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EUROGUIDANCE Insight



THE Magazine for the European Guidance Community



**COMPETENCE
DEVELOPMENT
DURING
'STRANGE TIMES'**



Co-funded by
the European Union

Competence Development during 'Strange Times'

During the nearly past 2 years of the ongoing pandemic, Euroguidance centres over Europe have used a considerable part of their resources developing all kinds of new, novel and impactful training initiatives. Guidance practitioners who have not been able to meet their clients and learners face-to-face have called in particular for online tools, alongside support on how to best use them. This issue of Insight outlines many such tools. As the Finnish saying goes "Hätä keinon keksii" – 'Emergency finds the way'

The biggest recent cross national event was undoubtedly the IAEVG conference, hosted by Latvia. It had been planned to take place in 2020 but was moved to 2021, in the hope that it could be a physical event. This turned out to be aspirational and the conference was moved successfully entirely online, with 288 people from 45 countries taking part.

Europass has proved to be a useful toolkit and many Euroguidance centres have offered training on its utilisation. In the Netherlands, a training model was developed and piloted with upper secondary schools that will soon be freely available. Europass offers various possibilities to demonstrate life skills developed through informal ways; in Italy, a specific guidance tool has been developed to demonstrate and develop such skills that is now widely used.

The Finnish Euroguidance centre offers extensive training to all students of guidance, where they learn to guide their students towards a mobility period abroad. An e-course with this aim has now also been developed in Norway. In Slovakia, a new programme has been developed for counsellors, placing emphasis on the promotion of inclusion.

In Ireland, the emphasis has been on webinars and recently two such webinar series took place, one for counsellors in general upper secondary schools and the other for counsellors in VET settings. A series of podcasts has also been developed. Maltese guidance counsellors engaged with online 'soft skills' training, inclusive of interpersonal skills, effective communication and problem-solving.

When it is not possible to learn physically in another country, virtual mobility can be better than just staying at home. A virtual mobility classroom was created and engaged with during an online "international week" in Germany where students were able to "visit" each other and learn about the European guidance dimension.

French students in upper secondary schools who lack self-confidence to go onto universities have been provided support to succeed by universities offering dedicated individual tutoring and support. In Belgium there has been an emphasis on facilitating young people with disabilities to work as mentors with peers with similar disabilities. This leads directly to the last article in this issue which deals with an ever evolving website on 'Career Guidance for Social Justice'.

We hope you enjoy the read!



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IAEVG conference 2021 – a truly global virtual event

'Maximising the potential of Career Guidance' was the title of the [44th IAEVG \(International Association for Educational and Vocational Guidance\) conference](#) online from Riga, Latvia. It was organised by a team led by Euroguidance Latvia, and for the first time in history, the conference was entirely digital. It also marked the 70th anniversary of the IAEVG.

Opening of the interactive conference

288 participants from 45 countries took part in this truly global and virtual event. The bespoke interactive conference website provided access to sessions and a social networking platform. Furthermore, participants were offered a cultural programme of video excursions, a concert and a celebration video honouring IAEVG's 70 years of global leadership in career guidance.

Anita Muižniece, Minister of Education and Science of the Republic of Latvia welcomed the participants. Subsequently, **Gert Van Brussel**, President of IAEVG, highlighted IAEVG as a global association, facilitating exchange and enabling cooperation despite the differences between systems of education and guidance. This was also emphasised further by two introductory key-note speakers, setting the scene for the whole conference.

