

Issue 01 / 2023

# EUROGUIDANCE Insight



euro | guidance

THE Magazine for the European Guidance Community



How likely is it that the move to DIGITAL, VIRTUAL or BLENDED guidance services, as brought forth during the pandemic, will be sustained?

Where these services are kept and sustained, how should this be reflected in initial and continuing training for guidance practitioners?

**MEETING THE FUTURE  
TODAY: COMPETENCE  
DEVELOPMENT FOR THE  
EUROPEAN GUIDANCE  
COMMUNITY**



Co-funded by  
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# Introduction



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Euroguidance is the network of national resource centres for guidance. Our role is to support competence development of professionals. Our conference, “Meeting the future today: Competence development for the European guidance community” was organised to inspire and to encourage all professionals to be active and make use of peer learning at internationally. We are pleased to report that over 500 participants from more than 50 countries took part in the event.

Euroguidance brings together professionals at all levels from different countries to network and to

learn from one another through presentations, workshops and seminars. Guidance practitioners, policy makers and trainers come together to discuss a wide range of issues, adding to the goal of sharing knowledge and experiences. This ensures that all practitioners have equal access to the latest developments in the field of guidance, and that their professional knowledge and competence is updated at the same time and in the same way.

In this edition of Insight magazine, we are bringing together all of the knowledge shared during the conference, so that even more people can learn from it. Leaders of the workshops and panel sessions have each been invited to contribute. The result is a series of articles which alternate between giving practical tips to fellow professionals and sharing good practices in the European context around guidance.

Some articles focus on the more complex issues that professionals face during their work;- for example, meeting the guidance needs of individuals with different and diverse backgrounds; supporting clients to change pathways; stimulating inclusive mobility - or just responding well to the needs of clients who are insecure from the impact of multiple crises in recent years or who are looking for a new direction in the ever- changing labour market.

Multi-tasking is a real challenge. How do you work, simultaneously, on all the different issues you face as a guidance professional? We have also included articles which focus on Erasmus+ as well as examples from the Academia Programme, which both provide opportunities to share good practices and to learn from the different guidance systems which co-exist within Europe.

Finally, there are some articles about specific training, projects or approaches in schools to share good practices and learn from other countries on how guidance is organised - including one article about a new model of career guidance that has been introduced in English schools, and another about a student programme on the theme of ‘What should I be when I grow up’.

***We hope you enjoy the read!***

## In this issue:

Introduction .....	2
Celebrating 30 years of the Euroguidance network.....	4
Are you curious about the workshops and poster session after reading this magazine? ...	6
How to work with change? .....	8
Is there room for degrowth in career guidance? .....	9
Establishing the role of careers leader in schools.....	10
Career leadership: Finding direction in the transforming labour market.....	11
Guidance in times of crisis .....	12
Good practices linked to competence development of career guidance counsellors.....	14
What should I become? What will I be when I grow up? .....	15
Is guidance in Europe ready? .....	16
Erasmus+ opportunities for developing guidance.....	17
C-Game: Career guidance game for the first vocational choice .....	18
Erasmus+ projects aimed at guidance for young people with disabilities .....	19
Inclusive mobility and the role of guidance .....	20
Career self-management for the unemployed: training psychologists in an intervention model .....	22
Academia Program brings new insights and approaches.....	24

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If you wish to enquire further about any of the activities detailed, you can access national Euroguidance Centre contact information [HERE](#) and Network Level contact information [HERE](#)

## Celebrating 30 years of the Euroguidance network

**This conference celebrated the 30 years of Euroguidance network, supporting lifelong guidance in Europe.**

Practitioners, policy makers and trainers throughout Europe were invited to a hybrid conference to discuss competence development in guidance. Mentimeter results from the audience showed that the main take-away from the event was 'Inspiration!'

### What did we all learn?

"Meeting the future today: Competence Development for the European Guidance Community" was organised as a hybrid event, both in Prague (CZ), and online on 30 November 2022. More than 500 participants from over 50 countries took part in the event which included a series of workshops and panel sessions to examine existing tools, frameworks and different approaches in the field of guidance.

The ambitious conference programme covered many different angles relating to competence development. There were a total of 21 workshops and presentations held by 70 experts. Both external presenters, as well

as several Euroguidance centres offered sessions on themes such as

- » Ways to improve the professional development of career guidance
- » Inclusive mobility and the role of guidance
- » Good practice linked to the competence development of career guidance counsellors.

The workshops were described by participants as hands-on, and having given knowledge for reflection, among other things.

### Panel discussion highlighted competence frameworks

A panel discussion "Partnerships in European Lifelong Guidance – How can we support guidance professionals in competence development?" considered whether digital guidance services which emerged during the pandemic, will be kept and sustained.



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The panel consisted of **Daniel Hailemariam** (Hailemariam Consulting), **Tristram Hooley** (Inland Norway University), **Ilze Jansone** (Euroguidance and IAEVG), **Florian Kadletz** (ETF) and **Lukasz Sienkiewicz** (Gdansk University). The discussion led to the conclusion that practitioners would need more training to handle this and that face-to-face services would still be needed for more in-depth guidance.

The panel also discussed whether upskilling and competence development should be made compulsory for practitioners. It was thought that a better option would be to develop strong frameworks of competences on a national level. The panellists also brought up existing competence frameworks, developed by international organisations such as the IAEVG. The audience saw adaptability, flexibility and reflection skills as the biggest priority areas in competence development.

### Networking opportunities were valued ————— ■

One of the aims of the conference was to offer a chance for informal encounters among participants. The breaks, as well as the poster exhibition at the end of the day, and a network dinner, were full of lively conversations.

The conference was organized as part of Global Careers Month (Nov-Dec 2022), on the initiative of Cedefop, the European Commission, ETF, ILO, OECD, UNESCO and the World Bank. The event also supported collaboration between Euroguidance and IAEVG (International Association for Educational and Vocational Guidance).

Watch the video of the conference on [the website](#).



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## Are you curious about the workshops and poster session after reading this magazine?

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**Watch the recordings of the keynote speaker, the panel discussion or the workshops via this link!**



<https://www.euroguidance.eu/news/euroguidance-conference-celebrated-30-years-of-the-network>



**Take a look at the online poster session via this link**



<https://padlet.com/elvipfann/euroguidance-poster-session-8rI0iv7mqkd4x64h>

# Examples of the poster session

## Proactive guidance and student's role in developing competence

How to strengthen the student's future-oriented, continuous competence development through guidance?

