



Euroguidance Insight

 euro | guidance
European Network to Support
Guidance and Counselling

November 2019

This edition of Insights is dedicated to the ongoing competence development undertaken by guidance practitioners. The call for content was to submit articles that would highlight the variety of supports guidance practitioners across Europe engage in within the professional delivery of their service, across multiple contexts. The feedback was overwhelming!

Through this theme, we have been able to describe how the field of career guidance is in rapid development all over Europe. Some countries like Finland, Greece and Norway are improving the education and certification of their career practitioners.

Other countries, like Croatia, Malta, and Serbia are putting efforts into practitioner training for employees at all levels of the educational system. Other countries share how they have been focussing on special needs, like the UK that introduces training for NEETs, Ireland promoting competences for delivery with migrants, and Slovakia for people with disabilities.

The role of ICT is ever so relevant when we talk about competencies for the guidance practitioner. The Estonian article highlights how the use of ICT represents a paradigm shift in guidance and the Norwegian example describes how the use of ICT is integrated within public policy being applied in the setting up of a new guidance framework.

From a Network perspective, as ever, international cooperation and training for learning mobility is at the forefront of our activities. We have been active in many different international settings such as our recent participation at the IAEVG conference, the coordination of Cross Border Seminars and through additional structures promoting cooperation for Counsellors / Educators like the VALA network.

We are especially pleased to offer an in-depth interview with the newly appointed professor in Career Guidance, Prof. Rie Thomsen from the University of Aarhus, who has dedicated her faculty life to further professionalising the discipline of career guidance both domestically in Denmark as well as internationally.



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THE EMERGENCE OF A
PROFESSION - EDUCATION AND
CERTIFICATION OF
PRACTITIONERS

The First Professor of Career Guidance in Denmark

On 8 March 2019, the International Women's day, Denmark's first professor of career guidance gave her inaugural speech at the University of Aarhus: 'What is career? – Career guidance as a field of research – between adaptation and emancipation'.

We spoke to Professor Rie Thomsen and asked her:

What does it mean to Danish career guidance practice that we now have a professor in career guidance?

It makes the field more visible. It will help people to discover that there are many ways in which careers can be understood.

I was interviewed for Danish media where the title was 'Dear young people, lower your shoulders, your choice of education does not have to decide your future'. The key point is that the linear thinking that characterises the political communication to young people about education choices and implementation is actually a false premise. After the interview, people were writing to me, saying: 'You are just SO right, I did not take the straight path either'. I also saw parents tagging their children and other young people because they wanted them to get the message that their choice of education does NOT decide their future. Because of this I started a Twitter feed #twistedcareer, where you can get an insight into the winding career paths of ordinary people.

What are your current projects and fields of research?

I continue to work on the theme from my PhD 'Career Guidance in Communities' and in collaboration with Rita Buhl and Randi Skovhus from VIA UC with whom I have written the book 'Guidance Provision in Communities and Groups'¹. The book contains

a reflexive model, its purpose is to support counsellors who wish to unleash the collective and liberating potential of career guidance. You can also read about it in the article 'Career Guidance in Communities: A Model for Reflexive Practice'. The concept of career guidance in communities contributes to the research into career guidance in two ways: first to bring the importance of communities in the career guidance into focus and second, as a concept for the many career guidance activities that take place outside the counselling office.

In my international research work, I have published two books on social justice together with Tristram Hooley and Ronald Sultana. We are currently working with grants from the Nordplus programme to prepare a Summer School in Norway next summer and we are collecting votes from practitioners working with social justice, which we will publish on our website <https://careerguidancesocialjustice.wordpress.com>.



After your inaugural speech, you received congratulation videos from more than 20 colleagues from 10 countries inside and outside Europe. What has international cooperation and research meant for your career?



I have always worked internationally and found that this was important, for two main reasons:

As a young person, I participated in youth work and projects, including the European Youth Forum, funded by the EU. It was here that I gained inspiration and knowledge by collaborating with young people from other countries – so when I began my research work I already had international experience and I had already found the importance of how travelling the world can give you inspiration.

Later, my supervisor Peter Plant said: ‘You must be part of this international career guidance project’. The participants in the project included Deirdre Hughes, Jenny Bimrose and Raimo Vuorinen which meant that I had some really good international colleagues right from the beginning, almost before I started my PhD.

It has meant a lot for my own development that I have been able to draw upon their expertise and ask them all sorts of questions along the way – it has been a great source of new knowledge and has motivated me to share the information and engage more internationally. Now, I have the important task of acting as scientific manager of the ECADOC European doctoral programme in career guidance and counselling.

It is a great privilege to meet the new PhD students each year and to allow them to experience that research in career guidance is important and to help them to realise that their contributions to the field are appreciated. In addition, they themselves form international relationships and networks. That is particularly gratifying for me in my work. ECADOC 2020 will be held at Jönköping University in Sweden, from 7-12 June.

Career guidance is an international research field, and it is important that we collaborate across countries, especially if, like me, people are interested in a particular form of research, namely action research, which aims to bring researchers and practitioners together to develop and create knowledge about career guidance. The reason it is so important is that not many people in the field of guidance operate in this manner. It is therefore very much within this area, and internationally, that I see my special contribution. The ambition to work with action research should also be seen in the light of my position on the critical approaches to knowledge creation, where the goal is to change practice for the better for marginalised and oppressed groups and to involve them in research as well. After all, the knowledge that we scientists create should, with the support of the career guidance community, ultimately help people to live the life they want to live.

¹ Thomsen, R., Skovhus, R. B. and Buhl, R. (2013). *At Vejlede i Fællesskaber og Grupper [Guidance Provision in Communities and Groups]*. Valby: Schultz Thomsen, R. (2017). *Career guidance in communities: a model for reflexive practice*. Derby: International Centre for Guidance Studies. University of Derby <http://hdl.handle.net/10545/621596>

Birtha Theut

Euroguidance Denmark

Specialist Training for Career Guidance and Counselling Produce New Types of Competence for the Need of Working Life

An objective of lifelong guidance is to ensure continued career guidance and counselling for anyone who needs it. One way to meet this need is to find new types of solutions for developing the career guidance skills of different professional groups. In Finland, specialist training options for career guidance and counselling has recently been established for professionals who have completed an academic degree and are already employed. At the moment, there are two specialist training options for career counselling in Finland.

Training for career guidance and counselling professionals

Students of the specialist training for career guidance and counselling are employed in various organisations offering career guidance and counselling. We can identify at least five types of career guidance and counselling providers in Finland:

- 1 Educational institutions offer career guidance and counselling services for pupils and students
- 2 Employment and Economic Development Offices serve unemployed job seekers and employees considering a change of career
- 3 Employers offer career guidance services to their employees
- 4 Businesses offer career guidance and counselling services to clients
- 5 Organisations offer their members career guidance and counselling.