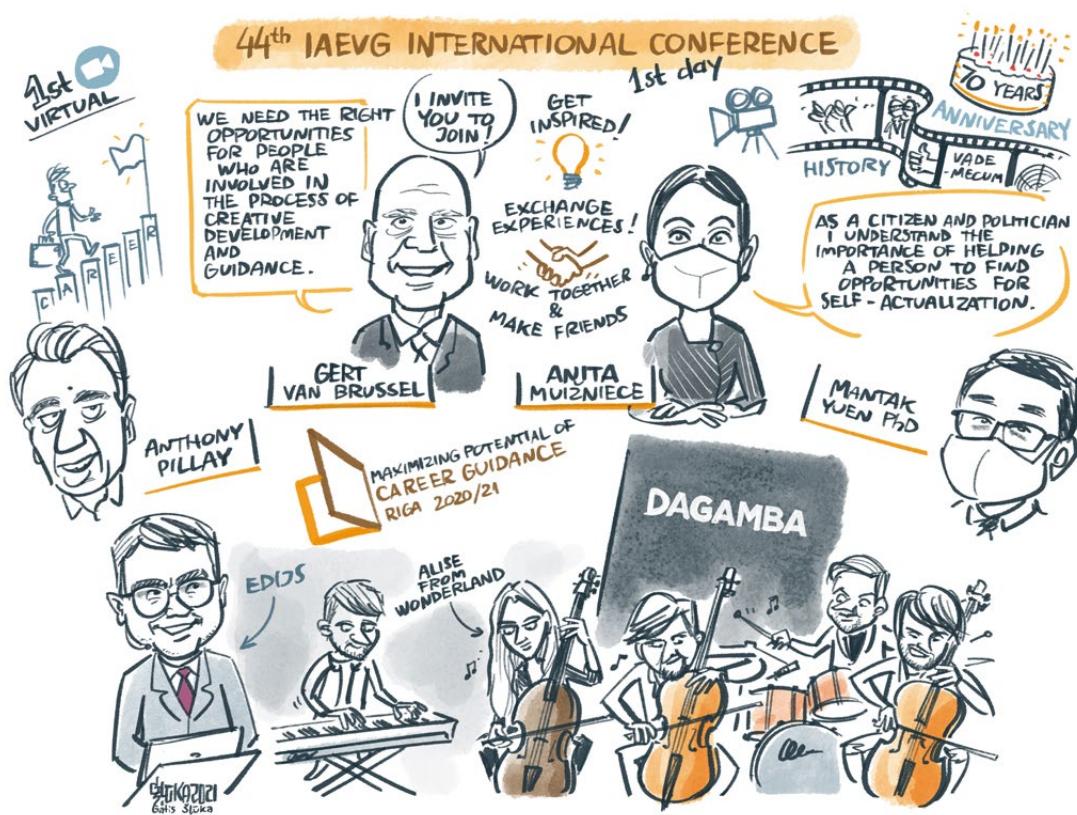


Illustration by Gatis Šķuka

Career planning and poverty

The first keynote was given by Professor **Anthony L. Pillay** from the University of KwaZulu-Natal & Fort Napier Hospital in South Africa. According to Dr Pillay, South Africa has experienced great developments in career guidance, but it is necessary to ask how accessible and relevant these services are to people in poverty. Career planning is not necessarily a priority when basic needs are unmet! It is reported that 60 percent of South African children live in poverty, and due to corruption, the school nutrition programme is severely under resourced. How can children develop successful lives and careers when having to cope with hunger and overcrowded classrooms?

Dr Pillay addressed problems of social and economic inequality in career guidance by suggesting the tailoring of career advice for lower income communities and countries. For instance, one could look at alternative work opportunities in the informal sector, such as local services inclusive of small sized retail, gardening and fix mend services. How well can career guidance address systemic inequality, and is there a place for social responsibility in guidance? Mr Pillay concluded by suggesting a community approach to these questions rather than an individual one.

Special needs in focus

Another keynote paid attention to supporting students with special needs for career development. It was given by Co-Director and Associate Professor **Mantak Yuen** from the Centre for Advancement in Inclusive and Special Education (CAISE), at the University of Hong Kong.

Based on a survey, Dr Yuen has created an intervention model for preparing individuals with disabilities or other special needs to gain employment and planning a career path beyond school. Among other things, the model includes opportunities for students' self-determination and early work experience.

The specific needs of different groups and individuals were also the focus of many of the other keynotes, papers and workshop sessions throughout the conference. All in all, a very extensive programme with 38 different sessions was provided to conference participants, during this anniversary year.

Nina Ahlroos

(Euroguidance Sweden)

Main hall - Opening of the 44th IAEVG International Riga Conference

MAXIMIZING POTENTIAL OF CAREER GUIDANCE RIGA 2020/21

2 Speakers

Opening of the 44th IAEVG International Conference ONLINE from Riga

Opening of the 44th IAEVG International Conference ONLINE from Riga

Training module on Europass

Europass has widened its scope in recent years and is developing into a comprehensive digital environment for supporting lifelong learning; for every learner and worker. To ensure that the opportunities that Europass now offers are seized, it is important that potential users engage with Europass at an early stage. For this reason, Euroguidance and Europass Netherlands are developing a training module on Europass for the educational sector.



europass

Exploration

During the first working session with representatives from [Europass](#), [NLQF](#), [Euroguidance](#) and [BiOND](#) (the professional association for guidance counsellors in education), it was examined how this training module could best be set up to achieve the greatest result. This revealed an initial desire and a need to develop a Europass module for the target group of upper secondary school pupils and VET-students. The underlying idea is

that if these pupils become familiar with Europass right from the start of their careers, Europass can optimise its contribution to lifelong learning among citizens. After all, as a student, the Europass profile can be used throughout one's life as a portfolio to enhance career opportunities. In addition, Europass is pan European and independent, making it useable and compatible across national contexts. ▶



europass

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New Europass

Your free, personal tool for learning
and working in Europe

[create your free Europass](#)



Important requirements for the development process

An important requirement that emerged from the work sessions was that the training module must be attractive, accessible and provide real added value for young people at the end of secondary school and vocational education and training. The aim is for pupils and students to become acquainted with the Europass profile in an accessible manner and for them to already start completion of their portfolio and to be able to take this portfolio with them in their further (educational) career. In this way they get an insight into how to make a CV and a job application letter, and how to store and share diplomas safely within Europass. Another important principle was that teachers had to be able to use the module independently and flexibly, in connection with the different levels and subjects, for example, in career courses but also in language courses.