**Pedagogical guidelines at Laurea UAS**

- STUDENT-CENTRIC** (Why?): The student chooses the content and pace of learning. They learn the content and develop their own learning goals. They learn to work with their own learning goals.
- COMPETENCE-BASED** (What?): Research-based competence that covers the future-oriented needs of working life. The content is designed to develop the student's competence to work in a changing working life.
- FLEXIBILITY AND GUIDANCE** (How?): Competence can be acquired flexibly. Personalized guidance and feedback support the development of competence and learning progress. An individualized curriculum meets the student's individual needs. Learning by Developing.

**Where? Working Life Oriented**

**How? PDCA cycle**

**1** Webpages for new students  
**2** Online Orientation  
**3** Planning tool for personal study plan (PSP)  
**4** Workshops for recognition of prior learning (RPL)  
**5** Orientation Days  
**6** Flexible ways to acquire competence

**PSP AND CAREER PLANNING**

Recognition of competences | Personalisation | Results

**LAUREA AMMATTIKORKEAKOULU**  
University of Applied Sciences | [www.laurea.fi](http://www.laurea.fi)

Eija Mäkelä, Hanna Naarmala, Marjo Pääskyyvöri

## DEVELOPING CAREER AND ENTREPRENEURSHIP EDUCATION IN ESTONIA

Margit Partel | Liian Arva  
University of Tartu

The entrepreneurship and career education program Edu & Tegu was brought to life in 2016 by the Estonian Ministry of Education and Research to promote entrepreneurship and career education and an entrepreneurial attitude at all levels of education. The program is financed by the European Social Fund (85%) and the Ministry of Education and Research (15%).

Developed career and entrepreneurship competences give more freedom to shape one's career, either to be an entrepreneur, an entrepreneurial employee or an active citizen. The development to become a person who wants and knows how to implement her ideas is supported throughout one's education.

**Vision Statement**

The entrepreneurship and career education program has been expanding rapidly over the last seven years. It has reached all 15 counties and all educational levels in Estonia. As of September 2022, teacher(s) from 58% of education institutions have taken part in at least one activity of the program: 30% of pre-schools, 79% of basic and secondary schools, all vocational schools and 89% of higher education institutions. Somewhat surprisingly, schools located outside larger cities have been more active in joining the program. In 2021 pre-schools were added to the program as a new target group.

**Expansion of the entrepreneurship and career education program Edu & Tegu in Estonia 2016-2022**

Year	Pre-schools	Basic & secondary schools	Vocational schools	Higher education institutions
2016	0%	0%	0%	0%
2017	0%	0%	0%	0%
2018	0%	0%	0%	0%
2019	0%	0%	0%	0%
2020	0%	0%	0%	0%
2021	30%	79%	100%	89%
2022	30%	79%	100%	89%

Teachers participating in the program are provided with various tools, materials, training, knowledge & advice to start implementing career and/or entrepreneurship education in their schools. As of September 2022, career and entrepreneurship education is implemented in 38% of education institutions: 5% of pre-schools, 61% of basic and secondary schools, all vocational schools and 83% of higher education institutions. As the data shows, the Edu & Tegu program has had a substantial impact on the development and expansion of career and entrepreneurship education in Estonia. However, there is still considerable room for growth, especially regarding pre-schools and basic and secondary schools, both in program participation and implementation of career and entrepreneurship education. The aim is to reach as many schools as possible by the end of 2023.

Source: compiled by authors

## Career Skills platform: a one-stop-shop for guidance professionals and their clients

<https://app.career-skills.eu/>

**Career Skills Map**  
Guidance professionals can make themselves visible on the Career Skills Map by creating an account free-of-charge.

**Catalogue and Self-Assessment Tool**  
The Catalogue describes 12 competences that are crucial for one's career. These can be assessed with the help of self-Assessment Tool.

**MOOC (Massive Open Online Course)**  
The course contains 12 modules with articles, videos, tips, quizzes. Each module covers 3 levels: Basic, Intermediate, Advanced.

**Network Section**  
In the Network Section, guidance professionals can publish their events, share tools and best practices.

**12 career management competences:**

- Self-awareness
- Labour market awareness
- Career planning
- Employability
- Resilience
- Problem-solving
- Self-employment
- Creativity
- Collaboration
- Communication
- Leadership
- Curiosity

**Our team:** University of Jyväskylä, aspire, vhs, Institute of Entrepreneurship Development, IED, CIES

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## via.mia. viamia counselling factsheet H1 2022

Total cases completed: 1,712  
Client satisfaction (5 score): 5.8/6.0

**viamia clients are ...**

- ... largely female: 68%
- ... mostly in employment: 83%
- ... generally very well educated: Professional education and training: 100%, Vocational education and training: 30%
- ... predominantly Swiss: 83%
- ... primarily aged 40-50: over 50: 61%, under 40: 17%
- ... mainly from the following sectors: Health and social services (21%), Education (10%), Industry, goods and energy (10%), Local and cantonal government (7%), Wholesale and retail sales, gastronomy (7%), IT, media, telecoms (8%), Banking, insurance (8%), Hospitality (5%)

**Counsellors assess half of viamia clients to be highly to very highly employable**

5 - very good: 1%  
4 - good: 3%  
3 - average: 30%  
2 - high: 32%  
1 - very high: 34%

## CAREER GUIDANCE AND RECRUITMENT OF YOUNG TALENT

**GOAL:** to provide students with the necessary tools in their career journey

**TOOLS:** psychometric guidance tools to help students have a better understanding in what they are searching for

**HOW:** embedded in a free, play & plug career portal for universities

Providing universities with a digital Career Center that is customizable and can be integrated in the students' official intranet. Students can connect directly from their personal intranet account to their university internal career portal.

<https://www.jobcenter.eu/>

## How to work with change?

During the Euroguidance conference in Prague in 2022, the Polish Euroguidance team had the opportunity to conduct a workshop for career counsellors on the subject of 'Working with Change'.

Change is the only thing that happens all of the time. We deal with it both in our private and professional lives. The work of career counsellors is always about change (attitudes, competences, jobs). In order to support clients on the path of change, it is necessary to understand the dynamics of the process if we are to prepare the most appropriate response.

