



# Euroguidance Network's Highlights of the Year 2015

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Promoting International Mobility and Lifelong Guidance –  
Achievements and Good Practices from Across Europe



# Table of Contents

Foreword for Euroguidance Highlights Publication 2015 .....	4
Introduction to the Euroguidance network's achievements .....	5
Euroguidance Network in numbers and figures .....	6

## ONLINE SERVICES

7

<b>Austria</b> – A graphic overview of the Austrian education system in over 20 languages .....	8
<b>Belgium</b> – One online entry for two language communities .....	9
<b>Bulgaria</b> – Mobility Ambassadors' Network and an interactive game KnowMat .....	10
<b>Germany</b> – Make it in Germany – Migration Support Centre of ZAV as a multichannel counselling service .....	11
<b>Greece</b> – e-Guidance tools for career management skills .....	12
<b>Iceland</b> – Mobility handbook for guidance practitioners .....	13
<b>Lithuania</b> – An innovative toolkit for guidance counsellors .....	14
<b>The Netherlands</b> – Webtool for professionalism of career guidance in VET .....	15
<b>Norway</b> – Online tool for guidance on mobility .....	16

## NETWORKING AND NETWORK-BASED COOPERATION TO PROMOTE MOBILITY

17

<b>France</b> – Cooperation between networks supports European mobility .....	18
<b>Italy</b> – A national dissemination network to support mobility .....	19
<b>Slovenia</b> – The Euroguidance Centre and the European Commission convene with European networks .....	20
<b>Turkey</b> – Working with universities .....	21

## AWARDS

22

<b>Czech Republic</b> – National Awards for promoting best practices in career guidance .....	23
<b>Slovak Republic</b> – National initiatives to foster networking .....	24
<b>Spain</b> – Awards for innovation and quality in guidance and VET .....	25

## EVENTS

26

<b>Croatia</b> – Guidance and career counselling seminars for school guidance practitioners .....	27
<b>Cyprus</b> – The first ever organized Career Europe fair .....	28
<b>The former Yugoslav Republic of Macedonia</b> – Promotion of the Euroguidance centre to the wider audience .....	29
<b>Hungary</b> – Representing the Hungarian guidance policy abroad .....	30
<b>Poland</b> – Conference on educational and vocational counselling for children and youth in schools and in the centres for children with special needs .....	31

## IN-SERVICE TRAINING

32

<b>Ireland</b> – Online continuous professional development module on guidance for mobility .....	33
<b>Denmark</b> – Student mobility goes both ways .....	34
<b>Malta</b> – Telling tales and thematic booklets .....	36
<b>Portugal</b> – Professional training course on mobility for guidance practitioners .....	37
<b>Romania</b> – Training for school counsellors on teaching children to tell stories .....	38
<b>Serbia</b> – Online course on guidance for secondary school teachers .....	39
<b>Sweden</b> – The international dimension in guidance as part of national career guidance education .....	40

## MOBILITY FOR YOUNGSTERS

41

<b>Belgium Flemish community</b> – Coping skills needed for the mobility process .....	42
<b>Luxembourg</b> – Guidance cooperation with neighbouring countries benefits youth mobility .....	43
<b>United Kingdom</b> – Stand out in a global market .....	44

## DIVERSE SERVICE DEVELOPMENT INITIATIVES

45

<b>Estonia</b> – Promoting e-services in Northern Europe .....	46
<b>Finland</b> – Design for innovation and better service provision .....	47
<b>Latvia</b> – Supporting the implementation of career guidance legislation in the education sector .....	48





## Foreword for Euroguidance Highlights Publication 2015

Guidance services traverse the worlds of employment, education and training and can enable the most experienced and the most in need make well-informed life decisions. Such decisions can relate to skills and qualifications but equally can lead to new opportunities to travel and study abroad. With another year comes another wave of changes to social, work and education environments and the publication that follows is testament to the work of the Euroguidance network to responding to these changes to the benefit of individuals.

The Euroguidance network is in itself a model for the potential of European co-operation and the opportunities offered by sharing and collaborating on best practice. The Commission wishes to acknowledge the work undertaken by the network and the counsellors that inspire, support and inform individuals to embrace lifelong learning and become mobile. The benefits and personal reward of mobility experiences are proven in the positive contributions, achievements and ambitions of those that have travelled and become immersed in other cultures.

The Commission looks forward to supporting the continued good work of the network in 2016.

Ana Carla Pereira  
EU Commission



## Introduction to the Euroguidance network's achievements

The aim of this compilation is to present the Euroguidance network's greatest achievements across Europe in 2015. The selected highlights from the individual Euroguidance Centres illustrate the rich spectrum of activities taken in more than 30 countries to promote international mobility and the European dimension in lifelong guidance.

Today guidance professionals have a key role in motivating youngsters and adults to embark on an international mobility experience. Therefore, the Euroguidance network is actively informing, advising and training guidance practitioners within education and employment sectors about learning opportunities abroad. Today's guidance counsellors need to have an understanding of what international mobility entails and how they can be of assistance to those looking for opportunities outside of their own country.

As the name of this booklet already indicates, only some carefully selected highlights will be introduced on the following pages. It was not possible to capture all Euroguidance network activities, events, products and achievements here. Many things had to be left out, such as good examples of cross-country cooperation between several national Euroguidance Centres. Adding these more cooperative cross-border activities would expand the scope and focus of the given booklet. Therefore, they are not included here, yet we wish to mention, for example, the [Cross Border Seminars](#) as a joint effort of the Euroguidance Centres in the Central European countries, and the Nordic-Baltic group that has been a fruitful forum for strengthening the Northern dimension in lifelong guidance in Europe.

So, this booklet will take the reader on a journey through the different corners of Europe and make the successful work of the national Euroguidance Centres better visible. All these thematically arranged actions described in this booklet targeting the European guidance community will hopefully inspire the reader to become more engaged in the international aspects of guidance and counselling.

Happy reading!



# Euroguidance Network in numbers and figures

The Euroguidance Network consists of 34 European countries. It is actively promoting guidance for learning mobility in Europe and beyond. For doing so a wide variety of means and channels is used to inform guidance practitioners and end-users on mobility-related opportunities. The most recent figures about the Euroguidance network's scope of promotional activities originate from 2014.

## In 2014 ...

... more than **200,000** copies of different types of printed materials (incl. reports, brochures, booklets, leaflets, information and fact sheets) have been produced and disseminated by the Euroguidance Centres to those seeking studying and training opportunities abroad.

... nearly **80,000** visitors were reported to have sought information, advice and guidance on mobility issues at Euroguidance booths at careers fairs held in different European countries.

... Euroguidance Centres maintained and managed **136** different national thematically focused and field-specific websites to provide information on studying, training and learning opportunities abroad and more specifically about the services they provide to the clients.

... seminars, conferences and meetings organised and hosted by Euroguidance Centres reached some **84,000** participants.

