



Euroguidance Insight



euro | guidance

European Network to Support
Guidance and Counselling

Euroguidance Insight Magazine Issue 2/2020



Working with learning mobility and guidance in 2020 can be said to be a challenging task. Some initiatives were already in place before the pandemic, but the use escalated because of the virus, as an example from Slovakia demonstrates. Some initiatives have been set up to compensate for the pandemic lockdown. The Icelandic e-courses were created when people were laid off. Other projects, like the exchange-programme Academia in Estonia and the Erasmus + project also called Academia in the UK transformed physical meetings into digital interaction. Latvia has gone online as well, and we hear from participants about their experiences.

Sweden is developing their system for career guidance in schools with a new book and the Career Compass expands its use into the Dutch guidance system. France presents a digital platform for peer recruitment for their international Lycee activities. Both learning mobility and guidance find its way forward.



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01

RESPONSES TO COVID-19, SMART
WAYS TO MOVE FORWARD

Career Guidance Services in the Times of COVID-19 Pandemic

The current unprecedented situation in connection with the COVID-19 pandemic poses a challenge for providers of career guidance services. The need to develop and expand the portfolio of online counselling services to guarantee the continuity of work is rising. In Slovakia, there are multiple examples of good practice.



Mareena

Mareena is a Slovak NGO providing career guidance and support to people in need of international protection and foreigners living in Slovakia. Mareena's target group is especially vulnerable, since a lot of the clients have lost their jobs during the pandemic. When the crisis began, the first step was to map the situation and clients' needs. Mareena employed trained volunteers to accompany foreigners and people in need of international protection throughout the whole process of job searching. Moreover, Mareena started hosting webinars on the topics related to job hunting in the Slovak labour market.

Matej Bel University in Banská Bystrica

One of the missions of the Career Centre at the Matej Bel University is to offer activities contributing to students' career progress. The Career Centre reacted promptly to the lockdown by transferring all activities into the virtual world. The main virtual event - Career

and Personal Development Month provided participants with the opportunity to take part in webinars, video streams, consultations and online discussions to get valuable information and advice from the team of career guidance counsellors, recruiters and the representatives of international corporations.

Career Compass

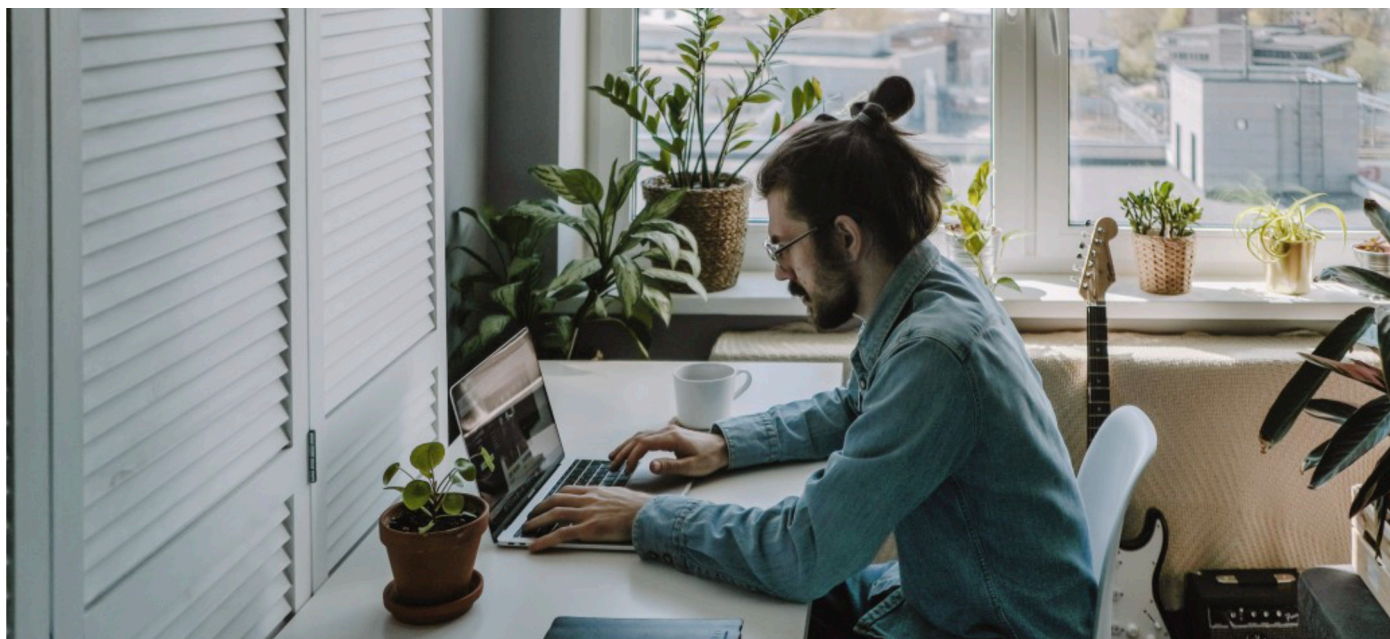
Michaela Valicová is a career guidance counsellor, who has been providing virtual guidance services for over three years. The COVID-19 pandemic did not find her unprepared. Via Career Compass, which is her innovative organisation, she is offering experiential distance career counselling to a diverse target group. People from various "corners" of Slovakia as well as Slovaks living abroad can join her consultations. The outcomes of the session, that every client receives, are highly individualised and graphically elaborated.

