



euro | guidance
European Network to Support
Guidance and Counselling

Euroguidance Insight

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http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

Euroguidance Iceland held a “Conversation about Erasmus+”

As a preparation for the Erasmus+ programme which started at the beginning of this year, the Euroguidance Centre in Iceland held a somewhat unusual meeting with stakeholders at the end of 2013. The event was called „Conversations about Erasmus+”.

First of all, the conference was not an open event like has been the case for many years, but a “by invitation only” event where relevant stakeholders were invited. The title “Conversation about Erasmus+” was also unusual, we invited people to come and discuss how the new Erasmus+ programme could be of best use to further the national policy on education and training. The people invited were from the Ministry of Education, Science and Culture, social partners (both employers’ and employees’ federations),

schools at all levels and other training institutions, teachers’ and headmasters’ unions and human resources managers from companies that have excelled in training their staff. After three short panel discussions where the present situation was analysed, participants were invited to world café style debates on three themes; what Iceland is doing well in education and training, the challenges ahead and the challenge in the coming seven years. This was the part of the event which drew the heaviest

debate and, for a while, it looked like participants wanted to tackle all the challenges ahead in the coming years. Each participant was given three votes that he or she could distribute on the board with all the issues they had previously said that they wanted to tackle. To the organisers’ surprise, the ‘usual suspects’-dropout and increased funding- did not make it to the top 10 list. The most important issue was making a more flexible system of education and training and the number two was learning more from good exam-

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ples in other countries. Many participants at the event expressed considerable concern about the situation of VET in Iceland. First of all, only 14% of upper secondary school students at present choose VET and secondly, the dropout rate from school is considerably higher than in general education. The reasons for this are not known but one of them might be that in many programmes, it is difficult to find a workplace where students can complete their training. Another could be what many described as educa-

tion that is too academically oriented, where the students do not start their hands-on training until after completing one or two years of school. Finally, it was pointed out that the compulsory schools average grades are lower for VET students than for students going in for general education and training. The drive towards a university degree is very strong in Iceland and ambitious students want to make sure that their path towards university is smooth and without difficulties. The event is seen as a first of many steps

towards assisting policy makers in their coordination of education and training and, in the exit questionnaire, the great majority of participants indicated that they wanted to continue being a part of that discussion.

Further information (in Icelandic), photos etc. can be found at http://www.lme.is/page/Samtal_um_Erasmus.

Dóra Stefánsdóttir – Euroguidance Iceland

Private companies prefer experience from abroad

A Danish study shows that a CV which includes studies or an internship abroad is a major advantage, when private companies recruit new employees. The employers envisage that stays abroad will become even more important in the future.

The Danish Agency for Higher Education has asked private employers about which experience, qualities and qualifications the companies are looking for in graduates, both now and in the future. The study was based on an electronic survey which was sent to 1,076 private companies in Denmark with a response rate of 31 per cent. The purpose of the study was to uncover the occupational relevance and value of the qualifications which students acquire during periods abroad and determine how important study and work abroad experience is for employers when they are recruiting employees.

Students develop important qualifications abroad

The study showed that 50 per cent of the private companies would prefer an employee who had completed a study period or internship abroad. During a stay abroad, the students acquire highly relevant experience and qualifications which are in demand when companies recruit graduates. The study also showed that more than 70 per

cent of the companies consider international outlook and intercultural understanding as very important or important skills when they recruit graduates from a higher education. It confirms that graduates with international experience are very attractive for employers. The companies value communication skills, foreign language skills, international outlook, intercultural understanding and willingness to adapt.

Study and work abroad experience will become even more important in the future

The experience and qualifications which students develop during studies and work abroad are attractive in today's labour market and, according to the majority of the companies, international experience, international outlook and intercultural competences will become increasingly important in the future. 50 per cent of the companies envisage that studies completed abroad will become even more important when they recruit employees in the future. Thus, a study period or an internship

abroad advances the students' job opportunities by ensuring them skills and qualifications that are not only attractive today, but will also be in high demand in the future.

