



euro | guidance
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Euroguidance Insight

September 2017

The Euroguidance Network: European cooperation for a quarter of a century



The Euroguidance network celebrates its twenty-fifth anniversary this year. Euroguidance UK was one of the original members and Mick Carey writes the leading article in this issue of Insight, with a very warm and personal account of what has happened during this quarter of a century.

The main content of the Newsletter deals with the use of ICT in guidance. The use of electronic media in guidance is growing and still more ICT-tools are used: The web, social media, SMS and even chat. For many practitioners this means new working methods and a different relationship with their clients. A sub-section of the Newsletter is dedicated to these tools and their use.

The question of how to deliver guidance of high quality continues to be the leading one in Europe as can be seen in other articles. To engage in high quality guidance one needs to know what the clients' needs are and how to identify quality.

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A Brief History of Euroguidance



In November 1992 I joined Careers Europe, a UK resource centre providing information on opportunities in Europe to the UK guidance community. Careers Europe had just been awarded the contract to deliver Euroguidance in the UK and I soon find myself despatched to Rome for the inaugural meeting of the Euroguidance network. Little did I realise I was about to embark on a voyage of cooperation that would be the major part of my working life for the next 24 years.

The origins of the network lie in the European Commission's PETRA programme. In 1992 this programme was in its 2nd phase, PETRA II and was divided into 3 parts or "Actions". Actions I and II were concerned with mobility for young people in initial vocational training and for those training them. Action III was concerned with support measures, and

itself was subdivided into parts, part B being the creation of a network of "National Resource Centres for Vocational Guidance". It was this network that later became to be known as Euroguidance.

Initially the network consisted of centres in the then 12 Member States of the European Union, and was run under the direction of Directorate General 22 of the Commission. Its original remit was to support exchanges of information concerning education and training opportunities across the EU, particularly with the perspective of EU mobility. From the very beginning the network embodied the principles of subsidiarity and complementarity, with each country adopting a model of operation that met the requirements of the network while reflecting the different national structures for delivering guidance. ►

► These different national models could be broadly grouped into 4 groups:

- A single centre approach with one unit delivering the Euroguidance function for the whole country;
- The multi centre approach with several centres operating in a country. These were often tasked with co-operating with specific other member states and co-operating nationally. For example in Germany, the centre in Bremen was tasked with liaising with the UK and Ireland;
- The labour versus education split. In some member states two centres were set up, one operating under the Ministry of Labour and concerned with vocational guidance and one operating under the Ministry of Education and concerned with educational guidance;
- Finally there was a mixed approach with two networks, operating under the two Ministries and each consisting of several centres, as for example was originally the case in France.

From these beginnings the network has grown and changed over the years. The growth has come, naturally, from the subsequent enlargements of the European Union, with the number of Member States climbing from 12 in 1992 to 28 currently. Further growth came from the inclusion of EEA Member States plus, at various points, the pre-accession countries and the special relationship with Switzerland.

Other developments have come from the changes to the sponsoring programme, and also from developments initiated within the network itself. In terms of the sponsoring programme the changes have been:

- 1992 – 1994 the Petra programme
- 1995 – 1999 Leonardo da Vinci I
- 2000 – 2006 Leonardo da Vinci II
- 2007 – 2013 Lifelong Learning Programme
- 2014 – 2020 Erasmus +

The change from LdV I to LdV II was of particular interest in terms of the development of the network. In the year prior to the change a number of centres felt there was a need to establish the need for the Euroguidance network in a more concrete fashion, and to promote the development of the network and its activities. To enable this a number of centres met in Madrid and developed the “Euroguidance Charter”, a document defining the basis for the centres and their remit of operation. The concept of working groups, responsible for different areas of activity and for the overall direction of development also came from this meeting. The charter and working group structure was proposed to the Commission at the next full network meeting and, with some modification, was adopted. This internal structure has continued ever since.

On a personal note I would like to express my gratitude to the network for 24 years of wonderful co-operation. My experience has always been of working with passionate, committed and highly professional colleagues whom I miss dearly.



Mick Carey, former coordinator of Euroguidance UK

How to Measure Quality in Guidance?

“Most countries share the challenge of defining and measuring the impact of their guidance service. Word- of- mouth recommendations have long been considered as best practice for marketing purposes. However, Innove in Estonia have successfully tested an online version of this research approach to measure the satisfaction rate of their clients. This immediate and low committal online approach has improved the quality of the service and is now used for peer learning and development of the guidance centres.”

