



euro | guidance

Euroguidance Network Stakeholder Survey 2024–2026

*Findings from 37 countries on activities
implemented in 2024–2025*

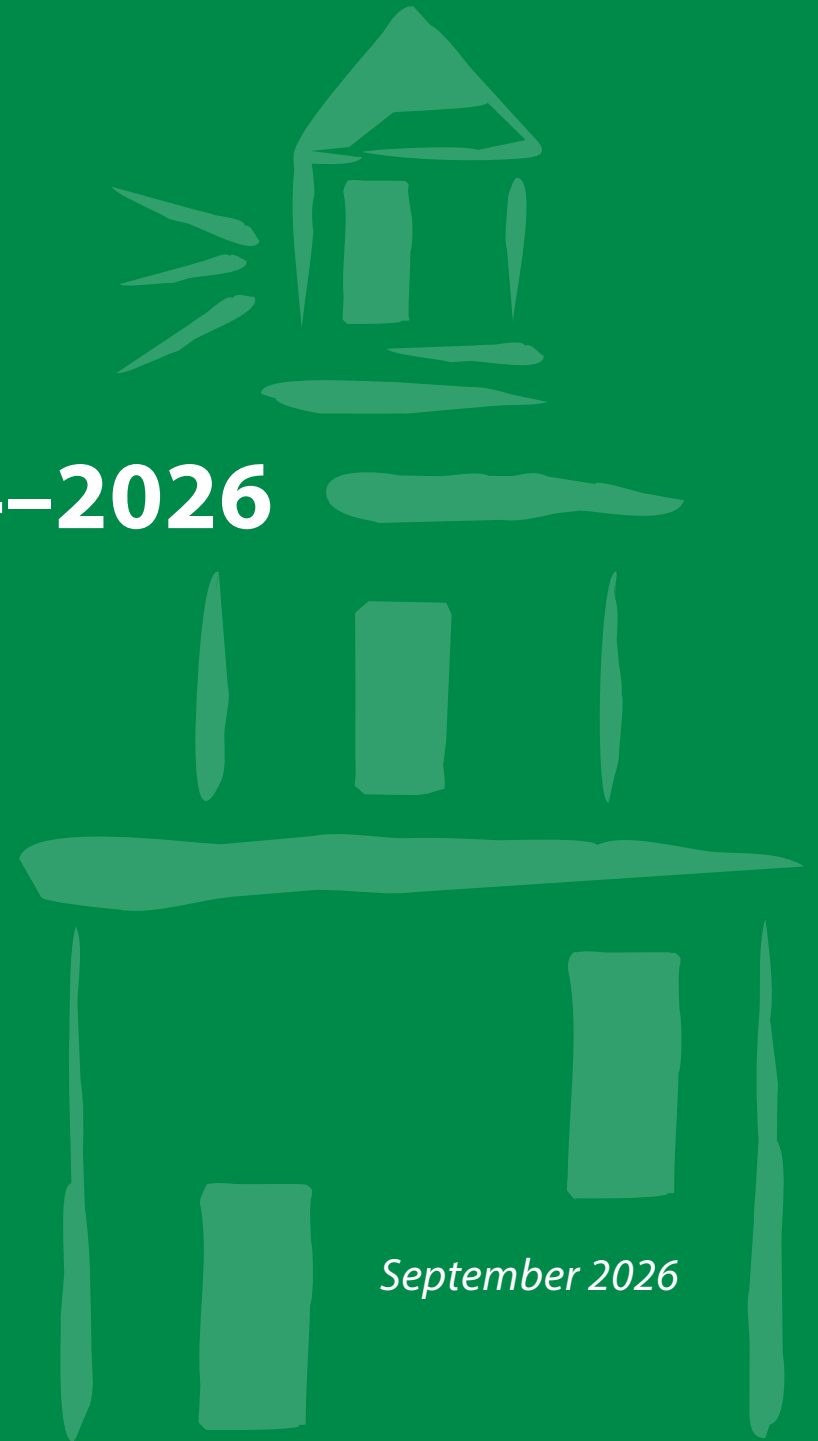
SYNTHESIS REPORT

Three complementary stages:

- Stakeholder questionnaire
- Stakeholder discussion groups
- Euroguidance Network Members' Prioritisation Workshop

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Acknowledgements

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Our thanks also go to the members of the European guidance community who responded to the questionnaire, to the 12 national and international stakeholders who contributed to the focus group discussions, and to the Euroguidance Steering Group members who supported this process.

Finally, we extend our appreciation to the Euroguidance centres across Europe, whose active engagement ensured that the questionnaire reached stakeholders in their countries. Without the commitment and cooperation of the whole network, this research would not have been possible.

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On behalf of the Euroguidance Network's Evaluation Group

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Executive synthesis

This synthesis brings together the central evidence from the **Euroguidance Stakeholder Survey 2024–2026**. It covers a questionnaire completed by Euroguidance users, three stakeholder discussion groups and a prioritisation workshop held during one of the Euroguidance network meetings. The three stages answer different questions and are presented as complementary rather than interchangeable sources of evidence.

OVERALL PICTURE

Users generally assessed Euroguidance positively, while also identifying limited visibility beyond existing users and requesting more practical content, professional exchange, learning mobility opportunities, continuity and accessible communication.

- **Questionnaire:** 1,183 validated responses from 37 countries. Among those answering the relevant questions, 91% would recommend Euroguidance, 87% considered its activities relevant, 91% reported knowledge gain, 81% reported improvement in professional practice and 90% were satisfied with communication. However, only 66% considered Euroguidance visible in their community.
- **Stakeholder discussions:** twelve invited contributors with diverse professional backgrounds provided feedback, ideas and perspectives on Euroguidance activities, stakeholder collaboration and possible future priorities. Participants contributed anonymously and in a personal capacity; their contributions do not represent the official positions of their organisations. The discussions formed part of Euroguidance's self-reflection and were not an independent external evaluation or an assessment of the network against its formal mandate. Contributions were organised into six areas: knowledge sharing, competence development, policies and instruments, visibility, profession and community, and collaborations and partnerships.

The survey does not prescribe a single strategy. It provides evidence for planning and a set of possible directions whose feasibility, resources, ownership and timing still require organisational decisions.