### Change in working context

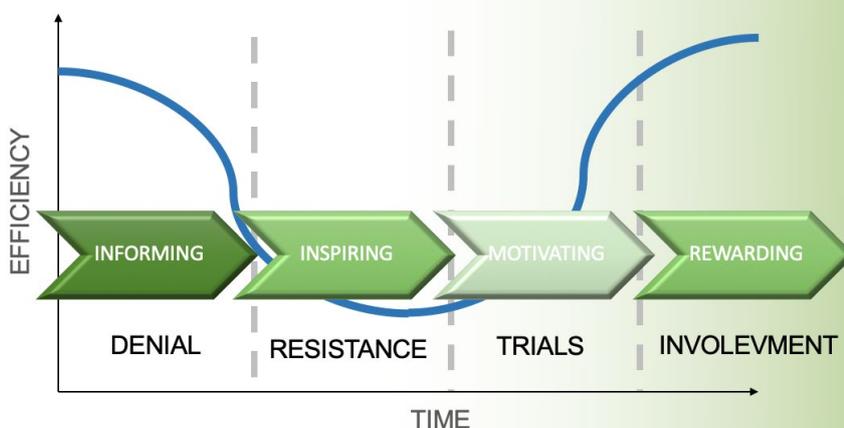
In the context of work, we deal with two types of change: enforced change (i.e. unpleasant surprise) and voluntary change (i.e. planned and controlled). We usually prefer the kind of change that we have more control over, i.e. voluntary, but enforced change is the one that is easier to implement. Most often, we do care about changing our jobs, but we do not like the cost and time and effort associated with the process. Often, we do not take enough action, or we quickly give up. Being aware of the challenges of the change process is crucial for careers counsellor professionals if they are to give the best advice.

### The model of change

The model presented above helps us to understand the process of change. It was developed based on the experiences of people with terminal illnesses. But it actually applies to all types of change. The process consist of 4 stages:

- 1. Denial** – (I don't want to see that a change is necessary).  
Best response is to inform, show a real image of the situation to help clients to face reality.
- 2. Resistance** (I'm afraid that I will get worse or lose something that is important).  
The best response is to work on values and inspire i.e. using all coaching techniques.
- 3. Trial** – (I'm trying and I'm successful or not)  
The best response is to motivate.
- 4. Involvement** ( I'm really committed to change)  
The best response is to appreciate and reward taking the action.

## CHANGE PROCESS



### Results

Working with the group, we discovered that in times of change (both in enforced and voluntary situations), people are often lost, fearful and highly suggestible. They need more than just an appropriate response, they need "emotional guidance" and support from the outside. This reinforces the importance of the role and responsibility that career guidance professionals play in supporting people, and that this is needed, more than ever, in the world of constant changes.

Sylvia Korycka-Fortuna  
National Europass &  
Euroguidance Center, Poland

## Is there room for degrowth in career guidance?

### What kind of knowledge, competences and values do career practitioners need facing the climate crisis and social inequalities?

The workshop was based on the work of various scholars (Diener, Dimsits, Guichard, Irving, Hooley, Plant, Sultana and others) and inspired by the results from previous international events (Degrowth conference in Brno 2022, Euroguidance conferences in Vienna in 2021 and in Prague 2020 & online training [Career Guidance for the 21<sup>st</sup> Century](#) – Career Practitioners as Guidance to a Just and Sustainable World for All). The team was also encouraged by several achievements in the Czech Republic that flourished our understanding of the role of career guidance in the current world. We have managed to integrate green and social justice aspects into the education of school career counsellor, as well as into the handbook for school career counsellor.

#### Indivisible challenges

The workshop which took place at the Euroguidance conference in Prague (November 2022) focused on two indivisible challenges of our days – climate change and social justice. We understand these issues to be closely connected, as presented, for example, in 'Doughnut Economy,' by Kate Raworth. Both, therefore, need to be addressed simultaneously and urgently – and consequently, our workshop aimed to explore the obligations and possibilities of career guidance in these regards.

As a starting point for our discussion, we presented two stories written by the Czech journalist Saša Uhlová in her long term investigative project focussing on precarious work in the Czech Republic and also those who migrated to the other European countries to earn a living. While listening to the stories of exploitation, terrible working conditions, unfair treatment and unjust conditions, we asked the participants to explore their bodily reactions and feelings and to name them. Within this experience we were searching for clues regarding career counsellors education and training.

#### Towards degrowth?

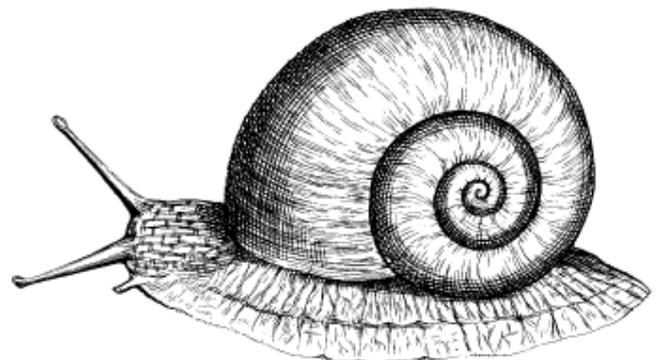
Within the workshop we suggested a route that may help to navigate career practitioners in current crises and show the possible ways of their professional development:

1. Recognise the current state of the world (e.g. through story-telling) and explore our own attitudes, feelings and bodily reactions regarding that.
2. Be aware of them, accept them and search for respective values in our life and professional practice.
3. Search for sources, share with colleagues and collaborators, and build a supportive community.
4. Keep hope and promote solutions that bring a just and sustainable future for all.

The competence development of the guidance community needs to address challenges brought by social inequalities and climate change. The aim of our workshop was to bring one piece to this puzzle that surely needs more attention and intensive focus.

Kamila Bolfová,  
Kateřina Hašková,  
Alice Müllerová

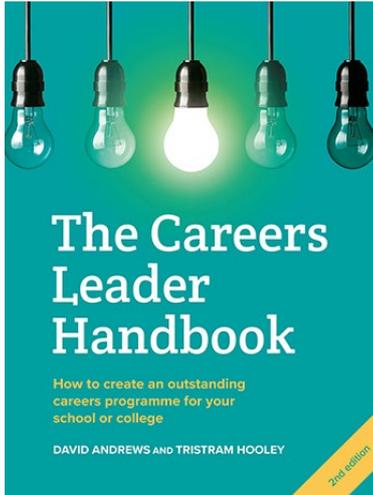
*Czech Association for Career Guidance and  
Career Development*



## Establishing the role of careers leader in schools

**In England careers guidance is provided by individual schools. In this article, we describe the new model of career guidance in English schools, introduce the careers leader role and discuss what we have learned from the experience of establishing the role in schools.**

### The school-based approach to career guidance in England



Across Europe there are two broad approaches to organising career education and guidance in schools. In some countries there is an external careers service which supports schools, typically by delivering personal career guidance or counselling, but often also by providing other forms of support – such as access

to careers and labour market information, and training for careers teachers. In other countries, career guidance is the responsibility of guidance counsellors who devote most of their time to providing personal career guidance or counselling, but may also deliver careers information sessions and a programme of careers education.

Up until ten years ago, career education and guidance for young people in England was organised as a partnership with schools. The school's activities were managed by a careers teacher, and the external service was delivered by a careers adviser. In 2012 the Government disbanded the national external service for young people and transferred the statutory duty to provide careers guidance to individual schools, leaving schools with sole responsibility for the careers programme.

