

Transnational mobility and young people with fewer opportunities

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”Learning mobility, meaning transnational mobility for the purpose of acquiring new knowledge, skills and competences, is one of the fundamental ways in which young people can strengthen their future employability, as well as their intercultural awareness, personal development, creativity and active citizenship. Europeans who are mobile as young learners are more likely to be mobile as workers later in life. Learning mobility can make education and training systems and institutions more open, more European and international, more accessible and more efficient. It can also help strengthen Europe’s competitiveness by helping to build a knowledge-intensive society”.

Council Recommendation of June 28, 2011 (“Youth on the Move”)

Why mobility?

Fewer resources compared to peer groups due to e.g.:

- Lack of financial means
- No or insufficient educational background
- Living in deprived areas
- Belonging to ethnic minorities
- Physical or mental handicaps
- Delinquency
- Psychological problems
- Difficult family circumstances
- Etc.

What does "fewer opportunities" mean?

- The democratic argument: inclusion
- The pedagogical argument:
transnational mobility as a
pedagogical tool

**Why involve them in
transnational mobility?**

- Challenges established meaning patterns
- Provides a "free space" for personal development
- Boosts self-reliance
- Promotes mobility and adaptability

**Learning processes and
outcomes in "learning
mobility"**

- Limited degree of control with the learning environment
- Learning through "disorienting dilemmas"
(Mezirow)

Learning mobility as a pedagogical tool

- Length?
- Mode: School stay, youth exchange, work placement, work camp, volunteering?
- Group or individual?
- Accommodation?
- Accompaniment?

Match between objectives and methods

- "Zone of proximal development"
(Vygotsky)
- Pedagogical and practical support:
"Scaffolding"

**Match between challenges and
resources**

- Integrating interventions both before, during and after!

**Holistic view of all
phases of the project**

Before

During

After

Induction

Immersion/accompaniment

Debriefing

- Motivation
- Selection
- Preparation

- Linguistic
- Cultural
- Practical
- Pedagogical
- Psychological

- Monitoring
- Mentoring

- Evaluation
- Perspectivation
- Guidance
- Documentation and recognition of learning outcomes

Facilitating learning

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**Thank you for your
attention**