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This synthesis is designed to be read either from beginning to end or by evidence stage. The full integrated report provides the detailed question-by-question analysis, quotations, stakeholder discussion contributions, workshop records and appendices.

KEY MESSAGES

What the survey indicates

The questionnaire findings reflect the perspectives of 1,183 respondents from 37 countries who had participated in or used Euroguidance activities and services during 2024–2025. Career-guidance practitioners formed the largest group, and most respondents had several years of professional experience. The results therefore primarily describe the experiences of existing Euroguidance users.

AREA	EVIDENCE-CENTRED SYNTHESIS
Value for current users	Positive assessments were high across relevance, knowledge, practice, recommendation and communication. These are self-reported assessments from people already reached by Euroguidance.
Reach and visibility	One third of respondents considered Euroguidance not quite visible or not visible in their community. Stakeholders and workshop participants suggested possible responses involving national dissemination, professional networks, shorter formats, language and accessibility.
Content	Emerging trends and innovations led the closed priority list. Open answers added demand for practical methods, tools, cases, comparative European information, inclusion, mobility and labour-market developments.
Learning formats	Webinars had the broadest participation. Training, seminars, conferences and study visits reached smaller shares. Respondents and stakeholders also valued peer exchange and requested more continuity after activities.
Community	Professional contact, exchange and communities recur across all stages. The workshop prioritised building a European community of practitioners.
Evidence and policy	Stakeholders and workshop participants called for stronger evidence of practice and outcomes, coordinated policy contributions and joint projects that generate usable evidence.

CENTRAL CAUTION. *The questionnaire represents users' opinions; the stakeholders participating in the discussion groups saw the survey findings; workshop votes are comparable primarily within each thematic sheet. Similar themes appeared across the three stages partly because the later stages built on the earlier findings. This is different from three separate studies independently reaching the same conclusions.*

How the survey was organised

Euroguidance is a European network of national resource and information centres for guidance. Its common objective is to develop the competence of the guidance community on the European dimension of lifelong guidance, including strategic cooperation and knowledge sharing, competence development, and contribution to European instruments and policies. The emphasis and concrete tasks of national centres vary according to national contexts and host institutions.

This consultation was not designed to evaluate Euroguidance's performance against its formal mandate or funding requirements. Rather, it gathered users' experiences and invited stakeholders' feedback, ideas and expectations to support the network's self-reflection and future planning.

The survey was designed as a sequence. Each stage used the preceding evidence to move from broad user experience towards interpretation and possible action.

STAGE	PARTICIPANTS AND TIMING	PURPOSE	WHAT THE EVIDENCE SUPPORTS
1 Questionnaire	1,183 validated users in 37 countries; November 2025–January 2026	Measure participation, perceived relevance and outcomes, future priorities, visibility, access and communication	Percentages and open-answer themes for the validated respondent sample
2 Stakeholder discussion groups	12 stakeholders; three online groups in March–April 2026	Explore Euroguidance's strengths, stakeholder collaboration, policy development and possible priorities; examine and interpret relevant questionnaire findings	Stakeholder explanations, strategic considerations and proposed responses
3 Euroguidance members' prioritisation workshop	Around 60 Euroguidance network members; 6 May 2026	Consider six themes, vote within assigned sheets and develop possible actions	Priorities within the workshop setting and concrete proposals for further consideration

The questionnaire provides the broadest evidence base. The stakeholder discussions draw on feedback, ideas and perspectives from twelve invited contributors with varied professional backgrounds who were familiar with Euroguidance and who also considered relevant questionnaire findings.

Participants contributed anonymously and in a personal capacity; their contributions do not represent the official positions of their organisations. The discussions do not constitute a second survey, an independent evaluation or an assessment of Euroguidance against its formal mandate. The workshop was a deliberative planning exercise carried out by members of the Euroguidance network.

DIRECT PERCENTAGES describe responses as received.

- **Country-adjusted percentages** give equal influence to each of the 35 countries with at least ten valid responses. Georgia and Montenegro remain in the direct results but are excluded from the adjustment because their small numbers of responses would make their country-level percentages unstable and give individual responses disproportionate influence.
- **Open-answer percentages** use the number of retained answers to that question, not all 1,183 respondents, and may exceed 100% because answers could receive more than one theme.
- **Workshop votes** were cast within six different sheets. Different options and vote totals limit comparisons across themes.

STAGE 1

Questionnaire: scope, collection and analysis

National Euroguidance centres invited stakeholders who had participated in at least one Euroguidance activity during 2024–2025 to fill in an online questionnaire. Invitations were distributed through channels chosen by each centre, including direct email, events and social media. Responses were collected between November 2025 and January 2026.

DATA-PROCESSING STAGE	RESPONSES
Returned entries	1,587
After removing 100 failed duplicate attempts	1,487
After eligibility and quality checks	1,207
After excluding 24 cases without relevant participation	1,183 valid responses

The ten open-answer fields contained responses in 30 languages. Answers were translated into English with DeepL; each unique non-empty answer was translated once, and a small number of specialist terms were corrected when the literal translation was misleading.

Six open fields were linked to an 'Other' option and were compared with the question's existing categories. Four fully open questions – experience, continuing professional development, publication topics and communication improvement – were coded for recurring themes. Coding considered the meaning of the complete answer. Entries containing only punctuation or text that did not answer the question were excluded; meaningful responses such as 'nothing' or 'not familiar' were retained where relevant.

