



Euroguidance Insight

Euroguidance Insight Magazine Issue 1/2020

Covid-19 has had a very disruptive effect and international mobility is one of many activities that has been set on hold. No one knows when universities and learning institutions will regain their status post-crisis. It is not possible now to think of the situation as “getting back to normal” because normal is being redefined, and we can only scarcely predict some aspects of the new normal. The crisis made us more interconnected and the need to develop a more global mindset has become urgent. This has even made virtual mobility a reality.



The relevance of the study on lifelong guidance carried out by the Commission was increased by the crisis and suggests responses to some of the challenges caused by the virus.

Unemployment caused by shutdown raises the need for reorientation and perhaps upskilling and reskilling. During her Keynote speech at the digital Learning By Leaving conference organized by Austria, Alison Crabb¹ called for tailored guidance services. The conference itself was a showcase for guidance collaboration and a perfect example of how far we have evolved in going virtual. Serbia was the host of another virtual seminar featuring internationally renowned speakers such as Prof. Nancy Arthur, Dr. Deirdre Hughes, Dr. Mary McMahon and Tomas Sprlak.

Malta has also taken huge steps towards the digital age, as if they were foreseeing something happening. Both Estonia and the UK are already heading for the future, designing guidance for Generation Z and avoiding the notion of linear career development. In Sweden, the Public Employment Service has become digital and self-served, focusing on updated labour market information.

Traditional learning continues at the same time and Ireland has explored innovative creativity to foster international learning, whilst Italy has activated stakeholders to develop the field of mobility in guidance. Learning through cross-national experiences, like study visits and conferencing, is still the preferred way of developing competencies and will remain at the top of the agenda for many people. Finally, the new Europass is a tool integrating all types of learning into personalised competence portfolios where all kinds of competencies are described, whether digital or analog.

¹ Head of Unit, Skills and Qualifications, DG Employment, Social Affairs & Inclusion, European Commission

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LEADING INNOVATIONS

Digital self-service career guidance

The Swedish Public Employment Service has recently relaunched and expanded a digital self-service package for career guidance. The package is now available for external parties, such as municipalities, trade unions, social security organisations, regions and other authorities.

The package includes digital career guidance services that can be of use for those who are unsure about which profession to choose, those who want to know more about the current labour market and those who want to start studying or want to move on and take a new step in their career. **The package includes the following parts:**

» Self-service career guidance

A tutorial explains how to make the best use of the digital self-service package. It presents a framework that connects the services and puts them into context.

» Interest guide

The interest guide consists of 12 questions. The answers result in an interest profile with suggestions for future careers. This service aims to increase the individual's self-understanding and shows how his or her interests map against the labour market. At this stage, the user may book an online meeting with a career guidance counsellor. The interest guide is the beginning of a process that naturally leads the user on to the remaining services.

» Find a profession

In this section, the user is able to access information on 350 occupations and 20 professional areas. The overview includes a description of duties for each occupation, labour market data and information on salaries, as well as educational paths and requirements.

» Profession and studies

On the Career Path Database page, the user is supported in making conscious career choices, based on both the individual's interests and conditions, as well as labour market demand and offers.



The package also includes other services to ensure as comprehensive a career guidance service as possible. For example, the user has access to forecasts of the future labour market. There is detailed and in-depth data for different parts of the country to support the user in choosing a profession with good prospects.

Services can be used as part of a guidance session

The digital services can be used within a teaching and/or guidance session together with clients. The user can choose only one part or combine several. All services are free of charge, continually developed, and updated by the Swedish Public Employment Service.

You can access the services [here](#).

Questions about the services can be sent to product owner Joachim Öjeryd:

joachim.ojeryd@arbetsformedlingen.se

Nina Ahlroos

Euroguidance Sweden

Preparation for COVID 19?

One of the projects identified as a priority by Euroguidance Malta was the strengthening of the information and communication strategy with their stakeholders; guidance practitioners in the education and employment sector, employers, national and public entities and other interested partners involved in lifelong career guidance. Although Malta is a small country and news and information does travel very quickly, information related to EG matters such as mobility issues, EU updates on lifelong guidance and training opportunities for practitioners, may not be on everyone's top list of priorities. As every organisation has its own targets and priorities and is bombarded with reports, studies and articles received through work correspondence or the social media, it is a challenging endeavour to get your message through.

