



Erasmus+ & guidance



The leading theme of this issue of Insight is the support granted by the Erasmus+ programme towards guidance and counselling. A short overview of the programme is provided with a snapshot of some project that have proven to give valuable input to the counsellors' work.

Other interesting articles deal with the summer school for counsellors in Jyväskylä, a French quiz, a new Belgian publication, a

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new Irish programme for students, info days in Croatia and new e-platform for guidance in Estonia. Furthermore, two new reports from Cedefop and Eurydice related to guidance are introduced.

Support to guidance and counselling through the Erasmus+ programme – a few examples of projects



Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. Its budget of €14.7 billion provides opportunities for over 4 million Europeans to study, train, gain experience and volunteer abroad. For guidance practitioners the programme offers a wide variety of possibilities, offering them the opportunity to learn from others, work with others in the development of new methods or practices and to influence guidance policies in their countries.

The programme is divided into three key actions (KAs): mobility, strategic partnership and support for policy reforms. Below, there is a short explanation of each of these key actions and a few examples of guidance projects within each of them.

KA1: Learning Mobility of Individuals

This Action aims to encourage the mobility of students, staff, volunteers, youth workers, and young people. For guidance practitioners this opens up the possibility of visiting colleagues in other countries and learn from them how to become even better at their jobs.

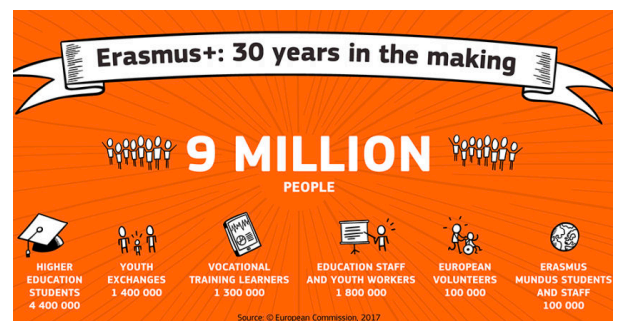
Austria, Denmark and Germany:

*abz*austria*, an organisation which promotes the work, education and future of women, led the project *Digitising adult education and raising the media literacy of educationally disadvantaged women*.

Adult Education employees from *abz*austria* recently visited various institutions in Denmark and Germany with the aim to learn new digital training and guidance methods and to improve their digital skills in training and counselling.

Belgium FL and the Netherlands:

Primary school *GO! Hendrik Conscience* in Schaarbeek (Brussels), Belgium, aims to provide quality education tailored to all students, regardless of their background. The school has identified a need for expertise and specific skills amongst the school team. The Dutch partner organization Centrum Tea Adema offers *Child coach* basic training, related follow-up and advanced programs. This provides answers to the school's needs. During a series of training events, care coordinators and teachers will acquire the necessary theoretical knowledge and develop competences to guide pupils (in cooperation with the parents) in a child-centered, broad and yet tailored way. This will increase their well-being and academic performance, and empower the children with tools to become critical, happy active citizens. The school will optimize its care policy and the school team will be supported to improve its practice. The training abroad will offer participants the opportunity to exchange experiences with their Dutch colleagues and to establish contacts for future cooperation.

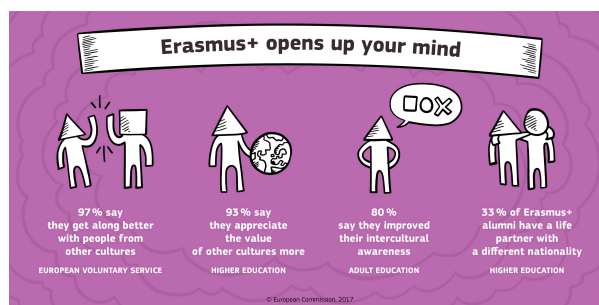


KA2: Cooperation for innovation and good practices

This Action is designed to develop the education, training, and youth sectors through five main activities:

