

**VADEMECUM  
FOR  
ACADEMIA NATIONAL COORDINATORS**

**Academia staff training  
for guidance counsellors in Europe**

2022



**Co-funded by  
the European Union**

The Academia mobility experience promotes the mobility of guidance practitioners in Europe, enhances European networking and cooperation in lifelong guidance, as well as fosters the exchange of good practices and methods among the participants.

This Vademecum has been developed in 2019 and updated in 2022 on behalf of the Euroguidance network's Main Task Group 1 European dimension in guidance by Euroguidance centres of France, Latvia, Slovenia, and Estonia.

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This publication has been co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority. Neither the European Union nor the granting authority can be held responsible for them.

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## 1 Background information

### History

The Academia network for exchange of guidance practitioners was set up in 1992. Since then, more than 2000 guidance professionals have been on a professional exchange in another European country.

Through Academia many best practices have been presented and several partnerships have developed with the support of grants given by the various European programmes (Petra, Leonardo da Vinci, Lifelong Learning, Erasmus+). An example of this is the [Academia+ project](#).

### What is Academia?

Academia offers [staff training opportunities](#) for guidance practitioners in European countries. Academia participants receive a grant for accommodation, travelling and subsistence costs from their national Academia coordinator. Academia national coordinators apply for European mobility funding from their respective EU programme national agencies or use other funding such as the Euroguidance grant. In the context of the new Erasmus+ programming period, virtual and hybrid mobilities can also be organized. For face-to-face mobilities, green travel guidelines should be respected, as far as possible.

Academia contributes to **strengthening the European dimension in guidance** by building networks and promoting mobility and professional training.

A Europass Mobility certificate can validate this mobility experience, should the sending and hosting organisations agree to use it.

The network includes 10 to 18 partner countries – numbers vary with the years – who organize the hosting of guidance professionals in national guidance settings in accordance with a common charter (see Annex 1). Information about Academia national coordinators is available on the [Euroguidance website](#).

The Academia network provides staff training programmes on topics chosen by the network that correspond to European policy goals on education and vocational training. Information about the programmes is available on the [Euroguidance website](#).

Initially, the Academia partners advocated reciprocity in the sending and hosting of counselling professionals, meaning that each Academia partner can send as many guidance practitioners as they host.

The reciprocity is no longer systematic, some partner countries are still hosting, but not or no longer sending counsellors. To offer a significant number of mobility experiences, reciprocity is desirable.

### **The goals of Academia**

The main goal of Academia is the exchange of practices among European guidance and counselling professionals.

The Academia mobility exchanges last 3-4 days (preferably 4 days, if possible). They are held between February and May. Every Academia national coordinator organises the daily agenda in cooperation with organisations providing guidance and counselling services. The programme can include group discussions, lectures, site visits, practical demonstrations, and work shadowing. The programmes are focused on themes related to guidance. Themes for the following year are chosen by the Academia national coordinators at their annual meeting.

### **Coordination**

The network consists of Academia national coordinators (one per country) located in guidance services that can be representatives of ministries, professional bodies, training institutes, Euroguidance centres, etc. Academia coordinators manage the project in their country and coordinate the mobility exchanges with Academia coordinators from other participating countries.

Academia national coordinators can send guidance practitioners from their country for mobility exchanges to other participating countries and/or host Academia mobility exchanges with guidance practitioners from other participating countries. Academia national coordinators may delegate hosting functions to other guidance organisations in their country.

Since the beginning, the French partner provides the overall coordination of the Academia network. It should be stressed that hosting institutions do not get any funding at all. While the visiting counsellors do have their grants for travel, subsistence and accommodation, the host

should plan to invest staff time, meeting rooms, coffee breaks, and organize or offer a welcome event. If possible, a cultural programme would also be appreciated.

## **Application**

Hosting institutions do not accept individual applications from guidance professionals. It is necessary to submit a specific application form (see Annex 2) through your national coordinator according to the applications call and respecting the deadlines. Deadlines are negotiated at annual meetings of the Academia national coordinators.

The Academia national coordinator that hosts the Academia group of guidance practitioners from other countries will receive the application forms from Academia national coordinators of the sending countries and not directly from participants.

If you do not have an Academia coordinator in your country, it is highly encouraged to negotiate with your national guidance association and/or Euroguidance centre to discuss possible options to join the Academia network.

