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# HIGHLIGHTS 2020



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# Table of content

Foreword .....	4
Introduction .....	5
A note from Euroguidance UK .....	6

## 1 EUROGUIDANCE NETWORK LEVEL ACTIVITIES 8

1.1 Euroguidance Network Meetings .....	9
1.2 Euroguidance 'Task Groups' .....	12
1.3 International / Cross Border Cooperation and Conferences .....	17
1.4 'Academia' .....	22
1.5 Network 'Peer Reviews' .....	26
1.6 Promoting the 'New Europass' .....	28
1.7 Network Webinars .....	31
1.8 Online Facts and Figures .....	33

## 2 EUROGUIDANCE NATIONAL LEVEL ACTIVITIES 35

2.1 Cross Network Cooperation .....	36
2.2 Professional Development, Seminars, Workshops and Tools .....	38
2.3 Digital Approaches .....	45
2.4 Developing Mobility for Specific Target Groups .....	54
2.5 Conferences, Fairs and Recognition Events .....	59
2.6 Publications and Studies .....	64
2.7 Guidance Policy Developments .....	66

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If you wish to enquire further about any of the activities detailed, you can access national Euroguidance Centre contact information [HERE](#) and Network Level contact information [HERE](#).



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## Foreword to 2020 Euroguidance Highlights publication



In this time of crisis it is hard to recall the world before the emergence of COVID-19. Until early 2020 stakeholders active in education and training were focused on preparing citizens for the jobs of tomorrow and how to support individuals to build their skills throughout their careers. The emergence of COVID-19 added a new dimension to this work.

The necessity of investing in skills coupled with effective career guidance is more critical than ever. Whether still a student or already on the labour market, every person needs the chance to engage in ongoing learning and skills development as an enabler of employability, success, and purpose - during and after this crisis.

For this reason the European Skills Agenda, which the Commission adopted last July sets a strategy for European policy on skills for the next five years (2020-2025). Investing in skills is considered an absolute priority for the EU, and this has also become clear as the Commission made "Upskilling and reskilling" one of the flagship components of the Recovery and Resilient Facility. Initial and continuous professional training for all and employee training can help the current and future workforce acquire the appropriate skills - not only in view of a fair and just transition which leaves no-one behind, but also as a measure of sustainable recovery and preparedness for the green and digital transitions.

In March 2021, the Commission published the European Pillar of Social Rights Action Plan. In its proposals to put into practice principles 1 (education, training and life-long learning) and 4 (active support for employment) of the Pillar of Social Rights, it takes forward the Skills Agenda initiatives on individual learning accounts and micro-credentials. The Action Plan builds upon the Skills Agenda, setting a target of 60% of adults participating in learning by 2030. Individual learning accounts can play a crucial role in achieving this target, and the Action Plan highlights the contributions of career guidance, validation and micro-credentials.

The new Highlights publication is once again testimony to the excellent work of the Euroguidance Network, the national centres and their stakeholders in the area of guidance and mobility. Many of the examples show how centres were able to adapt to the pandemic context by developing relevant webinars and courses for guidance professionals and organising successful events, conferences and cross-border meetings online. Fresh thinking and cooperation on e-guidance and on digital approaches to guidance is more than ever needed to help people communicate their skills as they look for new opportunities in a transforming labour market.

The European Commission welcomes the commitment and expertise of the Euroguidance network. As a key actor in the area of lifelong guidance, actively developing and sharing good practices on the competence development of guidance professionals, Euroguidance is well placed to contribute to Europe's path to recovery. We look forward to continued close collaboration and good results in 2021 and beyond.

*Alison Crabb, Head of Unit Skills and Qualifications, DG Employment, Social Affairs and Inclusion, European Commission*

## Dear European guidance colleague,

2020 was an exceptional year. International exchange and cooperation are at the very heart of our activities and the Covid19 crisis affected all Euroguidance Centres greatly. As can be seen in this publication, the Euroguidance Network showed great flexibility and innovative approaches, turning many traditionally physical events into digital ones, and developing novel ways of supporting the guidance community, both domestically and Europe wide.



"Together we are stronger" was the heading in the support message that the network communicated to guidance practitioners across Europe last spring. Through this message, we pointed out the various digital supports that are available to the European guidance community; in the form of webinars, on-line courses, virtual conferences, remote study visits as well as general news coverage and social interaction for skills development and exchange with colleagues in other countries - experiencing mutually challenging times.

The Euroguidance Network involves more than 100 experts who are committed to facilitate the competence development for the guidance community in Europe. We are all dedicated to inspiring innovation and facilitating professionalism in the field of guidance through the consistent international exchange of expertise between practitioners, researchers, trainers, and policy makers. If anything, the crisis has showed us that we live in a truly global world, where we all depend on each other and cooperation is both essential and truly beneficial.

On behalf of all Euroguidance members, we would like to share our gratitude for the continued excellent cooperation and encouraging feedback. Several peer-review initiatives and Euroguidance stakeholder survey results, highlighted in this publication, confirm that we are on the 'right track'. This feedback is very useful in reflecting on our work and attempting to meet your needs as we envisage and plan our future focus and activities. We are on the threshold of a new program for the next seven years and we are looking forward to continued communication with you. Together we can develop the international dimension of lifelong guidance.

As a network, we would not have achieved so much without you, our partners, and stakeholders. We welcome your reading more here about some of our initiatives that took place in 2020, both in individual national Euroguidance centres and at network level.

## Thank you!

*Nina Ahlroos & Margit Rammo  
(Chair and Co-Chair Euroguidance Network Steering Group)*

# Euroguidance UK: 3 Decades of Commitment to the Network

**A note from Caroline Harrison,  
Chief Executive, Aspire-igen  
(host of Euroguidance UK)**



In 1992, we were successful in our bid to become the UK's Euroguidance centre. For the almost three decades since we have been proud to share the same goals with our colleagues across the Network, helping to maximise the mobility and career opportunities for everyone throughout Europe.



We hope that our passion for this project has been clear to all, evidenced by our enthusiastic participation in Network events, and through the other programmes that we have been a part of, as a consequence of the strong relationships that we developed internationally.

Over the years, we have attended meetings in so many different member states. We have learned much from our colleagues in the Network that has informed our own national practice and we have also been able to share our own expertise and contribute towards the development of systems in other EU countries.

Right now, in the UK, there is a lot of discussion about 'Leveling Up' our country, addressing the economic imbalances that exist between different regions. The European Union recognised the need for this long ago, and has been working hard over many years to ensure that all its citizens are provided with the same opportunities.

The three goals of this Network - to support the development of the European dimension of lifelong guidance, to support the development of guidance practitioners and develop their awareness of international mobility and to provide information and communication on European guidance - are there to ensure both fairness and future prosperity across the continent. The final report of the ['Study on the movement of Skilled Labour'](#) which was published in November, 2018, concluded that 'The free movement of workers provides an opportunity for brain flow, with ease of worker movement meeting the demand and aspirations of individual movers, as well as demand by employers for labour or skills which they otherwise struggle to obtain.' However, it also recognised that the benefits of the EU

movement have not been shared equally, and that some destination countries, including the UK, do not have a high proportion of their own citizens living in another EU Member State.

Perhaps this is one of the reasons that we now find ourselves on the outside looking in. Whilst we, in the UK Euroguidance team, have enjoyed working with our colleagues to understand the benefits of social mobility, we have always understood that this is a professional Network within the guidance community - and not public facing in its own right. This is also true of our other work involving Network members, such as the Academia exchange programme\*.

*\* Referenced later in this publication, the Academia exchange programme, launched in 1995, encourages guidance counsellors to spend a week in another country to learn about guidance systems and other cultures.*

The UK team (Aspire-international) also teamed up with the [Career Development Institute](#) to offer award winners in the field of UK guidance the opportunity to take part in an all expenses paid Academia placement to develop their knowledge and understanding of the benefits of international cooperation. The feedback was invariably positive, for example:

"Visiting Estonia to observe and learn about their career Guidance is an experience that I will always remember."

We have tried various ways to reach out directly to the public. Our annual 'Stand Out in a Global Market' conference is a free event for Sixth Formers and other young people aged 16-18, to inform them of the possibilities that exist beyond our national boundaries. We are pleased to report that despite Brexit, 94% of attendees rated the event as very good in both 2018 and 2019.

Euroguidance has also enabled our team to polish up their French language skills at their annual Salon de l'Education in Paris. This three day event usually attracts over half a million visitors, and the UK's stand is always one of the busiest with students and their parents asking about possibilities for studying or working in the UK.

There have been so many successful study visits and internships in Bradford, via Euroguidance. In 2019/2020 alone, coupled with Erasmus+, our team has finished two projects and started three more. We have visited fourteen countries for project meetings, attended sixteen career events and organised six study visits.

We were so very proud to welcome so many of our Network members to the 2018 Euroguidance Network meeting in Bradford. It was three days of productive meetings, helping to draw up the new ways of working together. Inspired by the amazing cultural experiences we have also shared in so



many countries, we put together a series of social events for our Euroguidance partners and we will never forget driving through the stunning Yorkshire countryside, hearing medieval music and seeing everyone getting ready for our banquet in the ruined, ancient fortification of Barden Tower. At that moment, we felt so proud to be a part of this team and to be able to reciprocate for the many years of shared hospitality and warm welcomes.

We will miss you all so very much. Our final request is to ask that our hard work would not become lost in the ether. We wish to build on the knowledge we have shared and the relationships we have made as colleagues became friends. It is vital now, more than ever, that we work even harder to ensure that opportunity prevails for everyone.

# 1

## EUROGUIDANCE NETWORK LEVEL ACTIVITIES

### 1.1 Euroguidance Network Meetings



The biannual Euroguidance Network meetings are a valuable forum for national Euroguidance experts to engage both with each other and with representatives of the European Commission (DG EMPL). Euroguidance colleagues share information on national and pan European policy and strategy level developments in the fields of lifelong learning, career guidance, employment and the promotion of international mobility. The meetings also provide a means for discussion and agreement upon issues that are relevant for the whole Euroguidance Network. Frequently, these meetings are used to prepare joint initiatives and to exchange ideas based on the work carried out by the Euroguidance Task Groups. In 2020, due to the COVID-19 pandemic, only one meeting was possible 'face to face'. In line with the rest of the world, the Euroguidance Network adapted, with the second meeting taking place online to great success.

#### Euroguidance Network Meeting, March 2020, Dubrovnik, Croatia

After months of difficult preparation in terms of the pending COVID-19 threat, **Euroguidance Croatia** warmly welcomed its colleagues at what turned to be the only in-person Network meeting of 2020. 40 Euroguidance colleagues from 23 European countries joined in person, while 11 countries participated through web streaming. Ms. Aline Jürges from DG Employment, Social Affairs and Inclusion of the European Commission presented the latest information on skills and guidance. Information was provided to the Network regarding the possible





## 1.2 Euroguidance 'Task Groups'



The three 'Main Tasks Groups' and 'Steering Group' of the Euroguidance Network work on topics and issues that are of relevance and strategic importance to the whole Network. These groups were formed in April 2019 and continued their work in 2020. These task groups deal (broadly) with strategy; mobility and the European dimension in guidance; competence development and information provision and communication. Activities include the development of tools and resources for guidance professionals and the dissemination information pertaining to the European dimension of Lifelong Guidance. In the following sections there are short summaries of the main activities and outcomes of these task groups, over 2020. In addition we provide details of a 'stakeholder survey' coordinated by and through the Network.

### Steering Group

#### Last year of pilot for the EG steering group

The three-year contractual period (2018-2020) inspired Euroguidance members to find new ways to work together at Network level. The main change was the establishment of a Steering Group (SG) and the restructuring of working groups. It was agreed that the Steering Group should review the working methods, cooperation arrangements and general governance at Network level at the end of the contractual period.

#### ...decision to continue

At the virtual Network meeting in Bonn in October 2020, as a result of the successful initiative, it was decided that we should continue with the 'new way of working', including the composition of the Steering Group and the procedure for nomination of group leaders. A nomination committee was established, to facilitate the appointment of leaders for the next two-year period.

#### Communication with DG Employment

One of the tasks for the Steering Group is to define the strategic priorities for the Network and the Steering Group had continuous communication with DG Employment on EU level developments in which the Network can contribute with its expertise, for example, the launch of the new [Europass](#)



or the contribution to the EMPL online week '[Your Skills and Jobs](#)'

#### Euroguidance 2020+

Considering the new Erasmus+ programme period, the SG drafted a Memo on 'Euroguidance beyond 2020'. The proposal was sent to the whole Network for approval and then distributed to DG Employment to be taken under consideration in defining any revised terms of reference for Euroguidance. The feedback was that the memo was valuable and helps advance common reflections.

#### Cooperation agreements

The Steering Group is also responsible for the exchange of information with other relevant international stakeholders. The most prominent result

from this work in 2020 were the two 'Memoranda of Understanding' that the Network signed with the [International Association of Educational and Vocational Guidance](#) and with the [European Basic Skills Network](#). The aim being to develop long-term strategic co-operation.

#### Evaluation activities

During the period, the Steering Group had also initiated and supported the collection of evidence about the outcomes and benefits of the whole Network. Here, an impact assessment of interim reports was carried out in cooperation with an external evaluator. Other evaluation approaches included a members' survey carried out in 2018, 2019 and 2020 on the working methods of centres and a stakeholders' survey (see later article) addressing the main target group, guidance practitioners, to consider the impact of Euroguidance and to adapt to the changing needs of the future.

#### Network plans and meetings

To ensure internal communication and involvement of members, the SG has continued to prepare and review the joint action plan for Network level activities. As the EU presidency countries are regular members of the Steering Group, and usually arrange the Network meetings each year, the Steering Group has also continued to facilitate the preparation of such Network meetings.

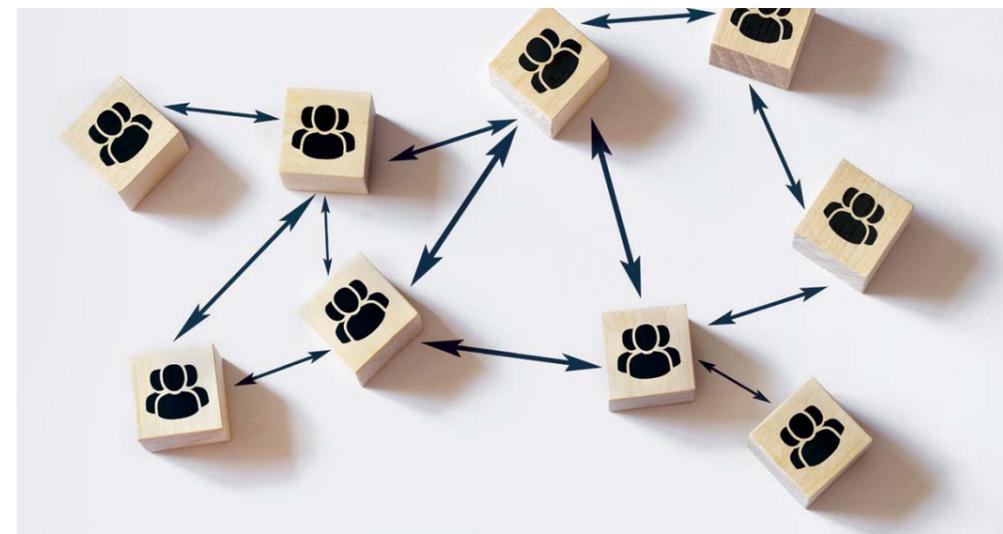
The Steering Group had one face-to-face and ten on-line meetings during the year. **The Euroguidance**

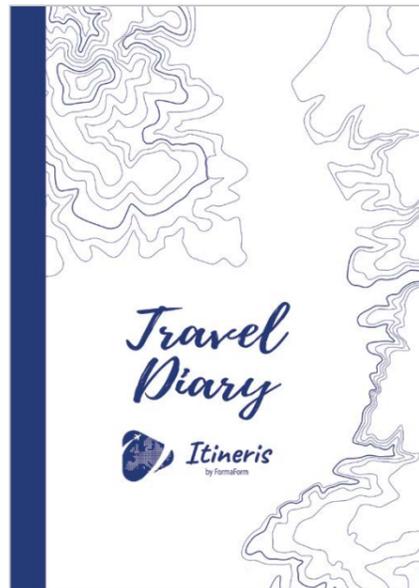
**centres of Sweden and Estonia** acted as chair and co-chair of the group. Other members were the **Euroguidance centres in Iceland** (non-EU representative), Croatia, Finland, Germany, and Romania (EU presidency representatives) **and Austria, France, and Czech Republic** (Task Group Leaders).

#### Main Task Group 1: Supporting the development of the European dimension of lifelong guidance.

The members of the 'Main Task Group 1' (MTG1) met together at the Network meeting in Dubrovnik and remotely for the meeting in Bonn. They exchanged and continued to develop training tools aimed at developing the competences of guidance professionals for mobility.

In several countries (**Sweden, Estonia, Ireland and France**) Euroguidance Centres have developed distance learning platforms for guidance professionals to assist them in their professional practices in the field of mobility. MTG1 compared the contents and saw that we had common approaches and at the same time national specificities and somewhat different modes of certification. MTG1 launched the idea of proposing a common 'European Course', which could then be adjusted to broader national contexts. A survey will be carried out in 2021, within the Network, in order to be more fully aware of existing courses and to ascertain the potential impact of such a proposed project.





MTG1 updated and enriched a 'Mobility Advice Interview' publication to transform it into an online document. This brochure outlines 'Guidance Counselling for Mobility' - its definition, the psychological context and useful additional resources for the professional. It will be accessible on the Euroguidance website in 2021.

An additional mobility support document, produced by a Belgian training institution (Itineris), was translated into English and is available on the Euroguidance website [Academia Experience Section](#). It is titled 'Travel Diary' and is a pedagogical support document that can be used by the guidance professional or by their clients, before, during and after a mobility experience. It helps to prepare for mobility, to have points of reference during mobility and it gives elements to enhance the mobility experience on return.

**In 2020 the Euroguidance Centres of France and Belgium (FR) acted as leaders of the group. The other members involved were the Euroguidance centres in Austria, Croatia, Germany, Ireland, Italy, Latvia, Luxembourg, North Macedonia, Slovenia and Spain.**

### Main Task Group 2: Competence Development

The Euroguidance Network 'Main Task Group 2' (MTG2) supports competence development within the Network as well as in the European guidance community through sharing experiences, information about events and projects, new initiatives,

and policies and practices developed in the field of guidance across Europe.