- » Strategic partnerships to support innovation in the sector as well as joint initiatives to promote cooperation, peer-learning, and the sharing of experience.
- » Knowledge Alliances to foster innovation in and through higher education together with businesses, and beyond, contributing to new approaches to teaching and learning, entrepreneurship in education, and the modernisation of higher education systems in Europe.
- » Sector Skills Alliances to tackle skills gap and ensure a better alignment of vocational education and training with labour market needs. There are opportunities to modernise VET, exchange knowledge and best practices, encourage working abroad, and increase the recognition of qualifications.
- » Capacity-building projects in the field of higher education to support the modernisation, accessibility, and internationalisation of higher education in Partner Countries.
- » Capacity-building projects in the field of youth to support the development of youth work, non-formal learning, and volunteer work, as well as promote non-formal learning opportunities with Partner Countries

Activities for organisations include strategic improvement of the professional skills of their staff, organisational capacity building, and creating transnational cooperative partnerships with organisations from other countries in order to produce innovative outputs or exchange best practices. Involved organisations may gain an increased capacity to operate at an international level, access to more funding opportunities and projects as well as a more attractive portfolio of opportunities for learners and staff at participating organisations.



Individuals can take part in some of the opportunities funded by Erasmus+, although most will have to do so through an organisation taking part in the programme. These opportunities abroad include studying, staff teaching or staff training, traineeships, volunteering in youth exchanges and youth working, and through these, individuals gain self-confidence, adaptability, openness, mutual understanding and solidarity. There are therefore many benefits in involvement in an Erasmus+ project for both individuals and organisations. And European guidance counsellors play a major role in promoting and supporting the numerous possibilities of the programme.

Belgium FL and the Netherlands:

TRIAS is an Austrian led project, which has developed an innovative approach to guidance by combining outreach guidance work with employers' involvement. The project focused on strengthening the competences of guidance practitioners to successfully reach out to the workforce, especially to the low-qualified as one of the most important target groups in adult education.



Therewith, the project results contribute to increasing the chance of low qualified persons to participate in training and education. The project was carried out in Austria, Czech Republic, Denmark, Germany and Slovenia and was coordinated by ÖSB Consulting GmbH (<https://www.oesb.at/>) from Austria. The project partnership compiled a text book for self-study purposes and developed a training programme, both targeting guidance practitioners who want to offer guidance in the workplace. In each partner country, multiplier events were organized to foster the dialogue with policy makers and other stakeholders in the field of guidance, adult education and labour market policy.



Belgium FL, Lithuania, Finland, United Kingdom, Slovakia and Austria:

The ADEIGUS project aimed at increasing adult participation, decreasing inequality in adult education and improving information and guidance services through developing the skills of counsellors and educational professionals. A strategic partnership between Belgium, Lithuania, Finland, UK, Slovenia and Austria was established to promote innovation, exchange of practices and know-how. 72 professionals were involved in transnational cooperation activities, study visits and continuous professional development. The project was coordinated by Leerwinkel West, an adult guidance centre based in Flanders (Belgium).

Belgium FL, Lithuania, Finland, United Kingdom, Slovakia and Austria:

A Production School is an alternative to regular schools for youth at risk of dropping out. The main aim is to create a practical learning environment that can qualify young people to complete general and vocational upper

secondary education or maintain a normal job in the labour market. At the first Norwegian Production School, called Hyssingen, the learners can participate in international learning and training programs. One initiative frequently used by Hyssingen is the European Voluntary Service (EVS) funded through Erasmus+ program Youth in Action.



The youth travel abroad to work in an organization as a volunteer, and through the work gain renewed motivation for learning and increased self-esteem. Hyssingen is also a partner in Erasmus + STALWARTS (Sustaining Teachers and Learners With the Arts: Relational Health in European Schools), a project on music therapy and how to make this accessible for more people. They collaborate with the Grieg Academy and universities in five European countries. STALWART is a cross-sectoral project that involves a University and a school in partnership, and the main aim is to support vulnerable young people in their transition into learning.

