



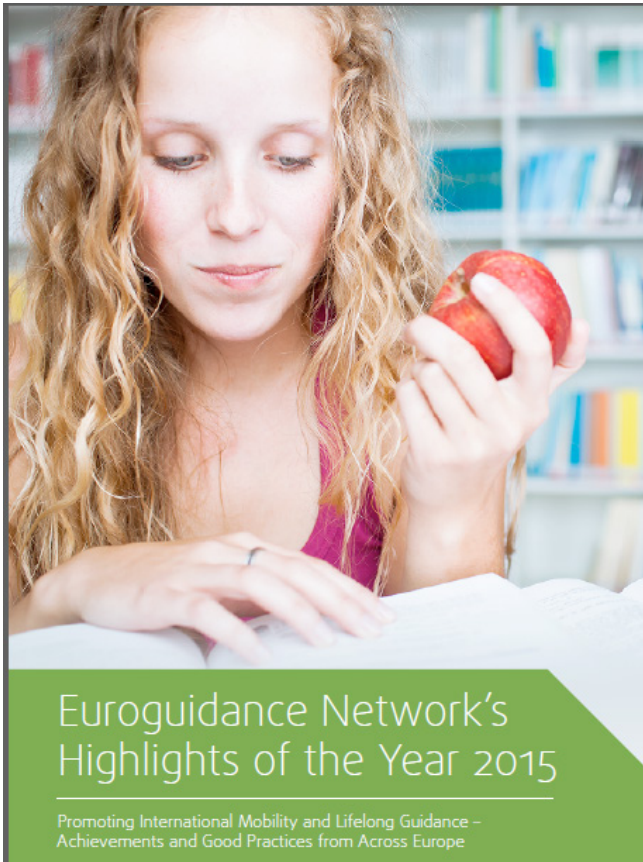
euro | guidance  
European Network to Support  
Guidance and Counselling

# Euroguidance Insight

May 2016

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### New publication: Euroguidance Network's Highlights of the year 2015



The Euroguidance network has published a booklet dealing with the highlights of each Centre's work in 2015. This purpose of this highlights booklet is to increase the visibility of the work done by the national Euroguidance Centres and the Euroguidance network as a whole.

Many centres focused on some sort of online service such as downloadable brochures, interactive games or toolkits, new websites or other online services. For other centres, the most important thing in 2015 was networking with other organisations to promote mobility, whether domest-

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*Continues on the next page...*

ically or internationally. A few centres give out awards for good projects in guidance and others hosted big national or international conferences or fairs.

For some centres, the training of guidance professionals was the highlight of the year.

Three centres gave specific attention to services for young people who contemplate a stay abroad and other three focused on innovation of some sort.

Ana Carla Pereira, Head of Unit for “Skills and qualifications strategies; multilingualism policy” in Directorate General Education and Culture of the European Commission has written the forward on the importance of guidance

services and Mika Launikari on international mobility cross border cooperation.

Mika Launikari (Finland) and Dóra Stefánsdóttir (Iceland) edited the texts, Mick Carey (UK) read the proofs and Monika Rajeckaitė (Lithuania) was in charge of the layout.

The publication can be found [here](#)

Dóra Stefánsdóttir, Euroguidance Iceland

- “Paths to Professionalising Career Guidance”: A Czech conference in May – Call for participants
- REPUBLIC OF MACEDONIA: Presenting the Euroguidance Centre to the wider public
- Slovene community in Italy on the way to establishing a guidance window
- Group Interview and Guidebook for Counsellors
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## Shaping a future for newly arrived migrants

**Upper secondary school students are in the majority among newly arrived children and young people to Sweden. Making informed choices about the future is much more difficult and more complex for those who lack a Swedish educational background. Åsa Sundelin writes in her PhD thesis, *Shaping a future - An analysis of the interaction in career counselling conversations with young migrants*, that career guidance is central to the success of the newly arrived, from education to working life.**



“Guidance conversations are the students’ primary meaningful resource for planning a future in a new context,” says Åsa Sundelin, “but the conversations are not enough; these students also need organised career-oriented education.”

According to Åsa Sundelin, this doesn’t necessarily mean that the career guidance work with young people who have migrated should be handled in a different way than with other young people.

“It depends on what the guidance work looks like in general, and to what extent it supports young people in their career learning and career reflective projects. The career counsellors in the study are good at supporting the pupils’ career reflective project, but it seems that counsellors in general need to develop their frame of references and methods on how the conversations can support pupils’ career learning,” says Åsa Sundelin.

In this respect, the study highlights the important educational function of the conversations;

“For the guidance profession, I think the study shows how important it is that career counsellors are given and take the opportunity to both reflect and critically assess themselves in their work,” says Åsa Sundelin. “The line between taking a gatekeeping or a gate-managing function in the meeting with guidance seekers may be thin.”

The study also suggests that career counsellors need to gain an understanding of the conditions of migration. There is an optional

course called “Guidance in a multicultural society” offered at the Stockholm University Career Guidance Education Programme.

“This course should be made mandatory,” says Åsa Sundelin. “Most career counsellors in Sweden do not have any personal experience of migration, but they need to have the ability to perceive the existential questions that migration brings.”

However, regarding the more general discussion that suggests that career guidance is too western and would not suit people from non-western societies, the study indicates almost the opposite; “The pupils really used their career guidance counsellors as guiding

resources. They interpret the actions of the guidance counsellor as an attempt to support them to find their own path in life, even when the counsellors obviously tried to influence them in a certain direction. The pupils also influenced the direction of the career guidance conversation to a greater extent than one would expect, given their vulnerable position.”

