



# Euroguidance Insight



euro | guidance

European Network to Support  
Guidance and Counselling

Euroguidance Insight Magazine Issue 2021



The Covid-19 pandemic continues to affect the flow of normal life in many areas, as well as in the field of mobility and lifelong guidance. In these times when face-to-face meetings and mobility are limited, people's access to information, making the right decisions and directing their lives have become important issues. Currently, almost no countries have a clear idea about the course of the pandemic and what effects it will have on our lives.

In these difficult times, each country carries out studies in line with its own internal dynamics in terms of informing people, their access to counselling and career services, and the effective use of human resources.

In this issue, you will find different country experiences on how service delivery is provided, what new tools have been developed, and the importance of information and communication technologies, especially under pandemic conditions.



# Euroguidance Insight



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## Career Skills Project

In January 2020, the Erasmus+ Key Action 3 project, Career Skills Project was launched with the aim of organically growing into a unique Europe one-stop-shop that will help individuals understand, assess and develop their career management skills through a series of innovative tools. The Career Skills Project will produce 5 key products which will help the consortium to achieve its goal of becoming the go-to place where jobseekers can manage their career skills and support themselves towards gaining employment; and where career guidance experts, practitioners and centres can provide bespoke, up to date information about the ever-changing European career landscape.



Between September and November 2020, the project consortium carried out field research and gathered input and feedback from 110 career guidance experts, experienced practitioners and specialist career guidance centres from across Europe. Each of the project partners contacted 20 career guidance experts and practitioners from their own countries, and also gathered data from an additional 10 external respondents from outside the project consortium countries.

The profiles of the 110 experts were broadly defined based on the type of input and feedback the field research intended to generate, and the decisions it informed within the project activities and development of the Career Skills tools. Each of the respondents was asked to complete a questionnaire

The broad selection of respondents included experts from NAVET and a CEDEFOP expert group, as well as career guidance professors, trainers and practitioners with more than 20 years of practical experience in the field from a range of diverse areas. In Finland, national and regional

level policy makers, co-ordinators of career services administrations and heads of career services in universities and VET centres were contacted. The respondents in France included training managers, counsellors, research staff and the head of the Local Economic Development Office in a public authority. In Germany, we engaged with career and education counsellors and management staff of adult education centres.

Across the field research, the feedback was generally very positive, regarding all aspects of the Career Skills platform and project outputs. The overall consensus from the participants was that the Career Skills project provides a comprehensive set of tools which complement each other well and address a growing need within the European career guidance sector. The feedback received from the experts and career guidance practitioners was both approving and constructive, with many of the comments which supported the multiple-choice feedback expanding on how the project consortium could improve some areas

of the tools to the benefit of career guidance industry experts, practitioners and end users.

Some of the feedback which is most pertinent and useful for the consortium is summarised below.

- » “Given that there is no unified communication network for career counsellors at the national level, I believe that this network can meet the needs of practitioners in the field.”
- » “It is very valuable for sharing experiences and good practices.”
- » “It will facilitate communication between professionals and create a living and working network of career skills.”
- » “Video productions will facilitate the appropriation of MOOC for those who are furthest from employment. A tutorial on how to use MOOC will also facilitate its use.”
- » “I would like to get more information to be able to assess those points. Generally, I find the catalogue useful for self-reflection and raising awareness of own competences.”

» “It is very interesting. It will serve the public very well and will immediately show the results that interest them”

» “There will be an exchange of practices, which is very interesting, as one will be able to learn from the other and evolve”

Many of these positive comments and feedback have not only supported our initiative but have also given the project partners an insight into the thoughts and opinions of the intended end users and allowed us to adapt the nuances of the career skills project’s innovative tools to the specific comments and feedback of the field research.

The pertinence of the Career Skills platform and tools in the era of Covid-19, economic downturns and the surge in demand for career guidance is amplified greatly. The next steps of the Career Skills project will be the development of the 75-hour MOOC module content, which the consortium expect to be finished by May 2021.

Andrew Stapleton  
Euroguidance UK



## Career Skills Platform

The **Career Skills Project** is a European initiative, which helps individuals of all ages understand, assess and develop their career management competencies through a free **Career Management Platform** available in 6 languages.

### Career Skills Platform

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



The 3-year KA3 initiative is coordinated by the **Business Foundation for Education** in Bulgaria and involves recognized career guidance experts and training professionals from the University of Jyväskylä - Finland, Réseau International des Cités des métiers - France, VHS Cham - Germany, Institute of Entrepreneurship Development - Greece, and Aspire-international in the United Kingdom.

The team has developed a comprehensive **Career Skills Catalogue** of 12 most essential competencies, identified as crucial and most demanded in the following decade across Europe and beyond. The Catalogue explains each skill and demonstrates the different levels of proficiency in a simple framework, similar to the one of the European languages. Users can identify their career skills level and needs for improvement, using the career skills assessment tool.

Further, a free **Career Skills MOOC** (massive open online course) will help them upgrade their career skills in the 12 areas. The online course will be held in seminars at the end of 2021. It will include video lessons and articles, practical cases and expert tips, as well as tasks and exercises to help users improve their career management skills.

The free online **Career Service Map** links providers and individuals who look for information, guidance, and support. It allows career counselors to register on the career counseling services map so that potential clients

can find them more easily. Visitors can search for the most suitable services by different criteria – location, type of service and target group. Moreover, the platform allows practitioners to demonstrate their capacity and share useful resources addressing career management skills, such as news, events, initiatives, good practices, online tools and training materials to users.



Thus, the project aims at becoming a one-stop-shop for professionals and citizens in Europe regarding career management skills.