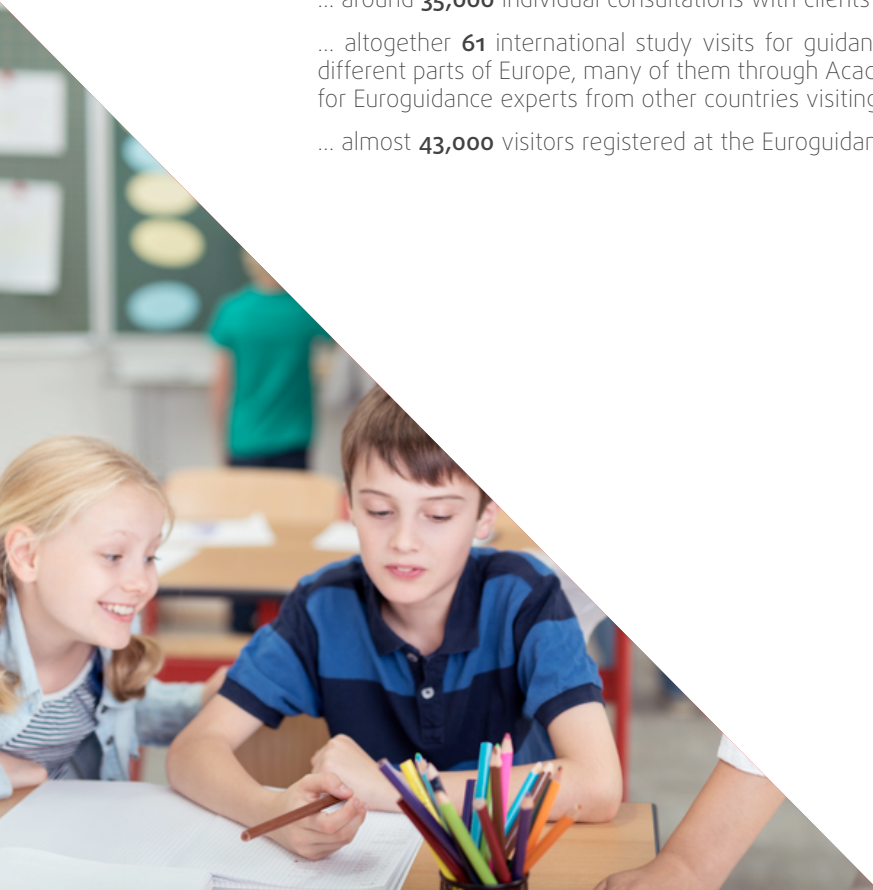
... around **35,000** individual consultations with clients were held on mobility-related issues.

... altogether **61** international study visits for guidance experts and practitioners were organised in different parts of Europe, many of them through Academia programme and the rest were tailor-made for Euroguidance experts from other countries visiting their colleagues in other centres.

... almost **43,000** visitors registered at the Euroguidance network's website [www.euroguidance.eu](http://www.euroguidance.eu).

# Online Services

In 2015 several countries - among them Austria, Belgium, Bulgaria, Germany, Greece, Iceland, Lithuania, the Netherlands and Norway - were focusing on the development of online services in addressing their national guidance community as well as the information needs of their clients. These services consist of a wide range of different tools and materials that can be easily used on the Internet and be applied to dealing with international mobility related issues.







# Austria

A graphic overview of the Austrian Education System in over 20 languages



[Website on Austrian Education System in English](#)

The Austrian Education System is pretty complex and multi-layered. Sometimes this makes it difficult to understand, especially for people who have not grown up in Austria. Therefore, Euroguidance Austria has provided a graphic overview of the Austrian education system. It has proven to be of great support for guidance counsellors for many years.

In 2015 Euroguidance Austria updated this product adding several items. It consists of a website as well as printed material. The various levels of education, from primary to tertiary level, are arranged in a visually clear way. Also information on adult learning is available.

The website describes every level extensively and gives the required education level/qualification for entry and the subsequent education options. This way the target group can be better guided through the Austrian education and training system. ISCED levels can be patched in. Also European Qualifications Framework (EQF) levels can be added as soon as they are assigned. Additional information is available such as details on the limited entrance into higher education and an overview on the guidance system in Austria. The website is available both in German and English and is fully accessible for the visually impaired.

A recent improvement has been to offer the graphic overview in several new languages in addition to German and the three most common second languages in Austria. In 2015 Euroguidance Austria had the printed material translated into more than 20 languages, including many European languages, but also Arabic, Dari and Urdu. The

multilingual material has fulfilled a real need as the high number of orders for the material shows.

The printed material provided by Euroguidance Austria comes in two types: a poster often seen on the wall of counselling centres, and a leaflet which is ideal as give away for clients who want to go through it again at home.



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# Belgium

One online entry for two language communities



[Visit our website](#)

[Belgium](#) is a constitutional monarchy divided into three regions (Flanders, Wallonia and Brussels). This territorial division is reflected in the population as there are three linguistic communities (Flemish, German and French). This fact directly affects the fields of education, training and employment as well as guidance. The guidance system in the employment sector depends on the regions, and on the communities in the education and training sector.

Euroguidance Belgium is also influenced by these divisions as the Flemish Community and the French Community each have their own Euroguidance website. From the outside, this situation can be a bit complicated to understand. To facilitate access to Euroguidance in Belgium, Euroguidance Flanders and Euroguidance Belgique Francophone developed a joint homepage to bring together these two separate Euroguidance websites.

On the homepage, everyone can choose their own language and visit the site of each of the two communities. A close cooperation between Euroguidance Flanders and Euroguidance Bel-

gique Francophone enabled the development of this homepage. This way the activities of Euroguidance Belgium have been strengthened and are better communicated. This collaboration continued in 2015 by the organization of a formative colloquium entitled orientation and advice in a European dimension. Both Euroguidance Flanders and Euroguidance France were invited to participate in it. A good example of unity in diversity!



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# Bulgaria

Mobility Ambassadors' Network and an interactive game KnowMat



Euroguidance Bulgaria has created a network of ambassadors to inform career consultants in various areas of education as well as the general public about the multiple mobility opportunities there are.

The network of ambassadors consists of six professionals in the field of career information, guidance and counselling. Their main aim is to promote the different possibilities of mobility and to prepare people who have decided to embark on the adventure called mobility. The network organizes training, seminars and presentations in all six geographical regions of Bulgaria.

Every year at least six training courses on Guidance for Mobility are carried out to make participants acquainted with the current opportunities for personal and professional development. In these training courses the most important aspects of mobility are discussed, experiences exchanged and non-formal education methods promoted.

In 2015 the network of mobility ambassadors and the Euroguidance Bulgaria team created an interactive game to promote mobility. It is called KnowMat and it aims to establish a clear and comprehensive picture of the eight key competences. The game is borrowed from the popular Twister and constitutes of a huge vinyl platform, a panel with an arrow, and maps. All the images have been specifically created for the game and they represent positive illustrations of each key competence and its contents.

Since its launch, the game has been widely used in a variety of forums, events, and trainings. Increasingly the Euroguidance Centre receives invitations from schools and universities to introduce mobility precisely through this game.

These activities have raised awareness of current mobility opportunities, facilitated career choices for young people and improved their confidence in their own potentials, and increased their understanding of key competences through the use of various interactive tools and games in education.



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# Germany

Make it in Germany – Migration Support Centre of ZAV as a multichannel counselling service



Welcome Portal

The Migration Support Centre offers its services through chat, telephone and e-mail via the [Welcome Portal](#)

The German Federal Employment Agency which is the appointed Euroguidance Centre of Germany has established a Migration Support Centre that commenced its work in July 2015. It is a one-stop shop that provides comprehensive and multi-channel counselling services on living and working conditions in Germany.

The Migration Support Centre is located in the International and Specialized Services (ZAV) of the German Federal Employment Agency's International department. It offers international clients a smooth access to information about employment, education and living conditions in Germany.

For them easily available up-to-date information on employment and learning opportunities is important in terms of supporting their integration into society and the labour market. International clients primarily wish to obtain information on visas, work permits and professional recognition. Further, they seek assistance for dealing with different authorities and for finding accommodation, kindergartens and schools.

The information and counselling services provided should not end after the applicant's entry into Ger-

many. The aim is that the customer will be accompanied by the counsellors of the ZAV during their first time in the country. They will also be given information about support services offered by local Welcome centres, migrant networks and other relevant services and authorities in Germany. In addition German employers can get advice and support from the centre when they fill their vacancies and look for trainees, skilled workers or specialists from abroad.



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# Greece

e-Guidance tools for career management skills



[Lifelong Career Development Portal](#)

EOPPEP as Euroguidance Greece has developed the [Lifelong Career Development Portal](#). It provides career development services to youngsters, adults and guidance practitioners, such as digitized career tests, career and mobility information. A special part of the portal, which was completed in 2015, deals with Career Management Skills.

The Digital Personal Folder for Career Planning/ [e-Portfolio Development](#) Tool is a valuable tool for young people and adults to present and document their skills with relevance to their labour market participation, employability and personal and social capacities. Examples of competences to be demonstrated: knowledge of Greek and foreign languages, numeracy, ICT literacy, creativity, teamwork, entrepreneurial mindset, interpersonal and communication skills, etc.

