



Quality and Innovation



The discovery and implementation of different methods that ensure a constant high level of quality in guidance seem to be on the minds of many people working in this field across Europe. In some countries, new national methods are being tested whereas in others, attempts to learn from the best practices of other countries are being made.

New guidance methods and concepts are discussed in articles from several countries and different tools and projects are also presented, including our very own web page.

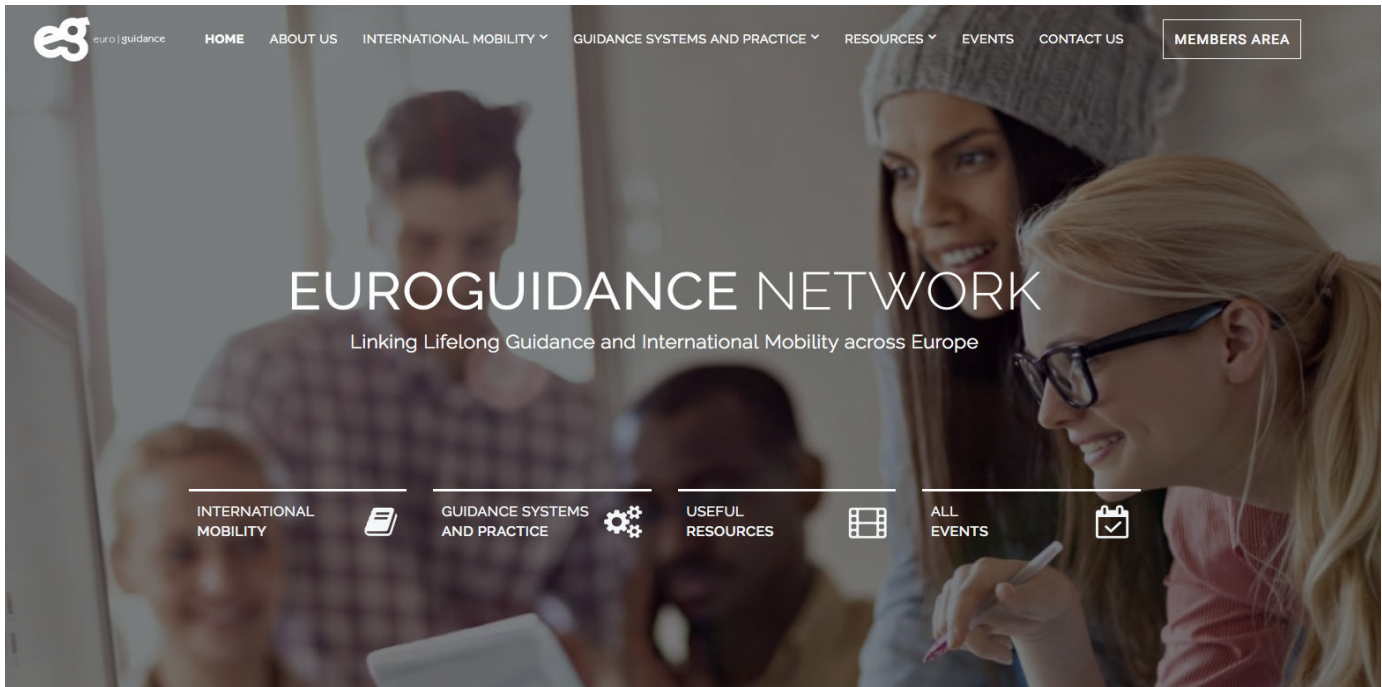
Finally, two short interviews with Dr. Norman Amondson and Dr. María Dóra Björnsdóttir are included.

Happy reading!

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Revamped and ready – our new euroguidance.eu website especially for guidance counsellors



The Euroguidance Network has launched a new website, full of new content and information on learning mobility and guidance in Europe. This website specifically addresses guidance counsellors across Europe who advise their clients about study and training opportunities abroad.

If you happen to need support for your daily guidance practice, you can find many online resources at www.euroguidance.eu, for example:

- **International mobility** offers information on training opportunities for counsellors, access to EU's portal on learning opportunities and qualifications in Europe, links to European websites targeting students interested in studying abroad, mobility networks and tools, information about the Academia study visits and mobility-related materials for anyone who wants to plan or participate in a mobility experience.

- **Guidance systems and practices** contains information about national guidance systems in European countries; the policy behind it, services and practice, the training of counsellors, research and development in the field of guidance and the ethical principles counsellors in the respective countries adhere to. For counsellors going on a study visit to another country, this information gives a quick first glance as to what they can expect when they arrive there. The section on good practices offers links to various projects and tools in the field of guidance that can assist counsellors in their work. Finally, there are links to international associations and key actors in the field of guidance.

- **Useful resources** are mostly comprised of electronic publications. Among these, there are Euroguidance network publications, such as the bi-annually released Insight newsletter. ►

► ter and the annually published Highlights on achievements of the network in 2015, 2016 and 2017. Another section offers links to publications of institutions such as Cedefop, the European Lifelong Guidance Policy Network and Euroguidance centres in different countries. There are also a few videos dealing with various aspects of mobility, tools (e.g. various tests) and a library of policy measures.

- **Forthcoming events** include international seminars and conferences on several themes, such as lifelong guidance, learning mobility, education and training, employment, migration and interculturality.

Through the website it is possible to contact Euroguidance offices in all 35 European countries, should you wish to know more.

Pay a visit to the Euroguidance website at www.euroguidance.eu/

Career management skills: Estonian perspectives

The development of Career Management Skills (CMS) is a priority throughout Europe. Both national and international policy and research point to the need to teach people the skills that help them navigate the complex educational landscape and the changing labour market. In Estonia, a model has been developed in cooperation with various stakeholders to define the skills necessary for career management.