The specialist training for career guidance and counselling has students from all of these five groups of career guidance providers.

Individual and customer-oriented career guidance

Specialist training for career guidance offers professionals of various fields the opportunity to develop and deepen their career guidance and counselling skills and expertise. After completing the training, the participants of the training are able to analyse career guidance and counselling as part of the more extensive pace of change in working life and society.

Another objective of the training is to know how to execute individual and customer-oriented career guidance processes. The participants assess their own professional career guidance and counselling practices and the quality of guidance services offered by various guidance service providers. Another target is that the participants can plan, market and organise career guidance and counselling services for the changing

operating environments. In the future, the new concept of specialist training for career guidance and counselling is planned to be combined with follow-up research to monitor the development of skills and the participants' career paths.

Jaakko Helander, Principal Lecturer of guidance and career counselling at HAMK

University of Applied Sciences

Edited by Juuli Juntura

Euroguidance Finland

Certification of Career Guidance Counsellors

A long awaited development in raising the quality of guidance provision in Greece

The need for quality

In the European context, Practitioner Competence is central to the quality of service provision and improvements.¹ In Greece, the absence, so far, of a legal framework setting professional standards and requirements for people working as career guidance counsellors means that people not having the necessary competence could offer career guidance services to the public without central control. EOPPEP, being the responsible body of the Ministry of Education followed a specific procedure for the certification of the profession.



Creating an Occupational Profile

A scientific study on accreditation of career guidance counsellors resulted in a Career Guidance Practitioner Occupational profile that was with the participation of social partners and responsible ministries and then accredited by EOPPEP according to a legal procedure set by a ministerial Act. Acknowledging the different complexities of career guidance functions and levels of competence in practicing the professional roles of career guidance, the profile includes two levels of certification - basic and expert level professionals. It describes in detail all the primary and secondary professional functions and tasks that can be performed by the two levels, as well as the necessary knowledge, skills and competences, conditions of work, minimum criteria for performing each task and alternative educational paths. The profile is complemented by a modular Continuous Training programme that can be used as a national context for the evaluation of Continuous Training programmes resulting in basic level certification.

LEVELS OF CERTIFICATION	REQUIREMENTS	PROFESSIONAL FUNCTIONS
Basic level professionals	EQF 6 university degree in any subject + Written Examinations + On the spot evaluation of a Face to Face career guidance session	Plans, organises and prepares career guidance provision
		Provides Career Guidance services according to the specific needs of its clients
		Assesses, reorganise and extends the access to career guidance services
Expert level professionals	EQF 6-8 university degrees in career guidance – No examinations	Supervises and assures quality of guidance provision
		Conducts research and provides education in career guidance
		Promotes the development of career guidance tools

¹ European Lifelong Guidance Policy Network (ELGPN). (2012) *Life guidance policy development: A European Resource kit*. University of Jyväskylä, Finland and Finnish Institute for Educational Research (FIER), Saarijärvi, Finland. Page 18, 50, 96-105

Setting up a national register

Setting up a register of certified career guidance professionals is the main quality indicator for¹ accessing the existence of recognised qualifications and national regulations – legislative requirements in the career guidance sector. With a decision published in the Government Newspaper, EOPPEP set a special Register of Certified Career Guidance Practitioners and described the terms and requirements for entering the Register and its sub registers. An invitation to Expert level professionals has already resulted in the first 150 counsellors being certified in the most advanced level (level A sub register). Similar calls will ask for basic level professionals to submit their applications for entering level B sub register. However, since the entrance to the level B sub register requires them to successfully pass examinations, EOPPEP will first set the whole examination procedure.



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www.eoppep.gr

Two national legislation of Certification of Career Guidance Counsellors

The next step planned by EOPPEP is national legislation (Ministerial Act) setting the legal framework covering the conditions for the recognition of the qualifications of career guidance counsellors and the procedure for its certification, including the procedure of the above mentioned exams. Upskilling activities, continuous professional development through regular training seminars, publications and tools, as well as ongoing evaluation of competences should always complement the above described system of Certification in order to raise the quality of career guidance professionals in Greece. EOPPEP is working towards all such activities.

Dimitris Gaitanis - Euroguidance Greece

More information at:

<https://www.eoppep.gr/index.php/el/work-guidance-and-consulting/eoppep-upgrade-actions/syep-personel>

Training for Guidance Practitioners in the Nordic and Baltic Countries

Developments in training for career guidance practitioners in the Nordic and Baltic countries were exchanged at the expanded VALA¹ meeting in Tallinn on 21-22 August facilitated by Euroguidance Estonia and Latvia. VALA is a Nordplus funded network of Career counselling and guidance programmes at higher education institutions in the Nordic and Baltic countries.



While guidance in the Nordic countries may have many similarities, 2018 research on training of guidance counsellors by Inga Andreassen et al² revealed the following differences across five countries:

- » Level and length of training
- » Curricular focus on programme and service management
- » Emphasis placed on career information and assessment and, to a lesser extent, career counselling

A brief synopsis on the current situation in practitioner training delivered by VALA members and guests follows.

Sweden: Stockholm University

After a recent review, Stockholm University are re-examining the Bachelor of Arts in Study and Career Guidance. The aim is to highlight the interdisciplinary nature of the programme, and to strengthen focus on clients with special needs and on migrants. Based on the research by Andreassen, a compulsory course in service management skills is being introduced. To increase internationalisation, the fourth term is being organized to allow for international exchange.

Finland: Jyväskylä University and JAMK

Since 1970 career education has been compulsory in the Finnish school curriculum, with Career counsellors following this curriculum. Well-functioning guidance is seen as an indicator of an effective and equitable education system. Training pathways include a stand-alone Master's degree of 120 ECTS, integrated Bachelor-master's degrees of 300 ECTS, and a Post-Graduate Diploma (60 ECTS). In 2016 98% of guidance practitioners at schools were qualified, indicating strongly professionalised guidance provision in this sector. Universities are working on ensuring quality services for all sectors.

Greenland: National Centre for Guidance

The 2013 Greenlandic Act on Career Counselling created major changes in the structure and service provision of the Centre for National Counselling (now National Centre for Guidance - NCG). The NCG provides "academy professional" level guidance courses according to the Danish education system. The basic training course is not regulated through an executive order, but due to the Act on Career Counselling, training is mandatory for counsellors. Basic training sandwiches 4 course modules and 4 practical parts, totalling 420 student working hours. The NCG also provides 4 different further education courses open to students who have completed the basic training.