The e-portfolio can also be completed in English ([see an example](#)). For younger students and adolescents, there is a simpler [e-portfolio development tool](#). The creation of the e-Portfolio is based on international studies (incl. Cedefop, OECD) and EU-level recommendations (e.g. Key Competences for Lifelong Learning).

On the e-Stadiodromia, there is a special section on exercises on how to develop Career Manage-

ment Skills (CMS). This includes [interactive CMS activities and CMS learning material](#). The exercises that rely on the most recent academic research are a useful tool for guidance practitioners and end-users in understanding and accessing several aspects of career development.

The skills analyzed in the CMS material and exercises are: readiness to happenstance, alternative career perspectives, career adaptability, social awareness, career resilience, self-efficacy in career planning, and positive orientation to the future. By means of the exercises the individual can focus on him/herself, think and evaluate his/her strengths and weaknesses, also in relation to international mobility. Discussions with a career guidance practitioner as well as further introspection and reflection on one's own can help in making decisions on the future career direction.

CMS help users of all ages to collect, analyze, synthesize and organize information about themselves, their education and occupations, and allow them to better take decisions on managing transitions with greater flexibility and adaptability. These skills support a more effective management of careers.



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# Iceland

Mobility handbook for guidance practitioners



[Mobility handbook](#)

For those interested and who can understand Icelandic, the [handbook is available online](#).

One of the most frequent questions Icelandic guidance practitioners have asked the Euroguidance Centre throughout the years is where and how they themselves and their clients can find information about the different possibilities for working and studying abroad. To ease their work, the Euroguidance Centre compiled a handbook called "Work and studies abroad – a handbook for guidance practitioners" in 2012. This handbook was based on a similar publication from Sweden (with the permission of the Swedish Euroguidance Centre).

With the commencement of the Erasmus+ programme, some of the information in this hand-

book was outdated and therefore a new and revised handbook was published in the beginning of 2015.

The handbook has been extremely well received and the Euroguidance Centre has already printed more copies than originally planned. Based on the feedback received, the counsellors appreciate having all this information in one place instead of having to look for it in many different places. Some of the tools mentioned (e.g. the Europass documents and the application for a recognition of studies abroad) have been very useful for counsellors and their clients alike.

#### The handbook contains the following chapters:

1. The European dimension in guidance and its importance
2. International regulations and agreements for mobility
3. Study grants in Europe
4. Working in another European country
5. International possibilities for guidance practitioners.



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# Lithuania

An innovative toolkit for guidance counsellors

## The Toolkit for guidance counsellors

In 2015, Euroguidance activities involved about 3,000 members of the primary and secondary target groups including career guidance counsellors, at-risk groups, youth and adults in Lithuania. It is a significant number for a small country with a population of only 2.9 million inhabitants.

Schools in Lithuania received two methodological tools produced by Euroguidance: an innovative game “Labyrinth of Occupations” and a “Toolkit for Guidance Counsellors”. Both of them are useful and appreciated by Lithuanian guidance practitioners who work with young people planning an international career.

- [Labyrinth of Occupations](#) is designed to develop pupils’ career management skills and to improve their career-related ability for decision-making, critical thinking as well as assessing their competences. This tool is suitable for people who are thinking about an international career as well. The principal aim of the game is to help pupils to identify their existing skills and learning goals. The game may be used during individual and group counselling sessions. Description of the results of the game may be found individually as well by using the [QR code of the personality type](#). Each personality type (16 in common) has its own internet space with the description and further useful information on career planning, international mobility opportunities, volunteering activities abroad, etc.

- [The Toolkit for guidance counsellors](#) consists of five parts: the first one is dedicated to self-evaluation, different career options evaluation and the development of career management skills. The other ones are: the recognition of possible learning, volunteering and working opportunities in Lithuania and abroad; “tasting” a concrete occupation (e.g. being a member of national or international company); analysing case studies, and the last one is the counselling method “5 Angle Star”, which may be useful when evaluating an international mobility experience. The first part of the toolkit is produced and distributed among guidance practitioners. Other parts may be printed from the Euroguidance Lithuania website.



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# The Netherlands

Webtool for professionalism of career guidance in VET

## The webtool



recommendations were made and divided into three themes. They are needed for the structural implementation and improvement of CDG:

1. vision, policy and strategy;
2. professionalism of guidance counsellors; and
3. educational leadership.

The webtool displays information and recommendations for the key target groups: career professionals, teachers, managers and directors and national and regional policy makers in the VET sector.

The tool is helpful for analysing the current situation in schools and diagnosing the current and possible future tensions in those schools. Further, it is useful in analysing the strength, value and development opportunities in schools. It can also be used by other sectors than VET.

The information provided in the portraits and recommendations can serve as a mirror and contribute to ongoing plans and initiatives to improve CDG in VET schools. It also helps the target group to strengthen policy and practice of CDG.

For further information is available in English [through this link](#).



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# Norway

Online tool for guidance on mobility

## The Prezi

The Norwegian Network for Mobility consists of public organizations that promote international mobility. The partner organisations of this network are: [ANSA – Association of Norwegian Students Abroad](#) (funded by the Norwegian government); Active Youth (Eurodesk) managed by the Norwegian Directorate for Children, Youth and Family Affairs; EURES, which is an inherent part of the Norwegian Labour and Welfare Administration (NAV), and Europass and Euroguidance within the Erasmus+ programme.

The Network provides information and knowledge to guidance counsellors and other stakeholders about how to get involved in mobility activities. In 2015 the National Agency for Europass and Euroguidance inaugurated the first national conference on internationalization in primary education. This event was a perfect arena for the mobility network to launch its new mobility tool.

It is a downloadable Prezi presentation on how the network members can be of assistance in mo-

bility-related issues. The presentation introduces different mobility tools and describes how they can be utilised for lifelong learning and career management. By means of two fictional persons the complementary use of the different tools is demonstrated in a more concrete way. From the presentation, the users can extract what they wish to focus on, only use the case stories or the information sections. The Prezi can be downloaded [online](#).

The Prezi presentation is specifically designed for guidance counsellors so that they can better guide their clients on mobility opportunities. Easily accessible and up-to-date information on mobility presented in a pedagogical manner has been requested by guidance practitioners across the country. The Norwegian guidance community has responded positively to the Prezi presentation as it makes them better equipped for giving advice on mobility.

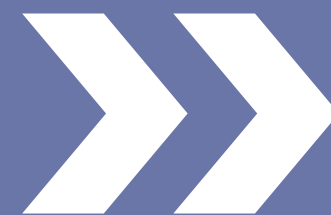
This Prezi is a result of smooth collaboration between several national institutions. The network members say that through this kind of cooperation more synergy can be created and a stronger impact on the use of mobility tools achieved. This way mobility opportunities and Erasmus+ programme can be efficiently disseminated to a broader audience in Norway in the future.



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## Networking and Network-based cooperation to promote mobility

In 2015, France, Italy, Slovenia and Turkey were actively engaged in strengthening network-based cooperation between institutional and individual actors in the field of lifelong guidance. The main goal was to foster international mobility as well as to disseminate relevant information more effectively to guidance practitioners.





# France

Cooperation between networks supports European mobility



In France, the Euroguidance and Europass networks as well as the National Contact Point for the European Qualification Framework have taken common initiatives to spread information more extensively about mobility in Europe. These examples illustrate the joint efforts to promote mobility both to the general public and guidance professionals:

- **Seminar on European mobility tools**

Euroguidance France organises biennial seminars targeting all lifelong guidance professionals at the national level. “European tools to make mobility easier” was the topic of the first event, where all key guidance actors met and discussed the theme. The seminar brought more than a hundred guidance experts together. It was an excellent forum for networking and sharing highlights of activities carried out in France and the rest of Europe. The necessity for cooperation to better coordinate guidance services in the future was addressed as well.



A publication on “Useful European tools for mobility” for the general public.