Further information:

Erasmus+. A large number of Erasmus+ projects focus on guidance, as can be seen on the [Erasmus+ Project Results Platform \(EPRP\)](#). By typing the search term 'guidance' and you will find almost 13 thousand projects that have been approved in Europe by Erasmus+ since 2014. There is a short description of each project, as well as a list of the partner organisations. You can also use the platform to find products developed from completed projects, such as collections of best practice examples, curricula, handbooks and videos.

Career Guidance for Generation Z



The Future of Jobs Report and Skills Panorama, alongside many other labour market skills intelligence sources, reveal the magnitude of technological development and the impact that this, coupled with socio-economic and demographic trends, will have on industries, job functions, employment levels and skills.

Futurists expect that 2 billion jobs that exist today will disappear by 2030 and that 65% of children entering primary school today will have completely new job types that don't exist yet. By the time Generation Z enter the workplace, digital technology will be part of almost every career path, creating new ways of doing things, new types of jobs, and demanding new types of skills most of all innovative thinking. It is not enough to show children and young people HOW the world is changing. They need to understand WHY it is changing, and to visualise HOW it will look.

Future Time Traveller

Future Time Traveller is an Erasmus+ KA3 FLCP funded project that raises awareness about the future world of work through the use of a serious game. Users will enter a virtual reality environment and, as an Avatar, travel through a time capsule to the year 2050. They will explore future careers through different missions, challenges and quizzes, working their way through the levels to eventually arrive back in 2020 with a 'message to humanity about the future'.

The project will produce several other products including a recent policy mapping study, focusing on three critical factors:

- » Young people's awareness about future jobs;
- » Career guidance practitioners' capacity for innovation;
- » The role of policy support for sustainable, quality, innovative career guidance development.

From 2020 the project will work with policy makers and the Euroguidance network to produce:

- » A competition for innovative career services;
- » A Facebook competition for young people;
- » An e-book of innovative career practices;
- » A policy evidence report.



The Bulgarian led project incorporates 7 partner countries United Kingdom, Bulgaria, Greece, Portugal, Italy, Germany and Poland with a pilot version of the platform being available in all partner languages from early 2019.

For more information on the project visit:

- » [Felix J Prince Kankwamba Project Officer Aspire-Igen](#)
- » [Facebook.com page](#)

Innovative integrated e-learning platform for Estonian and Finnish university students

Tartu University (Estonia) and Tampere University of Applied Science (Finland) use an International Moodle platform on Career Guidance to help students from the two countries and different educational systems to find a common ground for discussion. The aim of the training module is to increase the quality of career guidance based on exchange and discussion at an international level.

The cooperation between the two universities started in Bratislava in 2015 where the Erasmus+ funded NICE conference was held. The International Module of Career Guidance is a collaborative and virtual learning context where students from different disciplines and with different experience can come together and share common ideas and understanding as well as conceptualizing ideas of career guidance and different pathways.

The Common Module for Guidance addresses how to:

- » Recognize and build a common understanding;
- » Identify and become aware of one's own presumptions;
- » Find common concepts and understanding in the context of career guidance;



Students Sari Mäki-Hakola and Anu Rantanen.

- » Learn and familiarise oneself on how education and guidance work in different countries;
- » Discuss issues internationally;
- » Identify cultural concepts and presumptions in the field of guidance.

The platform offers university students the possibility to discover how people from different starting points can come together to discuss guidance situations generally and how diversity can create common ideas and understanding. The key challenge for participants of

the Moodle in Career Guidance is to conceptualize the career guidance experience via different routes.

Kristi Kõiv University of Tartu

Ari Jussila Tampere
University of Applied Sciences

Outi Rantanen Tampere
University of Applied Sciences

Mainstream education in Europe highlighted in new Eurydice report

- The structure of European education systems in 38 countries.

Eurydice is an information network which supports European cooperation in the field of education, e.g. by providing information and material on the way education in Europe is structured and organised. Its new report **The Structure of the European Education Systems 2018/19** provides schematic diagrams and models about education in Europe from pre-primary to tertiary level. In total, thirty-eight countries and forty-three education systems are covered, including the 28 Member States, Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, Norway, Serbia, the Former Yugoslav Republic of Macedonia and Turkey.

