



euro | guidance  
European Network to Support  
Guidance and Counselling

# Euroguidance Insight

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#### **New guidance institution**

Hamburg opened a youth career guidance agency or Jugendberufsagentur - JBA) in September 2012. The JBA assists young people in finding useful formation and work. Guidance counsellors of the local Agency of Employment will work together with staff from different governmental institutions. Hamburg is the first federal state (Bundesland) to have set up a JBA. Further regions are set to follow. The JBA in Hamburg is the result of an agreement between the Federal Ministry for Labour and Social Affairs, or Bundesministerium für Arbeit und Soziales and the Federal Agency of Employment (which is also the Euroguidance Centre Germany) or Bundesagentur für Arbeit in 2010. The aim is to reduce youth unemployment by furthering young people's vocational integration.

#### **IAEVG Conference in Mannheim**

Euroguidance Germany organised a Euroguidance stand at this year's conference of the International Association for Educational and Vocational Guidance (IAEVG) which took place at the Institute of Higher Education of the Federal Agency of Employment (Hochschule der Bundesagentur für Arbeit – HdBA) in Mannheim. Euroguidance centres from other EU countries contributed to the stand with promotional items.

Clarissa Cordroch/Euroguidance  
Germany

- ▶ **Cedefop Seminar in Thessaloniki: A culture of welcome is necessary**
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## Migrants in the EU labour market – excluded, exploited or active contributors?

**“Empowering vulnerable adults to tackle labour market challenges”, was the issue debated on a Cedefop seminar in Thessaloniki which took place in June 2012. The conclusion of the seminar was that it is vital for Europe’s competitiveness within a global economy to abolish obstacles preventing migrants and other vulnerable groups from participating in Europe’s labour markets.**

The global crisis hit Europe maybe worse than any other world region, especially since it is coinciding with an imminent demographic change, lower average birth rates and an increasing migration rate. This alone requires great efforts to encounter the problem. And as if that were not enough, the EU aims at achieving an employment rate of 75% by 2020 despite the currently prevailing high unemployment rates. This ambitious goal can only be reached by creating new jobs and by increasing labour market participation of vulnerable groups.

In 2010, 32.4 million foreigners were living in the EU member states; out of these 12.3 million were EU27 nationals living in another member state 20.1 million were citizens from a non-EU

country. The overall employment rate of non-EU citizens living in the EU27 was only 55.2 % in 2010 (EU citizens: 64.1%). In order to include this ethnic group into the European labour markets, various reforms will be necessary, for instance addressing future skill needs through more and better education and training, promoting a life-cycle approach to active aging as well as tackling labour market segmentation and segregation.

Migrants should be seen as a resource and diversity as an asset to working life. The EU27 should aim at fostering a culture of welcome, which is open, receptive and friendly to migrants. As the social, economic and civic integration of these groups is a highly, complex issue, closer policy cooperation and coordination involving all relevant



Photos: Irina Jemeljanova, Cedefop

ministries, social partners, employers etc. will be required.

The key to making working life more multicultural relies in the first place on a political and institutional will, but also on the role of guidance practitioners, teachers and trainers, which is critical. On the other hand migrants must improve their language skills and should have a fair knowledge of the host country's working culture (such as rules and regulations, norms and traditions, rights and obligations), which will facilitate their integration.

### **Guidance Counsellors, teachers and trainers play a critical role**

National authorities invest substantial amounts of funds in activities addressing migrants, but its impact is not always known to them. Therefore it is advisable to carry out evaluations to generate objective data about the successes and learning points of various initiatives. In addition, it is often helpful to engage migrant groups in the design, development, delivery, management and evaluation of servi-

ces that are aimed at them. To be involved in such an activity can be an empowering experience for them. One aspect strongly emphasised at the seminar was that guidance counsellors, teachers and trainers play a critical role in showcasing the success which migrants experience on their learning and/or career path in their new home country. Advertising and promoting the good results that others have achieved may boost the educational and vocational aspirations of more migrants.

