

## Hidden Competences Erasmus+ launch conference, Helsinki, June 11. 2014

### Message board record

Please find below messages sent through the message board during the conference. First (Part I) you will find the messages sent to during the panel discussion, as they encapsulate many of the main issues discussed during the day. Other messages can be found after this in Part II. To help reading, we have grouped these messages thematically.

### Part I Panel discussion

#### 1. How to get employers to see and recognize the value of learning mobility?

14:14 » Through students - getting them to see and recognize the value, and learning how to market it to the employers.

14:15 » define the learning outcomes of learning mobility clearly to make crystal clear what we're talking about ; furthermore based on that, show employers "what's in it for them" --> find the common interest!

14:15 » Employers, regardless of how badly the employer may need skilled persons, they are not going to spend too much time into looking: the skills and competences gained can't be hidden, they have to be brought forward somehow. It is important to make employers aware of potentially hidden skills, but of equal importance is to make them visible.

14:15 » Employers have international contacts and experiences as well, use these and ask about benefits and advantages

14:16 » Youthpass is a learning recognition tool which enables the participants in non-formal learning activities to put into words their learning experiences. The learning is usually recognised through dialogue with a youth worker involved in the project. The certificate is printed out and signed by the organisation. Would an employer be interested in reading about self-evaluated learning outcomes of a young person?

14:16 » By highlighting the value of mobility as a compulsory part of the diploma supplement

14:16 » Teachers need to be very concrete about what competences are gained so that in tutoring support the students have names for the competences and they can apply the experiences as evidence for having gained the competences

14:17 » Self-evaluation is also a skill that can be practised. Education institutions have a great responsibility in supporting young people practising this skill.

14:17 » Teachers can educate their students to do project-based learning PBL in international settings using online and live online methods and tools. Gradually it will become a normal practice in all working life.

14:17 » Sometimes it comes down to how internationally-minded is the 'gatekeeper' of the company or organisation.

14:19 » Very interesting from Jolla phone speaker, that the people who they hire, don't actually need additional training or motivation etc. How can an individual reach this point. Finding WHAT THEY REALLY WANT TO BE A PART OF IN THEIR WORKING LIFE, and that should be emphasized and more of a question in throughout learning support and education.

14:19 » Interesting findings! Now what should be done? how can we make sure that this knowledge or findings is shared with the right players in the Finnish economy?

14:20 » Young people should also learn to recognize their own competencies, they might be taken for granted - especially the hidden competencies (attitude, passion, willingness to learn...). They need mentors in education institutions and in their life generally.

14:20 » What helps is to create a place (platform) where perspective employees and employers meet on 'equal' level. + lots of opportunities for interaction

14:20 » Good point with finding common terminology/defining terms together.

14:24 » In my experience Finns tend to think Skills on CV = languages and IT only. most Finns are multilingual and have good IT skills so they need to find what differentiates them from other applicants. Start with skills/competence analysis

14:24 » More collaboration between companies and HEIs needed - all good cases to be made visible, seen. TF is a good channel!

## **2. How to better define and identify the learning outcomes from international mobility?**

14:29 » Describe behaviours?

14:30 » A mobility period abroad should be seen as one holistic learning experience for the individual. Already when planning mobility take into account not only courses but also other skills and competences that can be gained – and help the student become aware of them.

14:33 » Interaction and a share of knowledge

14:33 » Defining learning outcomes needs a space of dialogue between someone / something. Dialogue to determine what we learn. Also, learning is not about units of learning. It's about topics and processes that grow. So a continues sentence, a filling (and growing) glass... An on going life long portfolio, that is showed and seen.

14:33 » Autobiography

14:34 » make self-assessment of students that take part in mobility part of the curriculum, and make it part of the official assessment and accreditation

14:34 » The professionals working with learners should be aware of the hidden competences.

14:34 » Going abroad or participating in YiA is not a competence or outcome. We must learn and help youth to learn present their talents. What can you do because of the experience? What did you learn? Name the skills

14:36 » International mobility experience should not be narrowed down to specific, beforehand defined learning outcomes.

14:37 » Internationalisation is about learning, about change. Requires assessment of oneself, some counseling could be helpful in improving "self awareness"

14:39 » Teacher training is also important in this context

14:40 » Good exercise would be writing a cv based just on the international experience. It really makes you think about competences you have and how to emphasize it.

14:41 » Are strategies of the institutions in place if the outcomes of the mobility are not utilised? The targets of the mobility should be clear for the students/young people and the institutions.