Online career guidance and counselling services were slowly becoming more common even before the start of the COVID-19 pandemic. The pandemic seems to be supporting the existing trend.

Stanislava Kováčová

Euroguidance Slovakia

When you cannot work, how about studying?



The summer of 2020 was as unusual in Iceland as it was in most other countries. The service and tourism sector, which usually employs a large number of young people, was in partial lockdown, and several businesses were forced to let their employees go. To ensure that the young people were at least partially occupied whilst doing something worthwhile, the government decided to offer subsidies to schools and universities offering summer courses. The Icelandic Euroguidance centre was approached and asked to assist with disseminating information about the courses to guidance practitioners. As the information had to reach the students promptly, [a simple website](#) was created where all the information was gathered. Emails were sent to counsellors and messages were shared on social media where anyone interested was encouraged to check out the courses on offer.

The Icelandic Euroguidance Centre has hardly ever before received so much attention in such a short time. Over four thousand people entered the website, some even more than once. Most of the courses were filled up quickly and some of the schools could have filled even more courses.

Dóra Stefánsdóttir

Euroguidance Iceland

Academia+ offering interactive webinars in place of face-to-face study weeks

The project

Academia+ is a three-year Erasmus+ KA2 project that helps careers guidance practitioners share knowledge and facilitate the transition between learning and work, and different jobs, by dealing with emerging issues in the labour market – migration, digitisation and an ageing workforce. The primary output of this project is the development of three rounds of study visits focused on each of these main topics, where careers practitioners can learn from another country and share their knowledge. However, the coronavirus meant that travel was not possible so we converted the first round of training into a series of webinars, and due to its success we have decided that the next two rounds of training will also be delivered via webinar.

Online training sessions

We converted 4 week-long study visits for careers guidance practitioners around migration into 4 webinars spread across 2 weeks due to the travel restrictions put in place with coronavirus. These were very successful and also enabled us to increase the transnational learning element of the training as speakers came from 5 different countries, and 47 participants attended from 20 countries, offering more variety than the original plan of 4 participating countries.

When discussing the transition to webinars, we recognized early on that the agenda needed to fit around people working from their computers, in different time zones, who may also need to fit their training around current work. As a result, we staggered the training across two weeks, adjusted the days so that they were shorter and had regular breaks, and assigned specific topics to each day so that participants could sign up to the most

relevant days for their work as we know that not everyone would be able to attend all four webinars.