Nearing completion

To arrive at this learning module, brainstorm sessions were organised with different stakeholders to land a first design. A prototype of this first design has been used as a pilot in classrooms to collect feedback, brainstorm and then further refine the training module. The final module is expected to be ready in February 2022.

Are you curious about the training module?
Keep an eye on [our website](#) or
[contact us directly](#).

Jessica Tadema
(*Advisor, CINOP*)

Developing skills and increasing human potential

An Italian Experience

In an employment context that is increasingly open to change and innovation and less regulated by technical and production constraints, life skills, i.e., cognitive, relational and affective skills, have become crucial.



The Hu.P.A (Human Potential Assessment) model is a guidance tool developed by the [Italian Institute for Psychological Sciences of Education and Training](#) (I.S.P.E.F.) aimed at supporting guidance counsellors with learners from different settings (school education, higher education, VET, adult learning).

The Hu.P.A model was validated in 2002 and considered a balance of skills practices tested in France and in Italy and further revised in 2013 and 2020 on the basis of field research carried out in:

- » 98 Italian companies and Info-youth points in Emilia, Marche, Tuscany and Abruzzo;
- » 88 Italian secondary schools across Marche, Lazio and Campania;
- » a pool of EU secondary schools, involving 538 teachers, coordinated by the following Institutions: SIREAS (Belgium), IRRE Toscana (Italy), University Roma Tre (Italy), Targivoston University (Bulgaria), Institutes of Suceava and Iasi, (Romania), Scienter (Italy), Universitat de Barcelona (Spain), Transilvania University of Brasov (Romania), University /Auriel Vlaci" of Arad (Romania), Lusofona University of Lisbon (Portugal), University of Florence (Italy).



The Hu.P.A (Human Potential Assessment) model is a guidance tool developed by the [Italian Institute for Psychological Sciences of Education and Training](#) (I.S.P.E.F.) aimed at supporting guidance counsellors with learners from different settings (school education, higher education, VET, adult learning).

The tool helps counsellors to assess prior skills and potential capabilities on the basis of individuals' attitudes, motivations and expectations, and is targeted at:

- » young people entering the labour market
- » adults facing work transitions
- » individuals experiencing upskilling and desiring reskilling pathways

Hu.P.A consists of a set of evaluations developed by experts in the field of counselling and/or work psychologists such as:

- » Job search questionnaires
- » Individual structured interviews (Check list-career progression; Check list- Work organisation)
- » POSWW - Perception of Own Skills in the Work - Knowledge Questionnaire
- » 'Big Five' Questionnaire
- » Motivational questionnaire QuALCA (A&B version for adults)
- » Motivational questionnaire SSuF (A&B version for students)
- » TMA - Self-Esteem Assessment Test

Hu.P.A has proven to be effective mostly for the development of soft skills, such as problem solving, leadership, decision-making, negotiation, creativity, resilience, stress management in many guidance settings, be they school, university or vocational education and training.

Further information is available from:
info@ispef.it

Fausto Presutti

(I.S.P.E.F., Euroguidance National Dissemination Network, Italy)

Finnish guidance students attend mobility guidance training for competence development

Euroguidance Finland cooperates with higher education institutions to provide training on mobility guidance; promoting competence development amongst guidance students.

Career practitioners in educational settings in Finland are required to have either a master's degree certificate or a 60 ECTS post-graduate diploma in guidance. There are currently two universities offering a master's degree and five universities of applied sciences where you can study for a postgraduate diploma. During the last number of years there has been an opportunity to continue studies and to complete a 30 ECTS post-graduate diploma in career guidance. In the PES setting, the practitioners must have a master's degree in psychology for a permanent position as an expert in vocational psychology.

Basic knowledge of mobility guidance to all students

Euroguidance Finland's training services on the European and international dimension of guidance are widely used by both the universities and the universities of applied sciences. It means that almost all diploma or degree students of guidance have had the opportunity to develop their competences in this area. Within the Finnish National Strategy of Lifelong Guidance (2020-2023) all guidance practitioners should have at least a basic competence in promoting international mobility



Sofia Dano, Finnish guidance counsellor students in a training, November 2021

and internationalization. A guidance practitioner needs to know at least the existing tools to support learning mobility and be aware of the appropriate information sources and services. The key still, as ever, is to work with an individual client and to respect them as an individual with their unique needs, interests, and aspirations.