14:41 » trainers in youth field have good experiences in supporting young people using self assessment tools which help awareness and recognising their learning outcomes...but also work with the competence Learn to learn, which is not only looking backwards in what has been learned, but also forward on what do I want to learn

14:41 » When teachers resources are reduced the first thing that suffers is feedback.

14:42 » There's a lot of development on what Helmut [Fennes ]mentions in the past years. Holistic learning, and new understanding of learning as such! It simply struggles to find it's way to the traditional model of teacher training, and also to conference rooms like these.

14:43 » Our young students need to enhance their presentation skills. Certificates and diplomas are not enough.

14:49 » It is hard for teachers and other staff members to recognize their own international competences. This prevents the recognition of students competences.

14:46 » I did Erasmus -no support from HE after the period -Helmut was right - no investment on support / dialogue

14:35 » There are online tools such as CEFcult for online assessment of intercultural communicative competences. The tool uses INCA criteria.

14:36 » the European Business Baccalaureate Diploma (EBBD) did a really great job in this area ; might be a good example to learn from

14:36 » There's still Youthpass too. In youth work we always reflect on our new skills, knowledge and attitudes.

14:36 » [www.learningbadges.eu](http://www.learningbadges.eu) - attempts to use the open badges platform for Youth in Action projects. NEW TECHNOLOGY that transfers all to today's (virtual) platforms.

14:33 » Use the EQF framework as a basis and widen the scope to international competencies

14:38 » On a European level a European Area of Skills and Qualifications is being developed: This process should encompass today's topics and discussion, too.

14:41 » We need to recognise that different people need different levels of support in different ways. EAQA is a very abstract and wide-scale concept.

14:46 » Question to COM: There are currently various European tools to enhance Transparency of skills, many have been implemented, many are being developed, many overlap.

14:47 » Actually the mobility tool is not really useful for the universities or for the students either..., just data for the commission. If we want valuable knowledge, we need to ask the students to fill extra questionnaires, write learning logs etc and filling many reports might not be very motivating....

14:50 » Also concerned about the workload With mobility tool. The data inserted should at least be transferable to other tools eg the Europass CV, Youthpass etc.

14:45 » ESN does a great job

14:50 » Runa, thank you for appreciating the work of ESN volunteers! Volunteering in an international association is not always recognised or taken professionally, despite the effort we put in it. Thank you! Best, the ESN Finland delegates

14:52 » ESN offers one way to get International contacts also at home. You do a great job!

14:56 » My best experiences in my home university are related to my time ESN! Getting international experiences in your home town was very important and useful!

### 3. How to get students and young persons to see their own skills and competences in a more identifiable way?

12:19 » Guidance practitioners play a key role in encouraging and supporting (before, during and after mobility).

12:20 » And peer experiences

15:02 » Give them recognition, in schools, at home, everywhere!

15:02 » Some kind of a self-evaluation method?

15:03 » Smaller classes, more discussions, face to face situations.

15:03 » Think about what the learning objectives for the mobility are before going. Be aware of the things you might encounter and learn. Reflect on objectives every now and again. Evaluate with someone in the end.

15:04 » I gave this comment before but suits here better. I have found good exercise to write a cv based just on international experience. It helps to understand what you actually have learned and how to emphasize it

15:04 » When I first came to Finland, I was surprised with all the certificates you get for doing anything (one day seminar to volunteer work), despite I am not agreeing completely, it is a good start.

15:05 » There also need to be simple, accessible tools for those who are not in education; we tend to concentrate on those in education, a group relatively easily reached - but the need is just as great within those not in education.

15:08 » Teach learners how to identify competences first. We are talking about lifelong Learning. They will have to identify competences all their Life and to match them with different jobs and situations

15:08 » In addition to defining aims/outcomes before mobility and analysing how you met them afterwards, sending institutions/organizations should be in touch with the mobiles DURING the mobility period, to help them reflect on how their competences have developed.

15:11 » Youthpass (as a certificate) is indeed currently available within Youth in Action (all sub-actions), but as a pedagogical approach with all supportive materials (i.e.

<http://demo.youthpass.eu/en/youthpass/downloads/>) may be adapted, used in any learning settings incl international learning mobility projects. So, mainstreaming Youthpass beyond YiA! :)

15:21 » Continue working on methods of validation and recognition of informal and prior learning, and tidy up the overlaps of Europass and Youthpass, other learning agreements and, finally, push the development of these instruments further at European level.