The report covers the educational programmes considered the most representative in each country. The diagrams do not include information on educational provision intended exclusively for adults with low educational attainment, nor does it include separate provision outside mainstream education for children and young people with special educational needs. Information on doctoral studies and specialized studies for regulated professions is also excluded.

The report is split into three sections. In the first, the main organizational models of primary and lower education are set out, thus clarifying the structural differences between single structure education, common core curriculum provision and differentiated lower secondary education. The second contains a reading guide to ensure that the content of the diagrams is clear and correctly interpreted. The guide includes terminology, definitions, the meaning of colours and symbols used for the graphic layout and a short description of the International Standard Classification of Education (ISCED 2011). The third and final section shows the national schematic diagrams.

Line Ryge Deibjerg
Euroguidance, Denmark

More information:

- » [Visit the Eurydice website](#)
- » [Read the full report](#)

Quiz: choose your mobility for your gap year!

In 2018, the French Ministry of Education, Higher Education and Research decided to open up the possibility of taking a gap year between secondary school and higher education.

This period can be a good opportunity to go abroad, either to study, to volunteer, to improve a language, to work or just to travel. What is new is that the admission portal to higher education -Parcoursup- recognises the gap year and allows for the possibility of keeping the registration open for a year

CHOISIR UNE CÉSURE À L'ÉTRANGER

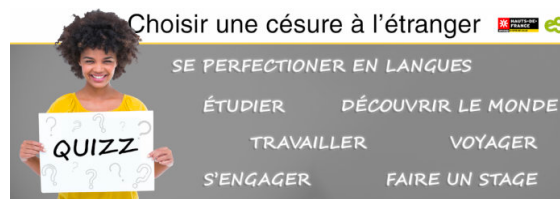
HAUTS-DE-FRANCE
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SE PERFECTIONNER EN LANGUES
Étudier
TRAVAILLER
S'ENGAGER

DÉCOUVRIR LE MONDE
FAIRE UN STAGE
VOYAGER

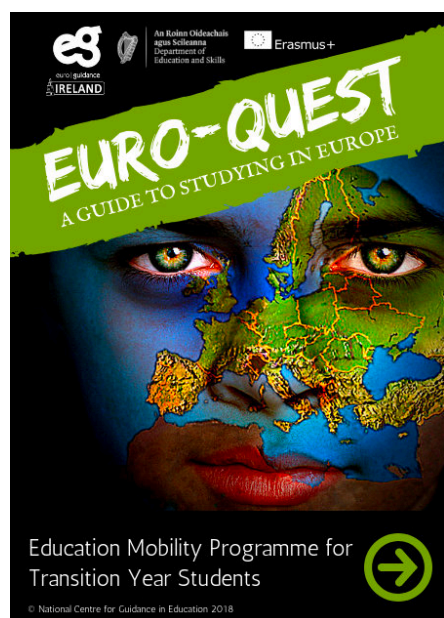
To prepare for a gap year abroad, EG Education France has created an interactive and personalised quiz which is freely available online. This quiz aims to assist students with planning their gap year in line with their personalities, personal situations and values. Additionally, it should raise competences and soft skills they already have and help them acquire new ones.



Graziana Boscato
Euroguidance, France Education

www.euroguidance-france.org

Euro-Quest



Educational mobility is promoted by the Euroguidance network, helping guidance counsellors and individuals to understand and utilise the opportunities available to European citizens throughout Europe.

NCGE/Euroguidance Ireland has developed a new programme called Euro-Quest for Transition Years* This programme promotes educational mobility.

In 2016, a continual professional development (CPD) training course

called 'Mobility Guidance Counselling' was commenced by NCGE/Euroguidance Ireland for Irish guidance counsellors to provide them with the skills to encourage and support their students to study abroad. The success of this course prompted a request for further resources.