Interview with Nele Labi, The Agency for Lifelong Guidance Foundation Innove, Estonia



- Since March last year, we have been using Recommendation Index a.k.a Net Promoter Score with our guidance services clients. That includes thousands of youngsters from the age of 15, Mrs Labi explains.

- We were quite concerned in the beginning about how our

youngest clients would respond to the core question: “How likely is it that you would recommend our service to your friends?” (scale 0-10).

- Nevertheless, that is the main question of the recommendation index and we decided to give it a try. What we learned was that

youngsters really analysed their answers and themselves in the process and made specific proposals to us.

- All our questionnaires are sent soon after the service via e-mail and are easy to answer; no need to log in or enter your name or contact details. – ►



- ▶ As we can combine our database with the recommendation index tool, we can detect where and when a respondent received his/her guidance.

What have you learned from the Recommendation Index so far?

We are very satisfied that 84% of our respondents find that after the session it is easier for them to make decisions regarding studies or work.

Not surprisingly, guidance is more valued by the NEET, young unemployed and young people at the end of lower and upper secondary school.

We also see that there is a clear correlation between volume (number of clients) and quality, and as

expected - more is not better here. The index also shows that clients value time and the longer the session the better the feedback.

How can the results be applied?

-Quick and specific feedback helps us to see whether we have learned and if the service is improving. Secondly, there are open recommendations from our clients of what exactly we could do more of or better. We can also test new methods in guidance, changes in organizing, surroundings etc and immediately receive response from the target group.

-The index is also used for peer learning purposes. We can now see who are our best counsellors and everyone wants to learn from those who get really good feedback

People are always interested in who has the best results. . Even if we use feedback for learning and improving, it creates a little healthy competition, Labi adds.

In our Rajaleidja (Pathfinder in English) Centres we will continue collecting direct feedback and use it for our service improvement. We all agree that it is a useful tool – timely, easy to use and with endless possibilities for learning, Labi concludes.

Nele Labi, Deputy Head of Agency for Lifelong Guidance Foundation Innove

To read the whole interview, please visit:

www.euroguidance.eu or www.innove.ee

Global Mindedness Survey Measures the Impact of Mobility on Attitudes

Finnish National Agency for Education (previously CIMO) carried out a Global Mindedness survey between 2013 and 2016 to examine the impact of mobility periods on students' attitudes. The survey measured how students engaged with difference and diversity and what kind of changes in attitude and perceptions took place during their mobility periods.

The survey is based on three different dispositions to engaging with difference: Professor de Oliveira uses the metaphors of Tourism Empathy and Visiting. They are not different stages of development, nor are they put into order of preference as each of them may be useful in different situations. However, in practice, Tourism represents a more rigid approach. The dispositions of Empathy and Visiting

which understands opposite attitudes, and the disposition of Visiting, which is ready to question one's own assumptions, were shared by almost everyone.

On average, the attitudes did not change during the mobility period. However, there were changes as regards individual students, both in a more rigid and in a more flexible direction.

Some differences were also found between the mobile students and students who studied only in Finland. Based on the material, it can be said that the group of students heading abroad is already somewhat predisposed.

For more information on the Global Mindedness Survey:

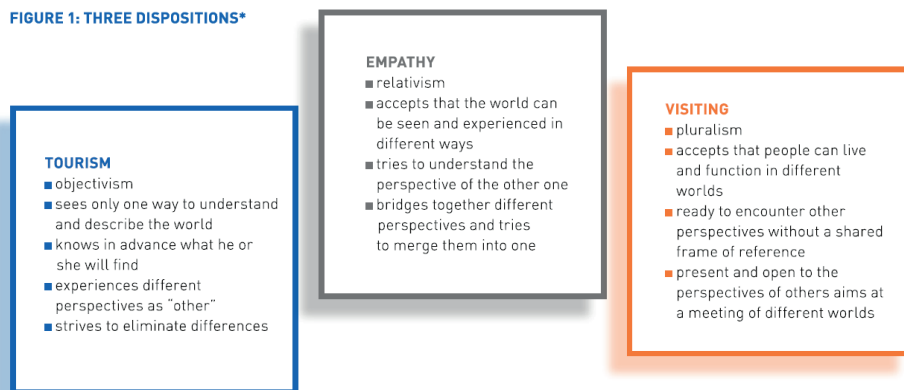
http://www.cimo.fi/facts_express_2b_2017

http://www.cimo.fi/services/publications/facts_express_1b_2015

http://www.cimo.fi/services/studies_analyses_and_evaluations
| Global Mindedness Survey

Irma Garam
Euroguidance Finland

FIGURE 1: THREE DISPOSITIONS*



The primary target group of the survey consisted of higher education students who headed abroad for an exchange. Later, a group of students who studied only in Finland was included for comparison.