Room for improvement

In Denmark, the number of Erasmus students has been growing over the last few years. However, in 2011 only 17 per cent of all Danish students had studied or taken an internship abroad as part of their studies. The target for 2020 is that 50 per cent of graduates from Danish higher education institutions should have spent one or more semesters abroad. The Danish Minister for Science, Innovation and Higher Education, Morten Østergaard, expresses his vision for the future: that all Danish students will have an international element in their study programme.

A translation of the report can be found at:

<http://fivu.dk/en/euroguidance/publications-and-fact-sheets/>

Trine Helledie and Birtha Theut – Euroguidance Denmark

Career Week 2013 in Latvia

With the aim of motivating young people to be active in planning their careers, *Career Week 2013* took place on 7-11 October in 11 of Latvia's largest cities. This initiative of the Euroguidance Centre in Latvia was supported by the Centre's host institution, the State Education Development Agency, and by hundreds of volunteers: teachers, local government and school board administrators, business people and NGO's. This year 24,197 participants (a little over 1% of Latvia's total population) found out about careers, were inspired by different professionals, visited businesses and learned about themselves, their abilities and talents.

"What we witnessed during Career Week gives us great satisfaction, because people have started talking and thinking about careers as a part of life as a whole, not just a narrow direction. Last year for the first time in Latvia Career week took place in 5 cities, this year in 11, and now even more cities have showed interest in joining us next year, broadening the geographic scope of this activity. Thus we have encouraged learning from early stages that career is the interplay between education, work and personal life. We hope that some of the activities that the participating cities have piloted during Career Week will be taken on board as good practice and implemented regularly throughout the year. This would allow career issues to become an intrinsic part of the learning process and would promote more conscious career decision-making" says Director of the State Education Development Agency's Information and Career Guidance Department, Aleksandra Joma.

Career Week 2013 offered a total of 794 activities spread over 11 cities, including the capital - Riga. Participation in Career Week activities allowed young people to explore different careers and become aware of their opportunities through meetings with career guidance counsellors, entrepreneurs and potential future em-

Photos courtesy of the State Education Development Agency VIAA, Latvia



ployers, as well as vocational and higher education institutions. In addition to on-site activities, young people were encouraged to consider their future careers through the interactive game *Fit your future* available through the social network www.draugiem.lv 6,600 participants had played the game throughout the Career Week period

Some examples of activities by city include:

Cēsis - young people had the chance to use a "career calculator" and play simulation war games.

Daugavpils - there was an interactive field trip on professions through the centuries.

Gulbene - students participated in a business simulation game and a web-based career seminar.

Jēkabpils - students did roleplays as entrepreneurs.

Jelgava - students visited the "lords of metal" at a training centre for metal working.

Kuldīga - there was a student-run business fair and a seminar for teachers and guidance counselors on current trends in career learning in Latvia and Europe.

Liepāja - young people participated in a computer simulation game for creating innovation.

Rēzekne - there was a creative workshop on 3-D fashion.

Riga - young people imagined their future career through inspiring career stories told by professionals from different sectors, attended career workshops and learned 10 different ways to explore which career is right for them.

Valmiera - young people imagined themselves and their city 20 years in the future.

Ventspils - young people attended the interactive science centre where they learned about the worlds of music and astronomy and forecasted their future in Ventspils.

The range of activities which took place during Career Week many places in Latvia all in the same time period were an instrument for stimulating young people to consider how they plan their careers and involving them in a kind of social movement. For more information you are welcome to contact Euroguidance programme manager Brigita Mikelsone at brigita.mikelsone@viaa.gov.lv.

Career planning workshop:

www.flickr.com/photos/73458727@N06/10287699764/in/set-72157636352279763/

Discussing career plans:

<http://www.flickr.com/photos/73458727@N06/1028743863/in/set-72157636352279763/>

More Career Week publicity photos:
<http://ej.uz/KN2013foto>.

Ilze Jansone – Euroguidance Latvia

Danish action plan: Enhanced insight through global outlook

The Danish government has just launched the first part of an action plan for increased internationalisation of the higher education programmes in Denmark.