Reflection through own experiences

Euroguidance provides initial and in-service training to students of guidance. The content provided by Euroguidance staff is agreed upon and developed together with the teachers of these study programs and it is integrated into on-going diploma and degree programs. It contains a dialogue between the students of guidance, their teachers and the Euroguidance staff. There is a common framework to training content which can be tailored to meet the specific needs of each group of students.

Through the training of Euroguidance, the future guidance practitioners will develop basic competences con-

cerning guidance for learning mobility but also knowledge on the wider framework on international work life and mobility including mobility statistics, current survey findings and European policies and strategies. One of the key elements is to discuss what internationalization means today? what kind of international knowledge and experience the students already have? and how they can ensure in their work that all their clients have equal opportunities to gain international experience(s). Various methods, such as using Path to the World cards, motion exercises, as well as group and pair exercises, are used to support the students' learning processes, to initiate discussions and to encourage active participation.

Anne Valkeapää

(Euroguidance Manager, Finland)



Juuli Juntura, "Path to the World" cards by Euroguidance Finland

Norwegian e-course on mobility guidance

The Norwegian Directorate for Higher Education and Skills (HK-dir), host of Euroguidance Norway, has launched an [online course on mobility guidance](#). The aim is to make learning mobility an option for more pupils in secondary school through the additional competence development of career guidance practitioners in this area.



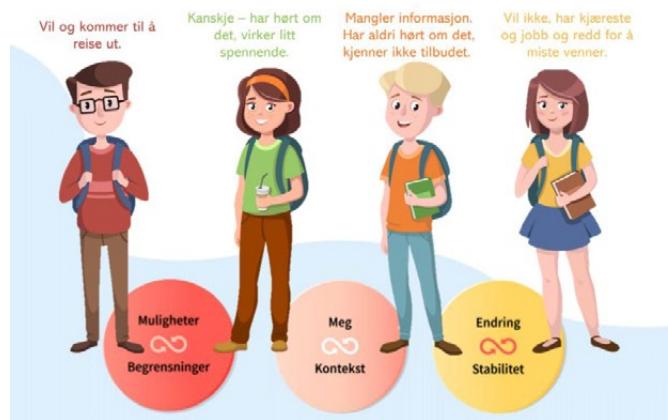
Why the need for mobility guidance in the Norwegian context?

A Norwegian government white paper from 2020-21 states the concrete goal that half of students who take a higher education degree should go abroad during their studies. To-

day, only 16 percent of students do so. Moreover, the number of pupils going on an exchange during upper secondary school has witnessed a downward trend. In 2013-2014, around 2,200 pupils travelled abroad, while in 2019-2020, the number had dropped to around 1,500. Surveys conducted by the Directorate show that the proportion of students who have done an exchange during upper secondary school and have gone on to study abroad later, is three times higher than that of Norwegian students in general.

Therefore, to increase the overall volume of uptake of learning mobility opportunities, the Directorate decided to first develop a learning mobility course aimed at key influencers; career guidance practitioners in secondary schools (years 8-13).

Many guidance practitioners and pupils find it difficult to manoeuvre in a field of many and diverse mobility opportunities and the variety of different actors that may require engagement with before, during and after the mobility process. Another issue is inclusion. Norwegian surveys, as well as European ones, show that for instance; gender, place of residence and socio-economic background are important factors in predicting whether a pupil will go abroad or not. To make learning mobility a more likely option for more pupils of different backgrounds, a need for better information and guidance in schools on mobility emerged.



Contents of the e-course

The course consists of several small modules that can be taken at the career guidance practitioner's own pace. It is built around two main parts. One addresses the practicalities of a mobility stay by presenting different opportunities and the main steps of the process with regard specific learning mobilities. This section is intended to serve as a time-saving basic 'encyclopaedia' that can be turned to whenever needed.

The second part deals with why learning mobility is important, what skills can be obtained, transitions, cultural competence, and ethics. Challenges that pupils can experience before, during and after a mobility stay and suggestions on how to guide them through these are also presented. Participants are encouraged to use the '[Career Buttons](#)' of the new National Quality Framework for Career Guidance, in the structuring of mobility guidance. Doing so, to open up spaces for reflection and exploration around dilemmas related to change and transitions. The career buttons can also help the pupil become aware of the more implicit or soft skills and competencies obtained during the mobility stay and thus develop their overall career competence.

Kjersti Monen-Macaulay
(Euroguidance Norway)

Innovative practices in career education and guidance in schools

The [Research Institute for Child Psychology and Pathopsychology in Slovakia](#) has launched an accredited educational programme designed for experts and pedagogical employees at pre-primary, primary and grammar schools.



Created within the “From standardization of the consulting system and prevention to inclusion and success in the labour market” (“NP Štandardy”) project (June 2019–May 2023), the programme’s aim is to familiarise participants with a modern form of training in career counselling and career education within the school system. Moreover, the focal point of the programme is to develop the core competencies of pedagogical and professional staff, such as planning, interpersonal skills, communication skills and working reflectively.