### The Careers Leader role

For this model to operate successfully, the school needed to identify a member of staff to lead and manage the whole programme. Consequently, the Government introduced a requirement on all schools to have a named careers leader and made available fully-funded professional development for this role.

The role of careers leader can be summarised as follows;

- » planning, implementing and keeping under review a careers programme for the school
- » managing the delivery of the career guidance programme
- » co-ordinating the contribution of school staff
- » networking with external partners

In the best of practice, careers leaders are either senior leaders, or middle leaders with direct support from a senior leader. In the past most careers teachers were qualified teachers who were assigned additional responsibilities for careers. Today, it is still true that many careers leaders are teachers but many others come from a range of different backgrounds, including careers advisers. We have learned that whatever their professional background, careers leaders need four key conditions for the role to work effectively. They need:

- » **authority** – either by being a senior leader themselves, or working closely with someone who is;
- » to be **located in the right position in the school's management structures** to fulfil their leadership responsibilities;
- » **time** to do the job;
- » **expertise**, in both careers and leadership.

### FURTHER INFORMATION

For further details we refer you to our book *The Careers Leader Handbook* (2<sup>nd</sup> edition). In the new edition we have included a section on international perspectives in almost every chapter. [https://trotman.co.uk/products/coming-soon-the-careers-leader-handbook-2<sup>nd</sup>-edition](https://trotman.co.uk/products/coming-soon-the-careers-leader-handbook-2nd-edition)

David Andrews and Tristram Hooley  
International Centre for Guidance Studies,  
University of Derby, UK

## Career leadership: Finding direction in the transforming labour market

**Career is a process that starts with birth and is an important goal that can be reached with the help of our personality, tendencies and abilities. People who help and guide us in achieving this goal are called career guides or consultants.**



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A new perspective in career guidance is defined as career leadership. Career leader is a model that can be developed by a counsellor accompanying a person on their career journey and overcoming the challenges together. Accordingly, as a case study, counselling is modelled on finding a special path for each individual and the leader's role in moderating this path.

In order to direct career leaders to the right target, one should ensure;

- » to plan, implement and review a career programme for school
- » the career guidance programme is presented to the school
- » coordination with the career guide representatives in the school.

In addition, the career leader should be closely involved with the units related to career guidance. The career leader should also lead a team of teachers, administrators, external partners and other career programme stakeholders.

### What career leaders should be able to do

The career leader should be able to evaluate the consequences of changes in education, training and

the labour market, and be able to inform and guide those who will enter the labour market on how to get involved in the process within the framework of the law for technical training and apprenticeship.

Career leaders should be in constant contact with universities, employers, companies and technical schools where apprenticeships are possible, and cooperate with local entrepreneurial partners and other companies. They must have up to date information about access to resources that can finance career-related projects, and they should create a network of former students (alumni), who can assist the career guidance program. In this way, an effective access model can be established; orienting new students with their own experiences, providing access to financial resources or providing in-kind assistance can increase the quality of career guidance.

### Career guidance is an evolving field

A career leader must have a solid professional background to be a good care counsellor, and career guidance should be carried out within the framework of a public authority or organization in a team with a senior professional career leader. The career leader must have expertise in career and leadership and therefore, he should constantly improve himself in his field and undertake Continued Professional Development and training.

The field of career guidance is evolving in a new direction with migration, technological factors and digital transformation. Increasing population, and digital communication resources, especially with migration, and increasing synchronous and asynchronous information opportunities, facilitate access to information and services. At this point, career counselling also needs a new perspective, and career leadership promises a new horizon in future.

Asli Coban, Euroguidance Turkey

## Guidance in times of crisis

### How to develop the ability to deal well with clients insecure from the multiple crises of recent years?



*We will not become super-resilient, chaos-competent crisis managers overnight and all by ourselves. However, there is no option but to try. Knowing that a good life is possible in crisis may help.*



*Frank Rieger, one of the spokesmen of the Chaos Computer Club*

We are living in turbulent times. The upheavals of multiple crises can also be felt in the everyday lives of our clients.

In our workshop, we started from the assumption that we must first be clear about how we have dealt with the drastic events of recent years.

- » **How did we react to them?**
- » **What strategies did we use?**
- » **Which ones helped us?**

This led to the question: Are we more resilient than our clients? Those of us who work with refugees or migrants have often found that our clients are better prepared to deal with difficult and unexpected situations.

#### Less helpful:

- Anxiety
- Limited perspective
- Loss of purpose
- To be stuck
- Fear of war
- Apathy
- Confusion
- Shift to survival mode
- Aggression
- Uncertainty
- Fear of poverty
- Fear of big decisions
- Slowing down

#### More helpful:

- Discovering truth about myself
- Searching for life purpose
- Not knowing as a resource
- Train the mindset
- Flexibility
- Making first step
- Communication with others
- Self-awareness
- Faith
- Shift of focus from global to local
- Rethinking old habits
- Values
- More analyzing
- Innovation
- Brain hack
- Adaptability
- Improvisation
- Focus on important values
- Enhance creativity
- Making lists

## Our reactions to crises

In the workshop, we created a collection of our own reactions to the uncertainties of recent years. This could be divided into more and less helpful

Of course, it is not always possible to clearly assign the terms in this table. For example, making a to-do list can be a helpful action. However, it can also be a frantic attempt to bring order to my world and it would make more sense to take time to think about my deeper needs. Slowing down can also be a symptom as well as a cure.

## What is really helpful?

If we go a little deeper, we encounter a whole set of competencies that can help us navigate through times of crisis. Competencies that, above all, can also help us support people and organisations to solve their upcoming problems.

- » Warm-Heartedness
- » Presence
- » Communication-Skills
- » Imagination
- » Ambiguity-Competence
- » Process-Competence
- » Transformation-Knowledge
- » Systemic-Thinking
- » Manifestation-Competence
- » Agile Leadership

We are called upon to develop an attitude that will carry us and others well through times of crisis. Serenity, inner peace, a sense of humour, joie de vivre, trust and empathy - to name a few values that many of us hold dear. However, when times become more hectic, choices are narrower, and resources scarcer. When change becomes inevitable, it becomes apparent which forces we can actually rely on.

Thomas Diener  
Berufsnavigation, Austria



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## Good practices linked to competence development of career guidance counsellors

*“The sharing of good practice amongst guidance practitioners creates a learning community which fosters professional competence development. It contributes towards the visibility of work at national level and inspires practitioners in other countries.”*

Sharing good practice is one of the main tasks of the Euroguidance Network, which focuses on the competence development of guidance practitioners. Euroguidance members from Hungary, Serbia and Slovakia presented in the conference examples that have moved guidance forward in their countries.

