



Euroguidance Network - Highlights of the Work in 2016

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EDITING TEAM: Mika Launikari (Finland), Dóra Stefánsdóttir (Iceland), Suzanne Towler (the United Kingdom) & Monika Rajeckaitė (Lithuania). **GRAPHICAL DESIGN:** Dovilė Mikalauskaitė (Lithuania). **PHOTOGRAPHS:** Euroguidance network, Shutterstock.com

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Introduction

The Euroguidance network consists of Euroguidance Centres in 34 European countries. Its mission is to promote the European dimension in lifelong guidance in the member countries as well as to foster international learning mobility by means of guidance services. Its key target group is guidance practitioners in education and employment, who provide information and guidance on international mobility to end-users seeking studying and training opportunities abroad.

This Highlights publication aims at providing an overview of the Euroguidance network's activities and achievements in 2016. For the network the year was very productive, full of diverse challenges and new experiences, which resulted in a wide range of events, publications, study visits and online services.

On the following pages selected examples of these activities are described. They illustrate the lively cross-border exchange of knowledge on guidance and mobility that has taken place within and between the European countries. Even if only one country's example of a certain type of an activity is given, similar kinds of activities can also be found in many other countries.

In this year's Highlights publication the focus is not only on the individual countries and what they have done to increase the international dimension in guidance and mobility in Europe, but also joint Euroguidance network level activities are described. These cross-border actions are essential to strengthen the Euroguidance network's visibility across communities of guidance practice, research and policy at national and European levels. Moreover, there has been a good cooperation in 2016 between the Euroguidance network and other EU-funded networks, among them Europass, the European Qualifications Framework, Eurydice, Eures, and Eurodesk.

We hope that this Euroguidance Highlights 2016 publication can help guidance practice and policy to be better understood concerning the internationalisation of guidance services and how they can better support learning mobility in Europe.

We wish you a pleasant reading experience!

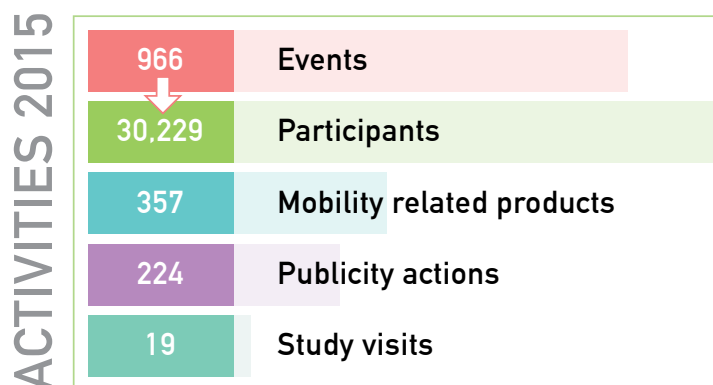


Facts and Figures

For those readers interested in figures, we mainly have to rely on the data from 2015 as the statistical details are not yet available to demonstrate the scope of Euroguidance activities in 2016.

In the reference year of 2015, the Euroguidance Centres hosted altogether 966 events of different types with 30,229 participants in them. Further, there were 224 publicity actions across Europe to promote the Euroguidance services and international mobility as such. A broad spectrum of guidance- and mobility-related products (357) were delivered such as handbooks, leaflets, online tools, and training materials. Also 19 thematic study visits for guidance experts from other European countries were arranged to introduce the guidance services of the host countries.

EUROGUIDANCE



The Euroguidance network's website at www.euroguidance.eu has been visited by more than 30,000 individual users in 2016. Some 22.5 % of them were returning visitors, whereas the rest 77.5 % were new visitors. It is obvious that the current website is technically and graphically old and obsolete, and thus the development work on designing and creating a new website has already been initiated. The new website will hopefully attract the attention of many more guidance workers across Europe.

Foreword

The European Commission is delighted to mark another successful year of activities by the Euroguidance network. This publication reflects the range of work, expertise and commitment by the Euroguidance network in delivering on its goals of promoting international mobility and the European dimension in lifelong guidance.

Guidance is imperative to enabling and supporting people to become mobile and realise the positive opportunities all around us. Euroguidance Centres equip guidance professionals across Europe with the skills and knowhow to put people on paths to mobility and informed choices. The importance of this role has never been more crucial.

This publication is not only a catalogue of the many activities of the individual Euroguidance Centres, but also evidence of the great cooperation between the Centres in what is a truly European network. The Commission looks forward to supporting the continued good work of the network in 2017.

Sonia Peressini, European Commission





Euroguidance as an EU-funded Network for Guidance and Mobility

The Euroguidance network runs several joint activities, such as network-level meetings held twice a year with all the national Euroguidance Centres present, thematic working groups and some more geographically based events. In addition, the network participates at EU level events organised by the European Commission as well as international conferences in the fields of guidance and mobility.

1.1 Euroguidance Network Meetings



The network meetings are important events to discuss and agree upon issues that are relevant for the whole Euroguidance network. Special attention is given to the strategy, visibility and impact of the network activities at these meetings. The continuous sharing of experience and expertise supports mutual learning across the Euroguidance Centres. Frequently, these meetings are used to prepare joint initiatives and exchange ideas based on the work carried out by the four Euroguidance working groups (see 1.2.).

These network meetings are also a valuable forum for the national Euroguidance experts to have a dialogue with the representatives of the European Commission (DG EMPL) and the Edu-

cation, Audiovisual and Culture Executive Agency (EACEA). On the one hand, this interaction serves the purpose of the Commission giving updates on the latest policy and strategy level developments, and on the other hand, it helps to better link the concrete Euroguidance activities towards supporting EU policy and strategy goals in the fields of lifelong learning, career guidance, employment and international mobility. From the EACEA, useful instructions for drafting annual work plans and reports are given as well as analytical feedback on the network level achievements.

In 2016, the Euroguidance network meetings were held in Prague, the Czech Republic and in Bratislava, the Slovak Republic. At the first meeting the focus was on trying to understand how the impact of the Euroguidance operations could be measured and what kind of indicators should be used. Some impact assessment models were tested and proposals were made for how they should be modified to meet the needs of the Euroguidance network. The main emphasis of the second meeting was on critically debating the roles of guidance and the mandate of the Euroguidance network within the Europass Decision. Emphasis was also on agreeing on well-targeted lobbying towards national authorities about positioning guidance and the network in a more transparent and explicit way in the Decision.



1.2 Euroguidance Working Groups



There are four Euroguidance working groups and each one of them has a special mission. On average, there are around 10 members from different countries in each working group, all re-

presentatives of the national Euroguidance Centres across the network. The main outcomes of these working groups in 2016 are presented below.

1.2.1 Strategy and Quality Working Group

During 2016, the Euroguidance Strategy and Quality Working Group (SQWG) continued to focus on defining strategic priorities, representing the network externally and **repositioning the Euroguidance services** within the new framework for European tools and services.

This work included, among other things, drafting of position papers and key points for the use of network members and keeping in touch with the contact persons at the European Commission regarding ongoing developments. The first steps to develop a **framework for impact assessment** within the Euroguidance work were taken and the SQWG organized a workshop for the whole network with the EACEA at the plenary meeting held in Prague.

The group formulated a plan for further development of the internal Euroguidance Handbook. The Euroguidance network was officially represented by the SQWG at the Global Symposium for

Career Guidance and Counselling Organisations. The group also contributed with a presentation about the Euroguidance network at the IAEVG conference plenary in Madrid. Additionally, the SQWG added to the awareness of Euroguidance through arranging for an information stand to be displayed throughout the conference and for the Euroguidance logo to be shown on the conference's website.