The first step was to upgrade the [Euroguidance website](#), with the aim of providing information and resources to guidance practitioners and educators in education and employment on the European dimension of lifelong guidance. The web now includes a section with resources that practitioners can use with their clients, especially during the current pandemic. It also aims to highlight career guidance initiatives in the Maltese scenario to the European community.

A [Euroguidance Facebook page](#) was also launched, presenting the latest information and developments on career guidance at the European level. A Facebook Group Page was opened, where interesting information related to international mobility and lifelong guidance of particular interest to the Maltese guidance community is posted – with the aim of enticing these same practitioners to also read more on the general Facebook page. It is hoped to have more participation in this initiative as many positive outcomes can result from such a discussion forum.

Hoping to find different ways to engage practitioners, the first [Euroguidance Malta Newsletter](#) was launched. This is a bi-annual newsletter from Euroguidance Malta providing useful, relevant and up-to-date information for all members of the European Guidance community. The Newsletter also aims to give prominence to guidance initiatives and research studies conducted in Malta.

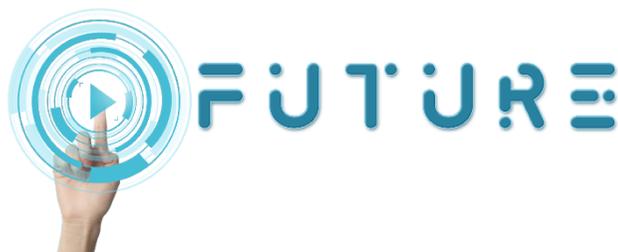
Were the Maltese preparing for the unexpected COVID-19 pandemic without knowing it? Where they prepared to respond to the current experience of social distancing, working from home and limited

contact with their practitioners and clients? These initiatives are a good first response to the current situation, but of course, the need to develop new ways of reaching out to the practitioners is felt more than ever. It has certainly shown how important it is to have your communication and information strategy in place. Since the start of the pandemic Euroguidance Malta has been working on developing and using new ways of connecting with stakeholders, in particular with students who are at a crossroads between further education and/or work. Besides communicating with the latter, using school websites/Facebook pages, telephone helplines and emails, Euroguidance Malta is currently working on strengthening online one-to-one sessions. This is all new but the hope is that, from a negative experience which has suddenly changed our lives, it is possible to develop new ways of operating, resulting in new knowledge which will provide the necessary competences to work with the clients in the 21st century.

Dorianne Gravina

Euroguidance Malta

Future Time Traveller. Innovative Career Guidance Tools



Why?

New technologies have frequently and rapidly changed the shape and profile of the labour market throughout the 20th century. It is not enough to show children HOW the world is changing. They need to understand WHY it is changing, and to visualise HOW it will look. Career guidance services need to evolve to offer futureproofed guidance and career guidance, and education policy should evolve to offer leadership for the future.¹

The Future Time Traveller project is committed to transforming the lives of Generation Z through career guidance that incorporates innovative and immersive games-based learning scenarios for preparing the next generation for the jobs of the future.

What?

The project partners launched the Future Time Traveller European Contest for Innovative Career Guidance Tools; aimed to enhance, recognize and promote good practices of innovative tools, interactive games, scenarios, methods, platforms and other digital and non-digital game-based instruments for career guidance, information and counselling.

The contest took place across the partnership countries and non-partner EU countries; supporting career guidance practitioners is an imperative aspect of this project, the need for quality careers information, advice and guidance is needed more than ever in this digital age. 38 best practices were received from 14 countries.

Results

Although Future Time Traveller focuses on harnessing technology, the best practices received incorporated several tools and resources from board games, online games, classroom activities and games, mobile apps, web games and career guidance platforms.

They took a game-based learning, creating fun interactive games that get young people discussing current and future issues that could be used in a classroom or non-classroom environment.

