



All around Europe the need for better information and improved guidance on learning opportunities is a prevalent issue. This edition portrays two initiatives from Italy and the UK to combat gender stereotypes. Other articles describe changes on a systemic level, like the new ways of organizing guidance in Estonia and the new framework for quality in guidance in Norway. Flanders has a new website for learning opportunities in Flanders, and the UK has a new site for migrants. There is still a recognised need for the promotion of Vocational Education Training (VET) and both France and Ireland share recent developments in this edition.

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# European Minimum Standard of Competences on Gender Equality (EMSC): The Get Up Project

Gender roles continue to influence crucial individual decisions on education, career paths, working arrangements, family and fertility. The GET UP project tackled them by strengthening the role of educational and career choices which guidance professionals provide during transition phases.



## The project

The ability to operate in a competent and ethical manner is crucial in transition phases (from school to school/VET/higher education/labour market, from education to workplaces, etc.). Professionals in guidance should be equipped with gender skills in order to enhance the talents and resources of girls and young women. The GET UP project defined a European Minimum Standard of Competences on Gender Equality (EMSC) for HR, career guidance professionals and teachers in order to provide them with a set of skills designed to ensure equal opportunities between men and women.

## The EMSC

The EMSC is a set of skills and behaviours required to combat gender stereotypes and discrimination in education, training and the workplace. It describes the way professionals are asked to implement their activities in terms of required attitudes and sensitiveness, the language used and the attention paid to crucial gender issues. Each competence description is introduced by the words “Making sure that”, which refers to the way of executing any activity in order to reach the expected result while, at the same time, valorizing strengths and differences.

## Some examples

On information giving/guidance, the EMSC provides that professionals, during individual and/or group information meetings, **make sure that:**

- » communication/publications do not discriminate on the basis of gender, sex, family situation while valorizing gender differences;
- » meetings are planned to be compatible with the most suitable times, accessibility of the meeting locations and the organizational needs of men and women;
- » a non-discriminatory language is used concerning gender, sex, family situation and gender stereotypes;
- » information and data are disaggregated by gender.

More information about the project is available at [www.getupproject.eu/](http://www.getupproject.eu/). Training materials are available upon registration.

Sylvia Liuti, FORMA.Azione srl, member of the EG Italian Dissemination Network

*Translated by Euroguidance Italy*

## Gender+ – helping vocational institutions become gender positive

**Despite advancements made in gender equality, many vocational courses continue to be split along traditional gender lines, and minority gender groups such as trans and non-binary, are underrepresented. Although vocational institutions may be attempting to overcome stereotypes and embrace gender mainstreaming, this process can be slow and include complex challenges.**

Gender+, a two-year Erasmus+ KA2 project, will address gender inclusion within vocational education by producing a series of resources to help institutions understand how they can improve gender equality. These resources will allow organisations to become aware of the steps they need to take to develop gender positive services that consider a range of gender identities and overcome stereotypes.

**The resources that the project will produce are:**

- » **A Gender Positive Charter** which will set out the minimum requirements an organisation should adhere to in order to be considered gender positive.
- » **A Benchmarking Tool** which will allow organisations to measure how gender inclusive they are, forming a Gender Footprint. Organisations that score highly against the benchmarking tool and achieve an 'excellent' footprint will be awarded a Gender+ quality mark which can be used to promote their gender positive status.
- » **Gender Champion Skills Profile** which will help organisations develop the role of a 'Gender Champion' – this dedicated staff member will be able to drive policy and development from the perspective of gender inclusion.

The project is led by the United Kingdom and includes partners from Bulgaria, Cyprus, Finland, Italy and Slovenia. The benchmarking tool will be available for pilot testing in Spring 2020.



*Woman working with industries*

**Emma Campbell – Euroguidance UK**

For more information about the project, visit:

- » [Facebook page](#)
- » [Twitter page](#)

# Estonians' desire for efficiency launched a reform in lifelong guidance

From January 2019 career guidance in Estonia is now being provided and developed by the employment sector. The Estonian Unemployment Insurance Fund has extended its scope and from now on covers the whole population. There are two new institutions – the re-launched National Guidance Forum and the Archimedes Foundation as a new home for the national Euroguidance centre.