We also knew that the delivery method needed to change as sitting alone at a screen is a very different experience to being in a room full of like-minded professionals. To ensure engagement we structured each day to include speakers from different countries with different professions to keep interest high; each presentation and webinar included interactive elements such as thought provoking questions and polls; and each day also included elements of group work where participants would use breakout rooms to discuss a topic, post their answers on a group Padlet page, before designating a speaker to present to the group. Although this structure was different to the original plan, the essence of group work and transnational learning was maintained and participant feedback showed that the webinars were engaging, informative and enjoyable. All materials were also uploaded onto Moodle so that participants could revisit content and those who were unable to attend could still benefit from each webinar.

The success of these webinars has led to us deciding to run the training around careers guidance and digitisation, and the impacts of an ageing population online in March and May 2021.

To find out more, please visit <https://academiaplus.eu/>

Emma Campbell

Euroguidance UK

E-Academia: Curiosity, Creativity and Commitment Lead to New Solutions

Many European countries cancelled their Academia learning mobility events aimed at career guidance professionals this year because of travel restrictions amid the coronavirus pandemic. Estonian Academia hosts, however opted for a creative adaptation of learning mobility in the e-Academia twice this year.



The poster features the Euroguidance logo (e|g) in the top left corner. The main title 'eAcademia in Estonia 2020' is prominently displayed in white text on a dark blue background. Below the title, the subtitle reads 'CAREER GUIDANCE IN HIGHER EDUCATION AND EMPLOYMENT OFFICES: HOW TO SUPPORT LEARNING AND CMS DEVELOPMENT'. On the right side, there is a graphic with a blue square containing a white grid and a large letter 'A' with the word 'ACADEMIA' written across it. A yellow circle is positioned to the right of the square, and a yellow wavy line is below it. At the bottom left, the Erasmus+ logo is visible, and at the bottom right, the ARCHIMEDES logo is displayed.

Estonia had planned a traditional exchange of practices and job-shadowing, but it turned out to be a virtual mobility in Spring and again in August. Typically, a study group of up to 12 would spend four days learning about mobility in Estonia. But this time, we agreed with the Association of Career Counsellors, Unemployment Insurance Fund, TalTech, University of Tartu and Innove to experiment with virtual learning mobility - the first ever e-Academia. The topic of the exchange was "Career guidance in higher education and employment offices: How to support learning and Career Management Skills development".

Attendees were from six countries. "First, we needed to understand who our attendees were and their level of experience; after that, we needed to figure out the optimal use of technological solutions to avoid a tedious four-day series of video lectures. The use of various platforms and tools constituted an additional learning outcome and the attendees were happy to say that although they had heard, e.g. about Kahoot and Mentimeter before, they were actually practising for the first time," Margit Rammo, Euroguidance Manager and Estonian Coordinator of Academia at Archimedes Foundation, explained the starting position.



Four two-hour webinars were held using mixture of different digital solutions. The central venue was TalTech Moodle to share course materials, to access BigBlueButton and MS Teams for on-line sessions. Attendees used a digital reflective diary to record the most important knowledge and observations and reflect on their learning experience.

Learning outcomes included getting an overview of lifelong guidance in Estonia with the focus on universities and the labour offices, understanding learning in a multicultural environment, expanding one's professional network and learning to use various ICT solutions. The second phase of virtual learning mobility included sharing practices among participants, and also an online [guided tour in a brand new career guidance centre.](#)

According to the Academia host, attendees observed that e-Academia was very engaging and inspiring but also challenging: "Resilience is the key in many ways, both for hosts and learners. This experiment proved that with a motivated group of professionals, who are curious, creative and committed, a lot can be achieved remotely, including learning outcomes, saving money and reducing your personal green footprint. However, the human desire to meet has not gone out of style - all participants acknowledged that they have to be in a room together to really get the ideas flowing."