The chosen best practices cover a range of approaches and methodologies. They demonstrate the various ways that digital tools are allowing careers practitioners to find new and innovative ways to work with young people on their future career goals and aspirations.

Felix Kankwamba

Future Time Traveller Project Officer at Aspire-igen Group

¹ European Parliament Thinktank (2018) *The impact of new technologies on the labour market and the social economy*. Brussels, European Union

IAEVG-Euroguidance Webinar: Inclusive Societies Investing in their People

The Euroguidance Network is dedicated to developing the competences of career guidance practitioners across Europe. To help achieve this, a Euroguidance – IAEVG webinar titled: “Inclusive Societies Investing in their People” was held in April. Nearly 100 people from all over the world attended.

The webinar was moderated by **Professor Nancy Arthur** (Dean for Research & Innovation in Education at the Arts and Social Sciences University of South Australia) who is also a former IAEVG Vice-President and Board member. The webinar was organised in the form of a panel discussion between:

» **Dr. Deirdre Hughes** - Director of DMH & Associates Ltd and Co-Editor of British Journal of Guidance and Counselling - International Symposium Series

» **Tomas Sprlak** - Service manager of Counseling in professional development at CIBC Meurthe et Moselle and President of the Slovak Association for Career Guidance and Career Development

» **Dr. Mary McMahon** - Honorary Associate Professor at School of Education, The University of Queensland, and current IAEVG Board Member

The IAEVG Communique published in 2019 was a starting point for a fruitful discussion on the roles of career guidance practitioners in the context of contemporary working and living at the webinar between moderators and panelists.

This webinar was part of a series of webinars organized by Euroguidance and technically supported by Euroguidance Serbia. The webinars are dedicated to the relevant topics in the field of career guidance and counseling, and serve as a platform for discussion and exchange of good practices between career guidance practitioners and researchers across Europe. Information on further webinars can be found in the News section of the Euroguidance website as well by signing up to the Euroguidance network [monthly newsletter](#).

Euroguidance centre in Serbia

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COMPETENCE DEVELOPMENT

Euroguidance study visit: Guidance activities in Slovenia for guidance practitioners from the Czech Republic



Euroguidance Slovenia organised a study visit 'Guidance activities in Slovenia' for guidance practitioners from the Czech Republic in November 2019. Guidance practitioners from several institutions providing guidance (VŠE, EKS, Educa quality Liberec, Inventa, High school Příbram) and Euroguidance Czech Republic representatives learned about lifelong career guidance in Slovenia.

As part of the study visit, the participants learned about National Vocational Information and Counselling Centre/Euroguidance Slovenia and the Career Centres of the Employment Service of Slovenia that we coordinate on a national level. Career centers are open to everybody and offer free career counselling and career guidance tools, as well as career information on employment, training and education. The participants also learned about Euroguidance Slovenia's online guidance programme "Where and How", the Slovenian labour market and lifelong career guidance, services and measures at the Employment Service of Slovenia.

"I will harness the information about the Slovenian virtual guidance support system which very clearly summarizes career guidance services available to all citizens – I believe citizens are thus better informed about career guidance and are more motivated to use the services available to them."

In the following days, the participants discovered more about the Slovenian education system by visiting St. Stanislav's Institution and its educational units, including a primary school and Diocesan Classical Gymnasium. Additionally, they received insight into vocational education and school

guidance at the Biotechnical Educational Centre at Ljubljana and the guidance activities of the Career Centre of the University of Ljubljana. They also visited the Familija educational and therapeutic centre, where they implement project learning for young adults and for young people who are not in education, training or employment.

"What I found innovative was the approach to alumnis and graduates. Schools systematically get feedback from the graduates to adjust their practice and improve their services to the needs of students. As a result, on the gymnasium they focused more on development of skills, or created career centre based on the answers and wishes of graduates for better preparation for the labour market,"

"The study visit was a big opportunity for me, both professionally and personally. The organization and programme was impeccable and I got to see guidance in a broader perspective and from different angles through a variety of organizations and schools. Which is always very beneficial as well as being able to discuss and reflect on our work," said one of the participants.

All of the participants were winners of the 2019 National career guidance awards and agreed that this study visit was important for the networking and sharing of knowledge just as much as for the experience of mobility itself, which allowed them to be inspired and open to new things.