For more information, follow the Facebook page [facebook.com/Career.Skills.Project](https://www.facebook.com/Career.Skills.Project)

Euroguidance Bulgaria



Co-funded by the  
Erasmus+ Programme  
of the European Union



Project No: 612877-EPP-1-2019-1-BG-EPPKA3-PI-FORWARD

## Providing LMI to young students in Corona times

During the pandemic, Swedish guidance practitioners have struggled with how to provide workplace training for their pupils. Most of the ordinary places have been withdrawn, and even under normal circumstances, there is a shortage.

Through "Yrkesjakten" (Career hunt), the Swedish Public Employment Service has developed a tool that brings the workplaces to the pupils. They offer virtual work films, so-called VR videos (Virtual Reality). The films aim to help young people to get an idea of different professions and their work routines.



The next step is to place the mobile into the VR glasses, select a movie and click on the VR icon and get started.

### Growing interest

There has been a growing interest in VR study visits among schools around the country, and more and more schools are ordering VR glasses in order to increase the labour market knowledge among their students for guidance purposes. Today there are several hundred thousand views, which shows that the tool is used widely around Sweden.

Yrkesjakten is one of the items on offer at the public employment office website page "utbildningsmaterial" (educational material): [arbetsformedlingen.se](https://arbetsformedlingen.se)

(Most of the films are available on YouTube)

### VR study visits

Many young people find it difficult to choose which profession to study for. The Swedish PES has for a long time worked to get young people out into the workplaces, to make it easier for them to form an opinion about certain professions. Even before the pandemic, many companies only accepted 2-4 study visits per year, which made it difficult to meet the large demands. Yrkesjakten opens up for VR study visits in an easily accessible way. Around the clock, through a mobile, the students can visit the various companies and get an idea of the different professions. In this way PES hopes to increase the interest in the labour market, and in that way reduce dropouts.

### Many professions on offer

Through a 360 camera, the PES has filmed VR study visits to various workplaces, such as ambulance nurses, construction managers, taxi drivers, assistant nurses in various fields, biomedical analysts, firefighters, truck drivers, welders, mechanical engineers, , police officers, property managers, innovation professions, dental nurses, veterinarian etc.

To be able to experience the profession in VR – students need:

- » a mobile phone (which most of them already have)
- » a pair of VR glasses (available for purchase at a very low cost in many different stores)



Any questions regarding the tool can be sent to [nina.from@arbetsformedlingen.se](mailto:nina.from@arbetsformedlingen.se)

Nina Ahlroos  
Euroguidance Sweden

## Website of Euroguidance Spain: A Guidance Tool

The Vocational Guidance portal has been recently launched, managed by Euroguidance Spain, integrated in the European network Euroguidance of national centres of resources and information for guidance and present in 34 countries. Euroguidance Spain depends on the General Secretariat of Vocational Training, specifically in the Subdirector General of Guidance and Lifelong Learning, within the Ministry of Education and Vocational Training.

The aim of this website is to provide guidance professionals with relevant and updated information on national and European initiatives, programmes and resources of interest and usefulness for the development of their intervention.

Online guidance services are increasingly in demand, especially in the current COVID-19 crisis that accentuates the fluctuating and uncertain nature of the labour market.

The launch of the Euroguidance Spain website is part of the actions of the Plan for the Modernisation of Vocational Training, specifically in the expansion of vocational guidance tools in the existing TODOFP platform.

The website was created with a participatory purpose: guidance counsellors can send their Good Practices in Career Guidance to be published and disseminated among the Guidance Community. It also allows to subscribe to the monthly newsletter to receive the latest news on online guidance modalities, publications and documentation at European level, among others.

### The website contains seven different sections:

#### ABOUT US

Provides information about who we are, what we do and what we want and sets out our national and European objectives.

#### CAREER GUIDANCE IN SPAIN

It defines the concept and principles of guidance, identifies career management skills and describes what vocational guidance looks like in education and employment.

It also contains the regulations and strategic plans of the Ministry of Education and VET.

This section also presents vocational guidance in the different Autonomous Communities of Spain, which provide us with relevant information from their territories to be known and shared among the guidance community. Besides, it contains information about the main research groups in guidance at Spanish Universities.

#### RESOURCES

This section aims to provide resources on guidance that are useful in the day-to-day practice of guidance practitioners. To this end, it has been subdivided into different areas to facilitate the search for resources:

- » Entrepreneur and social skills
- » Self-awareness and decision making
- » Training pathways and the world of work
- » Blogs and guidance booklets
- » Different resources in the Autonomous Communities

#### GOOD PRACTICES

This section contains the good practices in vocational guidance that are being carried out in the educational centres and includes also a link to the good practices that exist in the Euroguidance Network.

There is a form for the submission of new successful and innovative practices, which will be analysed for publication by the Subdirector General for Guidance and Lifelong Learning.

The aim of this section is to share and disseminate good practices that can be implemented in educational centres throughout Spain.

#### PUBLICATIONS

The publications section aims to collect the most relevant documentation in the field of guidance. It is divided into several categories depending on the type of documentation included:

- » European Reference Documents
- » Studies and Reports
- » Handbooks and Guides
- » Brochures and Information materials
- » Magazines and Newsletters

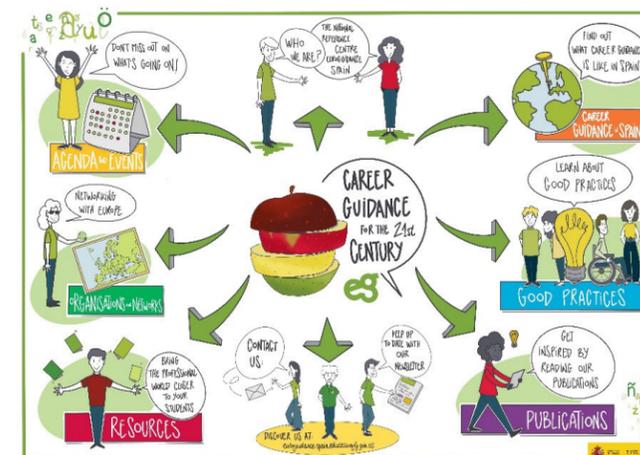
#### ORGANISATIONS AND NETWORKS

Different networks and organisations of reference in the development of lifelong guidance, lifelong learning opportunities and employment opportunities have been selected for this section.

