



 euro | guidance

EUROGUIDANCE HIGHLIGHTS 2018

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Foreword

Another year brings another wave of rapid change to our living, working and learning environments and the publication that follows is testimony to the work of the Euroguidance Network to respond to these changes. It paints a vivid picture of the work undertaken by the Network and its counsellors to inspire support and inform individuals to embrace lifelong learning and dare to cross borders to build their skills.

Working lives have always involved transitions: whether from school to work, changing jobs, going “back to school” for further learning, or moving into retirement. The challenge of today’s transitions is compounded by the global transformations under way – quick technological change, demographic shifts and the urgent transition to a low-carbon economy.

Consequently, a traditional “linear” model of career progression is becoming a thing of the past. We are in an increasingly fluid labour market in which people are moving around between jobs, between careers, between employment statuses, in and out of learning and training. So lifelong guidance becomes increasingly decisive to help people at all skills levels build both learning and work pathways, enabling smoother labour market transitions and supporting employability. New technologies are offering new opportunities, including for developing tailored lifelong guidance beyond schools and education and training institutions, reaching into the workplace and community life.

Guidance can perhaps best be described as a link in the complex chain needed to deliver lifelong and life-wide learning and working opportunities, and bringing together a diverse landscape of employment issues, education and training, social policy, integration, productivity and innovation.

At policy level, guidance is clearly a red thread running through recent EU employment and social initiatives. Regarding guidance in practice, the picture is more nuanced: according to a recent [Eurobarometer study](#) only one in four people report having used a guidance service. So how can we ensure that the opportunity to access lifelong guidance is available to all, regardless of age and skills levels?

At least three fields of work offer a way forward:

One is **information**: a better understanding of policies and practices, both nationally and at European level.

Another is **collaboration**: opportunities to understand, adapt and adopt policies and practices for different circumstances.

Thirdly, **practical tools**: ideally with funding attached, which make a difference in building up guidance practices and reaching out to different communities.

The Commission has recently launched a **study on “Lifelong Guidance”** to look specifically at how guidance can evolve to support labour market transitions. We want to better understand some of the new guidance trends and technologies, and draw conclusions for future cooperation at European level.

The study will also serve to gather expertise on policies and practices in the EU, and is an opportunity to deepen our reflections on lifelong and life-wide learning at EU-level with the lifelong guidance community. Input from the Euroguidance Network will of course be warmly welcomed!

The [new Europass initiative](#) also opens up opportunities for lifelong guidance. The [Europass](#) portal is already a well-visited site, with 2 million visitors per month. However, technology has dramatically evolved since its creation. By early 2020, working together with Member States and stakeholders, we aim to launch a new Europass portal with more modern tools, including links which steer users to guidance services at national level. We also aim to better integrate skills intelligence into Europass. Guidance practitioners and citizens should be able to understand the skills, trends and forecasts in their field of interest.

We will consult the Euroguidance Network on the new Europass initiative, including the e-Portfolio, and hope to develop a tool that can be well used in the work of the Network to support mobility and learning. The Europass portal will include information on guidance services and learning opportunities and Euroguidance experience will be crucial in helping us to best design these features.

Finally, we are looking forward to the **next generation of Erasmus**. In the Commission’s proposal for the future EU budget, the new “investing in people” strand brings together programmes including Erasmus and the European Social Fund, accompanied by ambitious budgets. The Commission’s proposal for the future ESF budget is around 100 billion, and for Erasmus around 30 billion: a doubling compared to today. Whether mobility actions, policy experimentation, or partnerships across borders, there will be opportunities to test out, develop new approaches, and learn across borders.

I welcome the commitment and expertise of the Euroguidance Network and look forward to our work together in 2019.

*Alison Crabb, Head of Unit Skills and Qualifications,
DG Employment, Social Affairs and Inclusion, European Commission*



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Introduction

The Euroguidance Network is co-funded through the Erasmus+ programme and coordinated by the European Commission (DG EMPL). The Network consists of Euroguidance centres in 34 European countries whose mission is to promote the European dimension in lifelong guidance as well as to foster international learning mobility by means of information, advice and guidance services. Its key target group is guidance practitioners in education and employment, among them counsellors who provide information and guidance on international mobility to end-users seeking studying and training opportunities abroad.

During 2018 the Euroguidance Network continued to strengthen its presence across the areas of lifelong guidance policy, practice, research and development and the connection of key stakeholders for closer cooperation at national and European levels. A result of this has been the increased acknowledgement of its European guidance and mobility expertise across and outside of Europe. In fact Euroguidance has always been known as an innovative learning network and members continue to seek out new and modern practices. Over the course of 2018 a core focus for the Network was looking at a “New Way of Working” when it came to joint activities at international and network level.

The three-year contractual period (2018-2020) inspired members to further develop ways internally of ensuring that the Network excelled within its mandated tasks. Work was therefore undertaken to strengthen the Network by improving the co-ordination of activities at international level, the communication between members and their partners and the engagement of every member of the Network. At the Network meeting in Bradford in Spring 2018 the expectations of members were mapped and a “New Ways Task Group” established (more details on Network meetings are provided later in this publication). This task group met in Tallinn later in Autumn 2018 and introduced a proposal for a “New Ways of Working” at the Network meeting in Reykjavik. The proposal was formally adopted by all members at that meeting and we now look forward to working together as a network utilising this additionally strengthened and coherent approach.

As Alison Crabb mentioned in her foreword, at least “three fields of work offer a way forward”, these being “Information, Collaboration and Practical Tools”. This publication provides an overview of the Network’s activities and achievements in 2018 and it is clearly evident from the content furnished here - by both the Network itself and national centres directly - that the Euroguidance Network is already working proactively and positively in these fields. The headings provide evidence of this with areas covered including cross network cooperation, the provision of digital tools, novel dissemination approaches and the strengthening of inter network collaboration.

This overview is far from complete. Each country has only contributed some highlights from their activities rather than an extensive list, however, we do hope that it provides more than just a flavour of the work undertaken over the year and that you, the reader, will truly benefit from the information provided and the examples of the work undertaken.

Thank you for opening “Euroguidance Highlights 2018” and enjoy the read!



Euroguidance - Network level activities

1.1 Euroguidance Network meetings



The biannual Euroguidance Network meetings are a valuable forum for national Euroguidance experts to engage both with each other and with representatives of the European Commission (DG Employment, Social Affairs and Inclusion). Euroguidance colleagues share information on national and pan European policy and strategy level developments in the fields of lifelong learning, career guidance, employment and the promotion of international mobility. The meetings also provide a means for discussion and agreement upon issues that are relevant for the whole Euroguidance Network. Frequently, these meetings are used to prepare joint initiatives and to exchange ideas based on the work carried out by the four Euroguidance working groups. Two Network meetings were held in 2018, hosted by **Euroguidance UK** in Bradford and **Euroguidance Iceland** in Reykjavik.



After two days of hard work, the Euroguidance group was invited to a medieval banquet in the beautiful countryside of Yorkshire

© Euroguidance UK

Euroguidance Network Meeting April 2018, Bradford, United Kingdom

In April 2018, after months of preparation, the **Euroguidance UK team** warmly welcomed over 50 Euroguidance colleagues to Bradford. At this meeting an update was provided (via Skype) by Mr William O’Keefe of DG Employment, Social Affairs & Inclusion. Information was provided to the Network regarding the recent Europass decision (already mentioned in the preface), the (at that time) upcoming European Commission study on lifelong guidance, the European Commission survey of communications and synergies within “outreach networks” and the Euroguidance

Erasmus+ “contract” (2018-2020). The internal Euroguidance Network working groups convened with discussions focussing on the development of a Euroguidance impact survey, ongoing initiatives regarding the promotion of mobility and strengthening the commitment of national centres to funding network level activities. A key focus of the entire meeting was on strengthening the coordination of activities at international level and more detail is provided on this “New Ways of Working” initiative later in this publication. It is worth noting that lunch was provided to participants by the catering students from one of the study programmes offered by [Aspire-igen](#) of which Euroguidance UK is a division.

Euroguidance Network Meeting October 2018, Reykjavik, Iceland

Work continued at the second Network meeting of 2018 in Reykjavik, hosted by **Euroguidance Iceland**, on the formalisation of the proposed internal Euroguidance “New Ways of Working” It

was decided to form a steering group for for the network thereby aligning members members activities more coherently to the [Network’s main tasks](#) in order to adhere to the European Commission’s terms of reference. Further work on the development of this proposal was coordinated by the steering group in advance of the first Network meeting of 2019. The internal Euroguidance Network working groups again convened with common discussion focussing on the “New Ways of Working” proposal. Mr William O’Keefe of DG Employment, Social Affairs and Inclusion presented news from the Commission and answered questions from Network members on the “Europass advisory



Group picture on day one of the Network meeting in Iceland

© Euroguidance Iceland

1.2 Euroguidance working groups



The four thematic working groups of the Euroguidance Network work on topics and issues that are of relevance and strategic importance to the whole network. These groups traditionally dealt with **strategy and quality, communications and promotional activities, international mobility and staff development**. In the following sections there are short summaries of the main activities and outcomes of these working groups over 2018.

Strategy and quality

A key activity of the **Strategy and Quality Working Group (SQWG)** in 2018 was to inform ongoing policy and strategic developments as part of the next EU programme generation planning process. A component of this was the Euroguidance Network’s submittal of a position paper to

the European Commission public consultation on EU funds in the area of “values” and “mobility” in March 2018. Strategic co-operation with [IAEVG](#), [CareersNet](#) and [NICE](#) was also maintained through various means and in June 2018, the Euroguidance Network was made visible at the [EU validation festival](#), where the role of guidance in validation was discussed.

To make use of the new three-year contract period (2018-2020), and engage in more long term planning, the SQWG initiated discussions on “New Ways of Working” within the Euroguidance Network. A meeting in Tallinn, Estonia, was arranged in September 2018 with colleagues to discuss and develop proposals for a new structure. At the full Network meeting in Reykjavik in October 2018,

a new model with a steering group was adopted. The SQWG then took on the role of handling the nomination and recruitment procedures for chairs and co-chairs within the new system. This work resulted in the development of an extensive governance document for the Euroguidance Network.

Impact assessment has been a continued important topic for the working group and during 2018 the SQWG developed a plan for how data could be compiled from the whole network. In short, the plan includes two surveys, one directed to the primary target group in each country and one directed to all Euroguidance centres. The aim is to generate an overall picture of the output and impact of Euroguidance actions.

To support the [Europass Advisory Group](#) that was established during the year, the SQWG prepared a communication on the Euroguidance use of the new Europass portfolio, which was sent to the European Commission (EC) in November. Furthermore, comments in relation to the closure of the portal for Learning Opportunities and Qualifications in Europe (LOQE) were submitted.

During the year, the SQWG held several Skype meetings, two face-to-face meetings in support of general Euroguidance Network meetings and one in connection to the joint Network meeting in Brussels. The EC was invited to the latter for discussions on the coming EC study on guidance. The SQWG then provided written comments and suggestions on the draft study in September 2018.