## Before the Golden Age of Guidance until the end of 2018

Since 2015, after the public employment service (PES; Estonian Unemployment Insurance Fund / Eesti Töötukassa) started to provide services to working adults as well, therefore the public guidance services became available for everyone, the so-called golden age of guidance in Estonia was born. For the first time in history, the policy makers were proud to say that public lifelong guidance was a reality. In principle, the support to identify capacities, competences and interests in order to make meaningful educational, training and occupational decisions and to manage individual life paths was ensured free of charge.

The development of career management skills was supported by the national curricula at all education levels. Foundation Innove with its regional Rajaleidja centres (Pathfinder centre in English) was provided for young people (age 7 – 26) focusing on the needs of the pupils in lower and upper secondary education (age 15 – 19). The public employment service supported unemployed, inactive and employed people. In addition, as part of Youth Guarantee there was an extra initiative to support young people entering the labour market and to bring those not in education or at work (NEETs) back to education.

## After the Improvement of the Golden Age since January 2019

However, the Estonian government acknowledged that there was some room for improvement both regarding access and quality. It was recognized that the previous system with overlapping target groups caused the replication of services and therefore

inefficient use of human and financial resources. Accordingly, Estonia is currently in a middle of a career guidance reform. Until the end of 2018, career guidance was provided by both education and employment systems. Starting from 2019 career information and career counselling services are being offered by and developed in the PES. In practical terms, it means that the career guidance personnel from Rajaleidja centres were transferred to PES. Foundation Innove supports educational institutions in the implementation of the national curricula. In general education, this includes the implementation of compulsory central topics such as “Lifelong learning and career planning” and a career-related elective subject. In vocational education (VET), the focal point is the generic skills modules, which consist of career topics combined with entrepreneurship skills which are an obligatory part of every VET curriculum.

## New institutions

In order to ensure the coordinated development and the provision of career guidance, the National Guidance Forum was re-established. Several national stakeholders and relevant ministries are members, and the main task of the Forum is to agree on and monitor the career services' development goals, and to propose further actions necessary to widen the access to and increase the quality of career guidance.

International co-operation in the field of lifelong guidance has also been reorganized. The new stakeholder in the field is the Archimedes Foundation. Euroguidance Estonia is the Estonian National Resource Centre for Guidance providing a range of services to Estonian guidance professionals and to professionals abroad. As a member of the Euroguidance Network, we provide support in the

areas of learning mobility and lifelong guidance development within education, training and employment at international level.

To conclude, it has to be noted that the culture of continuous improvement is the key in most fields of activity and this also goes for the Estonian lifelong guidance system. Estonian stakeholders are devoted to widening the access to and increase the quality of career guidance.

There is a shared understanding that proactive participation in international guidance networks, such as Euroguidance, is an important source for mutual exchange and inspiration for innovative ideas both for guidance institutions and professionals.

“You are welcome to find out about the Estonian education system, labour market and guidance services from the brand new publication at <http://haridus.archimedes.ee/en/euroguidance>“

## Norwegian quality framework for career guidance

The Norwegian Ministry of Education and Research has commissioned SkillsNorway to develop a national quality framework for career guidance. The goal is to develop quality standards that are accepted and recognised by the guidance field, teachers, PES employees and of course, the clients. The framework will be a useful tool for both professional counsellors and others who are involved in educational or vocational training and guidance. One challenge is to detect where guidance takes place, because it is often hidden in other services. The latest developments on guidance in Norway have focused on creating a holistic and systemic guidance structure, and a part of that is to identify quality and professional ethical guidelines. Four different working groups have been formed, each with a separate focus. However, one common feature is shared by them all, all standards must be recognised across all sectors. **The topics in the four different working groups are:**

- » Ethical standards
- » Professional competence standards
- » Career competence and learning outcome standards
- » Quality assurance and quality indicators.

As a part of the process, SkillsNorway invited relevant stakeholders to give their feedback on the first three issues before the work is finalised. The quality assurance will be developed at a later stage.