Research can help us understand the world as we create it. Given the acute situation regarding the issue of newly arrived and their opportunities for inclusion, it is especially important that we continue to explore how guidance activity develops within this area.

“It would be very interesting to

carry out a European study on this topic. How are the social challenges of migration handled in the guidance field, in terms of both policies and operations? It is to some extent a new situation facing society and there are no ready answers, apart from the answers we generate ourselves,” Åsa Sundelin concludes.

Nina Ahlroos  
Euroguidance Sweden

- Read an [abstract of the thesis in English](#)
- There is also an English summary (chapter 14) in the [PhD thesis](#)



Åsa Sundelin has a background in the field of career development and guidance. Since 1999, she has been working at the Career Guidance Education at Stockholm University and teaches in the area of career guidance theory and method at undergraduate and postgraduate level.





effective transitions. From this, we can then follow through to identify the impacts on the education and employment system, but also a range of secondary impacts on things like people's health, their likelihood of committing crimes and a wide range of other social benefits.

The evidence base that we have drawn on for this paper is international and I think that we can be reasonably certain that guidance has the potential to make an economic contribution wherever it exists.

*In your lecture "Emancipate yourselves from mental slavery: self-actualisation, social justice and the politics of career guidance" you mentioned that our careers should be characterised by autonomy, optimism and fulfilment and also that more people should have the opportunity to self-actualise and have a better career whilst recognising that in order to achieve this we are going to need to change the way in which we organise society. How can career guidance support this?*

I tried to make the argument that career guidance was essential about providing people with the opportunity to self-actualise. When

we encourage people to learn about themselves and the world around them and to use this learning to inform their career development, we are encouraging people to think about who they are, what they want to contribute and how they can be happy and maximise their wellbeing.

The problem is that when you start to think about career guidance in these terms it starts to very quickly become clear that everyone does not have the same opportunity to access the 'good life'. Depending on the country you are born in, your race, class and gender, you are likely to experience different barriers in achieving your potential. What I've been starting to think and talk about is the idea that career guidance might have a role in starting to actually challenge those barriers.

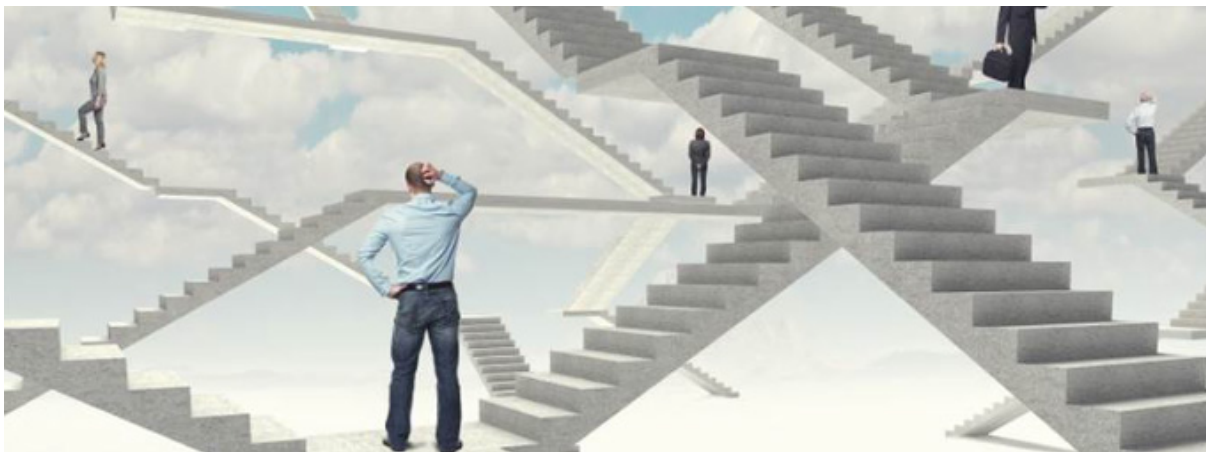
*So the question is can career guidance actually do something other than just help people to cope with an unfair world? Can career guidance actually contribute to bringing about a new and better world?*

I think that it can. I think that the conversations that we have with people during career guidance, which encourage them to think

about their place in the world can provide a space within which we can raise some political issues. I think that we should be comfortable talking to people about their values, about the tensions that they perceive between their career aspirations and an unfair world. I think that we also need to be more comfortable about suggesting collective solutions to the career problems that they perceive alongside more individual solutions. So if someone wants to increase their wages we should be talking about collective bargaining through a trade union as well as about personal advancement through promotion or a new job.

Some of this is fairly new for career guidance professionals, but I think that it is an area that we need to all work on together. We need to rework our models of practice to address the current global context and to help us to play a part in bringing about a new and better world.

*You are the Head of the International Centre for Guidance Studies at the University of Derby, you are university teacher, you are also a researcher and also involved also in the Erasmus+ project L.E.A.D.E.R., part of which is*



*the International Survey on Career Management Skills. In some countries the development of CMS is included in school curricula, in others it is still a challenge. Could you tell us something about your expectations here?*

I think that the purpose of career education and guidance is to help individuals learn about themselves, their careers and the world around them. What career management skills frameworks do is to detail out what this actually means in practice. So the CMS framework that we've been working on in the LEADER project breaks this down into five areas that could form the basis of a career education curriculum in a school or university. We divide CMS up into personal effectiveness, managing relationships, finding work and accessing learning, managing life and career and understanding the world. This breaks down a big and abstract idea like 'career management' into usable learning outcomes like *'I can decide on and set my life/career goals within appropriate*

*timescales' or 'I can act effectively as a part of society as a whole'* (social awareness). From these kind of learning outcomes it is possible for educators to come up with activities that can develop people's capabilities.