1.2.2 Communications and Promotion Working Group

The Communication and Promotion working group's (CPWG) main task is to increase the visibility of the Euroguidance network in relation to its key target groups and stakeholders. The working group dealt with the development of the network's current [website \(euroguidance.eu\)](http://euroguidance.eu) and initiated the conceptualisation work on designing the contents and structure of the new website to be created. The [Highlights publication](#) that presents the network's main achievements in 2015 was edited, laid out and produced by the group. In addition, two Euroguidance **Insight newsletters** were compiled, laid out and published online. The Euroguidance **Facebook site** was actively used for posting updates on guidance- and mobility-related matters. In addition, the working group colleagues coordinated the activities to promote

the network at the **international guidance conference (IAEVG)** held in Madrid in November.

Furthermore, the working group followed up the progress made in the European Commission's ***Learning Opportunities and Qualifications in Europe -portal***. The national Euroguidance Centres have the obligation to ensure that information on education and training offers in their countries can be found there. During 2014-16, the Euroguidance Centres with their relevant national authorities have created national learning databases, or if such databases already existed, they have been connected to the European portal. Separate EU funding has been available to the Euroguidance Centres for enabling this development work on database creation and establishment of interconnectivity between national and European portals.

1.2.3 Mobility Working Group

The Mobility working group's main task is to develop and disseminate **practical tools and information on mobility**. In this way the increasingly internationally oriented work and continuous training of guidance counsellors in the education and employment sectors can be supported. In 2016, the group met twice to discuss their activities.

All information, links and booklets on mobility advice that have been developed by the group are accessible online through their Wiki platform. These resources are regularly updated (available in French, English, German, Latvian, Flemish, Greek and Croatian). In 2016, the group members organised training activities on mobility for guidance practitioners in Belgium, Germany and

France (webinar) and promoted the Wiki platform at the IAEVG Conference in Madrid, in November (a poster session).

For promoting mobility among guidance professionals, the group has been reflecting on how to create synergies between different types of mobility experiences (international job shadowing, study visits abroad, Academia mobility programme for guidance counsellors, etc.). The group conducted a small-scale survey on these issues to collect input and insight from the Euroguidance Centres. The results indicate that it would be helpful for the Euroguidance network to have a system to manage guidance practitioners' mobility and a well-functioning communication platform about these opportunities.

1.2.4 Staff Development Working Group

The Staff Development Working Group (SDWG) supports knowledge sharing and skills development within the Euroguidance network. The group carried out an internal survey of the network members to find out what the most needed competences are in relation to the Euroguidance work. The survey revealed that the most sought-after skill was to understand and to be up-to-date with national and European level developments in the field of guidance. In addition, networking and efficient communication with professionals as well as organisational skills are in high demand.

The SDWG gave its support to events addressed to network members and guidance counsellors,

such as study visits, conferences and seminars. At the Euroguidance network meetings in Prague and Bratislava the members of SDWG facilitated the interactive parts of the sessions. The possibility of running online training sessions (webinars) for the network was discussed and related plans made for 2017.

The SDWG promoted good practices inside the network, such as the National Career Guidance Awards, which in 2016 took place in 4 countries (the Czech Republic, the Slovak Republic, Hungary and Serbia). A common compendium on the Awards for good guidance practices in these countries was prepared and shared across the whole network.



1.3 Euroguidance Network's Regional Cross-border Cooperation



In the early 2000s, there was a need among several Euroguidance Centres to have closer guidance cooperation and networking with their neighbouring countries. The idea was simply to work together in smaller groups of countries on joint projects and initiatives, such as events, publications, study visits and training materials, and

then share the results with the whole Euroguidance network and other guidance stakeholders at national and international level. This more geographically based collaboration has been developing and growing over the years mainly in two regions: the Nordic and Baltic countries and in the Central European countries.

1.3.1 The Nordic-Baltic Euroguidance Centres

The Nordic-Baltic Euroguidance Centres have a long tradition in cross-border cooperation. The eight countries (Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway and Sweden) meet annually to discuss common topics and share good practices. During the years they have created common products that are of value to counsellors throughout Europe. In 2015, the group released the publication [Open the Door to the World](#).

In 2016, the first common training course for guidance professionals from these eight countries was held in Vilnius. The theme was international networking today for new guidance expertise

tomorrow. The focus was on how guidance can foster learning mobility. Altogether some 40 guidance professionals, 14 Euroguidance staff and several external experts and speakers attended and contributed to the training. The keynote speeches and lectures presented the mobility issue from various angles. Most of the time was dedicated to the sharing of experiences in dealing with clients, useful tools counsellors have used or would like to have used, and how they can utilise the good cooperation established during the course for e.g. participation in mobility projects. As an outcome of the course the participants set up a closed Facebook group for continuous cooperation and sharing of useful tools and materials.

1.3.2 Cross-Border Seminars

The idea of Cross-Border seminars came into existence in 2005 as an initiative of Euroguidance centres of three neighbouring countries – Austria, the Czech Republic and the Slovak Republic. The objective was to enhance cross-border guidance and mobility cooperation and to facilitate networking of guidance practitioners and policy makers in the cooperating countries.

Since 2005, thematic Cross-Border seminars have been organised on a rotating basis between the participating countries. In the past years, more and more Euroguidance Centres have been attracted by this successful initiative and currently

11 countries are actively involved in these annual Cross-Border Seminars.

As an example of this, in 2016, the Cross-Border Seminar on [Cross-Cultural Guidance and International Careers – Integrating Migrants and Minorities](#) was organised in Potsdam, Germany. Altogether around 100 guidance experts from across Europe took part in the event and enriched their knowledge about guidance policy, research and practice in the context of migration. The plenary and the workshops touched upon the current status and development of intercultural guidance and integration of migrants and refugees into learning and working across Europe.

1.4 Commission Meetings for EU Funded Networks

During 2016, the European Commission (DGEMPL) hosted two meetings that specifically addressed the networks of Euroguidance, Europass and European Qualifications Framework (EQF). They took place in Brussels and were used for consulting the three networks on the Commission initiated revision of the tools and services for skills and qualifications, and their synergies.

The intention of the Commission is to bring these three networks administratively and operatively closer to each other and increase the added

value of their cooperation in relation to the target groups they serve. But as the Euroguidance core services differ quite substantially from the tools that are offered through Europass and EQF, there are pros and cons to this initiative. The strengths and weaknesses of this action were discussed from different perspectives at the networks', Member States' and EU levels during the year. By the end of 2016, no final binding decision was taken on how the networks' joint administration and cooperation are to be organised in the future.

1.5 High-level Events of the European Commission



In June 2016, the European Commission launched the new *Skills Agenda for Europe*. The main aim of this programme is to ensure that the right training, the right skills and the right support are available to people in Europe. The overall role of guidance services in the implementation of the

Skills Agenda is considered highly important, for example, in helping citizens make better career choices.

The Euroguidance network is expected to contribute to the implementation of the *Skills Agenda* in the years to come. Therefore, the network representatives with their national authorities and key stakeholders have been discussing how information, advice and guidance could best be integrated in to the planned actions.



Several Euroguidance Centres participated in the Commission ***Skills Agenda* launch event** as well as in the **Education Training Youth Forum (ETYF)** to get an overview of the related policy and strategy goals. The *Skills Agenda* was also the topic of the ETYF event. Both events – with a mix of high-level presentations, thematic workshops, expert round tables and panels – gave concrete examples of actions that could be taken across Europe to support citizens in acquiring new skills.



Euroguidance Centres' Involvement in Events

Different types of events are essential for the national Euroguidance Centres to reach their audience, to promote international mobility as well as to learn about the needs of both guidance practitioners and end-users. Frequently the Euroguidance Centres contribute to national and regional student fairs and careers days, seminars and conferences that are organised by different bodies. Furthermore, several events throughout the year are also organised by the Euroguidance Centres themselves.