In 2020, the group created a manual for collecting and sharing guidance practices. The aim of the collection and sharing of guidance practices is to develop a quality repository and in that way to contribute to the visibility and credibility of guidance and the promotion of mutual learning among countries. Practices represented in any future repository will ultimately meet the criteria outlined in the manual.

A new manual for 'newcomers' - newly joined members of the Euroguidance Network - was also introduced.

During 2020 there was a growing interest in webinar participation. Webinars on career guidance topics were organised and made open to the whole European guidance community (see later article); with the aim to support peer learning.

**In 2020 the Euroguidance centres of the Czech Republic and Serbia acted as leaders of MTG2. The other members involved were the Euroguidance Centres in Belgium (FL), Bulgaria, Cyprus, Greece, Hungary, Malta, North Macedonia, Poland, Portugal, Romania and Slovakia.**

### Main Task Group 3: Information Provision and Communication

Over the course of 2020 the group supported Network-level actions with the aim of enhancing and promoting the overall visibility of the Euroguidance Network towards its primary target group, the European community of guidance practice.

As well as assuming responsibility for external communications, MTG3 took ownership of internal communications processes and provided support and guidance to Network members in this regard.

#### Network Website

The [Euroguidance Network website](#) is the central platform through which the Euroguidance Network provides access to information and the main leverage point for the dissemination of European guidance related resources to the wider guidance community. This support by Euroguidance was especially relevant during the pandemic when physical mobility came to a standstill. In 2020, all Euroguidance Centres individually populated relevant content such as news, events and publications to this platform. These news items were distributed through the newly established Network ['Newsletter'](#) - a monthly e-mail communication highlighting up to date and relevant news from the Network.

#### Network Publications

In addition to the previous 2019 'Highlights' publication, MTG3 coordinated the publication of two issues of the Euroguidance Network's ['Insight'](#) Magazine in 2020, which covered 'Leading innovations' in the June issue and 'Responses to COVID-19: Smart Ways to Move Forward' in the December issue.

#### Social Media

The [Euroguidance Network's Facebook Page](#) continued to be used for the posting of updates and news about international mobility and guidance related topics. During the pandemic, the page continued to serve as a source of support for the European guidance community in times when working and learning mobility were severely challenged, promoting many webinars and new ways of online cooperation.

For statistical information in relation to the Euroguidance Network and Facebook Page see the 'Facts and Figures' chapter.

**In 2020 the Euroguidance centres of Austria and Norway acted as leaders of the group. The other members involved were the Euroguidance centres in Czech Republic, Denmark, Finland, Germany, Ireland, Lithuania, Montenegro, Netherlands, Turkey and the United Kingdom.**

### Euroguidance Network: Stakeholders' Survey

Stakeholders' voices, opinions and feedback are very useful in understanding the strengths and weaknesses of the Network, as well as for designing

future actions which will better address the needs of beneficiaries. Therefore, in 2020, towards the end of the (then) Erasmus+ programme, the Euroguidance Network undertook a survey at European level addressing its key stakeholders; career guidance practitioners and various professionals active in the field of guidance and counselling. The questions referred to activities organised by the Euroguidance Network in 2019 and in the first part of 2020.

A total of 832 participants, from 34 European countries, responded to a multilingual online questionnaire, originally designed in English and subsequently translated into 29 languages. The largest proportion of respondents were school counsellors (38%) and counsellors in the employment field (15%). Almost half of respondents had more than 10 years of experience in the field of career guidance.

#### Key findings of the survey

Related to what 'went well', respondents identified the important role of the Euroguidance Network in facilitating learning and development. 92% of stakeholders (762 respondents) considered that the Euroguidance activities they participated in were very relevant or relevant for their work. The activities brought benefits for knowledge, competence and networking: 86% of participants said they have improved their knowledge (e.g. more, updated or in depth knowledge of career guidance in a national/European context); 73% considered that they have developed additional competences (e.g. intervention methodologies, career management skills); and 71% said they have extended networking and collaboration (e.g.



understanding the viewpoints of national stakeholders, establishing contacts and partnerships at national/international level).

Additionally, respondents appreciated the involvement of Euroguidance Centres and the Network in policy development; Euroguidance being seen as a strategic partner for promoting the European dimension in career guidance. Therefore, the Euroguidance Network received many congratulations and thanks for its activities. 88% of stakeholders (732 responses) considered that the Euroguidance Network's support for training and developing professional competencies in the field of lifelong guidance was extremely valuable or good. 93% of respondents (773 responses) would strongly recommend or recommend Euroguidance services to guidance professionals for developing their knowledge and competencies.

We can also learn a lot from what our stakeholders consider that needs to be improved. According to respondents' views, in sketching its future, the Network and centres should bear in mind not to act as information points only, but to become a relevant player for innovation and expert training. The participants in the survey also drew attention to the fact that there were not enough opportunities for all practitioners to engage. Therefore, they suggested expanding the number of eligible places and the possibilities for training/exchanges so that they could involve more practitioners. Another important aspect mentioned by respondents was the relatively weak communication and dissemination, as the Network seems to disseminate the informa-

tion towards small groups/communities. Instead it should reach and include all guidance counsellors.

Besides the above-mentioned recommendations, respondents made a lot of suggestions which should be considered at both Network and national level when designing both policies and action plans related to the future of the Network and national centres. The opinion of the respondents was that the Euroguidance Network should undoubtedly continue the services and the support offered. For future Euroguidance activities, most respondents were interested in the topics of innovation (including digital tools) in career guidance, the delivery of career guidance services (guidance methodologies, techniques, management), and learning mobility opportunities for educators and guidance professionals. The participants to the survey suggested that the Euroguidance Network should organise more events (conferences, training, exchanges) and should increase the frequency of events. It should continue to offer support for international cooperation, exchanges, mobilities and it should focus more on ICT and digital solutions as a proactive response to the challenges encountered in these uncomfortable pandemic times (webinars, digital tools, online events, newsletter, more online and video seminars/webinars for all counsellors).

In conclusion, the Euroguidance Network is seen as a valuable resource for European stakeholders in the field of career guidance. The activities, actions and events organised by Euroguidance Centres are highly relevant, and they should be intensified, so as to reach a larger proportion of practitioners.



## 1.3 International / Cross Border Cooperation and Conferences



Several international seminars and conferences are organised and attended by individual Euroguidance Centres and by representatives of the Network every year. These bring guidance experts together to support knowledge sharing and networking. Given the COVID-19 pandemic, many of these planned for 2020 had to be cancelled or postponed, however some were facilitated remotely; with cross national Euroguidance members coordinating and in attendance. Other Cross Border cooperation can include the common development of 'tools' for guidance practitioners.

### Euroguidance Cross-Border Seminars (CBS)

Euroguidance Cross Border Seminars (CBS) bring together guidance counsellors, policy makers, experts, and other practitioners from different European countries to exchange their expertise and innovative guidance practices. Experts lead thematic workshops on current European guidance topics and guidance methods during a two-day seminar. It all started back in 2005 when Euroguidance Centres from three neighbouring countries – Austria, Czech Republic, and Slovakia – decided to join forces and gather national experts to discuss current trends and important guidance-related topics. Over the past years, more and more national Euroguidance Centres in neighbouring countries as well as in Portugal have joined this initiative. Today, the countries regularly participating in the Cross Border Seminars are **Austria, Croatia, Czech Republic, Germany, Hungary, Poland, Portugal, Romania, Serbia, Slovakia, and Slovenia**. You can find more information and 'compendia of results' in the [CBS Section](#) of the Euroguidance Network website. The first two articles here relate to two such Cross Border Seminars that took place (remotely) in 2020.

### Cross-Border Seminar 'Voice of the Client in Career Guidance'

On the 30<sup>th</sup> of September 2020, this seminar was held for the first time in its history as an online one-day event. It was organised by the **Slovak Euroguidance Centre** in cooperation with the Euroguidance Centres from 9 other European countries: **Austria, Croatia, the Czech Republic, Germany, Hungary, Portugal, Romania, Serbia and Slovenia**. The main theme of the seminar was 'Voice of the



Client in Career Guidance'. More than 150 guidance counsellors and other guidance professionals from 19 European countries attended the event. Two keynote speakers were connected virtually to the 'studio', from where their speeches were streamed to an online platform for the seminar participants. The afternoon programme consisted of 5 parallel workshop sessions for participants to exchange good practices. All outputs from the event can be found [HERE](#).

### Cross-Border Seminar 'Transition as a Process: The Role of Guidance'

The Directorate-General of Education, through the **Portuguese Euroguidance Centre** in cooperation with the CBS Group, organised the online Cross-Border Seminar 2020 on November 26<sup>th</sup> and 27<sup>th</sup>, under the theme above.

The Commission was represented by Aline Juerges who presented the opening session. For two days, in addition to the plenary lectures by professor Alexandra Araújo, which focused on 'Facilitating Successful School and Career Transitions', and by professor Jérôme Rossier, which pointed out to 'The Importance of Providing Life-Long Career Guidance for All in an Uncertain World', it was possible to participate in workshops organized by specialists from each of the represented countries. About 80 guidance practitioners from the education and employment sectors of **Austria, Belgium, Croatia, Czech Republic, Germany, Hungary, Portugal, Romania, Serbia, Slovakia and Slovenia**

participated. The Cross-Border Seminar ended with a virtual tour of Lisbon. All outputs from the event can be found [HERE](#).

### Learning by Leaving Conference 'Inclusion in Mobility'

The [Learning by Leaving Conference 2020](#) – a joint conference for the European mobility networks Eures, Eurodesk, Europass and Euroguidance – continued the series that aims to establish closer cooperation between the European mobility networks through regular exchange of information, best practices and peer learning.

In a time of lockdown due to COVID-19, the Austrian organisers were faced with a sudden decision, and opted to go ahead with the planned conference as a virtual meeting between June 4-5.

The focus of the conference was inclusion in mobility, a topic that will also be at the heart of the new Erasmus+ programme period. How can we best support learners and workers with additional needs, including those from underprivileged backgrounds and migrants? Are our existing tools and information sufficient or do we need to make changes to make successful mobility achievable for everyone?

In her opening speech Alison Crabb (European Commission) stated: "As we look ahead to recovery from the economic and social impacts of COVID-19, one feeling is emerging from the crisis – there are also opportunities opening up for some



fresh thinking and cooperation on e-Guidance and on digital approaches and for smart investments."

An inspiring speech by Ali Mahlodji, founder of the [whatchado](#) platform (originally an Erasmus+ project) and EU Youth Ambassador set the scene for intense discussion on inclusion, and how to achieve inclusive learning and work mobility: 'No one is a system error and every person, regardless of gender, religion, origin, skin color, disability or sexual orientation, should have a chance to find their calling.'

More than 120 colleagues from over 30 countries entered the discussions during this 2-day virtual conference. When asked about the most important aspects to consider in order to achieve the overall goal of 'inclusion in mobility', members of the four European mobility networks identified 'co-operation' as the most prominent starting point.

The organisers not only relied on the work of a dedicated technical support team in this completely new situation, but also on the great flexibility of the colleagues of all networks, who offered to hold 3 workshops on Zoom instead of face-to-face (as originally planned), and who led nine inspiring table discussions in a virtual format.

The Workshop themes included:

- DINAMO - A distant training on mobility in guidance;
- 'Euro-Quest' and 'Time to Move' - Promoting educational and inclusive mobility across Europe;
- Future Time Traveller - Digital inclusion in career guidance for generation Z.

### How to go on from here?

In a session called 'The past, the Present and the Future,' colleagues from the German and Italian teams gave insight into the conferences in Cologne (2018) and Cagliari (2019), as well as (this) virtual Viennese LbL20 conference.

A Mentimeter-poll among participants gave a clear mandate to work on a continuation of the Learning by Leaving series and immediately several centers agreed to host a Learning by Leaving conference in the upcoming years.

In a quick additional poll at the end of the conference participants spontaneously came up with the above (wordcloud) topics to be discussed in future Learning by Leaving conferences:

Further results of the conference as well as videos of keynote speeches can be found [HERE](#).

### Career Guidance Awards (Hungary)

A 'National Career Guidance Award' scheme has been organised in a number of countries within the Euroguidance Network. The idea of collecting practices within the field of guidance originates from the **Slovakian and Czech Euroguidance Centres**, who have been running their national awards since 2009. In the past year more countries, such as Hungary, Bulgaria, Serbia, Lithuania and Latvia have joined the initiative. The good practices identified in the participating countries are collected in 'compendiums'.

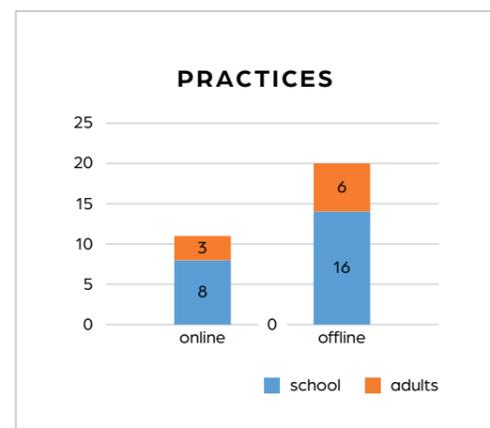
The **Hungarian Euroguidance Centre** announced its call for applications for the Euroguidance Career

Counselling Award for the third time in 2020. The international award ceremony and the good practice sharing seminar with over 120 attendees took place online. Invitations were sent not only to the national guidance community but also to the Euroguidance Network.

This year again, the objective of the prize was to collect (primarily) Hungarian career guidance practices and to provide an opportunity for career guidance or career counselling organisations to showcase their activities and share their good practices. A total of 33 applications were submitted. Almost all organizations or institutions involved in career guidance in Hungary were represented this time again.

At the event the first three award recipients with the highest scores were presented in the plenary part, during the workshops, some of which were in English, participants were introduced to 16 more entries. Each country where the competition took place participated and held presentations on their awarded projects, such as **Slovakia, Czech Republic, Latvia, Serbia and Hungary**. A joint compendium is being prepared on the awarded projects of these countries.

Concerning both the COVID-19 situation and the demands of young people, in 2020 the focus was on online practices. During the earlier years the vast majority of the submitted projects aimed at school age students, therefore, practices were evaluated based on working with adults separately.



The diagram shows the number of projects working with adults and different age groups under 18. We can see that 33% of the applications preferred online methods. The number of offline applications has doubled, however, many projects among them include some smaller online parts.

### 'Your Skills and Jobs' Online Week

Organised by the Commission between the 30<sup>th</sup> of November and 4<sup>th</sup> December 2020, the [event](#) provided students, young people looking for a first job, experienced workers or entrepreneurs the opportunity to find out what the EU is doing to help them to find jobs and manage their career. They were given a chance to share their experiences and receive advice from experts on drafting CVs, job and apprenticeships opportunities, on skills, and much more.



There were:

- 13 live chats with job experts;
- 2 quizzes on green & digital skills;
- A unique opportunity to WIN a 1-hour personal counselling session with a career guidance practitioner from the Euroguidance Network.

The Euroguidance Network was delighted to partner in this initiative. **Euroguidance Sweden** collated the contact details of appropriately qualified guidance practitioners and Euroguidance colleagues from 24 countries. Four quiz participants were selected as winners from a random selection of participants that finished the quizzes. They were matched to volunteer Euroguidance guidance counsellors based on the preferred language.

These sessions were:

- In English with a counsellor from Ireland (Sinead Mc Nerney) and a candidate from Kosovo;
- In French with a counsellor from France (Yvan Couallier) and a candidate from Belgium;
- In Italian with a counsellor from Italy (Ilaria Piccioni) and a candidate from Italy;
- In Greek with a counsellor from Greece (Vouli Tetradakou) and a candidate from Greece.

All candidates were between 20 and 34 of age, corresponding to the main target audience of the week, those studying in higher education or university graduates looking for a job.

Preparation for the session was key, with candidates first completing a questionnaire with regard to their educational and occupational profile and their expectations from the process. The answers were provided to the counsellors in advance, in

order that the sufficient reflection time was given and to ultimately use the session in the most efficient way.

The experience of both candidate and guidance counsellor was extremely positive.

*'At these difficult and strange days, it is more important than ever before to support, especially young people, in their career development and encourage them to keep on dreaming. The prize of a counselling session was a great idea, that was extremely appreciated by my candidate and of course, by me as a guidance counsellor and a Euroguidance member. It was a truly interesting experience.'* - Vouli Tetradakou (Euroguidance Greece)



### Nordic/Baltic e-Course for Guidance practitioners

The Nordic and Baltic Euroguidance Centres have developed a common non-academic online course to support internationalisation among guidance professionals. The structure for the e-course was developed during the network meeting in Dubrovnik and the content developed during the summer of 2020. Additional feedback about the course structure, length, content and interactivity was collected from Euroguidance colleagues of **Germany, France, Italy and Slovenia** analysed and integrated into course updates.

This e-course contains four thematic modules:

1. Why learning mobility?;
2. Mobility resources;
3. Role of guidance in mobility;
4. Mobility for guidance practitioners.

Participants undertake self-learning, facilitated online group lessons and independent group assignments. The learning platform contains texts, images, videos and links to additional material related to the module themes. The purpose of the course is to contribute to proactive mobility guidance in order to motivate more pupils and students to step out into the world. It is expected that the course participants will become more confident in providing support and assistance to young people, before, during and after the mobility period and gain the knowledge of where and whom to consult in their own country for information on learning mobility. **Euroguidance France** kindly provided their Moodle platform for administration of the e-course. The piloting phase of the e-course was due to commence in January 2021 with representatives of the guidance communities in the Nordic and Baltic countries.



## 1.4 'Academia'



### Academia 2020: The First Step Towards Virtual Mobility!

Since 1992, Euroguidance centres in different countries have carried out learning mobility projects, the most substantial of which is [Academia](#). It is coordinated by the **French Euroguidance Centre** alongside partner countries. The COVID-19 pandemic crisis unfortunately disrupted most of the exchanges planned that were to take place in the spring of 2020. However, this initiated new ways of exchange between professionals and new developments.

**Estonia** hosted the first ever virtual mobility 'e-Academia: Career Guidance in Higher Education and Employment Offices. How to Support Learning and CMS Development'. This challenging but exciting experiment was a success. It also confirmed that virtual learning mobility should not replace traditional face-to-face exchange but can make learning more exciting.