¹ <https://peda.net/vala/partners>

² Andreassen, Inga H. et al., *Diverse histories, common ground and a shared future: the education of career guidance and counselling professionals in the Nordic countries*, *International Journal for Educational and Vocational Guidance* <https://doi.org/10.1007/s10775-018-09386-9>

Denmark: Aarhus University

The Danish Act of Guidance was passed in 2003. It is possible to earn a Post-Graduate Diploma or a Master's degree in Career Guidance and Counselling (both 60 ECTS), or to specialize in Career Guidance and Counselling within the Bachelor's degree in Public Administration. A new elective module of 10 ECTS in Counselling as an institutional and pedagogical practice in the Master of Education and Science started this autumn.

The 60 ECTS Master in Guidance programme structure is changing to offer fewer compulsory modules and more flexibility. New modules are being developed in the areas of career education, motivation, social justice and advocacy, and others. Innovative group supervision on writing assignments and thesis work has helped students to start writing sooner through receiving peer support.

Estonia: team from universities, national and professional bodies

The Estonian Lifelong Learning Strategy prioritise professionalisation of career guidance practitioners and requirements are defined by the Estonian Occupational Qualification Standard. The Association of Estonian Career counsellors is the national accreditation body. However, there is not yet a full programme of studies in career guidance offered by any Estonian university. Tallinn University offers elective courses for professional development and courses in study programmes of Social work and Youth work. The University of Tartu offers a cross-departmental programme and a professional programme at the Institute of Psychology with a number of courses related to Career guidance. Career guidance specialists employed by the Estonian PES receive in-service training. The Euroguidance centre in Estonia also offers seminars, study-visits and e-courses to develop international competences.

Lithuania: Vytautas Magnus University (VMU) in Kaunas

The Career Designing Master's research programme was developed in 2006 at VMU to cover 90 ECTS. It was planned to add 30 ECTS of practice to the research programme. However issues related to emigration, economics and politics have stopped this development, and in 2014 the programme was temporarily suspended. The Bachelor level Career Management programme of 240 ECTS was closed 2 years ago. Currently only 3rd and 4th year students are finishing their studies. There are ongoing discussions that may lead to re-opening the Career Designing Programme at Master level.

Latvia: Latvia University of Life Sciences and Technologies (LLU), Euroguidance Latvia

The professional Master's degree programme in Career counselling delivered since 2007 is regularly up-dated in response to stakeholder feedback. The programme is based on the Professional Standard for Career counsellors (revised in 2011), the 2013 provisions for career guidance in the Law on Education and the European Competence Standards for the Academic Training of Career Professionals³. The 120 ECTS of the course lead to an EQF Level 7 qualification. About 60% of graduates work in the educational sector.

In the context of ESF funded national projects reforming higher education, teacher training and school curriculum, discussions with the Ministry of Education and Science are ongoing about the reassignment of Career Counselling from the field of education to some other currently undefined field. This has implications for occupational standards, research and training of counsellors affecting four universities in Latvia.

³ <http://www.nice-network.eu/Our-Goals/Publications/>



VALA – MORE TO COME!

The VALA network is an excellent example of how networking can support innovation. Some of the highlights of VALA cooperation include:

- » Mobility network for students of career guidance programmes
- » Jointly developed and delivered International Summer School on ICT in guidance and counselling (next session: <https://tinyurl.com/ictguidance2020>)
- » Research on career counsellor training in the Nordic Countries
- » Exchange of experience on development of counsellor training

The VALA network is currently developing a new course on Social Justice.

Norway: Inland Norway and Western Norway Universities of Applied Sciences

In 2014 a new Master's programme in guidance was developed in Norway, at the Inland Norway University of Applied Sciences. Based on previous programmes, it is structured in a new way to highlight links with contemporary trends, such as context of careers and management of services, and employing action learning methods. A new training module titled "Integrated guidance – integrating technology into career guidance" will be delivered from 2019⁴. The programme takes into account OECD feedback on digital career information and services and builds on concepts developed through the VALA summer school on ICT in guidance, but places them in the Norwegian tradition of career learning.

Careers education has been a compulsory subject in grades 8-10 at Norwegian schools since 2009. At the Western Norway University of Applied Sciences, a new course on careers education for 3rd and 4th year teaching students started in August of this year. The content of curriculum for teacher trainees is based on the school curriculum in career education and on the NICE Tuning Framework.



Iceland: University of Iceland

A two-year Master's degree programme has been offered since 2010, comprising 120 ECTS. Students with a variety of Bachelor's level qualifications are admitted. As in Denmark and Norway, no specific standards for Career Guidance Counselling education programmes exist in Iceland. Programmes are evaluated through the national accreditation procedures for higher education. According to the Act on Study and Career Counsellors of 2009⁵, a degree in Career Guidance Counselling from a recognized university is required in order to receive a licence to practice from the Ministry of Education.

⁴ Bakke, I.B., Hagaseth Haug, E. and Hooley, T., 2018. Moving from information provision to co-careering: Integrated guidance as a new approach to e-guidance in Norway. *Journal of the National Institute for Career Education and Counselling*, 41(1), pp.48-55.

⁵ (Lög um náms- og starfsráðgjafa, 35/2009)

Faroe Islands: Guidance Worker Association

Career guidance education was first introduced in 1974 as a two-year higher preparatory course (HF). The Faroese Guidance Association has provided a six-week training course for practitioners since its establishment in 1989.

The University of the Faroe Islands piloted a part-time blended learning Master's degree programme in Career Guidance and Counselling (CGC) in 2013, taught by international experts. Students experienced how services were provided in various settings and countries through a practical period abroad. The aim was to professionalize CGC by preparing students to provide services in a Lifelong

Learning perspective. As a result of the pilot, the Faroese guidance system was analysed according to frameworks developed by the European Lifelong Guidance Policy Network, and adapted to the Faroese context. A Proposal on Lifelong Guidance was developed by students of the programme and submitted to policy makers and system builders in 2017. Support for the initiative has also been provided through cooperation with the Nordic Network for Adult Learning and partnerships funded by the Nordplus programme. The first official Lifelong Guidance centre was just opened in on 19 July 2019.

Ilze Jansone,

State Education Development Agency

Head of Euroguidance programme, Latvia

And

Margit Rammo,

Euroguidance Estonia

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INTERNATIONAL COOPERATION AND MOBILITY

Discussing skills for the future in Cross Border Seminar

The main aim of the Cross Border seminar is to bring together guidance practitioners and experts to engage in discussions and exchanges of good practices in the field of lifelong career orientation. Cross Border Seminars have been organised since 2005, and this year the topic was skills for the future.