How the CMS model was born

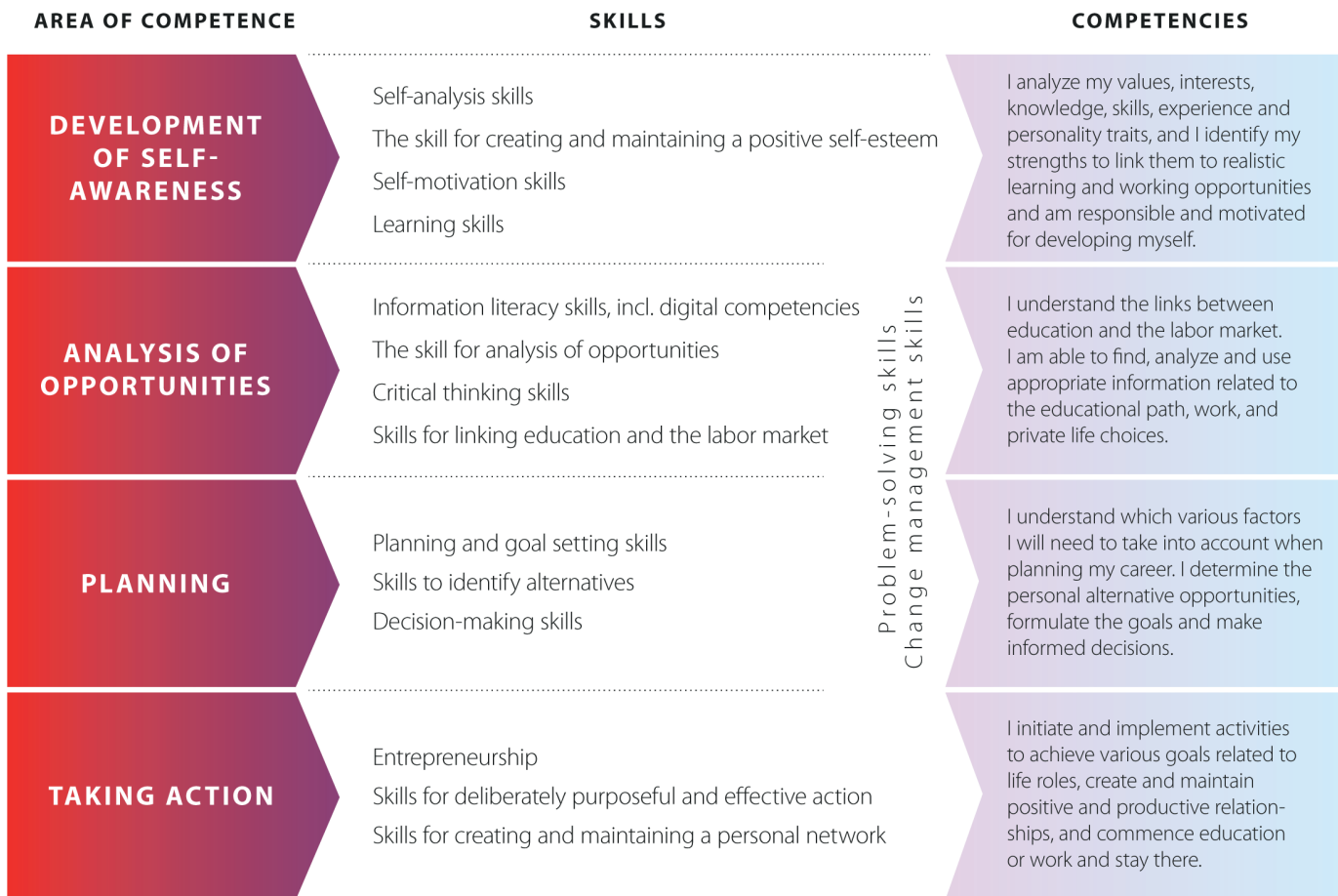
The development of the Estonian CMS model began nearly 10 years ago with the participation of schools promoting career education. The original version of the model concentrated on national curricula, including career management skills in a school setting, general education goals, and the learning outcomes and content of the cross-curricula theme.

The model was then refined in light of research findings, ex-

pert opinions and career management theories. Today, the model is based on the guiding principle of constructivism. It is important for a person to *create meaning for their life and identity*, discovering and creating their own opportunities, and that each person *designs their own life and career*. By analysing the theories, the focus was on the central *questions that emerge* when planning one's life. As a result, we tried to pair up the relevant career questions and skills, which help to find answers

to these questions and take action independently or with the help of a career specialist.

The definition of attitudes and values described in the model is based on the Values Education Framework. The four main tasks of which are: to teach people to recognize and acknowledge one's own intrinsic values and of others; to direct a person on reflection of their values; to enable the practice of values; and to be the mirror of the manifestation of values. ►



► The framework and usage of the model

Several agreements, including national curricula, occupational qualification standards for career professionals, and service standards for career services, are the cornerstones of the services quality, availability and CMS development framework.

The main structure of the model consists of four competency areas: development of self-awareness, analysis of opportunities, planning, and taking action.

The model, in its compactness, helps people to understand

what their career management skills are, how to develop them and how to make them work. For a career professional, the CMS model is an efficient tool for working with a client to help monitor the progress of the development of CMS skills and to determine the client's need for help.