Evelin Kütt

Archimedes Foundation
Communication officer

Rising to the challenge of distance counselling in the education sector

Adapted from Euroguidance Latvia's "Career News", Issue No.2/2020

The Latvian context

In Latvia the school career counsellor provides career information to students and their parents, advises and educates them on career development. School career counsellors research and develop methods for their activities, and are also required to participate in continuous professional development. School career counsellors work with other teachers, the school leader and the support team (social pedagogy practitioner, psychologist, special education teacher), parents and others on topics such as:

- » finding the most suitable educational institution or profession,
- » discovering talents and identifying competitive strengths,
- » encouragement to start something new,
- » creating a CV and cover letters,
- » preparing for a job interview, entering the labour market and participating in lifelong learning activities.

Maintaining activities during lockdown is challenging, so Euroguidance Latvia and the Latvian Career Development Support Association (LKAAA) have published ideas that can help inspire or reassure other counsellors.

The Latvian context

At the invitation of the International Association of Educational and Vocational Guidance to share experience on distance career support, on June 3rd, 2020 the LKAAA organized an online workshop for its members to discuss the pros and cons of remote working for guidance practitioners. More about the experience of LKAAA members at www.lkaaa.lv/node/224.



Online workshop participants

Reflecting on the workshop, Head of the Career Centre at Riga Technical University (RTU) and LKAAA Chairperson Una Vormā points out that this disruptive period has forced us and the world to adapt, change and experience something new. We will certainly be able to take some of these developments on board for the future. We have now learned to use new tools, and should continue to do so, as this will allow us to communicate with clients in a way that is convenient for them. Communication is also important to move processes forward and increase a sense of security during difficult times. Of course, there must be boundaries and there must be agreement on the rules for cooperation in both individual and group settings.

TIPS FROM LATVIAN CAREER GUIDANCE PRACTITIONERS WORKING IN VARIOUS SETTINGS

VIKTORIJA GAINA

Psychologist at the Career Centre of RTU, Member of the Board of LKAAA

“There are people who like the format of online events because it saves time. I also like to be able to access the recordings later. However, there is also a demand for a face-to-face format, as personal contact is needed and valued. Online distance counselling of RTU students is a good solution, for example, for exchange students abroad.”

JOLANTA PRIEDE

"karjeraskonsultants.lv" career counsellor

“WhatsApp video calls can be used in parallel both on the phone and on the computer to ensure fast and easy exchange of information without interrupting the conversation. It is convenient to send worksheets to be completed in MS Word, MS Excel or other editable formats. Online tests or worksheets that do not take a long time to complete can be sent during the counselling session. When assigning tasks during a session, the video call can be paused so that the client can complete the assigned task in a calm atmosphere. Many counselling techniques can only be used in person, but you can improvise with those that are based on card draw - you can help the client virtually select a card and work with it remotely.”

DACE BRIEDE-ZĀLĪTE

Founder and Head of the Youth Academy "Lift the World"

“If the client is motivated, then there are no disadvantages to remote counselling. It saves on fuel, parking and room rental costs. However, a specific set of tools is needed which involve other costs. For group activities I use ZOOM or Microsoft Teams, which require a subscription. I've also invested in developing an electronic version of the DISC personality test and a client management platform www.dacebz.com.”