Around 80 guidance practitioners, experts and Euroguidance centres from 11 participating countries (Austria, Czech Republic, Croatia, Germany, Hungary, Poland, Portugal, Romania, Serbia, Slovakia and Slovenia) participated in Slovenia in this year's Euroguidance Cross border seminar. In addition, national representatives of the Employment Service of Slovenia, the European Commission representation in Slovenia, Center for Vocational Education (EQF NCP and Europass Slovenia) and international guests from Euroguidance Belgium Flanders, Euroguidance Macedonia and Euroguidance Switzerland joined as well.

The seminar organised a total of 16 parallel workshops where participants had the opportunity to share good experiences in the field of career guidance as well as to discuss national contexts and initiatives for guidance practitioners to improve their present and future skills.

Due to the current fast technological developments, guidance counsellors are facing questions about the changing nature of careers/occupations and the (future) skills needed in the labour market. Guidance practitioners in all cross-border participating countries face these challenges and will use the new knowledge when working with clients.



Photo: Slovenian workshop Career Guidance for Teachers: An Example of Short Training programme by Miha Lovšin PhD and Lea Avguštin)

© Euroguidance Slovenia

One valuable output from the seminar was a compendium of national surveys about skills for the future made by all the participating Euroguidance centers:

(<https://www.euroguidance.eu/resources/publications/other-publications/cross-border-seminar-2019>).

Sabina Škarja

Euroguidance Slovenia

Blended training for the Italian Mobility Advisors

Competence development is a key pillar of the Euroguidance strategy in Italy. EG Team successfully tested an innovative training package for mobility advisors which will be scaled up in 2020.



Course participants, Midas Hotel, Rome, 19 June 2019

Last June 18-19 Euroguidance Italy and Eurodesk delivered a state-of-the-art blended training course on “Mobility opportunities for learning and job purposes in Europe”. The course covered the EU transparency tools and relevant mobility programmes (Erasmus +, Eures, ESF-funded schemes), including in the next Program Period changes. The course brought together senior officials from the Erasmus+ National Agencies and the NCPs and Eures Teams as well as national experts in the EU-level Advisory Groups and E+ National Authorities Committee.

A total of 22 Eurodesk Mobility Advisors (EMAs) successfully completed the training. As a result, they became aware of recent tools changes and post-2020 novelties and the implications as guidance experts.

What's next

Two optimised editions will be delivered in March and May 2020, so to meet the upskilling needs of the remaining EMAs. Furthermore, participants will be awarded open badges, thus reinforcing EG collective commitment to transparency.

A promising practice

The training action proved innovative both process and content-wise. **How?**

- » A pilot initiative: an Euroguidance-funded training course was delivered for the very first time in Italy.
- » A unique mix of learning objects: a comprehensive overview of transparency tools and main EU mobility schemes was provided.
- » A state-of-the-art picture: senior experts from the key agencies and ministries presented the most recent policy and practice developments in the field of mobility
- » A duplicable action: the course was designed to be scaled up in future editions
- » Cross-fertilization: the trained EMAs committed to act as Euroguidance multipliers at local level.



Course description:

https://www.eurodesk.it/2019/EUGTCxEUK_Roma

Materials:

<https://www.eurodesk.it/anpal-pcn/doc>

Information:

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Valentina Benni - Euroguidance Italy

Translated by Euroguidance Italy

Career Learning Enables Students as they Enter the Labour Market

Students should have a mindset that enables them to translate skills acquired at the University into skills adaptable by the labour market. Career advisers from all over Europe met at the University of Southern Denmark to learn about how the university has integrated career learning into teaching

For several years career advisers at the University of Southern Denmark (SDU) have implemented career learning into teaching. The goal is to make students more career-conscious.

Knowledge about career learning is in demand at universities, not only in Denmark but throughout Europe.

Therefore, Euroguidance Denmark and the University of Southern Denmark arranged a study visit in Odense for 16 career advisers from a wide range of European universities to exchange knowledge and learn about the Danish experiences.



Career learning helps students

The career advisers from SDU informed about how they have changed the role from exclusively giving guidance to students to work more as a consultant for university teachers, so that the responsibility for career guidance is no longer theirs alone. The university teachers are getting a bigger role in implementing career learning in the programmes.

Career adviser Fanny Elheim from Linnaeus University in Sweden says it can be a challenge to get university teachers to see the advantage of talking about careers during teaching.

“We arrange workshops in the courses for a number of programmes, but we are always out selling our services.

We hope that the university teachers will begin to contact us at some point because they realise that they need us,” she says.

Practical approach to career

Recent unemployment rates show that SDU-graduates who have focused on their careers during their studies find employment faster than those who have not.

“Many students approach us to discuss their study plan and career opportunities after graduation,” says María Dóra Björnsdóttir, Director of the Student Counselling and Career Centre at the University of Iceland.

“However, we know that there is a large group of students that we are unable to reach who could benefit from the guidance. SDU has an interesting solution to this problem by implementing career learning into the teaching.

Fact box: The study visit on career learning took place on 14-15 May 2019 at SDU in Odense. 16 career advisers from Iceland, Finland, Sweden, Croatia, Estonia and Latvia attended. The Danish Euroguidance Centre within the Ministry of Higher Education and Research and SDU were responsible for the event.

Fact box: SDU introduced the Career Management Skills course into a few programmes in 2014. The course has since become ECTS-based and can now be found in 41 programmes. Several thousand students have taken it.

Stine Charlotte Hansen

Journalist at the University of Southern Denmark

Connect, Engage, Inspire, Transform: Results of a Fulbright scholarship in Career Guidance at Boston University

This article highlights some results of a postdoctoral Fulbright scholarship undertaken by the author at Boston University, Wheelock College of Education and Human Development, U.S.A. in the period October 2018 – March 2019.

It was a great honour for me to complete postdoctoral study at Boston University, the Wheelock College of Education and Human Development. I had the great opportunity to work with Professor Dr. V. Scott Solberg and his research team on the topic 'Evaluation of Career Guidance Programmes'. All in all, it was an extraordinary scientific (and life) experience that I would recommend to anyone who wishes to get to a new level in their career.

A field visit on career guidance in Wisconsin

During a field visit in the state of Wisconsin, U.S.A., I enriched my understanding of how a career program could be implemented and evaluated in both middle and high school through learning about and observing the Academic and Career Planning (ACP) Pr. The main ideas discussed with school counsellors, teachers, principals and other learning staff were: how ACP is integrated in the school programme and who is responsible for activities; how staff are trained and what kind of professional resources are used; how schools cooperate with family, community and businesses; how activities are evaluated; how beneficiaries are involved in the process of evaluation; how the participation in ACP influences students; and what the strengths and weaknesses are of the ACP programme.

What is the Academic and Career Planning (ACP) Programme?