The model also describes CMS learning outcomes throughout formal levels of education to provide self-evaluation possibilities for individuals and help career professionals and teachers to monitor the development of CMS, plan relevant study activities and select counselling methods. So, when planning studies and select-

ing methods, teachers find the section "Development of skills in the learning process," which concentrate on the learning outcomes relevant to each level of education, to be most helpful.

You are welcome to read more about the national framework at [Innove's website](#).

Mare Lehtsalu
Senior Specialist in Career Education, Foundation Innove

Once you have hope – you become more active

“Learning about possibilities in the labour market is good and necessary but for the clients of guidance practitioners, it is not sufficient. They need to learn about themselves, to identify their strengths and they need hope. Once you have hope, you become more active and you strive further. You need to feel that your efforts will bring some results and that you yourself are worth something. The result is lack of direction and purpose. With different types of activities, guidance practitioners can inspire hope and purpose”.

Dr. Norman Amundson recently gave a course on what he calls a *hope-centred, activity engaged approach* in Reykjavík, Iceland (supported by the Icelandic Euroguidance Centre) and granted a short interview for *Insight*.

Dr Amundson is a Professor in Counselling Psychology at the University of British Columbia, Canada and also a founding member of the Hope-Action Group with Dr Spencer Niles and Dr Hyung Joon Yoon. In his writings, he emphasizes the importance of creativity, imagination, cultural awareness, positive affirmation, hope and active engagement. His most recent publication (2018) is a twenty year anniversary edition of *Active Engagement*. His publications include over 100 journal articles, training DVDs, books and workbooks – many of which have been translated into different languages.

In the course in Reykjavík, he talked his audience through the pinwheel where hope forms the centre and self-reflection, self-clarity, visioning, goal-setting and planning, and implementing



and adapting are the petals of a flower turning around the centre of hope. The environment is the little gust of wind which is necessary to move the petals around the core. Counsellors can thus be one of the factors making the wheel turn.

Counsellors need to be active, greet their clients at the door and help them through various activities in order to get a better idea of where they want to go and how they can possibly get there. One method is to walk the problem where the client visualises where (s)he wants to be in the future. Another method is for the client to sit in different chairs in turn and visualise the future, where each chair represents a different future possibility, thereby allowing the client to better re-

alise which options to take. Telling stories, drawing pictures, and maybe most importantly, using metaphors to describe one’s own feelings and aspirations are good ways to engage the client and inspire hope for the future.



Dr Amundson admitted that he initially was not a great believer in distance guidance. Now he has come to believe that in a rapidly changing world guidance counsellors need to adapt to the world of social media and learn to communicate with their clients in this modality. His most recent research project discusses the effectiveness of both face-to-face and online career counselling interventions with unemployed clients.

Dóra Stefánsdóttir
Euroguidance Iceland

Dialogue and cooperation: one way to provide quality assurance in career guidance

The dialogue among stakeholders plays an important role for quality assurance in career guidance as identified by a project focusing on improving the quality in career guidance.

There has been a persistent need to create a platform for cooperation based on mutual consent among members which will enable the sharing of professional experiences, supporting career guidance as a profession. Based on this idea the [Association for Career Guidance and Career Development \(Sdružení pro kariérové poradenství a kariérový rozvoj, SKPKR\)](#) was founded last year. Together with the Slovak Association for Career Guidance and Career Development, which plays an important role in this project, the Czech Association became a partner of the Erasmus+ project – *Improving of implementation of quality assurance in career guidance project*.

The goal of the project is to strengthen the implementation of quality assurance in career guidance based on the experiences of existing quality assurance systems at national and international levels (e.g. the National Career Guidance Award as one of quality assurance initiative in the Czech Republic). A structured dialogue among stakeholders has been an important tool for identifying successful factors of existing quality assurance systems.

Based on the data gained from the surveys, which focused on quality assurance, we concluded that quality assurance is generally considered to be the responsibility of individual counsellors, and that organisations often only provide partial guidelines on how to strive for it. Quality is often understood to be a combination of positive feedback from the clients, the qualification level of counsellors, the quality processes set up by the organisation providing career guidance and/or the focus on counselling process and its impact.

Respondents also expressed their recommendations regarding the improvement of quality assurance: a shared understanding of career guidance and its

quality; quality assurance standards, including ethical issues and appropriate legislation; relevant training and supervision made available for counsellors; cooperation and peer learning; accessible sources of information; tools and knowledge regarding the evaluation of career guidance and a clear declaration of responsibility for quality in career guidance.

At the beginning of this year, several meetings in different regions of the Czech Republic were organized to invite more stakeholders to the discussion regarding quality in career guidance. These meetings have opened various aspects of discussion relevant for quality assurance, e.g. different expectations and demands on quality from clients, counsellors, managers and service providers as well as higher requirements regarding the quality on counsellors themselves, which may be due to counsellors feeling overwhelmed, unrecognized or neglected in their efforts, therefore providing a lower quality service.

Consequently, the Czech Association for Career Guidance and Career Development in cooperation with the Euroguidance Centre will organize a joint seminar for all relevant national stakeholders to discuss quality assurance in the Czech Republic in June 2018. The programme will be supported by inspirational best practices from partner countries and one of the speakers will be Karen Schober from Germany who will share from her vast experience.

It is clear that dialogue and cooperation among stakeholders is playing an important role for quality assurance in career guidance. However, the practicalities of hearing the opinions of all involved and finding a shared consensus seems to be rather challenging.

Kateřina Hařková, Association for Career Guidance and Career Development

Nordic institutions are developing a new guidance concept

An ongoing Nordic Erasmus+ project is developing a concept to improve the guidance of both resourceful and at-risk youth and adults: Targeted guidance based on consequential pedagogy.