The first part of the action plan, presented now, focuses primarily on the effort to strengthen the international competences of Danish students and on the international learning environments in which Danish institutions are involved. It comprises 31 concrete initiatives aimed at accomplishing three objectives:

- More students should study or take an internship abroad;
- Danish higher education institutions must have stronger international learning environments;
- Students should have better foreign language skills.

The second part of the plan will be tabled later this year and will focus on how Denmark can attract and retain talented international students in the future. An English summary of the action plan for internationalisation can be found [here](#). At the same time the Danish Eurodesk, Europass and Euroguidance centres have launched a new website called "Seize the world", www.gribverden.dk, which shall give inspiration, motivation and information to all Danish students and Danish young persons to plan for a study or work placement abroad. The website presents a mix of videos, live interviews and written information about staying abroad. It is connected to a Facebook site where young people can exchange experiences, discuss and raise questions about studying or working abroad.



Birtha Theut, Euroguidance Denmark

The French Euroguidance Network launches EMMA (Entretien Mobilité Module d'Autoformation), an online tool to train counsellors in mobility.



**Entretien Mobilité
Module d'Autoformation**
Euroguidance centres in France are training guidance

counsellors with the aim of helping them to advise their clients with mobility queries.

They were motivated by observing the growing demand for mobility information from non-specialist advisers, the lack of exhaustive professional tools available online on the theme of mobility and the difficulty in organising many sessions of classroom training.

Professional resource centres EUROGUIDANCE-France chose to build a training tool online which would represent

the expertise they have gained in their practice.

This tool has several goals:

- to facilitate the first interview conducted by counsellors concerning mobility
- to provide them with the required information
- to promote geographic mobility amongst the general public.

The course is made up of three interactive modules based on teaching methods and principles drawn from the experience of

professionals in the field and on the logic of the learners who are actively involved in their training path.

Learners must participate to progress through the training course; however they can also leave a module and resume it later at the same place (or even from a different place). The total time per module is about 30 minutes.

The first module contains the key points of the first interview in mobility. Two people play the role of the user and consultant in different contexts: research internship, further education, language training... It tries to identify all the problems of mobility that can be expressed in a first request.

The second module is a tablet, a toolkit that identifies the information needed to guide, advise and assist the candidate carrying a mobility project. Information is sorted by topic: study abroad, internships, employment, volunteering and different types of mobility.

The third module enables the user to review the actions needed to prepare a departure to the country of destination as well as essential preparations for successful return to France.

With this application, the members of the Euroguidance network aim to achieve a sort of « domino effect » by training people capable of passing on the information about mobility

and disseminating a European mobility culture.

The tutorial is partially accessible to people with disabilities thanks to off-screen commentaries and subtitles. It is freely available on the website Euroguidance-France :

www.euroguidance-france.org/pro/?module=emma

A promotional campaign of the tool to all professional mobility networks is underway. There will be a satisfaction survey of users next year. This tool is in French (but can be adapted to any language).

For more information Contact: euroguidance@ac-strasbourg.fr



Who will benefit?

More than 4 million young people, students and adults will gain experience and skills by studying, training or volunteering abroad through Erasmus+.

The programme will also support over 125,000 institutions and organisations to work with peers in other countries to innovate and modernise teaching practice and youth work. Together they will help ensure that young people and adults get the skills they need to succeed in today's world.

Erasmus+ replaces seven programmes with one, so it's easier to access. And changes in the rules mean it has never been simpler to apply.

Why Erasmus+?

Europe must equip its citizens with the education, skills and creativity that they need in a knowledge society. The world is changing fast, and education systems need to modernise and adapt to new ways of teaching and learning and embrace the new opportunities that exist. Education, training and non-formal youth learning are key to creating jobs and improving Europe's competitiveness. That's why Erasmus+ will make a key contribution to addressing these challenges.

Erasmus+ will provide
€14.7 billion over seven years
to strengthen education, training, youth and sport in Europe.