#### AGENDA AND SECTIONS

This section was created to disseminate national and international events related to career guidance.

There is also a history of the activities already developed in 2019 and 2020 where it is possible to download material of interest.



#### CONTACT US

Users can contact the counsellors of our service to solve doubts related to training and employment lifelong pathways.

Find out more:  
[euroguidance-spain.educacionyfp.gob.es](http://euroguidance-spain.educacionyfp.gob.es)

Laura Gómez Matarín, Pilar Bordonaba Pérez,  
 Estrella Alarcón Martínez and Ana Ferrando Carretero

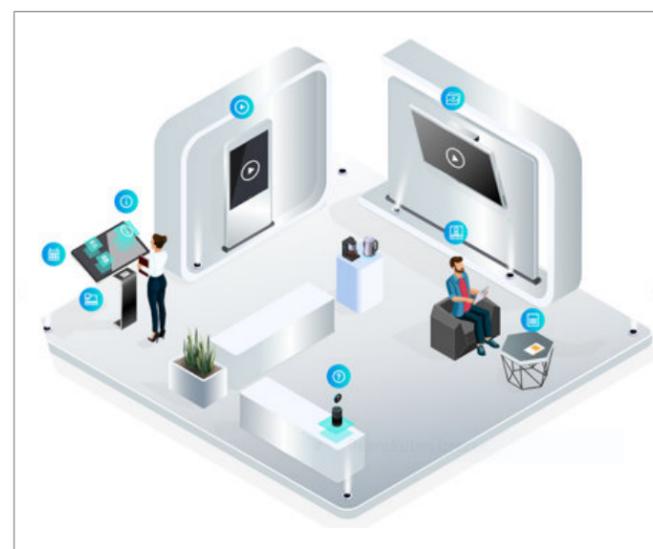
*Euroguidance Spain*

## First virtual career fair for pupils and students in Slovenia

### The importance of partnership

The municipality in Maribor in Eastern Slovenia near the border of Austria, organized for the fifth year in a row a career fair for youth with representatives from educational institutions, employers, and other partners from local community.

As we all know, 2020 has been a very challenging year, but as there was still a need to deliver quality information to pupils and students about career management, a decision was to organise an online career fair, was made. A team of IT experts, guidance counsellors and guidance practitioners designed and developed an online platform. The career fair was primarily designed as a regional



experience, but the event stretched beyond to the whole of Slovenia.

The expectation was that pupils and students would visit the career fair organized during class hours or hours dedicated to career orientation.

For students we organised a webinar on how to prepare for job interview.

However, due to closure of schools, we faced additional challenge, how to reach youngsters who are not at schools?

As in career orientation activities in general partnership of different representatives is needed, an organization such a fair also includes cooperation of different partners to provide professional, technical and financial input.



### Activities

Employment Service of Slovenia arranged an online stand with career development materials.

Employment Service of Slovenia's Career centre Maribor recorded a short promotion video about the services for youth available here. Moreover, the fair also provided webinar for pupils in elementary schools about problem management in career decision-making available here.

The Virtual career fair had far reaching added value with the information from all exhibitors was available for months after the fair so that pupils and students can review them when in need of help in career transitions to education or labour market.

### Visits

To sum up 60 elementary and 57 upper secondary schools participated in the online career fair. At the fair for elementary schools there were 80 exhibitors who prepared 70 webinars and 125 chat rooms. At the fair for secondary schools, a total of 47 exhibitors prepared as many as 140 webinars and 170 chat rooms. Virtual stand of Employment service of Slovenia and our career centre was visited by over 610 pupils and students and some other visitors. Most of them were interested in presentation of Employment service and its activities, videos, articles, activities/events, materials as well as webinar.

The overall conclusion was that the virtual career fair was a big success. The career fair for elementary schools had 9.991 participants and career fair for secondary schools had 9.978 participants from Maribor and neighboring regions.

Daša Babič MSc

Career counsellor at Employment Service of Slovenia, Regional office Maribor

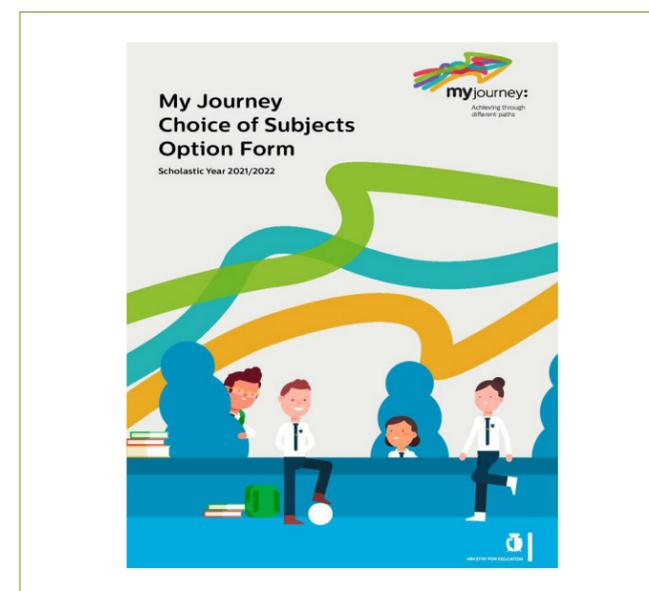
## ICT in Guidance and Guidance in a pandemic

The year 2020 was very particular due to the Covid-19 pandemic. In March all schools were closed, and all educators had to resort to remote teaching. In October 2020, schools re-opened again for the new scholastic year. All educators had to think outside the box and come up with innovative methods of teaching due to various Covid measures being implemented in schools. During March 2021, schools shut down once more, and online teaching was on the agenda yet again.