- **Publication on European mobility tools**

A brochure on the tools for the recognition of qualifications was produced in 2015. How different European tools can be useful is demonstrated in a case, where a fictional young man called “Alexandre” is on training at a restaurant. This practical example helps users to learn about all the different tools and European networks (e.g. Europass, Youthpass, Euroguidance, Ploteus, Eurodesk, ECTS, ECVET, Eures, Enic Naric, etc.) and how they support individual mobility.

- **Self-study module on European mobility**

Emma (Entretien mobilité module d’autoformation) is an online self-study module about mobility. It is organized in three interactive parts with an overall duration of around 30 minutes. By means of an interview this module follows a guidance counsellor, who is an expert on European mobility. The main goal is to illustrate the key points of the first mobility interview by a game of questions and answers. It is meant to explain techniques (active hearing, reformulation, empathy, etc.), which can be used in many situations. A user of Emma can also find information in a toolkit about all the possibilities for a candidate with a mobility project in mind, and the user will find a review of the strategic steps needed to prepare a mobility project. For two years, this free tool has been usable online on the [Euroguidance website](#).



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# Italy

A national dissemination network to support mobility



Euroguidance Italy coordinates a National Dissemination Network (NDN). It involves bodies and experts working in the field of lifelong guidance and transnational mobility. By means of this network a widespread dissemination of quality information and materials at national level can be guaranteed.



The network has one or more local contact points in every Italian region. Further, it incorporates local contact points of other EU networks such as the information points of the Eurodesk, Eures and Europe Direct networks, thereby facilitating the networking of networks at national level.

The main task of the network is to exchange information, to share results and outcomes of projects, to find new partners and to support existing initiatives with specific activities. It also promotes innovative working methods and good practices in the field of lifelong guidance and learning mobility in Europe. The frequent knowledge sharing about transnational mobility and guidance between the network members contributes to their professional development.

In 2015, Euroguidance Italy extended the membership of the network with the aim of raising the participation of the national guidance community in the Euroguidance-related activities. At present, there are more than 70 network members from all over Italy. There is a list of the different contact points is available [online](#).

Moreover, Euroguidance Italy published a booklet for the network which is available in print and online, and organized training sessions for all the network members to promote the Euroguidance network and all the European tools for transparency and recognition of skills and qualifications.



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# Slovenia

The Euroguidance Centre and the European Commission convene with European networks



The European mobility and guidance networks within employment sector in Slovenia, (i.e. the Employment Service of Slovenia, Euroguidance and Eures) and the European Commission Representation in Slovenia (ECRS) hosted for the first time a working meeting with other 33 European networks representatives in Slovenia in May 2015. Euroguidance Slovenia started the collaboration with ECRS in 2007. Since then the contacts and cooperation with ECRS and the other EU networks in Slovenia have deepened.

The meeting was organised to increase awareness of the different EU-related activities and actions across the networks. For example, the Euroguidance Centre presented its mission and emphasised the importance of developing guiding resources for and working with guidance practitioners within a broader European lifelong guidance and mobility framework. The *Your first Eures job* initiative was introduced by the Eures expert as well as their new chat service launched for jobseekers who are interested in finding employment in other EU countries.

At the meeting, also a review on the EU programme for research and innovation Horizon 2020 and events planned for 10th anniversary of European consumers' centres in Slovenia were presented. Additional topics were the creation of

a united digital market in the EU and the updated *Tvoja Evropa (Your Europe)* brochure where all the EU networks are presented.

The participants were invited to share information about important network events and meetings with the ECRS, for example, on social media (Facebook, Twitter, etc.) so that everyone concerned will be informed.



»Searching for workers with well-developed digital skills is rising every year by around 4 %. Almost half of Europeans are not digitally literate. In the future 90% of working places will need digital knowledge«, outlined Nataša Šip in her presentation. (Photo: Mito Žnidarko).



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# Turkey

Working with the universities



Euroguidance Turkey operates under the Turkish Employment Agency (İŞKUR). Its main focus is on universities and their career guidance and counselling services available for students. As university education on its own is not enough for finding a job and as there is no smooth transition from education to the world of work, therefore more attention needs to be given to the development of the student services provided by the university sector. In this regard, İŞKUR as the national public employment institution has taken on tasks such as to:

- increase the effectiveness of active labour market programmes in universities,
- help the youth enter the labour market and to create their career plans,
- increase the skills of university students through active labour market programmes,
- inform the youth in order to prepare them for the labour market before when they enter it.

For speeding up the above development work, İŞKUR has established altogether 80 University Contact Points (UCP) nationwide by August 2015 and their number is growing.

Parallel to the İŞKUR's UCPs, universities have their own career centres. Both types of centres are working in the field of career guidance and

serving the same student population. There is an aim to establish closer cooperation between these different centres. That way the organizational capacity to serve students will be in a more effective use. İŞKUR would like to draw up a clear framework for specifying the roles of the universities and the public employment sector in guidance service provision. For tackling this challenge, İŞKUR organized a workshop on "*University Contact Point - University Career Centres - the Distribution of Roles*" in Ankara in December 2015.



Photo: Shutterstock



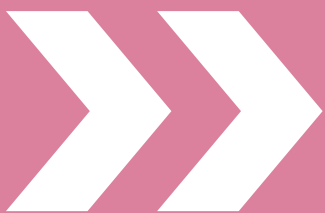
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# Awards

The Czech Republic, the Slovak Republic and Spain have launched national awards to acknowledge the development work carried out by guidance professionals. Such awards serve the purpose of making the innovative and creative guidance practices better known at the national level as well as to encourage guidance counsellors to systematically develop themselves professionally.



## Czech Republic

National Awards for promoting of best practices in career guidance



The National Career Counselling Award contest (NCCA) was launched in 2009 in the Czech Republic and has continued annually since then. The Award is traditionally organized under the umbrella of the National Guidance Forum and in cooperation with the Association of Adult Education Institutions in the Czech Republic and other organizations dealing with this topic.

From 2012 the awards have also been organized in cooperation with the Slovak Republic. The main aim of the Contest is to chart and award examples of good practice in career counselling in the Czech Republic and to connect providers of career counselling services across different sectors.

Moreover, thanks to the awards a wider discussion about the importance of career counselling has been initiated at a national level. Raising awareness about guidance services available to clients for lifelong learning, career development and international mobility through various channels has proven successful in the Czech context.

The best practices identified and acknowledged by the award are published in an English language compendium. The 2014 awards are listed and described [online](#).

In 2015 the award winners were rewarded with a study trip to the United Kingdom, organised in co-operation with the UK Euroguidance Centre. The [award compendium 2015](#) in English is available online, too.



Photo: Vít Černý



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# The Slovak Republic

National initiatives to foster networking



Euroguidance Slovakia, hosted by the Slovak Academic Association for International Cooperation, is a member of the Euroguidance network since 1998. During all these years it has been supporting cooperation of all guidance stakeholders in the country.

In 2009, the Euroguidance Centre Slovakia has started to organise the National Career Guidance Award (NCGA). The awards are a method of recognising the valuable work carried out by career guidance and counselling service providers across the country. Identifying and awarding the best practices that have been developed by guidance practitioners showcases their dedication to professionalism, and this may inspire and motivate their colleagues and peers, too.

Since 2009 more than 80 institutions and individuals have participated in the contest. Examples of good practices from primary and secondary schools, universities, guidance and counselling centres, public employment services, employers and private providers have been disseminated throughout the country.

National conferences to award the winning contributions are organised annually in autumn. They provide an excellent opportunity for participants from all fields to share experience, communicate and network with each other and discuss future cooperation.

In close partnership with the Czech Euroguidance Centre bilingual compendia from NCGA are published since 2012. As from 2013 also compendia in English are published to highlight best practices from these two or more countries (Bulgaria, Lithuania). [The 2015 awards compendium is available online.](#)

## Cooperation of EU funded projects in the field of career guidance

In September 2015, the Euroguidance Centre Slovakia organised a meeting with management teams of six EU funded projects with direct or indirect relevance to career guidance and counselling. These projects are conducted by various institutions in the education and employment sectors. They focus on various target groups, such as primary and secondary school pupils, VET students as well as adults.