SAMPLING IMPLICATION. *Because national centres used different invitation routes and participation was voluntary, the survey is not statistically representative of all career-guidance professionals. It describes the validated group of Euroguidance users who responded.*

Who responded

Respondents' predominant professional role

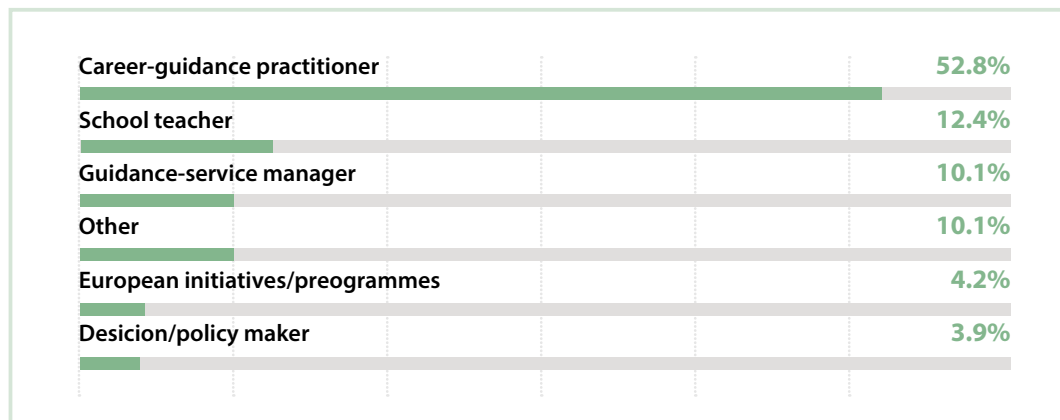


Figure 1.
Direct percentages;
selected professional-role
categories. $n = 1,183$.

Career-guidance practitioners formed the largest professional group (52.8%). Teachers accounted for 12.4%, managers of guidance services for 10.1% and respondents selecting 'Other' for 10.1%. The combined questionnaire category covering staff of European initiatives/programmes represented 4.2%; decision- and policymakers represented 3.9%.

- **Experience:** Across the full sample, 72.2% had more than five years of career-guidance experience and 50.1% had more than ten years.
- **Practitioners' clients:** among the 625 practitioners, 44% worked mainly with children under 18, 32.5% with young people aged 18–24 and 23.5% with adults.
- **Experienced youth-facing practitioners:** 371 respondents – 31.4% of the full sample – were practitioners with more than five years of experience who worked mainly with children or young people.
- **Other' roles:** 108 of 119 write-ins matched or closely overlapped an existing role category. 'Other' should therefore not be treated as a large, separate professional group.

How respondents engaged with Euroguidance

Activities used during 2024–2025

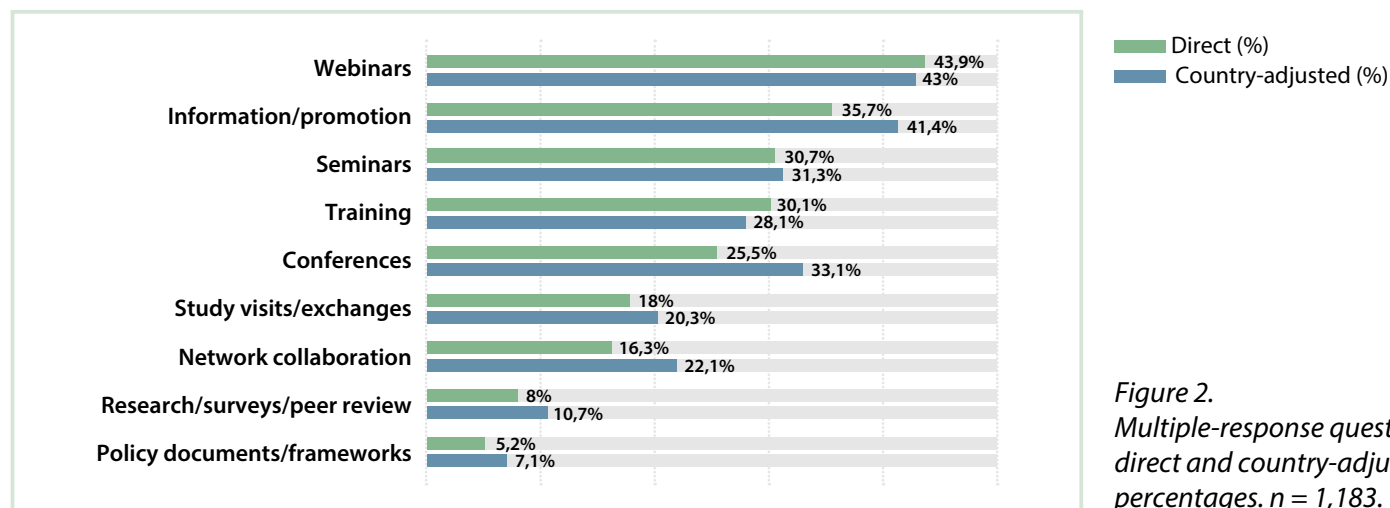


Figure 2.
Multiple-response question;
direct and country-adjusted
percentages. $n = 1,183$.

Webinars reached the largest share of respondents (43.9%), followed by information and promotion activities (35.7%). Seminars and training each reached about three in ten, conferences about one quarter and study visits or exchanges 18%. Research and policy-related activity reached smaller, more specialised groups.

Country adjustment raised the relative prominence of conferences (33.1%), collaboration with networks (22.1%) and information or promotion (41.4%). This indicates that these formats had a somewhat larger place when the 35 countries included in the adjustment were given equal influence.

INTERPRETATION. Many respondents participated in several activities. The survey therefore cannot isolate the contribution of an individual format to reported knowledge gain or improvement in practice.

QUESTIONNAIRE EVIDENCE

Reported relevance and outcomes

Positive self-reported assessments

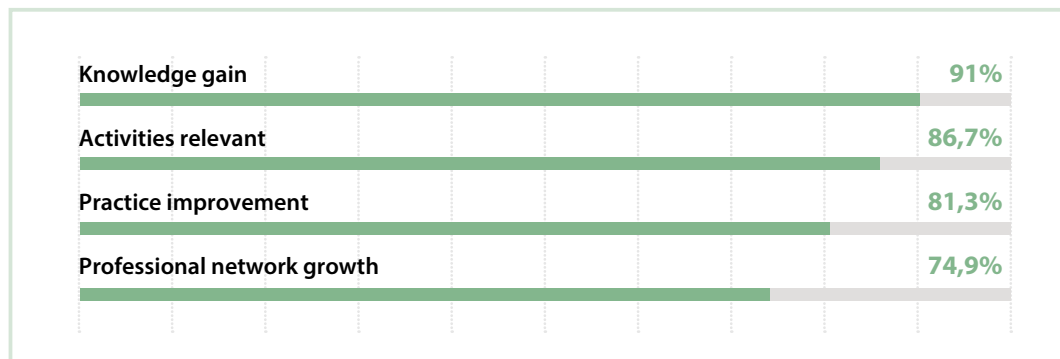


Figure 3.
Combined positive shares;
direct percentages.
n = 1,183.