The 3s Method in Career Counselling

The Sifting, shaping, and sharing – Brainstorming Career Paths through Bread-making method (the 3s method) was presented during a workshop within the Austrian Euroguidance Conference 2013 - „Building the Evidence Base“- Face-to-Face Counselling: Methods and Impact.

The conference focussed on face-to-face counselling in combination with the question of the expected impact which is becoming increasingly important due to the current crisis on the European labour market. A solid evidence base at governmental level helps to develop strategies, policies and systems. The Euroguidance Conference aimed to present selected approaches and effective methods in regard to careers guidance.

The 3s method was developed by Mrs. Nadezhda Savova, Bulgarian cultural anthropologist (PhD Princeton University), president of the International Council for Cultural Centres (I3C) and founder of the Bread Houses Network where neighbours can bake bread, exchange ideas and form friend-

ships: www.breadhousesnetwork.org.

The participants in the 3s workshop had the opportunity to realise the values of this instrument for experiential learning, that uses the metaphors of bread-making to help people rethink their lives and come up with new ideas of alternative career and personal paths.

This method can be applied with groups of either 1) similar background (peers; students; professional team; community organization or 2) from diverse backgrounds in order to foster cross-pollination of ideas and skills come together around one table (a true “roundtable” not only of verbal discussions but also of hands-on doing) and engage in collective bread-making.

At each one of the three main stages of bread-making (sifting, shaping, and sharing) the participants take on three different roles – dreamer, critique, and realist – in order to measure the created ideas from various perspectives and “knead” and shape them in the most constructive and plausible way in order to turn them into viable alternatives. The key third section, the “sharing” of the baked bread, creates a unique sense of comfort, support, and community, thus truly giving people the needed self-esteem and confidence that an alternative path is possible.

Photos from the workshop:



WIKI, a space for training on mobility for guidance practitioners



In English: <http://euroguidancemobility.wikispaces.com/>

In French: <http://mobilite-euroguidance.wikispaces.com/>

In Dutch: <http://euroguidance.wikispaces.com/Werkgroep+mobiliteit>

Originating from the Mobility Working group of the Euroguidance network, this tool provides theoretical views and practical information on the field of mobility for studying, training and work purposes. It aims to provide relevant information and tools for guidance counsellors working in the field of mobility advice

A WIKI is a free tool, easy to use for guidance counsellors through an internet connection. There is a WIKI available in English, French and partially in Dutch language.

From the beginning the objective of the Mobility Working group was to deliver concrete tools which would inform and assist guidance practitioners on the theme of mobility. A first publication described the political context, defined mobility advice, gave an overview of the underlying theoretical concepts in the whole mobility process, listed European tools facilitating and valorising the mobility experience.

Professional standards for advising on mobility in the right circumstances and for evaluation of the mobility action has been developed and integrated in this document. To help guidance counsellors in a concrete way with their daily work, a practical part containing lists of the most relevant links and tools for education, training and work for every country was compiled and updated on a regularly base. Finally bibliographic references are available at the end of this publication.

In order to facilitate the updating process, and to reach a larger audience, we created 3 WIKISPACES, which we promote during training sessions, meetings and various media (websites, social media, newsletters...). For the future we will investigate the possibilities of training online, through webinars, in order to reach an even greater audience of guidance counsellors.

The visitor of the WIKISPACES will find information on the EUROGUIDANCE network, its history and objectives, on the content of our publication (which is available online in the English, French and Croatian languages and partially in the Greek and Dutch languages).

The WIKISPACES also contains:

- Information on the process of mobility: definitions, theory, models for mobility advice;
- European programmes for education and training, European tools for mobility;
- Information on working abroad;
- Publications from the Mobility Working group;

- Further reading: selection of articles and websites on the theme and;
- Research: articles on research are selected and synthesised by the member of the Mobility Working group.

All those elements make developing the European dimension in the training of guidance counsellors a reality by better understanding mobility and referring to the recent point of views and publications on this theme. It contributes to the further professionalisation of guidance practitioners and further improves their expertise on international mobility.

On behalf of the Mobility Working group of the

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