The instrument was developed for CIMO by Professor of *Global Education* Vanessa Andreotti de Oliveira from the University of Oulu. The Global Minded-

ness survey can therefore be regarded as more constructive approaches in international and multicultural interaction.

The survey shows that students heading abroad have a flexible attitude to engaging with difference. The disposition of Tourism, which strives for one interpretation, was shared by about one quarter of the students, whereas the disposition of Empathy,

A New Team of Guidance Professionals in France

Within the framework of modernizing the public education sector in France, the French Ministry of Education has merged two different services into one. The new profession is a merger of the schools' psychologists and guidance counsellor psychologists, titling them both as National Education Psychologists. The National Education Psychologist will be an integral part of the public school service, thus strengthening the role of psychological counselling in contributing towards students' success in education. The new profession still requires ordinary application procedures and an entrance examination.



Previously, school psychologists were educated teachers holding Bachelor degrees in Psychology with two years of training. It was the same for guidance counsellors; they had to hold a Bachelor degree in Psychology followed by two years of training. From 2017, the Ministry has opened up for scholars with Masters in Psychology to qualify for the Education Psychology entrance examination. The first 300 National Education Psychologists graduated this spring.

There are still two specializations covering the needs of primary and secondary level in education.

For pupils in primary education, the role of the Education Psychologist is to prevent early school drop-out by promoting good mental health and supporting the pupils' interest and motivation. The role is also to ensure the inclusion of children with learning difficulties or special needs. The work is organized

either in schools or specialized networks for pupils with special needs.

In secondary education, the National Education Psychologists aim to promote psychological wellbeing for young people, and to encourage educational engagement. One of the main tasks is to support students in developing their career pathways. The ability to offer careers advice requires skills in self-awareness, knowledge about professions and academic possibilities and curiosity about the world of business. In partnership with the rest of the school team, the new Education Psychologists inform students, parents and stakeholders about educational op-

portunities and the labour market. They have to pay special attention to pupils with difficulties, disabled children and children with mental health issues. All parties work towards preventing and reducing the drop-out rate. The workplace can either be at guidance centre or in schools.

The government has great expectations that the new team of Education Psychologists will help young people choose successful pathways in education and employment.

Graziana Boscato,
Euroguidance France



Focus on Quality in Guidance Services

Several initiatives are addressing the quality of career guidance in Norway at present. Erik Hagaseth Haug has examined how this important subject is torn between the demands of society and the needs of the individual pupil or student.

“I am interested in finding a more nuanced and differentiated understanding of the concept of quality in career guidance in schools” explains Haug.

Writing his PhD, titled *Quality of Career Guidance in Norwegian schools* Haug discovered an extensive diversity in the representation of **good** career guidance, especially in the understanding of the preferable goal for guidance. “I have found that there is a power struggle between different interests, on how quality ought to be understood in career guidance in a Norwegian school context” he says.

Quality under pressure

Haug’s research uncovered that many organisations and political interest groups try to influence the content of the guidance offered. One axis is between the private business sector which campaigns for an increased focus on the demands from business and industry, as opposed to the trade union for teaching personnel which keeps a main focus on the individual needs of each pupil. According to Haug: “It’s a classical divide in the field of guidance, but it results in different quality of the guidance services depending on region and institution.”

Norwegian pupils are fortunate to have classes in lower secondary schools where they are introduced to the possibilities that await them in the coming years answering questions such as “what should I study?” or “what’s the best job for me?”. “This means a lot of Norwegian kids have already had some thoughts on their future career when they reach upper secondary school” says Haug.

A period of transition

At government level, The Ministry of Education and Research published a green paper (NOU) in 2016, in which Mr Haug is one of the contributors. The report addressed the ongoing changes in the Norwegian economy and called for an increased demand for Career Guidance as a tool for directing society’s use of available labour. Haug reiterates that “there are many who will need information and guidance to varying degrees in order to deal successfully with restructuring, not just young people. “

In Norwegian schools, guidance is mainly a function, not a pro- ▶



- fession, which is one of many factors which raise a demand for better and more professionalised working skills for the career guidance service. What is Haug's recommendation? "I recommend that those affected by career advice, namely the pupils and employees in transition, should voice their opinions and be included in the future design of a more professional career guidance service in Norwegian schools and social institutions."