2.1 Student Fairs and Careers Days



The secondary target group of the Euroguidance Centres is the general public: students, parents, school staff etc. On matters linked to national and international learning opportunities, these people are served by guidance practitioners who are the primary target group of the Euroguidance network. To reach citizens, especially young people, the national Euroguidance Centres take part as exhibitors and presenters in education, training and careers fairs.

In 2016, for instance, the Euroguidance Centre in **Flanders, Belgium**, actively participated in 5 **SID-IN student fairs** across Flanders. These fairs lasted for 3 days each (two days for schools and one day for parents and the general public) and altogether they attracted around 60.000 visitors. At these fairs, the Flemish Euroguidance team manned a stall on studying abroad, where information and advice were offered to anyone interested: teachers, guidance counsellors, students, and parents. To promote these fairs, a broad mix of media was used: local newspapers, local television and websites such as www.klasse.be (for teachers & gui-

dance counsellors) and <https://jongerengids.be> (for young people).

A **Forum for career guidance** entitled *Jobs of the Future* which was organised by the Bulgarian Euroguidance Centre, attracted a wide range of students and teachers from all over the country. The focus was on future professions and careers connected with technology and the opportunities they offer for young people in the years to come. National career days with information stands were also arranged during the year in Sofia, Varna, Plovdiv, Veliko Turnovo, Russe, Svishtov and Burgas. The main objective of these days was to help students and young professionals to discover new career opportunities and for employers to meet potential trainees and employees.

The **Cypriot** Euroguidance Centre participated in the **Cyprus International and Career Exhibition** which gave the public the chance to learn more about mobility opportunities and acquire information regarding studying and working in various countries.



2.2 National Guidance Seminars and Conferences



Many national seminars and conferences were organised by the Euroguidance Centres throughout Europe in 2016. These events are excellent fora for knowledge sharing and information exchange as well as networking among guidance practitioners and experts at national and regional levels. The themes of such events are mostly linking guidance and international mobility from a number of perspectives. On some occasions, the Euroguidance Centres have also been involved in hosting events addressing young people and promoting international learning opportunities for them.

Euroguidance **Austria** held a conference that focused on the practice of **recognising skills and qualifications obtained abroad**. Some 150 guidance experts participated and explored methods for providing guidance and support to recently arrived migrants ([conference website](#)). Presentations were given on:

- the initial findings of an ongoing OECD study (to be published in 2017) on the integration into the labour market through the recognition of formal qualifications obtained in and brought over from abroad across OECD countries;
- the need for a “post-integrative” access in order to adopt a pragmatic approach to seizing the social opportunities provided by immigration in the long term;
- how qualifications brought over from other countries are validated and recognised in Austria;
- the specific challenges facing guidance offers in schools and beyond, which are compounded by the fact that the number of young people threatened by educational disadvantage and/or unemployment is growing;



- the opportunities provided by the Erasmus+ programme and the new National Database for Learning Opportunities www.learninginaustria.at;
- the 5 Europass documents.

The **Czech** Euroguidance Centre co-organised a number of **national seminars and workshops** to inform guidance counsellors about international mobility and the European dimension in guidance:

- The annual European Voluntary Service international meeting (in cooperation with Erasmus+)
- Supporting young people with their career managements skills (in cooperation with National Institute for Education)
- Possibility of mobility exchange for young people (in cooperation with the Scout institute)
- European and online tools in guidance (in cooperation with Eurodesk, StudyIN, Europass, EQF)
- National Career Guidance Awards (in cooperation with the Slovak Euroguidance Centre).

The **Bulgarian** Euroguidance Centre hosted an event in Sofia that was dedicated to **professional lifelong guidance networks**. The aim of the event was to inform professionals who work in guidance services about European and national policies and to present the activities of different types of institutions that provide guidance services to citizens. Furthermore, Euroguidance Bulgaria also organised a 3-day seminar on **innovative practices in career guidance and career management**, where participants had the opportunity to become acquainted with the most recent developments in the field.

For promoting the VET sector and strengthening the attractiveness of the VET programmes in **Denmark**, Euroguidance Denmark arranged **two**

seminars for guidance counsellors at the Youth Guidance Centres and the VET colleges. The goal was twofold: to foster mobility and to promote VET. The focus was on promoting the numerous possibilities for mobility within Europe and the international activities of the Danish VET colleges. The seminars were carried out by Euroguidance in close cooperation with the relevant colleagues from Erasmus+ VET, Eurodesk and Europass.

Euroguidance **Finland** organised a **national training day** to discuss current and future development needs in the area of providing **international and multicultural guidance**. Some 70 guidance practitioners from different sectors (education and training, employment, youth) and several non-profit associations took part in the training day. The event was based on the Future Backwards method, which relies on participatory and interactive ways of working together in small groups. The method was used for exploring the past, present and future around the challenges that mobility and migration create to guidance provision in Finland. The day generated rich data and made previously unknown and implicit issues clearer and more understandable. Euroguidance Finland will analyse the results of the day and draw some conclusions valuable for the work of 2017.



The **Macedonian** Euroguidance Centre organised two seminars for pedagogues, psychologists and career centres counsellors who work in primary and secondary VET schools, providing counselling and career education to pupils. These seminars were dedicated to their **familiarisation with EU possibilities, networking and introduction to the Erasmus+ programme**. In addition, the Centre hosted workshops in primary and secondary VET schools to inform their staff about the Euroguidance network, career prospects and new developments on the EU level, as well as good practices concerning career guidance of pupils.



The National Conference on Counselling and guidance in school curriculum was organised by Euroguidance **Romania**. The main aim of the event was to exchange ideas and good practices concerning the school subject **Counselling and Personal Development**. It is a new subject in lower secondary education for students aged 10-15. The event attracted more than 70 school counsellors and teachers, experts, researchers, decision-makers in the field of lifelong guidance from Romania, Finland and the Netherlands. The participants represented 35 out of 42 county centres of counselling across Romania. Several topics were covered by the plenary and workshop sessions, such as career counselling on teenagers' personal development, preventing early school leaving, violence, drug abuse, socio-emotional development, learning management, career management and lifestyle. One of the keynote speeches of the conference was given by Dr Raimo Vuorinen from Finland. The conference was highly appreciated by participants and provided valuable information for the organisation of future events. ([Conference website](#))

The **Serbian** Euroguidance Centre coorganised two national conferences with the Ministry of Education, Science and Technological Development and the Ministry of Youth and Sport. Both events attracted around 150 guidance practitioners from education, youth work and employment sectors from across the country. The conference in February focused on career guidance system development, the use of ICT in guidance as well as guidance in secondary schools. It featured several national contributions and presentations by European experts such as John McCarthy (ICCDPP), Helmuth Zelloth (ETF), Irena Bačelić from the Croatian Ministry of Employment. The conference in December was an official event of the European Vocational Skills

Week. There the best guidance practice prize ceremony was organised by Euroguidance Serbia for the first time.

Euroguidance **Slovakia** organised round table events in four Slovak regions and towns: Zvolen, Žilina, Košice, and Bratislava. The aim was to discuss how **career guidance can help in supporting the transitions from education to the labour market**. The first three round tables dealt with specific target groups (primary school pupils, secondary school graduates, higher education graduates), whereas the final one was summarising the key findings of the previous three and formulating recommendations for policy makers and stakeholders both at national and regional levels. More than 70 participants, representatives of schools from all levels of formal education, guidance service providers, employment services, employers, regional administration, NGO's, discussed two key questions:

- What tools, measures, practices are currently in use and what is still needed to improve transitions from education to labour market?
- How can career guidance help to support these transitions?