A good practice that is already in place in a great many countries is to grant an annual award to an employer who has taken concrete action with encouraging results to promote multiculturalism at work. These types of activities contribute to increased visibility of migrant communities and show them in a positive light. For more information please have a look at

<http://www.cedefop.europa.eu/EN/events/19913.aspx>

Mika Launikari, Euroguidance Finland



## Short News

### **LINK: Initiative to help people at risk**

More than 40 career guidance practitioners from Bulgaria, Poland and Spain were trained to provide better services to clients from specific risk groups – low-skilled, elder, women, migrants, etc. The training is part of the European project [LINK – Career Services for Better Jobs](#) –an EU funded initiative addressing the challenges within the labour market for people at risk of unemployment, poverty and social exclusion.

The 3 European countries - Bulgaria, Poland and Spain - are facing similar challenges with large groups of population, who are not seen as competitive in the labour market. In order to support them in acquiring new skills, finding new jobs and managing their career in a better way, LINK transfers a comprehensive training methodology which has been developed and successfully implemented in 10 EU countries. It has been adapted to educate social workers, trainers, job mediators, trade union specialists and other career guidance professionals working with such clients. The methodology will be tested with client pilot groups in the 3 countries.

To make the available career services more popular and accessible, the partnership has launched an online map of the career services and providers in Bulgaria, Poland and Spain. The map is available on the project website [www.link-project.eu](http://www.link-project.eu). Career professionals who are interested in promoting their services may insert their contact details free of charge.

The project is carried out by 6 partner organizations from 5 EU countries: Business Foundation for Education and Institute for Social, Economical and Trade Union Researches (Bulgaria); SURT Foundation (Spain); University of Lodz (Poland); BEST (Austria) and Folkuniversitetet (Sweden). The partnership will disseminate its outcomes in September during national seminars and the final multiplier conference in Barcelona. LINK has been implemented with the financial support of the European Commission.

LachezarAfrikanov/Euroguidance Bulgaria

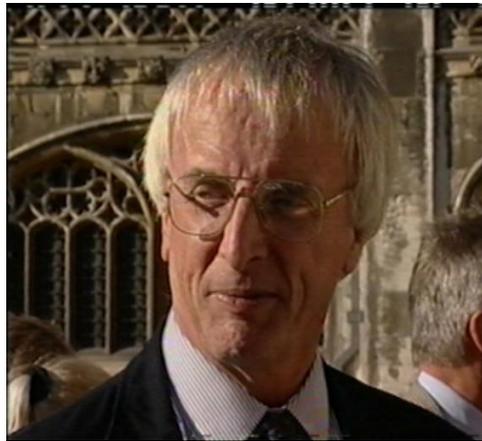
# Professor Tony Watts: “The Essence of Career is the Interaction between Learning and Work.”

“Economic Benefits of Career Guidance” is an article, published in 1992. It is based on J. Killeen’s, M. White’s and your monograph “The Economic Value of Career Guidance”. The article starts with the statement: “Career guidance services are sometimes asked to justify their activities in terms of the economic benefits which their activities yield.” Professor Watts, have you come across such a question during the last years?

Yes, this is an increasingly common question in many countries. Most career guidance services are still free to the individual, and funded, directly or indirectly, by the state as a public good. With the growing pressures on public expenditure, such services are more and more required to demonstrate their “value for money”, in economic terms. I do not see such pressures going away. It is important to respond to them, while also affirming the value of career guidance as a citizen right, linked to affirming human worth, dignity and hope.

In this article Career guidance is defined as “a range of activities designed to enable individuals to make and implement informed decisions related to their career development. These decisions may include choices of long- or short-term career goals. Careers have changed during the last 20 years. Has this definition changed as well?

I think the definition remains valid. I personally define career not in the old sense of movement up an ordered hierarchy in an organisation or profession, but rather as the individual’s life-long progression in learning and in work. It is a definition which takes account of instability and change.