The ACP Programme is both a process that helps students to engage in academic and career development activities as well as a product for the academic, career and personal advancement of students. It is undertaken under the wonderful idea of: 'Opening the door

to each child's future ...so they are prepared to open doors for themselves.' It empowers students to: understand their own interests, strengths, values, etc; visualise their future; and to develop individual goals and a personal plan for achieving them (Wisconsin DPI, 2016). The ACP model was developed using research-based recommendations for incorporating career development throughout K12 for self-exploration, career exploration, and career planning and management.



The photo belongs to the author. People in the photo are: Dr. Angela Andrei, Professor Dr. V. Scott Solberg and his research team from Boston University, U.S.A.

By exchanging ideas with colleagues from Boston University and with practitioners and decision-makers in Wisconsin, I enriched my knowledge of career guidance. I gained a lot of inspiration for new projects by learning about innovative research methods and getting involved in valuable networks such as the State Leaders Career Development Network. Overall, this experience has enabled me to take a 'treasure box' of experiences back home to share and use in my day-to-day work!

Read the full article about the Academic and Career Planning (ACP) Programme at p 99: <https://iaevgconference2019.sk>

More information on the Academic and Career Planning (ACP) Programme at: <https://dpi.wi.gov/acp>

By Dr. Angela Andrei, Researcher - Euroguidance Romania
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Global Symposium at the IAEVG Conference 2019

The 43rd annual IAEVG conference under the heading **Career Guidance for Inclusive Society** was organised in Slovakia in September 2019. More than 500 participants from 46 countries took part in this inspiring event for professionals across the world.

In a series of seminars and workshops, participants shared their practices, policies, research initiatives and tools. The Euroguidance network had a high profile role as organisers and in different sessions. Petr Chlaus and Gabriela Kabotova from Czech Euroguidance hosted a Global Symposium and many study visits in Brno. Ladislav Ostroha from the Slovak Euroguidance Centre supported the organisation of the main conference in Bratislava. Several other Euroguidance centres shared their experience in different sessions

One of the most significant joint initiatives was the Mobility Symposium. For the first time in IAEVG history, international mobility was highlighted in the form of a symposium. In co-operation with researchers from Germany, Nina Ahlroos from Swedish Euroguidance and Ellen Hagen from Euroguidance Norway presented their joint approach to practitioner competence development needs and solutions in Nordic countries.

Not only can guidance professionals play a key role in creating good conditions for a stay abroad, they can also contribute to increasing the numbers taking part in periods of learning mobility and open up the opportunities for under-represented groups. Mobility guidance has the potential of assisting transformative learning and as a result encourages students to gain learning through exposure to difference. Through guidance intervention it is possible to maximise the learning outcomes from a mobility period.

On behalf of the Euroguidance network and presenters, the Estonian Euroguidance colleague Margit Rammo presented common mobility-related conclusions for the future. The recommendations identified the following needs :

- » to include an international dimension in professional standards for guidance professionals
- » to develop intercultural competencies (for both practitioners and the general public)
- » to include social justice in ethical standards for guidance,
- » to invest in early intervention,
- » to encourage systematic networking,
- » to exchange practices at international level,
- » to establish mobility guidance services
- » to build empirical evidence in the field of international mobility.

Nina Ahlroos

Euroguidance Sweden

3

TRAINING OF PRACTITIONERS ACROSS EUROPE

Guidance and Career Counselling Seminars for School Counsellors in Croatia

In the current context of rapid economic and technological change, which requires a change of perspective from the “job-for-life” concept to the concept of “lifelong learning and employability”, the importance of quality and efficient lifelong guidance systems in education and employment is being increasingly recognised at European and national levels.

Bearing in mind the importance of providing pupils, students and their counsellors with systematic support in developing skills to make informed career decisions, Euroguidance Croatia offers diverse education, training and professional development opportunities.

Since 2013, Euroguidance’s **Guidance and Career Counselling Seminars** have been delivered as a professional development training programme for school counsellors (psychologists and in primary and secondary schools). The objective being to equip practitioners with the skills, competences and practical methodology necessary for the provision of school guidance.

The seminar is organised as a two-day training programme which features plenary lectures, workshops and discussions and is typically delivered to groups of approx. 30 participants. In 2016, a follow-up booklet “**Introduction to Guidance**” was made to provide an overview of the seminar and summarize its most important topics and points¹. The booklet is available online and can provide a useful tool for practitioners who cannot attend the seminar in person ([available here](#)).



As the seminar was recognised as a good starting point for the development of policy recommendations which could help regulate the delivery of guidance in schools, in 2018, apart from continuing to deliver the seminar in its “standard” form, Euroguidance also delivered two editions of the seminar in the format of working seminars. The objective was to provide a concept draft for the so-called **Guidelines for School Guidance**, a working document featuring recommendations for the delivery of guidance in schools, which could be further developed into a policy document by relevant ministries. Through the joint work of expert moderators and carefully selected participants, the resulting document integrates the knowledge and experiences of the practical sector with the expertise of the research and academic sectors and features different and comprehensive guidance activities directed at pupils, teachers and parents.



¹ *Professional Choice; Stages of Career Planning; Getting to Know the World of Work; School's Role in Guidance, etc.*

Strengthening Career Guidance Practitioners' Competences in Malta

Strengthening the skills and competences of the career guidance practitioners working in the education sector in Malta is a major task of the National School Support Services (NSSS), Ministry for Education and Employment. NSSS organises regular training for 200 guidance practitioners working in our state schools and colleges, namely guidance teachers (who teach a subject but also have guidance duties), career advisors and career guidance teachers who work full time on career guidance. Training revolves around initiatives which inform practitioners about labour market opportunities, employability skills and training routes. During 2018-19 practitioners were exposed to training in the following sectors: Aviation, ICT, Manufacturing, Financial Services, Heritage, Life Sciences and Tourism amongst others.



Euroguidance conference: My Journey – Opening New Horizons for Students – 3rd December 2018.
Copyright: Euroguidance MT

An important part of this training is practitioners' exposure to workplaces. Each sector offers practitioners a number of hours of experience in the workplace so they are better informed about labour market requirements and therefore better equipped to guide students. NSSS, through Euroguidance funds and in collaboration with the Malta Career Guidance Association (MCGA-Malta's main association representing guidance practitioners), also organises initiatives such as conferences and seminars to strengthen practitioners' competences. Topics during 2018-19 included themes; 'My Journey' – new educational pathways for Malta, peer learning activities for practitioners to share effective ways of working and discussions around professionalising career guidance in Malta.