Knowledge gain received the highest positive assessment: 50.1% reported it to a high extent and 40.8% to a moderate extent. Activities were considered very relevant or relevant by 86.7%. Practice improvement was reported to a high or moderate extent by 81.3%, while professional network growth was reported by 74.9%.

ADDITIONAL EVALUATION	VALID BASE	POSITIVE RESULT
Support was extremely valuable or good	1,108	85.7%
Would strongly recommend or recommend Euroguidance	1,108	91.4%

WHAT THESE FIGURES MEAN. These figures record respondents' own assessments of value and impact. They do not constitute independently verified evidence that participation in Euroguidance activities was the sole or direct cause of the changes described.

Benefits experienced and priorities for future activities

When respondents selected the single most important benefit, two answers were almost tied: improved understanding of recent developments in career guidance (22.6%) and improved competence and capacity to deliver guidance services (22.5%). Networking and collaboration accounted for 12.5% directly and 16.1% after country adjustment. The country-adjusted figure is higher because networking and collaboration was selected more frequently in countries with fewer respondents, which carry greater weight under equal-country adjustment.

Topics to prioritise in future activities

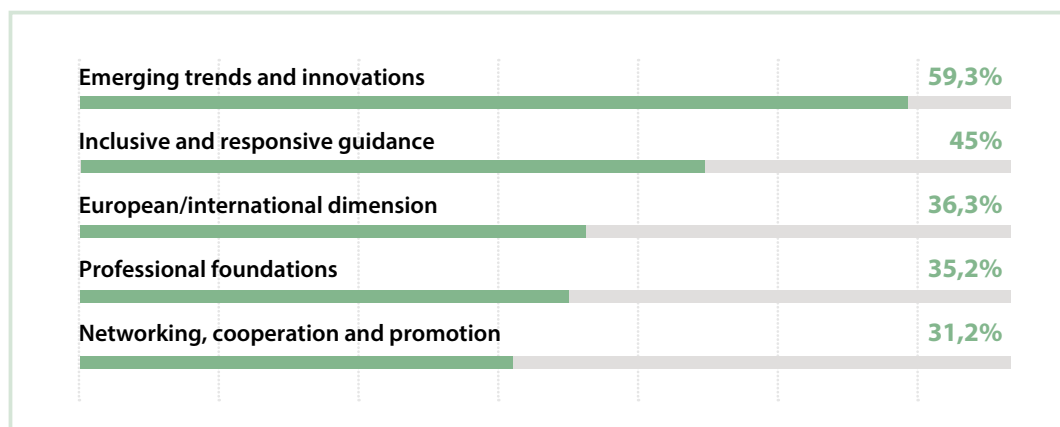


Figure 4.
Up to three topics
could be selected;
direct percentages.
 $n = 1,183$.

Emerging trends and innovations led the closed priority question at 59.3%, followed by inclusive and responsive guidance at 45%. The remaining areas – European and international dimensions, professional foundations, and networking and cooperation – each received support from around one third of respondents.

Twenty write-ins to the priority question supplied detail rather than a new top-level category. Examples included primary-school guidance, adult retraining, disability, cultural mediation, client-centred methods, artificial intelligence, skills assessment, cross-sector cooperation and Academia Mobility Experience.

What respondents gained from participation

The open question on respondents' experience received 506 submissions, of which 483 were retained, i.e. included in the thematic analysis. The percentages below refer only to these 483 answers.

The three most frequently mentioned contributions were knowledge and professional learning (28.2%), professional contacts and networking (28%), and events and structured learning opportunities (25.5%).

THEME	N	% OF RETAINED ANSWERS
Knowledge and professional learning	136	28.2%
Professional contacts and networking	135	28.0%
Events and structured learning formats	123	25.5%
Guidance tools, resources and methods	116	24.0%
European comparison and international perspective	71	14.7%
Exchange of experience and good practice	61	12.6%
Applied change in guidance practice	38	7.9%
Projects, policy and quality collaboration	38	7.9%
Practitioner mobility and study visits	20	4.1%
Support for clients' European mobility	11	2.3%

The answers provide examples of learning, professional connection and use of tools in practice. Five retained answers (1%) described limited experience or little to no benefit. Two respondents raised specific concerns – one about a perceived gap between speakers' information and labour-market conditions, and one about the Europass CV process. These were isolated comments rather than a recurring pattern.

Requests for continuing professional development

The professional-development question received 326 submissions; 306 were included in the analysis. One answer could be coded under several themes.

THEME	% OF 306 RETAINED ANSWERS
More training and learning opportunities	33.3%
Practical tools, resources and case material	15.0%
Exchange of practice and experience	12.1%
Ongoing practitioner community and networking	11.4%
Mobility and exchange opportunities	11.1%
Regularity, continuity and follow-up	9.8%
Emerging and specialist topics	8.8%
Visibility and wider participation	8.2%
Institutional and cross-programme cooperation	7.8%
Hands-on and applied delivery	5.9%
Regional and language access	3.9%

Respondents asked for more learning opportunities, but also for different ways of sustaining learning: practical materials, exchange with peers, communities of practice, post-event contact and repeated provision. Learning mobility requests were kept separate from general networking and included study visits, Academia exchanges and job shadowing. Topic requests included AI, digital tools, green guidance, disability, diversity and guidance in changing labour-market conditions.