2020 was also the year of fruitful cooperation with the Erasmus Academia + partnership project: 'Counsellors' Study and Training Exchange Programme', which focussed on the development

of training programmes and training materials for guidance counsellors in Europe to address current key challenges in the labour market and in guidance. Considering the pandemic, the first training module 'Counselling Migrants and Refugees' was successfully adapted online through the University of Applied Labour Studies of the Federal Employment Agency in Germany, contributing to the further development of the project's digital learning tools. These digital learning tools can be used in the future by the partners of the Academia Network and serve also as a stimulus for the further development of their own national online courses.

The annual Academia coordinators' meeting was also held at a distance and was hosted by **Slovenian Euroguidance** colleagues. Discussions focused on the consequences of the health crisis on the exchange of professionals and on the offers proposed for 2021.

You can read more about these activities in the following articles.



### How to React to a Worldwide Lockdown: e-Academia Learning Mobility in Estonia

The **Estonian Euroguidance Centre** has participated in the Academia project since 2000. To date they have hosted approximately 200 counsellors and experts and at the same time a similar number of Estonian specialists have had the possibility to experience this aspect of learning mobility.

The worldwide pandemic and lockdown in 2020 took us all by surprise and forced us to be creative. This led to the proposal for a virtual mobility experience. e-Academia ultimately comprised 8 European experts from 6 countries.

One of the biggest challenges was the question of how to create an experience that is not just a long series of online meetings, and in parallel, how to integrate a variety of different tools and platforms into a learning experience.

As the original plan of physical exchanges became impossible, the new plan was to make the mobility opportunity in two phases. Phase 1 - online - in May 2020, and Phase 2 - face to face - in September 2020. The latter proved to not be possible, so both phases took place virtually.

The participants met each day for 2 hours and had assignments they had to do outside of the formal meetings. The aims of the exchange were to give an overview of career services in Estonia; to introduce the services of PES for different target groups; to experience learning in a multicultural

environment; to expand participants' professional networks and as a new learning outcome as part of virtual mobility - to learn how to use a variety of ICT tools.

Reorganising the exchange within such a short time frame was challenging for both the organisers and participants. It required being efficient, adaptable, curious and supportive of each other. Also it required keeping in focus the smart use of technology where the content directs the tools utilized and not the other way around.

e-Academia took place on the Tallinn University of Technology Moodle learning platform, which enabled sharing presentations, assignments and virtual engagement through programs like BigBlueButton and MS Teams. The participants used a personal [reflection diary](#) which made sure they gathered their main learning points and new information, and could reflect during each day on their learning experience.

The course covered a wide spectrum of technological tools like Mentimeter for group reflection, Kahoot to test the learned facts about [Estonian Guidance](#) and Padlet for describing group development and the reflection timeline.

The challenge was to maintain quality, as the mobility was virtual. It was a first-time for all to experience virtual job shadowing through a [virtual guided tour](#) of the newly opened 'Estonian Unemployment Insurance Fund Career Centre' in Tallinn. It was innovative, smart and a creative use of virtual innovation that surprised and inspired



the participants. It was an evaluated risk and a challenge for the hosts that succeeded.

This was a true learning experience for all parties. The hosts, **Euroguidance Estonia**, The Association of Estonian Career Counsellors, Tallinn University of Technology, University of Tartu and The Estonian Unemployment Insurance Fund really had to work together as a team to bring this experience to life. The participants were able to observe and experience how such a virtual exchange was created, and it gave them confidence to try online tools in their own workspaces.

The experience was gathered into a [Compendium of practices](#) and a short [video](#), providing others with the ability to learn from the experience.

### Training for Career Guidance Practitioners on the topic of: 'Counselling Migrants and Refugees'

The Erasmus+ partnership project 'Counsellors Study and Training Exchange Programme for Key Challenges of European Labour Markets and Societies' - Academia+ - aims to develop and pilot three research-based study and training exchange programmes (C-STEP) for career counsellors from across Europe. It is led by the University of Applied Sciences of the Federal Employment Agency (HdBA) in Mannheim, Germany. The topics for the three C-STEPS were chosen according to their importance for the current labour market:

- Counselling migrants and refugees;
- Future jobs;
- Demographic change.

The first C-STEP on the topic of "Counselling Migrants and Refugees" was held in May and June 2020 in an online format. Divided into four topics, the Academia+ team and the speakers conducted online sessions in English, each with 30-60 participants from different European countries - and from Azerbaijan, India and Armenia. Over the days, 14 lecturers from different European countries spoke on the topics of

- Intercultural awareness;
- Recognition of qualifications and competencies and access to the labour market;
- The analysis of client potential and empowerment;
- Specific supportive measures.

Despite the unusual online setting, the training days had a high level of activity among the participants, many productive and constructive discussions took place and future contact will be maintained. The next online training with the topic 'future jobs' is due to take place from 9<sup>th</sup> to 18<sup>th</sup> March 2021. More information about the project is available [HERE](#).

### Annual Academia Network National Coordinators Meeting

An important part of the international activities of **Euroguidance Slovenia** is the organisation of Academia professional exchanges among guidance counsellors. Euroguidance Slovenia joined Academia as an active coordinator in 2008 when it hosted the first 6 guidance counsellors from 4 countries (France, United Kingdom, Spain and

Norway). Ever since then Euroguidance Slovenia is regularly hosting and sending participants for Academia professional exchanges.

The annual Academia Network national coordinators meeting (1 – 2 December 2020) was organised online and hosted by Euroguidance Slovenia and **Euroguidance France**. Academia national coordinators are engaged in sending their own guidance counsellors abroad and receiving practitioners from other countries on thematic study visits. The participating Academia national coordinators were from **Slovenia, France, Estonia, Latvia, Germany, Spain, Slovakia, Romania, Denmark, Sweden, Lithuania, Luxembourg, Belgium, Austria, Czech Republic and the United Kingdom**.

Working session included discussions about Academia; providing an overview of the 2020 placements, including cancellations of placements due to COVID-19, Estonia e-Academia and online course Academia+. Interesting topics for future Academia exchanges were also discussed.

The Academia meeting also included a learning experience that was provided by Slovenian participating experts from the Representation of the European Commission in Slovenia, Employment Service of Slovenia and Biotechnical Educational

Centre Ljubljana. As part of European vocational skills week, the European Commission awarded the VET innovators award to the Biotechnical Educational Centre Ljubljana in November 2020. *Awards recognise excellence in vocational education and training.*

Exchange of experiences from Slovenian guidance practitioners from employment and education that were participating in Academia in the past, focused on the development of professional competences as well as personal outcomes of Academia as multicultural training mobility experiences. There are several points and benefits of Academia professional exchanges that participating guidance practitioners were talking about including the importance of participation for career guidance practitioners in international exchanges in person, the importance of preparational activities (language, professional and cultural preparation), widening horizons and views, improved language skills, networking with colleagues from Europe as well as gained mutual cultural awareness. Sharing the information after the return is crucial. The participating guidance practitioners gain in-depth knowledge of life-long career guidance, the education system of one country (vs. another) and general information on other participating countries.



# 1.5 Network 'Peer Reviews'



Critical friendship among Euroguidance centres is a valuable source for exchange and development. In 2020 4 x 'Peer Review' initiatives began within the Network. The aim of these initiatives was to maintain and develop quality standards, improve delivery and performance and further provide credibility to work undertaken by Euroguidance Centres and their communities. Examples of two of these initiatives are provided below, with additional ones having been coordinated by Euroguidance Slovakia and Euroguidance Italy. In total approximately 12 x centres engaged in a peer review process, equating to approximately 1/3 of the Network. It is intended that peer review should become an integral part of the working of the Euroguidance Network - as a truly effective instrument for mutual learning and service development.

## 'Critical Friend' Approach

In Spring 2020, the Euroguidance centres in Estonia, France and Ireland, decided to adopt the peer learning process using a 'critical friend' approach to assess current practices. The aim was to build on past achievements while also providing insights that might guide future activities and support new areas of growth. In light of COVID-19 circumstances, the analysis process took place virtually.

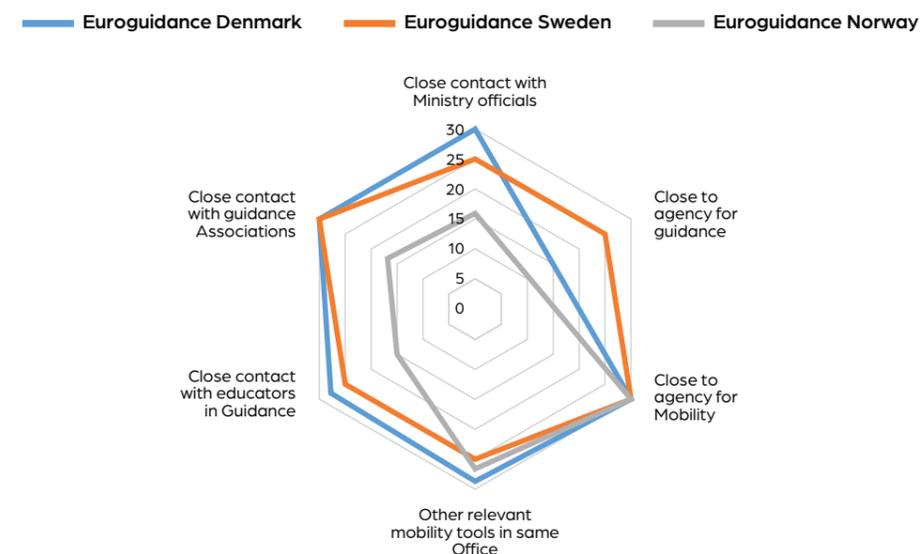
The goal of the exercise was to learn from one another while also providing quality information to the Commission and to relevant national authorities. This exercise is a way to evaluate the quality of the services provided by the Network and to reflect on the impact of its activities. It takes place in a professional context of reflection, exchange of practices and mutual learning. The aim is to formulate recommendations for the future of the Network at national and at European levels.

The review process would examine the national context of each country and interview identified stakeholders, bearing in mind the main tasks and mission of Euroguidance. The recommendations from the recent Network-level Review of EG Evaluation and Impact Measures were also considered in the process, in particular the recommendation to 'focus future peer learning, collaboration and exchange efforts, for Network staff, on evaluation and impact measurement and on the development and use of associated tools, mechanisms and approaches'.

The three partners have agreed on a common methodology. The peer-reviews focus on three quality areas which are: activities and services for the guidance community, including tools and continuous professional training; relevance of services, considering the national and international context; and communication with partners. On the occasions of each peer-review, the process included the partners (i.e the Euroguidance colleagues) from the two other countries acting as the review panel. The review panel then considered the information provided utilising examples of questions in the five quality elements taken from the [ELGPN Quality Assurance and Evidence-Based Framework](#). As critical friends, the review panel examined the national context paper, and considered the reflections of the stakeholder interviewees, in accordance with these elements.

The COVID-19 pandemic changed the agenda. The Estonian peer-review took place with all interviews conducted online, the French peer-review adopted a hybrid mode with some interviews conducted with a group of stakeholders physically attending the meeting with the services of a translator, the Irish peer-review is due to take place in 2021.

Overall, the peer-review teams felt the review was a success. It has been a great opportunity to invite a different perspective and receive constructive feedback from peer organisations, who share the same objectives, which is a valuable practice.



The reflections and learning by each of the three countries on the peer-review process have been considered and will inform future next steps.

## Scandinavian Peer Review for Improved Euroguidance Services in Sweden, Denmark and Norway

Quality assurance of the national Euroguidance activities is important both for accountability in relation to the European Commission and national host agency and for the quality in relation to relevant stakeholders and users. A peer review is beneficial to both parties, as it is a source for competence development and mutual learning.

The objective of conducting a peer review of Scandinavian Euroguidance Centres was to obtain critical yet sympathetic feedback on the quality of our provision from external colleagues who work in a similar environment and have specific expertise and knowledge in the same field. It can reveal blind spots and weaknesses and all participants can take part in discovering good practices and areas of improvement.

The peer review between Denmark, Sweden and Norway was conducted between December 2019 and September 2020. The process consisted of qualitative interviews with key stakeholders and end users from the national guidance community, reading of annual and midterm reports and conversations with Euroguidance staff. After each review, a report was written, pointing out

positive aspects of the Network management and suggesting areas of improvement.

The first review was conducted in Norway. Interviews were performed both in-house and online since the ministry itself and guidance stakeholders are placed in different cities as network centres. As the COVID-19 pandemic struck in March 2020, the review of the Swedish centre was performed online only. Again, in the autumn, the travel ban made likewise the Danish review an all-digital event.

Three quality areas were examined:

- Quality area 1: External relationships and networking activities;
- Quality area 2: Services and activities aimed at end users and stakeholders;
- Quality area 3: Information for stakeholders and end users.

Common features for both successes and areas for improvements were presented at the Euroguidance Network meeting in October 2020. All three centres were deemed to have delivered high quality services to their guidance communities. The connection between guidance activities across Europe relevant for the domestic public, was highlighted as highly valued by the stakeholders. However, the Euroguidance centres are vulnerable due to scarce human resources. The common denominator for the peer review was that all centres make use of all relevant tools available to reach their national guidance communities to offer competence development and information about the European dimension of lifelong Guidance.

# 1.6 Promoting the 'New Europass'



## The New Europass Portal

The new [Europass portal](#) was launched in July 2020 (in parallel with the [European Skills Agenda](#)). The new portal is a set of online tools to help users communicate their skills, qualifications and experiences and manage their learning and career in an ever-changing world. The new Europass portal offers a range of online e-Portfolio tools and information for people of all ages.

Several members of the Euroguidance Network participated in the [Europass Advisory Group](#) as the means to best ensure that the role of guidance would be an integral part of the portal.

Guidance practitioners can use Europass to support learners and clients to:

- Create a free personal profile;
- Highlight skills, qualifications and experiences;
- Create CVs and cover letters;
- Explore different job and learning opportunities around Europe (in development);
- Find trusted national information and contact points on working and learning in Europe.

The e-Portfolio is available in twenty-nine different languages.

The **Euroguidance Network and its individual members** are committed to the ongoing promotion



of the new Europass portal; continuing to do so through the Network website, through our social media channels and regular newsletters to ensure that guidance practitioners in Europe are kept informed about key developments of this invaluable tool.



In addition to this promotion at Network level several national and international conferences took place to highlight the features of Europass, one such event, organised in part by **Euroguidance France**, is outlined below, you can read a further example presented by **Euroguidance Austria** in a later chapter.

## The Launch of the New Europass: Online Conference

The Erasmus + France Agency has created a 'Skills Guidance Mobility' committee to manage the three Networks - Europass, Euroguidance and the European Qualifications Framework (EQF). This organization allows for the better visibility of the Networks and their purpose, enhanced communication and common activities.

Thus the national Europass center, the Euroguidance Network and France Compétences (in charge of the EQF) organized, in close collaboration, a conference to launch the new Europass platform on September 30, 2020.

This conference was moderated by a journalist. The Minister of National Education, Mr. Blanquer provided the introduction. The members of the Europass Network recalled the history of Europass and presented the functionalities and opportunities of the new European platform. Speakers and professionals in the field followed one another to present the use of the tools. Professionals of lifelong guidance and teachers presented samples of practices using digital tools in a context of guidance and vocational integration.

The presentation of concrete projects illustrating the new forms of skills recognition permitted to question their influence on the structuring of tomorrow's certifications. This conference concluded with the intervention of Mrs. Coudret-Laut, Director of the Erasmus+ France / Education Formation Agency.

In light of the COVID-19 pandemic, this one-day conference, initially planned to welcome 250 people in person, was held online. This permitted to significantly broaden the event's audience. It was attended by nearly 500 participants. The recording of the conference, broadcasted on Youtube and on the Erasmus+ Agency website, relayed by social networks and our various communication channels, still allows many internet users to view it today.



The transition of the conference to a digital mode, required a work of adaptation on the part of the organisers. The format and content was revised. The attention span being not the same in the virtual space, the conference which was scheduled over two half-days was shortened to 2 hours and 30 minutes. The script had to be timed, transitions had to be planned, the conference had to be punctuated with videos and testimonials, live and recorded presentations had to be mixed, and the audience had to be able to intervene through chat. Flexibility, imagination and adaptation were essential.

A satisfaction survey was conducted among participants. The results showed that 99% found the format of the remote conference satisfactory or even very satisfactory. They remained connected

throughout the entire process. The variety of the different sequences proposed (rhythm, media, videos, live interventions and recordings) were acclaimed and their content was fully satisfactory and adapted to the diversity of guidance professional participating.

This online conference widened the audience and gave greater visibility to the communication on the new Europass and skills.

It was recorded and can be viewed on the French [Erasmus+ Agency website](#).

The organizers will reuse video capsules that have been made in order to make the most of the content of this conference and to communicate on specific points. The videos will then be broadcasted on the sites of the different partners.



## 1.7 Network Webinars



Several webinars were organised by the Network throughout 2020 with the aim to introduce new initiatives, present practices and projects and introduce and discuss important theories relevant to career guidance. Presenters at the webinars were Euroguidance Network members and other guests from the European (and broader) guidance community. The structure of each webinar was designed to be interactive and presentations were followed by open discussions. This also enabled participants to network with colleagues from other countries. The webinars gathered more than 600 practitioners, researchers and other actors involved in career guidance all over the world. Below are two examples. All Network webinars are organised by the Euroguidance Network within the scope of the activities of Main Task Group 2 with technical support directly provided by Euroguidance Serbia.

All webinars recordings and further details can be accessed at the Euroguidance Network website [Webinar Section](#).