Career guidance practitioners themselves had to adjust their projects in order to keep reaching out to students and parents in their respective colleges. The use of information and communication technologies (ICT) came to the rescue. The availability of ICT made it possible to continue instruction and learning when physical interactions were no longer possible, or very limited. One particular college decided to use Microsoft Forms to create an online quiz for all Year 8 students (12-13 year olds). During Year 8, students have to choose two new option subjects to study for the next three scholastic years (Year 9, 10 and 11) depending on their abilities, interests and future career aspirations. This quiz was intended as an additional tool to help students with this important choice. The quiz was prepared in both Maltese and English languages, and it delved into the students' hobbies, interests, likes and dislikes, personality traits and future career aspirations.

To compliment this ICT based tool, the career guidance practitioners conducted online interventions through MS Teams with all Year 8 classes in order to explain how to access and complete the quiz. At the end of the quiz, students also had the opportunity to ask for an individual session if they needed any further assistance and information about the new subjects. Through this quiz, career guidance practitioners also had the opportunity to start building a career portfolio for each student. Various individual sessions were held with students, and even with the parents, who also sought for support and guidance.

The incorporation of these ICT tools, without a doubt, has generated changes in the educational and career guidance field. This has not only been noticed in the methodologies used in the teaching-learning process, but also in the possibilities of innovation and skill development for adaptation to the changes that educational institutions have had to undergo due to the current pandemic.



Some of the questions included in the quiz were:

- » What are your hobbies?
- » What are your favourite subjects at school?
- » What are your less favourite subjects at school?
- » Do you enjoy reading and writing?
- » Do you like science?
- » Do you like crafts and other hands-on activities?
- » Do you play any sports?
- » Are you an organised person?
- » Do you find it easy making new friends?
- » Do you feel comfortable working with a group of people?
- » What would you like to become when you grow up?

Alan Camilleri

Career Guidance Teacher, National School Support Services, Ministry for Education

## Academia Latvia 2021: Promoting professional exchange online

The Academia 2021 online format created an enriching exchange for both guests and hosts. The programme was offered three days in a row for three hours at a time via a designated zoom meeting link through cooperation between Euroguidance Latvia and the Latvian Career Development Support Association. Without the logistical issues involved in regular exchanges, participants from the hosting organisations in Latvia, including school, university, public employment service and NGO representatives were able to join the sessions offered by colleagues from other organisations. The online format also allowed inclusion of colleagues from not only Estonia, Germany, Slovakia and Slovenia, but also Greece and Kosovo who are outside of the Academia network.

### Best elements of the exchange

After the exchange, guests were sent an anonymous online questionnaire to assess the value of the experience. They were inspired by the compact, exciting programme, great people, networking, and mutual learning about best practices. Diverse settings provided an overview of the whole guidance sector.

### Main challenge for guidance

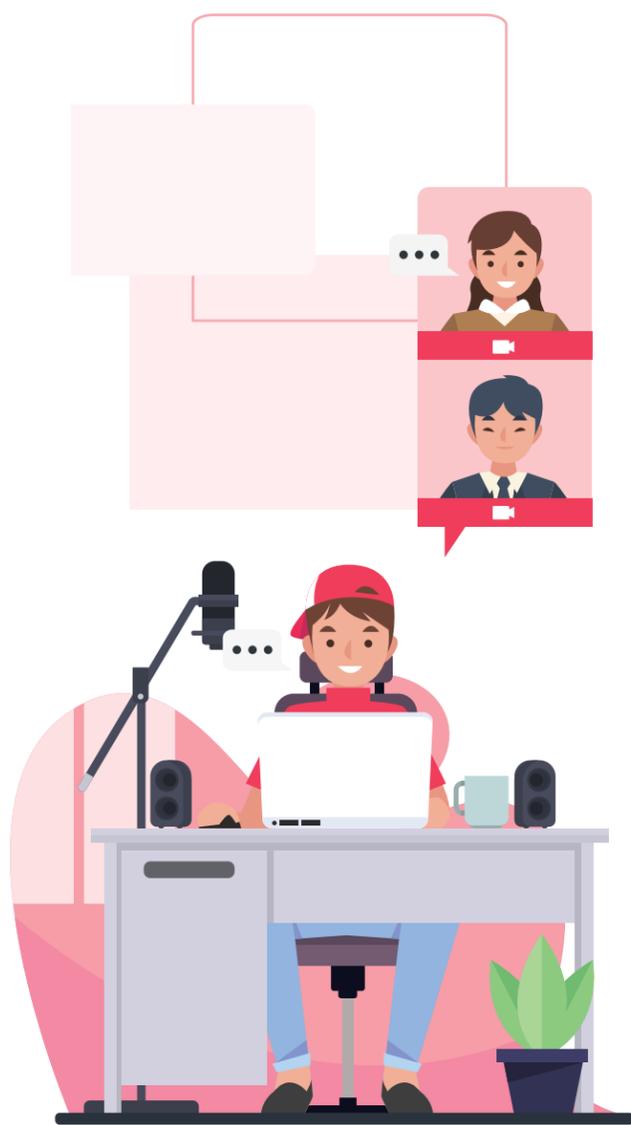
Exchanges revealed that we share several similar experiences and challenges across countries, such as

- » Quality assurance of services related to counsellors' digital skills and the variety of online platforms in use.
- » Visibility and accessibility of services to target groups, including labour market representatives, as well as motivation, proactivity, and integrity of clients.
- » Insufficient awareness on importance of career counselling, which may lead to lack of institutional support and lack of time to fully support clients in their exploration of self and environment.