Examples of successful initiatives, programmes and projects from EU countries as well as local ones were presented at all these meetings. The European Youth Guarantee initiative and the Slovak translation of the paper *The Youth Guarantee and Lifelong Guidance* (Borbély-Pecze & Hutchinson, ELGPN 2013) were introduced. These Euroguidance round tables were very useful in supporting discussion and cooperation among all stakeholders on this challenging topic and in identifying how career guidance can help people manage better their transitions from education to the world of work.

2.3 International Guidance Conferences



The national Euroguidance Centres are often involved in organising large-scale international seminars and conferences. These target the communities of guidance practice, research and policy and deal with topics and themes that are of common interest and relevance across Europe.

The **Czech** Euroguidance Centre co-organised with the Department of Educational Sciences of the Masaryk University an **international conference on Paths to Professionalising Career Guidance**. The event was promoted to European career counsellors, teachers and trainers from the UK, Norway, Slovakia, Sweden and Slovenia, and the Czech Republic. Among the topics were Erasmus+ projects supporting mobility exchange and guidance in mobility.

The **Dutch** Ministry of Education, Culture and Science, in cooperation with Euroguidance Netherlands, organised the **6th European conference on lifelong guidance policy** in Haarlem where around 75 country representatives from 27 European countries participated. The overall

theme of the event was regional cross-sectoral guidance cooperation. To identify the powerful features and points of interest of national/regional/local cooperation in the field of lifelong career guidance, Euroguidance Netherlands along with Finland, Estonia and Cedefop carried out a survey. In it the EU countries provided data on national and regional cooperation in career services. Interactive workshops illustrated some best practices of regional approaches. The results of the conference have been summarized into eleven recommendations for European, national, regional and cross-sectoral approaches ([link](#)). Presentations can be accessed through [this link](#).

The international dimension was very prevalent at the two **guidance seminars** that Euroguidance **Cyprus** hosted. Both events were attended by guidance and mobility experts from other EU countries (UK, Ireland, Greece) in an effort to promote the European dimension in lifelong guidance as well as to share views on guidance practices across the participating countries.



3

Cooperation Across Countries and EU Funded Networks

There are **many** forms of collaboration and partnerships with Euroguidance involvement. They bring valuable benefits to promoting learning mobility and strengthening the ties between different guidance providers and EU networks.

3.1 Joint Actions Between Neighbouring Countries



The Euroguidance Centres with their partners and key stakeholders are involved in developing and maintaining cross-border activities that concern all levels of education, training and employment. The main aim is to improve the skills needed for the transnational labour market. In this way citizens can enhance their international competences to integrate better into the world of work.

A **cross-border agreement** between the Academy of Strasbourg's guidance services (**France**) and the Baden Württemberg's Federal Employment Agencies (**Germany**), signed in 2011, serves two objectives:

- **The promotion of exchanges:** integrating a cross-border dimension in guidance interviews, sharing information on training and employment, and promoting guidance actions to enable young people to discover opportunities in the neighbouring country. This includes mutual monthly visits between the French and German guidance counsellors to inform their clients interested in international mobility across borders.
- **The improvement of guidance counsellors' skills** through cross-border training actions and thematic workshops on information,

guidance and employability. Additional actions are joint participation at fairs, hosting company and school visits for guidance professionals in both regions, and bi-annually organising 2-day cross-border seminars.

The Regional education authority Rectorat of Strasbourg with the chambers of commerce and crafts, OFAJ and companies have put in place services to enable **French youngsters to discover the world of business in Germany**. This can, for example, take the form of company visits, fairs or internships. The three main services are:

- **The cross-border apprenticeship** enables apprentices enrolled in a training centre or university in Alsace to undertake their practical training in companies in the Baden-Württemberg and vice versa. For more information: www.apprentissage-alsace.eu
- **The French-German co-qualification** (*Azubi/bac pro*) enables apprentices and VET students to obtain a skills certificate recognised in the other country on top of their national diploma.
- **The Eurogio Certificat** certifies students have completed an internship of at least 4 weeks in the other country. For more information: www.mobileuregio.org.



Another **cross-border cooperation** example is the one of **Luxembourg, France (Lorraine) and Belgium (Wallonie)**. For several years, the Luxembourg Euroguidance Centre has been promoting regular exchanges of best practices between the guidance services in the border region. In 2016, the cooperation focused on guidance for young people with learning difficulties and special needs. A symposium was organised and some 80 guidance counsellors from the three countries participated. There were workshops dealing with guidance issues and the support for young people with special needs in the different countries. The goal of the event was to develop specific cooperation models between the countries to improve guidance services for special target groups.

For facilitating **information exchange and counselling of people interested in going abroad**, the Luxembourg Euroguidance Centre invited guidance counsellors to a symposium with the aim to set up a cross-border guidance network. Luxembourgian counsellors are expected to introduce the European dimension into their everyday counselling activities. They should not only propose national solutions to young people looking for further formal or informal education or employment, but also promote mobility in the cross-border region, and thus help local young

people with special needs to benefit from support and placement opportunities provided by other European countries.

A cross-border study visit to **Denmark and Sweden** gave participants the opportunity to compare guidance systems in these two countries and to exchange experiences and best practices. The Danish and Swedish Centres offered a study visit on Guidance in the bordering region of Öresund to Copenhagen, Denmark and Malmö, Sweden. Colleagues from the entire Euroguidance network were invited: 16 Euroguidance colleagues and one EACEA representative joined the visit. Apart from learning about lifelong guidance in the two countries, it was also a good opportunity for newcomers in the network to learn about the work of Euroguidance and to meet other colleagues. All participants brought one example of good practice from their work, which was presented during the visit. The added value of this study visit was that it was possible to obtain knowledge about two national guidance systems. After two days in Copenhagen, the group crossed the bridge of Öresund and continued for two days in Malmö. In both countries, their education and guidance systems were presented. The group also had a chance to visit and speak to practitioners at guidance centres, schools and universities.

3.2 Cooperation With Other European Networks

The national Euroguidance Centres are actively pursuing cooperation with many of the EU-funded mobility networks. There is a cooperative culture across these networks in the Member States. This results in joint actions and common activities on a regular basis as the cases below show.

The **Croatian** Euroguidance Centre organised a joint **Info Day on EU networks and initiatives** (with eTwinning, Eurodesk and Europass). This initiative was in line with recent input from the European Commission, highlighting the importance of creating and developing synergies among different EU networks in the field of education and training. Designed to address Euroguidance's key audience – primary and secondary school counsellors (psychologists and pedagogues), teachers and all persons involved in the provision of counselling to primary and secondary school students – the Info Day featured unique and innovative presentations of the services and possibilities available to school counsellors through four EU networks and initiatives. The presentations at the **Croatian Info Day event** included ready-to-use activities for classrooms and an overview of learning and development opportunities designed specifically for school counsellors. The model “student” (played by a puppet) was present on stage, recreating everyday school situations through talks and interviews with the representatives of the networks, three school counsellors and the audience. The event was reported on a popular Croatian web portal which has a special focus on lifelong learning as a means to fight unemployment.

The **Cypriot** Euroguidance Centre with Europass held stakeholder meetings in 2016. This fulfilled

the aim of giving all networks and actors the opportunity to exchange knowledge and explore new ways of working together to further promote international mobility. The participating stakeholders were Eures, EuropeDirect, EQF-NCP, Eurodesk, the Foundation for the Management of European Lifelong Learning Programmes, Cyprus Youth Board and universities.

In **France**, the fifth **Euroguidance Network national meeting** was organised with the National Europass Centre and the National coordination point for the European Qualifications Framework. The aim of the meeting was to bring these networks closer to each other in the context of lifelong guidance and mobility. The theme of the event was Guidance and skills: assessment and practices in France and in Europe, and there were speakers from both France and abroad.