Sabina Škarja, Euroguidance Slovenia
Gabriela Kabotová, Euroguidance Czech Republic

Online training for career guidance practitioners

The European research project Academia+ aims to develop and pilot 3 research-based “Counsellors’ Study and Training Exchange Programmes” (C-STEPs) for European career guidance practitioners. The participants will take part in annual one-week C-STEPs in each of the project’s partner countries.



Partners discussing the impact of COVID-19 on the C-STEPs

The Academia+ Project

Academia+ supports transnational training and exchange of experiences for counsellors in Europe. The project addresses key challenges in Europe’s labour market and societies. Moreover, it highlights counselling and guidance methods that are particular to socio-economic and political environments in the partner countries Germany, Portugal, the United Kingdom and Luxembourg.

The project will promote international cooperation within guidance. It will provide concrete tools, support, and resources that demonstrate the value of mobility and transnational learning for professionals.

C-STEPs for practitioners

Academia+ involves the development of three one-week research-based C-STEPs for career counsellors and guidance practitioners:

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

Each of the C-STEPs combines theory, research, practice and mobility. The participants will learn from each other’s different approaches and experiences. As a result, they will be better equipped to tackle current and future challenges, such as an ageing workforce, the digitalisation of jobs and migration.

Due to the COVID-19 crisis, the first face-to-face pilot training course, “Counselling migrants and refugees”, will be completed online.

Training contents and methods of the C-STEPs will be made digitally available as Open Educational Resources.

More information about Academia+:

academiaplus.eu

Jane Porath, Clinton Enoch and Rebeca García Murias
(University of Applied Labour Studies)

for Euroguidance Germany

Mobility tips and tricks by Erasmus + VET Charter holders

Each year, Italian VET Charter holders convene and co-produce useful tips to help improve the quality of learner and staff mobility. This year ‘Measuring the impact’ was the seminar buzzword.

Every year during VET Skills Week, the Italian Erasmus+ VET National Agency brings together the most experienced organisations to share their knowledge on selected mobility issues. In October 2019 all 51 VET Charter holders attended a peer-learning seminar “Sharing to do better” in Rome. The World Café-style seminar explored several hot topics, and out of these, ‘mobility follow-up’ took the centre stage.



Peer-learning seminar, Rome 17.10.19

Challenges & Solutions

When it comes to monitoring and evaluating mobility experiences, organisations face some of the following challenges, which also include unclear General Data Protection Regulations:

- » How to keep in touch with the learners years go by?
- » How to measure the medium and long-term (3>years) impact?
- » How to secure adequate resources for follow-up activity after the project ends?

The exchange of transnational experiences generated some practical tips worth sharing, summarised below:

PLANNING PHASE

- » Beware of the difference: measuring satisfaction vs. performance!
- » Design different tools for different clients (i.e. special needs), also take into account the length of the stay.
- » Co-design impact indicators with the local stakeholders and host organisations as they are the learners’ potential employers.

IMPLEMENTATION PHASE

- » Consider using social media with young people and learners: official questionnaires may not give the “real” picture of their experience.
- » Testimony of learners will provide new insights into the impact on their lives and skills.
- » Engage learners with gamification techniques. The results can be processed into valuable data for the impact analysis.
- » Create a competence database: by entering comparable data on a yearly basis, the organisation will be able to assess the actual impact both at organisational level and at beneficiaries level (learners and staff) in the current Programming Period.

Adopting these tips may help organisations deliver the much needed evidence-based studies on the added value of transnational mobility.

Valentina Benni

Euroguidance Italy

Meaningful Guidance Supporting Career Resilience

In November 2019, National Centre for Guidance in Education (NCGE*) and Leargas collaborated to deliver a Transnational Cooperation Activity (TCA*) financed through the Erasmus+ programme. The event was titled 'Meaningful Guidance for Adults and Young People, Developing and Managing Career Resilience in Adult and Vocational Education and Training'. There were 43 participants from 11 European countries.