Visibility and access

Recommendation, communication, visibility and access

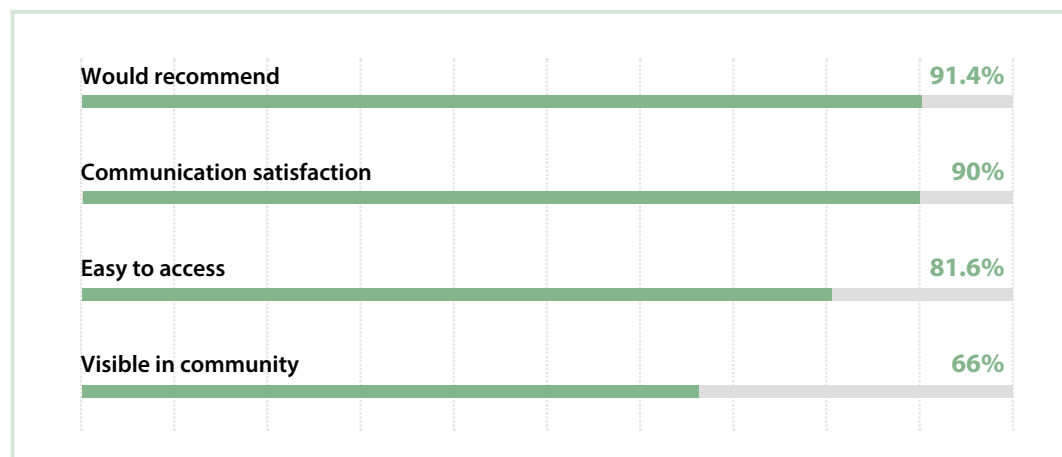


Figure 5.
Direct percentages;
valid bases differ
by item.

Among 1,098 respondents answering the visibility question, 19.6% described Euroguidance as very visible and 46.4% as somewhat visible. Another 30% selected 'not quite visible' and 4% 'not visible'. The resulting 66% positive share is lower than the positive assessments of relevance, outcomes and recommendation.

Access was assessed more positively: 31% found services very easy to access and 50.6% somewhat easy. Nevertheless, 18.4% reported some difficulty. The questionnaire did not ask respondents to identify why, so it cannot establish whether language, timing, awareness, technology or another factor caused their rating.

PUBLIC-FACING IMPLICATION. The evidence supports examining how Euroguidance reaches wider professional communities while maintaining the channels and services valued by current users. It does not identify one proven cause of limited visibility or access difficulty.

Communication channels and publications

Channels used to receive Euroguidance information

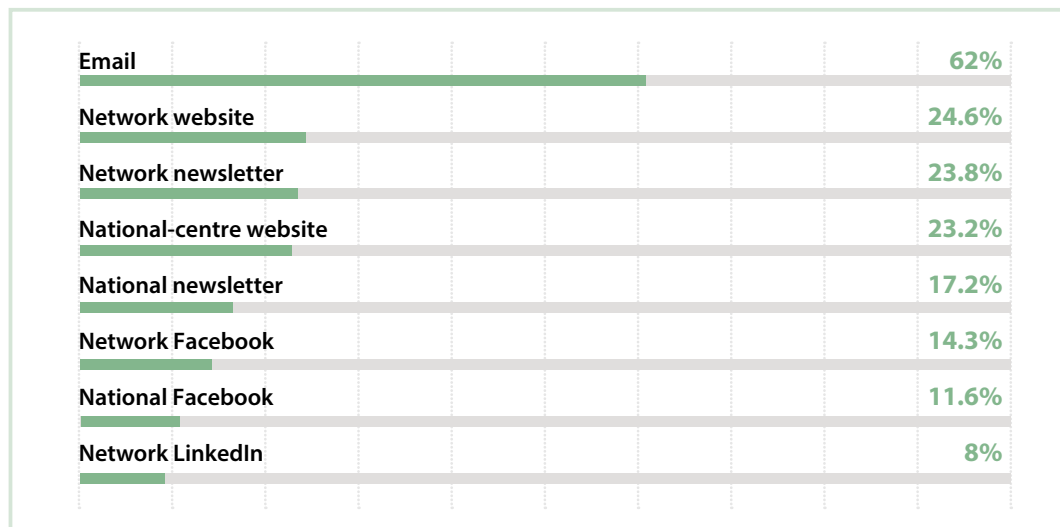


Figure 6.
Multiple-response question;
direct percentages.
n = 1,183.

Email was both the most frequently reported channel for receiving information from Euroguidance (62%) and the most preferred among online channels (68.3% of 1,074 respondents). Facebook was ranked first among the listed social platforms by 42.2% and LinkedIn by 27.6%; some respondents did not assign a first rank to any platform.

Awareness of the two publications was limited among respondents: 11.1% had heard of Insight Articles and 16.4% of Highlights. Among identified readers, usefulness ratings were very high: for Insight Articles and Highlights, 97.8% and 97.6% of readers, respectively, rated them as either 'very useful' or 'somewhat useful'. These figures describe readers and do not show how unaware respondents would assess the publications if reached.

Other-channel write-ins identified national agencies, employers, colleagues, personal contacts, designated coordinators, partner newsletters, events, telephone contact and practitioner messaging groups. These routes complement formal channels, but their comparative reach and effectiveness were not measured.

Requested publication content and communication improvements

Of 394 publication-topic submissions, 359 were retained. The most frequent themes were practical methods and ready-to-use resources (22%), trends, innovation, AI and digital change (18.4%), young people and education pathways (13.1%), good practice and cases (12.5%), European comparison, policy and mobility (11.4%), and labour-market change (10%). Inclusion appeared in 7.2%; green guidance and sustainability in 1.7%.

The communication question received 282 submissions; 249 were retained. Email or newsletters appeared in 17.3%, positive feedback or requests to continue the current approach in 15.7%, events or webinars in 12%, social media in 9.2%, practitioner community and dialogue in 8%, and greater visibility or stakeholder reach in 7.6%. Smaller themes concerned personal contact, national relays, curation, language, tailored messages, multimedia formats, websites and earlier notice.

- **Email remains central**, but the 17.3% theme combines preferences, requests and positive assessments; it is not solely a request for more frequent email.
- **Social-media preferences differ**. Some respondents requested greater use, while others preferred person- and organisation-centred communication.
- **Publications need both reach and utility**. Low awareness coexists with high usefulness ratings among readers and requests for practical, current and comparative content.
- **Personal and institutional relays matter**: National centres, colleagues and professional networks appear in open answers as additional routes, although their overall reach was not measured.

Exploratory engagement profiles

A statistical grouping analysis explored patterns across the nine activity indicators. Solutions with two to six groups were tested. Although the statistical test favoured six groups, the full report presents three broader profiles as a simpler descriptive overview. They are not fixed stakeholder types or an operational segmentation.