Erik Hagaseth Haug is Associate Professor at the Department of Education and Social Studies, Inland Norway University of Applied Sciences (HINN University) just north of Oslo. He is also a newly appointed member of the CEDEFOP expert group on career guidance and career education.



Peter Klasson, SiU – Norwegian Centre for International Cooperation in Education/Euroguidance Norway

Night of Professions 2017 – the show goes on...

In Hungary a number of programmes are organised to support career choices, the most popular ones are national events, such as the vocational education fairs (121 thousand visitors in 2016) and the European Vocational Skills Week (40 thousand visitors in 2016). Many of these events target the 14-year olds to help making educational choices, but career orientation is still not in their main focus. *The Night of Professions* intends to

fill this gap: organised for the first time in 2016, it is an open-school *night*

for vocational schools and training institutions to offer first-hand experience about the different kinds of professions and training offers. In order not to coincide with other national guidance events taking place in autumn, the *Night of Professions* is organised in spring. The primary target group of the event is the 11-13 year olds, but secondary school students and adults can also find interactive and experience-based programmes.

The idea of the *Night of Professions* was developed by Mr Dávid Rozványi, vocational expert at the National Office of Vocational Education and Training and Adult Learning, and the Szeged Centre of Vocational Training committed itself to the realisation of the plan.

In 2016 the *Night of Professions* was awarded as one of the best projects in the Hungarian Career Guidance Award organised by Euroguidance Hungary.

The motto of the event „Try it, do it, get to know it!” reveals its original aim: each age group should be given the chance to try themselves in different professions, get to know the different professions in practice and experience the mental and personal environment which so is typical of vocational education and training. For this reason, there is no central venue for the programmes, the VET institutions promote themselves individually by opening their gates to the public. ►





Although unfavourable weather conditions had an impact on the number of visitors in 2017, 79% of the participating institutions believed the event was successful. The success of the event is also due to the contribution of 8706 teachers and 13 571 students, who prepared and implemented the programmes.

For more information, see:
<http://szakmakejszakaja.hu>
<https://www.facebook.com/szakmakejszakaja>

- The programme is designed to be a leisure event, and actually this aim was fulfilled as 62% of the visitors participated not in a centrally organised way, but according to their own decisions.

The Night of Professions is basically a bottom-up initiative, where only some features, such as the time of the event (21 April 2017, between 18.00-22.00.), the programme structures (format, categories, target groups) and the communication channels <https://www.facebook.com/szakmakejszakaja>, <http://szakmakejszakaja.hu> were centralised.

The event hosted 43,5 thousand visitors in 2016, making it the biggest guidance event in Hungary. In 2017 the number of visitors grew to 46,5 thousand and also more institutions participated: not only state schools, but also foundation based schools, enterprises and cross-border vocational schools joined from Romania

and Slovakia. In 4 Hungarian counties nearly 1% of the population participated in the programmes. It was also added value that together with the programmes, vocational education and training in general received huge media coverage.

Dávid Roznányi,
 National Office of Vocational Education and Training and Adult Learning, Czech Republic

The most important numbers from 2016 and 2017 are the following:

	2016	2017
Participating towns:	121	151
Participating institutions:	341	423 (11 from abroad)
Number of programmes:	4 862	4 647
Number of visitors:	43 572	46 435



Twelfth Euroguidance Cross-Border Seminar in Belgrade

The Euroguidance Cross-Border Seminar 2017: *Guidance 4.0: Innovative Practices for New Skills* will take place on October 4-5th in Belgrade, Serbia by Foundation Tempus – the Euroguidance centre in Serbia, in cooperation with Euroguidance centres from Austria, the Czech Republic, Slovakia, Croatia, Slovenia, Germany, Hungary, Romania, Poland and Portugal.



the labour market, responsibilities and the world around us.

The Cross-Border Seminar 2017 will bring together one hundred guidance practitioners and experts from the European countries involved in this initiative. Over the two days, they will participate in workshops led by experts from all participating countries on the topic of innovative practices in

The Cross-Border Seminar initiative was started in 2005 by Austria, the Czech Republic and Slovakia with the aim of enhancing European cooperation in the fields of guidance and mobility and to facilitate networking of guidance practitioners and policy makers in the cooperating countries. In the last few years, more and more Euroguidance centres have been attracted by this successful initiative and currently 11 centres are actively involved in these annual Cross-Border Seminars.