A CMS framework is a practical tool that we can use to translate abstract ideas about career into actual educational interventions. Such interventions can be organised as a programme in their own right or linked to existing curriculum areas.

Stefan Grajcar  
Euroguidance Centre Slovakia

*The interview was conducted by Stefan Grajcar/Euroguidance Centre Slovakia and was published in December 2015 for the e-journal Career Guidance in Theory and Practice (in Slovak)*



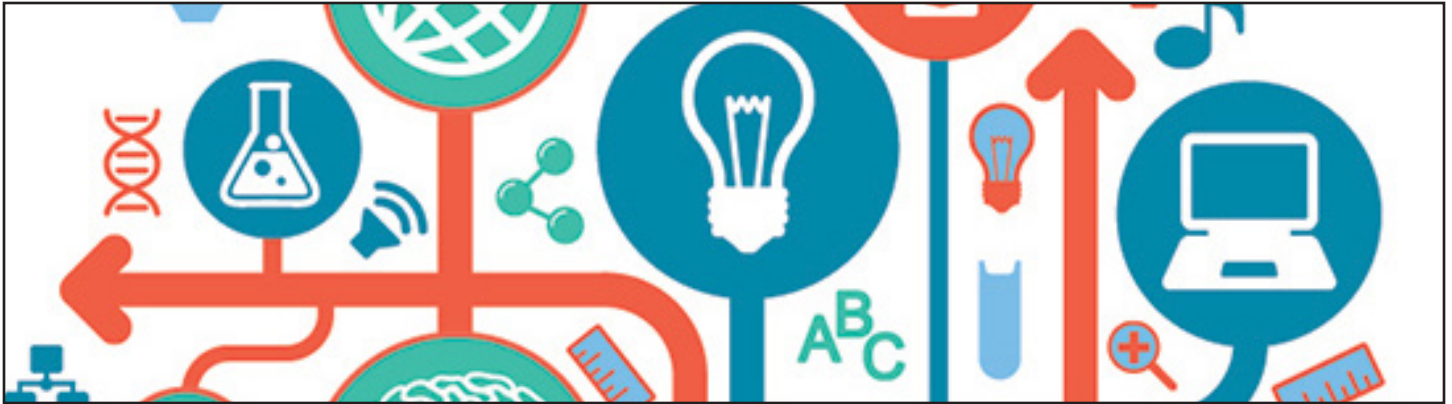
Professor Tristram Hooley is the Head of the International Centre for Guidance Studies at the University of Derby. He has been involved in research, teaching and education in and around higher education for most of his career and has particular interests in careers, doctoral education, social capital and the role of technology in research, teaching and guidance.

Professor Hooley is a member of the UK Careers Sector Strategic Forum and serves on the editorial board of the British Journal of Guidance and Counselling. Recent publications have focused on the subjects of social media, narrative in careers work, entrepreneurship and the role of the market in careers work. He also writes the [Adventures in Career Development blog](#) various aspects of careers work, research and technology can be found. Tristram and a list of his publications can be found [here](#). He is on Twitter under the name of [@pigironjoe](#) as well as scattered across various other social media sites. A complete bibliography of everything that he had read or planned to read over the can be found [here](#). He also answers emails at [t.hooley@derby.ac.uk](mailto:t.hooley@derby.ac.uk).



## The benefit of EPALE for guidance practitioners

EPALE, the electronic platform for Adult Learning in Europe, was officially launched in April 2015. This is the first electronic adult education platform with a pan-European focus and has already positioned itself as the first stop for content in the adult education themes and an area of discussion and exchange for the community.



Are you a guidance professional looking for relevant information and resources to support your day to day and strategic work? If so, you could register on EPALE and have access to e.g.:

- The partner search tool which will give you access to organisations working in the guidance throughout Europe. At the end of March there were around 50 active partner searches in the guidance area.
- The EPALE's calendar allows you to search for events in your field. Recent events available at the EPALE website include:
  - Adult Guidance Conference – Ireland
  - International UIL workshop: How Libraries support National Literacy Efforts – Germany
  - Mental Health Awareness for the Employability and Skills Sector - UK

- You can use the blog to discuss with other guidance professionals any topics of interest.

### **EPALE – The Adult Education community in Europe**

EPALE is a European project funded under the Erasmus + programme. Its purpose is to reach the adult education community in Europe and engage it in the development of the sector. The platform offers different features for communication, such as a resource area, blogs, an events calendar, a newsroom and a partner search tool. The site is organised around five themes: learner support, learning environments, life skills, policy and quality.

### **Reasons to join EPALE**

- *Events calendar:* gives access to training courses, webinars, seminars and other opportunities available across Europe.
- *Search for courses* you want to

- get involved in, whether that's by theme, language or cost of attending.
- *Network with your peers:* Stay up to date with the adult learning community on Twitter, Facebook and LinkedIn and share our latest online content via social media, whether that's an article or an upcoming event.
- *Up-to-date information:* the newsroom will give you the latest information on policy developments, funding, new initiatives and all topics around adult education.
- *Blog:* Postings on important trends in the adult education sector.
- *Content:* some of the most popular content posted in the EPALE site during 2015 included "Migrants and refugees", "Active aging", "Digital Learning" and "Digital".

- *Newsletter*: Stay in touch and keep up to date simply by signing up to EPALE's newsletter.

### A multilingual community

EPALE is available in a huge number of languages. There are 35 National Support Services (NSS) established across Europe that identify the relevant national content and engage with local stakeholders, provide members with assistance in their national languages, and help translate content for the platform.