15:23 » One very peculiar thing: None of the experiences and learning outcomes today are not actually related to the university classes done during erasmus exchange, or the formal agenda of any mobility (work tasks etc), but on the "life experience" during the time abroad itself. Is a formal agenda for any mobility just a disguise for learning hidden competences?

15:26 » in the VET sector the actual on-the-job learning part of curricula and given study points) is actually very often the main point and the life skills <and hidden competencies the added extra

15:24 » Emphasis on young people - what did you learn and how do you tell about it. And employers - this is what mobility can offer to your company. Forget the mobility tools and youthpasses, not useful.

15:24 » We can not take for granted that that a participant of the international mobility is actually developing her/his competences just because of the experience. This experience becomes a meaningful one when the participant got aware of the learning process and outcomes (all outcomes and finding outs, hidden or obvious ones)

15:33 » Speaking about Youthpass :) you are kindly invited to look at it as to the pedagogical approach raising the issue of learning dimension (aka Youthpass process). his approach is highlighting importance of (self)reflection for better awareness (know yourself as a learner) and also more (self)responsibility for own learning process. It is actually about raising curiosity of participant=learners for what is happening within the experience.

15:39 » 'aftercare' is needed because part of learning is reflection, which means taking time to think (just as Justina said several times)...instead of running to the next thing to do....so yes

#### **4. In my mind the most pressing issues in identifying and utilising Hidden Competences is:**

Results of the vote:

- (46) 1) to give young people tools for understanding what they learn abroad
- (16) 2) to give young people tools to document and present their learning outcomes to employers
- (30) 3) employers to see and take into account the value of Hidden Competences
- (10) 4) organisations and institutions to see and take into account the value of Hidden Competences

## Part II Other discussion

### On recognition of outcomes on learning mobility

10:00 » Great that the Commission is looking for new ways of thinking about impact on a personal level [after Runa Gudmursdottir's presentation]

10:53 » A general trend is to look at not only where you learned, but what you learned. The challenge remains how to "verify" this learning.

11:49 » Employers in all fields increasingly requesting portfolios in job application process.

11:55 » Exciting opportunities to learners, as well as for employers and education providers – but is there still a need to verify the learning outcomes? And how? Verification, where needed, should not compromise flexibility.

11:02 » Formal qualifications vs. practical competences???

11:03 » vs? ....and!

11:43 » It's also students responsibility to bring out their skills and competences to employers. At first, students need to recognize the competences.

11:44 » Europass! Youthpass!

11:47 » Apart from Europass, do you have a suggestion for helping students 'proof' their international competences? Any experience with portfolios, etc?

11:50 » LinkedIn profiles are a pretty good platform to show case skills and projects.

11:53 » Noticed in a cross-country comparison that also volunteers use LinkedIn to endorse other volunteers' competences and achievements. As they are people whose lives have been affected by the people whose experience they verify, they are credible verifiers.

11:55 » How to validate skills outside a formal system? The answer might be eAssessment.

11:58 » Formal verification and recognition is becoming more and more the problem of only the public sector. Private sector can test for needed competences when recruiting but the public sector still wants open and transparent, but at the same time strict and formal requirements.

12:14 » See what Youthpass can do!

<https://www.youthpass.eu/fi/youthpass/downloads/youthpass-impact-study/>

12:15 » Youthpass unfortunately is restricted to only YiA - a real drawback!

12:16 » Europass annexes work too!

### On employers / labour market

10:46 » Being a check out boy in a corner shop is international work nowadays. The skills are needed transversally! Employers may not recognise the need yet.

10:47 » We need to create dialogue with employers to discuss the new international competences.

11:06 » We're talking about new competences in the context of traditionally organized work market. However, there are huge changes taking place in how work is organized, networks of small enterprises, mobile pop-up jobs etc. Who's interested in verifying skills?

12:11 » The point here is the relation of internalization to jobs creation, isn't it? Never discussed in Finnish schools where I have worked,

11:48 » maybe we should not only talk about students but young people in general. Many young people who have done international youth exchanges or voluntary service have developed many competences that are interesting for employers, even if they don't recognise it (yet).

13:24 » A comment on the way forward: since the economic growth in Finland is expected to be driven by SMEs, we need to invest / research/ support / train them to recognise the hidden competences.

13:36 » Or: to have the students recognize their hidden competencies and to use their curiosity in creating new SME:s. New jobs do not exist but they are created.