This led to the development of 'Euro-Quest' which is currently being piloted in 15 schools in Ireland and will be launched nationally across all post-primary schools in 2019.

The Euro- Quest online course, supported by a student workbook, contains ICT classroom- based materials and self-directed research assignments which encourage students to explore the possibility of studying/training in another European country. This could be for a short study course or language exchange for a few weeks while in school, or as part of their undergraduate training at Higher or Further Education and Training through the Erasmus+ programme or similar exchanges or even for the entire duration of a course.

It encourages students to consider their own preparedness for a period of learning mobility and challenges their initial preconceptions and expectations.

**Transition Year (TY) is a one-year programme taken after the three-year Junior Cycle in Ireland and before the two-year Leaving Certificate programme. It is designed to act as a bridge between the two by facilitating the smooth transition from the more dependent learning of the Junior Cycle to the more independent self-directed learning required for the Senior Cycle.*



Hazel Stanley
Euroguidance, Ireland

More information:

» euroguidance.ie/euro-quest

Pathfinders in Jyväskylä

The International Summer School "ICT in Guidance"

For the last 20 years, Euroguidance Estonia has offered Estonian career guidance professionals the opportunity to train and familiarize themselves with counselling services from other countries. One such opportunity is the Nordic Summer University in Jyväskylä, Finland, which focuses on the use of Information and Communication Technology (ICT) in guidance.



In 2018, the teachers were from Iceland, Malmö and Jyväskylä Universities, as well as experienced experts from the e-counselling centre of the Danish Ministry of Education. For the Estonian practitioners, this was a unique opportunity to obtain an international formal education certificate (5 ECTS). Two of them, Sirje Tarraste, Estonian career counsellor from the Rajaleidja (Pathfinder) Centre in Tartu, and Talviki Rumberg, career counsellor from a similar centre in Tallinn, describe what they learned and why they decided to participate.

Sirje and Talviki, why did you decide to take part in the Summer School?

Sirje: The summer school interested me because I wanted to know more about different e-counselling opportunities. I tried a chat service and advised clients via email. Basically, I use all kinds of e-opportunities for group counselling to make them more modern and to approach young people in their own "language." I was briefly exposed to

the Danish e-guidance system during my Academia visit to Aarhus, so I now have a great interest in what else can be done and what the experience in other countries is like.

Talviki: I decided to take part in order to obtain new knowledge on how to better use IT solutions in career counselling and exchange experiences and ideas with other professionals. As an e-counsellor in chat, I also wanted to keep up with the IT industry and keep abreast with new solutions.

What did you learn from the Summer School that you can apply to your working life?

Sirje: A lot of group work was used in the summer school, discussions and exchanges of experiences took place, and the use of different environments. We got to use everything immediately in practice. Our 30-member group was very enthusiastic and friendly; we learned a lot from each other and enjoyed working together. A great deal of thought was given to the chat and email advisory service. Although I've been consulting via chat, I have not been the biggest fan of it, so it was good to discuss it with others and think about how to make consulting more accessible and of a higher quality.

Talviki: The study week was very professional and well organized. I expected to learn about some practical knowledge of new IT applications that would help me make better use of innovative solutions in my work. For example, I learned about the concept of co-careering, which is a situation where people comment on each other's posts in social media by sharing personal experiences, information and advice, and how career counsellors can contribute to the conversations and thus provide their assistance. In addition, I got some new knowledge about using the video to provide feedback on CV/motivation letters, LinkedIn's possibilities in career counselling and the benefits of using chat through customers' eyes in Denmark.

Margit Rammo
Euroguidance, Estonia

Guide for Dutch and European instruments and networks

The career path of every individual requires continuous attention to development. Therefore, Euroguidance Netherlands has compiled a number of instruments and networks aimed at supporting lifelong learning and development in the guide for Dutch and European instruments and networks. The instruments and networks can be seen in an online guide (in Dutch and English) compiled by Euroguidance Netherlands. The instruments and networks all facilitate the transparency and recognition of the knowledge, skills, and competences needed to study and work anywhere in Europe. They contribute to sustainable employability and promote quality in education. They also support efforts to shape international professional practice, enhance European mobility and assist educational institutions with regard to policy development. The guide provides information on each instrument and network, their purpose and for whom they have been developed, how they relate to one another, and which national bodies are involved in them.