Consequential pedagogy was originally developed by the Danish pedagogy practitioner Jens Bay through his almost 40 years as principal of TAMU – a Danish vocational and educational training school. Since then, it has spread to both Norway and Sweden and a joint project was set up with financial support from the EU education programme Erasmus+. Read more about the programme under “Learn more”). Now, this Erasmus+ partnership across borders investigates how consequential pedagogy can strengthen the guidance and counselling of many different groups of youth and adults: both the groups at the edge of the education system and labour market as well as resourceful groups.

Kristian Gert Sørensen, the development consultant at TAMU, says:

“The four participating institutions are very different and we work with different target groups. However, through the Erasmus+ project, it has become clear that our teachers and counsellors



are essentially doing a lot of the same things when they counsel and experiencing success when doing it. The experience is that consequential pedagogy can be applied across educational institutions and target groups.”

After 2.5 years of partnership development, they all agree on the prevailing results:

“Our employees gain a common pedagogical language on guidance and become more capable. This means that they improve at supporting the students in finding alternative/appropriate actions. Teachers and counsellors experience professional development and they agree that consequential pedagogy is the way to go forward”, Kristian Gert Sørensen says.

Materials from the project, in-

cluding a book on consequential guidance, 2 podcasts and a short movie, are already available on TAMU’s website.

Learn more:

Participants: TAMU – Træningsskolens Arbejdsmarkedsuddannelser, Denmark; Haugaland VGS, Norway; Bergeland VGS, Norway; Krami Malmö, Sweden

Read the full article on [the website of the Danish Ministry of Higher Education and Science](#)

View the materials on [TAMU’s website](#)

Read about the Erasmus+ programme: https://ec.europa.eu/programmes/erasmus-plus/about_en

Line Ryge Deibjerg
Euroguidance Denmark

Framework for career guidance for young people

Euroguidance Netherlands developed a Framework for career guidance for young people to support and coordinate career education and guidance.

The framework contributes to the professionalization of careers professionals and ensures better coordination and alignment between education and the labour market. The framework supports the efforts of careers professionals in improving the quality of career education and guidance for young people in school.

It promotes internal discussions at educational institutions and improves coordination between the training offered by career education and guidance institutions. The framework also supports the HR policy of educational institutions and the professional development of careers professionals.

The framework provides a description of the roles and expertise for different target groups, specified by four focus areas.

1. **Vision & policy advice;**
2. **Education & guidance;**
3. **Organisation;**
4. **Cooperation.**

The target groups are supervisors of young people during the primary education process (teachers/tutors/coaches); specialist guidance counsellors (career education and guidance counsellors/study careers advisers/career teachers); and career education and guidance coordinators and policymakers (career teachers/career education and guidance counsellors/managers). The framework for career development and guidance professionals has been elaborated for each of these three target groups in terms of the description of expected roles and expected expertise.

The framework has been developed for secondary school and upper secondary vocational education, but can also be used in higher education.

The framework is a service document for careers professionals that offers guidelines for shaping and implementing career education and guidance policy at educational institutions. This year the framework will be tested. The results will be used to optimise the framework. In addition an online tool regarding this framework will be developed.

[Read more about the framework \(pdf\)](#)

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High demands for guidance services in Sweden

Trade unions, ministries and national agencies are currently discussing the shortages and needed developments in Swedish guidance service delivery.

With a mission to offer guidance services regulated by law and a 3-year bachelor programme in career

guidance, one would think that the supply of guidance services is well catered for in Sweden. However, even if the system is well established, several reports now show that the guidance services on offer are insufficient and that some improvements are needed. ►

► More compensatory guidance measures needed in schools

A [survey](#) made by the National Union of Teachers, where 1,500 pupils were asked about the career guidance they received in elementary school, showed that:

- The element of compensatory guidance is very limited in the guidance conversations that the pupils get in their schools, even though guidance is supposed to even out the unequal background that pupils have, so that everyone gets equal opportunities regardless of background.
- Pupils with foreign-born parents are more dissatisfied with the individual guidance they received than pupils of parents born in Sweden.

Now the Swedish Government has appointed an [investigation](#) committee with the task to propose some improvements to guidance services in schools. The committee is to suggest possible measures to decrease the importance of gender, social background and disabilities for making educational and vocational choices and analyse how the role of guidance can be strengthened in schools and how digital guidance services can be developed.

Difficulties for employees to find adequate guidance

The Swedish Confederation of Professional Employees (TCO) conducted a [survey](#) among their members to shed a light on areas where changes are needed to create conditions that are more favourable for career development. With the guidance services in focus - the survey showed that:

- 25% of the employees are in need of guidance
- Less than half of them are able to get guidance through their employer
- Among those who have previously received guidance, 26 % of men and 21 % of the women consider it insufficient.

The TCO concludes that universities need to get better at marketing the guidance services that they offer and work more pro-actively in their guidance efforts. The universities should also regularly carry out surveys on the needs for guidance and how their contacts with working life can be developed.

Development of guidance services for the unemployed

The Swedish Government's ongoing labour market investigation is also looking into the issue of [guidance](#). The Government has given the Public Employment Service the task to:

- Explore how a digital platform for lifelong guidance can be set up and operated jointly by several national agencies. The platform should meet the individuals' need for information and guidance as well as provide information on funding for studies and validation.
- Develop an implementation plan for how the PES guidance services can be strengthened. The plan should contain information on how PES intends to organize its guidance services and work with quality assurance and follow-up.



Shortage of guidance professionals

There seems to be a shortage of guidance professionals and the universities that educate career guidance counsellors report that their students are headhunted into working life before they even have finished their degree. With such high demands for guidance services, this shortage may become worse in the coming years.