If you are not yet part of the community, do not wait and join!

[Register at EPALE](#)

EPALE is active through social media channels:

- Facebook: [EPALE.EU](#)
- Twitter: [EPALE\\_EU](#)
- LinkedIn: [EPlatform for Adult Learning in Europe](#)
- The national social media channels can be found through EPALE linguistic versions.

### EPALE Austria

EPALE National Support Service (NSS) Austria is part of the Austrian National Agency for Erasmus + Education. EPALE Austria cooperates closely with Euroguidance Austria for the benefit of guidance

counsellors and other guidance experts. Both centers are part of the Austrian Agency for international cooperation in Education and Research (OeAD), the umbrella organisation which advises, promotes and supports international cooperation in education, science and research.

To find out more about our recent work, please see the publication: [“Seeing the bigger picture: Internationalisation and opening of adult education”](#)

Belén Martínez-Asenjo,  
Erasmus+ EPALE National  
Coordination Point Austria

## Lifelong guidance in France: Career transition counselling - the cornerstone of provisions in creating career paths

Career transition counselling (*Conseil en Evolution Professionnelle, CEP*) is now a statutory provision in France<sup>1</sup> in which people have a right to individual career counselling. The service is free of charge, provided outside the workplace, and is available to all individuals - employees and job seekers, but also freelance workers or public agents. The service is offered by local employment offices.

The provisions on offer rely above all on the involvement of the employees or job seekers, with the aim of finding their individual career paths. With this in mind, the new career counselling law (January 2015) has a central role in coordinating other resources (personal training account, vocational interviews or validation of prior experience) to create strategies aimed at acquiring skills and increasing employability.

The system provides customised support to put a person's career into perspective. Secondly, it offers knowledge-based assistance in entrepreneurial skills such as creating projects, verifying their feasibility or to identify skills or qualifications to be recognised, acquired or developed. Thirdly, counselling is also offered in the implementation of the project, such as available funding, writing contracts and other

activities to allow projects to come alive.

Source: *Le Quotidien de la formation*, newsletter of [Centre Inffo](#)

Article by Cédric Morin  
France

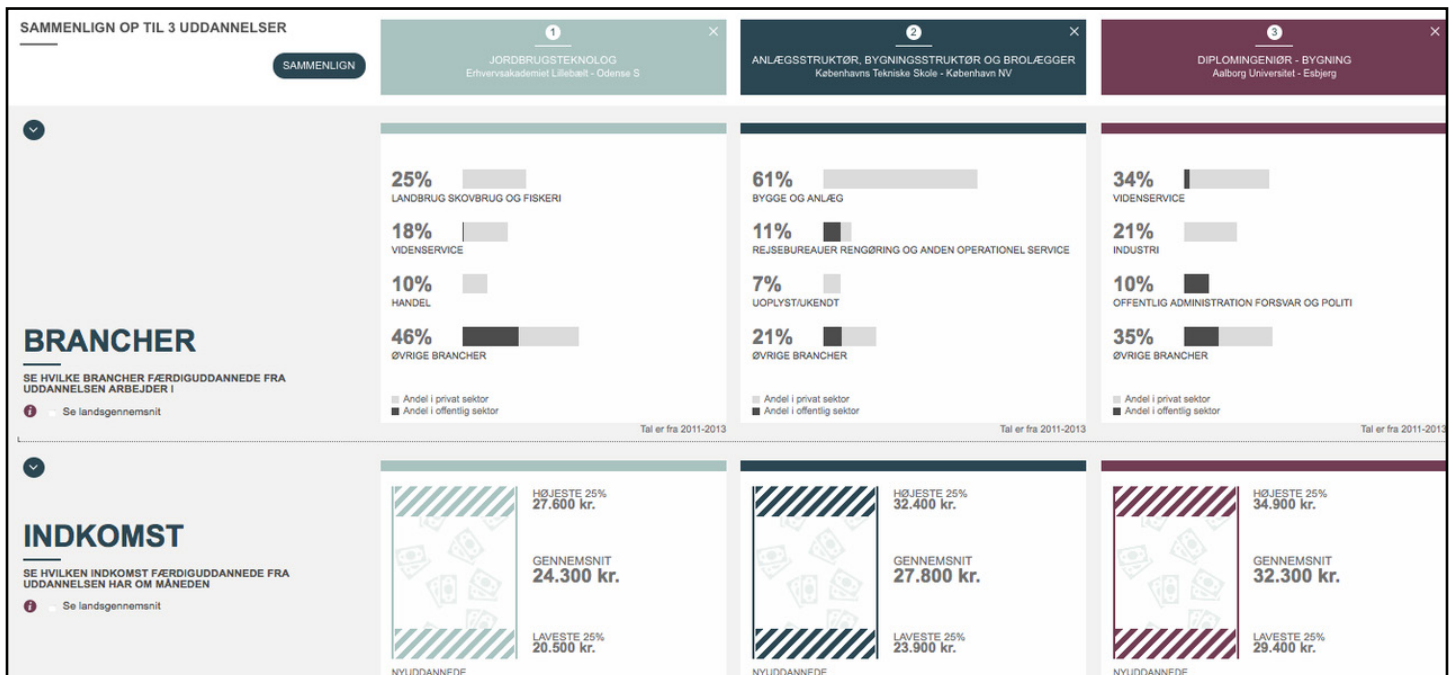
<sup>1</sup>Order of 16 July 2014 determining the CEP specifications





# New digital tool helps Danish youngsters choose an education

Choosing an education is one of the most important decisions of a young person's life. The task, however, can be quite overwhelming given the large number of different options available, and even with qualified guidance and good advice from friends and family, many still struggle with finding their educational path. A new Danish website helps young people identify the programme of education that best suits their ambitions and hopes for a future work life.