It is also in principle accessible to all: the task of career guidance is to make it so.

You are one of the leading experts in the field of career guidance policies internationally. In 2001 - 2003 the OECD, in cooperation with the World Bank, and subsequently with the European Commission, the European Training Foundation (ETF) and Cedefop, conducted quite an extensive survey of career guidance policies in OECD countries. The survey also included the ten candidate countries for EU accession in 2004. Findings from this survey led to a variety of proposals and recommendations. How would you assess the progress these countries have made during the last decade?

There has been some progress, but it has been uneven. Certainly career guidance has been higher on the policy agenda than it used to be. This has resulted in some innovation and improvements, often linked to harnessing the potential of new technologies; but it has also produced greater pressures to justify the public benefits from such services.

Some of the learning outcomes of career guidance mentioned in the

article are "self-awareness, opportunity awareness, decisionmaking skills and transition skills". What in your opinion are appropriate approaches to develop these skills?

Good career counselling, based on facilitation rather than directive advice-giving, can develop these skills. However, there is also an important role for curriculum interventions: planned programmes within the curriculum of schools, colleges and universities, which include classroom activities, linked to experience-based learning (e.g. work experience, work shadowing, work simulations).

Up to now the European Commission has released two resolutions on life-long guidance, one in 2004 and one in 2008. Many countries are facing a problem of inadequate or inappropriate cooperation between the two key sectors – those of education and employment. Do you think that a third resolution might be the joint initiative of DG Education and Culture and DG Employment, Social Affairs and Equal Opportunities, showing that cooperation of these two sectors is vital for both sides?

There is certainly now greater interest in career guidance in DG Employment, which is very welcome. If the two DGs can collaborate on a further resolution on life-long guidance, this will significantly encourage collaboration between the relevant ministries at national level. Such collaboration is essential for an effective lifelong guidance system: since the essence of career is the interaction between learning and work, neither education authorities nor employment authorities can be fully effective in this field on their own.

**The Euroguidance network was established in 1992, so we celebrate the 20<sup>th</sup> anniversary this year. Do you think that such a support of lifelong career guidance services will be needed in the next 20 years?**

The future of the EU is looking somewhat uncertain at the moment, linked to the financial crisis in the Euro zone. But if the EU survives, as I hope it will, the Euroguidance network will continue to have an important role to play.

The interview was conducted by Stefan Grajcar/Euroguidance Centre Slovakia and was published in April 2012 for the e-journal Career Guidance in Theory and Practice (in Slovak)

Professor Tony Watts is a self-employed international policy consultant on career guidance and career development. He worked as a consultant for many international organisations including the Council of Europe, European Commission, OECD, UNESCO and the World Bank. He is a Founding Fellow and Life President of the National Institute for Careers Education and Counselling, a member of the Board of the International Centre for Career Development and Public Policy, a member of the Editorial Board of the British Journal of Guidance and Counselling (which he founded) and the International Journal for Educational and Vocational Guidance.

He is a Visiting Professor at the University of Derby; and Visiting Professor at Canterbury Christ Church University, he has lectured in more than sixty countries. He has carried out a number of comparative studies of career guidance systems around the world, and published a large number of books and articles on lifelong learning and guidance, as well as employment. Currently he is a consultant to the European Commission's European Lifelong Guidance Policy Network.

## Career Management: Individuals should not rely on chance

**Career management skills was the topic of this year's cross border seminar which took place in Bled. The seminar was organised by the Employment Service of Slovenia (Euroguidance Centre of Slovenia) in cooperation with the Euroguidance Centres of Austria, the Czech Republic, Croatia, Germany, Hungary, Romania, Poland, Slovakia and Switzerland.**

Valerija Čuček, a head of developmental projects at Kadis, a small Slovenian HR consulting company, addressed some of the commonly observed difficulties in career management. One of these is whereby individuals go through their professional life without ever making fully intentional career choices or career choices based on information. Instead they rely on chance or are unable to take responsibility for their own career path.