13:55 » How refreshing to hear from an employer, that "i'm looking forward for the young people challenging me in the future"

13:58 » maybe employers are also finding some hidden competences

### **On equal opportunities and internationalization at home**

10:11 » Can or should mobilities cover 100% of our youth? What's the role of internationalization at home? Can we acquire global competences without travelling?

10:12 » What about those who never want to go?

10:13 » That is what diversity is all about....we need all groups, both mobile and non-mobile. Each brings unique qualities to the labor market

10:14 » International and intercultural experiences should happen at home too. If they happen through interest and cooperation, the experiences are positive. If they come from clashes, disagreement and forcing ideas on others, the result is a disaster.

10:14 » Why not 100 %? ...I mean is there a "negative impact of (supported) mobility"?

10:17 » In youth work we have noticed that young ones can't wish for an opportunity they don't know anything about. Non-mobile become mobile every day, when they understand the opportunity is for them as well. They need support.

10:18 » Home internationalisation is very easily accessible for students in higher education institutions. There are many international associations through which valuable international experiences can be gained without leaving the country. For example the Erasmus Student Network, which Ms. Gudmarsdottir mentioned in relation to the Erasmus Impact Study, functions locally in many cities in Finland in the principle of "students helping students", completely voluntarily.

10:19 » International collaboration and learning can also be done through using ict in collaborative ways.

10:20 » Young EVS volunteers provide safe intercultural meetings in youth houses across the country. And Europe.

10:21 » MOOCs for example provide possibilities to take part in international learning communities.

10:22 » You do not need to go abroad to face different cultures - they are also present in our society. Intergration of foreign students, employees let alone refugees is needed!

11:51 » What could we do about the fact that mobility is still a privilege of the wealthy city youngsters?

11:50 » Internships compulsory for AMK (Uni of App Sciences) degrees.

11:56 » Internationalisation is for all - not only through mobility! Have a look at the Fakta publication available at the registration desk. Only in Finnish, though.

11:59 » In Finland internationalization and global education is integrated in the new core curriculum that will be implemented in 2016. Based on the idea of global citizen's competences.

12:03 » In Finland both in general education and VET, internationalisation is in the core curriculum

12:07 » [http://www.cimo.fi/palvelut/julkaisut/selvitykset/faktaa\\_express\\_1\\_2014](http://www.cimo.fi/palvelut/julkaisut/selvitykset/faktaa_express_1_2014) in regard to this report, internationalization in Finland is a privilege of girls, kids of wealthier families and South Finland

12:09 » Privileged or are they just engaging more actively?

12:09 » There is work to be done to offer int skills for all, via different tools!

12:10 » Minister Krista Kiuru welcomed inclusion of sport in Erasmus+ Could this be a way to mobilize the boys?

12:13 » Economic issues are perceived as an obstacle to mobility by students. In fact, students from lower socio-economic are less mobile even in Finland.

12:14 » Are boys more actively involved in YiA activities? What is the gender balance there?

12:15 » Values play a role? Do parents with lower education and few international experiences encourage their children to go abroad as much? I hope they do

12:16 » Students coming from poorer economic backgrounds might also be more afraid of potential economic problems even if this is not based on reality.

12:16 » Youth from wealthier families are probably more internationally oriented even before participation in Erasmus+ activities.

12:22 » Are mobility periods offered equally to all in VET? Or are they the prize for the best students only?

12:26 » In VET, there is evidence that the less successful students can in fact benefit most from mobility! A study by BIBB in Germany. BIBB: [http://datenreport.bibb.de/html/index\\_en.html](http://datenreport.bibb.de/html/index_en.html)

12:26 » At my college mobility is offered to all students. Interested students complete an application form and are interviewed. It is not only for an elite group of wealthy students. We have sent 350 abroad in the last five years.

12:28 » VET students need skills for future work in multicultural working environments. Provide more possibilities for mobility / National funding needed also!

12:30 » Many EVS projects recruit directly from youth workshops for unemployed young people (työpajatoiminta). YiA tries to reach the unreachable with the help of professional youth workers.

14:46 » Are the curious individuals returning from learning mobility just those who were already curious and motivated? So, the curiosity, adaptability and desired (by employers) 'attitude' is perhaps at best reinforced in someone who is already attractive on the labour market? But what about the compensatory task of education and training, and of learning mobility programmes? Who finds, encourages, motivates those who don't already possess these qualities?