Nina Ahlroos
Euroguidance Sweden

DUAL POINTS: The newest addition to the vocational guidance system in Slovakia

Dual vocational education and training (VET) has been the main initiative within the VET sector in Slovakia since 2015. To increase the pace of system implementation and to render VET studies more attractive, 8 VET regional consultation centres – ‘dual points’, have recently been opened.



Although Slovakia has a long VET tradition, with one of the highest share of upper secondary students in VET within the EU (69%), a lot of attention and effort in recent years has centered on improving the quality and labour market relevance of VET. Within this objective, a ‘dual’ VET system was introduced in 2015, which created a parallel mixed (school and company-based) learning system to the traditional school-based only VET programme.

In 2016, an ESF-funded project was launched by the State In-

stitute of Vocational Education (ŠIOV) to support the implementation and improve the attractiveness of the dual VET system. One of the most recent developments in the project was a launch of 8 regional consultation centres – ‘dual points’ – with the aim of improving overall responsiveness of the system. The ‘dual points’ were opened to create a space for informing employers, school staff, parents, learners and the wider public about the available apprenticeship vacancies within the system and to improve communication on its benefits.

The existence of regional information and consultation centres has added another supporting element into vocational guidance provision in Slovakia. Through ‘dual points’, school counsellors get the opportunity to gain up-to-date information on regional labour market trends and to learn about local businesses and the VET schools participating in the dual VET scheme. Services provided by the dual points’ personnel also include certified training for primary schools and their pedagogical staff.

The newly established ‘dual points’ are operating throughout the country in all the 8 regional capitals and shall serve as consultation platforms that bring together all the regional stakeholders involved in dual VET (primary and secondary schools, employers, learners and parents). The introduction of this new element into VET in Slovakia is expected to support closer school-company partnerships.

[Find more information on VET in Slovakia here.](#)

Ladislav Ostroha
Euroguidance Slovakia

Cedefop web-based tools for guidance and labour market information

One of the European Union's main goals is to increase the mobility of people between its Member States, be it for labour or education reasons. Therefore, sector and profession-specific information on the labour markets of different countries needs to be available online in a format that is easy to understand and serves guidance professionals working with people who are contemplating moving to a different country. The essential factor that enables guidance professionals to succeed in their work, enabling their customers to make reasonable decisions on their learning and career path, is for clear and comprehensive information to be easily available.

To address this demand, Cedefop (the European Centre for the Development of Vocational Training) has created online resources for guidance on the labour market. These resources focus on the effective

usage of labour market information (LMI) and information technologies (ICT) in career development services across Europe. Several guidance services and practices in Europe have been thoroughly analysed and the most significant findings have been documented.

The Cedefop web-based tools for guidance consist of three types of resources:

- a toolkit on LMI usage
- a handbook for transferability of practices
- training modules on how to use LMI and ICT in guidance

These resources are easily accessible on Cedefop's website at <http://www.cedefop.europa.eu/en/news-and-press/news/cedefop-launches-online-resources-guidance>

CEDEFOP | European Centre for the Development of Vocational Training

Cedefop > Toolkits > Resources for guidance

Resources for guidance

Developing Information Technologies and Labour Market Information in Lifelong Guidance

Home LMI Toolkit Handbook of transferability Training modules Contact

Labour market information toolkit
Is an online dynamic platform for practitioners highlighting the importance of LMI and the use of ICT tools including definitions, examples, methods, national LMI sources, selected ways of LMI integration as well as information on the necessary LMI skills.

Handbook for transferability of ICT and LMI based practices
Is a tool for managers identifying the 25 most innovative practices across Europe with proposals for an effective transferability and adaptation to the new context. It provides a Decision-Making Tool for transferability assessment. There will be a pdf version and an interactive 3-layer online version.

Training modules on ICT and LMI for practitioners and managers
Consist of 8 training modules aimed at better equipping managers and guidance practitioners to implement practices in ICT and LMI. They help to reflect on the implications of new technologies in LMI and make informed decisions on how it is best used in their services. Links to relevant technical resources are provided where relevant. Initially a pdf version will be available, but a more dynamic e-learning environment is desirable for near-future development.

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Euroguidance Malta publications

The Maltese Euroguidance Centre, administered by the Directorate for Educational Services, recently published three booklets compiled by the Career Guidance Service of the National Schools Support Services in collaboration with the Malta Career Guidance Association (MCGA).

'Career Exposure Students' Reflective Logbook **- a booklet for year 10 students**

The career exposure experience, where students spend one week at the place of work, offers all year 10 students the opportunity to:

- Learn first-hand about the world of work.
- Gain an understanding of the specific skills and educational training/qualifications required for the jobs/careers they will be observing.
- Become aware of the structure of the department/section where they will be carrying out their experience.
- Analyse the various career opportunities offered within the sector.
- Initiate contacts with key persons working within the sector.
- Re-evaluate their own interest in a career in the sector.

The Career Exposure Students' Reflective Logbook assists students in their reflective thinking throughout the whole experience. It helps them to prepare for their first visit and guides them throughout the experience, enabling them to reflect upon the impressions/knowledge that they will gain from it.

'Lenti Fuq id-Dinja tax-Xoghol' – a booklet for year 11 students

This booklet helps students become more acquainted with employability skills and what the labour market has to offer. It includes various career-related information such as employability skills, CV writing, interview skills, induction training, work conditions and workplace policies.