### 'Developing Career Guidance and Counselling Services Through Erasmus+ Projects - Experiences from Practice'

On 13<sup>th</sup> November 2020, we had an opportunity to hear the experiences from practice and find out more about developing career guidance and counselling services through Erasmus+ projects. Speakers presented an overview of their projects, how they developed project ideas and established cooperation with various European partners, as well as answering questions from the audience in order to help other career guidance practitioners to get inspired to start their project ideas:

- **Nevena Rakovska from Bulgaria**  
[Career Skills Project](#)
- **Helena Kostalova from the Czech Republic**  
['Crucial Impacts' Project](#)
- **Tomáš Šprlák from Slovakia**  
[Quality implementation in career Guidance Project](#)
- **Vincent Verrydt from Belgium**  
[Your career is waiting – get ready! Project](#)

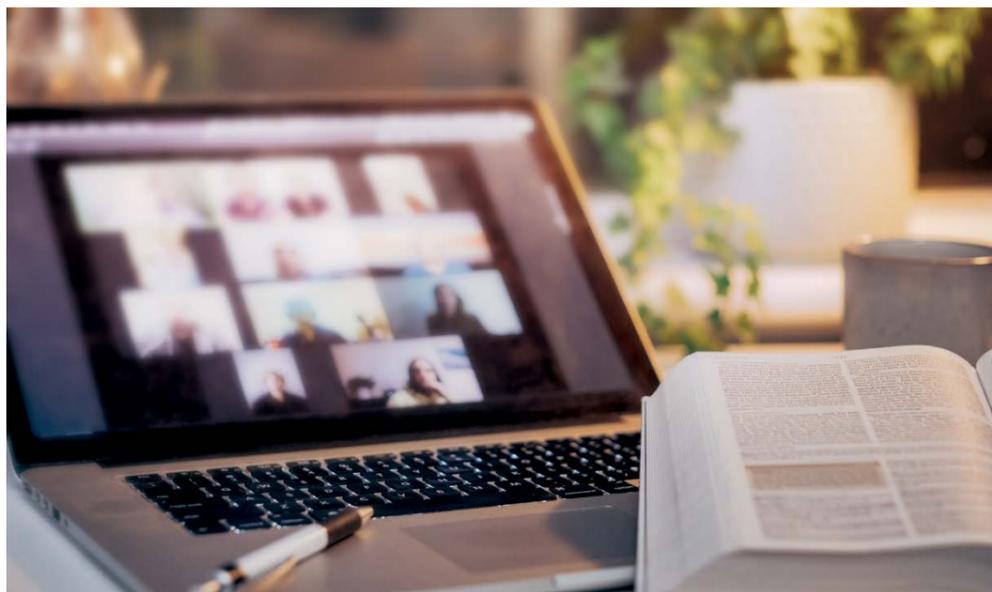
More information can be found also [HERE](#).

### 'Perspectives in Social and Emotional Learning and Career Development: Innovative Research and Promising Practice'

The webinar 'Perspectives in Social and Emotional Learning and Career Development: Innovative Research and Promising Practice' was organised

on 25 November 2020 by Euroguidance Romania with technical support from Euroguidance Serbia. It discussed how educators (teachers, school counsellors, and other educational staff in schools) can support the acquisition of students' social and emotional learning (SEL) so that they are better prepared for facing changes, developing their career and enhancing personal future goals. The participants were approximately 200 career guidance and school counsellors, teachers, decision-makers, researchers and other stakeholders, mainly from Europe, but also from Africa, North America and South America. The speakers were Dr. V. Scott H. Solberg, professor at Boston University Wheelock College of Education and Human Development, United States of America, Dr. Angela Andrei and Dr. Andreea-Diana Scoda, researchers at the National Centre for Policies and Evaluation in Education, the Research Unit in Education (NCPEE-RUE), Bucharest, Romania.

Dr. Solberg presented the findings of the cross-cultural research programme 'Connecting Social and Emotional Learning to Professional Development for Educators' (2018-2022) which was acknowledged by the [World Education Research Association](#) (WERA). It involves universities and research institutions from Burkina Faso, China, Finland, Germany, Greece, Guatemala, Israel, Italy, Japan, Korea, Portugal, Romania, Singapore, South Africa, Togo, Turkey, Uganda, and the United States of America. Dr. Solberg stressed the importance of social and emotional skills, important for an individual's career, personal development and contribution to society. He made the translation to practice by presenting



activities that facilitate career readiness, for example 'Describing Yourself', 'Starting a Resume', 'Connecting Skills to Careers'.

Dr. Scoda presented the Romanian results of the cross-cultural research programme and highlighted the perspectives of Romanian educators on the nature and value of SEL in schools. She analysed the results of the qualitative research, namely 131 codes for Romania that have been defined, exemplified and interpreted in the national context, e.g.: facing career challenges, empathy, collaboration, etc. In the next stages of this research project, an instrument for measuring SEL self-efficacy and a professional development platform on SEL for educators will be developed.

Dr. Andrei presented a guide for school counsellors, developed in 2020, at the request of the Romanian

Ministry of Education and Research. It responded to the need to support students in dealing with distance learning in the context of the COVID-19 pandemic. It contains 132 SEL activities and programs and 193 worksheets for students from all education levels. It is the first collection of practices of Romanian school counsellors, systematized on the [CASEL framework](#). Almost all the practices are designed and implemented by school counsellors from Romania, adapted to national cultural specifics and using local resources. Some of these SEL practices targeted students from socio-economically disadvantaged backgrounds and involved the parents and local community. The guide is divided into three volumes: elementary school, middle school and high school and vocational education and training (VET). All are available in Romanian [HERE](#).

## 1.8 Online Facts and Figures



The [Euroguidance Website](#) is the main platform by which the Network spreads information and provides all relevant resources on European guidance and mobility topics. All Euroguidance centres are responsible for providing content to this website and to disseminate it to the wider guidance community. Centres often communicate through their national website and social media platforms which further supports the Network's online presence. During 2020, as stakeholders moved to more and more remote / online ways of working, the importance of the provision of information in digital form was an even greater priority for the Network.

### [www.euroguidance.eu](http://www.euroguidance.eu)

In 2020 there were approx. 43,500 visitors to the website, an increase of 1000 from 2019. Accompanied with the increase in visitors was an increase in sessions and increase in number of sessions per person. The number of pages viewed decreased by 7% and the average session duration decreased by 10% compared to 2019, *indicating that people are finding the information they are looking for quicker.*

The top 5 European countries with most visitors to the website in 2020 were:

- Spain
- Italy
- Sweden
- UK
- and France

The most popular 5 x pages, after the home page, were:

- [International mobility \(training opportunities\)](#)
- [National Guidance systems](#)

- [Forthcoming events](#)
- [News](#)
- [The 'Study in' section](#)

The predominant form of traffic to the website was evenly split between direct and organic search which accounted for around 41% each, the same as in 2019. However there was a large change in the proportion of traffic via referrals (which decreased by 24% versus 2019) and increase in traffic via social media (which increased by 91% versus 2019).

As was already mentioned earlier in this publication, in February 2020 the Network commenced sending a monthly [Newsletter](#) to subscribed contacts. As of December 2020 there were approximately 800 subscribers across Europe and beyond in receipt of the newsletter. This subscriber database will be expanded through 2021 through promotion of a newly developed subscriber form, populated to the front of the Network website.





### [www.facebook.com/Euroguidance](https://www.facebook.com/Euroguidance)

The social media channel that the Euroguidance Network uses is Facebook. Its' followers rose from 3440 in 2019 to 3800 in 2020. The Facebook page focused on displaying the Network activities, pro-

moting the Euroguidance Network website and newsletters, sharing good examples of practice, Network organised webinars and other relevant information including the promotion of the new Europass portal in 2020.



# EUROGUIDANCE NATIONAL LEVEL ACTIVITIES

## 2.1 Cross Network Cooperation



The Euroguidance network cooperates with other networks such as Europass, Public Employment Services (PES), the EQF-NCP, EURES, Eurodesk, NARIC, Europe Direct and Eurydice that all promote tools that support common policy goals on a European level. Using joint efforts and synergies across the networks is key to the successful outreach to European citizens. The pandemic struck regular activities in this regard harder than others; as individual networks struggled solely to provide support to their own direct stakeholders. However, as can be seen from the following examples, successful and compassionate efforts were still made.

### Austrian Workshop 'Mobile in Europe' with Euroguidance and Europass

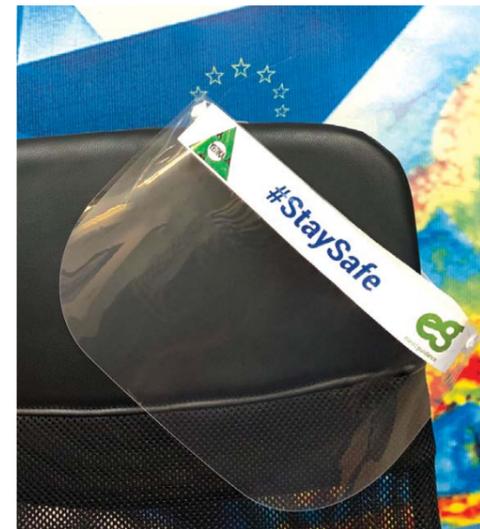
Euroguidance Austria continued its tradition in contributing to the training of guidance counsellors through workshops jointly held with [Europass Austria](#), where prospective counsellors receive information about the benefits of European mobility and the opportunities offered by the Erasmus+ programme. In May 2020 a 'Mobile in Europe' with Euroguidance and Europass workshop was provided online via Zoom for students at the [University College for Teacher Education](#) of the Federal Province Lower Austria, focussing on the features of the new [Europass](#).

### Appreciating the Public Employment Services Work During the COVID-19 Pandemic

It is not a surprise that the unemployment figures are on the rise in Cyprus due to the COVID-19 pandemic and the lockdown measures that were introduced in March of 2020. Due to the negative impact that the pandemic had on the Tourism and Entertainment industry in Cyprus, the rise of unemployment was imminent. During these hard times the Public Employment Services (PES) were on the front line, trying to help and register record numbers of new jobseekers, trying to find them work, provide training and other active labour measures that were announced by the Cypriot Government as a remedy to the closing down of businesses and of economic activity.



The Euroguidance Cyprus Centre, wished to show its appreciation to the hard work that was done by the PES counsellors and all the people working at the PES, trying to help the ever increasing number of unemployed people in Cyprus. In that respect, **Euroguidance Cyprus** printed and disseminated a number of reusable face masks and face shields



to all PES staff in order to protect the staff from COVID-19. This initiative was very much welcomed by the staff and the management of the PES.

### International Cooperation to Promote Awareness of Digital Guidance Services

In 2020 the annual Euroguidance seminar devoted to supporting career practitioners in Latvian higher education institutions became virtual, cross-sectoral, international and bilingual – all for the first time. The focus of the online meeting was to exchange experience in the delivery of remote guidance services and to foster awareness among university guidance practitioners of guidance services provided by public employment services. Inspired by the German presidency conference on the future of work and the level of digitization of German public employment services (PES), **Euroguidance Latvia** reached out to **Euroguidance Germany** to invite presenters – PES colleagues who provide guidance for university applicants, students and graduates – to share their working methods and approaches. The Latvian PES have also been recognized as a case example in the 2018 [CEDEFOP Handbook of ICT practices for Guidance and career development](#). The Latvian PES colleagues explained recent modifications to their services prompted by lockdown. Latvian university colleagues described development of new practices, including a new online career test, management of distance workflows, providing virtual tours to potential students, involving students in online mentorships, as well as the development of a new career services model in collaboration with students based on design thinking principles.

### Helping Career Guidance Counsellors During the Pandemic

During 2020 the **Lithuanian Euroguidance Centre** concentrated on providing support for career guidance counsellors, who work in schools. As a result, two main actions were implemented:

October 2020 - [Online seminar](#) 'From School Chair to the Job Market: How to Prepare the Students?'

The seminar was organised in a collaboration with Europass Lithuania and a Lithuanian career specialists association. More than 200 teachers, career specialists, social pedagogues and school psychologists participated in the seminar online. More than 850 viewers watched the video of the conference later.

A 'professional package' for career guidance counselors was sent to approximately 450 gymnasiums and schools at the end of November. The package contained a notebook with guidelines for career guidance lessons, a table game 'Professions Lotto' with instructions (created by Euroguidance ambassador Virginija Jaruševičiūtė) and a postcard with a 2021 calendar.



## 2.2 Professional Development, Seminars, Workshops and Tools



All the Euroguidance centres across Europe take active measures to support the professional development of guidance professionals in their countries. In this chapter, several concrete examples of different types of activities to improve the competences of guidance practitioners are demonstrated. These activities take many forms such as seminars, conferences, webinars, courses and the development and provision of additional tools.

### National Training for Career Counsellors - Latest Trends in a European Context

Between the 4<sup>th</sup> and 6<sup>th</sup> of November 2020 Euroguidance Bulgaria organised National training for career counsellors. Given the epidemiological situation, the training was conducted remotely.

In total, the training was attended by 73 participants; selected out of 90 people who initially registered. The training was carried out in strict compliance with the pre-defined and announced programme.

At the beginning of the first day there was a presentation of the possibilities of the new [Europass platform](#). Emphasis was placed on the functionality of the platform for developing a CV and cover letter, as well as for searching for jobs and training courses.

It was followed by a presentation on 'Contemporary Challenges in Career Guidance and Counselling in a European and National Context'. The presentation commented on the latest trends and strategic documents that are directly related to career guidance and its manifestation as a system including reference to the European Skills Index, the European Skills Programme and the European Commission's Lifelong Guidance Report. Special



attention in this session was paid to online career counselling.

As a logical continuation, new trends in the toolbox of the career counsellor were presented in the next part of the programme. Emphasis was placed on the transformations of the questionnaires and their use in the online environment, centering the

consulting session through certain questionnaires and the logical structure that it is recommended to follow.

The last presentation of the day covered the opportunities for professional development and modern tools against unemployment.

The second day of the training focussed on presenting pragmatic ideas, tools and opportunities to use a variety of techniques in career counselling.

The third training day began with the presentation on innovative tools in career guidance. The focus was on presenting tools and resources to help the career counsellor, which are developed as products in projects funded by the Erasmus+ Programme and other European initiatives.

The last session was titled 'In the Studio of the Career Counsellor. Exchange of Good Practices - Career Counsellors Present their Experiences'. It was prepared in advance by the lecturers, who encouraged and supported two of the participants to present their experiences in career guidance to students. The practical experiences presented were a valuable exchange of ideas.

### Round Table 'Cooperation for Development of Online Career Guidance'

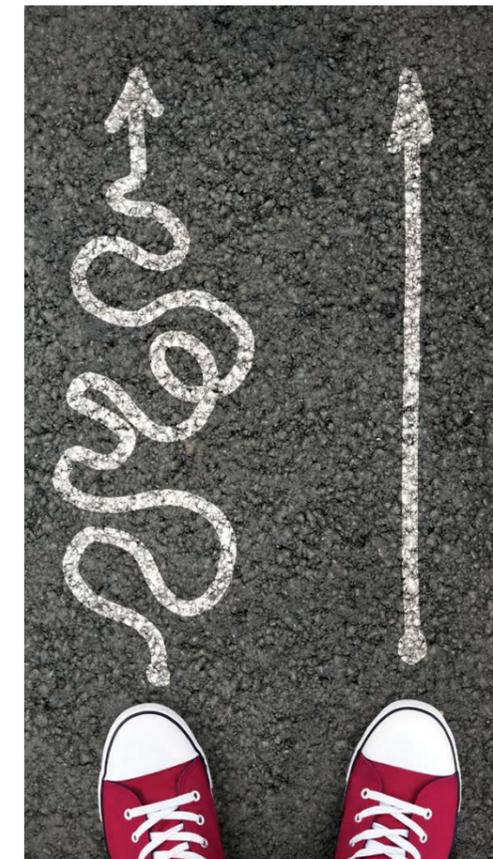
On August 27, 2020 Euroguidance Czech Republic organized an online round table in partnership with the National Guidance Forum. It was a one-day online event for the community and various stakeholders. There were approximately 40 participants.

The areas of debate were:

1. A reflection on current cooperation – regional, national, European and online
2. The strategy for education policy of the Czech Republic until 2030+, the strategic regional development projects in the field of guidance (ESF), and Erasmus+ cooperation opportunities
3. European inspirations for a national online guidance system approach

As a part of the programme the following were presented:

- Slovakian national project for the development of guidance services, standards, support and training
- Lifelong guidance policy and practice in the EU study and European Euroguidance webinars about online guidance
- Tips for online guidance collected from Euroguidance national webinars about online tools, social networks, and various online guidance methodologies



- Feedback from creating a new national tool for supporting online career guidance developed by Euroguidance in cooperation with partners from the wider guidance community
- Regional initiatives, national and ministry level initiatives and Czech Guidance Association(s) initiatives

The main debate was focused on a critical reflection of the missing national strategy in the field and on improving strategies in cooperation and supporting a better framework for career guidance and career education.

The next steps will be to give feedback on curriculum reform in career education, to improve framework concepts through the National Guidance Forum supported by Euroguidance, to use the outcomes from an Erasmus+ project focused on quality and standards in guidance and to organise a European Guidance Conference in Prague in November 2021.



## SPRINT : Standardize Best Practices About Internships



SPRINT was a three-year strategic partnership project (2017-2020) that aimed to create a European quality framework for Internships. It was co-funded by the Erasmus+ Programme. Here we, **Euroguidance France**, outline the various elements and outputs of the project.

Seven partner European organisations were involved: Université Paul-Valéry Montpellier III, France (coordinator institution), InternsGoPro ASBL, Belgium, Association Française de Normalisation (AFNOR), France, Sindikat studentov, dijakov in mladih brezposelnih (Trade Union Youth Plus), Slovenia, UNISER SOC. COOP. ONLUS, Italy, l'association européenne d'institutions de l'enseignement supérieur (EURASHE), Belgium, the ADECCO Group, Switzerland.

Five outputs were pursued and achieved:

1. Research on indicators and standards for quality internships  
The implementation and potential success of this standard depends on its capacity to adapt to any

national legislation and be responsive to all stakeholders' expectations. In order to guarantee the project success and impact, it was crucial to research the influencing factors in the setting of standards – such as legal and national contexts.

### 2. Criteria for quality internships: CEN WORKSHOP AGREEMENT (CWA)

The first objective of the SPRINT project was to create a European quality framework for internships, that would be recognized by all types of organizations offering internships. The material result is [the publication of the CWA on European Criteria for Quality Internships](#).

### 3. Guide for implementation process of quality internships for host organizations

The objective of this guide was to provide useful information for successful implementations of the CWA on European Criteria for Quality Internships. It aimed to empower stakeholders not only with the necessary information about criteria for quality internships, but also with its concrete application into their organisation.

### 4. Online self-assessment on internships for host organizations

The [online self assessment](#) enables host organizations to test and assess their approach regarding internships. It also provides them with feedback on their internship programme(s).