In spite of the fact that career guidance and counselling was an issue in all these projects, the communication and cooperation between these projects were not very intensive. The meeting organised by the Euroguidance Centre showed that cooperation in the preparation phase as well as during project realisation can create synergy and support sustainability of the project results.



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# Spain

Awards for innovation and quality in guidance and VET



It is common knowledge that teachers and guidance counsellors often express their strain to keep the daily motivation needed to carry on with their work at schools. Therefore, in 2015 the Spanish Euroguidance Centre focused on the needs and requirements of one of its primary target groups, the guidance and teaching community, and how to reach it better.

The Euroguidance team realised that there is a lack of recognition of a task well done. The extra efforts of teachers and guidance counsellors should be publicly acknowledged. This led to planning a Guidance and VET Award for rewarding this hidden work that many are doing on top of their regular duty.

The Awards for Innovation and Quality in Guidance and VET were launched by the Spanish Ministry of Education, Culture and Sport, with the support of the Euroguidance Centre. The aim of this action is to promote innovation and quality among those involved in widening access to guidance for all students in schools as well as increasing the attractiveness of VET programmes.

The criteria for winning the prize were: the activity should involve as many actors as possible (incl. schools and local companies, students and teachers) and promote gender equality and mobility among teachers and students.

Teachers and guidance practitioners from all over Spain were asked to present what they were doing, what they considered to be an innovative approach or practice. One of the two first awards of 20.000 € went to a guidance project that succeeded in involving the whole school (staff, students and even some local companies) in the creation and establishment of an online Platform to develop and assess the acquisition of Career Management Skills among their VET students.

The prizes have been awarded in December 2015. Euroguidance Spain will promote and disseminate the results in the official [website of the Ministry and Euroguidance Spain](#).



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# Events

The Euroguidance Centres have traditionally been organizing a wide range of events as well as contributed with their international expertise to numerous events organized by other stakeholders. The main audience of Euroguidance fairs, seminars and conferences is always the guidance community. In the following pages Croatia, Cyprus, former Yugoslav Republic of Macedonia, Hungary and Poland share the events they arranged in 2015.



## Croatia

Guidance and career counselling seminars for school guidance practitioners



The [Eurobarometer Survey](#) 417 (2014) on the European Area of Skills and Qualifications reveals that up to 49% of the Croatian respondents have never used career guidance services. This calls for a more holistic lifelong guidance and career management provision to be developed. The national strategy for lifelong guidance and career development in Croatia establishes a clear framework for professional guidance in the education and employment sectors.

Against this background, the professional development of school guidance practitioners has a high priority. As a response to this, in 2015 Euroguidance Croatia delivered a Guidance and Career Counselling Seminar for school counsellors in cooperation with experts specialised in work and educational psychology of the University of Zagreb and the Institute for Social Research in Zagreb.

The aim of the seminar was to equip guidance practitioners with such knowledge and competences needed for providing guidance and counselling services to pupils and students in schools, as well as to their parents and the teaching staff. The idea to develop and run this type of a seminar was based both on the recent policy developments in Croatia and the EU and on the target group's practical learning needs.

Euroguidance Croatia has delivered altogether nine seminars on guidance and career counselling for primary and secondary school teaching and counselling staff over the past three years. These two-day seminars consist of a combination of

plenary lectures and small group activities (approx. 20-30 participants) and interactive workshops demonstrating methods and techniques of working with pupils. The methods applied are primarily devoted to assessing individual traits (interests, strengths and weaknesses) and pupils' knowledge on various career pathways.

The feedback from the participants on the training seminars has been extremely positive. They have acknowledged the important role high quality guidance and counselling services play in supporting lifelong learning, career management and achievement of personal goals. They also see the seminars as a good learning opportunity and describe them as useful, dynamic and inspiring, but nevertheless requiring serious work. Further, they speak highly of the work of the expert lecturers, and see the value of the seminar in relation networking and knowledge sharing.



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# Cyprus

The first ever organised Career Europe Fair



In March 2015, the annual International Education and Career Fair was organized in Nicosia. Euroguidance Cyprus and Eures Cyprus hosted a joint event, or "Pavilion", under the title Career Europe. In addition to Euroguidance and Eures representatives from various EU countries, a number of other networks and agencies were invited to join.

For three days, Euroguidance, Eures with the "Your First Eures Job" Scheme, the European Commission Representation in Cyprus, the European Parliament Office in Cyprus, Europe Direct, Euraxess, Eurodesk, Europass, Euromed-Daedalus, and Cyban (Cyprus Business Angels Network) were present at the Career Europe Pavilion giving information, advice and guidance to visitors on

education and career choices, entrepreneurship and job opportunities in Europe and more.

The event was highly publicized and was visited by approximately 4,500 people. Having all agencies under the same umbrella increased the visibility of all networks and facilitated the visitors in finding additional information valuable to them. It was also a good opportunity for networking among different agencies funded by the different EU initiatives.

This action was carried out for the first time in 2015. Organisers and visitors alike gave a very positive feedback on the event. Cyprus is relatively isolated geographically, so actions like this that promote mobility and make EU initiatives more visible are very important.



Photo: Antonis Kafouros



Photo: Antonis Kafouros



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# The former Yugoslav Republic of Macedonia

Promotion of the Euroguidance Centre to the wider audience



In 2015, the Macedonian Euroguidance Centre was in the second year of implementing its activities in the country. The main objective in this incipient period has been to raise public awareness about the necessity of providing professional guidance support for learning mobility. Developing the lifelong guidance provision within education, training and employment especially for students and job-seekers with different socio-economic background and marginalized groups has been given a high priority.

The Macedonian Euroguidance Centre organized several thematic workshops, in 2015. The aim was to introduce the overarching goals of the Euroguidance Centre and its services, as well as the cornerstones of its future development work. At these events, around 80 people in total participated. They were teachers from primary, secondary and VET schools, higher education institutions and staff from the State Agency for Employment, VET entre and the Centre for Adult Education as well as the Bureau for Development of Education.

In 2016, the Euroguidance Centre is planning to host similar workshops to ensure wider public

awareness about the importance of the Euroguidance activities at national and European level. Further, the centre is planning to visit more primary, secondary schools and universities to present its services and to explain what the benefits of international mobility for the individuals and society are.



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# Hungary

Representing the Hungarian guidance policy abroad



The National Office of Vocational Education and Training and Adult Learning (NOVETAL) in Hungary invited the Hungarian Euroguidance Centre to hold a plenary presentation at the international conference on Career Management Skills in Bratislava in May 2015. This was a great honour for Euroguidance Hungary as it was the first time ever that the Euroguidance Centre represented the Hungarian guidance policy and its guidance community at an international event. The title of the plenary presentation was Developing Career Management Skills for Adults in Hungary.

The conference was organised by the Slovak Ministry of Education, Science, Research and



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Sport and the Slovak National Lifelong Learning Institute in cooperation with Hungarian and Czech partners. The majority of the participants arrived from the Slovak, Czech and Hungarian Republics, but there were representatives from Finland, Austria and Scotland as well. In Hungary the participation of the Hungarian guidance experts and counsellors was coordinated by NOVETAL. Euroguidance Hungary was financing the participation of some Hungarian experts in the event.

The experience was extremely valuable since, on the one hand, the Hungarian Euroguidance Centre had the chance to make the representatives of different nationalities familiar with the service providers of the Hungarian guidance system. On the other hand, the conference itself was also a great opportunity to promote the work of the Euroguidance Centre and that of the whole network in front of an international public. It was an added value that, with the help of this conference, a new Hungarian target group was reached, i.e. the representatives of the adult training institutions and of the Klebelsberg Institution Supervision Centre<sup>1</sup>, who were among the Hungarian participants.

Euroguidance Hungary received positive feedback on its plenary presentation. This kind of active presence and participation at international events contribute to the success and visibility of the Euroguidance network at national and international levels.