KATRĪNA SEVRUKA

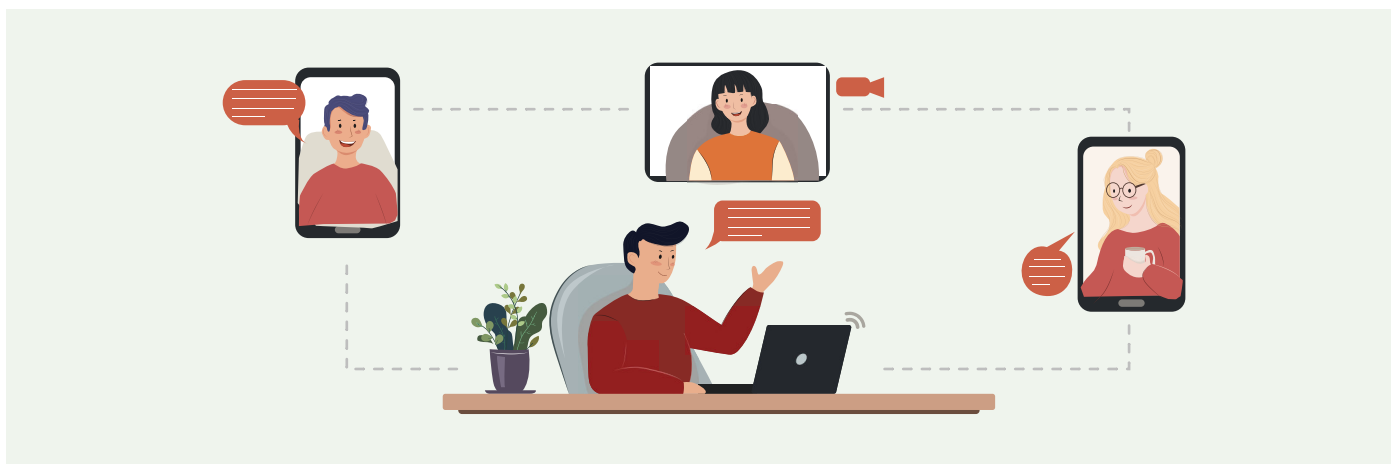
Head of the Occupational Assessment Department of the State Agency for Social Integration (SIVA)

“During the crisis, we digitized and simplified the counselling process, improving accessibility and using less paper. Not all clients have access to the technical support that would allow them to participate in counselling sessions or provide the content that would be necessary, but when working around these problems to achieve common goals, there is a sense of unity with clients and colleagues. Our most valuable tools when working remotely are: Zoom, MS Teams, Google Drive, Google Docs, Europass and, of course, phone and email.”

**AIRA KLAMPE**

Career Counsellor at Liepāja State Technical School

“Using email, you can send different materials to different target groups, but there is often limited feedback. In a telephone conversation, you can briefly discuss the main ideas for planning a student's future career and suggest virtual resources. In chatting the clients are more open, because they like this form of collaboration. However, if the client reads or writes slowly, the expected result of the counselling session is not achieved in the allotted time. All forms of distance counseling have a common disadvantage - the inability to read the client's non-verbal language, gestures, and often changes in tone of voice or tempo when talking about an important issue for them.”



EVITA KORNA-OPINCĀNE

Career Counselor at Tukums Secondary School No. 2

“During lockdown, we prioritized 9th and 12th grade students as the target audience for career counselling services, offering online counselling to help choose a career path after graduation. Class teachers helped survey the students about their future intentions so that we could better target our activity plan. To communicate with students, we used a combination of the learning and social environment Mykoob.lv (for general mailings) and Office 365 Teams (individual correspondence, audio and video online conversations, thematic groups and general news), or we communicated by phone (conversations or correspondence on WhatsApp).

ANONYMOUS

Comment of an anonymous seminar visitor

“For me it was possible to carry out career guidance activities remotely due to the fact that they were integrated within teaching subjects. This encouraged students to cooperate and gave everyone the opportunity to open up as much as was possible in such circumstances. We also received feedback, which will be a good basis for planning not only career activities next year, but also an introduction to individual student support.