To inform and reach the key target groups more effectively, the **Hungarian** Euroguidance Centre has put more focus on the **cooperation with other mobility related European networks**. In 2016, regular meetings were held with representatives of Eures, Eurodesk and Europass and the National Reference Point (EQF) to discuss further cooperation and inform each other about network activities and priorities. It has become a tradition to have joint stands at national education and career fairs under the slogan Mobility in the EU. This cooperation creates synergy and facilitates the handling of nearly all mobility related issues. Furthermore, Euroguidance Hungary has participated in many vocational and university career fairs with its partner networks.



4

Projects, Tools and Practices

An important aspect of the work of the national Euroguidance Centres is the development of services, practices, tools and resources that support the work of those who provide guidance and counselling on learning mobility. Moreover, in some countries the Euroguidance Centres contribute to the overall national guidance system developments.

4.1 Project-based Development Work



In some countries there are EU and/or nationally funded projects that serve the aim of addressing current development needs in the field of lifelong guidance. The following examples from Belgium (FR), Latvia, Germany and Greece illustrate how project funding can be of value in improving information, guidance and counselling services.

The **French speaking community in Belgium** has adopted the concept of *Cité des Métiers*, created in Paris in 1993. It offers **thematic oriented services** (on guidance, trainings, jobs, etc.) to anyone in search of information to build or manage his or her professional future. Its principles include open access, free of charge and anonymous use of several services located in a single place: interviews with professionals, documentation, multimedia resources and events (information sessions, symposium, meetings, etc.). *A Cité des Métiers* is managed in partnership with different stakeholder organisations and results from the encounter of professionals working in a same territory and sharing the same values. Within the frame of the *Cité des Métiers de Bruxelles*, the Euroguidance Centre French Community of Belgium provided its expertise to the thematic group related to mobility. It also ensured a visibility of lifelong guidance and mobility at every step of a lifelong professional project. One of the flagship activities of this cooperation was the presentation of Euroguidance activities and examples of specific tools during the Partnership Day in Brussels. Around 100 participants attended the event.

In 2016, two major guidance projects in the education sector have been launched in Latvia. Both projects aim at improving the access to career support for learners in general and vocational education and developing a competency-based approach in general education (supported by the

ESF programme: *Growth and Jobs, 2014-2020*). To support coordination and cross-pollination between these projects, **Euroguidance Latvia** organised a thematic workshop on Career management skills and competency in the integration approach based on general educational content. The aim was to build a common understanding of the role career development support plays in the educational process and to promote the integration of career management skills within the competency-based approach in education curricula. Participants had the opportunity to become acquainted with the recommendations of the *European Lifelong Guidance Policy Network* (ELGPN), European experiences in developing career management skills frameworks and the Finnish experience in integrating career management skills in the competency-based approach in general education.

The University of Applied Labour Studies of the Federal Employment Agency in **Germany** conducted **two Erasmus+ projects** together with partners (Bulgaria, Czech Republic, Italy, Lithuania, Luxembourg, Poland, Spain and the United Kingdom). These projects are called Guide my W@y! and PrevDrop.

Guide my W@y! – A European Guidance and Counselling Concept for International Youth Mobility: a self-learning modular training programme for European guidance counsellors to gather and adopt the basic methods and the essential knowledge needed in the field of international guidance for young people. The European Guidance and Counselling Concept serves as an advanced training programme for academically qualified guidance counsellors within the framework of a post-secondary and tertiary qualification. The project consists of three main achievements:



- A European Career Guidance Concept for International Youth Mobility by Florian Kreutzer & Elena Iuga (2016).
- An interactive e-Learning portal, primarily focused on the counselling interviews about international mobility of young people, offering a practical training on how to guide them up to exemplary dialogue sequences.
- Advanced trainings through e-Teaching and e-Counselling enable guidance counsellors to conduct web-conferences and online meetings and carry out the advanced training methods of the European guidance concept. Further information as well as all products of the Guide My W@y project are available at: www.guidemyway.eu

PrevDrop - Detecting and Preventing Drop out from Higher Education or Supporting Students to Switch Successfully to VET: the project aims to equip student counsellors at universities, careers counsellors at employment agencies as well as the students themselves with tools, knowledge and resources that help the users to detect dropout risks and to provide or find adequate support. A self-reflection tool to prevent dropout from higher education and to support students to switch successfully to VET has been developed. The project provides a low-threshold approach to starting a counselling process. A comprehensive resource package, consisting of a training manual, a trainer's guide and a set of slides, is available online. The face-to-face training within the project have demonstrated that an exchange of experiences is much appreciated by counsellors. For further information please visit: www.prevdrop.eu

In **Greece**, the group of people **neither in education nor holding a job (NEET)** is huge and the Euroguidance Centre, in cooperation with the

Centre for the Development of Educational Policy of the Greek General Confederation of Labour, has developed a **targeted counselling and career guidance methodology** for guidance practitioners. This project includes:

- The development of scientific and educational material to raise career guidance practitioners' awareness about the issue of NEETs, based on a literature review and the mapping of best practices and intervention methods used in EU countries;
- A 35-hour training programme targeted for career guidance practitioners, based on the above mentioned material and the proposed theoretical counselling methodology.

Two seminars were held in 2016, attended by over 600 participants, with the aim to strengthen career guidance staff to be able to implement effective guidance interventions, according to the needs of NEETs and to tackle social exclusion. The training material integrated the analytical data for NEETs, according to the findings of a recent nationwide survey (the first nationwide survey in Europe) entitled Barometer absentee. The training manual presented a basic theoretical framework for the counselling of NEETs, including a conceptual depiction of the phenomenon according to international literature, illustrating best practices and innovative counselling intervention methods used in various countries and a proposed theoretical framework for a relevant counselling intervention. This material helps counsellors to get an overview of the subject and identify the specific characteristics and needs of the target group and the advisory intervention methodology. Additionally, the manual includes activities and exercises that guidance practitioners can use to raise the awareness and activation of NEETs in the advisory process, either at individual or group level.

4.2 Good Practices and Tools



The Euroguidance Centres are constantly developing new services and tools to promote international mobility and the European dimension in lifelong guidance. On top of this, inspiration is frequently sought from other countries to find good practices and activities there that eventually could be applied to one's own country.

The **interactive mobility guide** developed in **Lithuania** introduces mobility issues that are relevant before the mobility period, during and after the stay abroad. This interactive tool is aimed at helping guidance counsellors and their clients to better prepare for the mobility activity, to know how to behave in the foreign country and how to evaluate the competences developed during the stay abroad. The first section deals with choosing studies abroad and guides through various programmes (e.g. Erasmus+, Lithuanian state scholarships). In the second part, the focus is on preparing for the mobility phase and helping people to cope better with the challenges during

the time abroad. The third section suggests how to become a part of the new country and new culture, whereas the last section is useful after coming back home as it provides tools for the evaluation of competences gained abroad. The content of the tool has been created in cooperation with the Lithuanian Erasmus+, Europass, ENIC-NARIC and SOLVIT network coordinators. The interactive mobility guide has a mobile version and is easy to use on different mobile devices. For more see a.

The **French** Euroguidance Network has disseminated a **new promotional video** that has been designed to show that mobility is for everyone and not only for students in higher education. Three different cases are presented: Yassine is an 18 year-old boy without a diploma, Elsa is a young woman of 21 years of age in vocational training and François is a 50 year-old unemployed man. The video is available through www.euroguidance-france.org.