With the topic *Guidance 4.0: Innovative Practices for New Skills*, this year's Cross-Border

Seminar focuses on innovative practices in guidance, especially the ones using ICT, aimed at developing career management skills, key competences and other skills needed in the contemporary world of work and living. Guidance 4.0 relates to the 4.0 code that is often used in industry, education and other fields as a mark of the fourth Industrial Revolution. This Industrial Revolution is reflected in the use of ICT that aims to bring together digital, physical and biological systems in order to maximize human well-being. Its impact is recognized because of the numerous, rapid changes that shift perspectives and seek to adapt and redefine how we understand education,

lifelong guidance. Furthermore, the organizers conduct national surveys about innovative practices in the guidance systems of the participating countries, which will be published together with the seminar report. More information about this year's Cross-Border Seminar is available on the event website: <http://cbs.euroguidance.rs>.

Sofija Petrović
Junior Information and Mobility Officer
Career Guidance, Information and Mobility Unit
Euroguidance centre,
Foundation Tempus

Career Management Skills at the University of Southern Denmark

The University of Southern Denmark (SDU) has incorporated a course in Career Management Skills in its study programmes. The course prepares students for life after graduation by providing them with the knowledge and understanding of how to better relate their competencies to the needs of the labour market.

From the autumn of 2014, the University offered a pilot course to students on four different Master's programmes. Since then, the course has been expanded to a large number of study programmes in all of the University's faculties so as to include elements that focus on future careers in the students' education. The tuition of Career Management Skills is offered as an elective or is coupled to an internship, both on the bachelors and masters level. The University is the first in Denmark to incorporate Career Management Skills as an ECTS-accredited course.

Jacob Krummes, the Head of Department at SDU Research and Innovation Organisation (SDU RIO), states that "many students do not voluntarily take advantage of the offers concerning career guidance that we have, so we made it mandatory for all students to have to reflect on these aspects at one point in their education."

The course focuses on how students can use their academic knowledge and competencies on the labour market, for example during internships, and teaches them how to network, to create a good LinkedIn profile and to write CVs and job applications. The course challenges the students to use their knowledge in a practical setting, particularly with a focus on problem-solving. In this way, the



course better connects the students, who learn how to relate and articulate their competencies, with the labour market.

Line Krogh-Nielsen, a former student of Career Management Skills, noted that the course "helped me as a student to translate the theory I have learnt into practice [and] provided me with the tools to identify what I can offer a company – based on what I have learnt in my study programme".

According to Kim Bæksgaard Hansen, the Academic Coordinator for SDU's Career Counselling Services, largely all other universities in Denmark have looked to the University for inspiration and some universities are now beginning to offer similar courses.

Watch a video by SDU and hear more about the course in Career Management Skills:

https://www.youtube.com/watch?v=jwF_PNcabzk

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Natalie Clausen, Euroguidance Denmark

Kim Bæksgaard Hansen, University of Southern Denmark

■ The Use of ICT in Guidance

Career Path planning tool for Slovenian Students

Euroguidance Slovenia has developed an online survey to annually map the motivations and career paths of over 12 000 14 year old students in their last year of lower secondary school. The survey demonstrates planned career choices of Slovenian students and is as such a helpful tool for both individual and group counselling in schools and for guidance counsellors at The Employment Service of Slovenia. This questionnaire is a great source of information enabling counsellors to give better

guidance to students in the transition from lower to upper secondary education.

The survey of career paths is done at the beginning of the last school year in lower secondary education. Answering the questionnaire enables students to start thinking more seriously about their future career decisions. At the same time their answers illustrate their maturity and decision making skills regarding their future educational path. As such the results of the questionnaire are both an import-

ant source of information for individual counselling as well as for possible group counselling. Guidance counsellors get an overview their students' answers and can identify the students who will need additional help.

The answers give guidance counsellors an insight into students' career choices, interests, and motivation, how well they know different careers, possible health limitations and educational qualifications necessary



The Use of ICT in Guidance

- ▶ for selected careers. It enables guidance counsellors to see which students are ready for career decision making and which of them will need additional career guidance.

The questions are focussed on:

- Students' career expectations (a lot of learning practical work, patience for working with people, good organiser, etc.),
- Favourite school subjects, school activities and extra-curricular activities,
- Favourite careers and possible obstacles for following these careers,
- Why they wish to choose their desired career (respect, creativity, peers, salary, etc.),

- students' plans for the following school year (whether they will enrol in upper secondary education, which school and educational programme they will choose and also if they plan to study abroad or perhaps not study at all

The results are analysed and interpreted by Euroguidance Slovenia and presented to The Ministry of Education, Science and Sport as well as to school counsellors in primary and upper secondary schools and career counsellors at The Employment Service of Slovenia in order to inform them about general interest for selected schools before the enrolment call for admission to (upper) secondary education.