The criteria for the assessment are those developed in the CWA on European Criteria for Quality Internships. The online self-assessment is available in English, French, Italian, Slovene and German. Using this tool, the host organisation is invited to answer several questions about its internship programme. These questions are structured around the 8 quality criteria for internships developed within the SPRINT project as follows: recruitment, written agreement, remuneration, skills development, tutoring, career development and employment, work environment and working conditions, social protection and insurance.

### 5. Training material for university career services staff training: the guide on quality internships and higher education institutions

The objectives of this guide are as follows:

- To raise awareness among the career services of European higher education institutions about the concept of 'quality placements' and its relevance for students, host organisations and higher education institutions,
- Provide the necessary tools to communicate information on European criteria for quality placements.

The quality of traineeships here is considered to contribute to the development of solid competences that enrich the content of CV or Europass profile. It is an additional strengthening asset for future professional integration into the labour market throughout Europe.

## 'County' meetings for enhanced cooperation

Feedback from historical **Euroguidance Hungary** coordinated events has stated that guidance

professionals need a stronger cooperation within the guidance community at the local/county level. After organising regional meetings in 2019, we decided to go a step further - to a county level. There are 19 counties in Hungary plus the capital, Budapest. The differences between the counties are quite big. Their target groups have different aims, motivations and ambitions. In most of the counties career orientation institutions/organisations work with more or less the same target groups, however professionals have little information on other players in this field.

In 2020 'county level' meetings were organised on twenty occasions for cooperation in each county of Hungary, to map the relevant lifelong Guidance stakeholders at the local level. The aim of the meetings was to generate dialogue, interactivity, networking and cooperation between the parties and solicit their needs for cooperation, investigate ways for cooperation, collect and disseminate already existing good practices and to collect suggestions for professional improvement. During the meetings we also initiated the collecting of local career guidance and counselling events, websites of the participants and other useful links.

## 'HOPE' Webinar

The [International Educational and Vocational Guidance Association](#) and Euroguidance conducted a webinar on November 30 2020 on hope as a leading principle in Guidance. The presenters were Dr. Norman Amundson and Andrea Fruhling from the University of British Columbia and the moderator was Dr. Guðbjörg Vilhjálmisdóttir from the University of Iceland. Dóra Stefánsdóttir from **Euroguidance Iceland** was her assistant. Amundson and Fruhling have for years used hope as an





approach for both counselling and coaching, based on the basic assumption that without hope for a better future, their clients are not likely to take a leap into the unknown. Perhaps this simple notion has never been as important as in the times of the COVID-19 crisis. Almost 200 people attended, even though the webinar was held late in the evening for Europeans.

### An International Curriculum on Careers Education and Guidance in Schools (CEGS) - the Fruit of an Austria-Luxembourg Cooperation

Within the pilot project 'University Course Careers Education and Guidance in Schools (CEGS)', the University College of Teacher Education Lower Austria and Luxembourg's Maison de l'orientation (House of Guidance) developed an international curriculum on the coordination of careers education and guidance in schools, which is implemented with a pilot group of participants from Luxembourg's schools.

Luxembourg is currently enlarging its national offer for professional development and training for guidance professionals inside and outside of schools. With a view to the importance of staff quality for

the CEGS process, the responsible coordinating body, Luxembourg's Maison de l'orientation, aims to advance fast in developing high quality offers by drawing from experiences gained in European partner countries. Austria's specific postgraduate university courses for CEGS professionals, which are part of the IBOBB framework since several years, are a special source of inspiration for this endeavour.

In this context, **Euroguidance Luxembourg** provided support and funding enabling one coordinator of the Maison de l'orientation to take part in two postgraduate training courses at the University



College of Teacher Education in Lower Austria. In order to understand their architecture and contents and to conceptualise pilot projects for their implementation in Luxembourg:

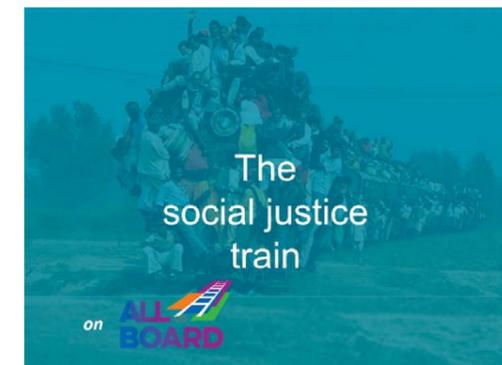
1. The specific University Course 'Careers Guidance Coordination', which is designed to train teachers appointed as CEGS coordinators in secondary schools.
2. The specific University Course 'Careers Education Teacher', which provides training for career guidance teachers, who teach the careers education classes in 7<sup>th</sup> and 8<sup>th</sup> grades.

In 2020, two important steps of the implementation process were taken. The international curriculum 'Train the Trainer: Careers Education and Guidance in Schools' was finalised within the cooperation on the basis of Austria's curriculum of 'Careers Guidance Coordination'. In the autumn/winter term of 2020, the first pilot group of participants from Luxembourg's schools started the training provided by Luxembourg's training institute IFEN (Institut de formation de l'éducation nationale) in cooperation with the University College of Teacher Education in Lower Austria and the coordinating body of the Maison de l'orientation - according to the new curriculum.

Luxembourg will certainly continue to benefit from this cooperation and from the experiences gained through the participation in Austria's training courses. Beyond the long-term establishment of the training course for CEGS coordinators, further concepts for other career guidance professionals in schools - and beyond - will be developed. Important gains in quality can be observed, thanks to European cooperation and Euroguidance support.

### On Board the Social Justice Train: What Place for Guidance Practitioners?

Training on the topic of career guidance and social justice was planned by **Euroguidance Malta** for May 2020. Unfortunately, these plans had to be changed due to the COVID-19 pandemic. Despite these setbacks, there could not have been a better context regarding when to hold this type of training, which we had in mind for so long. Professor Ronald Sultana from the University of Malta, an international expert in the area, kindly adapted the training to accommodate an online programme. Guidance practitioners were divided into two groups. Whilst one training was held in November 2020 another training session was planned for 2021. The two online sessions were set to help practitioners deepen their understanding of approaches to social justice, and reflect on how their work in our schools can further the



equity agenda in their everyday lives at school, and as citizens.

The first session provided an overview of the main debates in social justice together with the ways in which the international community has dealt with these debates. Implications for the design and delivery of guidance services in our schools, were discussed. The second session focused on the specific challenges resulting from the COVID-19 situation. The aim was to highlight insights and conversations in order to come up with signposts towards socially just guidance. Professor Sultana discussed the five signposts to a socially just approach to career development. According to Professor Sultana, if career development practitioners want to challenge oppression - they need to help people realise their dreams and undermine corrupt systems by:

1. Building critical consciousness. Help people understand the bigger picture and not see every problem as their fault and responsibility.
2. Naming oppression. Recognize the specific needs of oppressed groups. Listen to their experiences and help them to identify injustice and inequities in careers.
3. Question what is normal. Spend time discussing what people assume to be normal and natural in their careers. Consider where these assumptions come from.
4. Encourage people to work together. Help people to recognize the importance of cooperation. That collective struggle opens up a lot of new opportunities for career development.
5. Work at a range of levels. Recognize that career development is not just about work with individuals. It also requires intervention into social systems.

These sessions have ignited in our practitioners the urge to discuss this topic further with others working in guidance. We thus urged our practitioners to visit the [website](#) where they could further read articles, commentaries and reflections on guidance and social justice developed by a group of guidance researchers and practitioners.

### Training Programme for Increasing Counsellor Competence

Competence is one of the key elements in achieving successful results, especially in the field related to human relations. Individuals' employment expectation and career goals can be extremely varied, depending on their willingness, relevancy and interest. On the other hand, employer's priorities and expectations can also vary. It is very important to keep in consideration recent developments and future anticipation about the labour market in order to give suitable guidance to a client who needs advice from a counsellor.

Thus, counsellors have a significant impact on most of the employers who are looking for candidates for their job vacancies. In this context, it is very important that guidance practitioners have the knowledge of current needs. That is why it is important to increase the competence of counsellors and to ensure that they have the necessary equipment in working with employers. In 2020, **Euroguidance Turkey** organised training for employer counsellors in order to increase their knowledge and competence, especially in the context of career management and skills assessment.

Before the training was given to counsellors, field and questionnaire studies were conducted in provincial directorates and an analysis of training needs was similarly conducted. Based on the results of this training needs analysis, an extensive training programme was arranged specifically for the counsellors who mostly engage with employers. The training programme consisted of different topics, such as teamwork, communication, planning, customer relationship management (CRM), analysis skills, information transfer, problem solving skills, solution-oriented approaches, image management etc. The expected results of the training are that practitioners will increase their competences and that they will offer better services.

As a result of the studies on increasing the quality of counselling services, it is necessary to examine the client's expectations, labour market and sectoral situation. The model of providing quality consulting services in accordance with the profiles of employers with an approach that takes into consideration the characteristics of the labour market has become an important need.

After the training needs analysis, extensive training was provided to the employer counsellors in February and March 2020. Altogether 100 employer counsellors from different parts of Turkey attended the training. The training lasted for 5 days for each group - and 4 weeks in total. An expected result of the training is that it will increase the quality of career guidance services of [İŞKUR](#), the public employment services of Turkey.



## 2.3 Digital Approaches



European countries have been continually discussing online guidance services and how they can be best applied to providing information, advice and guidance. It is already clear from previous chapters, and those to come, that there was an increased focus on the provision of support by the Network and its members remotely / digitally over the course of 2020. In this annual publication we have consistently sought to furnish information with regard innovative 'digital approaches' and in this edition, naturally, we are placed to provide more examples than ever.

### Online Study Visit: 'Guidance in Belgium, Flanders'

Between the 30<sup>th</sup> of November and the 4<sup>th</sup> of December 2020, 20 guidance professionals from 13 European countries were hosted by **Euroguidance Flanders**. During the online study visit, participants gained a deeper insight in guidance in Flanders and the Brussels Capital Region. The programme covered policy and practice in lifelong guidance, with particular attention on inclusion.

During group presentations and other exchanges, participants had the opportunity to network and get to know each other. New contacts were made, networks were broadened and seeds of new collaborations were planted.

The participants said:

*'This study visit was very enriching for me as a career guidance professional. We had the chance to experience different types of learning: PPT's, group presentations, breakout rooms for discussion.*

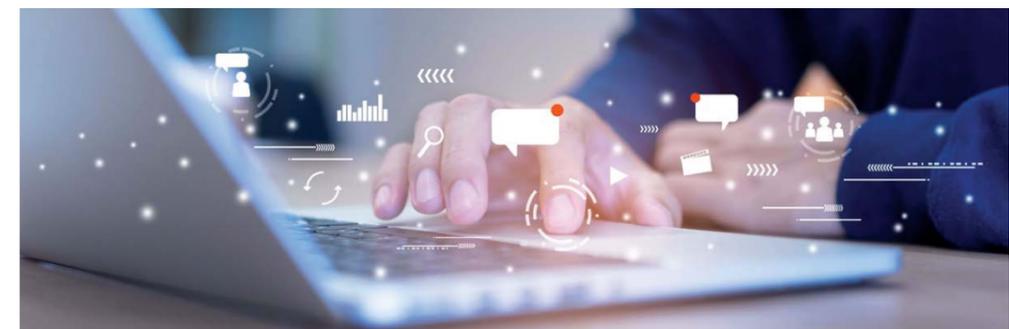
*I learned about different practices being used in other countries. And I have made new friends as well. A big thank you.'* (R.F., National School Support Services, Malta)

*'I learned so much from the presentations and the participants. Thank you so much for your effort!'* (A.K., National Office of VET and Adult Learning, Hungary).

*'I had doubts if the study visit could be done online and expected much less than we got, it was organized magnificently, and I congratulate on that. It helped me forget about COVID-19 for a few days and reminded me how much I love what I do.'* (M.J., University of Belgrade Centre for Career Development and Student Counselling, Serbia)

### Digital Guidance in focus

The potential of ICT in career guidance has already been recognised for a long time. This potential has been further highlighted with the onset of the COVID-19 pandemic, making computer-assisted





and digital communication using a variety of ICT tools indispensable. As with many other professions, guidance practitioners as well as their end beneficiaries were struck, being forced practically overnight to turn to digital technologies to continue their daily work and study, needing strong and targeted support to develop a variety of digital skills at the same time.

**Euroguidance Croatia** recognised this opportunity to redesign a number of planned in-person activities and training and delivered them as online events. Their content was adjusted to support the development of digital competencies of guidance practitioners. In addition to debating new and innovative practices in school guidance delivery, which came as a result of the newly introduced measures of social distancing and teleworking, the main focus of online training was on practices using ICT to develop career management skills (such as online diagnostic testing for career choice and the new Europass platform), key competences and other skills needed in the current and post-pandemic world of living, working and studying.

In 2020 Euroguidance Croatia organised a total of 15 large and small online events for counsellors in primary, secondary and higher education. The events were publicized through various online channels, particularly social networks. A large portion of the material later became available on Youtube. We were happy to note that the above-mentioned interventions resulted in an increased access to education opportunities with

a wider geographical distribution of participants, increased the use of online and digital tools, as well as continued levels of satisfaction by Euroguidance beneficiaries.

### Impact of COVID-19 on providing information about mobility

One of the missions of the Euroguidance Network is to promote international mobility. For several years, each **Euroguidance resource centre in France** has been organising conferences on mobility themes such as higher education or volunteering, or on specific destinations. These conferences target high school students, their parents and guidance professionals and regularly bring together between 50 and 150 people - depending on the topic.

More than providing information to the public, these conferences help to create and maintain a network of guidance professionals and experts in specific subjects such as Eurodesk or EDIC. For example, the conference on higher education in Spain is held in partnership with the education office of the Spanish embassy. High quality, objective and reliable information is always sought after.

These conferences, which were traditionally held in school lecture halls, could not be maintained due to the health crisis. The natural solution in 2020 was to offer these events by video conference, which made it possible to organise and broadcast them on a larger scale.

It was therefore necessary to adapt to a new environment with new constraints.

Remote conferences require more preparation. The sessions need to be more rhythmic and downtime must be avoided.

It is necessary to seek interaction with the audience, who must feel engaged and directly involved in the conference. The use of polls, games and quizzes at the beginning of the session was therefore interesting - because it allowed users to be active from the outset and to feel committed. There is then greater participation and a large number of questions in the chat later on.

This requires human resources. On average, two Euroguidance staff members were mobilised to run the conference and another two people to manage the questions in the chat. Most of the questions were answered directly, while some questions were addressed orally by the speakers.

At a technical level, the video conferences were broadcast on zoom with the connection link accessible without registration from a specific page of the new [Euroguidance France website](#) where the semestrial conference calendar was displayed. Depending on each video-conference, other tools could be used to animate quizzes, polls or create word clouds. A certain amount of technical agility is required to run these sessions and the health crisis has had the merit of increasing the skills of both professionals and users on these issues.

The video conferences were broadcast live on Euroguidance France's Youtube channel and thus remain accessible on the channel after the event.

Testimonials from young people reinforced these conferences and gave a touch of authenticity, as they generally testify from the place where they experience their mobility.

Finally, giving conferences at national level allowed Euroguidance France to diversify the topics. For example: 'The Mobility of Students During COVID-19' or 'The Mobility of Young People With Disabilities'.

The programmes of the video conferences (in French) are [HERE](#).

Recordings of the broadcasted video conferences are [HERE](#).

### Digital European Conference & Training Seminar

The **Euroguidance Center of Greece**, following the global situation due to the pandemic, decided to replace its regular face-to-face training event for career guidance counselors with a fully-online European conference & training seminar that took place between the 5<sup>th</sup> and 6<sup>th</sup> of December 2020.

In the post-COVID-19 era, it will be crucial for students and graduates to have a thorough knowledge of the conditions of the labour market, the specific characteristics and the required skills of professions and jobs, utilizing appropriate sources of information, systematic contacts with professionals, employers and entrepreneurs and appropriate tools for job search and transparency of qualifications. Thus the title of the conference: 'Preparing Young People for the Continuously Changing Labor Market: the Versatile Role of Career Guidance'.





The conference was addressed to Greek counselors working at the Ministry of Education, the Ministry of Labor, Career Offices of Universities, private lifelong learning centers, private practitioners and European counselors from **Cyprus and other Euroguidance Centers**. The aim of the conference was:

- To support the career guidance counselors working in schools, higher education and entrepreneurship in preparing young people for the labour market and exploring the necessary skills and aptitudes of both the counselors and the end users;
- To promote the exchange of good practices and policies on this subject between Greek and European career guidance counselors and centers.

The speakers at the conference were Greek and European career guidance professionals, leaders of career guidance services, representatives of public and private bodies, active in labour market and entrepreneurship, EOPPEP executives and European career counselors, members of the Euroguidance national centers of other European countries. All the participants attended the event via a special e-platform and there was a parallel translation from and to English during the whole event. The programme consisted of five theoretical sessions: 'School and Occupational Information', 'Fight Against Unemployment - Entrepreneurship and Career Development', 'Skills Needed for the Connection with Labor Market', 'Higher Education and Interconnection with the Labor Market', 'European Networks and Tools For Supporting Job Search' and 3 workshops regarding the 'secrets'

of the successful approach to the labor market and the new Europass portal as a tool to promote transparency of qualifications.

Despite the lack of face-to-face communication, more than 350 guidance counselors participated actively at the event, asking interesting questions from the speakers via chat, taking part in the polls and sharing their good practices, needs and ideas for improving career guidance services.

The experience of the event for both the participants and EOPPEP as organiser was really interesting. With the use of technology, we had the chance to interact with professionals from different areas of Greece, Cyprus and Europe and to learn from each other, thus turning the difficulties of the COVID-19 era to opportunity.

The evaluation of the event from the participants was very good and their proposals are going to be used by the Euroguidance Center of Greece in planning future training activities.

### 'Guidance Club'

**Euroguidance Hungary** effectively took part in the promotion of the guidance Club (Palyaori Klub). It is a virtual community where guidance practitioners get the opportunity to communicate and share their best practices. In cooperation with the developer, the [Economic Development and Innovation Operational Program](#), in 2020 we organized webinars every other week, aiming to provide up-to-date information and knowledge and discuss best practices. In December 2020 the Guidance Club had over 800 members. This number is growing continuously.