In 2015, the former Danish Government launched a new digital tool called 'Uddannelseszoom' (In English: *Education zoom*). 'Education zoom' makes it easier than ever for young people to compare the different education programmes available in Denmark and, on that basis, make an informed decision. The digital tool presents both programmes on upper secondary level and higher educational level.

'Education zoom' allows applicants to easily gain information on, for instance, drop-out rates, unemployment rates, levels of income and possible career opportunities. They can also find out how many graduates end up starting their own business after finishing their studies.

The aim of this initiative is to better prepare young people before they enter an educational programme, and to help them set realistic expectations for the outcome of their education and their future work life. Hopefully, this will also lead to a decreasing number of students dropping out.

Another aim is to increase the attractiveness of vocational education and training programmes in the eyes of the students. It is important that even more young people choose this as a career path, and 'Education zoom' can help open their eyes to the quality of these programmes and show the numerous career opportunities a vocational education may lead to.

Learn more about [Uddannelseszoom](#)

Visit [Uddannelseszoom](#) (in Danish)



Alexandra Ejby Bidstrup  
Euroguidance Denmark

# Initiatives to Improve the Access and Quality of Lifelong Guidance in Estonia

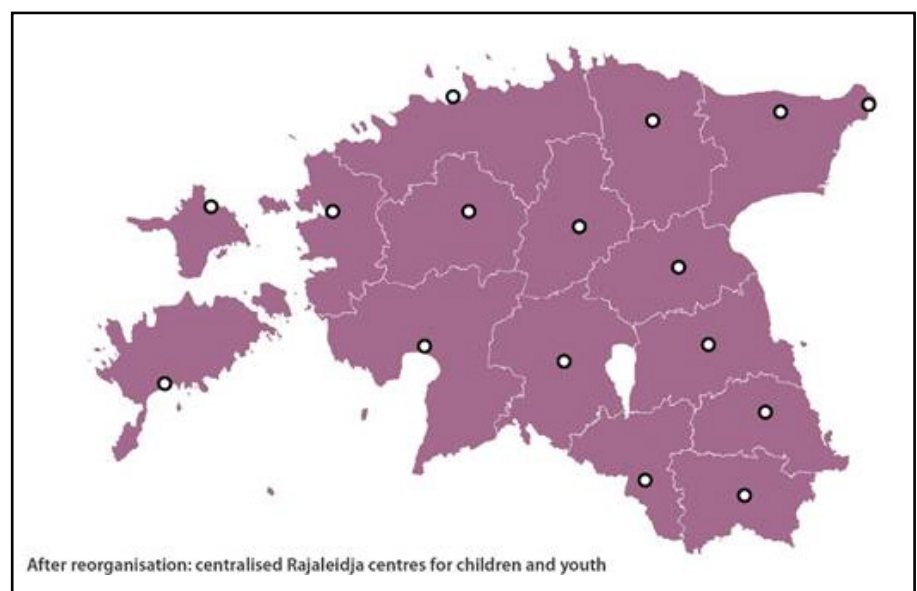
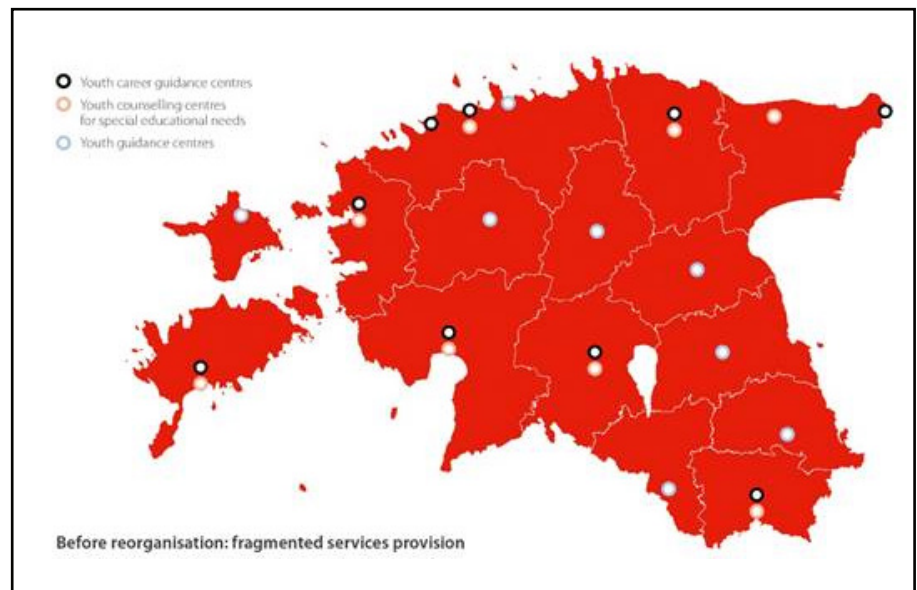
Lifelong guidance has been practiced in Estonia for years. The services have been provided for different target groups in different kind of centres and have also been known by different names – the latest version being differentiated lifelong guidance system.

## Major Changes in Lifelong Guidance

The new overarching Lifelong Learning Strategy 2020 covers lifelong guidance and stresses the most crucial issues. The core idea is to reduce the fragmentation of the service provision, improve access and raise the quality of lifelong guidance, including professionalisation of guidance practitioners. The strategy also urges the need for cooperation between stakeholders. The authorities responsible for the development of lifelong guidance are the Ministry of Social Affairs and the Ministry of Education and Research.