Ilze Jansone

Euroguidance Programme Manager

02

GUIDANCE INNOVATIONS IN THE
EDUCATION SYSTEM

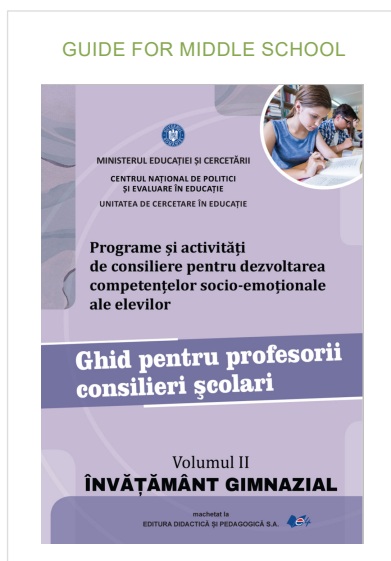
Romanian Guidance Activities for Developing the Socio-emotional Skills of Students

The first collection of Romanian school guidance counsellors' practices, revised by a team of experts and organized according to a recognized theoretical framework has been published online.

The Unit for Education Research, under the Romanian Education Ministry, has developed a guide targeted at school counsellors and teachers which contains guidance and counselling programmes and activities aimed at the development of social and emotional skills. The theoretical background is the [CASEL framework](#) and the practices were collected from school counsellors and revised by researchers.

A number of 268 contributions were received, from which 132 were selected. All of the examples explicitly mentioned the CASEL competencies i.e.: self-awareness, self-management, responsible decision making, relationships skills or social awareness. Most of the programmes and activities tackled more than just one area of CASEL competencies. Some examples of topics that were addressed: the sense of self, self-efficacy, personal values, emotional regulation, anxiety control, resilience, stress management, planning and time management, communication, relationships, etc. From all the examples, 40 can be implemented online or in a blended manner. The methods are diverse, but they all have the active involvement of the students in common. Also, most of the contributions show collaboration of various educational actors: school counsellor, head teacher, other teachers, parents and the community at large.

The guide, which is divided into three volumes: primary school, middle school and high school & VET, was released at the start of the 2020 school year and is published free on the [official website of the Ministry of Education and Research from Romania](#).



Delia Goia

Unit for Education Research, Romania

Choosing for the future

This Autumn, all schools in Sweden have received a publication from the National Agency for Education - **Choosing for the future - School support through guidance and learning**.¹

The purpose of the book is to inspire discussion and self-studies in to how a reinforced and developed/enhanced career guidance process can be promoted and shaped. Most importantly, the book takes in to account a whole school approach. The publication offers an extensive overview of existing knowledge about guidance.

Responsibility of all school staff



It is emphasised that both the principal, the guidance practitioner and the teacher all have important roles in this process and the book aims to highlight this joint responsibility. In the introduction, one can read that many principals or school leaders are not aware of what expectations and demands they should have in relation

to career guidance. Also, among teachers there is a need to expand the understanding of the strengths and driving forces of career guidance.

Guidance at its best

The book offers a definition of career guidance at its best; It should deepen the self-knowledge, self-confidence, and motivation of pupils. It should provide tools to enable pupils to identify aspirations and opportunities, based on well-founded assessments of the potential the education system and labour market offers. Well-functioning guidance is also a learning process, where individuals develop their skills in decision making and in enhanced ability to handle recurring choices.

Download (in Swedish): [HERE](#)

Content for development

To strengthen guidance in Swedish schools, the book offers food for thought under the following headings:

- » Career Guidance – what is it?
- » Guidance and learning – Swedish and Nordic experiences
- » Governance and management of guidance work
- » Balancing between the needs of the individual and society
- » Starting points for compensatory guidance
- » The future won't wait

The knowledge overview is developed by Assistant professor Anders Lovén and Professor Jonas Olofsson at Malmö University.

Changes lead to greater demands

In an accompanying letter, it is argued that guidance is more important than ever, as new professional areas are emerging, and education is changing and evolving. The complexity and rapid changes in future education and the labour market means that more people need support to get an overview and challenge their beliefs, so that they can make informed choices. This is where guidance has its obvious place - as a means of meeting the expectations of working life to a greater extent and of helping to shape active citizens, and not least to give everyone the opportunity to see their future.