The Euroguidance centres of Estonia and Sweden have acted as leaders of the group. The other members involved are the Euroguidance centres in Belgium (Dutch Speaking Community), Bulgaria, Finland, Germany, Greece, Ireland, Malta, The Netherlands, Slovenia and Spain.

Communication and promotion

The **Communications and promotion working group (CPWG)** coordinates network-level actions with the aim of promoting the overall visibility of the Euroguidance Network, (its products and services) towards its primary target group, the European community of guidance practice, research and policy, *and beyond*. This is done by applying a communication mix and a multi-channel approach to support the optimal online and real-life presence of the Network. In 2018, the new [Website](#) of the Euroguidance Network, managed by the Lithuanian Euroguidance centre, was launched, full of new content and informa-

tion on learning mobility and guidance in Europe. This website specifically addresses guidance counsellors who advise their clients across Europe about study and training opportunities abroad. Guidance practitioners who need support for their daily guidance practice can find many online resources in the sections international mobility, guidance systems and practices and resources.

Two members of the CPWG, Iceland and Norway, also edited and published two issues of the Euroguidance Network's [Insight Newsletter](#) with contributions from across Europe and proof-reading from Ireland and the UK. The leading theme of the autumn issue of Insight was the opportunities offered by the Erasmus+ programme for the field of guidance and counselling. The 2017 edition of the [Highlights](#) publication contained contributions from each Euroguidance centre, edited by the CPWG. The Facebook page of the Euroguidance Network (see section 1.5 - facts and figures), operated by the Czech Republic Euroguidance centre as a member of the CPWG working group, is an important element in the Network's communication strategy.

In 2018 Euroguidance Ireland joined the CPWG and strongly contributed by drafting the communication strategy of the Network in the upcoming period 2018-2020. This was subject for approval by the Network in 2019.

The Euroguidance centres of Finland and Iceland acted as leaders of the group during the first half of the year 2018, while Iceland and Austria took over leadership during the second half of 2018. The other members involved are the Euroguidance centres in the Czech Republic, Denmark, Germany, Ireland, Lithuania, Norway, Turkey and the United Kingdom.

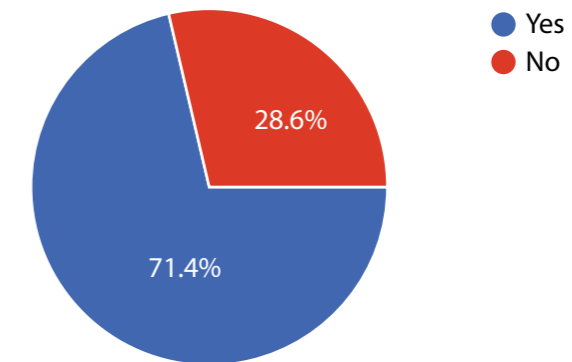
Mobility

The Euroguidance working group on mobility (MWG) aims to equip guidance professionals with various tools for learning mobility in their lifelong guidance practice. Its two main tasks are to disseminate tools on mobility and to provide training on mobility to guidance professionals.

In order to identify the existing practices and share expertise in mobility guidance training among the Euroguidance Network centres, the Mobility working group performed a Mobility guidance survey of the Network, subsequently a peer learning workshop was held during the Iceland Network meeting. Survey results indicated that among 35 centres, 71.4% offer national mobility guidance training, and 77.1% considered that

Does your centre offer mobility guidance training?

35 responses



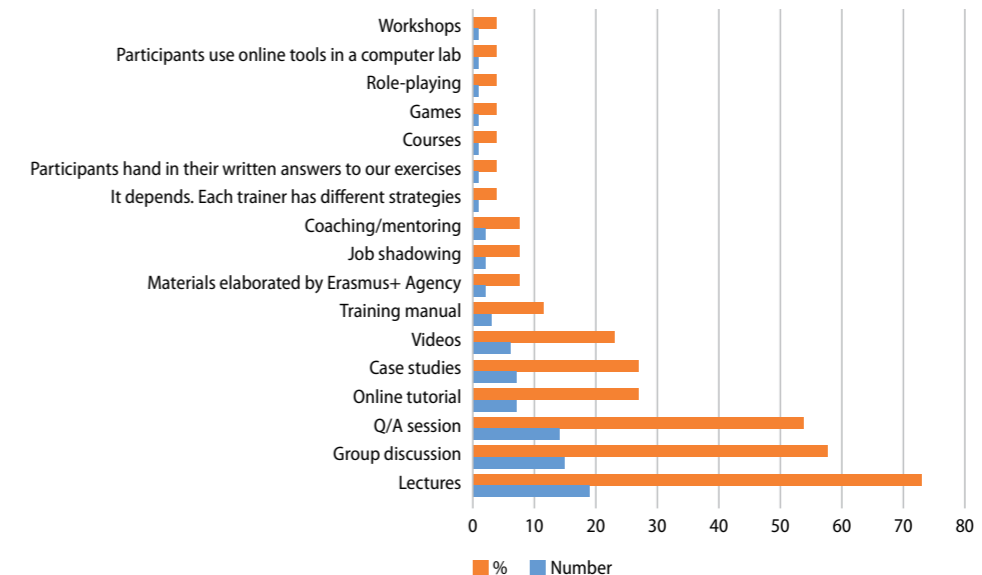
attending a peer learning workshop could help to develop or improve their mobility guidance training offering.

Eleven centres offered either a brief (7) or more detailed (4) definition of mobility guidance training that they have formulated for themselves. The definitions indicate that the training provided

can be divided into two categories – training on the mobility counselling process and training on mobility tools, information and opportunities.

The peer learning workshop on mobility guidance training during the Network meeting in Iceland was intended as a forum for sharing experience on the what, why, how and for whom pertaining

What methods and tools do you use for mobility guidance training?



to the specialised training on guidance for mobility. Participants represented Euroguidance centres from eighteen countries, including centres who organize various forms of learning about mobility, as well as centres that do not, but would like to know more.

The gathering of written material from the centres was taken forward in the 2019 work plan of the Mobility working group.

The Euroguidance centres of France and Latvia have acted as leaders of the group. The other members involved were the Euroguidance centres from Belgium (French and Dutch speaking community), Croatia, Italy, Luxemburg, Macedonia, Serbia and Slovenia.

Staff development

The Staff Development Working Group (SDWG) supported knowledge, peer learning and skills development within the Euroguidance Network.

In 2018, the SDWG facilitated the exchange of information within the Network on events, seminars, conferences, national guidance systems, policy developments, good guidance practices and national career guidance awards.

The SDWG started to prepare guidelines to facilitate a common understanding for what constitutes good guidance practice for dissemination.

The Staff Development Working Group facilitated a peer learning session on collecting good guidance

practices during the Network meeting in Reykjavik. Many centres had already developed their own mechanisms of collection, the session therefore focused on how to develop a common approach and the potential utilisation of the Euroguidance Network website for showcasing good guidance practices from all over Europe.

During 2018 the working group organised online webinars for Euroguidance Network members. These are listed below:

- "Dual Studies in Germany – a challenging road to a successful story" (27th February)
- "Continuous Professional Development of Guidance Practitioners – recognizing and addressing key career guidance competencies" (21th March)
- "STEM careers: Challenges and Opportunities" (18th June)

Webinar topics were selected based on interesting national approaches / initiatives. Webinar presenters were Euroguidance Network members and other guests from the European guidance community. The structure for each webinar was designed to be interactive, incorporating a 30-45 minutes presentation, followed by a Q&A session and open discussion.

The Euroguidance centres of the Czech Republic and Slovakia acted as leaders of the group. The other members involved were the Euroguidance centres from Poland, Cyprus, Germany, Hungary, Malta, Portugal, Romania, Serbia and Greece.

1.3 International Conferences and Cross Border Cooperation

Several international seminars and conferences are organised and attended by the Euroguidance centres every year. These bring guidance experts together to support knowledge sharing and networking. Guidance professionals who participate in these international conferences are also looking for new potential partners for EU-funded project cooperation and exploring possibilities to go on study visits to other countries.

International IAEVG Conference 2018

Euroguidance as a visible actor at IAEVG (through Nordic-Baltic cooperation)

The annual IAEVG (International Association for Educational and Vocational Guidance) conference was organised in [Gothenburg in 2018](#) by the Swedish Association of Guidance Counsellors. It attracted 750 participants from 40 countries. The **Nordic and Baltic Euroguidance centres** coordinated an information stand for the whole Euroguidance Network, where brochures and other promotional materials were disseminated and visitors could view a slideshow of young people, sharing their mobility experiences.

Together the Nordic and Baltic centres also ran a workshop called "Guidance for 21st century skills through learning abroad". The workshop pointed out learning abroad as a means of developing future skills, and as a result of the workshop discussions, critical thinking ended up as a winner among these skills. The participants also discussed how guidance professionals could support individuals to acquire them. Here it was mentioned that guidance professionals, to a greater

extent, should help their clients to identify the link between career goals and mobility opportunities.

Through an opening address in the plenary session, Euroguidance Sweden pointed out that periods of learning mobility contribute to a more open society, as it develops greater understanding and tolerance among those who participate. In the closing speech, it was clarified that the Euroguidance Network supports international cooperation in the field of lifelong guidance and is open for any further cooperation with the IAEVG.

The workshop presentation is available on the [Euroguidance Network website](#).



Nordic Baltic Euroguidance colleagues at the Euroguidance stand at the IAEVG 2018 in Gothenburg

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International Learning by Leaving Conference

Learning by Leaving Conference 2018, Cologne – A joint conference for European mobility networks

On the initiative of **Euroguidance Germany**, the German Euroguidance, Europass, EURES and Eurodesk centres organised the “[Learning by Leaving Conference](#)” – a joint conference of the four European mobility networks - in Cologne in November 2018. The event welcomed more than 100 experts in the field of mobility guidance from 25 countries across Europe with the aim of establishing closer cooperation between the networks as well as making better use of synergies to increase the quality of service provision.

Some of themes of the conference related to the role of guidance in a fast changing world and the determinants for the promotion or prevention of mobility. Participants obtained information about the latest developments in initiatives regarding mobility at European level from the European Commission.

Participants also exchanged their thoughts on the five thematic areas of the conference: motivation and information of target groups; training and

qualification of guidance counsellors; guidance processes; the assessment of skills developed by target groups and the certification of mobility experiences. Questions such as “How is information shared among the networks?”, “Which competences do counsellors need to successfully counsel target groups?” or “Which innovative tools exist to certify acquired skills?” were vividly discussed during workshop sessions. Euroguidance staff contributed to the sessions with workshops on the development of inter-culturalism and identity, the Guidance concept “Guide my way”, e-ways for competence development of guidance professionals (see also 2.3) and finding the right balance between virtual and personal guidance.

Many of the attending countries also presented good practice examples of their network cooperation at national and/or European level during a poster exhibition.

Overall, the conference enabled the members of the four networks to exchange ideas, to do peer-learning and to set up cooperation across networks and countries, assisting in ensuring that learners and workers in Europe are appropriately informed and guided before and when deciding to go abroad.