The lecture was based on practical learning and observations. These observations were based on labour market characteristics and the career guidance exposure (or non-exposure) which participants experienced in their past. Career management skills were presented through a

number of different practical points of view in the workshops which were performed by experts from participating countries. Themes such as self-marketing, empowerment, life-designing, choice theory, career and personal growth, personal branding and others were presented. The presentations of the workshops' relevant publications are available at: [http://english.ess.gov.si/vicc\\_ncc/euroguidance\\_slovenia/cross\\_border\\_seminar](http://english.ess.gov.si/vicc_ncc/euroguidance_slovenia/cross_border_seminar)

The organisers of the cross border seminar also provided two publications with practical examples of good practice, national surveys articles written by career experts. Both publications are based on the responses of several national experts and are available on the above mentioned website.

The publications will provide readers with an international overview regarding career management skills in participating countries. The next cross border seminar will take place in Warsaw/Poland in spring 2013.

Sabina Škarja MSc, Euroguidance Slovenia

*The cross border working group was set up by three Euroguidance Centres (Austria, Czech Republic, Slovakia) in 2005. The main objective has been from the beginning to organise seminars for guidance practitioners and policy makers in order to initiate discussions on a wide choice of professional topics. In the meantime the working group has grown to 11 Euroguidance Centres.*





Lyn Barham works at the National Institute for Careers Education and Counselling in the UK. Her career has engaged with the development and delivery of career guidance from school-age students through to the older workforce, with a pervasive concern to explore how theory can both inform practice and be further developed through practice. She has moved over the years from practitioner to trainer to researcher. Most recently, she has led a Europe-wide project on training and competence of career guidance staff, leading to the Cedefop publication *Professionalising Career Guidance* ([www.cedefop.europa.eu/EN/publications/12888.aspx](http://www.cedefop.europa.eu/EN/publications/12888.aspx)). She is currently spending part of her time on a doctoral programme at the University of West of England, where she is exploring the ways in which careers advisers conceptualise the notion of career.

## Lyn Barham: “It is very important to ‘tune in’ to the individual and work with their own priorities.”

**“Helping older adults make career decisions”, was a chapter published in the CEDEFOP publication “Working and Ageing – Emerging Theories and Empirical Perspectives” (2010). It starts by stating that “the world of work in the 21<sup>st</sup> century is remarkably different from the mid-2000s and individuals would have to respond accordingly”. Mrs Barham, do you think that the average person aged 50+ has already noticed that the situation today is so much different from 20 or more years ago?**

Yes, I think individuals notice changes in both types of work (manufacturing to service and knowledge-based work) and conditions of employment (more part-time work, and short-term contracts). The media give extensive coverage to employment issues because they are so inter-related with the on-going financial crisis in European countries, and elsewhere. The changes are so multi-faceted that even those people in permanent, salaried positions will have experienced change in work processes, performance measures, and retirement age.

Many people feel disorientated when ways of obtaining work are changed from when they were younger. Some see opportunities for personal fulfilment, evidenced by growing

numbers of older people who are self-employed. I think that many older people, especially in lower-skilled jobs, may feel that outcome measures now are valued more highly than the well-being of employees. But over-generalising is a danger; individual people and work opportunities vary widely.

**According to the OECD and the World Bank review of career guidance policies in 37 OECD and European countries conducted nearly 10 years ago, there are few examples of effective responses to the challenge of providing career guidance to older adults. Has the situation changed?**

In the UK, any change is in the wrong direction. Special services for older people have largely disappeared. I am not aware of any large-scale study of the international situation, but the enormous problems of unemployment amongst young people (over 50% in some European countries) are likely to attract greater policy attention. So I’m not optimistic about significant change to date.