Training and employment help desks

One of the networks mentioned within the guide is the Training and employment help desks (Leerwerkloketten). These desks are regional

alliances between schools, business owners and government agencies (municipalities and Public Employment Agencies). Together, they develop activities, information packets, products, and services that improve the coordination between educational/training programmes and the labour market. Moreover, they provide independent training and career advice. The range of services they offer is attuned to regional policy, interests, and existing facilities. Therefore, the focus of these desks varies between regions. Furthermore, an important feature of the desks is that people with different expertise, background and networks work together. Currently, Euroguidance Netherlands is finishing a report portraying the career services in four of these desks. The report describes which career services and expertise are provided to various target groups within the region and with whom they work. The report also discusses good practices, key elements, and points for improvements.

Karien Coppens
Euroguidance, Netherlands

Info Day on EU Networks and Initiatives: Four generations in one school - Teaching Generation Z

Although pupils, teachers and school counsellors work together and share their common working space – the school, they do not live in the same world. Teachers and counsellors can belong to one of three different generations – the Baby Boomer Generation, Generation X and Generation Y, or the so-called Millennial Generation. On the other hand, their pupils are members of the youngest

generation – Generation Z. Generation Z is characterized as technologically proficient, confident with social media, used to high pressure to enter higher education and unsure of the labour market.





What challenges do they all face? How do they communicate with one another and what consequences does this bring to both their professional and private lives?

Building on this, Euroguidance Croatia organised its fifth Info Day on EU mobility Networks and Initiatives in Zagreb in September 2018. The Info Day is an annual event providing news and information from different networks relevant to the school guidance community. The networks participating in this year's event were Euroguidance, eTwinning, Eurodesk, ECVET, Europass and Youthpass, all of them operating as part of the Croatian National Agency for Erasmus+.



The event was designed to address Euroguidance's target audience - primary and secondary school counsellors.

The main objective of the event was to inform and raise awareness on the opportunities each network offers to school counsellors and their pupils. When presenting their programmes, each network was

instructed to strongly focus on the characteristics of their programmes which are adapted to the needs and preferences of Generation Z. This included presentation of their digital services, focus on the skills of the future, mobility, social engagement, proactive approach etc. The goal was to encourage counsellors to offer quality counselling to generation Z on a number of educational and mobility opportunities.



The Info day featured panel discussions, presentations, interviews with examples of good practice, workshops, games and competitions, as well as informal peer networking.

Euroguidance, Croatia

Study Visit to Norway

In June 2018, a delegation of Europass, EQF and Euroguidance representatives from Slovakia and Slovenia visited Bergen for a 2-day long study visit. Since these networks operate at national levels as knowledge-brokers and provide quality information on education, training and guidance systems in Europe, study visits are a unique way of getting to know more about different national systems and their variations. Frequently used and popular within and among networks, study visits serve as a tool for gaining first-hand experience with innovative approaches and initiatives across Europe and increase of networks' members.

One such inspirational trend in VET is the concept of 'production schools', widely known among countries of Western and Northern Europe, yet virtually unknown in Slovakia. Functioning as a mix of educational facility and business, production schools inject a real sense of responsibility and work ethics into their students. The Production School in Bergen, visited by the Slovak-Slovenian delegation, is the first of its kind in Norway and will serve as a model school for other Norwegian production schools to follow. The school is funded by the Hordaland county and the selection of goods and services to be produced in different workshops responds to

local needs. In addition, students can see the impact of their hard work, which boosts their motivation and positive self-image building.

In times when most of European countries struggle with a rising proportion of young people not in education, employment or training, 'second chance' initiatives and facilities, such as production schools, are badly needed.

Ladislav Ostroha
Euroguidance, Slovenia





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