Nina Ahlroos

Euroguidance Sweden

¹ Att välja för framtiden – Skolans stöd genom vägledning och lärande, Skolverket, 2020

Online seminar Career Compass

The use of the Career Compass is a successful practice in several countries, including the Netherlands, Denmark, Estonia and Latvia. On Thursday the 14th of May, we organised an online seminar to exchange best practices and experiences with the Career Compass, and to identify possible ways forward.

The Career Compass is a practical tool for guidance professionals which they can use in education or business. Five career competencies are visualized and supported by various essential career questions. It also includes a theoretical background and a practical guide on how to apply the compass.



“I’ve been using it with employees between 20 and 40 years old and it helps them to understand their professional wishes and possibilities.”

What have we learned from other countries?

The seminar showed how the career compass is being used in different countries, both in education and the labour market. Participants were inspired by the diversity, creativity and attractiveness of the methods and formats used.

Approaches vary both between and within countries, also depending on the context (client groups, background or situation). For example, in Denmark they apply a certain order and have a dedicated method of preparation. In Estonia they developed a compendium to choose the right elements/approach for the consultation. The Dutch CEG Centre of Expertise focus on developing young people’s career competences in education with the aim of learning them to make career choices, whereas the Service Centres on Education and Work use the career compass to support the search for an individual’s talents.

Ways forward

The countries were also asked how they intend to proceed with the career compass in their own countries. **Some of the answers were:**

- » "dusting off" the career compass;
- » creating a Career Compass toolkit with all existing methods/instruments;
- » digitizing the compass for use in online career services;
- » web-based training for those interested in starting to use the compass;
- » updating the method compendium for different applications of the compass (produced in 2014), including examples from other countries.

Given the answers, there are steps to be taken, both as country teams, and joined forces. Activities suggested are organising a webinar for a wider audience, giving a joint presentation at the IAEVG, working together to expand the toolkit, updating the Estonian method compendium, and exchanging practices, especially for use with clients with special needs. To be continued!

Read the full article about the online seminar Career Compass [HERE](#).

Karien Coppens

Euroguidance Netherlands

AGORA MONDE: a peer-to-peer online platform for guidance

AGORA Monde is an online service shared by French schools located abroad and belonging to the AEFÉ network. This digital collaborative tool is based on exchanges between high school students planning their careers and former students already engaged in their higher education studies. Thus, **AGORA Monde** can be considered as part of a co-careering process.

AEFE is the Agency for French Education Abroad. It is a French public institution which coordinates the network of French educational establishments abroad, commonly known as "French lycées". At the start of the school year in 2020, the network consisted of 535 accredited schools in 139 countries around the world.

"Connecting with the world"

Members connected to the AGORA Monde network are:

- » students in French high schools around the world
- » students continuing their studies in higher education
- » young graduates who can share their experiences and career paths



On the AGORA Monde platform, high school students can discuss their post-baccalaureate studies, consult with their peers, find testimonials, and ask students from French high schools around the world about their study experience in France or abroad.

The platform also hosted the digital gathering "24h d'Agora Monde" in April 2020, which brought together 2,000 users from Quito to Tokyo and generated more than 500 exchanges.



The DNA-AEFE school exchange scheme

Dedicated to peer-to-peer exchanges, AGORA Monde is also the support platform for the DNA-AEFE school exchange programme. This scheme enables students in the 10th grade to do an exchange to another school abroad in the network for a few weeks.

AGORA Monde values informal experiences as a supplement to the guidance and academic information provided on career paths, studies, and professions. As such, the platform contributes to a co-careering experience in guidance.

Discover more about AGORA Monde in this [VIDEO](#).

Isabelle Dekeister

Psychologist-guidance counsellor, EG France Education



Euroguidance supports the competence development of the guidance community on the European dimension of lifelong guidance.

Euroguidance is a European network of national resource and information centres for guidance. Its main target group consists of guidance practitioners and policy-makers in all European countries.



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Scripts are always welcome
and should be sent to the following e-mail addresses:
ramazan.begboga@iskur.gov.tr or ellen.hagen@diku.no