Information about Academia is available on the Euroguidance.eu webpage and through national representatives of the Academia network.

### Some key words that would describe the Academia experience in Latvia in 2021:

- » I think that we all work from our hearts.
- » For me it was very interesting and intense program and was a very warm feeling to see and hear so many dedicated colleagues from Latvia and from other countries.



## TOOLS AND METHODS

Both hosts and guests shared favourite online tools. The following table includes tools and services that are available in English or German.

Category	Link with description (available language)
<b>Counselling tools</b>	<a href="https://peaasi.ee">peaasi.ee</a> mental health promotion (EN) <a href="https://davebirss.com">davebirss.com</a> story telling dice
<b>Career tests</b>	<a href="https://tripod.ee">tripod.ee</a> vocational interests, personality, mental ability (EN) <a href="https://entdecker.biz-medien.de">entdecker.biz-medien.de</a> vocational interests (DE) <a href="https://arbeitsagentur.de">arbeitsagentur.de</a> strengths finder related to apprenticeships (DE) <a href="https://pasizpete.rtu.lv">pasizpete.rtu.lv</a> Holand-based interest and skills test (LV/some EN) <a href="https://hrpotentials.com">hrpotentials.com</a> standardized psychological questionnaires (EN) <a href="https://mynextmove.org">mynextmove.org</a> interest profiler (EN) <a href="https://busulla.com">busulla.com</a> career website of Kosovo MESTI (SQ/SRB/EN)
<b>Presentation and visualisation tools that can be used in various languages</b>	<a href="https://genial.ly">genial.ly</a> used to create escape rooms <a href="https://liveworksheets.com">liveworksheets.com</a> used to create worksheets <a href="https://padlet.com">padlet.com</a> and <a href="https://jamboard.google.com">jamboard.google.com</a> interactive visualisation of different topics, e.g. career collage, life line, circle of strength, etc. <a href="https://tricider.com">tricider.com</a> brainstorming and voting <a href="https://sli.do">sli.do</a> polling and questions <a href="https://mentimeter.com">mentimeter.com</a> presentations, polling, quizzes <a href="https://socrative.com">socrative.com</a> quizzes, assessment
<b>Career games</b>	<a href="https://joblab.cnos-fap.it">joblab.cnos-fap.it</a> (EN/ES/HU/IT/SK) career exploration game for youth
<b>Career services available in English</b>	Tartu University, Estonia <a href="https://ut.ee">ut.ee</a> Estonian PES <a href="https://tootukassa.ee">tootukassa.ee</a> Riga Stradiņš University, Latvia <a href="https://rsu.lv">rsu.lv</a> Riga Technical University, Latvia <a href="https://rtu.lv">rtu.lv</a> <a href="https://sciencecareers.org">sciencecareers.org</a> Latvian PES <a href="https://nva.gov.lv">nva.gov.lv</a> EURAXESS network <a href="https://euraxess.ec.europa.eu">euraxess.ec.europa.eu</a>
<b>Virtual event platforms</b>	<a href="https://virbela.com">virbela.com</a> with Estonian example: <a href="https://delta.ut.ee">delta.ut.ee</a> <a href="https://en.vystem.io">en.vystem.io</a> with German example: <a href="https://app.vystem.io">app.vystem.io</a> <a href="https://graduateland.com">graduateland.com</a> with Latvian example: <a href="https://pasakumi.rtu.lv">pasakumi.rtu.lv</a> <a href="https://worksup.com">worksup.com</a>

Ileze Jansone  
Euroguidance Latvia

## The Irish European Schools Guidance Service - Moving with the times

The European Schools and the Accredited European Schools are educational institutions set up in the European Union's Member States. They provide children with a multilingual and multicultural education at nursery, primary and secondary levels. The Schools follow a specific curriculum and offer the European Baccalaureate diploma. The Irish Department of Education provides funding for access to appropriate guidance for the children of Irish parents who are enrolled in the 13 European Schools. This service is geared specifically to the needs of Irish students who may be considering applying to Irish third-level institutions and who have questions regarding general entry requirements, course requirements and application procedures and deadlines. It is coordinated by Euroguidance Ireland and is delivered by qualified Irish Guidance Counsellors in the autumn of each year.



The unexpected arrival of COVID-19 forced Euroguidance Ireland to get creative. Making a virtue out of necessity, Euroguidance Ireland brought forward their plans for the service and shortened the development timeline. The result? In autumn 2020, this service was delivered, for the first time ever, entirely online.

### This transition involved:

- » The development of a new student guidance portal
- » The creation and integration of an online booking facility
- » The use and integration of 'Zoom' for delivery
- » Intensive communication with school coordinators, students, and their parents
- » The broadening of the guidance team for delivery
- » The provision of training regarding the European School system, the European Baccalaureate, the new student portal and the use of 'Zoom'.

A substantial number of new online resources and an FAQ section were developed to enable students and their parents to prepare for their scheduled guidance sessions and continue their research regarding the Irish education system and how it relates to the European Baccalaureate.