Practitioners in Malta also have other opportunities for training which includes an *Award in an understanding of Career Guidance and Development* by the Institute for Education and the *Master in Lifelong Career Guidance*

and *Development*, which is modular and structured in such a way that students can finish with a Postgraduate Certificate after a year, a Postgraduate Diploma after two years, and a Masters after a third year of study, dedicated to research.



Euroguidance conference: My Journey – Opening New Horizons for Students – 3rd December 2018
Copyright: Euroguidance MT

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University of Malta

<https://www.um.edu.mt/courses/overview/PMLCGPET6-2019-0-0>

Dorianne Gravina, Education Officer (Career Guidance)

Euroguidance Malta Representative

Norway Digital Career Guidance – in the Pipeline!

Norway is currently in the process of developing a digital platform for career guidance.

The labour market in Norway experiences regular and brisk shifts and this impacts society on several levels, from government to individuals. For the general public there is a need for people to be able to continually realise individual potential and finding renewed and new meaningful occupations.

The Skills Strategy Action Report for Norway presented by the OECD in 2014, highlighted that access to career guidance services is low, and is often connected to a person's affiliation to an institution such as educational institutions or public employment services. The varying proximity of public career centres within the country, due to the way in which settlements typical to Norway are dispersed, was also pointed out. These findings lead to the recommendation of increased access to personal and online career guidance.

An Official Norwegian report from 2016 addressed the topic of digital options to further establish an online solution including both an e-guidance service and a website with information and self-service tools. The task of digitising career guidance services was subsequently awarded to Skills Norway in 2018 and has been met with substantial funding and political goodwill.

The project is going forward with the development of a dual solution – combining both an online platform and chat service. The e-guidance service will be free of charge, available to all inhabitants and provide easy and equal access regardless of place of residence, age and situation related to work and education. It will also meet present quality standards and maintain a neutral position regarding the information it provides.



Valuable information gathering in Scotland with project manager Ingrid Kulseng-Varmedal og Tonje Gravås from Skills Norway.

The project team is currently bringing forward a skills program that will be activated to ensure that the complex foundation of knowledge and accompanying quality and methods of evaluation are sufficiently integrated. In order to ensure this, the project has established a cooperative partnership with a number of academic institutions. The skills program will utilise technical skills, ICT knowledge and ethics in the development of any digital service. It will also focus on enabling learners themselves to readily get to know the tools and content of the website and how to use them in a digital career guidance session.

Gathering information and experience during visits to Euroguidance colleagues in both Denmark and Scotland has also been of great importance to the project team. During the coming year, we will focus on further developing the digital solutions and establishing a sound organisational structure; after all, the people involved in the process are essential to making the project a success. The service will be launched in the autumn of 2020 and we are thrilled to be entrusted with this important and significant task.

Ingrid Kulseng-Varmedal and Tonje Gravås
Skills Norway

Development of Career Practitioners Competencies – Experience of the Euroguidance Center in Serbia



From 2017 onwards, Serbia was focussed on the question of quality of career guidance and counselling system by developing and in June 2019 finally enacting Standards for Career Guidance and Counselling Services. This document defines standards in four key areas of career guidance – Standards of Career Management Skills, Standards of Practitioners Competencies, Organisational Standards and Standards of Programme. The area of standards that concerns practitioners' competencies defines key knowledge, skills and attitudes relevant for counsellors, teachers, psychologists, youth workers and other practitioners in order to provide quality career guidance services. This is a very important step in providing better support to the continuous professional development (CPD) of guidance practitioners in Serbia. The aim of these Standards is to serve as guidelines for self-assessment and planning of CPD for practitioners, as well as guidelines to providers of CPD programmes pointing out the key competences that need to be addressed in training programmes.

One example of the use of these Standards are activities of the Euroguidance centre in Serbia who continuously supported promotion and use of Standards by developing new and improving existing training programmes for guidance practitioners.

In the 2018/19 school year, the Euroguidance centre in Serbia organized a total of 8 accredited training courses on career guidance and counselling, which were attended by 280 participants throughout Serbia. These seminars were aimed at developing competencies recognize in the above-mentioned Standards by covering the following topics: the role of schools in career guidance and counselling, the basic types of activities that can be implemented with pupils, the ways in which these activities can be planned long-term, the concrete ways in which the activities for supporting the development of skills for presenting oneself to employers can be carried out with pupils, etc.



More information on activities of the Euroguidance centre in Serbia as well as information on career guidance policy and practices in Serbia is available on euroguidance.rs/english/

Ivana Vulic and Ruzica Madzarevic
Euroguidance Centre Serbia

Shaping the Future: Gen Z and Career Guidance

The Future is now, as the world is developing faster than ever before through technological advancements 2 billion jobs that exist today will disappear by 2030¹. By the time Generation Z enter the workplace, digital technology will be part of almost every career path, 65% of children entering primary school today will have completely new job types that don't exist yet².

The Future Time Traveller project is committed to transforming the lives of Generation Z through career guidance that incorporates innovative and immersive games-based learning scenarios for preparing the next generation for the jobs of the future.

The Future Time Traveller career game is an European innovation, combining the topic of future jobs with game-based learning in 3D virtual world simulations. The game scenarios apply elements of Escape Rooms, Web Quests, Treasure Hunting, strategy and adventure games to facilitate the decision making process in careers and help young people make sense of future labour market trends. Users enter the 3D virtual world with an avatar, and teleport with a time capsule to the year 2050. They explore future careers through different missions, challenges and quizzes, working their way through the levels to eventually arrive back in 2020 with a message to humanity about the future' of jobs.

Young people from 13 to 19, are you ready for the jobs of the future?



JOIN OUR TIME TRAVEL
to the year 2050 at
<http://future-time-traveller.eu>

Explore the future
and tell us how you imagine a
JOB THAT DOESN'T EXIST YET.

Take part in the contest and
WIN A COOL TECH GADGET!

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

Project N° 590221-EPP-1-2017-1-BG-EPPKA3-PI-FORWARD

FUTURE is waiting for you!

The Future is in your Hands

To foster the active participation and empowerment of young people, the consortium of partners have created the **Time Capsule “Jobs of the Future”** contest across the 7 partner countries for young people aged 13-19. This contest encourages young people to explore their idea of what kind of

future jobs that may appear the challenges and skills needed. The participants can describe their ideas of future jobs in short text, 1 minute video or a short presentation. Winners will be awarded with solar charger, action camera and Bluetooth speakers. The deadline is December 31st and the young people can participate either through the game or [directly submit their ideas here.](http://future-time-traveller.eu)

Are you ready for next-generation career guidance?