## **Dissemination of experiences**

Academia coordinators may collect presented experiences of participating guidance practitioners and publish them in Academia booklets or handbooks, such as for example Academia Estonia publication: [Compendium of practices from Academia in Estonia 2021](#) and Academia Slovenia publication: [Online Academia Slovenia "Exchange of Practices"](#).

Academia coordinators can present their experience through articles in Euroguidance and other relevant publications and newsletters. See the resources section for more examples. Participants should disseminate their knowledge among their colleagues.

## **Learning outcomes**

The learning-outcome-based approach in European policy documents states back to 2003 and several national initiatives date further back. Today most European countries use learning outcomes to express what they expect a student or pupil to know and be able to do and understand at the end of a programme or learning sequence. Learning outcomes play an increasingly important role in efforts to improve the quality and relevance of education and

training in Europe. Cedefop (2017)<sup>1</sup> Definition, validation and recognition of learning outcomes is a clear focus also in Erasmus+ programme mobility projects. The programme guide states that the mobility project will consist of the following stages:

- Planning (including defining the learning outcomes, activity formats, development of work programme, schedule of activities)
- Preparation (including practical arrangements, selection of participants, set up of agreements with partners and participants, linguistic/intercultural/learning- and task-related preparation of participants before departure);
- Implementation of the mobility activities;
- Follow-up (including the evaluation of the activities, the validation and formal recognition - where applicable - of the learning outcomes of participants during the activity, as well as the dissemination and use of the project's outcomes).

Explicitly stated learning goals give students a way to think and talk about what they have learned. They provide a short and clear description of the expected learning outcome in the form of statements about what the participant should know, understand and/or be able to do following the completion of their mobility. (European Commission, 2022)<sup>2</sup>

To be able to ensure the sound quality of Academia exchanges, including clear communication for potential participants and between sending and hosting organisations, and to reach our common aim (to support competencies of European guidance professionals') Academia partners suggest the following **learning outcomes**. The professionals, the participants of the Academia exchange, will be able to:

- understand learning in a multicultural environment;
- be aware of lifelong guidance in the host country;
- be aware of practices and systems in the host country related to the topic of the programme;
- teach and learn from peers on the topic of the Academia programme;
- discuss guidance related topics using professional working language in a multilingual setting;
- widen the professional network at international level

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<sup>1</sup> Cedefop (2017). Defining, writing and applying learning outcomes: a European handbook. Luxembourg: Publications Office. <http://dx.doi.org/10.2801/566770>

<sup>2</sup> Erasmus+ Programme Guide 2022 <https://erasmus-plus.ec.europa.eu/et/node/2699>

All the above listed learning outcomes share an understanding that a personal international learning mobility experience (learning in a multicultural environment) enriches competencies needed to promote mobility as a valuable investment in career development among guidance users and for their own professional development. To enhance this process, a pilot **self-evaluation system for projected learning outcomes** is being trialled by a select number of countries (Ireland, Estonia, France, Slovenia, Sweden and Latvia). The self-evaluation consists of two online questionnaires filled in by participants prior and following their staff training period. It is hoped to develop an evaluation process that all host countries can avail of in the future.



## 2 Role of the Academia national coordinator

The Academia national coordinator is the contact point for the Academia partnership in a particular country. Contacts can be found on [Euroguidance website](#).

Academia national coordinators can act as **a hosting partner** or delegate a different hosting institution (or institutions). The national coordinator's tasks are:

- Applying to the call for Erasmus + (Key Action1, mobility for VET professionals) to request grants for their national guidance professionals or finding a different financial source for the mobility exchanges (e.g., Euroguidance grant).
- Management of the mobility project and organization of the Academia staff training for hosting a group of European guidance professionals with the involvement of relevant national organisations.
- Contacts, networking, and communication with the Academia national coordinators' network.
- Participation at the national coordinators' meetings to negotiate distribution of applicants among exchanges, discuss current state, developments, and identification of new themes for the mobility exchanges. One annual meeting is hosted by a different Academia coordinator each year, preferably on site. Online meetings can be held as needed.
- Networking with the partners in their own country, i.e., hosting organizations, guidance structures, etc. to ensure sites for mobility exchanges.
- Guarantee the quality of the hosting partner organisations.
- Guarantee the quality of mobility participants sent to other countries
- Posting national [Academia staff training programmes](#) and information on the [Euroguidance website](#) and on the Euroguidance [Facebook profile](#).
- Disseminating information on the current opportunities for Academia staff training within the community of guidance professionals at national level to encourage participation in out-going mobility.
- Working with the hosting organisation to help participants to assess their learning outcomes achieved through the staff training programme.