According to the career path survey for the school year 2017/2018,

the most popular vocational education programmes for career choices of Slovenian young people are: hairdresser, nurse, carpenter, confectioner, electrician, car mechanic, catering hotel services, chemical technician, electrician, computer technician, mechanical engineering technician, media technician, veterinary technician and beauty therapist. Even more interesting to see, is that contrary to other European trends, more young people in Slovenia choose vocational and technical education programmes. In addition, 1 % of the students asked who are already in lower secondary education know that they will continue their education abroad.

Sabina Škarja,
Euroguidance Slovenia

Swedish focus on digitalization in guidance service delivery



Sweden is a highly digitalized country. Almost all Swedes (91%) are online and three quarters of them have basic digital skills. Digital tools are currently under development and new ones are invented, both for the purpose of guidance service delivery and to offer relevant work material for guidance professionals and teachers, but above all, to improve services for the clients.

New guidance tool for individuals

“Choose and plan” is a digital career

guidance tool for individual use that can also be used together with a guidance counsellor. It targets pupils at the end of compulsory and upper secondary school as well as adults in need of transitions. The data which is put into the portal can then be part of what is called a personal action plan. The tool can work as a starting point to help structure thoughts and assumptions based on the user's individual situation. The prototype is currently being tested among guidance counsellors. ▶

■ The Use of ICT in Guidance

- ▶ - What we want to offer is a digital service that is on the user's side. Our services are objective and free from commercials. We also want to present a broad service that covers the entire guidance process; self-reflection, knowledge about life and work, decision making and successful transitions, says Lisa Tönus, who is a guidance professional and web developer at the National Agency for Education.

Jobskills.se for newly arrived

A growing client group in need of guidance are the newly arrived migrants, who are in search of education and work. Here, the Swedish Public Employment Service has launched a new digital tool that helps to prepare for the Swedish labour market. In the portal clients may share their profile with employers and get information about jobs and education, matched against their profile. This may be done before a resident permit has been granted or even if the asylum process is on-going.

Tool for better labour market information

- We put more emphasis on user analysis and service design than before, says Marcus Hultin, who is a web developer, working with digital guidance, at the Public Employment Service. How do young people want to receive the message and what do they want to read about? It is important to elevate/upgrade the design – we have worked a lot with infographics

and a uniform data structure and we have tried to avoid long texts.

A new “Profession Compass” is launched during the summer. The tool provides one, five and ten year's labour market forecasts for different professions. The forecasts are connected to regional and local circumstances and a map function is integrated through Google maps. The tool covers 200 different professions.

- The aim is to raise the quality of the digital “guidance offer”. The idea is that the digital channels can work side-by-side with the non-digital service, eliminating unnecessary demand and freeing resources, so that the employment officers may focus more on coaching / guidance, where it is needed, says Marcus Hultin.

National digital platform for guidance?

The need for redirecting resources and supplementing traditional guidance is also the idea behind a proposal for a national digital platform for guidance that the Swedish parliament presented in May. Here it was said that much of the

information and help provided by guidance counsellors today, concerns matters of confirming eligibility, explaining admission processes and guidance in the education system. These tasks should instead be handled through a national platform, allowing time for more qualitative guidance conversations.

It remains to be seen if this channel will become a reality, but digitalization has nevertheless become an essential part of Swedish guidance service delivery.

Nina Ahlroos,
Euroguidance Sweden



ICT Guidance Tool for and by the Hearing-impaired

The current debate about ICT in career guidance is not about its benefits, which are obvious and undeniable, but rather about the best ways to use it and improve existing tools. This led to the development of the internet portal www.deafworking.eu • www.neslysimpracuji.cz (in a Czech version); an evidence of an active relationship between clients and counsellors.



The integrated portal offers job opportunities for the hearing-impaired. It serves as a source of information as well as a platform for active collaboration between the community of hearing-impaired, counsellors and employers. Together they created a job portal that has over 100 job offers in their database. The shift towards a participatory and community based approach in building ICT tools in guidance is evident.

The success of the portal relies on the identification of the needs of the target group, which has been neglected in pre-existing and similar systems. The potential of ICT in the development of

integrated guidance systems depends directly on the communication and insight that the guidance practitioners can bring into the process. Being able to keep track of the needs of the clients or other stakeholders (such as employers in this case) in the process is important for building the right tools and capitalising on the potential of ICT in career guidance.

