

Guidance for mobility

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

EUROGUIDANCE network

Theoretical background

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Introduction (1)



- ⌘ *A 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 overseas
- ⌘ 17% Reports an **intercultural problem** linked to there 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...)

Introduction (2)



- ⌘ **What lessons can be learned** from a failure? How can we improve mobility for young people? And as guidance counsellors, **how can we contribute** to these improvements?
- ⌘ **Based on literature, research and our experiences**, 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” made by Carla Bracke “Onderzoek naar de omkadering voor Vlaamse jongeren die naar het Zuiden trekken”.

The importance of triggers (1).



Triggers are specific situations, positive or negative, who during the mobility are conflicting with the expectations of youngsters and will be remembered by the person years after the exchange.

In most cases **triggers are related to:**

- experienced differences during the exchange (food...),
- contacts with the 'significant other' (other participants, local responsible manager of the programme...),
- the group dynamics (conflicts, feeling of solidarity...) and hospitality (host family...).

The importance of triggers (2).



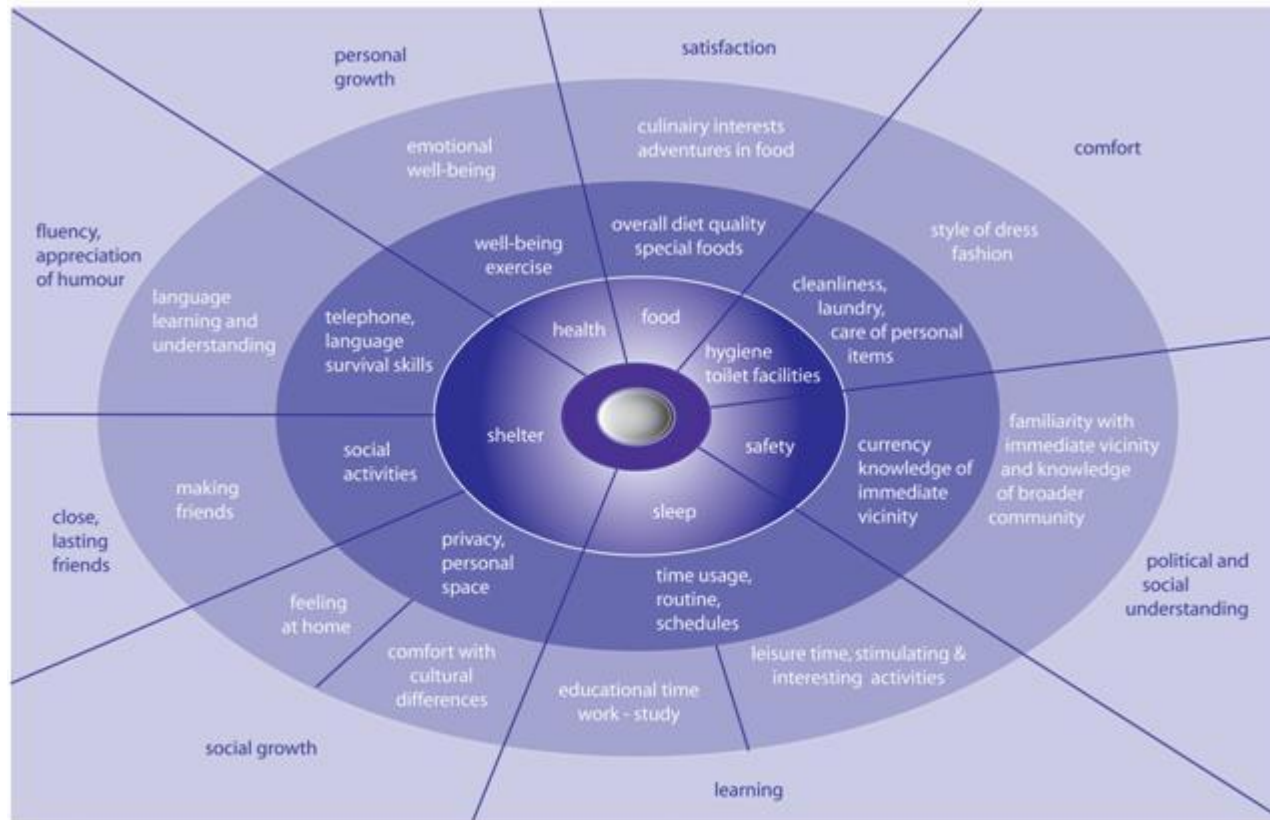
Positive triggers will have a positive effect on the personal development of young people; negative triggers will have an opposite effect.

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.

Guidance is not limited to a good preparation, but support during and follow-up after the mobility experience are equally important.