## Adapting to Changing Times; Empowering the Guidance Community Online



Following the onset of the COVID-19 pandemic, in March 2020, to determine the support required by guidance counselors in secondary schools and VET, **Euroguidance Ireland**, through its host organisation – the Irish National Centre for Guidance in Education (NCGE), created and distributed two online 'contingency planning' surveys. One survey was distributed to guidance counsellors working in schools and the other to guidance practitioners in VET. Both sets of survey responses indicated that guidance counsellors and guidance practitioners required guidelines for the provision of remote / online guidance, additional resources and indicated that they required further training. These survey responses helped to inform the development of subsequent guidelines and the continued provision of additional resources and training.

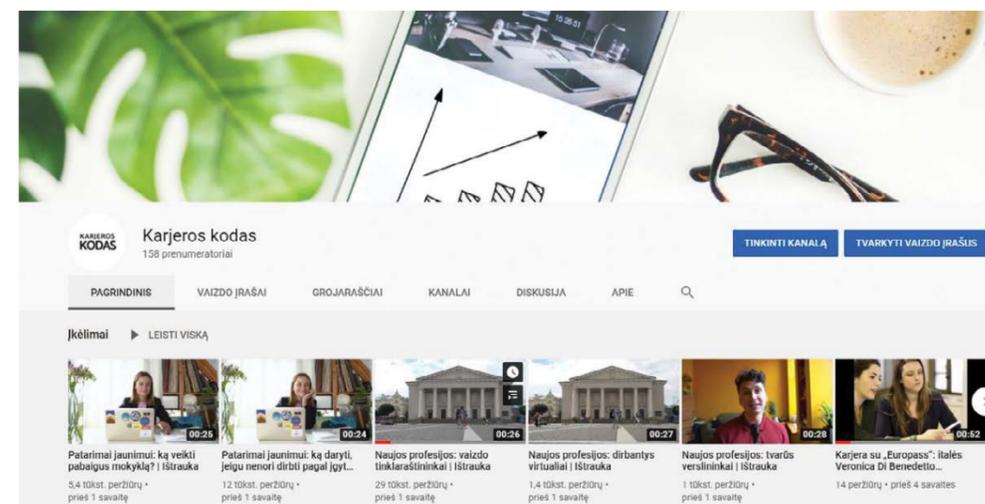
1. [Euroguidance Ireland](#) and [NCGE](#) established new dedicated sections of their websites as a 'one-stop-shop' for these resources and coordinated [Continuing Professional Development](#) (CPD) opportunities; informing guidance

practice in both schools and VET settings. Links were also provided to other relevant national guidelines and services available, to further inform guidance provision.

2. Over the course of 2020 **Euroguidance Ireland** (through NCGE) delivered three 'webinar series'. The first of these was in [May 2020](#) and comprised a series of 4 x webinars for the school guidance community. In [July 2020](#) 2 x webinars were provided to staff members of Irish 'Adult Education Guidance Services'. Between [August and November 2020](#) a further series was delivered, once again targeting the school guidance community. This series comprised 12 x webinars under the overarching theme of 'supporting the well-being of school communities on the return to school'.
3. In late 2020, **Euroguidance Ireland** (through NCGE) launched a new [podcast](#). This podcast aims to broaden the perspective of guidance in broadly ranged areas of interest and best practice, locally, nationally and internationally. A series of episodes relevant to schools, VET and European considerations for guidance are available on the 'Soundcloud' platform.

### 'Career Code' – Youtube Channel for the Youth of Lithuania

As 2020 was the year of challenges and opportunities, the **Lithuanian Euroguidance Centre** found a new opportunity for youth audience engagement. A communication channel for youth audiences was created in collaboration with Europass Lithuania – a Youtube channel called



'Career Code'. Video content such as advice on how to find yourself while you are at school, how to complete your CV, and how to prepare for your first job interview as well as video blogs about unique and different professions were created and shared through the channel. A paid ads campaign was implemented with the goal to reach not less than 100 000 viewers. At the end of 2020, the content of 'Career Code' had been watched by approximately 330 000 viewers.

### A New Guidance Internet Portal in Luxembourg

The *Maison de l'orientation* (House of Guidance) created in 2012 in Luxembourg is a one-stop shop for citizens bringing together actors from education and employment. The *Maison de l'orientation* is in charge for the execution of the Euroguidance programme, together with the Erasmus+ National Agency in Luxembourg (Anefore), in charge of the administrative and financial aspects of **Euroguidance Luxembourg**.

This face-to-face advice and support was recently expanded with parallel virtual support. In 2020 all guidance related information was brought together on one single newly created internet portal. Numerous collaborations and synergies have been developed with other administrations and external partners in Luxembourg.

There are multiple purposes to this portal. The virtual one-stop-shop was created to support citizens in their lifelong educational and career choices. It aims to actively promote the guidance services and measures offered by public and private actors by making their services more visible and coordinated.

The approach taken in setting up the website was to provide answers to citizens' needs rather than a list of available services. As far as possible,

the information has been organised according to questions that users generally ask.

The aim remains to guide users to more detailed information in line with their needs. The structure was based on four main pillars: studying, working, career change, help and support. Each pillar contains thematic pages and offers additional information through links, reading recommendations, documents or contacts.

Regarding information on mobility opportunities, in accordance with the Euroguidance mission, the choice was made to insert it directly into the thematic articles responding to the question "Do you also want to do it abroad?". Depending on their needs, citizens thus have the opportunity to discover that their project can also be carried out across borders, thanks to numerous European and international programmes and projects.

Since the language question is a determining factor in Luxembourg, the virtual platform was created in French and in German. Parts of it will likely also be translated in Luxembourgish, English and Portuguese.

### Career Guidance Provision in Malta During the Pandemic

The year 2020 was very unique due to the COVID-19 pandemic. In March all schools were closed, and all educators had to resort to remote teaching. During these particular circumstances, the National School Support Services (NSSS), the entity responsible for overseeing career guidance in state schools, felt the need to offer career guidance services to year 11 students through online one-on-one sessions. This particular year group was targeted as these students were facing an important transition towards post-secondary education and/or employment, and could not be left on their own.



A number of outcomes resulted from these sessions. The response from students indicated that this service was really needed. In particular, students mentioned that the ever-changing situation regarding examinations was overwhelming and created stress. Additionally, students were also concerned about entry requirements to post-secondary institutions. These online sessions not only meant to provide career information, but also focused on understanding the students' concerns, and proved useful in putting parents' minds at rest.

Although in general this experience was very positive, there were some difficulties. Poor internet connection was a challenge. The career practitioners involved relied heavily on their listening skills and were challenged to keep up with the non-verbals of clients from the screen. At times, they had sessions with both parent and student simultaneously. This had positive aspects whereby they could pass on the same information to both. On the other hand, some students did not feel comfortable discussing with their parents overheard, and at times taking over the session.

Through this experience the career guidance practitioners had the opportunity to get out of their comfort zone and explore new ways of working with clients remotely. It also helped them update their IT skills and learn new ones. Such experience also helped in identifying some points to improve future online sessions.

The career guidance practitioners embarked on creating a number of infographics about each post-secondary institution in Malta and Gozo. This

was a unique year as entry requirements set by these institutions were being amended regularly due to the pandemic. The main aim was to create infographics easily understood by all students. The educators involved created resources both in Maltese and English and tried to keep the information as simple as possible. Furthermore, they also created an audio version of all infographics in order to reach out to more students. They strived to create appealing and easily understood material. Schools would then upload these resources to their Facebook pages or send them by email to their students. All infographics were also uploaded on the **Euroguidance Malta Centre website**.

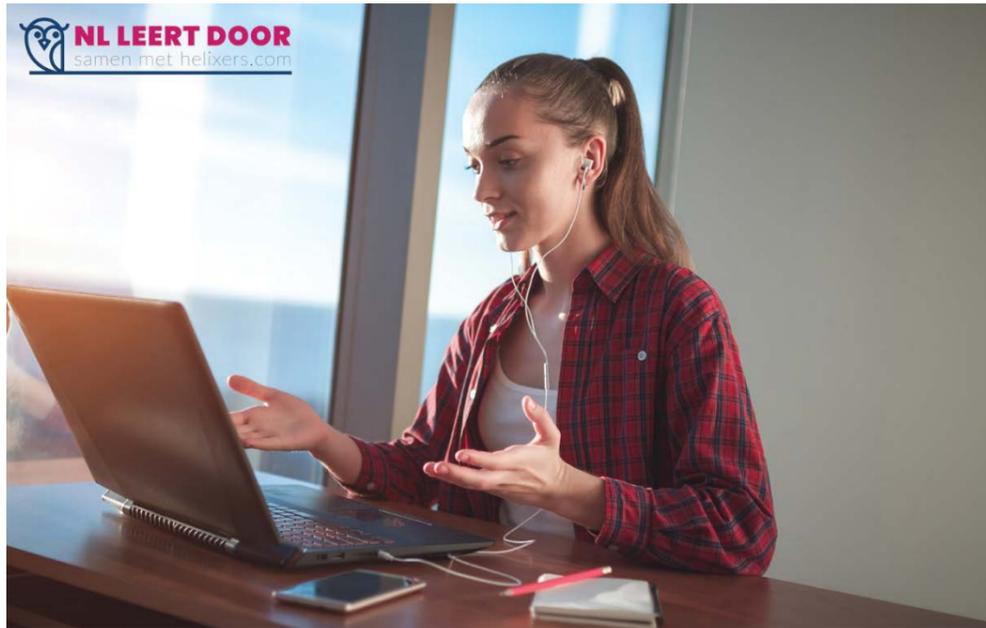
This experience paved the way to create more similar online resources, which will be needed for the months to come since the COVID-19 pandemic is still present. The respective precautions stress the need for more online communication with our students and their parents.

### 'NL Continues to Learn'

As **Euroguidance Netherlands**, we are strongly committed to strengthening policy insights. In 2020 the Government invested heavily in crisis services: services to ensure that people who are at risk of losing their jobs due to COVID-19, or who have recently lost their jobs, can find a new job as soon as possible and, where necessary, receive targeted guidance delivery.

An important element in this service is 'NL Continues to Learn'. Below, we elaborate on this initiative, on what it means for career guidance in





the Netherlands and how we, as the Euroguidance centre, try to respond to it.

#### Objective of the scheme

The NL scheme aims to support employees and jobseekers to remain or become attractive within the labour market in these times during which many jobs are disappearing due to COVID-19 and changing due to digitalisation and remote working. The scheme is funded by the Ministry of Social Affairs and Employment.

A guidance professional helps people with their personal development by discussing their qualities, needs and concerns, and providing tailored development advice. This advice shows where their chances on the job market lie, where they can still develop and how they can keep their work interesting and pleasant for them.

No fewer than 22,000 people took advantage of the development advice trajectory in the autumn of 2020. 50,000 development advice trajectories that became available on December 1<sup>st</sup> were filled within 24 hours.

#### Success stories

Various success stories had already emerged from the first batch. Such as the 27-year old woman who used to work in the event industry, but unexpectedly discovered that her heart belonged to a sector where there are big shortages - education. Or the 52-year old man who used to cater at Schiphol Airport, but felt dark clouds coming when

the crisis started and took the initiative to search for different opportunities himself. This resulted in a successful trajectory and he is now studying to work in mental healthcare. Even though the offer was created in response to the crisis, it goes far beyond that and gives a boost to lifelong development and guidance.

Thanks to 'NL Continues to Learn' and other crisis measures, career guidance has received an enormous boost. The risks, however, are fragmentation, the speed with which things are set up and the short-term perspective. How do we use the current energy and initiatives for the future? As **Euroguidance Netherlands**, we try to contribute to strengthening and securing initiatives for the future, both by sharing examples from other countries and by bringing people together. For example, by working on an ambition paper - together with a team of experts - on a national career guidance structure and by making information available about how other countries design a one-stop shop or how in other countries e-guidance support is linked to a training portal or individual learning accounts.

#### From Live to Online Events: Experiences from Euroguidance Centres in Serbia and Montenegro

During the last week of May, **Euroguidance Serbia** and **Euroguidance Montenegro** gathered teachers from primary and secondary schools in Montene-

gro and Serbia for a joint seminar. The aim of this event was to exchange experiences and ideas about career guidance and to enhance cooperation through a series of interactive webinars. An additional goal of the event was to recognise good practices in guidance. Therefore there was an open call for speakers who would present their practices. There were numerous teachers interested to present and participate in this event. In the end, there were 8 presenters and 38 participants selected. Their feedback was that they were very satisfied with the event and its outcomes. Having the joint place for all participants on the learning platform gave them the opportunity to discuss the challenges and directions for further development of activities and different ways of cooperation on both national and European level.

During 2020 **Euroguidance Serbia** introduced another training programme in addition to those that have been organised for several years. This one specifically targets youth workers. 'Improving the Competencies of Youth Workers for Planning and Carrying Out Career Guidance and Counselling Activities and Services' is an online programme aiming to introduce important concepts, terms and stakeholders in the field of career guidance as well as clarify the roles of youth workers as career practitioners. The event was organised between August 24-30 as a series of interactive webinars. The webinars included discussions and group work aiming to help participants share their experiences

and define their role in guidance. Valuing their various experiences and wanting to give space for questions, the training programme was planned for small groups. On this occasion, 24 participants successfully completed the training programme and reported that the opportunities for integrating various knowledge and defining their role as guidance practitioners were the most beneficial outcomes of the event.

Through transforming events from live to the online we have realised the following:

- Having a virtual space for the meeting helps participants to focus and interact. It also helps, if there is an opportunity, to do so in various ways; personal messages, forum discussions, etc.
- Group work and interactive exercises take longer when conducted online.
- Time for reflection and integration of the content is important. Therefore, we planned shorter sessions during a few days and follow-up materials and discussions on the learning platform. This allowed participants to catch up with content and to reflect on it.
- Online training sessions require more preparation time and clear focus when it comes to content.

These experiences helped us realise that there are many ways for achieving set goals. Some of those ways will certainly be an inspiration for ensuing activities.



## 2.4 Developing Mobility for Specific Target Groups



Euroguidance Centres often address and support specific target groups within their national activities. In this chapter, you can read several articles pertaining to projects working with students/clients and counsellors on the topic of educational mobility.

### New Guidance Tool: 'Learning Abroad and Across the Language Borders'



COVID-19 certainly did not bring **Euroguidance Belgium (Flanders)** to a standstill. We are proud of what we achieved in circumstances that were far from ideal. One of our 2020 achievements is the development of the new tool 'Learning Abroad and Across the Language Border' for guidance practitioners working with pupils in secondary education.

Fully COVID-19-proof, we worked with several students, guidance counsellors and teachers to develop a relevant and clear overview of the possibilities for learning mobility abroad and across the language borders within Belgium. In collaboration with these guidance practitioners, we also included some tips and recommendations to support the mobility guidance process.

Euroguidance Flanders cooperates with the Department of Education and Training on a regular basis. For example, we manage the stand 'Studying abroad' during the Student Information Days (SID-Ins) which are hosted by the Department of Education and Training. We contribute to the preparation process of the SID-Ins, as well as the follow-up and future development of the fairs. Euroguidance Flanders also contributes to

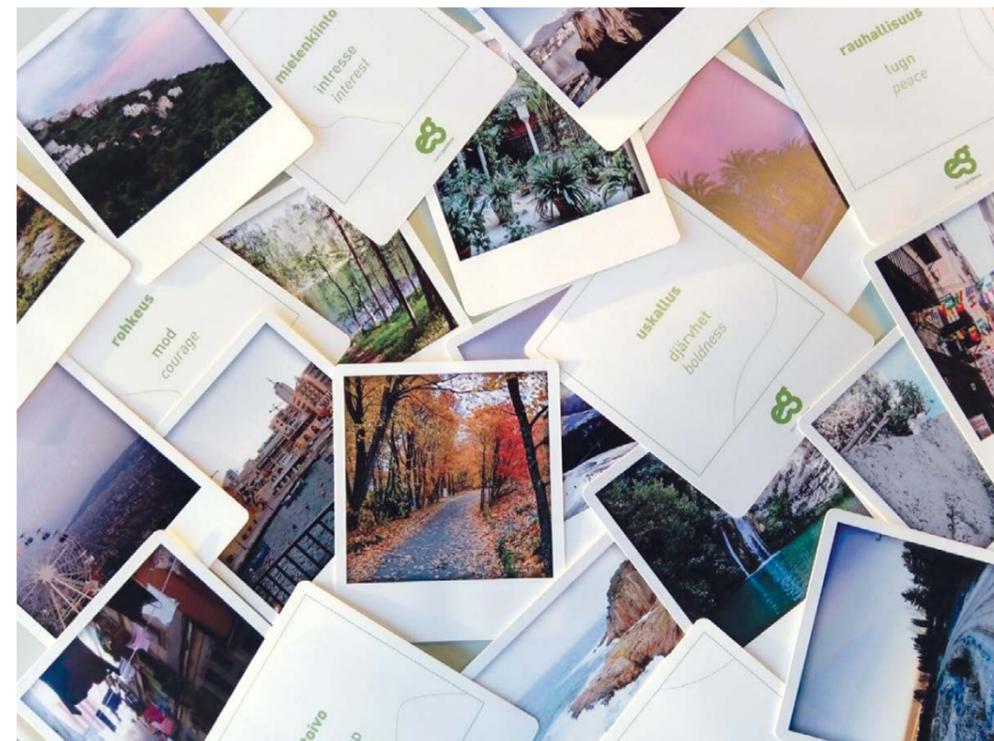
a brochure 'What's After Secondary Education?' through writing articles on studying and working abroad. The new tool was sent out in autumn 2020 to every school guidance centre in Flanders and Brussels in tandem with the 2020 edition of 'What's After Secondary Education?.'

Following this phase, we held two Euroguidance webinars (October 13<sup>th</sup> and 14<sup>th</sup>) for guidance professionals working with pupils in secondary education. During the webinars, participants discovered the new tool and how to use it, as well as actual opportunities for learning abroad and across the language border. Participants welcomed the tool and indicated that it is "good to have an overview to fall back on". Both webinars were free of charge. In 2021 we will continue to promote the tool and support guidance practitioners in mobility guidance.

### New Guidance Tools for Counsellors and Students

**Euroguidance Finland** published a set of new tools in 2020 to support practical guidance work related to the themes of internationalisation. These new tools are suitable for all guidance professionals. One doesn't need to be an expert in internationalisation. The materials have been made easy-to-use.