'Lenti Fuq il-Karrieri' – a booklet for parents of year 11 students

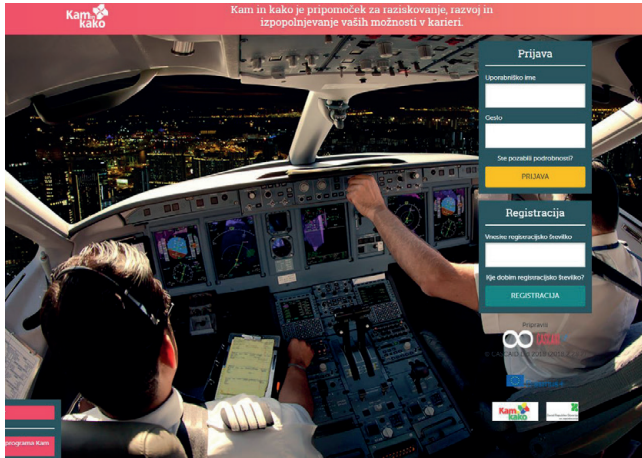
This booklet targets parents of year 11 students to help them assist their children in making the right choices in relation to post-secondary education, seeking employment and the respective career choices. It includes relevant career-related information on the main post-secondary institutions in Malta, vocational Institutions and other post-secondary and tertiary institutions students can attend.

Alan Camilleri
Euroguidance Centre, Malta

<http://education.gov.mt/en/euroguidance-malta/Pages/default.aspx>

euroguidance.malta@ilearn.edu.mt

Interactive guidance programme 'Kam in Kako' (Where and How)



Euroguidance Slovenia in cooperation with Cascaid Ltd from the United Kingdom has been offering an interactive online guidance programme for the past 20 years. The programme offers an up-to-date career orientation guidance tool in 2 versions - for school pupils and - for adults. The programme is available to almost all guidance counsellors in Slovenian schools and can also be used independently.

The 'Kam in kako' programme is a resource for research, development and improving one's knowledge of career opportunities.

Kam in kako has three main sections:

1. Careers descriptions

This provides Guidance Counsellors in elementary and upper secondary schools with a preview of students' career testing.

by Euroguidance Slovenia (with additional expertise). Some descriptions have *interviews* with individuals working in selected careers, providing current and relevant insights.

2. Questions on careers characteristics

It is necessary for counsellors to be able to point out to their clients both the positive and the potential negative aspects of a particular profession. In order to do so, they

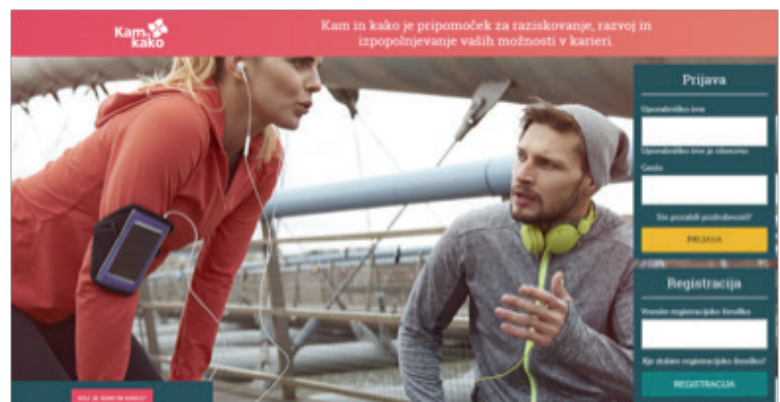
Before tests are applied, they can browse through over 500 career descriptions and explore the potential limitations / relevancy of particular career choices. One of the main pillars is a job descriptions database prepared

need both a description of the different aspects of the job in question and information as to what competencies are necessary to be able to carry out that job. Over time some careers disappear and new ones are born and there are changes also within each career. The programme groups careers by Type of work and Areas of work. The answers to questions about different types of work can be changed and the related list of suitable careers is subsequently updated.

People no longer have just one career throughout their life as used to be the case. The 'areas of work' segment of the programme shows how certain careers are interconnected and how this assists in expanding horizons.

3. Review and updating of career test results

Within the central personal space of the programme is a section ►



- called 'About me' where the results of activities within a particular careers interest test can be liked or disliked. This generates connections to particular careers based on the selected level of education. It can then be viewed to assess which professional fields could be of particular interest / relevance to an individual.

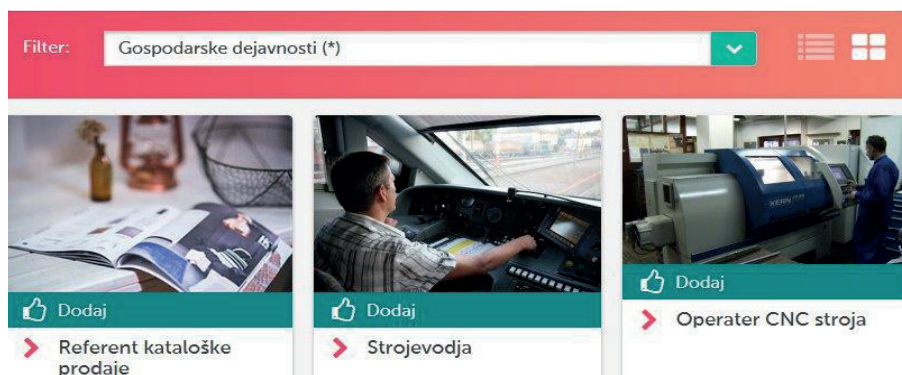
In 2013, the first e-version of the programme was launched, attention was given to the overall design and experience, making it appealing to the target group and allowing for easier navigation between different sections of the programme.

Whilst the programme is an im-

portant part of career self-discovery it's also a tool to support the career counsellor when dealing directly with clients. Sometimes the ideas of the user are not well grounded and the role of the counsellor is to find and present more realistic options about choosing a suitable education or career.