Graphic recorder at work

© Euroguidance Germany



Networking during the conference

© Euroguidance Germany

The conference in Cologne marked the kick-off of a series of “Learning by Leaving Conferences”, with Italy and Austria hosting the 2019 and 2020 editions respectively. The results of the conference in Cologne were documented in various ways, among others through a graphic recording. Small working groups will use these to ensure the topics will be further worked on between and during the upcoming conferences and that the outcomes will be disseminated within the four networks.

The documentation and a video of the conference can be found here: <https://learningbyleaving.eu/allgemein/documentation/>

13th “Cross Border Seminar” focused on Guidance and counselling in the school curriculum

The Cross Border Seminar (CBS) is an initiative that started in 2005 by three Euroguidance centres (Austria, Czech Republic and Slovakia), which decided to organize an event dedicated to practitioners, experts and decision makers in the field of career guidance in order to discuss current trends and to share good practices and innovation in the field.

In 2018 the event was hosted by **Euroguidance Romania** and the [Institute of Educational Sciences](#) and took place on the 13 and 14 November, in Bucharest. The theme of the Seminar was “Guidance and counselling in the school curriculum. Experiences, practices, innovations and responses to current challenges”. The presentations and workshops focused mainly on guidance and counselling in the school curriculum and the innovative ideas and experiences of the participants.

The keynote speech was delivered by Prof. Paula Paixão (Faculty of Psychology and Educational Sciences, University of Coimbra, Portugal), followed by presentations on the curricular reform efforts in Romania, with a focus on the field of guidance. During the two days of the Cross-Border Seminar there were three sessions of five parallel workshops. The full [agenda](#) and the presentations of the [speakers](#) and workshop leaders can be found on the Seminar’s [Website](#).

The positive and engaging atmosphere of the workshops was reflected in the feedback collected from participants: “I feel inspired about the new concept I learned and I hope to apply the information in my home town”; “good ideas and useful experience, loved the idea of cooperation



Feedback session Cross Border Seminar

© Marcela Calineci

and involvement of non-formal sector in the job shadowing”; “really interesting ideas, impressive motivation, thanks for the ideas – they will be discussed at home, good to know that there are many countries struggling with some topics”.

The 2019 Cross Border Seminar will be held in Bled (Slovenia) and will cover the topic of “Skills for the future”.

Currently 11 European countries are involved in organizing this event: Austria, Croatia, Czech Republic, Germany, Hungary, Poland, Portugal, Romania, Serbia, Slovenia and Slovakia.

Other cross border activities

“Gifted young”, a Cross Border Cooperation between Luxembourg, Belgium and France

In May 2018 the Centre National **Euroguidance Luxembourg** (CNE) organised a Cross Border Forum (conference and workshops) on the subject of “High Potential Ability”.

The objective of this cross country cooperation was the exchange of information and good practices concerning the guidance and support of pupils and students with special needs, to promote their mobility in the greater cross border

regions of Luxembourg, Belgium and France, and to facilitate contact between the professionals in charge.

This forum was organised in cooperation with the Psycho-Social and Educational Centre (Centre et Services psycho-sociaux et d’accompagnement scolaires) Luxembourg, the Psycho-Medical and Social Centres (Centres psycho-médico-sociaux) Wallonie, Belgium and the Information and Careers Centres (Centres d’information et d’orientation) Lorraine, France).

Approximately 60 guidance counsellors, psychologists, social workers, educators and teachers from the three countries participated in the conference and workshops. Next to a key note by Robert Voyazopoulos on the topic “Gifted young: Presentation of relevance and limitations of the psychological concept”

Four workshops dealt with the support and guidance of children with marked potential ability, covering questions on pedagogical methods used with highly intelligent / precocious pupils; cooperation with teachers in this area; variations in the “High Potential” diagnosis, co-operation of school and parents and the functions and limits of the examiner.



Cross border forum

© Euroguidance Luxembourg

Erasmus+ TCA Study visit for guidance counsellors

Attracting more students to the VET programmes (Vocational Education and Training) is a major challenge not only in Denmark, but in several European countries. Therefore **Euroguidance Denmark** and the Erasmus+ VET team of the Danish Erasmus+ National Agency set up a TCA-seminar (Transnational Cooperation Activity), financed by Erasmus+ and Euroguidance Denmark for European guidance counsellors involved in VET. A study visit focused on the role of guidance in the transition from primary and lower secondary education to IVET and how guidance and information campaigns can strengthen the knowledge about and the attractiveness of IVET.

In June 2018 19 European guidance counsellors took part in a four day study visit with presentations, visits to VET colleges and guidance centres, discussions and the exchange of experiences. The topic of the visit was of a high interest and priority in all countries, which gave an excellent background for mutual discussions on new initiatives and potential solutions. All participants contributed to a “handbook of best practices”, sent out before the visit.

A TCA activity, arranged together with the National Erasmus+ Agency is an excellent way to promote and finance the mobility and networking of European guidance counsellors. Hereby Euroguidance also contributes actively to the overall priorities of the Erasmus+ programme.

1.4 Academia

Since 1992 the Academia programme has offered European guidance practitioners the opportunity to learn in a multicultural environment giving them an overview of both education and working life as well as practical knowledge of lifelong guidance systems in various countries.

In 2018 it was coordinated by the French Euroguidance centre and the partner countries in the Academia exchanges were: **French-Speaking Belgium, Czech Republic, Denmark, Estonia, France, Germany, Latvia, Luxembourg, Romania, Slovenia, Spain, Sweden, and the United Kingdom.** The national Euroguidance centres were involved in hosting guidance counsellors from other countries on one-week long thematic study visits as well as sending their own guidance professionals

on such study visits to partner countries. A number of regional activities took place in 2018, with candidates choosing from programmes with the following themes:

- prevention of dropout and management of dropouts policies
- lifelong guidance
- guidance support for persons with special needs
- organisation of guidance services in Europe
- guidance in a multicultural context
- sharing of tools and methods for guidance counselling

In total 46 participants were able to benefit from the programme and exchange on their practices with European colleagues.



Academia exchanges

© Isabelle Deceister, Euroguidance France

1.5 Facts and figures

The **Euroguidance Website** is the primary platform by which the Euroguidance Network disseminates information to its target groupings and the main leverage point for the dissemination of European guidance related resources to the wider guidance community. All Euroguidance centres are responsible for providing and uploading content to this website according to a common agreement.

www.euroguidance.eu

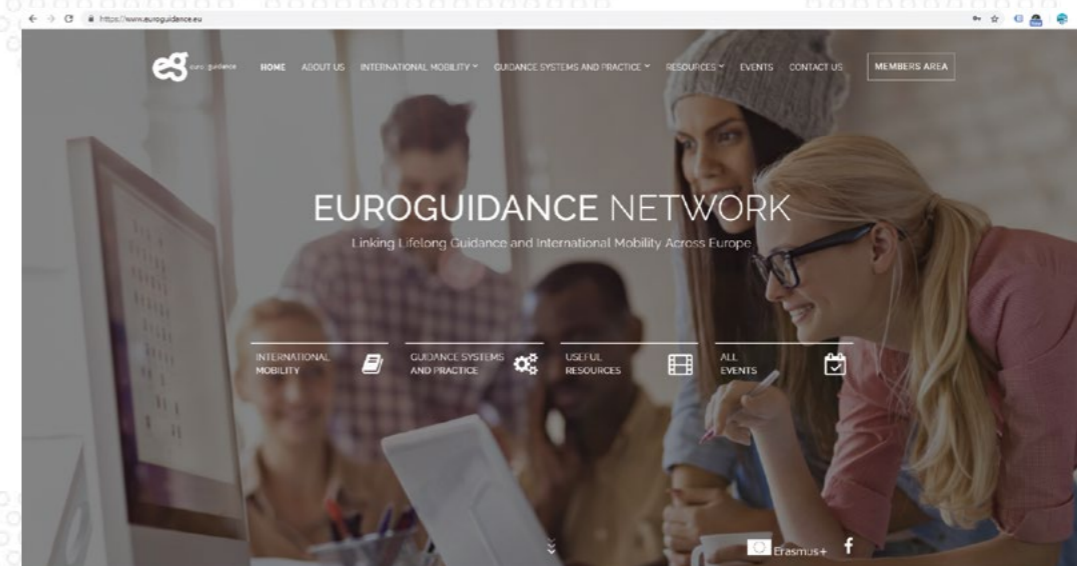
In 2018 there were around **32,000** visitors to the Euroguidance Network website. This is an increase of 35% from 2017. The targeting measures stated in our 2017 Highlights publication "to increase the number of visitors and to make them frequent users of this online service" have therefore had an effect already.

There was a **44% increase** in the number of sessions on the website so each user was more engaged with the website content. The top 5 countries with most visitors to the website were Spain, the United States of America, Italy, France and Sweden. The most popular web pages, after the Home page, were forthcoming events, training opportunities, international mobility, national guidance systems and about us.

The predominant form of traffic to the website has shifted from Referrals (accounting for 37.7% of all traffic in 2017 to 23.5% in 2018) to Organic search (accounting for 29.5% of traffic in 2017 to 36.7% in 2018). This represents a 71% increase in users visiting the website via Organic search.

The largest percentage increase in users visiting the website is via social media which has seen a 238% increase from 2017 to 2018. Although social media is one of the smallest sources of traffic, it now accounts for 4.3% of users, an increase from the 1.7% in 2017.

The devices through which people accessed the website in November and December 2018 were desktop (76.7% of all users), mobile (20.7% of all users) and tablet (2.7% of all users). The majority of website activity took place on weekdays between 7am and 9pm. The main users of the Euroguidance website are professionals and these times along with the predominant use of desktop fits this user well.





www.facebook.com/Euroguidance/

The **Euroguidance Network's Facebook Page** was used for posting of updates and news about international mobility and guidance related topics as well as for showcasing the activities and achievements of the Network and the promoting the Network's website.

The page steadily gained popularity throughout the year 2018 and reached over **2,800** followers. The posts offer a variety of learning opportunities, tools, conferences, studies and videos displaying not only the Euroguidance centres activities and work but also exploring and drawing attention to the world of career guidance and mobility outside of the Network itself.



Euroguidance – National level activities

© Euroguidance Czech Republic

2.1 National cross network cooperation



The Euroguidance Network has a well-established tradition of cooperation with networks such as Europass, the EQF-NCP, Eures, Eurodesk, NARIC, Europe Direct and Eurydice that all promote tools that support common policy goals on European level. Using joint efforts and synergies across the networks is key to the successful outreach to European citizens.

Croatian Info Day on EU Networks and Initiatives: "Four generations in one school - Teaching Generation Z"

Although pupils, teachers and school counsellors live together and share their common working space – the school – they do not live in the same worlds. Teachers and counsellors can belong to one of three different generations – the Baby Boomer Generation, Generation X and Generation Y, or the so-called Millennial Generation. On the other hand, their pupils are members of the youngest generation – Generation Z.

What challenges do they all face? How do they communicate with one another and what conse-

quences does this bring both to their professional and private lives? By understanding how we all think and what we are influenced by, our communication can become more efficient and our work more successful.