Group guidance material has been made for three different target groups: those in the last grades of primary school, high school students and students in vocational education. The material is suitable



for groups of different sizes. Learners can range from a few people to several dozen. The material contains all the information the guidance professional needs. The functional tasks are recorded in the material along with instructions.

Group guidance materials can be used to present the concept of internationality and different options for international mobility, as well as to inspire the acquisition of international expertise. There is a wide range of information covering short international camps in Finland to completing an entire degree abroad.

A printable checklist for the outbound traveler is useful for both the guidance professional and the traveler. In addition, there is a task focusing on the goals of going abroad and on the strengths of the individual, as well as a task that helps to identify any skills accumulated abroad.

Individual guidance materials are suitable for use with different ages and can be applied to different life situations.

The new material also includes 'Path to the World' cards. The cards can be used in a variety of ways. They can be used as a tool for planning international adventures, expressing emotions, setting goals,

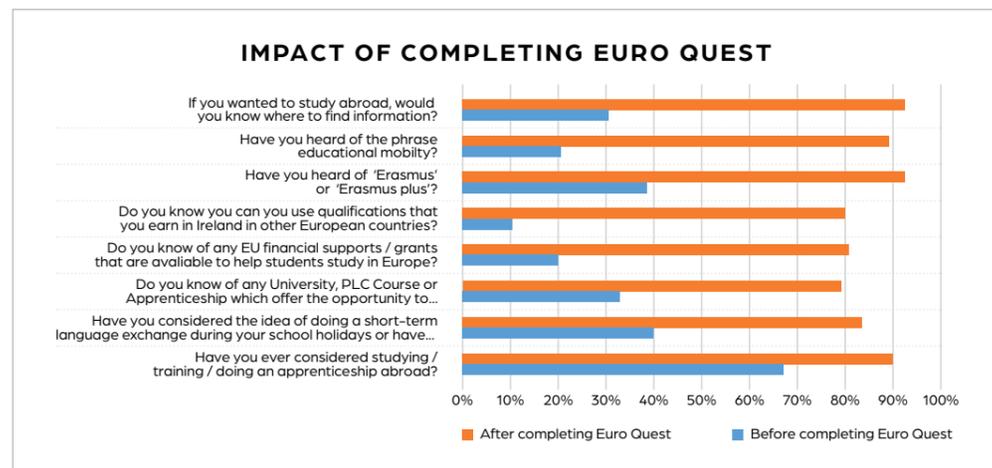
and for introspection. There are a total of 25 different 'Path to the World' cards to celebrate the 25<sup>th</sup> anniversary of the Finnish Euroguidance Center (2020).

'10 steps to internationalisation' – A Guide for youth information, counselling and guidance professionals' was jointly produced by Eurodesk, Euroguidance and One-Stop Center Lahti. This short and easy guide can be used as a first step in all kinds of guidance work related to internationalisation.

At the moment the tools are in Finnish language on the website of Euroguidance Finland. In 2021 some of them will be translated into English and Swedish.

### 'Euro-Quest': Online Mobility Programme for Schools

Developed by **Euroguidance Ireland** and formally launched in 2020, Euro-Quest is a free-to-use online programme for Irish secondary schools promoting educational mobility. This programme is designed to be integrated into the [Irish Transition Year \(TY\)](#) curriculum through guidance and to link with other subjects using Europe as the common theme.



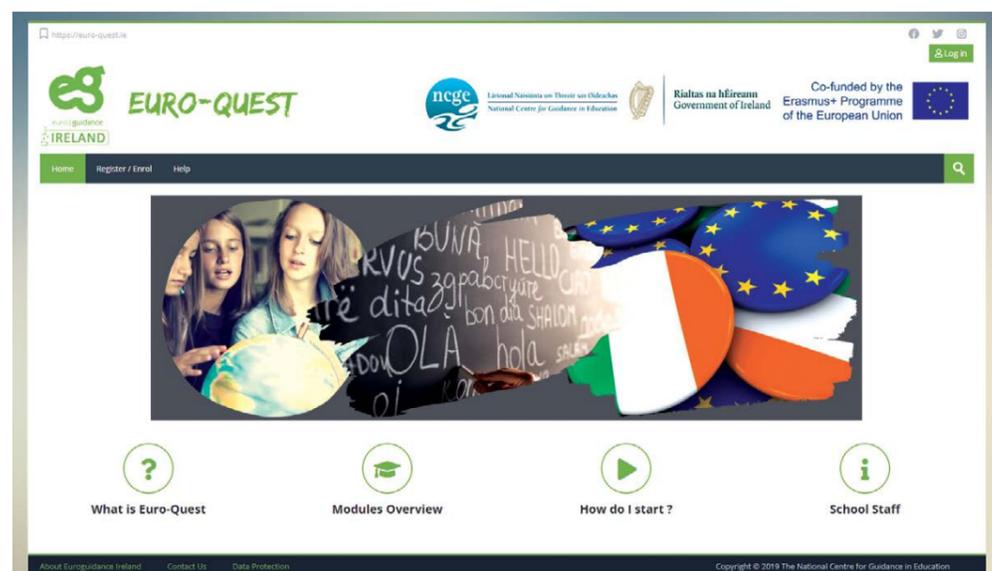
As of December 2020, over 1,600 students from all over Ireland had registered to take part, providing invaluable insights into:

- their current knowledge and interest regarding European mobility opportunities.
- the benefits and challenges they see to engaging in a mobility experience of their own and
- what they learnt because of completing the Euro-Quest modules

To gauge students' current level of knowledge and interest in studying abroad and ascertain the impact that the Euro-Quest programme has on these factors, a series of pre- and post- questions were asked.

It is clear from the chart above that there is currently a deficit in Ireland in the knowledge students have regarding mobility opportunities. It is then evident that the completion of the Euro-Quest programme has had a positive impact on:

- Students' knowledge of Europe, European citizenship and the mobility opportunities available in both Ireland and Europe.
- Student awareness of the supports available to them when it comes to mobility.
- Students' knowledge regarding the transferability of skills and qualifications across Europe.
- The development of the key skills of researching, communication and presenting future aspirations.



(v) Student awareness of the benefits of studying abroad for a period and motivation to do so.

When asked if they would recommend the resource to fellow students, over 85% responded that they would or maybe would recommend the resource. Although there is always room for further development and improvement, it is clear that Euro-quest is achieving its aims and meeting the outlined learning outcomes, which is great to see!

More information [HERE](#).

### 'Mobility Opportunities for Learning and Job Purposes in Europe' Training Package

Following the first innovative blended training package for Eurodesk Mobility Advisors (EMAs), due to the COVID-19 disruption, in November 2020 the **Euroguidance Italy** merged and delivered two originally planned editions entirely online. The objective was to meet the upskilling needs of the Italian EMAs.

The training package was designed to better equip EMAs in promoting the European tools for transparency while, at the same time, increasing their knowledge of international learning and mobility opportunities.

To this end, senior officials from the Erasmus+ National Agencies, European Qualifications Framework (EQF) and EUP NCPs, EURES and ESC Teams, developed ad hoc video content, and updated EMAs on the 2021-2027 programme period developments. Following up on the 2019 edition participants feedback, the package included a module on recognition of qualifications.

The training provided both an updated picture on the European transparency tools, including their implications for practitioners, and an overview on international mobility opportunities for different beneficiaries (youth, students, unemployed, teachers), thus providing food for thought when co-designing effective mobility pathways.

The training provided video and open learning resources (handouts, thematic insights, video tutorials, webinars, etc.) on EU transparency tools and relevant mobility programmes. Active participation was encouraged and a final online session was held with Euroguidance staff aimed at gaining feedback and suggestions for forthcoming editions.

As a result, participants acquired an updated overview of programmes and tools for practitioners and beneficiaries and became better equipped to identify and recommend appropriate resources for learning mobility for different users, as well as

locate quality resources and tools developed by the European Euroguidance Network.

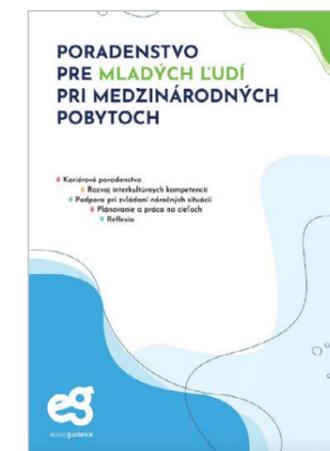
A total of 28 EMAs successfully completed the training. They not only showed great interest, but also high satisfaction. Each participant was awarded a 'Knowledge Open Badge', thus making the acquired learning transparent to the wider public.

What's next? In the next workplan Euroguidance Italy is planning to extend the training to practitioners in more sectors of the Lifelong Guidance (LLG) Cycle relying on its national network.

### Mobility Guidance Counselling for Young People

The **Slovak Euroguidance Centre** published a new methodological handbook in December 2020. Its author Maja Jaššová summed up her rich experience working with young people in the field of international mobilities. The handbook builds up on the previous two publications - *'Marco Polo's Compass'* (2015) and *'Open to the World'* (2016), in which studying abroad was analysed from different perspectives. The handbook is meant primarily for mobility counsellors working with young people, for whom international mobility could be an interesting opportunity on the way to adulthood.

The publication starts with the theoretical background defending the importance of staying abroad as well as the importance of mobility guidance support. It also contains a practical section consisting of activities and exercises that can be used for mobility training. The activities cover topics such as the development of intercultural competencies, coping with difficult situations, working on goals and the overall concept of mobility guidance.



For each activity, the information on the target group and the type of mobility the activity is meant for are provided. Time requirements, goals of the activity, necessary material and teaching aids are also specified. Readers can count on detailed descriptions of the individual activities and recommendations on how to do the reflection. Worksheets complementing the exercises are included.

Although the methodological handbook primarily aims to help Slovak mobility counsellors prepare young people for their stays abroad, it can serve to broaden the audience as well. The publication can be of help to everyone else interested in developing intercultural competencies, learning about their coping strategies and to those who are interested in developing their skills for the labour market. You can find the methodological handbook [HERE](#).

### Greater Demands for Online Competence Development – Distance Courses for Guidance Professionals

The ongoing pandemic has led more people to invest in their own skills development, as a result of working from home. For several years **Euroguidance Sweden** has offered online courses on the international dimension in guidance, for counsellors and international coordinators at Higher Education Institutions. 2020 was no exception, but the number of applicants was at all time high, which made us offer an extra training opportunity during the spring.

#### Mobility for career management

Each of the courses comprised a six-week period. 50 participants spent 2-3 hours per week learning more about prerequisites and support for students before, during and after a period of studies or practical training abroad. The courses focus on international learning mobility as a tool for developing career management skills. It provides the participants with knowledge on how to motivate the students to take part and enhances an understanding of how formal and informal competences can be evaluated and recognised after a period of learning mobility.

#### Flexibility and exchange is the key

In the evaluations of the course, participants pointed out that the flexibility of the course is a key condition to be able to participate. Here the distance format as well as the possibility to make choices throughout the course on which parts to dig deeper into were mentioned. Another appreciated circumstance is the exchange with other participants. Good practices were shared and communication between the international

coordinators and the guidance practitioners was considered fruitful.

#### Overwhelmingly positive feedback

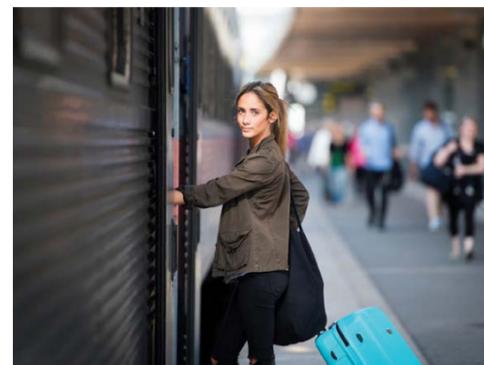
All participants answered yes to the question of whether or not their expectations of the course were met. They were also asked what they would bring with them into their work and here are a few examples:

- "I have learned a lot more and I have been inspired and encouraged to pursue the guidance work on another level. Thanks to the course, I and my colleagues have discussed much more about the exchanges and how we should work. The part about planning ahead was the icing on the cake and will be used and developed within our work!"
- "The course has given me time to reflect on my work, instead of just running it on a routine basis. It has also given me good material and information which I can use in my continued guidance work."
- "I have gained a better overall picture of international guidance and above all what can benefit the individual student after an exchange and what phases he/she goes through. I look forward to continued work on internationalisation! So fun!"

#### Knowledge progression

To be able to measure the knowledge progression throughout the courses, a self-evaluation was included before and after. The results show a clear movement from rather low rates before the course to higher rated knowledge afterwards in the following areas:

- Knowledge about how mobility can contribute to people's skills development;
- Knowledge of existing opportunities for study and work in another country;
- Knowledge of the potential of guidance to increase mobility and raise the quality for the individual.



## 2.5 Conferences, Fairs and Recognition Events

Every year international seminars, conferences, fairs and recognition events are organised by national Euroguidance Centres. These events bring guidance experts together from abroad and are an attractive way to support cross border knowledge sharing and active networking. Often those guidance professionals who participate in these events are also looking for new potential partners for EU-funded project cooperation and to explore possibilities to go on study visits to other countries. Again, given the COVID-19 pandemic, many of these planned for 2020 had to be cancelled or postponed, however we are proud that so many were subsequently facilitated remotely, with Euroguidance members again coordinating and in attendance.

### Euroguidance Conference 2020 & Austrian Europass Portal Launch

The Austrian national [Euroguidance conference 2020 'Guidance Matters'](#) took place on the 12<sup>th</sup> of November 2020 - online for the first time.

More than 100 participants from over 20 countries discussed the role and opportunities of career guidance in the wake of the current COVID-19 pandemic.

The morning session was dedicated to the Austrian Europass portal launch, with a key-note speech by Koen Nomden, European Commission / DG Employment, Social Affairs and Inclusion, on 'The European Skills Agenda and the new Europass: Tools for a Changed Labour Market'.



The afternoon was devoted to the main Euroguidance conference and featured the key-note contribution 'A Global Pandemic and its Aftermath. The Way Forward for Career Guidance' by Tristram Hooley, Professor of Career Education at the University of Derby, as well as 5 parallel discussion workshops on 'Europass - Take the Next Step', guidance recognition, career management skills as a key for lifelong guidance, the eGuidance system in Denmark and the 'Career Roundabout' approach.

## 6th European Conference on Counselling and Vocational Training

“The changes anticipated in the near future in the field of labour will be dramatic and we must prepare appropriately to address them”, emphasized Mr Alexandros Alexandrou, the Director of Labour (Ministry of Labour, Welfare and Social Insurance) at the opening of the 6th European Conference on Counselling and Vocational Training 2020. The conference titled ‘Life-Long Career Counselling as a Superpower in the Development of a Person’ took place on January 24, 2020 at the premises of the University of Nicosia.

The Conference, which has become a yearly event, was organized by the University of Nicosia, in collaboration with the Ministry of Education, Culture, Sport and Youth: the National Forum for Lifelong Guidance and Euroguidance Cyprus.

“The ever-changing labour market requires workers to constantly change, evolve and grow in the work environment. It makes counselling and support for young people necessary and imperative,” said Dr. Kyprianos D. Louis, the national Head of Secondary Education. Dr. Louis added that stakeholders and professionals working with youth must emphasize the ever-changing future labour market, while relevant services must coordinate and cooperate in order to enable sustainability in the development of a person.

Keynote speakers at the Conference were Ms. Jennifer McKenzie, Director of the National Center for Guidance in Education (NCGE) in Ireland on ‘The Irish Example - The Significance of career guidance in Ireland in the Context of Lifelong Learning’ and Ms. Helen Papastefanou, Inspector of Counselling and Vocational Secondary Education, on the subject ‘Lifelong Counselling Career as a Superpower in the Development of the Individual’.

The conference was attended by 120 guidance and employment counsellors and other relevant professionals.



## International Conference: Career Guidance and Education in the World Upside Down

The international online conference was co-organized by Euroguidance Czech Republic and the University of Life Sciences Prague. The main goal was to support the professional field of career guidance and the research in the field, to enrich the public dialogue, and to promote the diversity of guidance services. The topic of the conference was ‘Career Guidance and Education’. Given the changing situation in which the labour market was and still is, new possibilities of work and education options appear. Career guidance and career education play an important role for a society affected by the pandemic. During two conference days the career guidance practitioners focused on these issues.

The debate started with a panel discussion ‘Do We Need to Reinvent Career Guidance in the Light of the Pandemic?’ which reflected on the current changes, chances and obstacles that guidance faces. The discussion continued with a reflection from the side of guidance with contributions from organisations such as IAEVG, UNESCO and Euroguidance itself. There was also a reflection on the labour market and employers, as well as recent studies from the field of guidance. An important part of the conference was the Czech National Career Guidance Awards 2020 ceremony and the presentations of awarded guidance practices. Discussion and presentations continued the next day with parallel sessions on various topics, for example green guidance and social justice, methods and tools used in guidance, systems of guidance and many others. You can see the videos and look at the presentations from the conference in English [HERE](#).

### ‘Bold Jump into the unknown?’

The conference entitled ‘Bold Jump into the Unknown?’ took place in January 2020 in Estonia with 130 practitioners and policy makers and almost 450 additional online participants from both Estonia and abroad. Sharing and learning in this blended format was an efficient initiative for all participants. It was a learning experience for Euroguidance Estonia and its partners on how to organise a hybrid event already before COVID-19 when online events became a reality for many.

The conference theme was built around the central question - how to best support students in a changed situation and prepare them for lifelong learning and entering the labour market?



The first day focused on international experts and discussions about our strategic choices in Estonia. The second day was all about practical sessions. The conference had practitioners and experts both from Estonia and the OECD, Austria, Malta, Finland and Slovakia sharing their experiences.

Within the framework of the conference, the participants had the opportunity to actively participate in shaping the future plans of career services and to create connections with their daily work in the provision of services.

Four main themes emerged:

- Theme 1: Integrated career services system and cooperation;
- Theme 2: Developing career development competencies in the education system
- Theme 3: Continuing training for careers practitioners and educators

Theme 4: Exploring the opportunities of the field of work and the role of employers in developing career development competencies

The aim of the conference organisers was to support a substantive discussion on the current state of the career guidance system in Estonia. Including what are the needs and roles of the decision makers and practitioners and taking into consideration the implementation of Estonia's 2035 education and youth work strategies.