<sup>1</sup> KLIK, a central office being responsible for public education institutions



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# Poland

Conference on educational and vocational counselling for children and youth in schools and in the centres for children with the special needs



The Vocational Guidance Unit of the Polish National Centre for Supporting Vocational and Continuing Education organised a conference on Educational and vocational counselling for children and youth in schools and in the centres for children with special needs in Warsaw in August 2015. The aim of the event was to provide information about vocational guidance and counselling for teachers and guidance counsellors, who work in the centres for children with special needs.

The conference was divided into two parts: lectures and workshops. In the first part, there were presentations of keynote speakers, on the following topics:

- the legal aspects of guidance and counselling and the functioning of schools and centres for students with special needs;
- the new financial perspective (2014-2020) with regard to activities dedicated to guidance services at schools;
- the needs of young people from schools/centres for students with special needs and their place in labour market;
- the role of the nearest surroundings in socio-vocational activation of persons with disabilities; and
- the diagnosis and development of social and emotional competences in educational and vocational counselling.

Moreover, job-coaching as a method of working with the clients was presented.

Further, four thematic workshops were organised:

1. The students' attitude to changes in the counselling process: models of the vocational counsellors' career performance to reduce client's resistance in the counselling process.
2. Elaborating an Individual Plan for Social and Professional Activation using the International Classification of Functioning, Disability and Health: preparing participants to make a functional diagnosis of the pupils/students with special needs.
3. Counselling interviews as a key tool in working with young people: presentation of different styles of providing a counselling interview in vocational guidance practice.
4. Image in coaching and guidance: discussing human aspirations, beliefs, dreams and talents that evolve over time.

The conference was assessed as a success. The participants found the information relevant to their professional tasks. According to them, the meeting was inspiring for their further work.

#### Further information

More information about the conference is available on the [Euroguidance website](#) (in Polish).



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# In-Service Training – Professional Development

A crucial part of the activities of the Euroguidance Centres is to contribute to the professional development of their national guidance community. This is often done by means of in-service training that aims at informing guidance counsellors about international mobility as well as providing them with tools and methods to serve their clients seeking learning opportunities abroad. Also other professional topics are covered on the in-service training sessions. In this section, Denmark, Ireland, Malta, Portugal, Romania, Serbia and Sweden describe what kind of training activities they have completed in 2015.



## Ireland

Online continuous professional development module on guidance for mobility



The National Centre for Guidance in Education (NCGE) is responsible in Ireland for the co-ordination and provision of continuous professional development (CPD) for guidance counsellors and practitioners in the post primary schools and adult guidance/further education and training (FET) sectors.

In this regard NCGE provides seminars, workshops and guidelines for practice via online handbooks.<sup>2</sup> NCGE has also developed a Virtual Learning Environment<sup>3</sup> to support the provision of CPD using a blended learning approach. NCGE contracted the services of an ICT Teaching and Learning specialist to support these developments. In the NCGE Strategic plan for 2015- 2017<sup>4</sup>, NCGE is focusing on the development of online CPD programmes for guidance counsellors across the school and FET sectors.

In preparation for these developments, Euroguidance Ireland Co-ordinator researched and liaised with Euroguidance Sweden on their Online Mobility Guidance Modules. With the support of Euroguidance Sweden, the Euroguidance Co-ordinator ensured that the content was initially

translated into English and further adapted for the Irish model of guidance provision.

In November 2015 a small focus group of interested guidance counsellors was invited to participate in the initial trial of the Online Mobility Guidance Counselling modules. Their feedback on the initial trial formed the basis for the final developments of the online modules. Euroguidance Ireland plans to formally launch the Mobility Guidance Counselling modules as an online CPD programme in the spring of 2016.



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<sup>2</sup> <http://www.schoolguidancehandbook.ncge.ie/>, <http://ncgeadultguidance.ie/>

<sup>3</sup> <http://vle.ncge.ie/>

<sup>4</sup> [http://www.ncge.ie/uploads/NCGE - Strategic Plan FINAL 27.5.15.pdf](http://www.ncge.ie/uploads/NCGE_-_Strategic_Plan_FINAL_27.5.15.pdf)



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# Denmark

Student mobility goes both ways

## International student mobility

Odense, Denmark – 12 June 2015

Seminar for guidance counsellors from Studievalg (*regional guidance centres*) and eVejledning (*eGuidance*)



In June 2015, altogether 55 Danish guidance counsellors from the seven Regional Guidance Centres met in Odense on the island of Funen. The Danish Euroguidance Centre had invited them to spend a day focusing on the various aspects of student mobility.

It all started in late 2014, when the Manager of the Regional Guidance Centre on Funen contacted the Danish Euroguidance Centre and asked for a presentation of the international dimension in guidance for the counsellors working at the centre. Instead of a single presentation, a one-day seminar for the guidance counsellors of all the seven centres and eGuidance service was proposed by Euroguidance Denmark.

In the spring of 2015, a group of representatives from two regional guidance centres, the Division for Recognition and Assessment of Foreign Qualification (also responsible for NCP EQF, NARIC and Eurydice), and Euroguidance Denmark had been set up to plan the event.

The seminar focused on both outgoing and incoming mobility. In the morning, presentations on aspects of outgoing mobility were given, and the Lillebaelt Academy of Professional Higher Education presented how to guide students studying or doing an internship abroad.

The focus of the afternoon was incoming mobility with presentations on how we can help foreign students in Denmark as well as guidance and assessment of applicants with non-Danish exam certificates, illustrated by the work of Aarhus University.

For the day, the Danish Euroguidance Centre prepared a new [factsheet](#) (in Danish) for guidance counsellors about the possibilities for international cooperation within the Erasmus+ and Nordplus programmes. Further, factsheets (in Danish) on students' possibilities for stays abroad and the recent Nordic-Baltic compendium [Open the Door to the World](#) were handed out as well as several other relevant materials.

At the end of the day a written evaluation was carried out. Most of the participants expressed their high satisfaction with the content of the event. It was suggested that this kind of a seminar should be offered every second year. As to improve the quality and relevance of online services, the Danish Agency for Higher Education seized the opportunity to carry out an evaluation of the website [www.gribverden.dk](http://www.gribverden.dk), which promotes outgoing mobility and is heavily used by the regional guidance centres.

### Regional Guidance Centres

The seven Regional Guidance centres in Denmark are responsible for provision of guidance in relation to the transition from youth programmes (upper secondary education) to higher education and information on all higher education programmes in Denmark.

### Further reading:

[Guidance in Education](#) – A description of the Danish Educational Guidance System.

## Programme

- 09.30** Welcome, by Peter Grønnegård, Head of Department, Centre for Assessment and International Education Programmes, the Danish Agency for Higher Education
- 09.40** Latest news from Euroguidance, the EU network of national resource centres for guidance, by Birtha Theut, International Education Programmes, the Danish Agency for Higher Education

### OUTGOING MOBILITY

- 10.00** Gribverden (*informational website about going abroad*) – status and future developments, by Myung Nina Fernando, International Education Programmes, the Danish Agency for Higher Education
- 10.20** How to guide students studying or doing an internship abroad, by Marie Falk Nyboe, Lillebaelt Academy of Professional Higher Education
- 11.00** Coffee break
- 11.30** State Educational Support (SU): SU when studying abroad and scholarships for studies abroad, by Pernille Jepsen, Centre for Educational Support, the Danish Agency for Higher Education
- 12.00** Lunch

### INCOMING MOBILITY

- 13.00** Guidance and assessment of applicants with non-Danish exam certificates, by Inger Bruun, Centre for Assessment and Recognition of Foreign Qualifications, the Danish Agency for Higher Education
- 13.25** How we assess applicants with foreign entry qualifications applying for admission to a Bachelor's degree programme, by Nina Jørgensen, Aarhus University
- 13.50** Questions for the Agency and Aarhus University
- 14.00** Coffee break
- 14.15** Guidance of people who need authorisation or is trained in a regulated profession, by Inger Bruun, Centre for Assessment and Recognition of Foreign Qualifications, the Danish Agency for Higher Education
- 14.45** International Citizen Service: How can we help foreign students in Denmark? By Berith Findstrup Madsen, ICS Odense
- 15.15** Evaluation and wishes for the Gribverden website. What do the guidance practitioners miss on the site?
- 15.30** Wrap up of the day



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# Malta

Telling tales and thematic booklets



Telling tales - Understanding and practising narrative career counselling was the topic of one of the conferences that the Euroguidance Centre in Malta organised in collaboration with the Malta Career Guidance Association (MCGA) in May 2015. This Conference targeted the 124 guidance teachers in state, independent and church schools as well as career advisors at the Employment Training Centre to make them aware of how they could practice narrative career counselling.