Besides the basic information, the portal also offers the services of counselling and guidance to the clients as well as to the labour office employees or employers who can find relevant information and advice when dealing with the hearing-impaired client/employee.

A crucial element of the portal is the connection with two biggest job portals in Czech Republic that automatically resend the relevant job offers to the portal and notify the employers about the possibility to advertise for the hearing-impaired. These major job portals have received a lot of attention in the Czech Republic lately as the unemployment rate is at an all-time low and the portals released big provocative campaigns that gained great popularity. However, the key in this cooperation is the communication skills of the career counsellors, which similar projects before lacked, and therefore the tools were not as successful as they could have been.

The project is a result of a prior survey that indicated the need for such services among the community members. It supports an evidence-based practice and therefore has been named as a winner in the National Career Guidance Awards 2016.

Gabriela Kabotová,
Euroguidance Czech Republic

Guidance via Chat

When eGuidance was formed in Denmark at the beginning of 2011, a national laboratory for the intensive testing of the use of electronic media for guidance for educational and work-related purposes also came into existence.

At the beginning, eGuidance assumed that the chat medium would be used mainly to provide guidance seekers with quick and concrete information about study programmes and jobs. However, data shows that only a little under half of the enquiries via chat are about simply passing on information. This means that in most cases a chat dialogue develops, focussing on how general possibilities match the possibilities of the individual. Guidance seekers use the chat to ask about a wide range of issues, from open speculative enquiries to factual requests about entry requirements and admission to a study programme. The need is rarely just to receive a link to a relevant article but more often to receive information on a personal level.

The Chat as a Guidance Space

Many aspects of the guidance chat session are recognizable from face-to-face guidance. However, the availability of guidance via chat for educational and work-related purposes has some other implications for the type of guidance which the chat constitutes. The guidance seek-

ers contact eGuidance when needed and are offered guidance in a safe and familiar space. There is a unique opportunity for establishing a genuine dialogue as well as the possibility for the guidance seeker to end the chat when they desire. In this way, guidance via chat supports the increased tendency among guidance seekers who want to be active rather than passive in their own career planning.

Guidance often can be characterized as one-stop guidance, although guidance seekers may contact eGuidance several times. One-stop guidance makes it necessary to rethink the criteria for success which exist for guidance counsellors as they are only a part of some of the decision-making and very rarely the whole process.

The Need for a Common Approach

eGuidance's limited experience of chatting in a professional context and the massive search on the medium quickly triggered a need for a common approach to guidance via chat in addition to eGuidance's guidelines. eGuidance therefore developed a communications model based on the commonly known theories of communication and



guidance, e.g. Gerard Egan, Carl Rogers and Gunnel Lindh. In addition, its approach to guidance, which emphasizes creating a relationship, possibilities for reflection and opportunities, led to the development of the 4C model.

Read the full article about eGuidance and the 4C model:
<http://ufm.dk/en/chat>

Anette Jochumsen,
eGuidance counsellor

Translated by
Euroguidance Denmark

eGuidance

eGuidance is a part of the Danish Ministry of Education and offers educational guidance online.

The Future of Guidance Takes Place on Facebook

Social media is here to stay which, without doubt, poses new demands for guidance in the future and the question is whether social media threatens guidance professionals' monopoly in the future.

In 2011, eGuidance in Denmark introduced guidance through Facebook which had by then reached one billion users around the world and about three million users in Denmark. Providing this service is the result of a wish to provide guidance where the people seeking guidance were.

Benefits and New Dilemmas

"The benefits of guidance on Facebook are that guidance can be followed by many, that people seeking guidance can decide whether to follow actively or passively and that people seeking guidance can provide each other with guidance. The disadvantage of this type of guidance

is that guidance counselling can be difficult to control and that it can be difficult for the guidance counsellor to act professionally in a media where the boundary between the public and the private sphere appears to be non-existent" Ms. Elsebeth Nygaard, Deputy Manager at eGuidance, explains.

Facebook undoubtedly has the advantage that it beats other forms of communication when it comes to accessibility and maintaining contact.

"This means that we can be present, when they are. They can receive an answer, when they want. But one of the biggest challenges is to act professionally while trying to act in a personal manner as well" Lasse Skov Laursen from the Youth Guidance Centre in Copenhagen, states.

Since there is still a lot to learn, the counsellors often encounter new dilemmas with guidance on Facebook in relation to traditional guidance.

"What do you do as a guidance counsellor if you receive a friend request from a parent of one of the young people? To me this is not right, because almost certainly young people will abandon the guidance", Lasse Skov Laursen says.