FUTURE

**JOIN THE
EUROPEAN COMPETITION
FOR INNOVATIVE
GAME-BASED
CAREER GUIDANCE TOOLS**

<http://future-time-traveller.eu>

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

Project N° 590221-EPP-1-2017-1-BG-EPPKA3-PI-FORWARD

Supporting career guidance practitioners' is an imperative aspect of this project, the need for quality careers information, advice and guidance is needed more than ever in this digital age. The consortium has launched the [Future Time Traveller European Contest for Innovative Career Guidance Tools](http://future-time-traveller.eu). This competition aims to enhance, recognize and promote good practices of innovative tools, interactive games, scenarios, methods, platforms and other digital and non-digital game-based instruments for career guidance, information and counselling. The application is only via email using [an application form](http://future-time-traveller.eu) and the deadline is 31 December 2019.

Further information about the topics discussed in this article can be found at www.future-time-traveller.eu

¹ 2 Billion Jobs to Disappear by 2030: <https://futuristspeaker.com/business-trends/2-billion-jobs-to-disappear-by-2030/>

² The Future of Jobs Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution:
http://www3.weforum.org/docs/WEF_FOJ_Executive_Summary_Jobs.pdf

Co-careering and ICT – a Changing Landscape for Guidance

The availability of the Internet and new media opportunities have changed the paradigm of counseling and now a career counselor is a recognized expert in career information, counseling and process management, and that he or she chooses the time, place and sources of information.



The new paradigm is **co-careering**, where it is important to be present and have a say in career issues where and when they arise. This means being active in using new media, taking on the role of discussion leader in the community, combining services and offering the client a convenient source and time (email, chat, phone or video call, face-to-face meeting, self-service portal, etc.).

If we neglect this mental leap in counseling, we will inevitably contribute to the spread of misinformation and we will be stuck in the Stone Age ourselves!

Cyborgs are here!

For the new generation, the real and digital world is one world. For them, smartphones are like a part of the body that they use to live their daily lives, talk to each other, communicate and meet, find and express intimacy. They are like cyborgs who do not function normally when the phone is taken off or their use is forbidden.

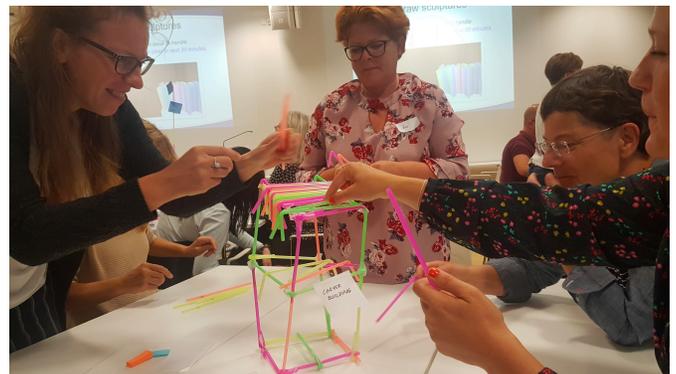
The digital nation does not depend on time or place, it is in constant communication with many, with whom it also develops its profile and personality. As career counselors, we also have to adapt to this world to find a way into their hearts and communities. The pioneer in digital career guidance are the Danes, who, with the support of the state, have launched an e-guidance center (eVejledning).

Author Terje Laur is an adviser at Top Civil Service Excellence Centre in Estonia. She took part in Nordic summer university course “Information and Communication Technology in Guidance and Counseling”. Her study mobility was supported by Euroguidance Estonia and The Association of Estonian Career Counsellors.

» *“Information and Communication Technology in Guidance and Counseling” was the theme of international training course in Nordic summer university. It aimed at raising the awareness of career counselors of the role of technology in career guidance.*

» *The course (august 2019) was conducted by researchers and practitioners from the Finnish Institute for Educational Research, the Universities of Jyväskylä, Malmö and Iceland and the Danish e-counseling center (eVejledning).*

» **Terje Laur:** *“The program was well-thought-out by the promoters and balanced with theory and experience. It was impressive how active learning environment was shaped by the lecturers.”*



Terje Laur And Margit Rammo

Euroguidance Estonia

The Changing Role of the Teacher in Careers Education and Guidance – does Teacher Education Offer a Match or a Mismatch?

Research on newly-qualified teachers: to what extent are Dutch secondary school teachers equipped to provide Career Education and Guidance to students in accordance with the Framework for Career Education and Guidance for Young People¹



Several trends such as globalisation, rapidly changing technologies and social and demographic developments are transforming our industrial society into an information or knowledge society (Van Vianen, 2013). As a result, the labour market is becoming both increasingly unpredictable and dynamic in recent years. Due to this process young people are entering a labour market which requires flexibility from them (Kuijpers, 2018). That is why it is essential that young people learn how to make choices. Similar to other subjects, they need guidance in this regard to achieve this skill properly (Kuijpers, 2018). In turn, this creates a challenge for teachers, because their role is expanding into becoming a counsellor in career education and guidance next to their teaching. This requires teachers to become equipped in terms of both knowledge and skills to guide young people in their career development (Dutch government, 2016).

In this study teachers who are authorised to teach the lower grades of secondary school (11-16 years) are interviewed. In the interviews the following question was posed: 'To what extent are future teachers equipped to provide Career Education and Guidance in accordance with the Framework for Career Guidance for Young People (Euroguidance, 2017).' This framework describes different roles and the associated (and desired) expertise of professionals in education. In this study two sub-questions are used, namely; first, to investigate the extent to which

teachers have become equipped within their study programme to provide Career Education and Guidance, and second, the extent to which the working environment provides support to the newly-qualified teacher in his or her work on Career Education and Guidance.

THE SUBQUESTIONS ARE:

- » Sub-question 1: To what extent does the teacher education on Career Education and Guidance by the starting teachers for lower secondary school fit in with the Framework for Career Guidance for Young People and to what extent is this necessary (Euroguidance, 2017)?
- » Sub-question 2: To what extent do new teachers experience that their working environment supports Career Education and Guidance in accordance with the Framework for Career Guidance for Young People (Euroguidance, 2017)?

This study has shown that the education obtained in Career Education and Guidance by the newly-qualified grade two teachers is not in line with the framework, because future teachers hardly attend courses that prepare them for the role as described in the framework. In addition, it has become clear that there is potential for improvement when it comes to the working environment of the teachers who are just starting their careers. Generally, at the institutions where the respondents followed their teacher education, Career Education and Guidance is not a part of the curriculum. This has become evident from the fact that teachers express that they have little knowledge of the vision on Career Education and Guidance, their role as a teacher and their possibilities for development with regard to Career Education and Guidance.

¹ http://euroguidance.nl/_images/user/instrumenten/Euroguidance_Publicatie_RaamwerkVoorLOBJongeren_Engels_def.pdf

Three recommendations have been made to address the above aspects, namely:

Recommendation 1: Review and reorganise the Framework for Career Guidance for Young People (Euroguidance, 2017) and make a difference for both newly-qualified teachers and experienced ones.