### PROJECT 1: What should I be when I grow up? —■

Colleagues from Hungary presented **“What Should I Be When I Grow Up?”** which is a four-year programme bringing together a multidisciplinary team in a school setting. The aim is to encourage students to acquire the tools they need to plan and develop their future careers. The programme also equips the professional team with a complete pack of resources, including set activities with specific targets, and tools to gather feedback and evaluate the programme’s outcome. In the next article you can read more about this programme.

### PROJECT 2: Career Guidance Awards —■

**Innovative Practices in Career Education and Guidance at Schools and Career Guidance Awards, Serbia 2022**, were two presentations from representatives of Slovakia and Serbia. An overview of the projects presented at the awarding ceremonies for good practices was given. The entrants for the award in Slovakia were grouped in the following categories: Career Development Programmes for Youths, Coun-

selling for Disadvantaged Groups, Training of Counsellors, Online tools, Games and Handbooks. The following three projects; Employment Skills Training for Women in Safe Shelters, Internal Employment Fair in a secondary school and Promoting Youth Employability through Internships were the winners from Serbia.

### LOOKING FOR MORE EXAMPLES OF GOOD PRACTICE?

Further examples of good practice can be accessed on the Euroguidance website <https://www.euroguidance.eu/guidance-systems-and-practice/good-practices>. You can share a good practice or seek support to implement ideas contributed by other practitioners by contacting your national Euroguidance Centre.

Ivan Fenech *Euroguidance, Malta Centre*



GOOD PRACTICES

<https://www.euroguidance.eu/guidance-systems-and-practice/good-practices>

## What should I become? What will I be when I grow up?

**This good practice that was presented at the International Euroguidance conference on 30<sup>th</sup> November 2022 won the first prize at the Euroguidance National tender in Hungary.**

The program entitled 'What should I become? What will I be when I grow up?' aims at implementing an innovative and complex career guidance activity at József Bajza High School in Hungary, which can help students plan and develop their careers via acquiring skills and competences that can result in a balanced person- career-environment context.

### Focused on Career Choice

The programme started three years ago with a six-month preparation to get to know the latest professional points of view, look for surveys, attend courses and search for contributors to help the entire process.

The programme lasts for four years and helps students with their career choice. It also helps them develop a healthy and conscious **self image** and **self knowledge** to choose the proper **next steps in their school career**.

It is crucial to emphasise that there is a difference between **career orientation** and **career choice**. The former means the ability to gather personal competencies and skills that make students able to balance between the person- profession- surroundings triangle. Whilst the latter is the result of the whole career orientation process when students reach the point of choosing their occupations that harmonise with their personalities and goals.

The **primary goals** are:

- » develop a system lasting for four years
- » disseminate the knowledge within the institution, the town and the region

### What do we do?

For **9- graders** the process starts with workshops on self-improvement and study methods. we would like them to pull up a realistic self image and identify their fields of interest. We also organise a **Self knowledge** day.

For **10- graders** it is about their attitude concerning studying, motivation and career orientation. With the help of outside professionals they do online and onsite one-on-one tests and workshops in small groups of 15. We also organise a **Motivation Day**.

For **11- graders** the focus is on career knowledge. Besides taking part in workshops and lectures, students visit the **Education Career Fair** as well. In addition, we start a **Job Shadow** program throughout which they can follow a professional of their choice for a day.

For **12- graders** we launch the **Student Shadow** programme, which similarly to the Job Shadow, helps students have a look at the life of a university student. We also organise a **Career Orientation Day** for the whole school.

### A programme with great success

We believe that revealing opportunities to our students can support them to make a suitable career choice, whether they choose to go to university or seek to find their goals in life on a professional level. So far, we have only experienced positive effects of the process as 96 percent of our students continue their studies within the tertiary system. We are open to help any secondary school to begin a project like ours.

Andrea Deák  
principal of József Bajza High School,  
Hungary



© Andrea Deák

## Is guidance in Europe ready?

**Under the heading ‘Is guidance in Europe ready?’ Daniel Hailemariam, lecturer and self-employed practitioner in Sweden, discussed how to equip counsellors to provide guidance and counselling to individuals with different backgrounds and cultures. Due to multiculturalism, diversity, change in demographics and many other changes there are individuals from across the globe in Europe.**

Intercultural counselling skills, norm criticism, and professionalism were among the concepts discussed. Hailemariam argues that we all walk around with our own “normalities”. It becomes a challenge for the guidance professionals when their normality collides with the client’s normality.

### Different normalities can collide

There are many different areas where the normalities might collide. For example, a guidance professional might talk about “dream jobs,” whereas the client only thinks about “bread jobs” – something you must do to survive. As guidance professionals, we are used to asking questions and consider the client to be the expert, while the client with a different normality might expect answers and advice. Other differences can be about views on gender – a belief in equality or in more traditional gender roles.

At the same time Hailemariam reminded the participants that no matter how different we are, there are

always similarities - and no matter how similar we are, there will be differences.

### How to deal with different normalities?

The question remains as to how guidance professionals can deal with it? Hailemariam argues that none of any normalities are better. But the differences between the normalities must be used to find a common ground on which to continue the counselling sessions. Above all it is important that as a guidance professional, you learn from reflecting on experiences, and according to Hailemariam we need to develop a critical attitude towards prejudices about others.

This hybrid session attracted more than 50 online participants and about 20 onsite at the conference. Many of them showed their appreciation afterwards and told the facilitator that the content was both important and of high interest.

Nina Ahlroos, Euroguidance Sweden



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## Erasmus+ opportunities for developing guidance

**Erasmus+ is the European Union's programme to support education, training, youth and sport in Europe. Staff mobility and partnership actions, collaboration and exchange are highly valid means of promoting and supporting development and innovation in guidance.**

During a workshop session, Šimon Presser of the Czech National Agency for International Education and Research highlighted several opportunities within Erasmus+ and also informed participants about the [European Solidarity Corps](#). Participants were introduced to four examples of Erasmus+ projects focusing on guidance-related topics.

### Guidance-related Erasmus+ projects

Zuzana Freibergová of the National Training Fund Czech Republic presented '[C-Game](#)' – an exciting Erasmus+ project through which an online career orientation game was developed for pupils aged 12-14 years old. More about this programme can be read in the next article. Next, Andrea Csirke of the Czech Association for Career Guidance and Career Development shared the results of another Erasmus+ project '[Career Guidance for the 21<sup>st</sup> Century](#)', in which a flexible and freely accessible online course was developed for career guidance practitioners and professionals around Europe.