Euroguidance Italy organised a video competition on facilitating learning mobility in Europe called *Euroguidance: la mobilità transnazionale per l'apprendimento in Europa*. The main aim of this competition was to promote Euroguidance in a modern and dynamic way. All students at educational institutions of higher secondary level and Vocational Training Centres (IeFP) were invited to participate. The idea was to submit a previously unpublished promotional video made by mobile phone about the importance of Euroguidance support for transnational mobility. There were 20 prizes awarded to schools and training centres for the best videos ([link](#) to videos, click on *vedi video vincitore* on the webpage).

Serbia has developed a comprehensive programme which includes a number of services, both offline and online, for users before, during and after mobility. Anyone interested in mobility can visit the Foundation Tempus and get information about available mobility programmes, have their questions answered and receive free copies of booklets with detailed information on mobility, application procedures and links and contacts for next steps. An additional 60-minute online session is organised each week over the most popular social media platforms. These sessions are complemented by a series of events at universities and other relevant centres at which students and youth learn about mobility opportunities as well as hear experiences of those who went on mobility abroad in previous years. Furthermore, a series of online webinars are offered, not only to promote opportunities for

applicants, but also to help scholarship holders to prepare for mobility or to overcome challenging issues during their mobility abroad. On top of this, there is a Euroguidance publication on mobility opportunities that is distributed at events, and copies of it are available in all public libraries in the country.

In 2016, the main focus area for Euroguidance **Turkey** was employers in the context of jobs and vocational counselling services. To provide tailored services to employers, Euroguidance Turkey published a **guidebook for guidance counsellors** to increase the quality of counselling activities and to standardise the counselling services. The aim was to prepare the guidebook based on the real needs of the guidance counsellors working in the employment offices. Some case examples were observed by a team consisting of professionals in the employment area who had visited four different provinces and interviewed guidance counsellors to get their views on the contents of the guidebook. Moreover, the team accompanied some guidance counsellors on company visits. After visits to local employment offices and companies, the handbook with the title *Employer Counselling Guidebook* was published. A training programme was offered on the use of the handbook with 375 guidance counsellors taking part.

The **Macedonian** Euroguidance Centre developed a **Handbook for career development**, containing best practices in VET. It has been widely distributed at events and fairs and is available for download in PDF format on the web site of the National Agency for European Educational Programmes and Mobility www.na.org.mk.

Euroguidance Italy published two brochures to promote the activities of the Euroguidance network to the Italian vocational education, training and guidance sector, in particular to teachers, trainers, guidance experts, as well as students, recent graduates and those interested in guidance issues and transnational mobility for studying and training. These booklets are available in Italian: Rete Europea Euroguidance e il Centro Nazionale Euroguidance Italy, and Rete Nazionale di Diffusione del Centro Nazionale Euroguidance Italy.

Following the good example of the Slovakian and Czech Euroguidance colleagues, the **Hungarian Euroguidance Award** was launched in 2016. The aim of this action was to collect best practices from the field of guidance and counselling. Altogether 30 different institutions or professionals submitted their contributions from all over Hungary, and the best ones were awarded in a festive ceremony.

Another good practice that was introduced in **Hungary** in 2016 is a **board game for orientation**, the original of which was developed by the Lithuanian Euroguidance Centre. The aim of the game is to help young people improve their decision making skills and make them realise how important critical thinking is when choosing a career.

The **Czech** Euroguidance Centre supported mobility and guidance for mobility through the distribution of the Czech language version of the publication ***Open the door to the world*** which was produced by the Nordic-Baltic Euroguidance Centres in 2014.

Poland has developed an on-line tool called *Network for career guidance practitioners* (NFCGP) which is a virtual network, created for the exchange of information, examples of good practice as well as for providing quality information on lifelong guidance and mobility for learning purposes. At present there are more than 1,000 users enrolled. Creating the NFCGP gave Euroguidance Poland the possibility to promote international mobility and the European dimension in lifelong guidance for Polish guidance practitioners. Using NFCGP is

a clear advantage for its member as, thanks to a free resource hub, they can constantly get access to quality information on mobility for learning and career purposes.

The **Self Kit** training is the only solid evidence-based programme for the development of social and emotional skills in **Romania**, published in international peer-reviewed publications. The programme has been created and delivered by the University Babeş-Bolyai in Cluj-Napoca and financed, administered and evaluated by **Euroguidance Romania**. After the training organised for guidance counsellors from the school district of Bucharest (89 hours), each counsellor received the Self Kit. Each kit consists of 8 modules that tackle some dysfunctional emotions that have a relatively high incidence in the Romanian school population (based on systematic reviews). Each module has a therapeutic story, thematic activities, crosswords, folk stories, a colouring book, a mini encyclopaedia (Selfpedia), sayings, riddles, games, puzzle and a CD with stories, poems, songs and a demo Self Kit. The training programme was very well received by all school counsellors involved.





Professional Development

Many of the Euroguidance Centres put great emphasis on counsellors' professional development by offering training both face-to-face, online or job shadowing abroad for their national counsellors or foreign counsellors in their countries. Also other means of professional development are actively used as the examples below show.



5.1 Face-to-face Training



Running training sessions on a face-to-face basis is probably the most effective way to deliver training, to support the mutual learning and knowledge sharing as well as networking among the participating guidance counsellors. Yet, face-to-face training is usually also the most expensive way to offer learning opportunities and these days it is often replaced by distance learning.

Euroguidance **Bulgaria** organised its **annual training** for career consultants. For three days over 40 participants from across the country and from different types of institutions were acquainted with innovative techniques and resources for career consulting. The prospects and challenges for career consultants were discussed in conjunction with current trends and policies in career guidance at the national and European levels. Through a series of interactive games, case studies and simulations, participants mastered the key principles for building effective cooperation with different target groups. Four career consultants presented their experience of conducting forums for career guidance and several innovative techniques, which they use when working with students. At the event, **new training ambassadors of mobility** were nominated. Their mission is to disseminate and present Euroguidance to the broadest possible group of users through events, presentations, games, and competitions.

Students who participate in the Bologna Reform in **Iceland** Project (BORE) have expressed the need for more **holistic guidance services for international mobility**. As the situation is now, different people within upper secondary schools

and universities offer different parts of the necessary service: international liaison officers are responsible for one part, guidance professionals for another and head teachers for the rest. In order to develop a set of guidelines for the different educational institutions, guidance counsellors and other international staff had a half-day training, where they went through the services needed before the mobility, during it and after the return home. It was obvious from the active participation of everyone who attended the course, that this was a much needed and welcome opportunity to discuss how the services could be improved. At the end of the course, the first draft of guidelines was approved and will be sent to all schools and universities for comments and improvements. Thereafter it will serve as a live document for everyone concerned.

Out to the world events have been organised in several locations in **Finland** in 2016. The aim is to bring information about mobility opportunities to young people and guidance workers in different parts of the country, e.g. the cities of Lahti (south), Jyväskylä (central) and Oulu (north). The role of these events is to encourage youngsters to consider studying, training and voluntary work in another country as well as to provide the guidance practitioners with information and materials to better tackle mobility related issues as an increasing part of their regular work.

Training of guidance practitioners is an important activity of the Spanish Euroguidance Centre. In 2016, training delivery took place all over **Spain** in the form of conferences for guidance practi-



tioners. By means of presentations, lectures, round tables and workshops a good overview of the most recent developments and future needs in the areas of guidance and mobility were covered.

Together with its main stakeholders, the **Maltese Euroguidance Centre** organised a number of training sessions. These Continuous Professional Development (CPD) events attracted over 300 guidance practitioners, educators involved in personal, social and career development subjects and job advisors. The topics introduced were many, such as how the participants can keep abreast with the opportunities beyond secondary schooling that are available for their students and how to translate market needs to business planning. Practitioners became acquainted with guiding clients not engaged in formal and compulsory education on how to start their own business. The importance of CPD was emphasised by Dr Siobhan Neary (University of Derby) at the Maltese Euroguidance annual conference on Professionalising the career guidance sector. The annual conference also opened discussions related to the role of career guidance associations as

regulatory bodies, the warranting of practitioners, as well as ethics and professional practice.