14:53 » If a student is a student, they are already within a system that can develop ways of supporting the less advantaged to take part in the mobilities. Outreach youth work works with people outside the systems, trying to support excluded youth back to life. Experience shows that international youth work works well for these groups. But the support needed to start projects is enormous. How does E+ enable the participation of this kind of young people?

14:53 » so how do we get young people, who have never been motivated or don't have the self confidence and/or the autonomy that is needed, to take on a challenge to go abroad? in other words, how do we give young people who need to develop international competences most, the support to go?

14:55 » Is internationality something that we all need? Do we all need to travel? Do we need to feel sorry if everyone does not become international experts?

14:56 » I really hope that "non-mobile" people can also be curious, resilient and productive. International mobility is a way to gain these competencies but there are a lot of other paths in life to gain the same skills and attitude... who has already work or been involved in another language or ethnic community in his/her own country ?

14:57 » Even volunteering is part of the same accumulation effect, so there are plenty of young people who lack access to these experiences. We need to think about inclusion more.

15:10 » True. Make opportunities visible. FOR ALL, not just the best ones.

### **On formal, nonformal and informal education/learning**

10:01 » Well well, it's so nice to see that school doesn't teach everything! After my exchange my greatest joy was the adaptation process to another culture! Understanding diversity is the most important skill.

10:26 » Erasmus+ Youth in Action is also giving possibilities for NEET young people, It is important that EU supports youth guarantee.

10:27 » NEET = Not in Employment, Education or Training.

11:36 » We should stop focusing on school degrees and companies empty requirements. Because what is school more than the illusion of learning and the fact that a degree is a proof you were able to study things you never really liked to do.

11:38 » Tell the Finnish labour market that. When have you heard of a Finnish employer taking someone who is curious over someone with a degree?

11:44 » Could we slowly move to "a post formal-nonformal-informal learning", and just talk about the cake that we talk about. LEARNING!

11:51 » Students, young people, adults, kids, pupils... = Learners.

11:51 » About learning - our students learnt to listen to lectures, make notes, memorize trivial facts, solve disconnected problems... Where do we need these skills?

11:52 » Monopoly of institutions in designing and deciding the contents of degrees is soon over - we are moving towards free learning, where the learner takes the responsibility and follows her curiosity.

11:52 » Forget about traditional lecturing

11:53 » The tolerance for ambiguity and change is an important skill nowadays. Encountering difference and discovering similarities in international activities helps to learn this skill.

11:53 » Creativity is an issue that Sir Ken Robinson has discussed on Ted Talks. How our education is short-changing our students by focusing only on literacy to the detriment of curiosity and creativity

11:53 » Also upcoming are "playlist curators" for MOOCs, trusted persons doing meaningful compilations from MOOC offerings of different institutions.

11:55 » Creativity and learning by finding out by yourself is highly valued in Finnish schools these days. There is very little memorizing any more, welcome to the 2010s!

11:58 » There is little doubt that education globally is at an inflection point. Studies from many countries show that less than half of high school students are engaged in the classroom.

Teachers are growing frustrated and dissatisfied. Although digital holds great potential, too often it saps productivity and discourages critical thinking.

### **On adults**

11:52 » Does international experience help also older people to get better work ?

13:40 » Voluntary work abroad - if I wasn't this old, I would go on an EVS project abroad. To work with immigrants or the Roma minority. To do something good.

13:41 » You can still go! There are programmes for adults as well....

13:41 » Isn't there programs for 50+ senior volunteers in the Erasmus+... There's hope in the end of the tunnel!

15:27 » I would like to extend these concerns to adult learners. How can we help them to gain and understand international competences? We will have longer working careers and in the spirit of lifelong learning, one should be able to learn during your entire life.

15:27 » Makes you graduate later?

15:28 » Sure is, but can be seen negative in some sense

15:28 » sometimes maybe you graduate later but what you gain be more important and life expanding that just graduating on time??

15:29 » At least the eurocrisis has spurred a great increase in adult mobility both in the southern europe and in the baltics.

### **On learning mobility in general**

15:18 » Perhaps we should consider it better, that "INTERNATIONAL MOBILITY" does not automatically mean a "LEARNING mobility" if learning process is not actually planned, facilitated, reflected on, analysed and concluded with an awareness of the learner.

15:22 » what is an international mobility for if it is not a learning mobility? it is the learning mobility that creates new competences

15:23 » Any kind of mobility is an opportunity to learn.