Replace with: Inspired by NCGE attendance at the [International Association for Educational and Vocational Guidance \(IAEVG*\)](#) International Conference in 2019, which had the theme 'An inclusive society in the age of precariat', this Irish seminar was designed to consider the significant challenges of achieving career security in an insecure world. The seminar was also inspired by the ongoing development of national and international strategies and goals, including commitments by different countries to 'Sustainable Development Goals' and the Global and National commitments made to 17 life-changing goals outlined by the UN in 2015. In particular, this TCA facilitated consideration of sustainable development goal 8 'Decent Work and Economic Growth'.



THE THEMES DISCUSSED:

» Challenges of providing meaningful guidance in the context of the 'new' employment – when employment is likely to be fragmented.

» Considering which models of guidance best serve the needs of adults and young people.

» Integrating guidance provision to education, training and employment in the context of 'Upskilling', 'Skills for work' and 'Skills to advance', and meeting the challenges of providing integrated, accessible lifelong guidance support for all.

» Recognising the role of impartial guidance information in meeting challenges regarding entitlements, eligibility, engaging with employers, accessing support services etc.

» Providing guidance services that would build resilience and promote coping skills.

» Engaging with guidance services to promote client confidence in building their work portfolio and considering the role of guidance in the context of Recognition of Prior Learning (RPL*).

» Outlining a 'Career Construction' approach.



NCGE was very privileged to have Sandra Cheyne of Skills Development Scotland deliver the keynote address where she explored the developments of Scotland's Skills Agency and Careers Service, considering career management skills and outlining how the skills landscape in Scotland has changed.

Following the inspiring keynote address, and exercises lead expertly by **Paul Guest** (Orientra), workshops facilitated by the four Irish guidance services and agencies related to the aforementioned themes were warmly received.

At the point of closing the event, five potential KA2 projects and one potential KA1 project were also in development!

As a whole, participants highly rated the delivery of this event and felt that it allowed for thematic discussion, teambuilding, networking and for discussion of possible future collaboration, each relevant to the core aims of the event!

For more information see:

www.ncge.ie

Mary Stokes

for Euroguidance Ireland



TCA: Transnational Cooperation Activities (TCAs) are events arranged by National Agencies to encourage collaboration and sharing of best practice within Erasmus+.

NCGE: The National Centre for Guidance in Education is an agency of the Department of Education and Skills, with responsibility to support and develop guidance practice in all areas of education and to inform the policy of the Department in the field of guidance. NCGE also host the Irish Euroguidance Centre.

IAEVG: The International Association for Educational and Vocational Guidance provides global leadership in, and advocates for, guidance

RPL: The recognition of prior learning describes a process used to recognise and evaluate skills and knowledge gained outside of formal education systems against a given set of standards. RPL is frequently used in admission to FET/ VET (in the EU) and for mature student entry into Higher Education Institutes, but poses challenges as RPL can be perceived as demanding of resources and is an 'individualised' system. The development of an RPL 'system' for more mainstream application is of interest across all education sectors, and fits very well in building Career Management Skills

New teachers

In the Netherlands teachers often take on certain career guidance tasks related to developing career competences, insight in future work, and reflection on experiences.

Euroguidance Netherlands interviewed several new teachers to capture their needs, using the “Framework for career guidance for young people” as a reference¹.

THE MAIN FINDINGS:

- » Few teachers know what is expected of them on the topic of career guidance. They believe it is the responsibility of a tutor. Therefore, the majority of teachers is unaware of - and uninvolved in - the development and implementation of the guidance policy at their schools;
- » In their initial teacher education, teachers are not well prepared for career guidance tasks. Those who did follow courses with elements relating to career guidance say it added much value in their teaching and would recommend implementing it;
- » Teachers acknowledge that there are opportunities for professionalisation, but that these are not prioritized because of the perception that the tutor’s role is something for teachers at a later stage in their careers.

When exploring the career guidance offer in initial teacher education, it shows that there is little attention for career guidance. Three main reasons are attributed:

- » Lack of space in the curriculum;
- » Career guidance not being mandatory but optional;
- » The idea exists that professionalisation in career guidance takes place once the teacher has started their career and will be offered by the employer.