The Kam in kako / Where and how programme is provided free of charge for all Slovenian elementary and upper-secondary schools as well as public employment offices.

Marko Zupančič
Euroguidance Slovenia



MOOCs, new resources for guidance in France

This year, France implemented several new initiatives to improve enrolment in higher education. A new platform called Parcoursup is a devoted site for enrolment to all public higher education providers in France. FUN-MOOC is another public platform which provides more information on how to register to Parcoursup as well as the various courses and careers available. In addition, two weeks of the final year of high school is devoted to careers guidance activities.

The new resources are available for all professionals whose role it is to support students in their career choices. FUN MOOC is focusing on the complementarity between virtual and face-to-face services to provide concrete tools that can easily be used by teams working in high schools that support students in their careers.

In autumn 2017, the FUN-MOOC public platform approached ONI-

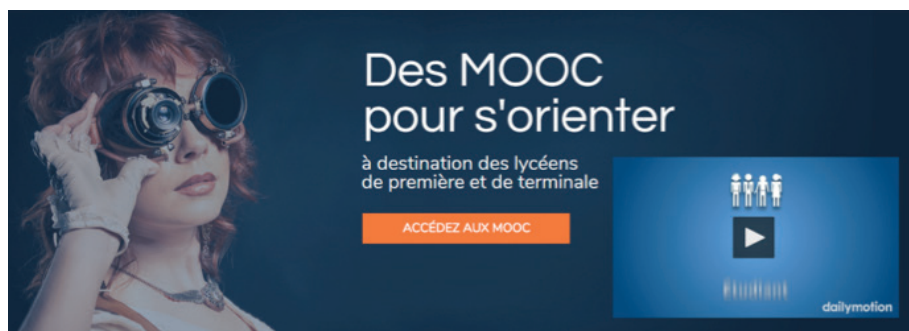
SEP (a French Euroguidance centre) to set up a MOOC course in guidance for secondary school employees. This course increases the visibility of the tools already created by higher education institutions. These online courses are free and help to increase professional cooperation.

These MOOCs are a way to help students discover new fields of study. They enable high school

students to be supported in their choice of career path during the transition from high school to higher education.

We interviewed Anna Jarry, the project manager of one of the MOOCs called "Enrol in a technological university institute"- "Entrer à l'IUT" discussing why there is a need for online training courses for those applying to study at IUT :

- - Among the many applications which we receive, we've noticed that a lot of young people sabotage their application because they don't know how to present themselves, how to draft a personal account or how to correctly answer what is asked of them - without copying and pasting! In order to provide easy access for high school students the MOOCs can be accessed anywhere at anytime and have been adapted to appeal to a teenage audience



by including images and a short, weekly publishing forming a mini-series. They have also been developed to ensure that pupils will achieve something from each exercise and strengthen their skills – in this way these resources can

primarily be seen as coaching tools.

More information:
www.mooc-orientation.fr

Graziana Boscato
 Euroguidance Education-France

Euroguidance Career Boot Camp “Train the trainer”

Euroguidance Career Boot Camp is a two-day intensive professional training programme aimed at career counsellors working in the higher education sector in Croatia. This new event, based on an innovative concept of intensive training in career management, leadership and networking, intends to bring together relevant stakeholders from the education and business sector in Croatia. This year's event puts particular emphasis on creating links between the academic community and the business sector through targeted workshops, tasks, case studies, panel discussions and presentations, as well as team building activities and informal networking opportunities between career counsellors and experts in human resources from leading Croatian companies.

The objective of the training is to equip career counsellors in higher

education with the knowledge and skills that have been identified by experts in human resources as crucial in the recruitment process of new graduates.

Closer cooperation between higher education and the business community

The need to increase competence development of career counsellors in higher education has been identified in the national Strategy for Lifelong Career Guidance in the Republic of Croatia for the period 2016-2020.

In order to provide quality support to students in the understanding of their career choices and development of their career paths, career counsellors need to know and understand the particular needs of the so-called “Millennials’ Generation”, which nowadays forms a vast

majority of the student population. On the other hand, it is equally important to know and understand the challenges of the contemporary labour market - employment opportunities, career advancement possibilities, the features of modern business organizations and the needs of employers.

With its Career Boot Camp, Euroguidance Croatia aims to create a platform for the exchange of knowledge between the sector of economy and education, in order to contribute to bridging the gap between the two sectors and ultimately help the final beneficiaries, i.e. students, to acquire lifelong career management skills and facilitate their access to different labour market opportunities.

Mia Trcol
 Euroguidance Croatia

Flemish mediation for job seekers with extensive support needs

GTB is a Flemish service specialising in mediation for people experiencing significant challenges in gaining employment. The service stimulates job seekers to take control of their own pathway: the client is the driver; the GTB mediator supports as his/her co-pilot.

In Flanders, mediation to work - including for job seekers with a health restriction - is now a matter of the Department of Work and Social Economy, which the Flemish Public Employment Service VDAB funds. Jobseekers with disabilities, as well as other vulnerable groups, are now availing of the same local workshops, vocational training centers and internship opportunities as other jobseekers.

Primarily, GTB supports the client in the search for paid work on the open labour market. If this is not feasible, GTB will look for a suitable alternative such

as sheltered, social workplaces or voluntary work. However, as GTB strongly believes in supported employment or Individual Placement and Support (IPS), work in a sheltered environment should be only temporary.

GTB is represented in over 90 VDAB job shops all over Flanders and employs about 250 job mediators.