Building on this thought, **Euroguidance Croatia** organised its fifth Info Day on Networks and Initiatives in Zagreb in September 2018. The Info Day is an annual information event providing news and information on the work of different networks and initiatives relevant for the school guidance community. The networks participating in this year's event were Euroguidance, eTwinning, Eurodesk, ECVET, Europass and Youthpass, all of them operating as part of the Croatian National Agency for Erasmus+.

The goal of this event for primary and secondary school counsellors was to inform and raise awareness on the opportunities each network / initiative offers to school counsellors and their pupils. The Info day featured panel discussions, presentations, interviews with good practice examples, workshops, games and competitions, as well as informal peer networking.



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An extensive promotion campaign was carried out on social networks (Facebook) in the weeks prior to the Info Day. The campaign was inspired by famous historical characters, Nikola Tesla, Coco Chanel and William Shakespeare, "trapped" in the wrong professions. The campaign revolved around the idea of "what would the world be like today if...one of them had chosen a different profession". The slogan of the campaign was "Choose the right career and make the world a better place". The campaign was one of the most successful campaigns carried out by the Croatian Erasmus+ National Agency, receiving more than 500 likes and reaching 23,000 users.

Cross network synergies in Italy

Cooperation across mobility networks is one of the main features of the Italian strategy for EU transparency tools.

2018 was the kick off year of a joint management model and Italy finalised cooperation agreements with partners (Eurodesk, Unioncamere, Cineca, Cimea) involved in the performance of specific tasks. In 2018, most of the grant activities were aimed at promoting the use of EU transparency tools and the Italian Euroguidance Centre, along with the national Europass centre and the EQF National Contact Point, delivered a range of information events addressed to practitioners and the wider public across the country.

More specifically, the **Italian Euroguidance centre**, supported by Eurodesk Italy, carried out two kinds of activity:

1. Joint seminars targeted at relevant stakeholders (school staff, VET providers, PES guidance counsellors, EURES advisors, members of employment

service organizations, etc.) and aimed at giving an overall picture on the EU transparency tools and on opportunities for transnational mobility. These events were held in autumn 2018 and included presentations on the EURES network and on mobility schemes within Erasmus+, your first EURES Job 5.0, Reactivate and the European Solidarity Corps. The seminars involved approximately 200 participants, who expressed satisfaction about the overall events and effectiveness.

2. Workshops at key national study/training/job fairs, addressed to secondary schools pupils, young learners, school staff and focusing on EU tools and networks for transnational mobility were run in October-November 2018 during the main national-level job and career fairs. The above-mentioned joint approach has proved to be successful both in reaching new target groups interested in mobility opportunities and in creating synergies with other mobility networks.

Cross network co-operation in Austria

In Austria, the learning by leaving co-operation at national level of the Euroguidance, Europass, EURES and Eurodesk network have a long standing tradition. Colleagues from national European networks started meeting annually following the



first European conference “Learning by Leaving” in Uppsala, Sweden 2009. An information brochure “Living and Working in Europe” was produced in German and English. An online portal www.go-europe.at continues to inform users about the European networks and what they offer.

Euroguidance Austria continued its tradition to contribute to the training of guidance counsellors through workshops, where prospective counsellors receive information about the benefits of European mobility and the opportunities offered by the Erasmus+ programme.

Four workshops were held in 2018 together with Europass colleagues.

Cooperation and exchange across European networks in Ireland

This year **Euroguidance Ireland** continued to connect with the **Time to Move Eurodesk** Europe-wide campaign which informs young people and those who work with them about opportunities to work, study, train and volunteer in Europe, as well as provide useful local contacts in the area of Youth and European Information. The Time to Move Campaign 2018 set up 5 regional events across Ireland, open to a broad spectrum of guidance professionals, especially those with fewer opportunities such as unemployed young people and early school leavers. Information on Euroguidance and study options in Europe was included in the presentations to the attendees.

Further information is available [HERE](#).

Euroguidance Ireland presented an overview of Euroguidance in Ireland and Europe at the **Sixth Meeting of the Irish Reference Group for EU Initiatives** in Education and Skills in Dublin on 9 October 2018. It was organised by the Quality Qualifications Ireland agency which includes Europass and NARIC Ireland. This meeting’s focus was on current European initiatives to share emerging findings from new projects and discuss potential developments affecting learner mobility.



The presentations included contributions from Europass, Euroguidance, the European Qualifications Framework (EQF), Erasmus+ and other European initiatives. Euroguidance Ireland described the work of NGCE/Euroguidance with the European Lifelong Guidance Policy Network (ELGPN) and Cedefop, the guidance service offered to Irish students in European Schools, the provision of a Mobility Guidance online course for guidance counsellors who support students who wish to study abroad and Euro-Quest, a programme currently being piloted in post-primary for students interested in studying abroad. All of these promote educational mobility across Europe.

Further information is available [HERE](#).



Skills, Guidance & Qualifications in Malta and Europe

In line with the aim of organising common activities by **Euroguidance Malta**, Europass and EQF to strengthen the existing network that exists between the three national agencies, the National School Support Services, the European Union Programmes Agency and the National Commission for Further and Higher Education developed a common leaflet. The leaflet contains salient information about each respective entity and an overview of the guidance services, tools and information on offer. It also outlines the contact details of each national entity for easy access to the services.

These leaflets are disseminated in events organised by the national agencies and in other events organised jointly such as guidance fairs, national conferences, open days and others. The target audience are mainly students who visit fairs, career guidance practitioners and educators, youths and adults, Maltese citizens who plan to study abroad and others wishing to study in Malta. The leaflet is available in English and can be accessed [HERE](#).

Euroguidance and EPAL in Serbia working together in developing activities for career practitioners who work with adults

In November and December 2018 the national **Euroguidance centre Serbia** and the EPAL National Support Team from Serbia organised two training courses in Belgrade dedicated to career guidance in adult education.

During the two-day training course named “coping with helplessness: How to use career guidance and counselling to empower adults from vulnerable groups” participants had the opportunity to hear more about motivational interviewing, narrative techniques and details of the work with mental health service users from three foreign experts with long experience in the field of career guidance and counselling.

During the course “Group and online career guidance activities” participants had the opportunity to learn more about how to implement career guidance activities online and implementation of the techniques presented using case studies.



Euroguidance / Epale training courses
© Foundation Tempus (Euroguidance Serbia)



© Foundation Tempus (Euroguidance Serbia)

More than 100 career practitioners from the National Employment Service, non-governmental organizations, career development centres and social workers and trainers attended these courses. Presentations and materials from both events are available on the EPALE group: [Career guidance and counselling for adults](#).

Cross network conference “Guidance and Artificial Intelligence: Skills and Prospects in France”

Changes in technologies and practices raise questions about the evolution of guidance practices. What is the future role of artificial intelligence in professions, education and lifelong guidance? In October 2018, **Euroguidance France**, Europass network and the national Erasmus+ Agency, in partnership with the national contact point for EQF, organized a conference on guidance and artificial intelligence (AI).

Faced with the development of AI and big data linked to the changeover to the 3rd industrial revolution, many questions arise. We realise that choices and decisions must be made to control



© Foundation Tempus (Euroguidance Serbia)

the issues - rather than suffer them. In Europe, a debate has arisen around the making of ethical, human and emotional choices in order to propose a model where not everything is driven by technology..

The conference aimed at raising the visibility of the European networks as well as fostering inter-networks synergies and mutual knowledge. This event brought together many lifelong guidance professionals on the theme of the impact of digital transformation and artificial intelligence (AI), in particular on the guidance process, skills assessment and certification. Speeches from experts, roundtable discussions and workshops punctuated the day on various subjects such as: big data, chatbot, startups, geomatics for career guidance, the analysis of trades and associated skills, ethics of artificial intelligence, interactivity and empowerment.

The conference concluded that Artificial Intelligence should not be seen as a threat, as there is no technological determinism, technology is always a human choice. Conference summary is available on the website www.euroguidance-france.org



Participants of the workshop “Valorization of skills in the context of artificial intelligence”

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2.2 Ongoing policy developments and their implications to national guidance systems

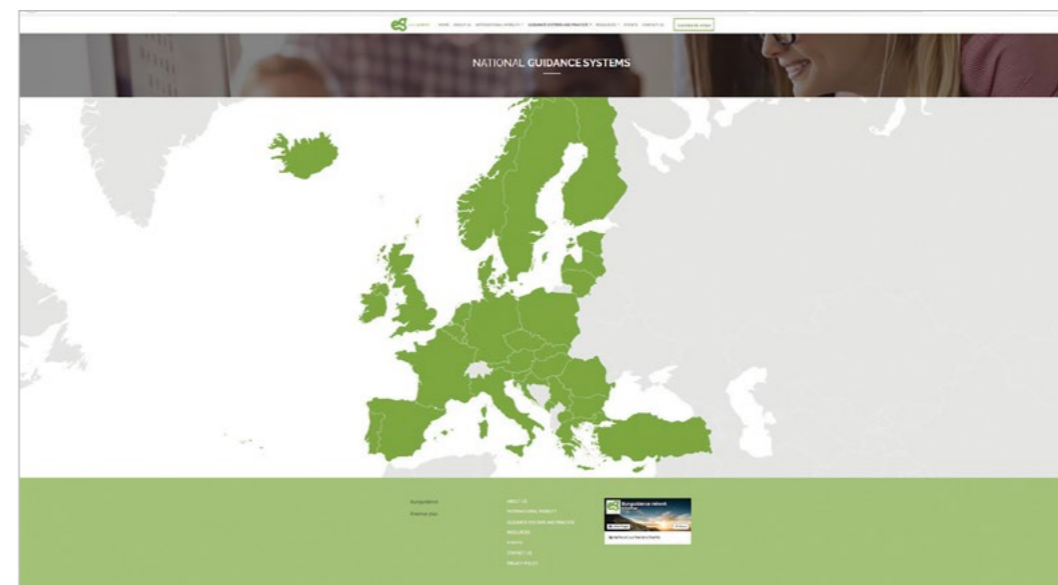


On the new Euroguidance Network website the updated section on [national guidance systems and practices](#) offers a complete overview on national guidance systems in all European countries that are part of the Erasmus+ programme; the policy behind it; services and practice; the training of counsellors; research and development in the field of guidance and the ethical principles counsellors in the respective countries adhere to. For counsellors going on a study visit to another country, this information gives a quick first glance as to what they can expect when they arrive

there. The section on good practices offers links to various projects and tools in the field of guidance that can assist counsellors in their work. Finally, there are links to international associations and key actors in the field of guidance.

In this chapter ongoing policy developments and their implications to national guidance systems in the past year are presented.

Euroguidance Sweden was part of the working group set up by the Swedish Public Employment Service (PES) to examine how a **digital platform**



for lifelong guidance could be constructed in order to meet the individuals' need for information and guidance as well as validation. A report was then submitted to the government for decision on the next possible steps and a national strategy for guidance within PES was also developed. This strategy was circulated for comments among National Agencies in Sweden and Euroguidance Sweden wrote a response on behalf of the Swedish Council for Higher Education.

In the Education sector, the Swedish Government appointed an investigation committee with the task to propose some improvements to guidance services in schools. The committee is to suggest possible measures to decrease the importance of gender, social background and disabilities for making educational and vocational choices and analyse how the role of guidance can be strengthened in schools and how digital guidance services can be developed. Euroguidance Sweden was invited for discussions and pointed out the importance of an international dimension in guidance services.