Based on these insights it seems worthwhile to:

- » embed career guidance in the curriculum of teacher education and competency profile of teachers;
- » ensure that there are quality standards in place which are regularly monitored;
- » create awareness amongst teacher on the importance of career guidance;
- » actively stimulate the specialisation of teachers concerning career guidance.

Further information: www.euroguidance.nl

Eva-Maria Ternité, Loes Evers, Marit Schreurs, Doreen Verbakel

¹ www.euroguidance.nl

Are you ready for your next career? What about the one after that?

People entering the workforce today are very likely to have not only different jobs, but also several different careers during their working lives. The rapidly changing world expects people to learn and adapt. Thus, career guidance grows and changes as well.



Research, spoke of the importance of innovative career guidance: “Today we are talking about a world where people are unlikely to choose just one career for life, but three or four different careers. This means that we must be ready to study and learn more, retrain and make career turns all the time. A self-directed person is necessary in a rapidly changing world”.

The role of general education, vocational education and higher education institutions is to ensure the access to lifelong guidance for their students and support them reaching the learning outcomes set in curricula, including necessary competencies for career management.

In January 2020, the transnational conference “Bold Jump into the Unknown?” took place in Estonia. 130 practitioners and policy-makers took part in the conference, with additionally 450 people via webcast.

Experts and policy-makers from various countries, as well as the Organisation for Economic Co-operation and Development (OECD), shared and discussed different experiences on how to support and prepare students for starting their first job and engaging in lifelong learning.

The need for effective career services is greater than ever. The labour market is becoming more dynamic and the demand for new skills is growing. The rapidly changing world of work requires skills that adapt to developments.

At the conference, Kristi Vinter-Nemvalts, Deputy Secretary General of the Ministry of Education and

Archimedes Foundation is the national Euroguidance centre in Estonia. The centre provides support in the areas of international learning mobility and lifelong guidance development within education, training and employment. The support is aimed at both Estonian guidance professionals and to professionals abroad.

A collection of videos addressing the value of international cooperation in the field of career guidance, including the practices shared at the conference, can be found here: haridus.archimedes.ee

Evelin Kütt

Communication Officer in Archimedes Foundation

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ON THE EUROPEAN STAGE AND
BEYOND

New publication on career guidance in the Nordic Countries

A new book entitled *Career and Career Guidance in the Nordic Countries* has recently been published in the series on Career Development. It explores the place, the processes and the theories of career guidance in the Nordic region.

“In the new book we discuss how career guidance brings together individuals’ paths through life, learning and work and how people interface with social institutions including the education system, employers, civil society and the state” says Erik Hagaseth Haug, associate professor from Norway, who is one of the editors.

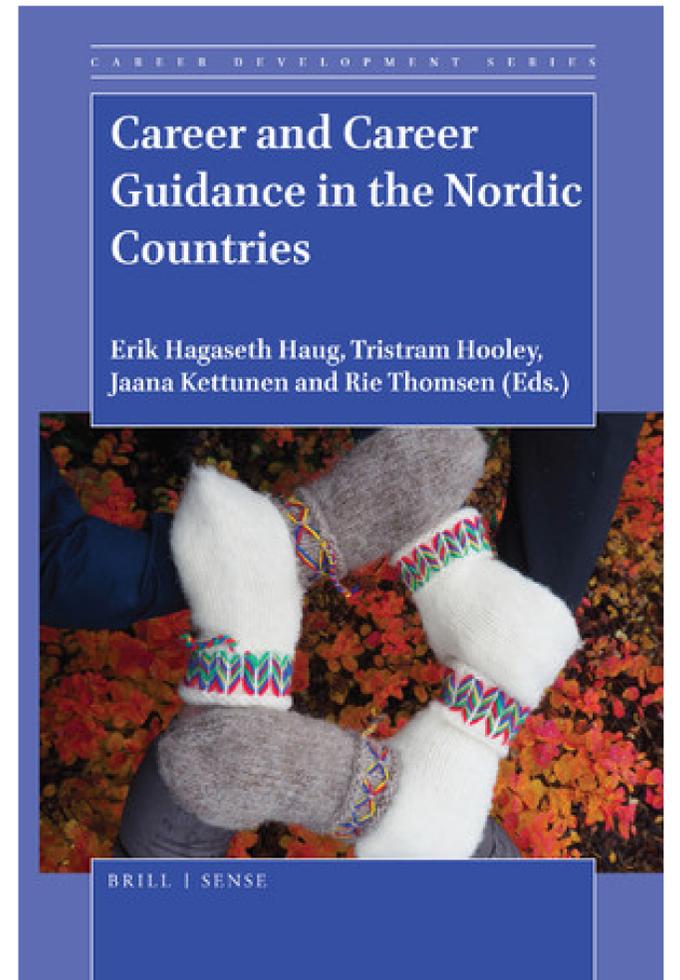
The book is a true collaboration project with the other authors coming from Finland, Denmark and the UK. Furthermore, writers from all Nordic countries have contributed with articles under **4 main themes**.