In the last part of the session, *Stefany Tan* from GTB in Belgium (Flanders) focused on two Erasmus+ projects with a focus on inclusion. [Jump to](#)

[Job!](#) was an Erasmus+ partnership project which focused on young people with disabilities who work as mentors to their peers, and on job coaches working with young people with disabilities. '[TransitAction](#)' is an Erasmus+ project supporting young adults with autism spectrum disorder to overcome the challenges in transitioning from education to employment. On page 19 of this insight magazine, you can find more in-depth information on the presentation of Stefany Tan.

### MORE INFORMATION ABOUT ERASMUS+

Are you interested in Erasmus+ and would like to find out more about available funding opportunities for your organisation and practice? Please contact your [National Agency for Erasmus+](#). They can offer tailored information and guidance.

—————  
Joke Verlinden,  
*Euroguidance Belgium (Flanders)*



## C-Game: Career guidance game for the first vocational choice

**C-Game is an originally programmed, publicly available and free application created within the international ERASMUS+ project called “C-Game: Career guidance game in a city full of occupations” implemented in 2020-2022 by six institutions from four countries.**



C-Game provides pupils with an insight into the world of work in a playful, interactive and engaging way, and has the ambition to contribute to making them think more about their life and work paths. It is primarily intended for the school environment and pupils of the last years of primary schools, and is playable on digital devices. It is available in Czech, English, Slovak, Bulgarian and Greek versions [here](#).

### Entry into the C-Game

- » By entering email and password the game is saved and players can continue next time from the point where the game was left;
- » Using a pupil code that is generated in the facilitator's "back office". Pupil code ensures anonymity and allows pupils unlimited access to the game from other devices and outside the school. Facilitators (educational and career counsellors, teachers, leaders of interest groups, etc.) have the option to set up any number of classes in the "back office" and put a maximum of 50 pupils in each class. They can monitor the pupils' game progress, their results, answers and interest profiles.
- » For guests the game has all functions, but it cannot be continued at the next login.

### C-Game levels

C-Game has three levels taking place on a virtual city map. The player gradually uncovers 136 buildings,

which house various companies and institutions advertising a total of 609 vacancies. By constructing buildings and filling jobs, the number of city residents gradually increases. Vacancies are filled through dialogue with the Job Server. The questions the player answers are based on information about the job vacancy.

In the first game level, the player fills vacancies in 24 buildings and at the same time answers the questions of a 48-item questionnaire constructed in accordance with John Holland's typology of personality and work environment. The answers are saved in the player's interest profile, which opens after meeting conditions for entering the 2<sup>nd</sup> game level. The second game level offers construction of 42 and the third 70 buildings, in which the filling of vacancies is randomly carried out in two ways. The game is enriched by the fulfillment of 15 missions and 14 achievements.

### Pilot testing has shown that well-conducted post-game discussion and feedback is more important than the game itself

When playing C-Game under the facilitator's supervision, the facilitators are expected to discuss the game with the pupils afterwards, talking about the professions they learned about, and their interest profile. Although the game includes a basic explanation of Holland's typology, facilitators without knowledge of this typology should not work with the result of the pupils' interest profile to avoid misinterpretation of the RIASEC code.

Read more about the C-Game project and its results: <http://project.c-game.cz/>

Zuzana Freibergová,  
Association of Educational Counsellors, Czech Republic

## Erasmus+ projects aimed at guidance for young people with disabilities

**Jump to Job! and TransitAction are two Erasmus+ projects aimed at the development of career guidance for young people with disabilities.**



### Jump to Job!

Jump to Job! (J2J) was a strategic partnership, co-funded by the Erasmus+, focusing on young people with disabilities (YPWD) who work as mentors to their peers and on job coaches working with YPWD. It was coordinated by the [European Platform for Rehabilitation \(EPR\)](#) in partnership with other six organisations including EPR members [GTB \(Belgium\)](#), [Theotokos Foundation](#) (Greece), [URI](#) (Slovenia) and [Fundacion INTRAS](#) (Spain) the [University of Leuven Limburg](#), (UCLL, Belgium) and [LYK-Z](#) (Norway).

The training programme, given by YPWD mentors and job coaches to YPWD, is based on the [FROG Methodology for Leadership and Life Mastery](#), and is targeted at young people who have dropped out of school or work and those at risk of doing so. It aims to find their inherent qualities and unique abilities, and with this get back to school and work quickly and/or to master transitions from school to training and from training to employment. The method is based on theories from neurophysiology, basic cognitive principles, communication theory from film studies, leadership, and co-active coaching. It results in YPWD gaining faith and confidence in their own unique capabilities and values, and thus creating a stable basis for lasting behavioral change and personal growth.



### TransitAction

TransitAction is an Erasmus+ funded project with the aim to provide Young Adults with Autism (YAA), Transition Coaches (TC) and others in their lives, new skills and innovative tools to support YAA in the challenging transition from school or inactivity to employment. Statistics show that YAA face greater difficulties than their peers in the transition to employment. This particular phase puts them at risk for isolation, mental health issues and increased difficulties in finding a job. For the professional and personal support network of the YAA, it also appears to be particularly difficult because of the lack of skills in regards to YAA in transition. The YAA, its support network, and the community in general is facing a complex change in their role and task that is hard to manage.

An [online platform](#) was designed and implemented to collect and disseminate the research outcomes and to develop innovative methodologies to use in the guidance of YAA in the transition to employment. It offers interactive and inspiring content through sharing good practices, tools, e-learning modules and experiences that will function as a guide for TC, YAA and other stakeholders.

The project is led by the [European Platform for Rehabilitation \(EPR\)](#) and implemented together with 6 organisations including: [GTB](#) (Belgium), [Theotokos Foundation](#) (Greece), [University Rehabilitation Institute](#) (Slovenia), [REHAB Group](#) (Ireland), [Autimatic](#) (Belgium), [Futuro Digitale](#) (Italy).

Stefany Tan,  
Policy officer at GTB (Belgium)

## Inclusive mobility and the role of guidance

### What are the different, yet complementary, perspectives from Iceland, Sweden and the Netherlands on inclusive mobility?

Taking part in a mobility program gives students a chance to develop themselves both personally and professionally. Unfortunately, many students still experience barriers that prevent them from participating in mobility programmes. Guidance can play an important role in making this happen, but what competencies do guidance professionals need to be able to provide high-quality, mobility-oriented guidance?

#### Metrics about mobilities in VET

Studies show that, specifically for Vocational Education (VE), the step abroad is highly dependent on the sector of the program. For example, 45% of vocational education students within the tourism sector have been abroad, but only 2.5% of the mobility and vehicles courses and 3.5% of Finance & Business students.