The **Serbian Euroguidance Centre** offers professional development opportunities for guidance practitioners, mostly focusing on secondary school level. In 2016, the Centre's basic one-day training was accredited by the Institute for Education Development, providing quality assurance for this training as well as allowing more teachers to attend it as part of their obligatory professional development. Eight such trainings were organised across the country and they were attended by around 200 secondary school teachers. Furthermore, an advanced one-day training was piloted and additional support measures, such as organising webinars for practitioners or providing individual support for improvement of guidance services were added to the portfolio of the Serbian Euroguidance Centre. Moreover, the Euroguidance Centre organised the first session about guidance for the Master-level students studying to become teachers at the Faculty of Philosophy, thus contributing to their initial training in guidance.

5.2 Distance Training



In recent years the Euroguidance Centres have started experimenting with distance training to better reach their key audience. These examples from Finland, Sweden and Estonia illustrate how online training delivery can be carried out successfully and to the satisfaction of the course participants.

In 2016, videoconferencing was used increasingly to run **in-service training** sessions to guidance practitioners in the **Finnish** employment sector. This has been a cost-efficient way to offer up-to-date information on international mobility nationwide. Videoconferencing has also proven its use as an interactive working method with the target audience allowing the online participants

to ask questions and comment on what has been presented. These sessions have lasted around 1-1.5 hours and they have been offered in cooperation between Euroguidance, Eures, Europass and EQF.

Education and work abroad was the topic with the second highest rating, when **Swedish** guidance professionals were asked in which areas they would like to enhance their competences. This was the result from a large national survey in 2016 among 542 guidance professionals at primary and upper secondary schools as well as in adult education. To meet this demand Euroguidance Sweden decided to develop a **distance course on mobility guidance**. The aim was to focus on how





to support clients before, during and after a mobility period. The virtual format made it possible for guidance counsellors in all parts of Sweden to take part. The duration was set for five weeks, but the participants are not expected to spend more than 3-4 hours on coursework every week. This is to enable participation parallel with a full-time job. The course offers

- General knowledge about mobility and internationalisation;
- Specific knowledge about various mobility opportunities;
- Awareness about the possible guidance process in relation to mobility;
- Information on different tools and resources that can facilitate the work;
- Possibility to develop an individual action plan on how to handle mobility guidance in the daily work.

The content is divided into three main lectures each with a small assignment. Those who finish all of them receive a certificate. The expected outcome is that guidance practitioners feel more confident in handling mobility guidance. This in

turn may lead to a more active promotion of mobility among their clients.

Any profession today requires to constantly keep up with development in the field of ICT. Changes in society require modern approaches and solutions also from guidance practitioners. This is the reason why Euroguidance **Estonia** promoted mutual exchange at **international level on the usage of ICT in lifelong guidance**. The focus in 2016 was on the development of digital skills. Inspired by the experience from Ireland, Slovenia, the Nordic countries and the summer school at the University of Jyväskylä, Euroguidance Estonia organised the first international training on ICT in lifelong guidance for practitioners from youth guidance centres across Estonia, in cooperation with experts from Finland and Denmark. The main aim was to help practitioners to become aware of the variation that technology plays in the field of lifelong guidance. In addition, the training provided opportunities to experiment and practice using ICT (including social media) in a broader way. Participants considered the training to be very useful and it gave them many good ideas and modern patterns on how to meet the needs of the digital “natives” generation.

5.3 Job Shadowing



Job shadowing is a useful activity that allows people either to explore a career that they are interested in or to learn from other experts in their own fields. As a method of learning and professional development, job shadowing provides more insight than just reading about a job. With job shadowing, there is the possibility to ask questions and experience the day-to-day activities of another expert, including the professional approaches used, the necessary cooperative models, standard operating procedures and the tools that are needed to perform the job successfully. On some occasions job shadowing has been used by the national Euroguidance Centres as reported in the following cases.

Euroguidance **Estonia** hosted foreign interns for the first time, when three bachelor-level students from the University of Applied Labour Studies in Mannheim, Germany, came onto a job shadowing experience. This was an excellent opportunity for a dialogue between experienced professionals and student counsellors. The one month internship allowed them to:

- experience learning in multicultural environments and mobility;



- discuss, share and compare daily guidance work with their Estonian peers;
- acquire an overview of the world of education, labour market and lifelong guidance in Estonia;
- practice professional terminology and participate in discussions in a foreign language;
- widen professional network and cooperation opportunities;
- learn, practice and reflect on new methods.

The internship, with a strong job shadowing aspect, was an inspiring experience both for guests and hosts. The evaluation of learning outcomes showed that the students greatly appreciated the opportunity to visit and actually practise guidance in different educational institutions. The host practitioners highly valued the opportunity to reflect on their guidance methods, practice professional language and learn about systems and services in Germany.

Due to lack of lifelong learning programmes in Slovenian for adults in Italy, cross-border cooperation is very important. Against this background, the professional exchange including job shadowing entitled *Per un orientamento transnazionale* was organised for the **Slovenian** community in Trieste, Italy together with the social cooperative Centro cooperativo di attività sociali, consortium members circle KRUT and the Slovenian students' hall of residence in Trieste. The aim is to set up a transnational lifelong guidance service with a catalogue of lifelong learning courses for Slovenian speakers in cooperation with Slovenian providers of adult education services to be delivered in Italy or Slovenia. The professional exchange included one week of training and job shadowing at the Employment Service of Slovenia, Euroguidance Slovenia and a week of training at the Slovenian Institute for Adult Education to develop adult



education guidance centre. The aim was also to offer expert help for guidance practitioners in employment and education sectors to develop and implement new lifelong career orientation services.

The second professional exchange with a job shadowing dimension was organised by Euro-guidance **Slovenia** for the Greek guidance association of Teachers & Career Counsellors (NGO) from Thessaloniki. Greek guidance practitioners from education and employment participated in a week's professional exchange on Connecting Career Counselling and the Labour Market. The

Greek counsellors face the difficulty of guiding youth for studies, employment and careers in a time of crisis and climaxed unemployment. The participants improved their guidance skills and became acquainted with new counselling practices. As a result, they felt empowered, gained knowledge of methods of counselling for employment, policy measures and tools for dealing with unemployment (especially youth), implementing European project funds in battling unemployment (e.g. Youth Guarantee) as well as knowledge of vocational education and training in Slovenia.



5.4 Academia – European Study Exchange for Guidance Practitioners



The **Academia** study exchange programme is a cross-border initiative that gives guidance professionals the opportunity to participate in a learning mobility period in another European country. Many Euroguidance Centres are the national Academia programme coordinators. The participating Euroguidance Centres are engaged in sending their own guidance counsellors abroad and receiving practitioners from other countries on thematic study visits for a duration of one week.

The Academia initiative was launched in 1995 and since then hundreds of guidance practitioners

in Europe have benefited from it. Thereby this programme has contributed to strengthening the European dimension in guidance by building networks and promoting mobility and professional training. The Academia programme promotes the mobility of guidance practitioners in Europe, enhances cross-border networking and cooperation in matters of information and lifelong guidance, and fosters the exchange of good practices and methods among the participants. Further information can be found at www.euroguidance.eu/academia





New Initiatives and Campaigns

The Euroguidance centres are constantly looking for new ideas to draw people's attention to the value of guidance as well as taking on board changes in the operational environment, which often create new opportunities or challenges. This is reflected in the Euroguidance activities as can be seen below in some of the ideas the Euroguidance Centres have recently come up with which are quite original.