- Gathering information on the satisfaction levels of participating individuals (see Annex 3 for evaluation form samples) and institutions and disseminate such information to the network coordinator and, if needed, to other stakeholders.
- Ensure the collection of information and insights gained from participants in out-going mobility and the dissemination of these results to the national guidance community.

### **3 Role of the Academia hosting institution**

In order to ensure consistent quality of mobility exchanges, the Academia hosting organisations commit themselves to the Academia objectives outlined in the Academia Charter. Objectives contribute to developing the mobility of guidance professionals in Europe through learning about training, education and guidance systems, and the exchange of professional practices. Hosting organisations do not receive specific funding for these activities unless they are at the same time “project coordinator and hosting organization” (the Erasmus+ grant includes “management fees”).

#### **Staff training offers will specify:**

- A detailed programme including group discussion, lectures, work shadowing, discovery of guidance activities, etc. Staff training will also include professional and cultural activities.
- The requirements of the hosting organization relating to the minimum and maximum number of participants that can be hosted and working language.
- One of the themes decided by the Academia partners. The political and strategic context of the theme will be presented. The staff training must also highlight work practices, the acquisition of skills and knowledge as well as promote the development of professional partnerships.
- The dates of the programme. It will last 3-4 full days (indicatively five to six hours including travel).
- A contact person, who can be contacted by participants if needed.

#### **The hosting organisation will:**

- Provide documentation on the theme of the staff training.
- Submit the detailed staff training programme to the National Coordinator one month before its start to be posted on the Academia website.
- Prepare a welcome kit for participants, including: a detailed agenda as well as information on transportation, accommodation, cultural activities in the host city and emergency contact details.
- Fill in the Europass mobility documents for participants if required.

- Help participants to assess their learning outcomes achieved through the staff training programme.
- Provide a certificate of attendance to participants.
- Participate in the evaluation of Academia and disseminate information on Academia at the national level.

#### **4 Timetable**

Although the sources of funding for mobility differ from country to country, the annual timetable is as follows:

**- September:**

Collection of proposals for staff training in different countries. Posting on the website of the programmes with the selected themes, the number of participants desired, dates and duration.

**- October:**

National coordinators inform guidance professionals in each partner country about available staff training opportunities.

Meeting of national coordinators to discuss network management issues.

**- November:**

Deadline for applications; nomination and selection of participants.

**- December:**

Academia national coordinators' meeting online with negotiations and allocation of mobility exchanges, as well as selection of themes for next year's programme.

**- January:**

Information sent to the host countries on the number of participants.

**- January-February:**

Publication of the detailed mobility exchange programme online. Academia national coordinators contact the participants with practicalities and agenda.

Prepare and submit Erasmus+ project proposal for mobility funding for the following year, if relevant.

**- Early February to late May:**

Implementation of mobility exchanges. Collection of feedback from participants, and submission to Academia network coordinator (French partner).

**- June:**

Submission of the report for participants that are financed by Erasmus+ mobility grant.

## 5 Responsibilities of staff training participants

Responsibilities of participating guidance practitioners include:

- Obtain the European health insurance card and other insurance as necessary.
- Plan travel, following instructions of the hosting and sending organisations.
- Able to communicate in English or other language of the programme.
- Present national guidance systems, own practices and tools, homework assigned by hosting organisation, etc.
- Active participation in discussions.
- Disseminate knowledge acquired to colleagues in their national setting.
- Promotion of Academia, such as photos for Euroguidance Facebook posts, blogs, articles, participate in future hosting activities in their country.

## 6 Resources

Several resources have been developed to support hosting and sending organisations, as well as mobility participants.