Participants are guided to understand the importance of career guidance and education during a child’s life and how they are linked to their psychological and social development. The modules of learning within the programme are divided into the following:

- » Full-time learning (32 hours)
- » Distance learning (10 hours)
- » Internship (8 hours)



Learners participating in the distance form of learning are required to submit two tasks assisted by an internal or external tutor. The tutor provides consultation, feedback and reflection on the submitted task. Participants communicate via a [TEEMEA](#) platform.

Implementation of the full-time form of learning (either in person or online) is based on methods of experiential pedagogy, including Kolb’s experiential learning cycle. Emphasis is placed on activity reflection.

At the end of training, participants prepare a final report encompassing their self-reflections on their individual work in the field of career education and counselling with a selected student. Final assessment is by means of a final exam.

The initiative contributes to decreasing school failure and improves the quality of life of children via an effective, professionally provided counselling system with a multidisciplinary approach to young people and their families.

**More information about the programme
is available (in Slovak) at:
www.vudap.sk/en/x/projekty/standardy/vzdelavanie-a-rozvoj-ludskych-zdrojov/inovativne-prvky-v-kvapvs/**

Marina Vitz

(Euroguidance Slovakia)

Developing Competence Online approaches from Ireland

Through its host organisation, the Irish National Centre for Guidance in Education (NCGE), Euroguidance Ireland coordinates and provides regular Continuing Professional Development (CPD) for guidance practitioners. All CPD is met on a needs basis, determined by surveying stakeholders as part of planning processes. The Centre also advises on high quality and relevant initial guidance counselling education and training.



Traditionally CPD delivered by the Centre has been in person (face to face), however following the onset of the COVID-19 pandemic all coordinated CPD migrated online. You can find out more about the process of this migration in a [previous issue](#) of this publication.

Webinars

Since the last issue, NCGE/Euroguidance Ireland has successfully delivered two additional webinar series. [One for Guidance Counsellors in Irish upper secondary schools](#) and [one for Guidance practitioners in a variety of Irish VET settings](#).

Comprising two webinars in each series, the topics addressed were:

- » 'Settling back to school and SELF CARE for the school Guidance Counsellor'
- » 'Working with students in schools with intellectual disabilities'
- » 'Adult Literacy for life in VET Guidance Practice'
- » 'Universal design for learning in VET Guidance Provision'



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The webinar series attracted many hundreds of guidance practitioners and the feedback provided was extremely positive.

Guidance Counselling for Mobility

NCGE/Euroguidance Ireland provides a CPD module to support guidance counsellors in developing the skills they need to support learners in their quest for studying, working or volunteering abroad. The emphasis is on the process of mobility. [The course](#) explores how the guidance counsellor can support the students through 3 phases of mobility: Preparation, Induction and Re-integration. It includes information on the practical, linguistic, cultural and mental preparation students should undertake prior to going abroad. It addresses the issue of contracts between hosting and sending institutions, supports for students while abroad and underscores the importance of reintegration for students on their return home. The module is divided into 4 parts and may be completed at the convenience of the individual guidance practitioner. The course is free and available entirely online.

Online Resources

NCGE/Euroguidance Ireland has created a [significant number of resources](#) including short videos, worksheets

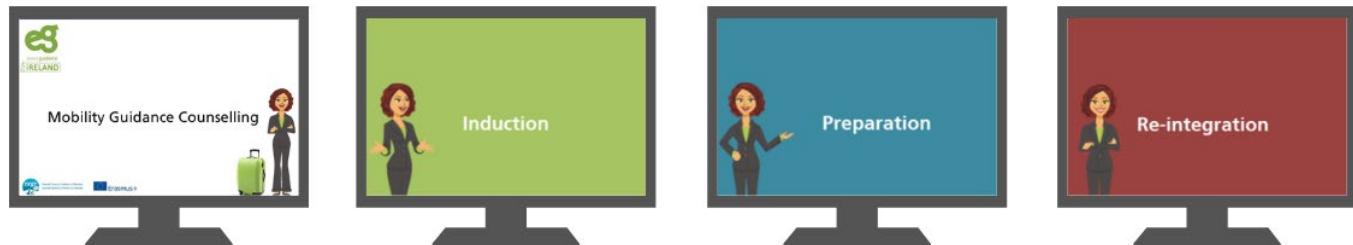
etc. to promote mobility within school and VET communities. These resources are designed to be used in guidance classes and other careers related contexts and events. They include materials to assist learners and Guidance Counsellors navigate through the steps required to complete a Europass profile, CV and Cover letter.