## Merges in the guidance centres for youth

Differentiated lifelong guidance service provision was first introduced in the education sector. Since autumn 2014, 24 fragmented youth guidance centres were replaced by 15 centralised public centres. Foundation Innove established the agency for lifelong guidance and opened Rajaleidja (Pathfinder in English) centres in all counties to support young people in their studies and career related issues. The centres provide career information, career counselling, psychological, socio-pedagogical and special education counselling, and speech therapy to children and youth, co-operating closely with school personnel,



parents and other professionals.

### **Better guidance services for adults**

The new strategy secures career information and counselling for all adults. So far, the services have been provided only to the unemployed. However, since 2015, the Estonian Unemployment Insurance Fund (Estonian public employment service) has expanded its career counselling services to all people of working or retirement age. The Fund introduced a new service called My First Job. It is designed for young people without professional education or work experience. The measure aims to decrease youth unemployment due to little or no work experience, and to help young people without specialised education to find a job. Wage subsidies combined with training compensation can be granted to employers who hire these young people.

### **The first results after the implementation of changes**

Margus Tõnissaar, the Head of the

Agency of Lifelong Guidance: *“It is a pleasure to summarize that the newly established youth guidance centres provide essential support to specialists in educational institutions, parents, teachers and other professionals. During the first year of existence, the differentiated approach to lifelong guidance in education is accessible across Estonia, professional development of our practitioners is supported, development of guidance tools initiated and close networking culture among practitioners is a reality. We have certainly learned a lot from our partners from other countries and we are very thankful for the systematic mutual exchange.”*

### **SEE MORE:**

Guidance professionals and experts from other countries are welcome to get an overview on strategies in education and labour sector, reorganisation of services provision in Estonia during 2014 – 2015 and current structures, institutions, legal framework and qualifications of guidance professionals in Estonia.



Margit Rammo  
Foundation Innove  
Agency for lifelong guidance  
International Relations Manager  
[margit.rammo@innove.ee](mailto:margit.rammo@innove.ee)

## **Libraries as entrepreneurs for adult learning and inclusion**

**Bergen Public Library organises a language café for refugees and laptop computer classes for old age pensioners. Last autumn a number of library staff travelled abroad to learn more about inclusion and informal learning in libraries, with support from the Erasmus+ programme.**

“We knew that the Dutch are pioneers when it comes to using libraries as an arena for integration. And everybody knows that Malmö is a city with great expertise on adult education generally, and on social inclusion specifically. We wanted to go abroad to learn from the best” says Anne Berit Helland.

Anne works for Bergen Public

Library as a Special Projects Librarian and heads the Erasmus+ mobility project. Last autumn four library staff travelled to the Netherlands to take part in an EPALE “job shadowing” programme at a number of libraries. Later on, other four staff members travelled to Malmö in Sweden to take part in a similar programme.

### **Volunteers to the rescue**

“The current refugee situation concerns us all”, says Anne. “Library staff has not got the capacity to provide the level of follow-up they would have liked to give them. But there are other solutions. – In Norway we have no tradition of volunteering in libraries. In the



Netherlands, however, this is entirely common practice and there are systems in place to deal with it”.

The language café is now a weekly event, organised by the library in partnership with the regional immigration council in the county. About 100 immigrants meet up for a chat in small groups, over a cup of coffee. Each group is led by a Norwegian volunteer. Around 25 volunteers are associated with the running of the café.

“We have a lot to learn from how Dutch libraries organise voluntary labour”, says Anne. “It proved surprisingly easy to recruit volunteers in Bergen, though. Many of them are recently retired teachers and educationalists”.

### **Tell me a story**

“In the Netherlands we visited libraries where immigrants can borrow a volunteer to read them a story. And you can borrow a volunteer to accompany you on a walk. We learnt a lot and got many new ideas” says Alf Kåre Blindheim who manages the language café.

In the language café six people sit around a small table, the main point is to be sitting close together. The conversation focuses on a specific topic that allows everyone to contribute. “Food” is always a popular topic, says Alf. “The most important thing is that everybody engages in conversation and has a good time. It is essential to give people a good welcome, create good meeting places. Feeling good makes learning easier” he continues.

### **Taboos**

The Dutch libraries also gave much attention to “ordinary” adults with poor reading and writing skills. OECD analyses suggest that 75 million adult Europeans have poor literacy skills.

“Until now, we haven’t really focused much on adult people’s problems with reading and writing. In the Netherlands they found that illiteracy was taboo. So if they advertised a course, no-one would turn up. If on the other hand you advertise a computer course for the elderly, you will also come across people with poor reading

and writing skills, which gives you an opportunity to introduce incidental literacy training” - Alf Blindheim.

### **Motivation found**

One of the concepts that Bergen Public Library will be developing further are computer courses for

the elderly. However, Blindheim, Helland and their colleagues have far from finished digesting all their impressions from last autumn’s excursions.

“Our excursions to the Netherlands and Sweden have taught us a lot: the systematic work with volunteers in the Netherlands; their willingness to throw themselves in at the deep end and try out new methods. I have found great motivation to continue working with these things. It is very energising” says Anne Berit Helland.

By Runo Isaksen  
SiU - Norwegian Centre for International Cooperation in Education.