To ensure the service would not be interrupted by any potential school closures and facilitate parental attendance, the service was moved from taking place during school hours to the evening time.

Over 100 students availed of this 'new' version of the service, with an increased number of parents also in attendance. We were delighted to have received positive responses like the below!

*"Thank you for the guidance session and informative presentation which gently introduced my daughter to thinking about what she would be interested in doing in the future. We are especially grateful that you found a way of providing this service during this time of the Corona. Thank you for providing such a service to the children."*

To learn more about the European School Service and 2020 delivery, see - [euroguidance.ie/european-schools](https://euroguidance.ie/european-schools)

David Cullen

Euroguidance Ireland

## German National Survey about the impact of Covid-19 on guidance in education, career and employment

The National Forum Guidance in Education, Career and Employment in Germany conducted a survey among its members to understand the long-term impact of the pandemic on guidance practices. Of the 47 members, 22 completed the questionnaire with eight closed questions and one open question. Among the 22 members were nine guidance institutes/practitioners, five professional associations, four other organisations (e.g. educational providers, trade union) and four replies from science/research university.

The respondents reported significant restrictions of services, which also caused financial losses for guidance providers. Since many conferences and further trainings had been cancelled or postponed, many guidance practitioners felt restricted in the development of their own competences.

Concurrently, there was an innovation boost in terms of digitalisation. The implementation of digitally based infrastructure has been faster than it would have been without the pandemic. 82 percent of the respondents changed their services and adapted to digital formats, especially video counselling (e.g. Skype or Zoom) and email communication. However, counselling via live chat has not been implemented yet. Only one third of the respondents developed and tested innovative solutions that could be useful for guidance practice.

The main challenges of implementing digital guidance formats seem to be the availability of technical equipment and support as well as compliance with data protection laws combined with user-friendly tools. Institutional guidelines sometimes limited the possibilities to use certain formats. Building a trusting relationship with those seeking advice was more difficult in online settings. However, counselling sessions were also more flexible in terms of time and location. More and more practitioners were motivated and digital skills increased.

Both guidance practitioners and guidance seekers need to develop new competences concerning digitalisation. For many guidance seekers, support in the technical process is necessary, which is not always easy to carry out due to a lack of resources (technical and personnel). Furthermore, there is a need for guidance practitioners to be competent in new topics, such as digitalisation in working environment or digital forms of teaching and

learning. Questions about new work time models (organization of home office) and professional development have increased, as have guidance enquiries about vocational re-orientation.

The digitalisation enables outreach to multiple groups of guidance seekers (migrants, refugees, people with disabilities, disadvantaged young people, NEETs) but also bears the risk of missing out on vulnerable users (especially low-skilled people), as the access threshold for certain groups is higher than in face-to-face guidance.

The Covid-19 pandemic has highlighted the benefits of digital or blended service formats for the future. To strengthen guidance in education, career and employment, financial support for guidance institutes is needed to set up and develop a digital infrastructure. Furthermore, concepts must be developed that facilitates good quality and data protection-compliant services. And last but not least, it is important to maintain personal guidance services for those who need guidance but have limited access to technical services.

The full report (in German language only) can be found [HERE](#).

Sara Koobonye

Euroguidance Germany

## Prepare Higher Education Remotely: terminales2020-2021.fr



[www.terminales2020-2021.fr](http://www.terminales2020-2021.fr)

This national public website – also relayed on social media – is designed to support counsellors and students in the final class of secondary school – “Terminale” – for the transition to higher education. Based on a combined exploration – study pathways, professional sectors of activity and professions – it includes a programme for students to set up their post-baccalaureate study path and career plan.

### A FIVE-STEPS METHODOLOGY TO PROGRESS IN GUIDANCE

#### 1 I explore the possible options

Learn about 10 top tips to find the right courses and what to do after the baccalaureate. Understand the whole range of study paths and the issues of the professional world, get ideas for jobs and take self-assessment questionnaires.

#### 2 I find out about courses and career paths

Explore some situations: "My freshman year in... ", learn to use MOOC for guidance and a study course finder. In the end, understand how to succeed in higher education to be well prepared.

#### 3 I look carefully at some courses to illustrate my choices

Choose Sport or not? – Health studies – Law Bachelors and degrees – Art & Design – Bachelors in sciences...

#### 4 I want to talk about it

Find local guidance centres and advisors including in my high school, the calendar of guidance weeks, open days, forums and fairs - Get a toolkit to prepare for a visit to a fair and "contact an advisor" to discuss future plans in live by tchat, e-mail or calling with qualified counsellors.

#### 5 I prepare my entry in higher education

Here is a description of Parcoursup, the national portal to apply in French higher education: calendar, application process, the study course finder, some rates and figures, advice and assistance, entry requirements, student life and mobility and details about apprenticeship in higher education.



More than a database, [terminales2020-2021.fr](http://terminales2020-2021.fr) has to be considered as a methodological online tool, particularly relevant during the coronavirus crisis. This tool supports students to choose their study pathways after the baccalaureate and to pass the tertiary education gap by combining independent thinking and contact sessions. Moreover, by providing a method, it enables the student to acquire some self-guidance skills.

Isabelle Dekeister

Psychologist-guidance counsellor, Euroguidance France

## International review on the effects of COVID-19 on career guidance policy and practice

**Cedefop, ILO, ETF, the European Commission, ICCDPP, OECD and UNESCO jointly implemented a flash international survey between 8 June 2020 and 3 August 2020 on how career guidance services responded to the challenges posed by Covid-19.**

The responses were collected via an online survey. The invitation to participate was sent to decision-makers responsible for arranging guidance, organisers of guidance, and various organisations in the sector. A total of 963 persons in 93 countries took the survey.