Podcast Series

In late 2020, NCGE/Euroguidance Ireland launched a new podcast. [This podcast](#) aims at broadening the perspective of guidance in broadly ranged areas of interest and best practice, locally, nationally and internationally. A series of episodes relevant to schools, VET and European considerations for guidance is available on the ‘Soundcloud’ platform.

To find out more about any these initiatives
e-mail: euroguidance@ncge.ie

David Cullen
(*Euroguidance Ireland*)



Intrapersonal and Interpersonal skills development for Career Guidance Practitioners

The competence development of Maltese career guidance practitioners has always been a major priority of the Euroguidance Malta Centre. Despite the continuing challenges brought about by the pandemic, this commitment has been kept through training events organised online.

We are aware that career guidance services are currently needed more than ever, to support our students and young and older adults, in times when career plans may have been disrupted or altered. Career guidance practitioners need to be prepared with innovative approaches to guide our clients for the changing labour market and to provide support along their educational/employment journey.

Hence, the organisation of training for '**Intrapersonal and Interpersonal skills development**'; aimed precisely at equipping full time school career guidance practitioners with the personal tools needed to work with their students.

The themes were:

Effective Communication: Providing practitioners with operative tools to reflect on their communication so as to learn about their strengths and weaknesses; leading them to improve their communication competencies.

Problem Solving & Action Planning: Helping practitioners acquire a model (constructivist-strategic approach) to coach students in reflecting and creating step-by-step action plans for their studies, future job skillsets, etc.

Self-Coaching: Providing practitioners the opportunity to reflect on their possible 'psych traps' which often limit

caregivers from using their full-potential and may lead them to stress and a sense of helplessness.

Training was spread over four sessions of 3 hours each. Exercises used were varied and consisted of workshops and small and large group discussions through Microsoft Teams. Dr Claudette Portelli, a clinical psychologist, psychotherapist and trainer, was selected to deliver this training, due to her expertise in the field, on both a national and international level.

This training also had the added advantage of increasing harmony between the practitioners themselves, who were not meeting physically due to the restrictions placed by the pandemic. The resultant synergy developed into the sharing of mutual experiences when discussions arose in relation to their day-to-day work.

Competence Development is part of the remit of the Euroguidance Malta Centre which is the responsibility of the National School Support Services, Ministry for Education.

This training was co-funded by the Erasmus+ programme of the European Union.

Dorianne Gravina & Lorraine Grech Aquilina
(Education Officers, Career Guidance, Euroguidance Malta)



Making Europe tangible among master's students in Germany

The Federal Employment Agency in Germany is in the unique situation of having its own state-recognised university of applied sciences. Every year, about 500 students are qualified through two dual bachelor's degree programmes, becoming experts in counselling for education, career/employment or labour market management. A recent Euroguidance workshop raised European awareness among additional master's students at the German University of Applied Labour Studies (HdBA).

International Week at University of Applied Labour Studies

As referenced in the introduction, in addition to the bachelor programmes, there is a part-time master's programme "Labour Market Guidance (M.A.)". The 4th semester of this programme encompasses a module entitled "International Theory and Practice Transfer", which optionally includes an internship abroad. However, due to the continuing Covid-19 pandemic, internships abroad could not take place for the second year in a row. Therefore, the university had to come up with an innovative approach, providing its students with an "international week".



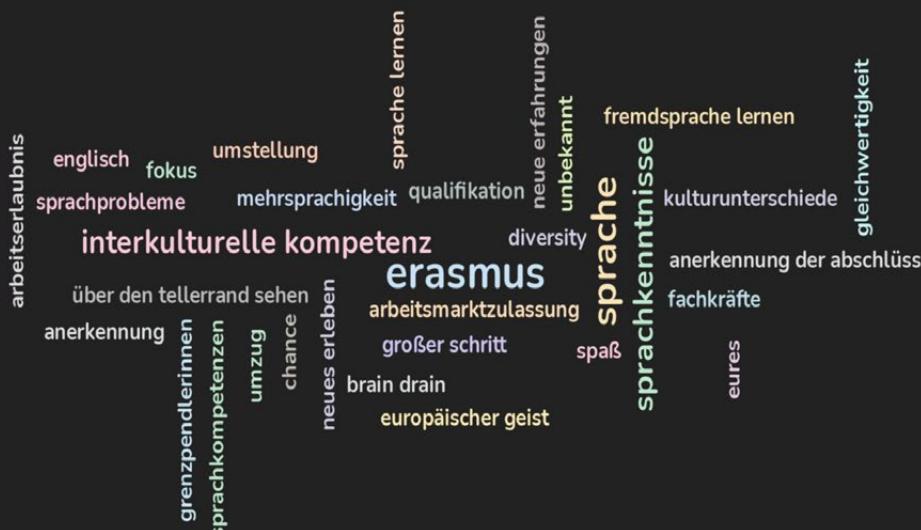
It was part of this in which the German Euroguidance Centre participated.