PROFILE	RESPONDENTS	PARTICIPATION PATTERN	REPORTED OUTCOMES
Content-focused	1,017 (86%)	A large, varied group; webinars, information, training and seminars were most common	No single activity defines the group
Multi-activity	94 (7.9%)	High participation across conferences, information, seminars, webinars, training and study visits	98.9% knowledge gain; 93.6% practice improvement; 91.5% network growth
Mobility-focused	72 (6.1%)	All selected study visits or exchanges; most selected only that activity	97.2% reported knowledge gain to a high or moderate extent

CAUTION. The stronger outcomes reported by the multi-activity and mobility-focused profiles are descriptive associations. They may reflect who chooses these formats and do not demonstrate that the formats caused the outcomes.

STAGE 1 LIMITATIONS

How to interpret the questionnaire findings

- **Current-user perspective.** Only people who had taken part in at least one Euroguidance activity were invited. Satisfaction and recommendation figures therefore do not describe people who are unaware of or do not use the network.
- **Non-probability recruitment.** National centres used locally appropriate invitation channels. Differences in invitation reach and voluntary response mean the sample is not representative of all guidance professionals.
- **Country contribution.** Direct results are influenced by countries with more respondents. Country-adjusted results balance 35 countries but cannot correct differences in who was invited or responded.
- **Self-reported outcomes.** Knowledge, practice and network growth are respondents' own judgements and are not causal impact estimates.
- **Open-answer bases.** Themes describe only respondents who wrote retained answers. The open questions used different prompts and bases; their percentages cannot be combined into one ranking.
- **Translation and coding.** Translation makes cross-language analysis possible but may smooth nuance. Coding used explicit evidence and complete-answer context, yet thematic judgement remains involved.
- **Exploratory profiles.** The three-profile solution was selected for communication rather than statistical superiority.

The answers provide examples of learning, professional connection and use of tools in practice. Five retained answers (1%) described limited experience or little to no benefit. Two respondents raised specific concerns – one about a perceived gap between speakers' information and labour-market conditions, and one about the Europass CV process. These were isolated comments rather than a recurring pattern.

STAGE 2

Stakeholder discussion groups: design and contribution

Three ninety-minute online stakeholder discussion groups were held in March and April 2026. Twelve invited participants with diverse professional backgrounds contributed, including perspectives from higher education and research, public administration, frontline guidance practice, public employment services and national coordination and European/international cooperation. Participants contributed anonymously and in a personal capacity; their comments do not represent official positions of the organisations with which they are affiliated.

Participants considered the survey findings and provided feedback and ideas on stakeholder collaboration, policy development and recommendations for the network. The discussion guides reflected the different backgrounds of participants, with some questions focusing more strongly on European positioning and policy and others on operational issues. Two sessions were audio-recorded with consent; the third was documented through facilitation records and written material.

Each discussion was synthesised separately. All syntheses were checked by the Euroguidance Evaluation Group and the external research team. Contributions were then blended across the discussion groups and reorganised into six themes, which subsequently structured the Euroguidance network members' prioritisation workshop.

METHODOLOGICAL STATUS. *The stakeholders were selected for their relevant experience and knowledge. They were familiar with Euroguidance and were shown the questionnaire findings before the discussions. Their contributions constitute stakeholder feedback rather than representative evidence or independent confirmation of the survey findings*

Stakeholder perspectives: knowledge sharing and competence development

Knowledge sharing

Stakeholders generally assessed the quality of webinars, seminars, conferences, websites, newsletters and peer-learning formats positively. Study visits, job shadowing and Academia exchanges were valued across the three groups. Stakeholders also highlighted informal, low-cost formats and the importance – and vulnerability – of relying on individual national coordinators.

- Widen access to peer learning and mobility, adapting delivery to national conditions.
- Build follow-up through alumni networks, peer groups, short recurring calls and participant-disseminators.
- Provide short summaries alongside longer material and maintain practitioner-level events.
- Examine language and accessibility, strengthen national dissemination and use websites as practical referral tools.

Competence development

Stakeholders regarded training and transnational connection as established strengths, particularly where national professional-development provision is limited. They recommended maintaining this focus while extending subject coverage and participation.

- Address AI and digital literacy, labour-market change, neurodiversity, disability, refugees, mental health and transversal skills.
- Offer routes to learning for people who support careers without formal guidance qualifications.
- Develop online courses and resources for guidance in crisis, displacement and reintegration contexts.
- Use competence-development activity to make practitioner needs more visible to European actors.

Stakeholder perspectives: policy and visibility

European policies and instruments

Stakeholders described Euroguidance as a bridge between European policy, national implementation and frontline practice. Their recommendations concerned both how the network participates in policy processes and what future frameworks might contain.

- Monitor the EU agenda, respond to consultations with concise positions and coordinate contributions across centres.
- Bring practitioner experience and documented results into policy discussions and strengthen research-practice links.
- Support an updated framework that reflects digitalisation, AI, the green transition, inclusion, labour-market change and a human-centred approach.
- Connect lifelong guidance more clearly to lifelong learning, support smaller Euroguidance centres and sustain engagement with decision-makers.

Career-guidance visibility

Stakeholders connected the survey's 66% visibility result with possible practical constraints, while recognising that the questionnaire did not investigate these reasons. Suggested explanations included information stopping at management level, reliance on one coordinator, limited professional social-media presence, long materials and language barriers.

- Raise the visibility of career guidance as a field as well as of Euroguidance.
- Increase professional presence, especially on LinkedIn, and address awareness within host institutions.
- Use shorter formats and build visibility on evidence about who practitioners are and what they need.

Stakeholder perspectives: profession, community and partnerships

Profession and community

Stakeholders discussed professional identity at both European and national levels. The international group emphasised longer-term questions of qualifications, portability, mapping and recognition. National groups placed more emphasis on practical community mechanisms, tools, co-creation and ways of documenting learning from mobility.

- Support European and national practitioner communities and direct exchange beyond formal events.
- Map practitioners and help participants describe learning from mobility in professional-development terms.
- Develop and co-create tools for daily practice, including self-assessment resources for schools.
- Extend guidance perspectives to adult learning, reskilling, crisis and reintegration contexts.