- » Setting Nordic career guidance in context
- » Career guidance policy and systems
- » The careers professions and professionalism
- » Career guidance practice across the life course

The third theme, focusing on professionalism, includes an article under the heading *Developing guidance competences for learning mobility*. Here, representatives of the Euroguidance centres in Finland, Iceland, Norway and Sweden discuss how guidance professionals can support international mobility of learners, from a Nordic perspective. Building on experience from the whole Euroguidance Network, the chapter draws attention to the need for guidance to explore the value of studies abroad and that practitioners need a set of identified competencies to offer high quality mobility guidance.

“*Career and Career Guidance in the Nordic Countries* explores what kind of context the Nordic region offers for the pursuit of career, how the development of careers are supported in welfare societies, and how career guidance is enacted in this context”, says Erik Hagaseth Haug.

The intended target groups for “*Career and Career Guidance in the Nordic Countries*” is anyone interested in career and career development,



including students, researchers, practitioners and policy makers. The theoretical scope and the empirical relevance for general guidance is evident and makes the book relevant for a broad audience in the guidance community.

The book is published by Brill/Sense and can be ordered from them, both as e-book and hard copy: brill.com

Study on lifelong guidance policy and practice in the EU: Changes in the ecosystem for career guidance calls for action

In April, the European Commission published a new study on lifelong guidance policy and practice in the EU, focusing on trends, challenges and opportunities.

Lifelong guidance aims to provide career development support for individuals of all ages, at all career stages. It includes careers information, advice, counselling, assessment of skills and mentoring. The study discusses changes in the ecosystem for LLG¹, such as fluctuating labour markets as well as social, technological and economic changes.

“The European guidance community could draw on the study findings on the use of labour market information and technology in guidance services. This will be useful as the trend, according to the study, goes more and more towards the development of e-guidance services”, says Aline Juerges, Policy Officer at the European Commission.

Researchers from the University of Warwick and the University of Jyväskylä argue that there is an awareness of the need for LLG in many recent EU policy initiatives in both the education and employment sectors. Here validation and the Pillar of Social Rights are pointed out as central, which also brings a social dimension to the study and promotes access to career development support as an individual right linked to equal opportunities to learn and to work.

“Guidance is more essential than ever and will be crucial in recovery measures in a post-Covid context to understand how the labour market has changed, understand the opportunities available and the new skills demanded”, says Aline Juerges.

Key features and recommendations

The study identifies 11 key features to enable a dialogue between stakeholders around how and in what ways LLG can evolve based on activity in other EU member states.

The recommendations focus on what the European Commission can do to support the Member States in their development.

“The study suggests that the Commission and the Member States should work together to maximise mutual learning across the different contexts of guidance, covering both guidance in education and training and guidance in the labour market. This could also help facilitate an exchange between those countries with less developed LLG systems with the innovations found to be taking place in countries with more developed LLG systems”, Aline Juerges concludes.



¹ Lifelong guidance

Internationalisation in guidance

One finding of particular interest for the Euroguidance network is that mechanisms that foster cooperation and coordination, both at EU and national levels, are not always as strong as they could be. Here it is recommended that the Commission should promote coordination and cooperation in the provision of lifelong guidance by facilitating communication, exchange and consultation among relevant stakeholders at EU level.