Furthermore, the qualification level of Vocational Education is a distinguishing factor: significantly more

students from a VE 3 or 4 program go abroad than students from a VE 1 or 2 program.

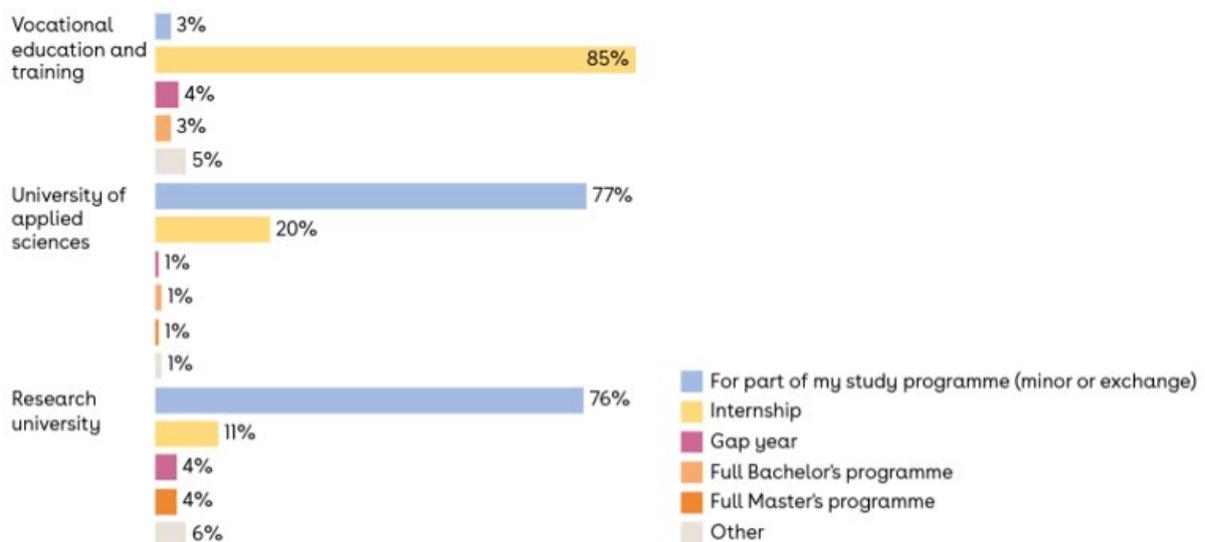
» The recent study by Nuffic (Favier et.al, 2022) shows that a *disability* is not a barrier for students to go abroad for **short mobilities**.

» Furthermore, the number of young people with a disability or small health problems that go on a mobility is low.

» It is also notable that 42% of students with disabilities indicated that they needed additional support due to health in order to be able to go abroad for a **long** study or internship.

» The importance of inclusive mobility is also emphasised in the new Erasmus+ program. In the program for 2021-2027, the budget has **tripled**.

**Figure 4.** Responses of VET, UAS and RU students with plans to go abroad to the question: Why are you going abroad in the (academic) year 2022-2023? VET: (N=74), UAS: (N=192), RU: (N=54)



In higher education, there is a lot more variety in students that go abroad. VET has a lot to gain by designing more minors or exchanges with other European VET schools. Furthermore, students should be given more options to go abroad for experiences besides only internships. The figure below clearly shows the difference between VET, Higher Education and Universities on mobilities.

### The role of the guidance professional

While working with inclusion it is important to note how inclusion is affecting our lives already - and how inclusion (or lack of it) might affect us or others.

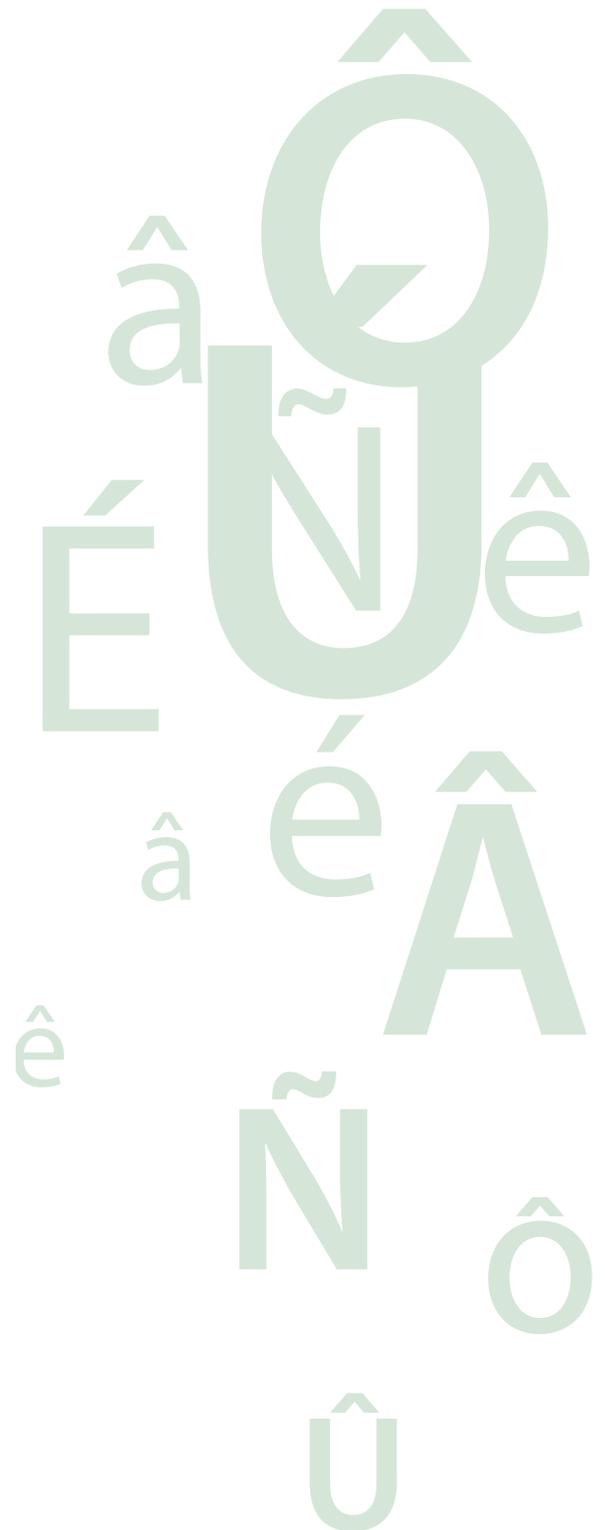
Practice putting yourself in other's shoes: the key to being inclusive starts from ourselves. Organising workshops is of the utmost importance to move from a vision on paper to a shared belief. Empathising and practicing with statements or situations helps teachers, students and practitioners to grow in their inclusiveness. The results from the group work were gathered into a document used as foundations for the strategy.