The *‘Concentric-Circles approach’* of Beulah Rohulich

Concentric-circles Approach to Helping New Sojourners



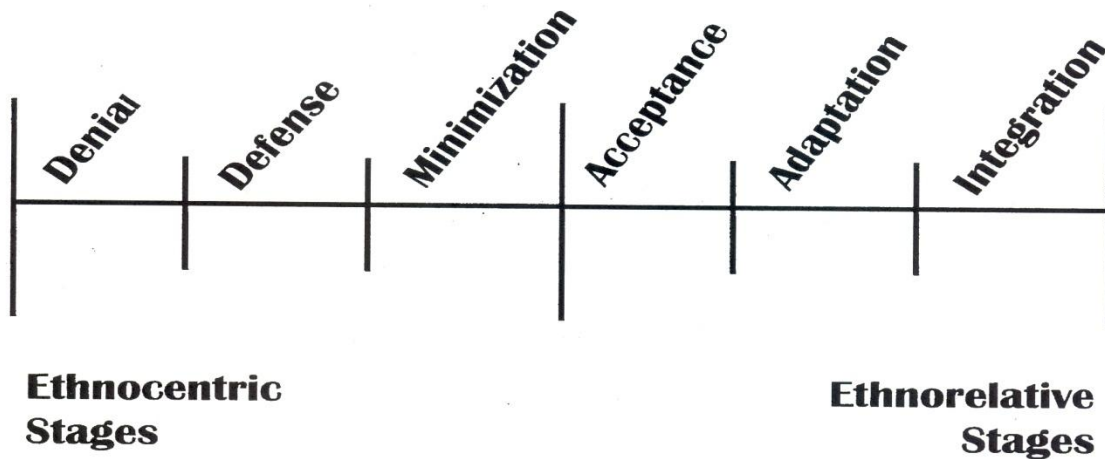
The needs of the inner circle are those that are most immediate to the student sojourner and must be met first. Once these needs are met, the next ring of needs should be addressed.

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

The '*Developmental Model of Intercultural Sensitivity*' (DMIS) of Milton Bennett

Development of Intercultural Sensitivity

Experience of difference →



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Instruments.



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

Also some interesting *self-assessment instruments* are available that help youngsters reflect on learning and in-cultural learning and which strategies they are using:

- ⌘ *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 (1)



- ⌘ *Monitoring and evaluation*
- ⌘ *triggers*
- ⌘ *'significant other' or 'peer group'*
- ⌘ *foreign language*

Support during the stay (2)

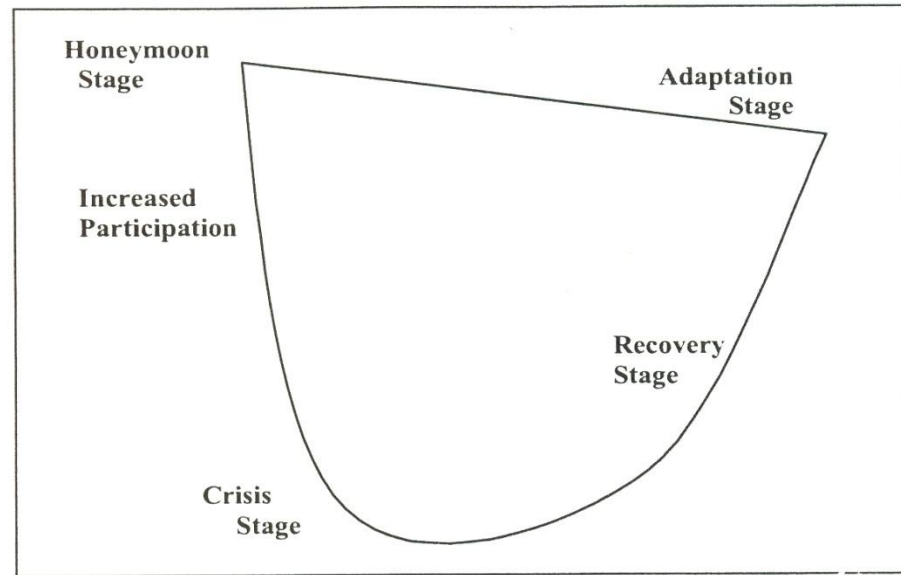
Culture shock and adaptation



- ⌘ adapting to a new way of doing everything
- ⌘ “shock precipitated by the anxiety that results from losing all our familiar signs and symbols or social intercourse”.
- ⌘ “the frustration and confusion that result from being bombarded by unpredictable cues”

Support during the stay (3)

Culture shock and adaptation: U-curve



TIME (Lysgaard, 1955)

Support during the stay (4)

Culture shock and adaptation



- ⌘ **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.
- ⌘ **Culture shock** is the overarching larger events such as realizing that the ideas of values are different in this new place

Follow-up (1)



- ⌘ Interpreting and explaining the *triggers*
- ⌘ *Reversion*: when the other culture is praised to the skies in relation to one's own culture
- ⌘ *Duality*: polarisation of cultural differences
- ⌘ *liminality* : youngster coming home after a stay abroad can indicate not feeling at home either in the home-culture or the foreign-culture

Follow-up (2)



- ⌘ A *(reverse) culture shock* when coming home (U-curve)
- ⌘ The occasion to *tell their story* and *exchange experiences*
- ⌘ *Reflect* on what they have learned
- ⌘ Which *competences* have been acquired?
- ⌘ 'Measure' and make youngsters 'aware' of *progress made* in intercultural sensitivity, languages, learning styles...

Follow-up (3)



- ⌘ The evaluation moment can be *repeated* a couple of months later as the youngster will be able to *take some distance* from what happened abroad and by consequence been *more objective* in his judgements
- ⌘ Try to *involve the partner abroad* in the follow-up of the youngster
- ⌘ Youngsters can *play an important role in the preparation of other people* who want to go abroad

Conclusion.



- ⌘ The whole *process* is not linear but *a continuous circular effort* from all those involved in mobility.
- ⌘ Guidance is not limited to a good *preparation*, but *support during* and *follow-up after* the mobility experience are equally important.
- ⌘ All this information and experiences can feed the whole guidance process on mobility for *continuous improvement*.

Thanks!



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