**Reviewing the list of references in the above mentioned and other recent papers on this topic one may come to a conclusion that issues of**

**ageing workforce and related topics is something rather new.**

I think the opinion is broadly appropriate. In the UK, from the 1970s to the mid-1990s, rates of work participation by men aged 50-65 years fell from 90% to about 65%. The rate for women was broadly level, reflecting the general increase in their participation in the workforce. Rates steadied in the later 1990s and then started to rise. That rise still continues. So it is interesting to note that this is a phenomenon of the last two decades, as you suggest, but also that the change in trend occurred before the current financial turmoil and the recent implementation of older ages of state pension entitlement.

**Issues of career management skills development are currently an important part of many initiatives in Europe and across the globe. Moreover, 2012 is the European Year for “Active Ageing and Solidarity between Generations”. Could you summarise the results of your research focused on whether, and in what ways, career management skills are different for older people?**

We have used an analogy, comparing a lifelong career to an aeroplane flight. There are very different activities for take-off and for landing.

Younger people tend to be more concerned with ambition and with building both the visible aspects of career (qualifications, employment) and the subjective aspects of their own working identity. Towards the end of working career, we found that people were more concerned with evaluation of personal priorities for their remaining decades, for balance between life roles, and for personal satisfaction. Some people feel that continuing in work satisfies personal needs; others need to continue for financial reasons. It is very important to “tune in” to the individual and work with their own priorities. But that’s true of good guidance at any age.

### **What do you think is psychologically the biggest challenge in the process from working life into retirement?**

By the time people are aged 50 and older, they will have had a long experience of work. For some, that will have been a satisfying experience with positive personal growth and achievement. For others at the opposite extreme, work will have been an instrumental activity to earn income, and their real interests will lie in other aspects of their personal, social and cultural life. You can imagine many shades of difference along the spectrum between these two extremes. Good career guidance, for people of any age, includes close attention to the unique individual and their personal intentions. People of all ages need support in articula-

ting their career priorities and exploring the opportunities available to them. That requires career counsellors with professional knowledge of psychological processes, economic conditions and specific learning, training and work opportunities.

### **Cohorts of so-called best agers, i. e. those of 50 years or more, will be more numerous in the next decades than now, which is also due to the fact that the age of retirement has been increased. How should guidance and counselling services take this into consideration?**

Our viewpoint in the chapter was that special services for older people could be valuable, as the ambience and promotional materials could be suited to their preferences. However, we felt a good service could be delivered within an all age service as long as staff active with this client group had some additional training to understand the particular needs and life-stage of older people. Once again, I would stress that the difference between a late-career high-ranking professional worker and someone who has spent decades in casual, poor quality employment outweighs the chance coincidence of having the same birth date.

So to answer your question, and confirm the theme running through my comments, all clients are different. With many years of working experience, those differences may have become more ingrained. Career counsellors should

always seek to understand and help the unique person who appears before them.

The interview was conducted by Stefan Grajcar/Euroguidance Centre Slovakia

## Short news

### **WBS - Joint project effort**

The Business Foundation for Education (BFE) presented the results of the project Web Based Job Search Support (WBS) to 60 Bulgarian stakeholders – policy makers, career advisors and national education experts from all regions. The seminar, which took place on April 26<sup>th</sup> in Sofia, was the closing national event of the WBS project.

WBS combines the efforts of partners from Italy, Bulgaria, Czech Republic, Poland, Slovenia and Spain, all of whom launched online career guidance websites in their respective countries. The project promoter is ASEV, Italy. The partners developed a unique web 2.0-based methodology for online career support. The highly interactive web space provides job seekers with individual online career advice and support from experienced guidance practitioners. The website contributes to the promotion of career services and increases access for all users.

The tool was piloted with users over the past year and its features have been optimised in response to their recommendations. Romania and Greece joined the project and launched their national versions of the website.

Since 2011 the Bulgarian website [www.zakarierata.com](http://www.zakarierata.com) has attracted more than 16 000 visitors, and more than 1400 registered active users.

LachezarAfrikanov/Euroguidance Bulgaria



## Masthead

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