*Tonje F. Gravaas (SkillsNorway), Kjell Helge Kleppesø (Director Hordaland career Center), Gry Eileen Bakken (SkillsNorway) and Line W. Eng (SkillsNorway) Photo: Hordaland Municipal County*

Euroguidance Norway was invited as one of the key stakeholders to give feedback to SkillsNorway. Euroguidance gave an input on why and how the international perspective can strengthen both the guidance profession and the clients.

The final report is due in June 2019.

For more information, please contact

**Ellen Hagen**  
**Euroguidance Norway**

## Online guidance in Flanders

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**Onderwijskiezer is an informative website on education and training opportunities in the Dutch Speaking Community in Belgium (Flanders and the Brussels-Capital Region). It contains objective, neutral information on every officially recognised course in primary and secondary school education, higher and adult education, and how they are linked to the labour market. The service is used by a wide audience including pupils, students, guidance practitioners, parents and teachers.**

**Onderwijskiezer**, which is free of charge, also offers a number of scientifically reliable tests which can help young people explore their interests, strengths and study attitudes. This can be particularly useful when key decisions have to be made regarding education, training or professional pathways.

Onderwijskiezer was chosen as the platform for Columbus - a new exploration tool, (see Insight Sept. 2017) - and for the obligatory teacher training entry test.

### Up to date service

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Onderwijskiezer is managed and updated by a team of guidance practitioners - each attached to a pupil guidance centre or umbrella of pupil guidance centres. Its central management team collects and discloses objective information in a user-friendly manner. To this purpose, Onderwijskiezer works through firm partnerships, including the Flemish Ministry of Education and Training, the Flemish Public Employment Service (VDAB) and Syntra (Centre for Entrepreneurship Training).

Anyone with a question on education, training or making decisions in this area, can submit a question to Onderwijskiezer. An expert answer within 24 hours is guaranteed.

### Link with Study Information Days

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Pupils in their last year of secondary school education are presented with a wide range of study, training and professional opportunities during the Study Information Days (SID-Ins). The SID-In fairs are organised in all 5 Flemish provinces by the Department of Education and Training in collaboration with the Centres for Pupil Guidance.

Onderwijskiezer offers a tool which can be used by visitors to prepare their SID-In visit. It contains information on the SID-Ins, dates and locations, the possibility to make a personalized map of the fair, a checklist to find the required study/training information and a separate checklist to find the required information on professions.

Onderwijskiezer is represented at every SID-In, providing information and support where needed and referring clients to relevant services (whether or not represented at the SID-Ins).

It is the firm intention to continue to position Onderwijskiezer as the unmissable source for information and guidance regarding education, training and professions.

**Onderwijskiezer.be**

Voor jou gemaakt door je CLB!

*More information on guidance in Belgium (Flanders) can be found in the brochure 'Recent Developments in Guidance - Belgium'*

[www.euroguidance.eu/resources/publications/other-publications](http://www.euroguidance.eu/resources/publications/other-publications) )

**Jean-Marie Van Steenwinckel,**  
Onderwijskiezer

**Joke Verlinden,**  
Euroguidance Flanders

## Recent Developments in Guidance – Belgium

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, North Macedonia and Turkey.

### Coaching children for a future full of opportunity (KA1)

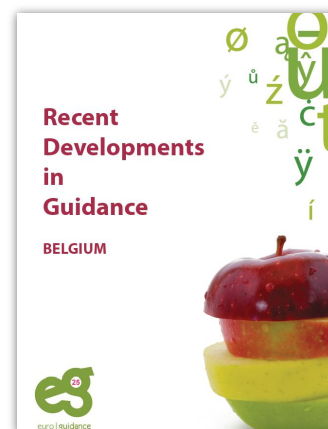
Primary school GO! Hendrik Conscience in Schaarbeek (Brussels), Belgium, aims to provide quality education tailored to all students, regardless of their background. The school has identified a need for expertise and specific skills amongst the school team. The Dutch partner organization Centrum Tea Adema offers Child coach basic training, related follow-up and advanced programmes. 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.

### Adult Educational Information and Guidance Service (KA2)

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 programmes.

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An example of a KA3 project coordinated by the Flemish Department for Education and Training) can be found in 'Recent Developments in Guidance - Belgium', which is presented elsewhere in this Insight edition.