- The [Staff Training](#) section of the Erasmus+ programme handbook will help hosting and sending organisations understand programme requirements.
- The **Mobility advice interview** can help mobility participants assess their counselling competences and set personal learning goals:
  - [English](#)
  - [French](#)
  - [Slovenian](#)
- The '[Travel Diary](#)' is intended to support Academia participants before, during and after a mobility experience.
- Examples of dissemination include [Euroguidance Insight](#) (article by Latvia) and national examples by [Estonia](#) and [Slovenia](#).
- Other examples, including videos:
  - Euroguidance [Academia learning mobility in Estonia 2019](#) - inspiration from Maike from Germany and her experience in Estonia.
  - A recorded broadcast from the [eAcademia in 2020](#), Euroguidance introduces: New digital career tools in Estonia.
  - ERASMUS+ enriching lives, opening minds! [eAcademia's story](#).

## Annex 1 Charter for hosting institution

### European Exchange for guidance professionals

#### Charter for the hosting institutions

In order to ensure consistent quality of exchange offers, the Academia hosting organisations commit themselves to the objective of the Academia network, which is **to develop the mobility of guidance professionals in Europe through learning about training, education and guidance systems, and the exchange of professional practices.**

#### Staff training will specify:

- A detailed programme: discovery or immersion (work shadowing);
- Requirements of the hosting organisation relating to the number of participants and working language;
- One of the themes determined by the Academia partnership. (The political and strategic context of the theme will be presented, and the staff training must also highlight work practices, the acquisition of skills and knowledge as well as promote the development of professional partnerships);
- The dates of the training. (The training will take place over three to four days and will alternate visits, lectures, practical demonstrations and time for discussions between participants. Training could also include cultural activities);
- A contact person who can be contacted by participants if need be.

#### The hosting organisation will provide:

- Documentation on the theme of the training;
- Practical information on accommodation, transportation and cultural activities in the host city;
- The mobility Europass for participants if required;
- The detailed programme to the National Coordinator one month before its start to be posted on the Academia website;
- And participate in the evaluation of Academia and disseminate information on Academia at the national level.



Annex 2 Example: Academia Application form

ACADEMIA

European Exchange of Guidance Practitioners

<https://www.euroguidance.eu/international-mobility/academia>

APPLICATION FORM

Sending country:

Year:

<p><u>Personal details</u></p> <p>Name:</p> <p>Surname:</p> <p>Nationality:</p> <p>Date of birth:</p> <p>Male <input type="checkbox"/> Female <input type="checkbox"/></p> <p><u>Contact information</u></p> <p>Personal address</p> <p>Street and no:</p> <p>Town:</p>
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**ZIP Code:**

**Country:**

**Tel.:**

Please indicate the phone numbers in the international format

**Mobile phone :**

Please indicate the phone numbers in the international format

**E-mail (private):**

**Place of work**

**Name of institution:**

**Street:**

**Town:**

**ZIP Code:**

**Country:**

**Tel.:**

Please indicate the phone numbers in the international format

E-mail (work):

Language knowledge

Mother tongue:

Please use the European Language Passport notation – A1 lowest level to C2 highest level

English:

French:

German

Spanish

Other:

Information about employment

Employer sector:

Education

Employment

Other

Employer's web site:

What main functions and tasks do you have in your work?

For how long have you been working in guidance?

Have you ever participated in Academia? yes  no

When and where?

#### Information about the staff training

#### Your preferences for staff training

Please select the programmes you would like to participate at. Choose from the catalogue at the web page: <https://www.euroguidance.eu/international-mobility/training-opportunities>

1st choice:

2nd choice:

3rd choice:

4<sup>th</sup> choice:

Why have you chosen these programmes? What are your interests and what would you like to learn in the hosting country?

How would you disseminate the experience and knowledge acquired?

Any other comment

Please write down any comment you want the hosting or sending organisation to take into consideration (e.g. special diet, health disabilities, etc.).

Advice from line manager:

Very favourable    Favourable    Unfavourable

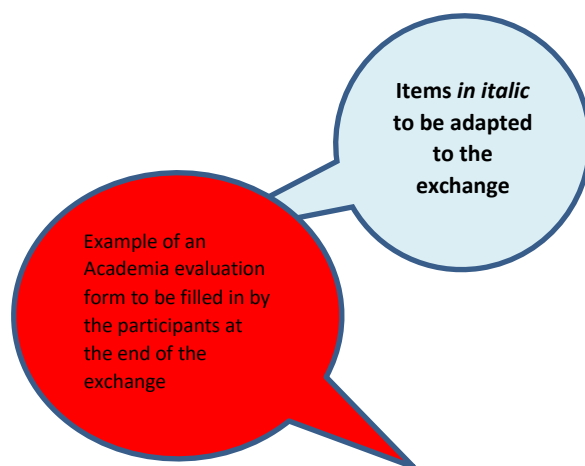
Signature and stamp of the institution:

### Annex 3: Examples: Evaluation form templates

Evaluation Form ACADEMIA (*insert year, e.g. 2019*)

Exchange of Guidance Practices

(*Insert city and dates, e.g. Riga, April 3-5*)



Please help us see how useful the programme has been for you. Thank you for your cooperation!