# Towards constructivism: the path of SocioDynamic Counselling in Poland - Interview with Anna Górką, a Polish expert of SocioDynamic Counselling



**Euroguidance:** What is this SocioDynamic Counselling, which you practice?

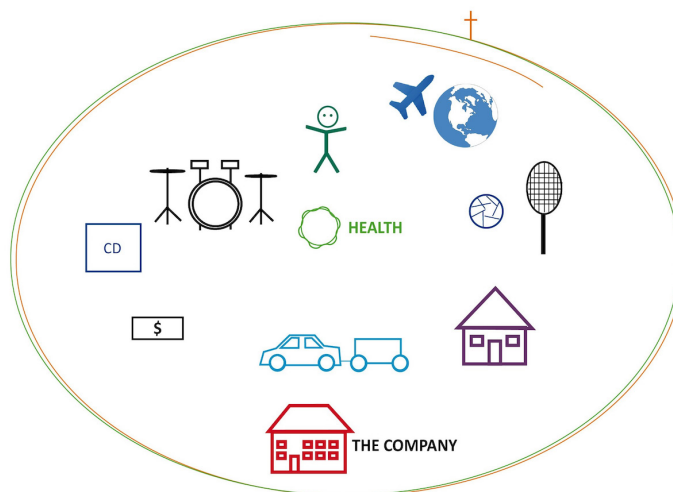
**Anna Górką:** SocioDynamic Counselling is a contemporary response to the postmodern challenges of the labour market as well as the socio-cultural and identity transformations. The author of this approach, Vance Peavy<sup>1</sup>, was one of the precursors of applying concepts, methods and tools from constructivism and narrative approach in career counselling (using expressive techniques such as visualization, metaphors, drawing, writing, collage, using symbols, images, photos etc.). The SocioDynamic approach shows how the process of counselling can assist in the quest for self-realization and self-creation in the world today. This means help in constructing

and reconstructing narratives on careers and lives. It is a philosophy of helping which supports personal freedom. It gives space for transformative learning, life planning and execution of personally meaningful projects. According to Peavy, career means a person's biography/life, and counselling is accompanied throughout life.

**Euroguidance:** What was the main idea behind the adaptation of SocioDynamic Counselling to the realities of Polish career counselling?

**Anna Górką:** I am always inspired by new trends in counselling and psychology, sensitive to context and culture, providing an area of freedom, and open to imagination and creativity. In my search, I have come across cross-cultural counselling, from which there is only one step to the SocioDynamic approach. In the "New perspective

in career counseling" project, carried out by the Imago Foundation from Wrocław, the Bielsko Artistic Association Grodzki Theater and the Finnish partners: Timo Spangar and Anita Keskinen, we were inspired by the idea of increasing the quality of Polish vocational guidance, its implementation and the use of modern theory and practice. The project was a response to the perceived shortage of modern approaches in Poland. In the academic field, there is a discussion about constructivist approaches, e.g. career/life counselling by Mark L. Savickas, the approach of M.E. Duarte, Jean Guichard and John Krumboltz. But still, the counselling reality and practice is based largely on the traditional approach and tests application. This project was to introduce a new and fresh dimension.



<sup>1</sup>Professor Emeritus of the University of Victoria, former editor-in-chief of the Canadian Journal of Counselling and a leading voice in the profession of counselling in Canada. See <http://www.sociodynamic-constructivist-counselling.com>





## “Paths to Professionalising Career Guidance” A Czech conference in May – Call for participants

The Czech Euroguidance Centre will be hosting a conference with the title “Paths to Professionalising Career Guidance” on May 26 - 27. The event will take place in Brno and is intended for European career counsellors and their teachers and trainers.

The co-hosts are the Department of Educational Sciences of the Masaryk University and the leaders of the project Erasmus+ Guide My Way as well as many other stakeholders.

In November 2015, the Czech Euroguidance Centre organised a seminar on the topic of education and research in Career Guidance and invited university teachers and researchers from various Czech universities. They shared practices with their foreign guests from Slo-

vakia, Norway and Sweden. Lenka Hloušková from Masaryk University presented the research “Using research in counselling practice”. Experiences of education for career counsellors were presented by Åsa Sundelin of Stockholm University and by Tron Inglar of Oslo University. They will be also guests at the conference for this year. Lyn Barham, Tristram Hooley and other speakers have also been invited.

The whole proceedings of the conference will be translated between Czech and English (both direction).

Participation is open for foreign visitors and for participants with an active role in its sessions (one of which will be in English). The Czech Euroguidance Centre will cover accommodation and travel costs for participants recommend-

ed by Euroguidance Centres in Europe with a relevant presentation in one of the conference sessions.

The focus of sessions is still open, e.g. one for university teachers in the field of career counselling trainings who will share practices and one for researchers and doctoral students in this field, etc.

Anyone interested in participation or wishing to receive more information should contact the Czech Euroguidance Centre

[petr.chalus@dzs.cz](mailto:petr.chalus@dzs.cz)

Petr Chalus  
Euroguidance Czech Republic

## REPUBLIC OF MACEDONIA: Presenting the Euroguidance Centre to the wider public

The Macedonian Euroguidance Centre is in the second year of implementation of Euroguidance in the country. The main objective in this incipient period is to raise public awareness about the necessity for such initiatives which aim to provide new approaches in the areas of support and guidance for learning mobility, lifelong guidance development within education, training and employment especially for individuals – students and job-seekers - with different socio-economic background and marginalized groups.

In 2015 the Macedonian Euroguidance Centre organized several workshops for different stakeholders such as primary and secondary schools, VET schools, universities and the State Agency for Employment in the Republic of Macedonia, VET centre, the Centre for Adult Education and the Bureau for Development of Education.