In Lithuania a **national reference group** consisting of representatives from several national



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authorities and local institutions responsible for the development of career guidance policy and provision of career guidance services in Lithuania was coordinated by the **Lithuanian Euroguidance centre** in 2018. The group aims, i.e., at facilitating cooperation between actors influencing career guidance policy and practice, at introducing relevant EU policy developments and initiatives and at contributing to the work of CareerNet by provision of relevant national data on career guidance services. In September 2018, it made recommendations on critical elements of the national career guidance system and presented them to national policy makers.

Throughout 2018, the **Euroguidance centre Spain** widened access to an improved and updated quality online information on the [TodoFP Portal](#), which is the reference point in Spain for vocational information and guidance.

Further, the Euroguidance centre Spain has been moved from the "VET department" to the "Lifelong Learning department" of the Spanish Ministry of Education and Vocational Training in the understanding that lifelong learning goes hand in hand with lifelong guidance. The new position will allow a broader vision of Guidance including the local, regional, national and European dimensions.

Together with the Lifelong Learning and Guidance Deputy DG Euroguidance centre Spain is now working on the development of a Strategic Plan of Vocational Training, where the creation of an integrated guidance system is one of the planned actions.

Euroguidance Netherlands developed a [Digital Framework](#) for career professionals who offer guidelines for shaping and implementing career education and guidance policy at educational institutions. It ensures better coordination and alignment between education and the labour market and also supports the efforts of career professionals to improve the quality of career education and guidance for young people in school.

The framework provides a description of the roles and expertise for different target groups, specified by the following four focus areas: Vision & policy advice; education & guidance; Organisation and Cooperation. The framework has been developed for secondary school and upper secondary vocational education, but can also be used in higher education.

In Finland a **National Expert Group (NEG)** continued to support the work of the **Euroguidance centre Finland** in 2018 by consulting it with

regards to operational priorities of the centre, the challenges caused by the constantly changing national environment to guidance and internationalization, the cooperation with the numerous guidance stakeholders in Finland, and how the impact of Euroguidance activities can be increased through better addressing the needs of the Finnish guidance community. The experts in the group represent the key stakeholders from the education, employment and youth sectors, including the communities of guidance policy, research, practice and training. Currently, there is also a Human Resource Director from a large-scale Finnish retail company as a member in the group (2018-2020). Over the years, this group has proven to be an incredibly valuable forum to the Euroguidance centre as it has brought different guidance stakeholders closer together to discuss and develop lifelong guidance from an international perspective.



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2.3 National professional development – seminars, workshops and tools



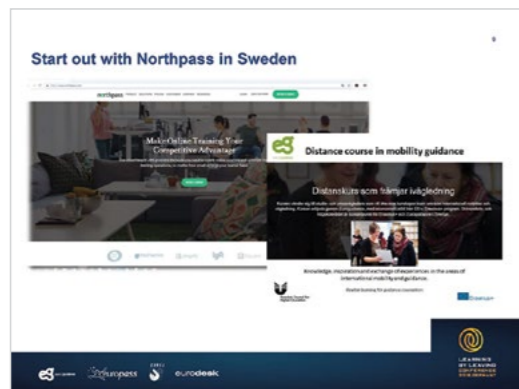
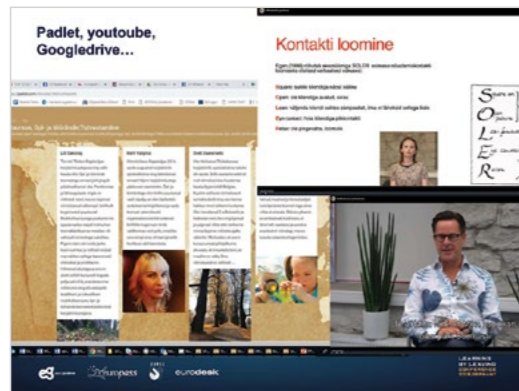
All the Euroguidance centres across Europe have taken active measures to support the professional development of guidance professionals at national level. Guidance counsellors were given the chance to share knowledge about their daily work, evaluate best practices and to learn about different topics to further professionalise themselves.

In the following inputs, several concrete examples of different types of activities to improve the competences of guidance practitioners on mobility and migration related issues will be demonstrated. These training activities take many

forms such as workshops, peer learning activities and Boot Camps.

[E-ways for competence development of guidance professionals](#) was the name of a workshop offered by **Euroguidance Estonia** and **Euroguidance Sweden** at the "Learning by leaving" conference in November 2018 in Cologne, Germany.

The two Euroguidance centres shared their experience in developing **mobility-related online courses** for career guidance practitioners, presented the technological platforms and tools, focused on the curriculum development, described the work processes and finally shared feedback



PPT Slides of “E-ways workshop”
© Euroguidance Estonia and Euroguidance Sweden

from national participants and partners. While the Estonian e-course is designed for career guidance practitioners who want to understand young people’s learning paths, issues related to labour migration and multiculturalism in general, the Swedish course sets out to offer knowledge, inspiration and exchange of experiences in the areas of international mobility and mobility guidance.

The aim of the workshop was to look into how the development of an international dimension in guidance can be supported through information and communications technology. Various methods of distance learning were presented and a mutual exchange among participants was facilitated by Mentimeter, Skype and face-to-face discussions.

Euroguidance Flanders organised **three training sessions** for guidance professionals in 2018: “Going abroad”, “NEETs in a European perspective” and “Culturally sensitive work: guidance in a multicultural context”. The first focused on providing insight into the many opportunities for learning mobility and trained participants in the guidance process before, during and after learning mobility. “Culturally sensitive work: Guidance in a multicultural context”, covered theoretical and practical tools which can improve the quality of guidance work in a multicultural context as well as knowledge, skills and attitudes necessary to work with diverse audiences which were addressed by trainer Mr. Mika Launikari of the Finnish National Agency for Education.

Another training session aimed at giving professionals an insight into the NEETs in Flanders and Europe, as well as good practices such as methods of working with this target group. Presenters included participants of the Euroguidance study visit “Guidance for Vulnerable groups (NEETs)”, Euroguidance Flanders staff and other guidance professionals with expertise in working with NEETs.

Euroguidance Cyprus and the National Forum of Lifelong Guidance organised **two seminars** with the aim of raising awareness among employment and educational guidance counsellors about the new categories of jobs that will appear due to



Lifelong guidance seminar in Cyprus
© Antonis Kafouros, Euroguidance Cyprus

the significant labour market disruption in all sectors caused by the 4th Industrial Revolution, and the skills required in both old and new professions, as these will change in most industries and will transform how and where people work. Specific modern theoretical and practical approaches to guidance and counselling were also developed. The relevant training and briefing of counsellors was necessary to adequately support individuals in difficult and complex future transitions. The seminars were attended by 130 educational and employment guidance counsellors and other relevant professionals.



Norman Amundson
© Euroguidance Iceland

Dr. Norman Amundson, a Professor in Counselling Psychology at the University of British Columbia, Canada, and a founding member of the Hope-Action Group, gave a **course** for around 100 counsellors in Iceland in April on what he calls a hope-centred, activity-engaged approach. This course was held by the Icelandic Educational and Vocational Guidance Association and supported by the **Icelandic Euroguidance centre**. This approach is based on a pinwheel, where hope forms the



© Dr. Amundson

centre and self-reflection, self-clarity, visioning, goal-setting and planning, and implementing and adapting are the petals of a flower turning around it. The environment is the little gust of wind, which is necessary to move the petals around the core. Counsellors can thus be one of the factors making the wheel turn by helping their clients to get a better idea of where they want to go and how they can possibly get there. Telling stories, drawing pictures, and maybe most importantly, using metaphors to describe one’s own feelings and aspirations are good ways to engage the client and inspire hope for the future.

In May 2018, the **Euroguidance Career Boot Camp**, a two-day intensive professional training in career management, leadership and networking, aimed at career counsellors working in the higher education sector in Croatia was organized by **Euroguidance Croatia** with the support of Europass Croatia. The event featured targeted workshops, tasks, case studies, panel discussions and presentations, as well as team building activities and informal networking opportunities between career counsellors and experts in human resources from leading Croatian companies. The objective of the training was to equip career counsellors in higher education with the knowledge and skills that have been identified by experts in human resources as crucial in the recruitment process of new graduates.

With its Career Boot Camp, Euroguidance Croatia aims to create a platform for the exchange of knowledge between the sector of economy and education in order to contribute to bridging the gap between the two sectors, and ultimately help the final beneficiaries, especially students of the Millennial Generation, to acquire lifelong career management skills and facilitate their access to different labour market opportunities.



© Euroguidance Croatia

On June 15, 2018, the **Belgian French-speaking Euroguidance centre** collaborated with the O12 association of guidance professionals to the organization of a **conference** on the theme of "The meaning of guidance – towards new models". Some 220 guidance practitioners from education, training and employment sectors of Wallonia and Brussels took part in the event held in Brussels. The conference featured contributions by professors and researchers from French (CNAM-Inetop) and Belgian (UCL) Universities. After a reminder on the evolution of theories and practices of guidance and a presentation of a new University Certificate for guidance practitioners at the University of Louvain-La-Neuve, the themes covered Contribution of Existential psychology for guidance, Meaning-Centered Career Intervention for College Students, the role of emotions in career development and the influence influence of parents in school guidance. More about the [conference](#) (in French).

In September 2018, **Euroguidance Malta** funded a **peer learning activity** organised by the Education Officers within the National School Support Services for career guidance practitioners who work within State Colleges. The main aim behind this activity was to enhance team-building skills needed by career advisors, trainee career



© Euroguidance Malta

advisors and career guidance teachers in order to work together in view of the My Journey vocational pathways which are underway within the educational system in Malta. The My Journey initiative reforms the Maltese Educational system by offering Year 8 students (12-year olds) more options to choose from vocational and academic subjects.

As part of the My Journey preparations, the nine State Colleges were grouped into three clusters, which require the closer co-operation of practitioners. Through the peer learning activity a team-building process was successfully initiated.

A training session with a focus on improving the quality of career education and guidance services in Maltese schools was organised by the Career Guidance Section, National School Support Services in Valletta in September 2018. Career guidance practitioners including education officers, (principal) education support practitioners and career guidance teachers participated in the training which is part of the Erasmus+ funded project "MY FUTURE: Improving digital skills for career guidance at school".

Participants had the opportunity to work and discuss in groups various topics including the main achievements in providing career education and guidance services of quality in schools, obstacles in attaining this quality for both and key areas to target to improve quality. More details can be found [HERE](#).

In **Serbia** qualifications of practitioners providing career guidance and counselling services within the sectors of education, employment and youth vary substantially. Currently, there is no formal educational programme for the guidance practitioners so the preparation for this job is work-based and/or lies on available continuous professional development programmes and



Peer learning activity in Malta

© Bjorn Spiteri



© Foundation Tempus (Euroguidance Serbia)

personal enthusiasm and interest of practitioners.