Discovering "Europe" in daily work

In a virtual classroom on MS Teams from September 27 to October 1, 2021, 25 master's students introduced each other to various institutions with a connection to foreign countries, as well as to current work and educational topics. They conducted online interviews with experts who gave practical insight into their international work. In this way, all students experienced a variety of virtual placements abroad in different places and institutes around the world.

Euroguidance Germany concluded the week with a workshop about "The importance of international co-operation for employment services". In the first part, the students shared previous international experiences and how these affected their lives. They also received information about Euroguidance and [EURES](#) activities.

Welche Assoziationen verbinden Sie mit internationaler Mobilität in Bildung und Beruf?





Our Euroguidance colleague, Heike Borgmann, who is currently taking part in the master's programme herself, rounded off the first part of the workshop with vivid examples from her daily practice as career counsellor for Euroguidance and EURES-adviser.

In the second part, the participants then discussed in small groups the impact of the [European Green Deal](#), the [European Pillar of Social Rights](#) and measures within the [European Skills Agenda](#) on their everyday professional life. The participants thanked Euroguidance for this valuable and interesting exchange, which enabled them to think outside the box in raising their own awareness of Europe. Many students recognised the importance of international cooperation but did not really see it implemented in their own work, and they were surprised when given a deeper insight into European policies how much "Europe" is actually already a part. One student's feedback illustrates the competences gained regarding the European dimension in guidance.

"The morning and the whole week showed me that it is important to talk about Europe. Only in this way can the European spirit continue to develop. As an employee in the federal employment service's counselling activities, one should at least know the basic features of the institutions relevant to the European labour market. The week was helpful for that and to realise once more how valuable the EU is."

Sara Koobonye & Ilse Lore Schneider
(Euroguidance Germany)

A new step for equal opportunities

The ‘Cordées de la réussite’ ('climbing together to success') scheme is a key element of the inclusive dimension of education policy in France, where guidance is an important instrument for equal opportunities. In 2020, nearly 200,000 students in France were supported in this way. The core overall objectives of the scheme are to introduce social equity in the access to higher education and to open up fields of possibilities, break down self-censorship and encourage pupils' ambitions.



Networking and partnership between secondary and higher education institutions

Cordées de la réussite is a network of universities and secondary schools - mainly chosen in areas where education is considered as a high priority. It facilitates the transition from lower to upper secondary school and from secondary to higher education, by introducing progressive guidance actions. Using a metaphor from mountain climbing, universities are “at the head of the rope” and secondary schools are those “roped up”. Together, they prepare activities encouraging students to develop career plans and facilitating their implementation, both towards further education and professional integration. In order to broaden pupils' career prospects and meet all their aspirations, a secondary school may be linked to several “lead” institutions. Thus, by introducing a diversity of partnerships, students are offered a wider range of opportunities.

Target audience

Cordées de la réussite is aimed at pupils from third year up to the final year of secondary school, where those

who lack certain self-confidence are encouraged to get involved. The scheme is inclusive for pupils with disabilities or with special educational needs and ensures equal opportunities for girls and boys. Pupils receive tutoring from a student and mentoring from professionals. Families play an active part in their children's guidance process.

Support actions to build a career plan

The educational team relies on activities adapted to the progress of pupils' individual career plans. In order for *Cordées de la réussite* to be of real support, pupils are encouraged to go to different schools/universities or workplaces - out of their familiar environment. They are also monitored through individual tutoring and cultural activities. It is believed that when the students learn more about different professions, their attitudes towards them changes and gender stereotypes diminish.

For more see:

www.cordeesdelareussite.fr

Graziana Boscato & Isabelle Dekeister

(National Education Resource Centre,
Euroguidance France)



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Erasmus+ Project Jump to Job! - empowering young people with disabilities

Erasmus+ reaches a lot further than just simply to students in higher education. Through Erasmus+ Strategic Partnerships for example, partners from across Europe can work together on varied important topics, inclusive of lifelong guidance. An excellent example of such a project is 'Jump to Job'.

'Jump to Job!' (J2J) is an Erasmus+ Key Action 2 Strategic Partnership coordinated by the European Platform for Rehabilitation (EPR), in partnership with EPR members GTB (BE), Theotokos Foundation (GR), URI (SL) and Fundación INTRAS (ES), the University of Leuven Limburg/UCLL (BE) and LYK-Z (NO). It focuses both on young people with disabilities (YPWD) who work as peer mentors and on job coaches working with YPWD.

Key objectives

With the project, the partners core aim to increase employment among young people with disabilities.

Other objectives include:

- » That YPWD are more self-confident and have a more proactive approach to job search.
- » That job coaches and YPWD have a stronger, more fruitful relationship, supporting real job inclusion.
- » That companies are able to adapt their environment and work process to create sustainable jobs for YPWD.
- » That job coaches training is effective and considers the clients' inputs and insights and is co-produced with YPWD.