The event theme was presented by Dr Hazel Reid, a Reader in Career Guidance and Counselling and Director of Research in the Faculty of Education at Canterbury Christ Church University, where she coordinates the autobiography and narrative research theme group. Dr Reid is also researching the experiences of young unemployed people in coastal towns of Southeast England with Jane Westergaard.

On the same occasion, the Maltese Euroguidance Centre launched three booklets that by now have been distributed to all schools in Malta:

- *Career Exposure Experience*
- *Lenti fuq id-Dinja tax-Xogħol (A focus on the world of work)*
- *Lenti fuq il-Karrieri (A focus on Careers)*

These publications have been produced in collaboration with Europass Malta, MCGA and the Directorate for Educational Services, Student Services Department.



Photo: Euroguidance Malta



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# Portugal

Professional training course on mobility for guidance practitioners



The knowledge we have gathered in Portugal shows us that study abroad periods during the school path have a positive impact on finding and getting a job where the mobility experience can be of added value for the employee as well as the employer.

However, for a mobility experience to be successful, it requires good preparation in advance and professional support to make use of the competences acquired during the stay in another country. In this context, the Portuguese Euroguidance centre developed training courses on international mobility for guidance workers.

Altogether some 220 school psychologists, career counsellors from public employment services and psychologists from social inclusion sector participated in blended-learning training courses. The aim of these training courses were to equip

practitioners with the skills to promote mobility and foster the cooperation across sectors of education and training, employment and social inclusion.



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# Romania

Training for school counsellors on teaching children to tell stories



In 2015, Euroguidance Romania organized a training course on teaching children to tell stories and how to develop their personal character. The course was designed and delivered to 60 school counsellors to support the implementation of the programme in public schools in Bucharest. The programme consisted of 14 hours of coursework and 8 hours of follow-up.

The training course provided counsellors with tools for how to support children, pupils and students from kindergarten to high school in learning



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to tell stories in front of an audience, in using character development strategies and in adopting a personal growth mindset. Many findings, including research conducted in Romania, suggest that teaching youngsters how to tell stories is an efficient method to develop their communication skills and other strengths.

The programme addressed various skills, such as verbal fluency and listening skills, verbal and nonverbal expression, personal character and mindset. It has the potential to improve learning in general, as personal strengths linked to character and mindset such as self-control and perseverance have been shown to positively affect standardized test scores and grades of school-age children.

School counsellors who participated in the training found it informative and useful. Many of them have actually already implemented parts of the programme in their school activity. Further, this type of training offered to young people is preparing them for life in general and for the world of work, and it can also be useful for a mobility period abroad.



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# Serbia

On-line course on guidance for secondary school teachers



In 2015, Euroguidance Serbia developed an online course for high school teachers in Serbia. In this professional development course teachers learn about career guidance and become acquainted with concrete activities and good practices that they can implement in their work with students.

The online course introduces career guidance through a series of video lessons combined with materials (pdf), presentations, quizzes and links to external resources. It also provides information on the legislative framework, examples of activities ranging from self-evaluation, decision making and learning about occupations to organizing school career guidance teams and establishing cooperation with partners in the local community.

In addition, Euroguidance Serbia has recently given significant input to the development of the career guidance system in secondary schools in the country. In Serbia, this is especially important since the new law obliges teachers to provide guidance even though the large majority of them have never had any training in the field. After a

consultative process with stakeholders, a guide-book was published, featuring over thirty best practice examples from teachers, who organize career guidance activities in their work with students. It was followed by a series of seminars in various towns across the country.

Due to a lot of interest by teachers for this type of support, the Euroguidance Centre needed a way to multiply the reach with limited resources. By means of this on-line course, training can be offered to more high school teachers regardless of their location. This way training can also be better adjusted to their individual learning and more resources can be provided for their independent self-study.

This online course, developed with support of the Udemy platform, is free for all high school teachers in Serbia. It serves as an introductory training to teachers and helps the Euroguidance Centre to redesign its current in-person seminars as intermediate or advanced level training for teachers.



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# Sweden

The international dimension in guidance as part of national career guidance education



Euroguidance Sweden is annually giving lectures for students who are studying to become career guidance counsellors. This is a way to ensure that upon graduation all guidance counsellors have an understanding of the international dimension in guidance and know how the Euroguidance Centre can support them.

In Sweden there is a 3-year undergraduate university programme in Career Guidance and Counselling. Altogether about 180 new students are admitted each year to this programme offered at three different universities across the country: Umeå in the north, Stockholm, and Malmö in the south. They supply the Swedish labour market with a skilled guidance workforce and Euroguidance Sweden has developed regular cooperation with them.

Meeting all students at the programme every year, gives Euroguidance Sweden a chance to get in touch with a substantial part of all future guidance professionals at the same time. As soon as these students graduate and start working, they will be placed in schools and employment offices around the country. That makes them

much harder to reach from the Euroguidance Centre's perspective.

The lectures given by the Euroguidance expert focus on EU policy developments in the area of guidance, the Euroguidance network and its services, and other European mobility initiatives. The benefits, possibilities and guidance process in relation to international mobility are covered as well. The lectures are usually followed by discussions among the students, and they are videorecorded for distance learners enrolled in the programme.

Through these annual lectures, the international dimension in guidance becomes part of the national career guidance education. This practice makes Swedish guidance practitioners more motivated and better equipped in terms of guiding their clients on studying or working abroad. Finally, it helps to make Euroguidance Sweden better known in the Swedish guidance community.

**Further reading:**

[Career Guidance in Sweden.](#)



## Mobility For Youngsters

In 2015, three countries – Belgium, Luxembourg and the United Kingdom – were actively involved in addressing international mobility of young people from different perspectives. The country-specific highlights in this section deal with improving coping skills required on a mobility period abroad, establishing new forms of cross-border cooperation to promote youth mobility as well as informing youngsters about the different mobility opportunities there are available to them.



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# Belgium Flemish Community

Coping skills needed for the mobility process



In 2015, Euroguidance Flanders has worked on the topic of coping skills as a strategy for people to better face difficult situations during a period of mobility. This topic has also been dealt with by the Euroguidance network's mobility working group<sup>5</sup>. The aim is to find out what the skills are that youngsters have learnt that may help them to cope with everyday problems they face while abroad.

Those, who embark on a mobility experience, often face uncertainty and may feel lost in unpredictable situations while living in another country. Challenging behaviour can often be the result of the youngsters' inability to manage their

emotions. There can be a gap in the youngsters' ability to take responsibility for their own actions and to successfully employ their coping skills needed to overcome difficult emotions, thoughts and experiences.

For counsellors to better understand what is happening in the mind of (young) people on a mobility period abroad, the Euroguidance mobility working group has developed a number of tools to help them. The group has utilised theories that are based on literature and research (models, concepts, methodologies) as well as practice derived from mobility experiences of guidance counsellors.

The tools can be applied to providing guidance for mobility for people studying, training and working abroad. They are useful also for tackling situations, where those embarking on a mobility period or those already abroad, face difficulties and need information, advice and other types of professional support. For example, pictures for self-reflection and self-help can be developed by guidance counsellors that the youngsters abroad can use online in interaction with them. Images can as well be used before the mobility experience for preparation or after it for a follow-up.

More information on coping skills for mobility is available [online](#).



Photo: Shutterstock

<sup>5</sup> The Mobility Working Group is a sub group within the Euroguidance network focussing on mobility issues.