Schools have a major role in career guidance and counselling of young people since they can reach a large number of students that are making first career steps and deal with transitions. This is the reason why the **Euroguidance centre Serbia** in cooperation with the national Europass centre specifically focusses one part of its activities on the education and training of guidance practitioners working in the school context.

Currently the Europass and Euroguidance centres of Serbia provide five accredited CPD (Continuing Professional Development) **training programmes** free of charge to teachers, school psychologists, pedagogues and other guidance practitioners working at the pre-university level.

The programmes cover topics such as Introduction to career guidance, Planning and implementing guidance activities in the classroom, Europass tools for presenting skills and competencies, Career information activities relevant to the school context etc. Programmes vary from short, live, one-day programmes to more comprehensive, 5-weeks long blended programmes (with both live and online sessions). More information about these and other activities of Euroguidance centre in Serbia is available on euroguidance.rs.

In December 2018 **Euroguidance Bulgaria** held a **seminar** on "European Initiatives - Opportunities for Career Guidance and Educational Mobility" and a **National Training for Career Consultants**. Both events targeted all stakeholders concerned with career guidance and educational mobility.

Representatives of various European initiatives and networks in support of international mobility, training and professional realisation shared their best practices during the seminar. Career consultants were given the opportunity to learn about the other Erasmus+ networks (Eurodesk, ECVET and Europass) and about the European Qualification Framework.

The aim of the training was to present and promote career-counselling tools applicable to day-to-day work. Participants went through an active learning process, interactive experiences, discussion formats and small groups work. They also had the opportunity to share their best practices and successful solutions to various issues.

2.4 National innovative digital approaches



European countries are having intensive discussions on online guidance services and how they can be best applied to providing information, advice and guidance in a cost-efficient, but customer-friendly manner. Therefore, it is important to involve both the potential users and the service providers in the design, development, delivery and evaluation of these technologically advanced services. Euroguidance centres are supporting the development of digital skills and competences of guidance professionals and have been leading the development of innovative digital solutions, including Labour market information tools and digital tools to support learning mobility.

In 2018, Euroguidance Ireland piloted Euro-Quest, a programme aimed at „Transition Year“ students, (those students with 3 years of post-primary school remaining) assisting them to prepare them for the possibility of studying/training in another European country. This could be for the entire duration of their undergraduate degree/training, as part of an Erasmus+ programme or for other study exchanges. Euro-Quest is an online

programme containing videos, information links, online presentations, interactive assignments and a workbook. It is currently being delivered in 16 schools and will be launched nationally in 2019.

Further information is available on this link: <https://euroguidance.ie/euro-quest>

Euroguidance UK is leading the development of an innovative digital solution which allows both careers practitioners and their clients to easily understand emerging job trends, changes to the labour market, and how best to manage their skills to meet this. The E-Tool developed within the Erasmus+ KA 3 Project Smart LMI - Skills matching and Real Time LMI will enrich the work of practitioners by looking for cutting-edge ways to exploit open-data and new technology to add functionality to traditional skills self-assessment. This will be presented as a digital app to be used by clients, both independently and through supported guidance. To maximise impact, the app will be complemented by a series of CPD resources for practitioners, to help up-skill them on the potential of LMSI and digital guidance.



The projects research will also act as a feasibility study which will provide an evidence base for policymakers across Europe, as they look to further develop open data, eGovernment and labour market policy.

Ten years ago the Danish Ministry of Education and the researcher Søren Kristensen developed a Danish Mobility Handbook for Guidance Counsellors. The Handbook was later translated and implemented in several other European countries. In 2018 Euroguidance Denmark in cooperation with Søren Kristensen created an updated text in a completely new design. The [Digital Mobility Guide for guidance counsellors](#) (in Danish) is a help to guidance practitioners who work with young persons going abroad. It addresses primarily guidance practitioners who are newcomers to the area of mobility guidance, but can also give more experienced counsellors new ideas and inspiration for their work. The guide gives inspiration and advice that can enhance the quality of the stays abroad.

Following an official Norwegian report [“Career Guidance for Individuals and Society”](#), the government initiated a project to set up an online career guidance service consisting of a website with information and self-help resources and online counselling (e-guidance). [Skills Norway](#), together with the Norwegian Directorate for Education and Training this is now in full throttle to establish the service that will be launched in the near future. Euroguidance Norway (together with Diku - The Norwegian Agency for International Cooperation in Higher Education) invited the project managers from the two agencies to a national conference to give a preview of some of the features of the e-guidance system. *“The mandate was to establish a chat; however, we want to make the online self-service information so good that a majority of users will manage themselves”*, project manager Ingrid Kulseng-Varmedal stated. The e-guidance system is part of the national skills policy where guidance plays an important part.

In 2018 Euroguidance Turkey started developing a career tool for high school graduates, university students and university graduates. Once finished in 2019 it will be launched as a web interface to access a vast database where one can find information about various higher education departments, post-graduation work opportunities, statistical data specific to university departments, and statistical data on the labour market as well. With the help of this **E-Graduate Career Tool** guidance counsellors will be able to offer counselling services to students or graduates in a more comprehensive and effective manner.

Two interactive career tests were created and published on the national Lithuanian Euroguidance website. The first one [“What would be your volunteering motto?”](#) helps people find out, what kind of volunteering activity would be suitable for them (e.g. volunteering in the environment protection or animal welfare field, in community centres, social support organizations or in culture/sport events, etc.). The second test [“Do you think critically?”](#) helps people evaluate their critical thinking skills. Both of these tests can help people get to know themselves better and improve their critical thinking skills.

To prepare for a gap year abroad, Euroguidance France has created an interactive and personalised quiz **“Choose your mobility for the gap year!”**. This quiz serves as a help to define and find the suitable mobility project during such a period. A survey on Gap year in Europe was conducted among the various Euroguidance centres to find out how the gap year is seen and experienced in other European countries. The survey focused on answers to the following questions: e.g. Is taking a gap year usual for students between high school and higher education in your own country? Does taking a gap year have an incidence in the application process in university? After taking a gap year, how many students really return to education? Does taking a gap year increase drop outs in your country? Outcomes summarized in an article [HERE](#) (in French).



2.5 National career promotion and developing mobility for specific target groups



Euroguidance centres often address and support various target groups within their national activities. In this chapter, you can read about projects working with clients in all stages of their lives, from an early age till adulthood, whether it means supporting the mobility of outgoing students, promotion of learning and working opportunities for emigration community or guidance for pupils in transition.

During 2016-2018 **Euroguidance Sweden** took part in the **Erasmus+ project "The Academic Value of Mobility"**. Its purpose was to contribute to the EU's mobility target of increasing the proportion of outgoing students from Sweden. The project recommends that higher education institutions

should internationalise the intended learning outcomes of courses and programmes by producing or clarifying their international and intercultural aspects. It also recommends that proactive guidance on opportunities for student exchange should be offered from the very start of the study period, to then be repeated throughout the studies. Seven Swedish universities have practically tested the project's recommendations, and thus contributed to the project's results. Euroguidance Sweden was part of an internal reference group and the centre's model for **mobility guidance** was taken on-board in the project. The project report can be downloaded at the [Euroguidance Network website](#).

In 2018, **Euroguidance Latvia**, as part of its strategy to inform the Latvian émigré community in Europe about learning and work opportunities in Latvia, focussed on improving synergies with other bodies working with various aspects of these issues. Euroguidance, in cooperation with the Ministry of Education and Science, organized a **focus group** involving representatives from various Latvian institutions, NGO's and Latvian contact points of European networks (EURES, EURAXESS, Enterprise Europe Network EEN). The focus group performed a SWOT analysis of career opportunities for émigré scientists in Latvia, examining existing cooperation among researchers and organisations for the promotion of international mobility. The discussion helped to identify resources that should be more actively and widely promoted,



Mobility guidance
© Eva Dalin



© Foundation Tempus (Euroguidance Serbia)

issues that require further development, and potential for new cooperation among the involved institutions. A new theme that emerged is "career development support in science and research" in Latvia.

Career guidance at higher education institutions in Latvia is traditionally focussed on first-time students. University continuing education units and career support providers do not often interact. **Euroguidance Latvia** organized an **awareness raising seminar**, bringing together both sides. Participants were informed about national, European and international trends in university lifelong learning provision, based on overviews of research presented at conferences held by the International Association for Educational and Vocational Guidance in 2017 and by the 2018 European University Continuing Education Network. Participants were also encouraged to pursue their own professional development by experts explaining different options: performing research, writing European projects, accessing relevant online self-learning resources.

During the spring of 2018 **Euroguidance centre from Serbia**, with the support of the Ministry of Education, Science and Technological Development successfully held a **series of activities** aimed at supporting pupils in the final grades of elementary and secondary schools who are choosing the next level of education. Activities included online as well as live, group and individual activities – lectures, interactive workshops,

webinars, individual counselling. More than 900 primary and secondary school graduates, together with their teachers and parents, had the opportunity to learn more about: collecting and evaluating relevant information about self and opportunities, decision making, coping with exam anxiety, writing a CV, etc. More information about these activities is available [HERE](#) (in Serbian language).



2.6 National conferences, fairs and recognition events (including awards)



Every year several international seminars and conferences are organised by the Euroguidance centres. Bringing guidance experts together from abroad at such events is an attractive way to support knowledge sharing and active networking. Often those guidance professionals who participate in these international conferences are also looking for new potential partners for EU-funded project cooperation and exploring possibilities to go on study visits to other countries and starting international cooperation. This section provides insights into important events such as national awards conferences, seminars and fairs.

How can we reach disadvantaged members of society in particular and how can lifelong guidance – in the sense of sustainable support aimed at working life as a whole from an early stage – help people to deal positively with transitions in the job market? These questions were discussed at the **Euroguidance Austria national conference**

“Lifelong guidance on a dynamic labour market – Reach, empower, strengthen” in November 2018, which took place during the European Vocational Skills Week. Andreas Hirschi, Professor at the University of Bern, talked about modern approaches to sustainable career development: “Careers guidance needs to concentrate on achieving and maintaining a status of employability, drawing attention to and encouraging active use of resources (such as social networks), incorporating motivational elements and working on strengthening the ability to deal with change and adaptability as a whole. Taking this approach can help support lifetime career development in a holistic and sustainable manner.” Alongside the plenary discussion, the conference was also running five workshops, three of them based on Erasmus+ project results: “[Storytelling](#)”, “[Competence mapping and career planning with *Competence Kaleidoscope*](#)” and “[Trias - Guidance in the workplace](#)”.



Alison Crabb exchanging with participants, key note speech by Andreas Hirschi
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Euroguidance Portugal in cooperation with The Portuguese Psychologists' Association organised a **conference** for guidance counsellors from all sectors in November 2018. The specific focus of the conference was “Inclusive Education”. School psychology and guidance are essential in delivering services that truly promote and ensure school success, engagement and full and comprehensive development for all. As well as the keynote speeches The Director of European Agency for Special Needs and Inclusive Education, and experts from Jönköping University, Norway, Jennifer McKenzie - Director of National Centre for Guidance in Education, shared the important experience of Ireland in facing the challenges in career guidance. In addition to the key note speeches, there were ten workshops. This was the biggest event of guidance in Portugal as about 750 career counsellors from schools, Public Employment Service, VET schools, and Academies attended this event, and were able to share

experiences and strengthen the relationship among practitioners from the different sectors. Since the focus of the Conference was Inclusive Education, an orchestra, named Generation Orchestra, composed of students from all school levels, performed and showed that it is possible to bring the drop out students back in. At the end of the event, the Minister of Education awarded the Guidance Practices Award.