At the start of the project, partners collected a series of good practices from the labour market where exiting inclusion of people with disabilities could be clearly seen. They then designed, tested and implemented a training course for 'Peer Mentors' and job coaches to enhance the participants' competences and improve the support for inclusion of YPWD within the labour market.

The first training event took place in Valladolid (ES) in early 2020. It involved 20 young people with disabilities and job coaches from 4 countries, with a focus on different methodologies and approaches to support young people with disabilities towards inclusion in the labour market. The training programme covered the topics "vision", "identity", "communication" and "impact" and applied the *FROG* methodology (using creative and interactive methods) developed by the Norwegian partner. As a next step, this was applied during a pilot phase in four partner countries.

During the second training event in October 2021 (Athens, Greece), 12 participants had the opportunity to get

to know each other better and build up trust, to discover and share dreams, to discover their strengths and values, to set life goals, and to develop the confidence to make their own life decisions. Trainers and trainees were very committed and supportive.

Jump to job! Is in line with the [European Pillar of Social Rights \(EPSR\) Action Plan](#) and [the European Disability Strategy 2021-2030](#).

For further information, please visit
epr.eu/jump-to-job.

Nele Hulselmans
(GTB, *Jump to Job!*)

Joke Verlinden
(*Euroguidance Belgium: Flanders*)

Career guidance for Social Justice

Tristram Hooley (Professor at the University of Derby and Innland University Norway), Ronald Sultana (Professor at the University of Malta) and Rie Thomsen (Professor at the University of Aarhus and University of South-eastern Norway) have created a website that publishes articles from practitioners and researchers relating to career guidance and social justice.

www.careerguidancesocialjustice.wordpress.com/ is aimed at all practitioners and researchers who are involved in delivering, researching, supporting and theorising career guidance. There is no single ideological or theoretical line that defines it, rather all materials posted on the site should demonstrate a concern with social justice and have a clear relevance to careers and career guidance.

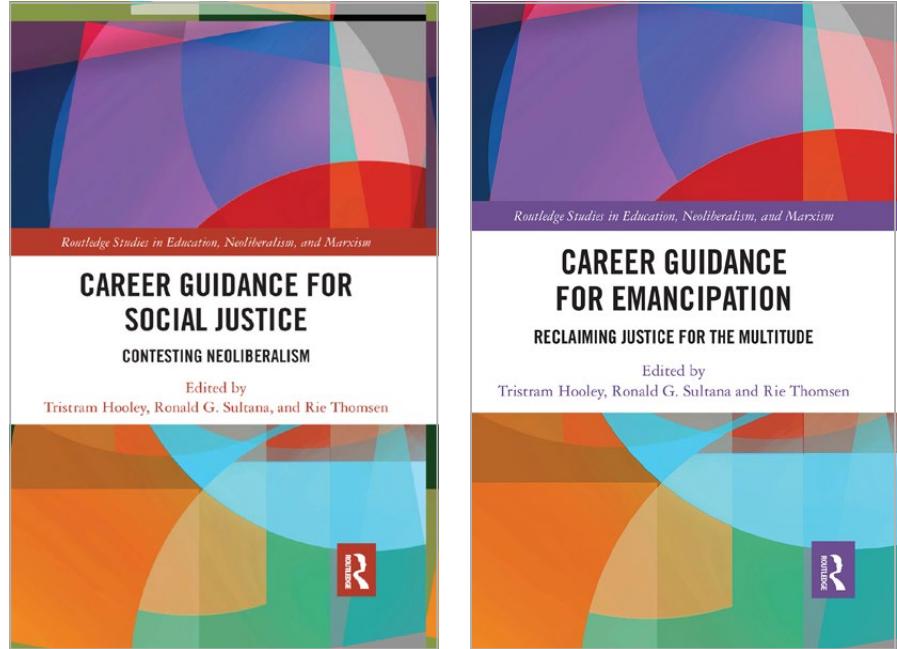
The Career Guidance and Social Justice site was created following the publication of '**Career Guidance for Social Justice**' and '**Career Guidance for Emancipation**'; two books that explore ways in which social justice can be integrated into career guidance practice.

The site houses opinion pieces, essays, resources and materials inspired by, and in tune with, the books and other perspectives on social justice.

Call to action!

The site acts as a space for the community of people interested in career guidance and social justice to share ideas. It is also a place to collect examples of practice and reflections on those practices.

The three professors and the editorial board, which consists of volunteers who are committed to furthering dis-



cussion and debate on the subject of career guidance and social justice, all wish to build upon the potential for knowledge sharing and competence development through the site.

They welcome contributions from anyone interested, in any European language.

More information is available at:
<https://careerguidancesocialjustice.wordpress.com/style-guide/>

Christoffer Kjær
(Euroguidance Denmark)