Videos of the conference are available [HERE](#).

## National Forum on Guidance (Ireland)

In October 2020, Euroguidance Ireland, through the Irish National Centre for Guidance in Education (NCGE) facilitated a forum on the theme of ‘An initial investigation into what is the role of Lifelong Guidance in promoting Sustainable Development and Change’. Over 130 participants were in attendance virtually, representing a broad spectrum of guidance provision in Ireland and internationally. Through the adoption of this theme Euroguidance Ireland sought to introduce and discuss the concept of the relevancy of guidance to the implementation of the [UN Sustainable Development Goals](#), in particular...

- Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Goal 5. Achieve gender equality and empower all women and girls.

In considering the theme, NCGE proposes consideration of the role of Guidance in supporting the achievement of Sustainable Goal Development through support of the individual, of the community and of society.

In the current climate of compound, complex and ongoing challenges... guidance supports the...

- Individual
- Community
- Society
- Systems

We are very privileged to be joined by Dr. Mary McMahon from the University of Queensland, Australia who will deliver on 'Complex Systems, Context, Culture and Career Theory', followed by Director of NCGE Jennifer McKenzie, who will speak on 'Guidance Policy, Systems and Practice and achieving sustainable goals'.

**Mary Stokes**  
Guidance Programme Coordinator (FET)

NATIONAL FORUM ON GUIDANCE FORAM NAISIUNTA UM THREOIR

Rialtas na hÉireann Government of Ireland

**Tweet**

Adult Education Guidance Service (Finglas & Cabra) @GuidanceFinglas

Very surprising stats about how important guidance is for children to keep their minds open to all career options #nfg2020 #guidance

Ruth Griffin @ruthgriff · Oct 22  
Starting statistics from Jennifer McKenzie @NCGEGuidance how young people have already ruled out so many career options at very young age. #nfg #guidance #lifelonglearning

12:18 PM · Oct 22, 2020 · Twitter Web App

- Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

It was clear from participant input that the empowerment that impartial coordinated and integrated guidance delivers has a key role to play in the development, promotion and achievement of both the individual and the collective along a sustainable life journey. As a result, guidance should be at the forefront of supporting the achievement of these ambitious sustainable development goals.

A recording of the forum and the summary report can be accessed [HERE](#).

Additional articles on 'Green Guidance' are contained in Euroguidance Ireland / NCGE's recent 'Guidance Matters' publication. This can be accessed [HERE](#).

### Expanding and Digitising the National Career Guidance Awards Process

Following a successful experience in 2019, Euroguidance Latvia organised a National Career Guidance Awards competition for the second time in 2020. The scope of the 2020 awards competition was expanded by addressing not only the school and vocational education sector, but also higher education, the public employment service, and private guidance service providers.

An updated electronic application form was designed allowing contestants to nominate themselves with respect to the three main components of the Latvian national guidance system, namely, (i) careers information, (ii) careers education and (iii) career counselling. Submitted applications were evaluated against the criteria: significance of practice, innovation, and impact.

The selection panel was nominated by the Latvian National Guidance Forum from among their members, thus providing high-level expertise for assessing the achievements of contestants. The award winners were announced online in November 2020, yet due to COVID-19 restrictions, the awards ceremony was postponed along with the IAEVG Riga International conference to 2021.

Nevertheless, Latvian award-winning practices were presented online during national awards conferences in Hungary and Czech Republic in November 2020 (see previous article).

In a continuing spirit of synergy, input from the Latvian National Career Guidance Awards competition was provided by Euroguidance Latvia for a compendium of all award-winning contributions from the National Career Guidance Awards in Europe. By increasing the visibility of career guidance and recognising professional contributions, we can enhance the professional identity of guidance practitioners and foster their competence building.

### Celebrating 20 years in the Euroguidance family

**Euroguidance Slovenia**, positioned in the Employment Service of Slovenia, organised an online conference for guidance practitioners and policy stakeholders on the 5<sup>th</sup> of November 2020 to celebrate 20 years of Slovenian participation in the Euroguidance Network.

The international plenary speaker was Dr. Mika Launikari from Laurea University of Applied Sciences in Finland, who provided a very interesting



lecture 'Guidance in a Global World – Understanding the Individual as a Holistic Whole' that is available to view [HERE](#).

Euroguidance Slovenia included several national stakeholders as active presenting experts in the conference, including representation of the European Commission in Slovenia, the Employment Service of Slovenia (project service development of lifelong career guidance and further strengthening of national coordination point for lifelong career guidance' and EURES Slovenia's national mobility scheme) and the Institute of the Republic of Slovenia for Vocational Education and Training (Europass Slovenia and NCP EQF Slovenia).



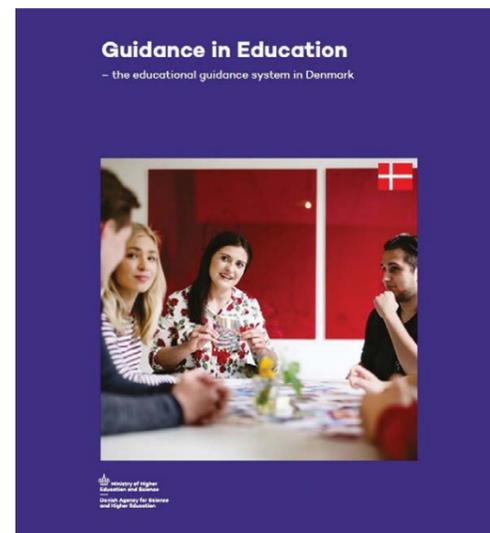
## 2.6 Publications and Studies

Despite the challenges of adaptation posed by the pandemic in 2020, Euroguidance Centres continued to launch and update publications. The two samples highlighted below are in addition to those publications and reports connected to conferences and resources for specific target groups already mentioned in previous chapters.

### A Description of the Danish Educational Guidance System

In 2020 the **Danish Euroguidance Centre** updated and revised a [publication](#) in English about the Danish educational guidance system. This work was done in close co-operation with the Danish Ministry of Children and Education, the Ministry for Higher Education and Science and many other responsible key actors within the field of guidance.

The publication provides an English overview of the key elements of the Danish guidance system in the educational sector, which is primarily con-



cerned with guidance services for young people. It describes the different institutions and activities, such as the municipal provision for young people under 25 years, Study and Career Guidance Denmark (within seven regional guidance centres) eGuidance and the national guidance portal.

The publication can be ordered for free at: [euroguidance@ufm.dk](mailto:euroguidance@ufm.dk)

### Promoting Professionalism in Guidance

In Estonia, the development of the occupational qualification system in the field of career guidance has historically been a multi-stage process where keeping up with the changing needs and skills has always been important. This is also the driving force for launching the study on the national qualification framework. Due to the reform of career guidance, the beginning of a new strategic period and the ever changing guidance landscape, the **Estonian Euroguidance Center** in cooperation with the Association of Estonian Career Counsellors decided to invite guidance experts and stakeholders to evaluate the functioning of the existing system and to identify the developments necessary for its continuing efficient and effective operation.

The purpose of this survey was to find out the extent to which the occupational qualifications system is the link between the labour market and the lifelong learning system; enhancing the development, assessment and recognition of a person's occupational competence.

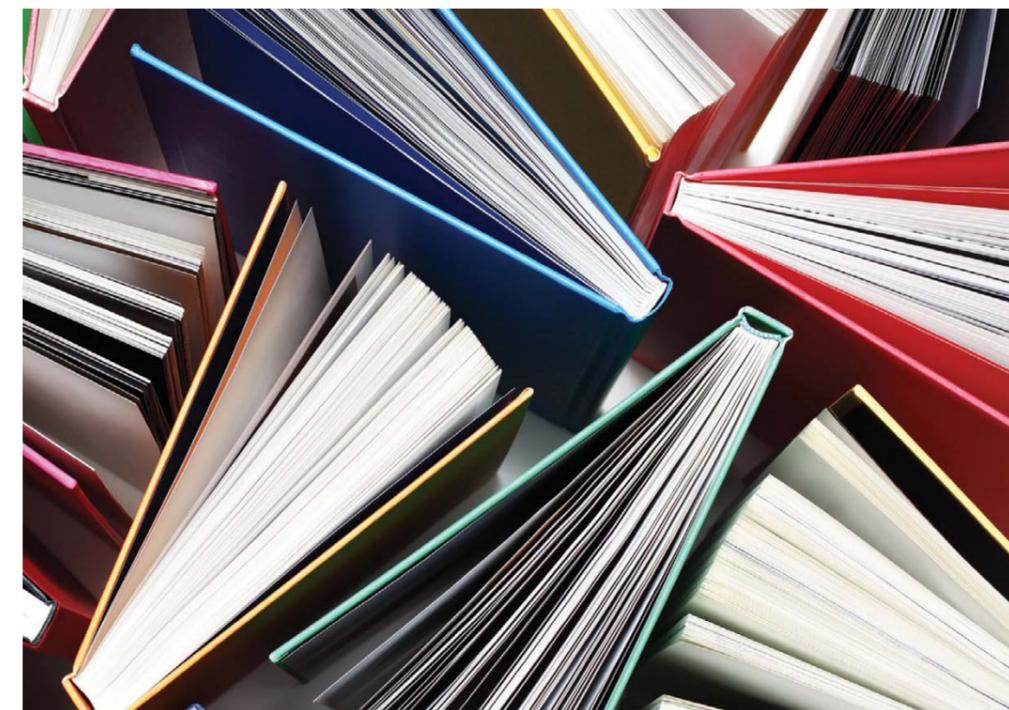
Based on the results of the survey, we can conclude that the occupational qualification system

in Estonia is an essential component of assuring the quality of career guidance practitioners and is valued by the different parties. Besides bringing out the strong sides of the system, it indicates updating and change needs to happen – inclusion of specialists from the educational sphere; multiculturalism as a valued part of the qualification; digitalisation and user-friendliness updating components of the qualification system itself and a need for wider access to education and training of career guidance practitioners.

The results of the research gave an excellent starting point to discussions with the parties involved to bring the relevant changes to life.

In general, it is important to highlight how the Estonian occupational qualification framework is an important tool in forming and ensuring the professional identity of the career guidance community across sectors. However, it is time to adapt to changing needs by updating the qualification standards and focusing on improving professional training opportunities for all career guidance professionals across multiple settings.

See research report summary [HERE](#).



## 2.7 Guidance Policy Developments



On the Euroguidance Network website the section on [national guidance systems and practices](#) offers a complete overview on national guidance systems in all European countries that are part of the Erasmus+ programme. This chapter shows **some** examples of ongoing national policy developments and their implications to national guidance systems in 2020.

### Finnish Lifelong Guidance Strategy: a Focus on Individuals, Communities and Society

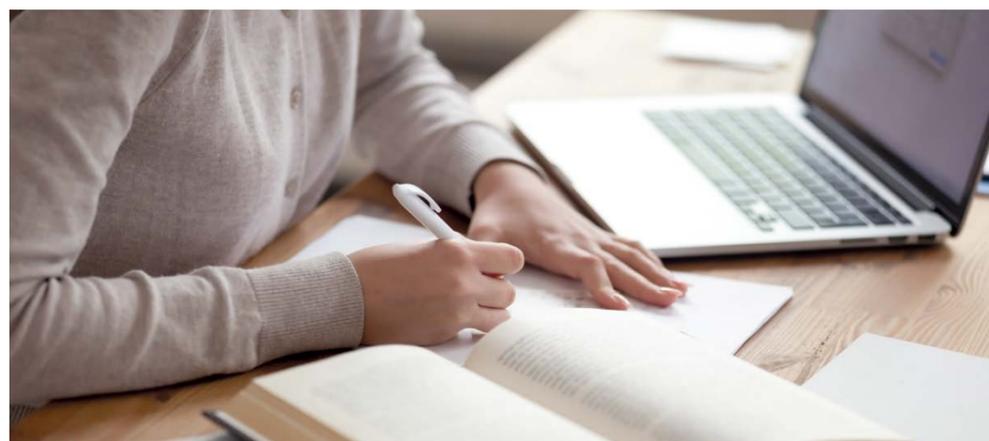
This new [Finnish strategy](#) examines lifelong guidance as a continuum covering the whole lifespan. It is seen as a dialogue between individuals and their own career management skills, together with information, advice and guidance that support the acquisition of these skills. **Euroguidance Finland** highlighted the importance of internationalisation.

The Finnish Ministry of Education and Culture and the Ministry of Economic Affairs and Employment appointed in April 2020 the National Lifelong Guidance Forum in Finland. The task for the Forum was to prepare a proposal for a Lifelong Guidance Strategy, to be published in December 2020. The

Strategy for Lifelong Guidance 2020-2023 ties in with the objectives of the Government Programme related to education, employment, wellbeing and inclusion.

Euroguidance Finland is a member of the National Lifelong Guidance Forum and one of the operators that produced the draft of the Strategy. Topics such as international mobility, sustainability, inclusion and antiracism were ensured to be on board. From now on, based on the strategy, guidance and career counsellors should at least have the basic competence and skills with regard internationalisation and learning mobility.

Lifelong guidance is promoted comprehensively in the strategy, taking into account the objectives of individuals, communities and society alike.



Measures will be taken to widen access to guidance, strengthen lifelong career management skills and enhanced skills assessment, upskilling and career development in the working life.

A concrete outcome will be to create a well-functioning digital service for continuous learning that makes better use of shared information on education, the labour market and competence criteria. Cooperation across governmental sectors will be enhanced by a permanent national representative structure to coordinate the development of the evidence-based quality and impact of lifelong guidance services. This entity will support both national and regional actors.

The training programmes of career practitioners will be evaluated and subsequent descriptions of the core and specialised competences of career professionals will be developed to promote the overall quality of guidance services.

The long-term objective is that guidance advocates an equal, fair and diverse society in Finland. The National Lifelong Guidance Forum and its Secretariat will draw up an action plan for the implementation and funding of the proposals for the strategy during spring 2021. The Forum will regularly monitor the implementation of the strategy and will ensure that strategic objectives for lifelong guidance are also set for the next government term.

### A Life/Career Competences Framework

The development of a National Life/Career Competences Framework by [EOPPEP](#), host of the **Greek Euroguidance Centre**, is the national response to the European Council's [recommendation](#) on the key competences of lifelong learning (22-5-2018). In particular, it is linked to the need to translate competences into frameworks of learning outcomes that could be complemented with suitable tools for diagnostic, formative and summative assessment and validation at appropriate levels. At the same time, it is linked to the [recommendation](#) of the ELGPN. According to that, each country is encouraged to develop a national career management skills framework as a basis for the assessment of attained CMS among employed and unemployed people and as the guiding principles for their further learning.

The Framework is a guide to developing and evaluating five life and career skills that play a catalytic role in shaping people's future life and career plans. Life and career skills, especially the so-called soft skills, are an integral part of a large number of professions. The modern labour market

requires the employee to have not only professional, the so-called 'hard' skills but also transverse interpersonal skills.

The skills in the framework are divided into three thematic areas and are developed through 39 descriptive indicators that lead to 156 learning outcomes divided into 4 levels: basic, medium, advanced, supreme.

AREAS	SKILLS - COMPETENCES
A. Me	1. Emotional intelligence
	2. Metacognitive skills (Learning how to learn)
B. Me and others	1. Communication (Interpersonal communication and business relationships)
	2. Search and analysis of educational and / or job opportunities
C. Me others and the future	3. Career planning and decision making

The methodology of the framework included:

- A literature review with the aim of recording the various typologies and definitions of skills and abilities, the work and employment policies focusing on life and career management skills, as well as corresponding European and international frameworks for shaping a solid theoretical and methodological background and identifying the content of the five skills.
- A workshop where a draft of the framework was discussed with representatives of policy-making organizations as well as social partners from the fields of education, training and career guidance.
- Field research in educational institutions, career guidance services and companies of different economic disciplines in order to draw data around the learning outcomes from different groups of users for a range of beneficiaries such as pupils, students, unemployed adults, refugees, migrants etc.
- Writing learning outcomes and measurement indicators for each skill. It should be noted that the learning outcomes reflect the four stages of Kolb's empirical learning and therefore place particular emphasis on the reflection and experience of those involved.

The framework is complemented with indicative activities, methods and techniques, based on which one can develop or assess one of the five skills depending on the level of competence of the beneficiary.

### Close Cooperation with the National Association of Guidance Counsellors

Over the years **Euroguidance Sweden** has developed a close and regular cooperation with the National Association of Guidance Counsellors. This benefits the Euroguidance centre in many different ways. The most recent achievement is the appointment as 'National Correspondent' for the International Association for Educational and Vocational Guidance (IAEVG), on behalf of the Association. This means that Euroguidance Sweden will be the spokesperson for the Association in relation to IAEVG, which will give a good insight into the most central guidance related issues on a national level.

The Association publishes a quarterly journal called *Vägledaren* (Guidance Counsellor). It is sent directly to members and has about 2000 subscribers. Here Euroguidance Sweden contributes with a regular article titled 'International Outlook', where we distribute information from the European level on relevant developments in lifelong guidance and learning mobility to Swedish guidance practitioners. The journal is also a good channel for advertisements.

To maintain exchange opportunities for guidance practitioners during a time when it was hard for them to find funding through other European funding sources, Euroguidance Sweden stepped in to finance Academia study visits for Swedish practitioners. The preparation work and recruitment

of participants was done in cooperation with the Association and joint introduction meetings were organised for the chosen participants. Due to the COVID-19 pandemic all study visits were cancelled in 2020, but the plans are to continue the cooperation in the coming years.

At the annual national conferences of the Association, Euroguidance Sweden has been invited on several occasions to offer presentations and arrange seminars, sometimes together with other Euroguidance countries. From time to time, Euroguidance Sweden has also participated with an exhibition table, to disseminate information to the approx. 250 participating guidance practitioners, who mostly work within the school and adult education sectors. In 2020, the conference was offered as a virtual event.

In a peer review that was arranged during the year, together with the **Euroguidance centres in Norway and Denmark** (see previous chapter) Euroguidance Sweden invited a representative from the Association to find out how they view the existing collaboration. In general, the feedback was very positive and among other things, the Association pointed out the large increase in the number of applicants for the Academia exchange, as a success factor. As a call for the future, the Association wanted Euroguidance Sweden to increase the efforts to find opportunities for international exchange and cooperation for Swedish guidance practitioners, especially in relation to participation in international guidance conferences.





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