Collaborations and partnerships

Existing cooperation was valued. Participants suggested strengthening complementarity with other European and international actors in lifelong guidance and identified potential value in broader cross-sector cooperation, including with actors in employment, research, social partnership and inclusion.

- Build cross-sector partnerships with employment bodies, social partners, employers, research institutions and inclusion organisations.
- Clarify Euroguidance's role and consider a common roadmap across centres.
- Use joint projects, training and research to deepen partnerships and generate evidence.
- Make relationships reciprocal, with stakeholders also supporting visibility in their institutions and countries.

What the stakeholder discussion phase adds

QUESTIONNAIRE PATTERN	STAKEHOLDER INTERPRETATION OR PROPOSED RESPONSE
91% would recommend; 66% considered Euroguidance visible	Possible constraints included dissemination through one coordinator, limited professional presence, long materials, language and information not reaching practitioners.
Study visits reached 18%; mobility appeared in 11.1% of retained development answers	Widen access and extend value through follow-up, alumni contact and support for participants to share and document learning.
9.8% requested continuity or follow-up	Use peer groups, short recurring calls, alumni networks and structured follow-up beyond individual activities.
Emerging trends led at 59%; inclusion followed at 45%	Develop training on AI, digital change, labour markets, neurodiversity, disability, refugees, mental health and crisis guidance.
18.4% reported some access difficulty	Translation into national languages to improve accessibility for users with limited English proficiency.
Policy and research activities reached 5.2% and 8%	Strengthen evidence, coordinate positions and communicate practitioner experience and results at policy level.

These links show how the stakeholder discussion phase developed the survey findings. Because stakeholders saw the questionnaire presentation before discussion, the parallels are best understood as interpretation and elaboration rather than independent convergence.

STAGE 3

Euroguidance network members' prioritisation workshop: design and method

The workshop took place on 6 May 2026 during the Euroguidance network meeting in Larnaca. Around sixty Euroguidance representatives worked in six groups of roughly ten. The six themes from the stakeholder analysis were divided across two rounds: identity and delivery – themes A, B and E (Knowledge Sharing, Competence Development, Profession and Community) and outward positioning – themes C, D and F (European Policies and Instruments, Career Guidance Visibility, Collaborations and Partnerships).

Each theme was considered independently by two groups. Participants followed a Reflect–Vote–Action sequence: they reviewed a thematic sheet containing strengths and recommendations, placed individual adhesive-dot votes beside priorities, and then developed possible actions on a shared Padlet for the recommendation that received the most votes. Group composition and the number of votes varied across rounds.

STEP	PURPOSE
Reflect	Review what the network already does well and discuss recommendations derived from the questionnaire, stakeholder groups or both.
Vote	Identify priorities within the group's assigned thematic sheet.
Action	Describe current strengths to retain and possible next steps for one or more leading recommendations.

HOW TO READ THE VOTES. Votes indicate preferences within the workshop setting. They are most directly comparable within the same theme. Different numbers of options and votes mean that combined totals should not be used as a representative cross-theme ranking.

Workshop priorities: Themes A-C

THEME	HIGHER-VOTED RECOMMENDATIONS WITHIN THE SHEET	COMBINED VOTES
A. Knowledge Sharing	Practical tools;	9 each
	Build things together	
	Short and digestible formats	7
	Broader access to study visits;	5 each
	Grow the grassroots	
B. Competence Development	Train for what's next	13
	More learning mobility	11
	Make learning visible	6
C. European Policies	Strengthen the evidence base	9
	Embed guidance in new EU initiatives	6
	Speak with one voice	5

Theme A emphasised usable outputs and co-creation. Theme B prioritised emerging training needs and mobility, with additional support for evaluating and communicating learning. Theme C placed evidence first, followed by stronger positioning in EU initiatives and a coordinated network voice.

- **Theme A action ideas:** webinar trailers, infographics, translated and captioned materials, an inventory of practical tools, sharing nationally developed resources and concise communication.
- **Theme B action ideas:** integrated training combining on-site, online and job shadowing; wider and more flexible Academia participation; national-level follow-through from European webinars; and clearer European added value.
- **Theme C action ideas:** a policy and strategy working group, closer connection to EU policy processes, capacity building for network members and a European survey of learning outcomes from international experiences, beginning with Academia.

Workshop priorities: Themes D-F

THEME	HIGHER-VOTED RECOMMENDATIONS WITHIN THE SHEET	COMBINED VOTES
D. Visibility	Language is a barrier	10
	Be seen	9
	Social media / LinkedIn;	6 each
	Visibility of career guidance	
E. Profession & Community	Build a European community of practitioners	14
	Forum for exchange;	7 each
	Beyond education;	
	Innovative instruments	
F. Collaborations	Joint projects, shared evidence	11
	Work more closely with lifelong-guidance networks	6
	Common roadmap;	5 each
	Strategic collaboration;	
	Cross-sector cooperation	

Theme D treated language and visibility as related but distinct concerns. One group broadened language into accessibility, including subtitles, sign language, barrier-free services and neurodiversity. Theme E placed continuing practitioner connection first. Theme F prioritised partnerships that produce joint work and evidence.

- **Theme D action ideas:** systematic multilingual communication, simple English, translation and captions, targeted communication by sector, professional visibility support and calls to recipients to share information.
- **Theme E action ideas:** mapping expertise, newsletters as connectors, topic-based online exchanges, information for finding project partners and expanded descriptions of national guidance systems.
- **Theme F action ideas proposed by Euroguidance network members:** joint research and tools, renewed joint events, exchange of research capacity, and exploration of continued cooperation with Cedefop/CareersNet and other relevant partners.

Action options emerging from the workshop

The workshop generated concrete options rather than an agreed implementation plan. The proposals can be grouped into seven practical areas. These are ideas generated by Euroguidance network members and should not be interpreted as commitments by, or recommendations endorsed by, external organisations or networks mentioned in the workshop discussion.