The **European conference** “Lifelong Career Guidance in a local and global network” was co-organized by the **Czech Euroguidance centre** and the University of Hradec Králové. The main goal was to further support the professional field of career guidance, to support research in the field, enrich the public dialogue, and promote the diversity of guidance services. The key note speeches focused on communities and on the needs of the communities themselves, career management skills development, networking as



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a tool for further professional development of career practitioners and their clients and the importance of mobility for both counsellors and their clients and many more. The key note speakers such as Thomas Diener, Rie Thomsen and Rosie Alexander focusing on the topics above were also recorded and the videos and their presentations are published online See - <https://konferenciekp.cz/en/news/>

The "Guidance Week" has, over the years, become one of the main initiatives of the **Euroguidance centre in Slovakia**, jointly organized with the Association for Career Guidance and Career Development. In 2018, the initiative was presented under a more appealing and straightforward name - **Career Week**. On 5-9 November 2018 multiple guidance-related activities were organized in 21 different cities all around the country by all types of guidance providers (state organisation, schools, guidance centres, NGOs, HR agencies, individuals). The overarching topic of the 2018's week was the constructive involvement and engagement of family members in the career development process of pupils. To support the topic, articles on proposed activities were published on a newly launched website - www.tyzdenkariery.sk. The Euroguidance centre contributed to the Career Week with multiple activities - an informal career guidance session with parents and their children at a coffeehouse, a seminar for guidance practitioners on innovative practices to career decision-making of pupils and a career orientation programme for over 40 pupils of the elementary schools held in the interactive space "Children's Town of Occupations".

"**Career Days**" is a popular fair organized annually, bringing together students/graduates and educational institutions and businesses. **Euroguidance**



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centre Greece has been participating in the event for the last 5 years promoting both its activities in accreditation of qualifications and career guidance, and the European strategies and tools supporting educational and employment mobility.

On 13-14 October 2018 the exhibition was attended by 59 organizations and 7,000 visitors. They were informed about career guidance services and tools available both to the end users (such as the two interactive career guidance portals containing career guidance tests, videos etc.) and to career guidance professionals (such as the imminent accreditation of career guidance counsellors and other activities upgrading the quality of career guidance provision). Information was also provided on the use of Europass documents, certification (e.g. vocational training institute graduates etc.) as well as relevant tools developed by the European Commission to improve the transparency of the qualifications of European citizens such as the European Qualifications Framework.

Euroguidance Flanders participated in 16 different **guidance fairs**, during which information, advice and guidance was provided on learning mobility to teachers, pupils, students and guidance practitioners working in higher education. During the guidance fairs, Euroguidance Flanders disseminated an updated handout on learning mobility as well as the brochure "What after secondary school?" Achieved outputs of this participation in guidance fairs include increased knowledge of learning mobility opportunities and the mobility process. Pupils, students and guidance practitioners were also referred to the relevant contacts and services, and students were empowered to make their hopes and dreams a reality.

GOOD PRACTICE EXAMPLE

Learning Mobility Service @ SID-In Guidance Fairs

Country: Belgium (Flanders)
Name of the organisation: Flemish Ministry of Education and Training
Name of the network: Euroguidance Flanders
Other involved organisations: EPOS e.v.

SHORT DESCRIPTION
 Euroguidance Flanders offers mobility information, advice and guidance at study/training/work fairs for secondary school pupils in their final year. The fair results to all free provinces in Flanders, with pupils (and their teachers/guidance practitioners) visiting on Thursdays and Fridays. On Saturdays, the fair is open to the general public.

KEY CHARACTERISTICS
 → 15 full days, 2 in each province of Flanders (on Thu, Fri, Sat)
 → SID-In fairs offer secondary school pupils in their final year information on opportunities in higher education, training and employment - as well as advice and guidance. Teachers, guidance professionals, parents and other members of the public also visit.
 → Stand location: beside the stand 'Thugli guidance center' and 'Higher education'
 → Euroguidance learning mobility guidance handouts (incl. 3,000)
 → Going abroad article in brochure focusing on the transition from secondary school to higher education, training or work (distribution before and during the fair) (n: 80,000)

MAINT IMPACTS
 MORE YOUNG PEOPLE UNDERTAKE A LEARNING MOBILITY EXPERIENCE
 MORE YOUNG PEOPLE MAKE SUCCESSFUL STUDY/CAREER CHOICES

OBJECTIVES
 • to increase pupils' motivation to engage in learning mobility
 • to support them in making learning mobility happen
 • to support guidance practitioners' development as mobility guidance counsellors and learning mobility advocates.

ACHIEVED OUTPUTS
 • Increased knowledge of learning mobility opportunities and the mobility process
 • Individual queries have been answered
 • Clients have been referred to relevant contacts and services
 • Pupils/students have been empowered to make their hopes and dreams a reality.

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Logos: epos, Erasmus+, and others.

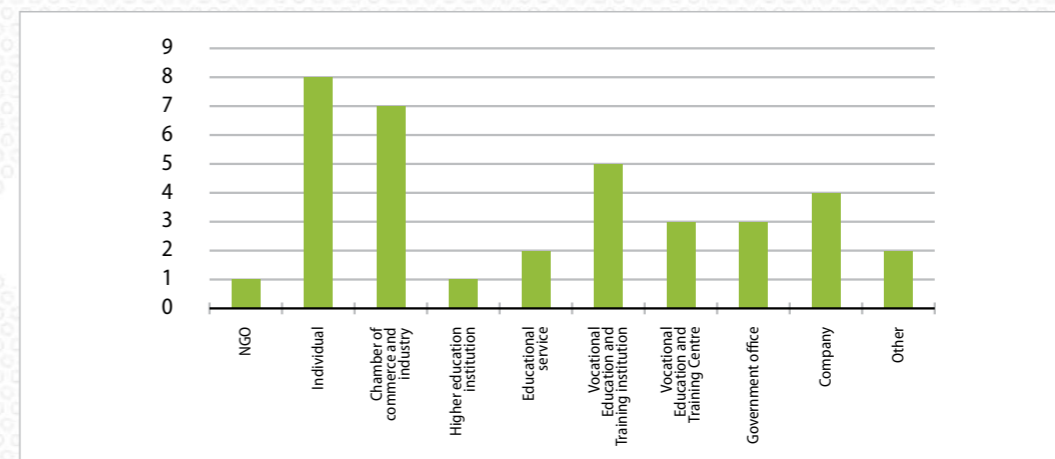


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As this aspect of the centre's work is considered an example of a good practice, it has been presented through a poster at the "Learning by Leaving" conference in Germany. The centre also took part in mobility fairs such as the Go Abroad fair, a recently developed initiative aimed at guidance practitioners, young people and their parents.

As the **National Career Guidance Awards** in the **Czech Republic** celebrated its 10th anniversary

in 2018, the conference was organized in true European spirit with the participation of winners and **Euroguidance centres from Hungary, Serbia and Slovakia**. The peer exchange of good practice among countries and individual counsellors proved to be once again very inspirational and an important activity in the field of career guidance in the Czech Republic where new projects and activities can be introduced to the community. The



In 2018, the above types of institutions and services submitted applications for the Euroguidance Career Counselling Award



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winners of the Czech national career guidance awards participated in a study visit co-organized by the **Portuguese and Czech Euroguidance centres**. The programme included a participation in a Portuguese seminar on Educational Psychology in Braga and then continued with presentations on guidance in school system, PES and VET in Portugal and visits to schools.

The **Euroguidance centre Hungary** announced its call for applications for the 2018 Euroguidance **Career Counselling Award** for the sharing of good practices, after the first such award granted in 2016. This year again, the objective of the prize was to collect Hungarian career guidance practices and provide an opportunity for career guidance or career counselling organizations to showcase their activities and share their good practices. A total of 36 applications were submitted.

The applications received have been very diverse in terms of their subject matters, but can be grouped around three major topics: event to support the choice of profession (exhibition, career days), career guidance tool or method, complex career guidance service. The awarded recipients have been invited to participate in the International Euroguidance Cross-Border Seminar on "Guidance and Counselling in the School Curri-

culum", held in Bucharest, or they were given valuable book tokens.

In 2018, **Euroguidance centre in Slovakia** hosted the **National Career Guidance Award** for the tenth consecutive time. The special 10 years anniversary edition was organised under the motto "We are writing the story of the career guidance in Slovakia together". The Slovak centre was joined by the Slovak Association for Career Guidance and Career Development to announce the 2018 edition, collect and assess all the contributions and, finally, host an [Award Ceremony](#) which was attended by more than 90 participants, including representatives of the state organisations, NGOs, private companies, career guidance practitioners and professionals. A total of 21 contributors entered the competition, out of which 6 were awarded during the final ceremony. The conference, in addition, presented an opportunity to recall and pay tribute to all the award-winning organisations and individuals throughout the years and to showcase the progress that the guidance community in Slovakia has achieved over the last decade.

On the European Day of 2018, the Erasmus+ National Agency Estonia acknowledged the best promoters of learning mobility of the year in the



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field of education and youth. Margit Rammo, the manager of the **Estonian Euroguidance centre**, was elected to be the **promoter of learning mobility** of the year.

"The work of Margit Rammo is worthy of recognition for her long-running outstanding contribution for supporting the development of the institution through international cooperation," said Hanno Tomberg, the board member of the agency. It is even more impressive that since the year of 2001, 99% of the applications compiled by Rammo have received funding. Over the years, Margit has flown about 150 guidance specialists to Europe, offering them the opportunity to exchange experiences and best practices with their European colleagues. These activities basically laid the foundation for the Estonian career guidance system, which was greatly contributed to by well-planned learning mobilities. Moreover, Margit Rammo has also contributed to innovative solutions to popularize learning mobility and has created an e-course International ePathfinder which supports the improvement of professional English language learning as well as learning mobility.

2.7 National publications and studies



Euroguidance centres continued to publish and update several publications, both for guidance professionals and end users. Next to the publications and reports connected to conferences already mentioned in previous sections, the following chapter showcases selected publications produced by national Euroguidance centres, such as a scientific journal, a research-based publication, a report on particular national guidance services, comparative tables of neighbouring national education systems, translations of scientific literature and a questionnaire to be used in the counselling process.

On the occasion of its 20th anniversary, the **Euroguidance centre Slovakia** published a special 13th volume of the professional e-journal "Career Guidance in Theory and Practice" in cooperation with the **Czech Euroguidance centre**. Articles from current and former staff members provided an overview of the 20 years of the centre's existence in Slovakia. The issue was special also for one other reason – it contained a compendium of scientific papers from the conference "Career Guidance in a Changing World" held in Prague in 2017. The e-journal thus featured original texts from some of the most acclaimed international experts in the field of career guidance such as Ronald Sultana, Rebeca García-Murias and Peter Weber. The Euroguidance centre in Slovakia has been issuing the e-journal since 2012 as the only periodical issued in Slovakia and Czech Republic in the field of career guidance and career development.