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# Luxembourg

Guidance cooperation with neighbouring countries benefits youth mobility



International mobility is a well-known phenomenon in Luxembourg as more than half of the higher education students in the country apply to universities abroad. Also the University of Luxembourg requires every bachelor-level student to study abroad for one semester. This means that guidance counsellors have to be informed about study programmes in other countries. Alongside existing university student mobility schemes, Luxembourg is developing strategies for youngsters' mobility in VET.

Since 2012, Euroguidance Luxembourg has been focusing on the promotion of mobility and exchange of best practices between the guidance services in Luxembourg, Belgium, France, and Germany. The main activity of the Euroguidance Centre is to inform and train VET guidance counsellors who act as multipliers of expertise within their own institutions, networks and regions.

The Euroguidance Centre also informs youngsters about training and working possibilities in the neighbouring countries. The aim is to encourage them to become mobile and to improve their mastery of foreign language skills, which they will

need when (re)integrating into the Luxembourg job market.

In Luxembourg, Action locale pour jeunes (Local Action for Youngsters) offers practical advice to early school leavers and prospective VET students, and cooperates with several institutions in Germany. It has also contributed to establishing a guidance network for young people in the cross-border region. Thanks to this smooth cross-border collaboration between guidance counsellors, Luxembourg can now easily send its youngsters to specific training workshops in Trier, Germany.

Currently, the Euroguidance Centre is developing a similar cooperation between guidance counsellors across the French border with the Mission locale in Thionville/Lorraine. The objective is to have a network of 50 Luxembourgian, Belgian, French and German VET guidance counsellors, who have an easy access to up-to-date information on cross-border mobility. This way they can better help VET students with their mobility plans. For guidance counsellors the cross-border cooperation is a forum for formal and informal exchanges and learning across cultures.



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# United Kingdom

Stand Out in a Global Market



There have recently been changes to the delivery of guidance in England. It has resulted in young people not always being fully informed of the opportunities offered by mobility. As a response to this, the UK Euroguidance Centre has developed the Stand Out in a Global Market brand of events aimed at young people in school, in particular those in post compulsory secondary education, and also young people in vocational training and education.

As the first event held in Leeds in 2014 was a huge success, it was decided to repeat and extend this in 2015. In late 2015, there were two events held under the Stand Out in a Global Market banner. The Leeds event targeted schools in the Yorkshire and Humber region, and the second event in Cardiff targeted the Wales region.

The events aimed to introduce young people to the fullest range of opportunities offered by mobility: from an experience in a university in another country through the ERASMUS+ scheme to a pre- or post-university Gap year experience and working abroad. Another topic addressed was how a mobility experience can enhance your CV and make you with an international experience more attractive to employers in the UK or abroad. This was discussed by those who had undertaken mobility and employers talking about what they value in applicants with a mobility experience.

The events consisted of presentations from organisations explaining the benefits of mobility

and individuals sharing their own experiences. They were interspersed with workshops and activities, and there were also exhibitions with organisations offering more information on their particular offerings. A video of the event can be found on our [Youtube channel](#). The keynote speaker at our Leeds event was the former head of Nestle, Europe. The Cardiff event was webcast to schools across Wales reaching a wider audience than just those physically attending.

The events had an impact on the numbers of young people who actually consider and take up mobility as part of their education, training or working careers. They helped to counter the fall in careers education input to young people in schools, caused by restrictions to careers guidance due to reduced funding or by changes to the organisation and delivery of careers guidance in England.



Photo: Euroguidance UK



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# Diverse Service Development Initiatives

In 2015, Estonia, Finland and Latvia have explored new approaches to developing guidance service provision and to addressing the more hidden learning needs of guidance counsellors. These initiatives touch upon e-guidance, service design and implementation of new legislation.





# Estonia

Promoting e-services in Northern Europe

Foundation Innove, acting as the Euroguidance Estonia, hosted the first e-Guidance and e-Governance seminar in Tallinn in October 2015. The event aimed at supporting international knowledge sharing between stakeholders on the development and provision of e-services in the field of lifelong guidance. The idea to organise this international seminar on e-Guidance and e-Governance was born at the International Symposium on Career Development and Public Policies in June 2015, in Des Moines, USA.

The seminar in Tallinn was organised by Foundation Innove in close cooperation with the representatives of the Finnish Education and Employment Ministries, the European Lifelong Guidance Policy Network Coordination Unit at the University of Jyväskylä, Estonian stakeholders from the education and labour sectors as well as representatives from the private sector.

This seminar initiative has been a crucial accelerator promoting the development of innovative

practices and e-services in the field of lifelong guidance. The country teams noted that the first step at a national level is to create a jointly agreed vision for the conceptual framework of e-Guidance. It should consist of a jointly agreed overall technical architecture, including a description of key guidance functions and interfaces with existing national information systems and online services available for citizens.

Developing e-Guidance and e-Governance is important for Estonia as it is one of the leading countries in the world in providing e-services to its citizens. These e-services have already become the norm for Estonians: e-elections, e-taxes, e-police, e-healthcare, e-banking, and e-school. Every inhabitant can obtain a smart ID-card that enables him or her to make use of all of these solutions and sign documents digitally. By means of e-Guidance also information and advice on international mobility can be more efficiently provided to those interested in the future.



Photo: Jarek Jõepera



Photo: Kristina Orion



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# Finland

Design for innovation and better service

In 2015, Euroguidance Finland launched a service design project to better understand guidance practitioners' attitudes towards and perceptions of internationalization and international mobility.

Service design is about innovating, creating and developing services by designing them based on client needs and service provider's institutional strategy. The main aim in service design is to make the client's user experience as positive as possible. Active involvement and concrete input of clients are the key to successfully implementing the service design process.

With the service design project Euroguidance Finland plans to reach the hidden or unconscious emotions of guidance practitioners linked to internationalization that may play a role in their daily work. The intention is to uncover the different subgroups within the diverse target group of guidance practitioners: can different users within the main target group be identified and if so, how can Euroguidance services be further developed on the basis of the needs expressed by the subgroups.

A rich evidence base has been created through individual interviews and focus groups conducted with representatives of education and employment sectors in 2015. An online questionnaire completed by more than 200 respondents provided additional insights into the target groups' mindset. In 2016, also the end-users (potentially mobile young people) will be consulted online on matters linked to studying and training abroad.

The analysis of the above material will provide Euroguidance Finland with a foundation for delivering services in a more innovative way to the Finnish guidance community. Also new approaches for motivating guidance counsellors to promote international mobility to their clients are expected to be found.

This development project will be implemented in cooperation with a Finnish service design company called Darwin Ltd. The project will run until summer 2016.



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# Latvia

Supporting the implementation of career guidance legislation in the education sector



The national Law on Education in Latvia was amended in 2013. One of the objectives was to improve access to guidance in the education sector. The legislative amendments define the terms career, careers education and career guidance. They also indicate which actors in the education system should undertake which tasks. The Education Law now states that students have the right to vocational guidance and that schools have an obligation to provide career support services for students. This means that guidance, including careers education and information, career and personal counselling, must be available to students to support career planning and making choices about education and work.

The implementation of the legislative changes has been hampered by a lack of awareness, tools and methods among school administrators and teachers. This is where Euroguidance Latvia has stepped in to fill the gap. A series of training seminars for school teachers on integrating career guidance in general education schools has been run since 2013. In 2015, workshops for vocational school leaders have been held to increase understanding of what career guidance at VET schools

should include and to enable managers, who have the task of developing guidance services and careers education plans, to do so.

As a result of the workshops, VET managers have been able to identify the career aspects of the activities they have traditionally performed:

1. student recruitment - attracting and selecting students according to their interests and abilities;
2. student retention - help with adaptation, study skills, motivation;
3. introduction to the world of work - labour and tax legislation, workers' rights and responsibilities, employment options and entrepreneurship, and
4. practical placements - experience in the workplace as a trainee.

All these dimensions contribute to developing employability skills, professional identity and career management. Managers have also recognized the various guidance roles of staff members and have developed school guidance teams and annual guidance activity plans.



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