How valuable do you consider this Academia has been for you?	Extremely valuable	5 4 3 2 1	Not at all valuable
How much do you feel you have learned or accomplished in the visit?	A great deal	5 4 3 2 1	Very little
Was there enough opportunity for you to participate and ask questions?	Yes, definitely	5 4 3 2 1	Definitely not
Discussion topics and site visits were:	Very well chosen	5 4 3 2 1	Poorly chosen
Did your interest increase or decrease as the programme progressed?	Greatly increased	5 4 3 2 1	Greatly decreased
How interesting were the site visits and presentations in general?	Very interesting	5 4 3 2 1	Very boring
The exchange programme seemed:	Very well organized	5 4 3 2 1	Very disorganized
The hosts coordinated the different activities of this course:	Very well	5 4 3 2 1	Very poorly
The balance among activities (lectures, discussions, site visits) was:	Very satisfactory	5 4 3 2 1	Very unsatisfactory
How much did you know about ( <i>insert country</i> ) before your arrival?	A great deal	5 4 3 2 1	Very little

Accommodation facilities were:	Very good	5 4 3 2 1	Very poor
I enjoyed learning about:			
<i>Insert information about each activity of the programme: title of the activity, speaker</i>	Very much	5 4 3 2 1	Not at all
<i>Example: Introduction to the State Education Development Agency, the Latvian education and guidance systems, Ilze Jansone, Euroguidance programme manager</i>	Very much	5 4 3 2 1	Not at all
<i>(Include as many rows as appropriate)</i>	Very much	5 4 3 2 1	Not at all
	Very much	5 4 3 2 1	Not at all
	Very much	5 4 3 2 1	Not at all
	Very much	5 4 3 2 1	Not at all

What topics would you like to address in future programs?

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Evaluation ACADEMIA (*insert year, e.g., 2019*)

Exchange of Guidance Practices

(*Insert place and date, e.g., Riga, Latvia 3-5 April*)

What were the 3 best elements of the programme?

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What do you see as a main challenge for guidance?

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What do you want to implement?

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How did you get the information about Academia?

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Some words on practical arrangements

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Some key words that would describe Academia experience in (*insert country and year, e.g. Latvia in 2019*)

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### Questionnaire before participation in online Academia Slovenia 2021: Exchange of practices

How much do you know about Slovenia?	Very little 1 2 3 4 5 A great deal
How much do you know about Slovenian labour market?	Very little 1 2 3 4 5 A great deal
How much do you know about Slovenian education system?	Very little 1 2 3 4 5 A great deal
How much do you know about Slovenian guidance system?	Very little 1 2 3 4 5 A great deal
How much do you know about Euroguidance network (Academia Slovenia is organised by Euroguidance Slovenia)?	Very little 1 2 3 4 5 A great deal
How valuable do you consider Academia will be for your future work?	Very little 1 2 3 4 5 A great deal
How much do you consider you will learn?	Very little 1 2 3 4 5 A great deal

### Questionnaire after participation in online Academia Slovenia 2021: Exchange of practices

Please rate the mutual exchange.	Excellent, Good, Fair, Unsatisfactory
Please rate the contents of the Academia.	Excellent, Good, Fair, Unsatisfactory
Please rate the session X by expert X.	Excellent, Good, Fair, Unsatisfactory
Please rate the organisation of Academia Slovenia.	Excellent, Good, Fair, Unsatisfactory
Please rate your overall impression of Academia Slovenia.	Excellent, Good, Fair, Unsatisfactory
What is your main takeaway from Academia Slovenia?	Open text answer
What topics would you like to address in future programs?	Open text answer
What did you like particularly?	Open text answer
How can we improve?	Open text answer
What do you see as a main challenge for guidance?	Open text answer