Since 2017 a new Counselling and Personal Development curriculum (CDP) for lower secondary education has been in place in Romania as teachers and school counsellors need support in designing and implementing activities in the classrooms. In 2018, **Euroguidance Romania** supported the CDP by validating (collecting feedback and suggestions from over 50 practitioners during na-

tional events) and largely disseminating the research-based **publication** "Counselling and personal development in the Vth grade. Guide for teachers (2018)" - produced by the Institute of Educational Sciences in Bucharest - towards the Romanian guidance and counselling community. The structure of the guide follows the prescriptions of the CDP school curriculum, which envisages the development of the pupils' competencies in 4 areas: Self-knowledge and healthy lifestyle, socio-emotional development, learning management, and career management skills. The guide for teachers is freely available in PDF format in Romanian language.

Euroguidance Netherlands issued a **Report** on career guidance in four regional service centres on education and work, known as "Leerwerkloketten". These are regional alliances between schools, business/educational and training institutions, business owners/employers and government agencies (municipalities and the UWV). Together, they develop activities, information packs, products and services that improve the coordination between educational/training programmes and the labour market. They also provide indepen-



dent and free training and careers advice in 35 labour market regions. The report contains general success factors of the "Leerwerkloketten" - such as their knowledge of the formal and non-formal educational infrastructure - as well as several suggestions on how to broaden their career guidance services and activities.

The **Euroguidance centre of Montenegro** published a **Translation** of the book "Good career guidance" written by John Holman. The remarks and recommendations of the author will serve as guidelines for future activities of Euroguidance Montenegro. Euroguidance Montenegro commissioned experts to produce two **manuals**. The "Manual for Use of Social Networks in Career Guidance" emphasizes the importance of using social networks as a tool for information and presentation of ones skills and competences. The "Manual for conducting interviews with pupils in elementary and secondary education" is intended for career counsellors in schools to conduct guidance sessions with students in the best way possible.

During 2018 an expert group in **Montenegro** also developed a **Questionnaire** for different age groups of school population. The questionnaire on e.g. motivations, interests and talents of pupils will serve as a support to career counsellors in schools to guide pupils through schooling and assist them in choosing a profession. The questionnaires are adapted to the age of pupils and will be finalized and published in 2019.

Within the framework of the cross country cooperation on the subject of guidance and with the support of the National Council for Foreigners (CNE), Luxembourg, the **Euroguidance centres of Luxembourg, Belgium (French Speaking Community), France and Germany** have updated the **comparative tables of the education systems** of Luxembourg and its neighbouring countries. This will be available online and in print form for a distribution at national and European level. The objective of this publication is to improve knowledge about the different school systems among the guidance counsellors of neighbouring countries and to improve the quality of their services in relation to pupil and student mobility.

A joint **leaflet on EU networks' services** was introduced to career counsellors in **Lithuania**. The leaflet gives an overview on various possibilities for international cooperation and project implementation to career counsellors. All programmes presented in the leaflet have short summaries and links to relevant websites.



2.8 Study visits



All Euroguidance centres across Europe have taken active measures to support the professional development of guidance professionals regarding the international and intercultural dimension of their daily work practice. In this way internationally aspired clients and clients with a different cultural background can be better guided on their learning and career paths. As well as this, cross-border networking, active engagement in European project cooperation and participation in international events and study visits are having an increasing importance for guidance counsellors' ongoing professional development. The role and function of the whole Euroguidance network is to contribute to enhancing this internationally orientated mix of skills and competences among guidance workers. In the following inputs, several

examples of study visits organized by Euroguidance centres in 2018 will be demonstrated. The study visits were typically centred on services for specific target groups (such as adults, vulnerable groups, NEETs...) and provided the opportunity to gain insight into the guidance systems and targeted guidance services of the respective host countries. Some study visits, especially those under the Erasmus+ Academia programme, were organized for participants from different countries, providing transnational exchange of experience and best practice within the study visit group itself.

In September 2018, **Euroguidance Bulgaria** organised a two day **study visit for Serbian guidance practitioners** to exchange experience and good



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practices with colleagues in Bulgaria. Euroguidance Bulgaria introduced its guests to the activities of Euroguidance, presented the Bulgarian educational and career guidance system and introduced them to successful EU projects in the field of career guidance. A working meeting was held at Sofia University "St. Kliment Ohridski" to discuss the need, techniques, tools and results of the career guidance services provided for university students.

The study visit gave an insight into the challenges of the national guidance systems as well as the different approaches to guidance services in the two countries and facilitated the exchange of methods and working tools. An agreement on future cross-border cooperation was reached. As a follow up on the successful study visit, Euroguidance Bulgaria is planning to organize a larger scale multinational study visit with more stakeholders involved in 2019.

Euroguidance Norway in cooperation with Erasmus+ Adult Education arranged a **study visit for employees at Norwegian Adult Career Centres** to Scotland. Skills Development Scotland (SDS) and the University of the West of Scotland, where future career guidance practitioners are trained, were the receiving centres. The aim of the study visit was twofold: to learn from best practices and to inspire career guidance centres to take advantage of the possibilities in the Erasmus+ programme. Norway is currently developing a quality framework for lifelong guidance and has looked at SDS for inspiration. The challenge lies in establishing a holistic quality framework for career guidance that meets the needs of the population and the skills needs in a rapidly changing labour market. An interesting element of the visit was how the university programme managers had adapted both the curricula and the timetable to accept more adult students with work experience. "We have moved the exams away from designated family time to make the study more manageable for double *working students*", said Dr. Marjorie McCrory, programme leader of



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the MSc Career Guidance and Development programme at University of the West of Scotland.

Euroguidance Slovenia and Euroguidance Croatia jointly organised the **study visit "Guidance for vulnerable groups – NEETs services for youth"** in September 2018, where participants enhanced their knowledge about guidance services for NEETs, including project learning for young adults. The 10 participating guidance practitioners and experts from Belgium, Cyprus, Croatia, Denmark and Slovenia, including staff members of the two organizing Euroguidance centres, gained knowledge about two different guidance systems as part of one study visit, spending 1,5 days in Slovenia and 1,5 days in Croatia.

In Slovenia participants visited the National Vocational Information and Counselling Centre/Euroguidance Slovenia, positioned at the Employment Service of Slovenia that coordinates a network of 12 career centres and 34 career corners, the Career Centre Ljubljana, the Institute of The Republic of Slovenia for Vocational Education and Training and Production School Ljubljana, a publicly recognised educational programme for youth aged 15 to 18 years, and the Development and Education Centre Novo Mesto, an adult education organisation, that develops and implements innovative formal and non-formal education programmes for different target groups (including project learning for young adults).

In Croatia, participants were learning about the Agency for Mobility and EU Programmes - Euroguidance Croatia, the Croatian education system and the establishment of the NEET tracking system. The site visit included learning about lifelong guidance tools and career counselling at the Employment Service, e-Guidance, services for vulnerable groups (workshops, individual counselling), prevention of unemployment. The network of CISOK (Lifelong Career Guidance Centre) Zagreb and Varaždin presented its activities for the youth, cooperation with local schools, NEETs and vulnerable groups. The Croatian Youth Network



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presented projects aimed at supporting the employment of young people at risk of poverty and social exclusion, and the local Lepoglava Independent Youth Association presented several projects for youth.

An **Academia study visit to Slovenia** was organised in May 2018 focusing on **“Guidance for special needs groups in education and employment”** to exchange good practices. The participating guidance practitioners from Germany, Estonia and Sweden were learning about the Slovenian education and guidance system, the Slovenian labour market, lifelong guidance tools and career counselling, rehabilitation counselling as well as national and European activities of **Euroguidance Slovenia**.

The site visits included education, training and

employment service providers for special needs groups as well as guidance centres for special needs groups in the frame of lifelong guidance, including the Adult Education Centre Jesenice that provides formal and non-formal education for youth and adults as well as educational guidance, the Higher Vocational College for Hospitality and Tourism Bled that provides study programmes with practical education which takes place in the renovated Astoria Hotel, the only school hotel in Slovenia. Participants of the study visit also learned about guidance at Secondary Vocational and Technical School Bežigrad – Ljubljana, Primary school Livada, The University of Ljubljana’s Career centres, and The Employment Information Service and Centerkontura, providing consulting, social development, vocational and professional training of persons with lesser employment opportunities and those with special needs.



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Summary

The Euroguidance Network provides a structure for cooperation in the field of lifelong guidance at European level, and thereby supports the more long-term strategic development of education, training and employment in Europe. The Euroguidance Network’s broad expertise and active contribution to the development of learning mobility and lifelong guidance have been widely acknowledged by European Union institutions and national authorities in the member states.

The “2017 Synthesis Report” of the European Commission showed that a transnational dimension was clearly visible in the activities carried out by the national centres. Transnational events and meetings organised by Euroguidance centres, such as those outlined in this publication, continue to support the enhancing and updating of knowledge and skills, the creation of synergies, and the potential for wider dissemination of EU tools and recommendations in the field of career guidance. Several recommendations were made to both the European Commission and the Network by the authors of the report. Among other things, these were; to more fully consider the impact of each Euroguidance activity on the targeted beneficiary groups; to identify specific indicators that can be used to confirm success and/or achievement, focusing on qualitative as well as quantitative mechanisms, and to strengthen and formalise internal and external monitoring practices.

In line with these recommendations, in 2018 the Euroguidance Network moved into an even more consultative role than before in relation to its primary target audience and key stakeholders at national and European levels. 8 members of the Euroguidance Network are currently delegates of CareersNet, a network of national experts, who had their first meeting during the European Guidance Week 2017 in Tallinn. Simultaneously, seven members of the Euroguidance Network have been appointed as members of the Europass advisory group, which serves as a consultative body for the establishment of the new Europass portal, as laid out in the 2017 Europass decision.

The Network’s major capability continues to lie with individual national centres’ ability to operate effectively in their national contexts. The guidance environment is complex and varied, and like provision itself, is reliant in being flexible, and user centric. National Euroguidance centres are not only information providers and mobility promoters, but they also frequently act as advisors, strategic partners, mobility specialists, guidance experts, trainers, policy analysts and engaged networkers locally, nationally and internationally.

In the new three years contractual period 2018-2020, the main tasks of the national Euroguidance centres are the continued promotion of international mobility by means of guidance, and the fostering of the European dimension in lifelong guidance service provision. This work involves continuous information and training provision to guidance professionals as well as targeted product and service development to better meet the future demands of the European Community of guidance practice, policy and research. Over the next two years the Euroguidance Network as a whole will be involved in the discussions and preparations for the generation of the next EU programme (to be in place for 2021). The focus of the Network’s involvement will be ensuring that lifelong guidance becomes an integral element, and ensuring that measures for professional development and international learning mobility, directly addressed to guidance practitioners in Europe, will be part of the programme.

We look forward to keeping you up to date as you continue this journey with us.

Find the Network and your national centre on euroguidance.eu and follow us on [facebook!](https://www.facebook.com/euroguidance)



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