15:26 » International mobility itself is "just" a tool, through which learning can happen. But does not necessarily happen. And different people learn different things...

15:28 » E.g. intercultural encounters can go wrong if the conflicts are not debriefed and facilitated further.

15:29 » intercultural encounters gone bad are also learning experiences and with good support can be used to develop good skills for managing difference

15:30 » That is the point, the support and guidance is just as important as the experience itself (negative or positive)

15:32 » Student exchange is still studying and international traineeship is still a traineeship. You can just learn extra things at the same time. But the emphasis should be on "you can complete part of your studies abroad", instead of "going on exchange".

15:32 » Give and take, international learning mobility

### **On curiosity**

11:03 » I wonder how the curiosity-related findings would compare if the study was carried out in another EU country?

11:04 » Curiosity kills the cat !

11:05 » Poor cat

11:05 » Curiosity a factor also in the Commission's study...

11:06 » Or was it curiosity SKILLED the cat?

14:33 » A "radical" solution to fostering curiosity in curricula: leave room in curricula for "free studies" (e.g. 30-40 ECTS), and let students use that space to study whatever they want.

15:17 » Going to research how many job ads in Finland contain word "curious" These days "passion" or "passionate" common in Finland job ads in English. Unheard of 10 yrs ago.

15:39 » The notion of the curious class was the single most important result of the study and should not be dismissed as a marketing spur. I'm afraid the creative class will hold on to the power for too long though.

### **Some personal experiences ...**

12:10 » The Erasmus grant made my 9 months as an Erasmus student the time during which I received more grants than ever during my studies. In addition, the costs of living were lots cheaper than in Finland (true to almost all other countries to which you can go on Erasmus...), so I find it very difficult to understand the claim about mobility being the privilege of the rich!

12:13 » I agree with erasmus student 12:10. I have the same experience (from 1999 :))

12:23 » From my own experience: when I lost faith in my studies, Erasmus period abroad saved my degree.

13:48 » Thank you Justina! Loved to hear your experiences!

### **Messages to CIMO**

10:29 » Congratulations to CIMO on this interesting research publication

10:31 » Curious to know and follow up on what CIMO will do in helping to answer the recommendations elaborated in this study?

10:41 » CIMO has already started by adding on our Maailmalle.net web service info packages on how competences acquired through International activity can be expressed in a CV:

[http://www.maailmalle.net/tietoa\\_ja\\_neuvontaa/kansainvalisen\\_osaamisen\\_hyodyntaminen](http://www.maailmalle.net/tietoa_ja_neuvontaa/kansainvalisen_osaamisen_hyodyntaminen)

11:38 » URL for the brochure Fakta. Hidden Competences ?

11:40 » [www.cimo.fi/hidden\\_competences](http://www.cimo.fi/hidden_competences)

12:00 » the original study in Finnish:

[http://www.cimo.fi/palvelut/julkaisut/selvitykset/piilotettu\\_osaaminen](http://www.cimo.fi/palvelut/julkaisut/selvitykset/piilotettu_osaaminen)

12:25 » Cimo inform about results! You have information about youth project results spread it please.

12:27 » Is Team Finland project aware of CIMO study? They should be.

12:30 » Don't just hope, invite Team Finland for a visit in CIMO and make them aware!

15:17 » Thanks for cimo for the show.

15:18 » The panel was very well thought of and organised! thanks!

15:20 » The whole conference has been very well organised! Kiitos!

15:20 » An excellent conference! Thank you CIMO.

15:22 » Kiitos CIMO very well organised seminar, all practical info clear and came on time and programme good. Voting new tool for me that I will bring back home!

15:23 » Let's defend the independent existence of CIMO! ( A voice from the audience)

15:24 » Cimo is very special organization, we are lucky that we have own centre to look after internationalization. Thank you for that work and this exclusive seminar!

15:32 » will the CIMO tutor guide be offered in english as well?

15:32 » Follow also up CIMO's Global mindedness work... More on this, too, after the summer holidays :)

15:36 » no decisions taken as yet on the version in English re:tutor guide, but we'll bear in mind

15:32 » About support and guidance. There's much to learn through DIALOGUE between different mobilities in E+ about what is good support and guidance. Any plans from CIMO to make an effort for this in the future?

15:42 » Congrats & thanks very much, CIMO!!

15:42 » Am feeling resilient, productive and curious as a result of today. THANKS!