Recommendation 2: Include Career Education and Guidance competences in the competence profile of the secondary school teacher and include modules related to Career Education and Guidance in the training programme of grade-two teachers-in-training.

Recommendation 3: Design a tool for Career Education and Guidance which collects all necessary information at a school on career guidance and education and monitors the development of the young people.



Interested in the complete study? Read the theses in the Dutch language:

Loes Evers (2019): Het opleidingsaanbod LOB van tweedegraads lerarenopleidingen en de veranderende rol van de docent bij LOB: match or mismatch?

https://www.euroguidance.nl/33_4103_De-veranderende-rol-van-de-docent-bij-LOB_-match-of-mismatch.aspx

Eva-Maria Ternité, eGuidance counsellor
Euroguidance Netherlands

4

GUIDANCE FOR MARGINALIZED GROUPS

ACCENt–Assisting Guidance Practitioners in Working with hard-to-reach Groups

Helping hard-to-reach groups access the labour market requires an additional set of skills and knowledge on top of those already acquired by guidance practitioners. An online course addressing these skills and knowledge gaps will enable practitioners to more effectively and confidently work with these groups.

The project

ACCENt is a two-year Erasmus+ KA2 project aimed at enhancing the knowledge and qualifications of counselling, guidance and coaching practitioners working with hard-to-reach groups. This will be achieved through the development of an innovative online training course and area to share good practices and useful e-Tools. Ultimately, this will allow practitioners to more effectively assist hard-to-reach groups in entering the labour market.

Online training course

The online course will allow modules to be completed as and when needed, and the choice of two courses will be available (Core and Advanced). This will ensure that it is useful for the whole guidance community, regardless of prior knowledge and experience. The course will comprise of four units focused on working with key hard-to-reach groups: early school leavers, NEETs, the long-term unemployed, migrants, refugees and asylum seekers.

We are currently developing the resources and materials for each unit which will be finished by February 2020, where it will be presented at events in each partner country and ready to pilot. **Units will cover:**

- » **Information** on hard-to-reach groups, the types of support needed and where to find education and workplace opportunities
- » **Counselling, coaching and communication skills** with these groups
- » **Intercultural competences** covering communication, intercultural sensitivity and how culture (including your own) affects the guidance process
- » **Using e-Tools** in counselling and communication

ACCENt is led by the Innovation in Learning Institute in Germany, and includes partners from Ireland, Finland, Portugal and the UK.



To find out more, please visit:

- » [Website](#)
- » [Facebook](#)

Emma Campbell
Euroguidance UK

Exploring the Challenges of Providing Meaningful Guidance in a Multicultural Context

Between the 19th and 21st of February 2019 Euroguidance Ireland hosted a study visit. This focussed on the Further Education and Training (or VET) system in Ireland with particular reference to upskilling and 'The New Skills Agenda'. Participants were from Estonia, Luxembourg, Belgium (Dutch speaking), the Czech Republic and Romania. The theme of the programme was to explore the challenges of providing meaningful guidance in a multicultural context. The base of the study visit was the Irish National Centre for Guidance in Education (NCGE) and included 'site visits' to a number of provision locations in the Dublin area.



Providing an overview of relevant provision in Ireland

The NCGE Further Education and Training Programme Co-ordinator outlined the role of the Adult Educational Guidance Services in Ireland (AEGS). These dedicated services provide guidance at a local level to adults who wish to return to education or are attending FET (or VET) programmes. The AEGS model also offers outreach guidance via Adult Community Education Centres around Ireland. Community education can include the provision of teaching of the English Language along with additional free education options for persons who may be currently engaged with the Asylum Seeking Process.

There was an input from Quality and Qualifications Ireland (QQI) which hosts the ENIC-NARIC service in Ireland. QQI is also responsible for the maintenance, development and review of the National Framework of Qualifications (NFQ) which is deeply embedded in the Irish education system.

Providing an overview of relevant provision in participant countries

The visiting participants delivered information on their guidance systems and practice in their

countries with reference to multicultural guidance. This gave the group the opportunity to reflect on the similarities and differences in guidance provision between European countries.

Irish practitioner experience and 'site visits'

Individual AEGS Guidance staff gave an overview of guidance information provision for multicultural clients in Dublin. The group also visited the Business in the Community Centre (BITC) where they joined a class run by Employment for People from Immigrant Communities (EPIC), a support service for immigrants and refugees. Students in the class were from countries such as Brazil, Venezuela and Argentina.

The group also visited an inner city 'Community Education Centre' (HACE) and a Training Centre, where the Recruitment Officers presented on the Apprenticeships and Traineeships programmes available.

An Adult Education Guidance Counsellor described the Guidance Counselling services delivered to the Irish Syrian Refugee Programme and gave a case study on the challenges faced by refugees and the support of the AEGS service.



More information and all presentations can be accessed at <https://euroguidance.ie/study-visit-2019>

Our Strength is Our Experience

The international training program for peer counsellors helps to reintegrate persons with disabilities (PWD) into the labour market.



A peer counsellor is a person who has been able to overcome and deal with his or her situation over the course of life. Through strengthened skills and competences, acquired from innovative education, the peer counsellor can use his or her own life experience to help other people in a similar situation. Such counsellors with health disabilities are needed to increase the professional capacities of the nongovernmental organizations in providing career guidance services for PWDs.

Innovative training program

An innovative program for peer counsellors training was created in 5 different language versions and made freely accessible on the internet. The program consists of 14-chapter theoretical study materials (available also as an e-learning module), tests and 43 interactive practical exercises. It is focused on broadening of knowledge and developing practical skills that are necessary for counselling work with PWDs.

International collaboration

The project was supported by the Erasmus+ program and developed by an experienced expert team, based on the exchange of good practice and results of workshops organized in partner countries (Slovakia, Hungary, Romania and Turkey), with the participation of 79 relevant stakeholders. The education itself was delivered by 8 lecturers and was attended by 49 adult PWDs who wanted to become peer counsellors.

The project activities were of a great benefit in terms of developing the professional, methodological and social competences of the participants, in contributing to the expansion of the education portfolio for the organizations involved, as well as in supporting the creation of national and international partner networks.

Project webpage:

<https://experience-erasmusplus.eu/index.html>

Ildikó Hanuliaková, manager and organizer of the project

Translated and edited by Euroguidance Slovakia



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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European Network to Support
Guidance and Counselling

www.euroguidance.eu

Scripts are always welcome
and should be sent to the following e-mail addresses:
ramazan.begboga@iskur.gov.tr or ellen.hagen@diku.no