“The study concluded that more multi-professional and cross-sectoral networks will be needed in the future. We believe that Euroguidance centres are well placed to use their expertise to help create such networks in the area of guidance”, says Aline Juerges.

Extended role of Euroguidance

Representatives from numerous Euroguidance centres were involved in sharing their expertise on the international aspects in guidance. In this context, the study also points out the need for international exchange as part of the training for guidance practitioners. One of the interviewed experts is quoted; “International exchange and cooperation among guidance professionals contributes to their competence development by offering opportunities to study guidance methods and practices in other countries and opens possibilities for project cooperation between guidance services”.

“Euroguidance could play a role in promoting coordination and cooperation for mutual learning, exchange and consultation across the different contexts of guidance, while focusing on the competence development for guidance counsellors in today’s fluid labour market”, says Aline Juerges.

Ways forward

When we ask about the next steps, Aline Juerges tells us that the Commission together with the researchers are working on disseminating the research across Europe and internationally.

“We will also be working closely with Cedefop, taking into account the recently published Inventory of lifelong guidance systems and practices.”

To read the whole study, please visit the [news section at euroguidance.eu](https://euroguidance.eu/news-section).

Margit Rammo and Nina Ahlroos

Euroguidance centres in Estonia and Sweden



Aline Juerges works as Policy Officer at the European Commission, DG Employment, social affairs and inclusion, Unit E.2 “Skills and Qualifications”.

Inclusion in Mobility – the LbL20 Conference

The [Learning by Leaving Conference 2020](#) – a joint conference for Eures, Eurodesk, Europass and Euroguidance continued the series that aims to establish closer cooperation between the networks through regular exchange of information, best practices and peer learning. In times of lockdown due to Covid-19, the Austrian organizers were faced with a sudden decision, and opted to go ahead with the planned conference as a virtual meeting on June 4–5, 2020.



LbL20 Zoom “family picture”

The focus of the 2020 conference was inclusion in mobility, a topic that will also be at the heart of the new Erasmus programme period. In her opening speech Alison Crabb (European Commission) stated: “As we look ahead to recovery from the economic and social impacts of Covid-19, one feeling is emerging from the crisis – there are also opportunities opening up for some fresh thinking and cooperation on e-guidance and on digital approaches and for smart investments.”

An inspiring speech by Ali Mahlodji, founder of the [whatchado platform](#) (originally an Erasmus+ project), set the scene for intense discussion on inclusion and how to achieve inclusive learning and work mobility:

“No one is a system error and every person, regardless of gender, color, religion, origin, skin color, disability or sexual orientation, should have a chance to find their calling.”

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



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Eva Baloch-Kaloianov

Euroguidance Austria

New Europass makes skills visible

“The new Europass is a European web service on lifelong learning and career planning for citizens. Its main aim is to make visible and further strengthen skills acquired in different ways,” explains Mika Launikari, who worked as an expert on career guidance and international mobility in the Europass project.

The idea with Europass is that users themselves define the learning experiences that are important to them and identify what they have gained from these experiences. The described skills may have been acquired through formal, non-formal or informal learning. Evidence of the skills can be provided through merits and work samples compiled in a digital portfolio. The skills described in the personal Europass profile can, for instance, be used to draw up a CV. Moreover, Europass has been designed to be as intuitive to use as possible – even a less experienced web user will easily learn the logic and dynamics of the service.

Europass has a section for digitally signed credentials, such as diplomas, certificates and references. These are verified digitally using a method that excludes fake or forged documents. This increases the reliability of the documents and makes their handling between countries easier in processes such as applying for a training placement or a job abroad.

Launch

The new Europass will be launched in July 2020. You can read more about the Europass project website on the European [Commission's Futurium](#) service. For more detailed information on the new Europass, contact your national Europass Centre.

Mika Launikari

European Commission

European dimension

Europass promotes international mobility. The service provides access to study places, training placements, voluntary work and vacancies in different countries, as well as country-specific pages to national information, guidance and counselling services. Additionally, various support material and articles on studying and working are available in 29 European languages.



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

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