A peer review of the **Italian Euroguidance Centre** was conducted in 2016. This was done in conjunction with the European Commission and the aim was to support Euroguidance Italy in developing new initiatives and improving the quality of services in line with EU policy objectives. This peer review was carried out as an external evaluation by colleagues from two other Euroguidance Centres: Jennifer McKenzie (from Ireland) and Graziana Boscato (from France). In their evaluation, they focused on services and activities towards end-users and stakeholders and on external relation and networking activities. The peer review was an important opportunity to assess Euroguidance activities in Italy and to foster peer learning on common challenges and tasks across national Euroguidance Centres.

In **Bulgaria** a national children's essay contest was held on the topic *What I want to become when I grow up?* The competition was aimed at raising the awareness of career choices from an early age and encouraging participants to look at their own talents and dreams.

The **Romanian Euroguidance Centre** was actively involved in the development of the national curriculum for counselling and personal development for secondary schools (grades V-VIII). To this end, the centre organised two face-to-face meetings of the group that had been charged with this work. Euroguidance Romania coordinated the group and provided scientific consultancy to support the work along the way. The result is the new national curriculum for counselling and personal development that is being presented nationally for a public debate and will be signed by the Ministry of Education. This new curriculum has strong implications for the Romanian school guidance community.

In 2015-16 Euroguidance **Finland** carried out a **service design project** to explore how guidance practitioners perceive the international dimension in their daily work and how they provide information on international studying, training and working opportunities to their clients. One of the key findings was that guidance practitioners do not have a holistic understanding of the mobility process and thus they cannot professionally support it as fully as they should. Another outcome was that guidance practitioners find it difficult to

deal with mobility related issues simply because they lack experience in them and they do not always trust their abilities in interpreting mobility information. To address the above challenges, the centre created a model of the different stages of the mobility process and explicitly described the roles, tasks and duties guidance counsellors have in relation to providing support to those seeking learning opportunities abroad. This process model is now integrated by Euroguidance Finland in the guidance counsellors' training programmes offered by Finnish higher education institutions as well as in all in-service training sessions provided to guidance practitioners dealing with mobility-related issues.

The **United Kingdom's** referendum on EU membership overshadowed the question of international mobility in 2016. Whilst much of the political debate focussed on high-level statements surrounding the economy or immigration, it quickly became hard for careers professionals to understand the impact of European programmes and cooperation on their everyday work. Therefore the UK Euroguidance centre has undertaken a year-long programme of promotion with the aim of **highlighting (the often hidden) impact of international cooperation, mobility and funding** within the country. It was felt that new digital media and social networks offered the best possibility to reach the widest audience and their impact was enhanced through the use of infographics and short, snappy facts about topics such as EU policy, migrant communities in the UK, and the benefits of international experience for UK workers. These social media updates were complemented by longer blog posts promoting European programmes (such as Erasmus+) or fact checking some of the more extreme claims made by politicians during the referendum campaign (such as on the contribution of EU workers to the UK economy).

The overall uncertainty has left many advisors confused, as they are unsure as to both what has changed so far and what is likely to change in the future (a situation which could have a potentially negative impact on their guidance work). As a result it quickly became clear that the promotion campaign needed to continue beyond the referendum. Furthermore it was felt that an approach was needed which allowed for a more detailed



discussion than was possible on social media alone. Therefore, Euroguidance UK has launched monthly **Brexit briefing papers**. These updates provide a concise round up of the month's developments, focussing on the impact Brexit is having on the careers guidance profession. This includes changes within the labour market, impact on European funding, alterations to free movement rules and many more. They are made available via the Euroguidance UK webpages, promoted through social media channels and emailed to the centre's network of guidance professionals.

The **Netherlands** carried out research into education for future career guidance professionals in the education and labour market. The goal was to visualise the courses which exist at higher education level and include a career component

and provide career professionals with the tools they need to perform their roles and tasks. The research was done on request of the Dutch Ministry of Education, Culture and Science. The main conclusions were that there are several courses and different programmes at higher education level offering components that are relevant but it is striking that there is no complete initial training programme offered for career professionals in the education and labour market. The result of this research will contribute to a policy discussion on the career guidance education offer and its potential improvements. In the coming months, Euroguidance Netherlands will discuss with various trainers what changes are desirable or necessary from the perspective of students, schools and teachers, related to career guidance education.

Closing Words

As is quite obvious from the description above, the Euroguidance Centres throughout Europe accomplished a lot in 2016. For some, it may come as a surprise to see how diverse these activities were and how many innovative approaches were used. The Centres are in very close contact with guidance practitioners and well understand their needs and desires for training, publication and events and can adapt their services accordingly. 2016 was in that sense both a typical year but also a year of many new initiatives.

For the members of the Euroguidance network, the cooperation between different Centres has been one of the most pleasant aspects of their work. To be able to share ideas, discuss problems and find new solutions together has undoubtedly increased the quality of the network's services. Good practices in one country do not necessarily fit completely in another but knowing about them can give some valuable insight which can then be further developed to suit local needs.

The members of Euroguidance team would like to convey their warmest thanks to everyone who made this work possible.



Annex 1. Staff Reported by the National Euroguidance Centres in 2015

The Euroguidance Centres are small units. This table shows the number of staff working for Euroguidance in the different countries and their full-time equivalent. On the average, the full-time equivalent of staff for all Euroguidance Centres is 1.85. In some Centres there are larger teams in which several staff members allocate a small amount of their annual working time to Euroguidance-related activities, whereas in other Centres there are small core teams with staff mainly working on Euroguidance duties only.

Country	Name of Centre	Staff	Full-time Equivalent
AT	Euroguidance Zentrum Österreich	6	1.64
BE Fr	Centre Euroguidance Federation Wallonie-Bruxelles	2	0.50
BE Fl	Euroguidance Flanders	1	1.00
BG	Human Resources Development Centre	14	3.80
CY	Euroguidance Cyprus	2	0.80
CZ	Euroguidance Czech Republic	21	3.30
DE	Bundesagentur für Arbeit (BA)	20	6.00
DK	Danish Agency for Higher Education / Danish National Resource and Information Centre for Guidance	3	1.32
EE	Foundation Innove, Euroguidance Estonia	6	1.97
ES	Euroguidance Centre Spain - CNROP Centro Nacional de Recursos para la Orientación Profesional	8	2.86
FI	Centre for International Mobility CIMO / Euroguidance Finland	4	2.00
FR	Euroguidance France	20	4.24
GR	National Organisation for the Certification of Qualifications and Vocational Guidance EOPPEP	9	0.92
HR	Euroguidance Centre Croatia	3	0.65
HU	Euroguidance Hungary	2	1.75
IE	Euroguidance Ireland	6	1.00
IS	Euroguidance Centre Iceland	8	0.924
IT	Euroguidance Italy	12	1.07
LT	Education Exchanges Support Foundation	4	1.12
LU	Anefore asbl	5	0.26
LV	Valsts Izglītības Attīstības Aģentūra	4	1.00
MK	National Agency for European Educational Programmes and Mobility	3	0.60
MT	European Union Programmes Agency	n.a.	n.a.
NL	Euroguidance Nederland	12	1.90
NO	Norwegian Centre for International Cooperation in Education	6	1.40
PL	Euroguidance Poland	15	1.60
PT	Euroguidance Centre Portugal	6	2.04
RO	Euroguidance National Centre Romania	8	2.00
RS	Foundation Tempus - Euroguidance Centre in the Republic of Serbia	4	1.35
SE	Euroguidance Sweden	11	1.70
SI	Euroguidance Centre Slovenia	4	2.25
SK	Euroguidance Centre Slovak Republic	3	1.75
TR	Turkish Employment Agency	7	1.75
UK	Euroguidance UK	8	4.40



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