PRACTICAL AREA	EXAMPLES PROPOSED DURING THE WORKSHOP
Short-form communication	Trailers and summaries after webinars; infographics on services and policy; learning nuggets; concise resource notices.
Language and accessibility	Automatic translation, captions, simple English, multilingual pages, simultaneous translation, sign-language and accessible formats.
Tools and resources	Inventory existing tools, share national resources, develop checklists, design tools together and maintain practical databases.
Training and learning mobility	Combine online, on-site and job shadowing; broaden participation; make Academia more flexible; clarify European added value.
Community continuity	Map expertise, connect newsletters, convene thematic forums or bar-camps, help practitioners find partners and maintain alumni contact.
Evidence and policy	Survey learning outcomes, build policy capacity, coordinate positions, monitor EU initiatives and maintain decision-maker relationships.
Strategic collaboration	Joint projects and research, cooperation with other guidance networks, cross-sector partnerships and shared tool development.

Before implementation, these options require decisions about purpose, target groups, ownership, resources, infrastructure, data protection, accessibility standards and how success would be assessed. The workshop did not evaluate feasibility or cost.

Integrated findings across the three stages

The whole survey identifies several connected findings while retaining the methodological distinction between the three evidence sources.

- **Knowledge and competence are valued.** Questionnaire respondents reported high relevance and knowledge gain; stakeholders described knowledge sharing and training as core strengths; the workshop prioritised practical tools and training for emerging needs. Satisfaction and recommendation figures therefore do not describe people who are unaware of or do not use the network.
- **Practical application matters.** Open answers requested methods, tools, cases and applied formats. Stakeholders and workshop participants proposed inventories, checklists, translated resources and co-created tools.
- **European exchange is a distinctive component.** Study visits reached 18% of respondents and learning mobility appeared in open requests. Stakeholders valued peer learning, while the workshop prioritised learning mobility and ways to document the learning outcomes of mobility activities
- **Continuity is a recurring request.** Respondents asked for communities, exchange and follow-up. Stakeholders proposed alumni and peer mechanisms; the workshop placed a European practitioner community first within Theme E.
- **Visibility remains a concern.** Positive user assessments coexist with 34% describing Euroguidance as not quite visible or not visible. Later stages proposed national relays, professional presence, shorter formats, multilingual communication and ambassadors.
- **Evidence connects practice and policy.** Although policy-related participation in the questionnaire was limited, stakeholders requested stronger documentation of practice and outcomes. Evidence and joint projects led Themes C and F in the workshop.
- **Partnerships need purpose and complementarity. The later stages pointed to potential value in purposeful cross-sector cooperation and complementary relationships with other European and international guidance actors, particularly where collaboration can produce concrete joint work, resources or evidence.**

Planning implications

The whole survey supports a balanced planning approach that retains established strengths while testing targeted improvements. The following directions are grounded in the evidence but remain subject to Euroguidance's mandate and resources.

DIRECTION	EVIDENCE-INFORMED PLANNING QUESTION
Content	How can emerging developments – AI, digital change, labour markets and inclusion – be combined with practical methods, cases and tools?
Formats	Which mix of webinars, training, seminars, mobility and applied exchange provides broad access and deeper professional learning?
Continuity	Which lightweight mechanisms can sustain contact after activities without creating an underused platform?
Learning mobility	How can access be widened and learning documented, shared and connected to professional development?
Communication	How can email remain central while content becomes more targeted, timely, multilingual, accessible and easier to share?
Visibility	Which audiences are currently under-reached, through which national and professional relays, and how will increased visibility be measured?
Evidence and policy	What outcomes and practitioner needs should be documented, and how can centres coordinate timely contributions to policy processes?
Partnerships	Which joint projects can produce concrete resources or evidence while clarifying complementarity with other networks?

SUGGESTED APPROACH. Pilot a limited number of clearly owned actions, define intended audiences and success measures in advance, and use the resulting evidence to decide whether to continue, adapt or scale them.

Evidence boundaries and conclusion

The consultation offers a substantial evidence base for discussion, but each stage has defined boundaries.

- **Questionnaire:** broad coverage of users, but not a representative sample of all guidance professionals or potential Euroguidance audiences.
- **Open answers:** rich contextual material, but percentages apply only to those who submitted retained answers and coding involves judgement.
- **Stakeholder discussions: feedback, ideas and perspectives from twelve invited participants familiar with Euroguidance, contributing anonymously and in a personal capacity. These contributions do not represent the official positions of participants' organisations and do not constitute independent confirmation, an external evaluation, an institutional assessment or national representation.**
- **Workshop:** a structured deliberative exercise among network participants, not a network-wide ballot. Votes are primarily interpretable within themes.
- **Implementation:** resources, feasibility, governance, cost and organisational capacity were outside the consultation's scope.

Within these limits, the evidence is consistent on several practical points.

Current users value Euroguidance's contribution to knowledge, competence and European exchange. They also identify a need for content that can be used in practice, wider and more continuous professional connection, stronger visibility, and communication that remains direct while becoming more accessible and easier to share. The stakeholder discussion and workshop stages extend these findings towards evidence development, coordinated policy engagement and purposeful partnerships.

The consultation therefore provides a basis for prioritising and testing future actions. It does not establish one required strategy. Decisions should make explicit which evidence they respond to, which audiences they intend to reach and how results will be assessed.

The network should therefore maintain what current users value; improve practical use, continuity and reach; and strengthen the evidence that connects practitioner experience with European cooperation and policy.

About Euroguidance



euro | guidance

The Euroguidance Network is a network of national resource and information centres for guidance. It is a co-operation of centres throughout European countries which link together the Careers Guidance systems in Europe. The main target group of Euroguidance is guidance practitioners and policy makers from both the educational and employment sectors in EU and EEA member states and in candidate countries.

All Euroguidance centres share a common objective: **DEVELOPING THE COMPETENCE OF THE GUIDANCE COMMUNITY ON THE EUROPEAN DIMENSION OF LIFELONG GUIDANCE**

This includes the following activity areas:



Strategic cooperation and knowledge sharing within lifelong guidance in Europe



Support for developing the competence of the European guidance community



Contribution to and implementation of European instruments and policies

STAY CONNECTED WITH EUROGUIDANCE

Are you interested in developing your professional competencies, exchanging experiences with colleagues across Europe, or gaining new perspectives on lifelong guidance?

The Euroguidance network supports guidance professionals through international cooperation, knowledge sharing and professional development opportunities.

We invite guidance practitioners, policymakers, researchers and other stakeholders to connect with their national Euroguidance centre to learn more about our activities and opportunities for collaboration.

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