#### Lessons learned

- » Group work is a good way to include colleagues
- » Raising awareness of the importance of inclusion is key
- » Inclusion workshop and self-reflection is very important
- » Practice putting yourself in the shoes of others: the key to be inclusive starts with ourselves
- » In order for others to be inclusive, they need to be *aware*.

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Sven Derks,  
*Euroguidance Netherlands*



## Career self-management for the unemployed: training psychologists in an intervention model

In Portugal, career counsellors perceive significant training needs in the context of career development and counselling. Although online modality has gained expression as a result of the COVID-19 pandemic, there is still concern to prove its effectiveness.

The screenshot shows a Zoom meeting interface. The main content is a presentation slide titled "Evaluation Methodology" from the "Escola Profissional | School of Psychology" at the "Universidade do Algarve | University of Algarve". The slide is divided into two columns: "BEFORE TRAINING" and "DURING TRAINING".

**BEFORE TRAINING**

- **Sociodemographic Questionnaire:** Instrument to assess participants' age, nationality, qualifications, experience and current professional situation.
- **Diagnostic Evaluation Questionnaire:** Consisting of 41 true-or-false questions, it was designed to assess the participants' technical and theoretical scientific knowledge in Career Development Psychology.

**DURING TRAINING**

- **Evaluation Worksheets:** Designed to assess the participants' knowledge and engagement throughout the training, the worksheets' open questions vary according to the sessions' goals.
- **Quality Evaluation Questionnaire:** Designed to assess the participants' perceptions on training (e.g., management and organization, goals, needs, trainers).

The Zoom interface includes a "Recording" indicator, a "Sign In" button, and a video feed of a man with glasses and a beard. The bottom of the screen shows controls for "Desativar mudo", "Iniciar Vídeo", "Participantes" (36), and "Interativos".

In this context, during the Euroguidance Conference, this session aimed to present an online training model (structure, goals and contents) designed to prepare psychologists for immediate action in the field of a career intervention, as well as the results of a pilot study on data before and during the training. The Careers Project, a funded research-action project (running from March 2021 to April 2023), aims to develop employability and career self-management resources among people experiencing unemployment, in the Algarve region of Portugal.

### The training model

The training model was based on the Socio-Cognitive Career Theory (Lent & Brown, 2013) and on the assumptions of the Content-Process-Context Model (Lent & Brown, 2020) - the main theoretical basis of the intervention. Structured in four modules, divided into seven sessions of six hours each, it was undertaken online, with half of each session being synchronous learning. The training was accredited by the Portuguese Psychologists' Association, in the areas of Edu-

cational Psychology, Work, Social and Organizational Psychology, and Vocational and Career Development Psychology.

### The study

Trainees were eight Portuguese females, seven being masters in Psychology. All were aged between 24-39 years, from different regions of the country, with different ranges of experience. Trainers were six Portuguese females, aged between 25-63. Three trainers were doctorates with an advanced specialization in Vocational Psychology and Career Development, two were first year doctoral students, and one master in Psychology, from the north of the country, with different ranges of experience. The instruments were developed to assess the participants' knowledge and involvement before, and during, the training included a Socio-demographic Questionnaire and Diagnostic Evaluation Questionnaire applied before the training, and a Quality Evaluation Questionnaire and Evaluation Worksheets applied during the training - both specific to each session.

### The results

After a strict qualitative data treatment that allowed its translation into a zero to 20 scale, the results show that five participants have increased their results (compared to the diagnostic evaluation), while the other three have lowered their performance (only one achieving negative results). Thus, we believe that this modality may not be suited for all the participants, and it may indicate a lack of commitment. However, the overall results for quality evaluation are considered high. The training obtained good results in terms of content and structure, perceived quality and overall satisfaction. The majority of the participants have evolved their learning throughout the training. The participants have also, in a general manner, participated actively throughout the training, recognising the innovation and the importance of the evaluation of a training program for professionals for the success of their practice within the scope of the intervention.

Pedro Diogo Gaspar, Célia Sampaio,  
Catarina Luzia de Carvalho,  
Maria do Céu Taveira & Ana Daniela Silva  
*University of Minho, Portugal*



## Academia Program brings new insights and approaches

The words that came out of the Euroguidance conference are **networking, exchange of good practices and inspiration**. These are the same words that allowed us to introduce this workshop on the Academia Programme.



© Euroguidance France

### An interactive workshop

The idea of this workshop was to present the Academia Programme, but also to propose interactive exercises to the participants to allow them to express their views about the expectations they might have concerning study visits. They were also immersed in the situation of guidance professionals faced with the choice of study visits - and whose information about these visits was coming in as they went along.

### Academia, a study visit programme with a long history

Academia Programme was launched in 1995 and has seen over 2000 guidance practitioners benefit from 3-5 day study visits across Europe. The aim of these study visits is to share good practices between guidance practitioners and to raise awareness of the different guidance systems in different European countries. The visits consist of exchanges between peers, visits to schools, meetings with professionals and end users, or practical workshops.

### A simulation game

A game is proposed to put the participants in a situation. In this situation they have to choose a study visit when faced with a changing environment and information. They have the choice between 4 destinations of visits between Tallin, Prague, Paris and Stockholm with information for each destination.

Once positioned, they are given new information: a group of drunk people in Prague, glamping in Estonia, the Louvre museum closed in Paris, no electricity in Sweden. They then have to think about whether they want to change their destination. A third round takes place with more information and people can change their destination again. What feelings did they have when these announcements were made? Surprise, joy and sorrow, frustration, but above all, adaptability and flexibility on the part of the professionals. This is what is expected of guidance professionals during their Academia study visit.

The participants have said that they have really appreciated how the Academia experience has brought new insight, practical new approaches and freshness to their daily work.

### How to participate in the Academia Programme

To participate, applicants should contact their national coordinator, whose contact information is available on the website [www.euroguidance.eu](http://www.euroguidance.eu). If their country is not yet part of the Academia network, they should contact their national Euroguidance network.

The Academia network seeks quality through the definition of clear objectives, expectations for the development of skills and a procedure for the smooth running of this program. There is a common evaluation of the study visits, and in defining the roles of coordinators, hosts and participants.

Finally, these study visits are an opportunity to exchange with European colleagues, to discover new cultures and to enlarge one's network on a European scale, just like this first initiative of a common Euroguidance conference!

Anu Puulmann, Euroguidance Estonia,  
Yvan Couallier, Euroguidance France,  
Manon Dangel, Euroguidance France,  
Tina Öberg, Municipal Guidance Centre in  
Gothenburg, Sweden