Challenging the Guidance Counsellor's Monopoly

"The guidance counsellor's monopoly, which exists today, will undoubtedly be challenged. Now, it is possible for people seeking guidance to find a lot of the information themselves and they can to a large extent control the guidance process" Stefan Kühne, an initiator of the Austrian/German online journal about online guidance, e-beratungsjournal.net, points out. "Now, the person seeking guidance can control some of the process. If he/she does not want to partake in the guidance anymore, it is very easy to exit a chat or not reply to an e-mail. In this way, people seeking guidance have become more independent and not all guidance counsellors like this" Stefan Kühne says.

Read the full article:

<http://ufm.dk/en/facebook>

Jesper Himmelstrup,
editor, Vejlederen

Translated by
Euroguidance Denmark



UK training event on digital skills for advisors

The UK Euroguidance centre recently took part in a training event on Digital Skills and Resources for Advisors Working with Young People.

With young people increasingly comfortable with using digital apps and resources as part of their daily lives, there is a growing expectation that education, training and guidance also contain a digital element. However, the range of apps, websites and other tools available means that knowing which resources are best to use in sessions with young people can be difficult. Therefore, Euroguidance UK was

delighted to take part in a training event recently which looked to help advisors make the most of the different tools available. Hosted in Bradford, England, the event was organised as part of an Erasmus+ project called DECODE (which is specifically looking to address digital skills amongst teachers, trainers and guidance professionals).

Education and guidance professionals were joined by digital experts, such as Steve Dale from the Bradford Innovation Centre, with the content for the day focussing on the impact which apps etc. can have on young people's learning and progression. Euroguidance

was able to provide a European perspective, highlighting online mobility tools and other careers guidance resources (such as Cedefop's Skills Panorama) which can aid work with young people, particularly when it comes to making the most of the international opportunities open to them. Also in attendance at the event were DECODE project partners from across Europe who presented their national contexts. Indeed, attendees commented that this transnational approach was extremely beneficial, as it was both reassuring to see that people elsewhere in Europe faced similar problems and inspiring to learn about new innovative ways of using digital tools to engage with young people.

A common thread throughout the day was that the digitalisation of the learning and guidance process was not about finding ICT tools for all aspects of our work. Instead, the focus should be on getting comfortable with using a few trusted tools which complement, rather than replace, traditional 'offline' guidance methods and approaches.

Presentations from the day are available at www.padlet.com/international5/DECODEBradfordevent

Dr Luke Postlethwaite,
Euroguidance UK



COLUMBUS: A new online guidance tool for Flanders



Implementing the coalition agreement of 2014, the Flemish Minister of Education and Training Hilde Crevits commissioned the Board of Flemish Universities and Colleges (VLUHR) to develop a new study choice tool. 'Columbus' is the name of a new tool for young people in their final year of Flemish secondary education who are considering higher education. The instrument aims to provide them with an insight in their own study choice process and to strengthen this process by mapping their interests, knowledge and skills. It helps young people to focus on the way in which they will choose (HOW), rather than being focused on making the final choice (WHAT).

Pupils start and finish their Columbus route in 'Base camp', where a self-assessment questionnaire is completed on six study choice tasks (*Choice orientation, Self-exploration, Broad Exploration of Options, In depth Exploration of Options, Status of Decision and Commitment to Choice*).

After 'Base Camp', students pass through 3 checkpoints, built around 3 central questions: 'Who am I', 'What are my capacities' and 'What are my interests?' Each checkpoint offers a series of questions and tasks and each can be completed during separate 1 hour sessions. Following each checkpoint, pupils can return to Base camp to monitor their progress. As a result of

these self-assessments, pupils receive qualitative and quantitative feedback – including their strengths and points of action to take. This independent, research-based feedback indeed serves as a starting point for further action - with support from their school, pupil guidance centres and parents.

Columbus will demonstrate added value when it is embedded within existing school initiatives on study and career guidance. It is not mandatory and schools choosing to use it register online. The instrument is accompanied by a toolbox for teachers, containing information sheets for pupils and parents, a technical manual and a script that supports schools with its integration in their own study and career guidance policy.

Ongoing monitoring and evaluation processes will contribute to the quality development and future success of this exciting new tool.

For more information, please contact joke.verlinden@epos-vlaanderen.be

Euroguidance Flanders

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Scripts are always welcome and should be sent to the following e-mail addresses: Dora.Stefansdottir@Rannis.is or ellen.hagen@siu.no



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