According to the results, 40% of the respondents reported that career guidance had received policy attention or policy action in national measures initiated due to the pandemic, but, at the same time, 40% said that the pandemic had not increased attention given to guidance. The respondents stated that increasing cooperation between different administrative sectors and service providers had emerged as an even more important issue due to the pandemic. However, it appeared that more cooperation was taking place among service providers than among the ministries responsible for guidance.

Practically all countries had started with remote guidance practices as the main service mode at the time the survey was administered. According to the respondents, it was to a large extent possible to maintain the previous level of guidance services, except for intensive personal guidance. The telephone was mentioned as a viable communication tool alongside various online tools, especially in situations where the individuals had limited opportunities to access the internet or experienced difficulties with text-based interaction. Most practitioners expressed a willingness to utilise technology more than before the pandemic. At the same time, they expressed the need for more support and training in order to be able to operate in new technological environments in a professional capacity.

According to the results, the demand for guidance increased during the first weeks of the pandemic. The respondents said that individuals were hoping for more up to date information on the labour market and training opportunities and more refreshment of job-seeking skills. The uncertainty of the labour markets seemed to have

increased the need for psychosocial support, for example among students finalising their studies, or temporarily laid off employees. Customers felt that the increasing supply of remote guidance and the use of technology were positive. On the other hand, the pandemic was limiting the availability of guidance for example among employees in small and medium-sized businesses, small entrepreneurs, for older adults, residents living in rural areas, or customer groups requiring special support.

According to the respondents, more attention should be paid to guidance in national strategies implemented after the pandemic. The cooperation between ministries should be increased, especially when it comes to applying technologies and developing personnel skills. Multiprofessional, basic services should be widely available online or at local service locations either individually or in group-based forms. Telephone services should be maintained as part of this package. The importance of guidance included in the curricula of various schools and educational institutions was emphasised. Job shadowing and/or on-the-job training provide students with first-hand experience of the labour markets. In addition, the better availability of real-time labour market information should be developed nationally for the benefit of employers, training organisers, guidance professionals, and students.

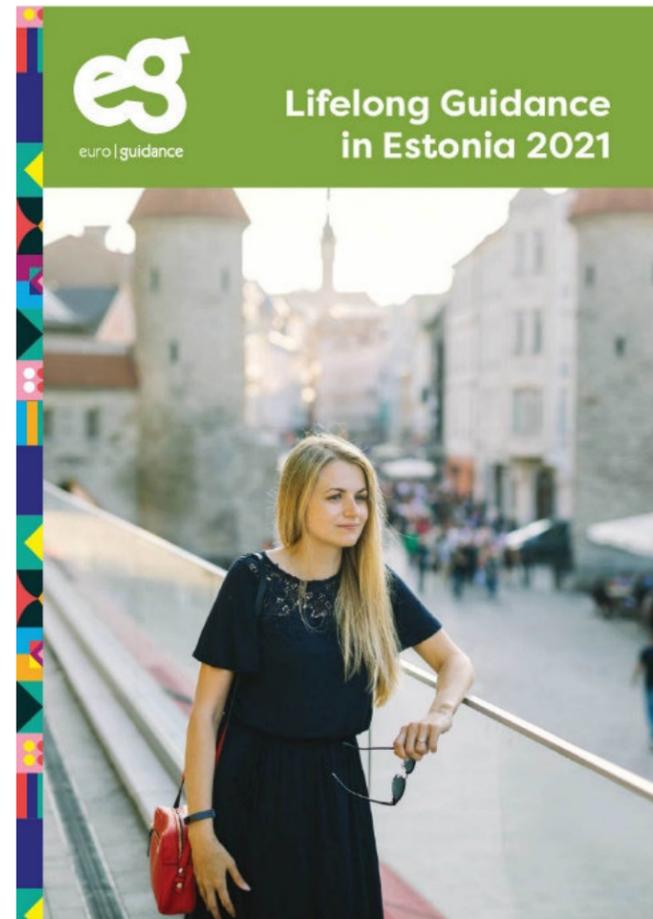
Based on the survey findings, the seven organisations have authored the final report, "Career guidance policy and practice in the pandemic", published by [Cedefop](http://Cedefop).

Jaana Kettunen

Finnish Institute for Educational Research at the University of Jyväskylä

## Digitalization of guidance in Estonia

To cope with the difficult times, studying and working from a distance has become a new normality and digital services have played a crucial role. The Estonian guidance system can be characterised as flexible and open to change when it comes to digital solutions. Our practitioners are adapting to new solutions and ways of working in everyday life.



There have also been some new and exciting digital tools for career development, including [virtual reality applications](#) of occupations, e.g. medical workers, youth workers, metal industry, [virtual tours](#) of vocational education institutions and [virtual guided tour](#) for guidance professionals to learn digital tools available at the newly opened career centre.

To learn more about all the digital solutions in Estonian guidance system visit [Lifelong Guidance in Estonia 2021 publication](#).

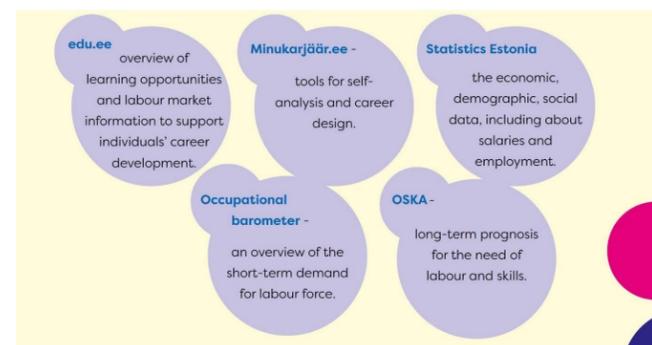


Figure: Guidance websites and labour force prognosis tools

Euroguidance Estonia

The daily work of the career guidance practitioners is intertwined with the use of various ICT solutions. The use of ICT here is multi-faceted: practitioners are both ICT users and the creators of new values through their use of ICT solutions.

