European mobility tools; 4. improve their knowledge of mobility for specific groups such as people with disabilities, apprentices, etc.; 5. learn how to use the resources of the Euroguidance website 6. understand the issues at stake in a mobility guidance interview. 	<p>The participant will gain:</p> <ol style="list-style-type: none"> 1. general knowledge about international mobility and its benefits; 2. specific knowledge about different opportunities for studies, practical training, and work in other countries; 3. understanding of the possible guidance interventions in relation to the whole mobility process; 4. awareness of various tools and information sources that can facilitate the work; 5. understanding of how mobility guidance can be part of the regular guidance work.

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Lessons learned

- Letting the international dimension become part of the official guidance field
- Developing our own theoretical framework
- Second academic article in the field by EG members

How can the national frameworks for competences and the initial training of guidance practitioners be further developed to include an international dimension?



Do you have an international dimension in your national frameworks for guidance?

Yes/No/Don't know



How can we disseminate the article among stakeholders?



How can we build on this article within our Network?

Thank you!