The service cooperates with a broad partner network, including vocational training centres, public employment services, employers' organisation and welfare and care organisations. In 2017,

GTB offered these services to 8.418 jobseekers, of which 4.090 subsequently found paid employment.

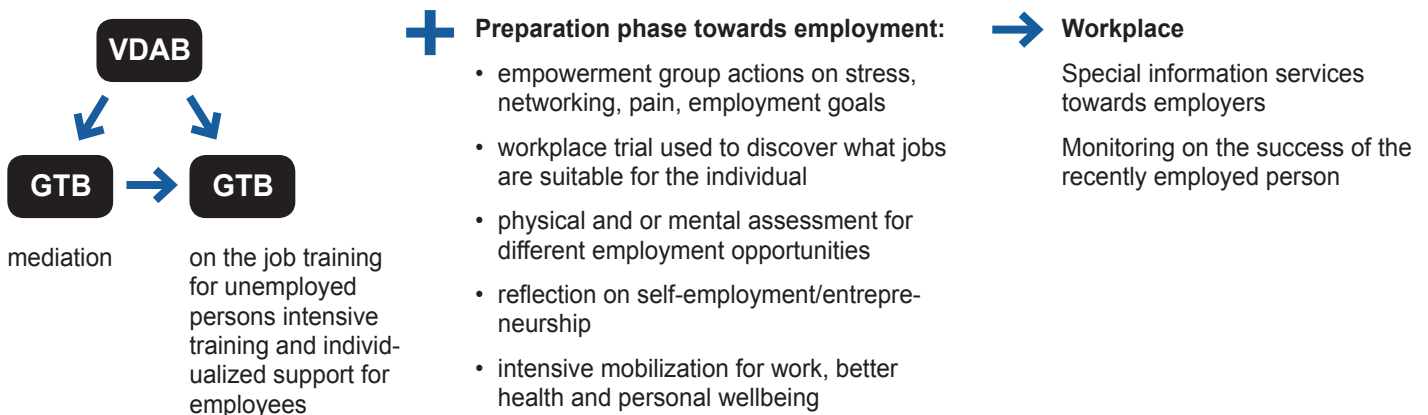
At the start of 2018, service provision was developed into a more comprehensive model.

At its heart is that the services are as inclusive and balanced as possible.

For more information, please contact Patrick.ruppol@gtb.be

Patrick Ruppol
GTB service Flanders (Belgium)

Unemployed people with a great distance to the labour market (due to a work –disability) or people on sick benefits for more than one month



Evaluation of career interventions

– the first Icelandic doctorate in career counselling and guidance

“Students need a structured career choice intervention starting from an early age and being a steady component of their education programme from the beginning of compulsory school and throughout upper secondary school”. When Dr María Dóra Björnsdóttir was asked at her doctoral defence to draw some conclusions of her research, these were two of the things she mentioned.

SDr Björnsdóttir is the first person to become a doctor in career counselling and guidance from an Icelandic university. She is the director of student counselling and career services at the University of Iceland and has a B.A. in psychology and an M.A. in career counselling and guidance from the same university.

Her thesis title is *Evaluation of career interventions. Short- and long-term outcomes for students finishing upper secondary school in Iceland* and the study which took place in the spring semester of 2011 is built on two types of career interventions delivered during a four week period in four upper secondary schools.

- The Cognitive Information Processing-based Intervention (CIP) is a career counselling approach developed and used at the Florida State University. Its main parts are presented in the so-called Pyramid of Information Processing Domains in Career Decision Making, where students are assisted to learn what they need to know and do to make an effective career choice.
- The Icelandic Developmental-focused Intervention (IDI) is based on a semester-long programme offered in one upper secondary school where students get a thorough career education intended to increase their own self-knowledge and other knowledge based on educational and occupational opportunities. To make a more just comparison, both the IDI

and CIP interventions were only offered in four sessions during the study period. Dr Björnsdóttir wanted to emphasise that the effects of the whole semester-long programme have yet to be evaluated.

Dr Björnsdóttir started the study with a questionnaire addressing the students' background and possible career choice difficulties one week before the interventions, the intervention period was followed by a similar questionnaire a week after termination and then the same students were asked to respond again a year later. During the study period, students examined their interests, and carried out various career related exercises. A control group, with students in three schools that did not get any intervention, were also asked to respond to the same questionnaires.

To simplify the results drastically; Dr Björnsdóttir discovered a significant impact from the CIP method in terms of student's confidence to complete important tasks necessary to make a career decision. It was also noted that their life satisfaction had increased one week after the CIP intervention. However, a year later, these positive effects seemed to have disappeared and all respondents were more or less at the same level. The fact that a long-term impact was not confirmed supports the conclusion that students need more and longer career education. Systematic career education throughout both school levels could assist students to become more self-reliant in their career decision-making and in better managing their careers. ►

- Before entering the great hall of the University of Iceland:
Dr. Sif Einarsdóttir professor at the University of Iceland (supervisor),
dr. Hanna Björg Sigurjónsdóttir professor at the University of Iceland (deputy head of the Faculty of Social and Human Sciences),
dr. Susan C. Whiston professor at the Indiana University Bloomington (opponent),
María Dóra Björnsdóttir (doctoral student),
dr. Norman E. Amundson professor at the University of British Columbia (opponent), and
dr. Guðbjörg Vilhjálmisdóttir professor at the University of Iceland (supervisor).



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Dóra Stefánsdóttir
Euroguidance Iceland

Photos: Jakob Dall pp 1, 19



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Scripts are always welcome and should be sent to the following e-mail addresses: Dora.Stefansdottir@Rannis.is or ellen.hagen@siu.no



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