The aim was to introduce Euroguidance and what it means, its purpose, the elements and the perspective for future development. At these events, around 80

people in total participated. The participants were teachers from primary, secondary, higher education institutions and staff from the State Agency for Employment, VET centre and the Centre for Adult Education as well as the Bureau for Development of Education. Next year the Euroguidance Centre is planning to host similar workshops to ensure wider public awareness about the importance of Euroguidance. Also for the next year the Centre is planning to visit more primary, secondary schools and universities.

## Slovene community in Italy on the way to establishing a guidance window

In February and March the Euroguidance Slovenia centre hosted a group of Slovene speaking counsellors from the Slovene [student hostel Srečko Kosovel](#) in Trieste and [Club KRUT](#), the Slovenian Cultural and Economic Union in Italy. At the student hostel, education from basic (day nursery) up to secondary school level is offered, as well as daily care for youngsters and complete care for 40 young refugees without parents from different countries where there is a war or other conflict.

The counsellors are interested in upgrading their services with a guidance window and open possibilities for different modes of work and employment for their students and adults. The Euroguidance Centre in Slovenia presented national and European guidance activities during a one week study visit, the labour market in Slovenia and career guidance at local and regional levels. The group visited the Career centre of the University of Maribor and after that the oldest Slovenian town Ptuj where the counsellors visited the Career centre of the Employment Service of Slovenia. As the Slovenian employment service works closely with Austria, a lot of unemployed people are interested in getting a job (and better payment) on the other side of the border. Thus the employment office in Ptuj offered around 3 000 job opportunities in 2015 for job seekers in their region in the Slovenian job market.



The guests from the student hostel and Club KRUT have applied for an Erasmus+ mobility grant in order to establish an information/counselling window in Trieste for the Slovene speaking community and for other interested visitors. Hopefully by this means the collaboration will be prolonged. The

Slovene community in Italy has deep roots and in the beginning of the 20th century, multinational Trieste was the biggest Slovenian city. This project will enhance the possibilities for more common activities in guidance and employment between the two countries.

## Group Interview and Guidebook for Counsellors

In 2015, Euroguidance Turkey focused on counselling activities and tools. Generally, counselling services are offered to clients in two ways; individual counselling and group counselling. Euroguidance Turkey conducts its activities under the Turkish Employment Agency (İŞKUR) which is a public employment body. In the local branches of İŞKUR, job and vocational counsellors offer counselling services to a broad group of clients. In addition to individual interviews with counselees, they also meet groups of students, job seekers, vulnerable people etc. to inform them about the labour market, professions, job search skills and the importance of choice of profession/job.

Increased quality and effectiveness of the group interview was one of the work areas. In the preparation phase, Euroguidance Turkey created a team that consisted of both the Euroguidance centre members and professional counselling

company members. To understand the situation better and to make an appropriate analysis, the team visited 5 different provincial service centres and had a chance to observe group interview practices.

Based on these visits the team prepared an analysis report, and based on outputs of the report the team also prepared a group interview guidebook to help the counsellors with their daily activities. At the same time, a “*training for trainers*” programme was organized for the counsellors and 60 counsellors participated. The participants were trained by guidance experts in group interview technics, the best way of counselling different target groups, the concept and scope of group interviews, group interviews for specific groups (e.g. students, groups requiring special policy, disabled persons, young, women, long-term unemployed persons etc.), and the golden rules of effective presentation etc. issues.

A similar training will be offered in 2016 and will gradually become one of the pillars of the activities of the İŞKUR. The guidebook has been translated into English and shared with other colleagues and guidance practitioners. It can be found at:

<http://euroguidance.iskur.gov.tr/tr-tr/kaynaklar.aspx>

Ramazan Beğboğa  
Euroguidance Turkey





## Professionalisation of guidance and counselling in Romania

During November 19-20, 2015, Euroguidance Romania in partnership with the Institute of Education Sciences, the National Board of Certified Counsellors Romania and 'Titu Maiorescu' University from Bucharest organised the input "Theory and practice in counselling", in the framework of the international conference "Education and creativity for a knowledge based society". The conference is an annual event that brings together representatives of guidance and counselling centres from all over the country and connects them to transnational practices through the participation of international experts.

This year's event was a good opportunity for practitioners, researchers, university professors, directors of counselling and guidance centres to meet, discuss and work together on specific topics in the field of counselling and guidance. It brought together around 101 participants, mostly from Romania, but also from Cyprus,

Greece, Great Britain, FYROM, Poland, Portugal, Slovenia and the USA.

One of the main objectives of the event was to enter into a constructive dialogue with the participants on the professionalisation of guidance and counselling services in Romania in the context of international development. Aspects regarding the professionalisation of counselling services in Romania and the role of guidance counsellors were discussed in two special sessions held in the Romanian language, one moderated by a Euroguidance representative, with the participation of school counsellors and directors of school counselling centres and one addressed to practitioners from other networks (university, private practices, companies etc.). There is presently a favourable context for reflecting on the status of this occupation and the future development directions.

The discussions have been pre-

ceded by other meetings between professionals and will be followed by other consultations and workshops.

The work is at its very beginning, but benefits from a good synergy,

being supported by Euroguidance Romania national centre, the department of Counselling from the Institute of Educational Sciences, NBCC Romania and NBCC International (National Board for Certified Counsellors) and also various professional associations, such as the Association of Counsellors for Personal Development, the Romanian Counsellors Associations, and others.

We hope that ideas emerged from these discussions will become a landmark for guidance services in Romania and contribute to their development in sync with the needs of beneficiaries.



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Scripts are always welcome and should be sent to the following email address: [Dora.Stefansdottir@Rannis.is](mailto:Dora.Stefansdottir@Rannis.is)