COVID-19 crisis in the world has disrupted the traditional face-to-face career guidance and intensified the need for e-guidance. As the crisis progressed several changes were made to support career development. One of the solutions was to extend the service provision from distance, i.e. via virtual meeting platforms, telephone and e-mail.

## “Cover your Needs, Discover your Career”



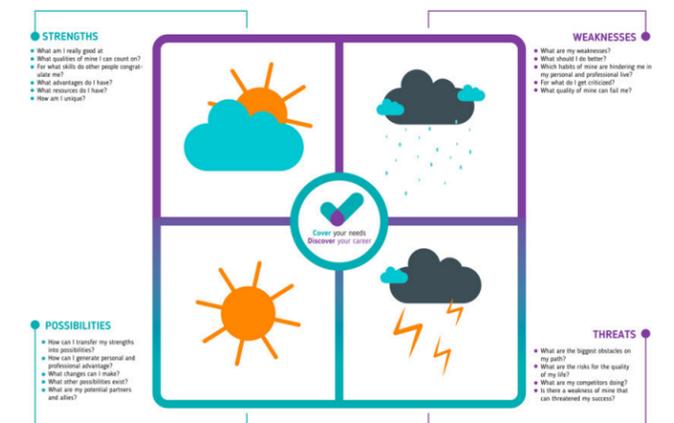
“Cover your needs, discover your career” is a project, created by the Bulgarian association Public Compass in cooperation with “Club of Intellectuals” Association in Slovakia and InterMediaKT from Greece.

The specific project comes to address people over the age of 40+, as well as low-qualified and low-skilled. Workers who have been in the same workplace and position for a long period and are faced with the need to change their working environment and the need to acquire new skills and competencies. On the other hand there is a challenge for trainers in order to align better their actions with the needs of an adult low-skilled worker, to increase the attractiveness and accessibility of the offered programs, and to provide the representatives of the target group with opportunities to develop individual knowledge and skills. Teachers should actively involve adults learners in the learning process in order for them to act as intermediaries between them and the new knowledge, skills and competencies.

In Bulgaria we see even in the last 10 years one of the biggest problems for people in the age of 40+ the risk of dropping out of the labour market due to low qualification and unsuitability to the modern technology. Bulgaria started developing its rigid labour market only in the last 15 years. Rigid labour market means that people stay in the same job for many years and then the educational sector is rather less developed. Workers don't feel the need to

update their skills or competences because they believe that what they know and what they are able to do is absolutely sufficient for maintaining their jobs and workplaces. But because of all changes and innovations those workers now are facing the dramatic needs to change their working environment and to acquire new skills and competencies.

In general, our tools are created for in person training, but duo to the COVID19 situation we managed to accustom our work and the 3 created outputs for online usage as well as self-learning.



The first tool is a Handbook for adult education that provides detailed information on all aspects of adult education – assessment of training needs, organization of training and learning initiative, evaluation of progress and

learning outcomes, follow-up communication with participants and applications with specific non-formal education methods adapted to low-qualified adults.

The main goal of the guidelines is to describe the methodology and main steps which will be taken in order to prepare training programmes compatible with adult education process and requirements of adult's professional realization. These guidelines in the Handbook might be used by adult trainers and teachers,

who are involved in curriculum design, institutions and bodies responsible for the occupational standards.

The second tool is a Creative toolbox for adult education inspired by the need of adults to go out of their comfort zone and use their imagination, to stimulate discussion, sharing experiences and interaction.

## SET OF 3 PHYSICAL TOOLS FOR ADULT LEARNING:

### 1. Method Cards

Ambiguous pictures which provoke awareness of goals, problems and emotions through the power of visualization and metaphor.

### 2. Roadmap for personal and professional development

Used for defining personal and professional goals, presented as a mountain climb. With the help of a facilitator, participants formulate necessary steps and resources, analyze potential difficulties and opportunities for support, set timeline.

### 3. Coaching kit

With questions, career cases and SWOT analysis. Participants discuss a case, clarify the real problem and look for possible solutions. The consequences of various actions or lack of action are also discussed.

The Creative Toolbox contributes to the effectiveness of learning, stimulate interaction between participants and achieve more sustainable knowledge and skills. The tools are specially designed to take into account the specificities of the adults who are low-skilled and who are threatened to drop out of the labour market. By creating a tool to provoke learners' self-awareness of their strengths and weaknesses, we achieve a full impact on their attitudes and motivation for realization.



And our last but not least product – Train the Trainer concept. This product aims to meet the needs of adult trainer by a specific methodology that will prepare them for providing quality training services. Developing a training program for trainers will set a standard in the content of the mandatory elements and methods that every adult trainer should be aware of.

You can find more info about the project [HERE](#).

Euroguidance Bulgaria



**Euroguidance supports the competence development of the guidance community on the European dimension of lifelong guidance.**

Euroguidance is a European network of national resource and information centres for guidance. Its main target group consists of guidance practitioners and policy-makers in all European countries.

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**Scripts are always welcome**

and should be sent to the following e-mail addresses:

[ramazan.begboga@iskur.gov.tr](mailto:ramazan.begboga@iskur.gov.tr) or [dora.stefansdottir@rannis.is](mailto:dora.stefansdottir@rannis.is)