**Joke Verlinden,**  
Euroguidance Flanders (Belgium)

**Further information:**

» [bshcgo.wordpress.com/kindercoach](http://bshcgo.wordpress.com/kindercoach)

» [www.adeigus.be](http://www.adeigus.be)

» [www.euroguidance.eu/resources/publications](http://www.euroguidance.eu/resources/publications)

# Exploring the challenges of providing meaningful guidance in a multicultural context

In February, Euroguidance Ireland hosted a study visit which focussed on the Further Education and Training (or VET) system in Ireland, with particular reference to upskilling and 'The New Skills Agenda'. Participants were from Estonia, Luxembourg, Belgium (Flemish speaking), the Czech Republic and Romania. The theme of the visit was to explore the challenges of providing meaningful guidance in a multicultural context in Further Education and Training (or VET) and to discuss it in a wider European context. The base of the study visit was the Irish National Centre for Guidance in Education (NCGE) and it included 'site visits' to a number of provision locations in the Dublin area.

## Providing an overview of relevant provision in Ireland

The NCGE Further Education and Training Programme Co-ordinator outlined the role of the Adult Educational Guidance Services in Ireland (AEGS). These dedicated services provide guidance at a local level to adults who wish to return to education or are attending FET (or VET) programmes. The AEGS model also offers outreach guidance via Adult Community Education Centres around Ireland. Community education can include the provision of teaching of the English Language along with additional free education options for persons who may be currently engaged with the Asylum Seeking Process.

There was an input from Quality and Qualifications Ireland (QQI) which hosts the ENIC-NARIC service in Ireland. QQI is also responsible for the maintenance, development and review of the

National Framework of Qualifications (NFQ) which is deeply embedded in the Irish education system.

## Providing an overview of relevant provision in participant countries

The visiting participants delivered information on their guidance systems and practice in their countries with reference to multicultural guidance. This gave the group the opportunity to reflect on the similarities and differences in guidance provision between European countries.

A number of these presentations can be accessed via the link at the end of this article.



## Irish practitioner experience and 'site visits'

Individual AEGS Guidance staff gave an overview of guidance information provision for multicultural clients in Dublin. The group also visited the Business in the Community Centre (BITC) where they joined a class run by Employment for People from Immigrant Communities (EPIC), a support service for immigrants and refugees. Students in the class were from countries such as Brazil, Venezuela and Argentina.

The group also visited an inner city 'Community Education Centre' (HACE) and a Training Centre, where the Recruitment Officers presented on the Apprenticeships and Traineeships programmes available.

An Adult Education Guidance Counsellor described the Guidance Counselling services delivered to the Irish Syrian Refugee Programme and gave a case study on the challenges faced by refugees and the support of the AEGS service.

**David Cullen,**  
Euroguidance Ireland

**More information and all presentations:**

» <https://euroguidance.ie/study-visit-2019>



## NADINE – an online service to integrate migrants

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Over the past few years, European countries have been struggling to effectively deal with the arrival of migrants, refugees and asylum seekers. The integration of migrants, refugees and asylum seekers into both employment and wider society is vital in helping them to realise their potential and reduce the strain they put on local authorities. Therefore, the ability to identify the needs of employers and match this with the skill and education levels of migrants will be vital in their effective distribution and integration.

NADINE is a three-year Horizon 2020 project that aims to harness the potential of open data and artificial intelligence to more effectively integrate migrants and refugees into European society. This will be achieved through the creation of an online system that will develop two banks of data to gain a better understanding of the realities of local labour markets and the skills of migrants arriving into Europe.

Using these two sets of data, a range of services will be offered to migrants, professionals working with migrants and local authorities. Migrants and career professionals will benefit from a range of resources, **including**:

- » Skills assessment tool
- » e-Portfolio builder
- » Online games to help migrants to adapt to cultural and social life
- » Personalised recommendations for further training and education.

Professionals will also be able to access information about migrant skill and education levels and their potential barriers to employment. This will help them to more effectively tailor their services to each individual. Extra support will also be offered to further help integration through a chatbot service and FAQs answered by local authorities and public services.

NADINE is led by French organisation Script and Go, and includes 12 partners from Belgium, France, Greece, Italy, Luxembourg, Spain and the United Kingdom.

**Emma Campbell,**  
**Euroguidance UK**

**To find out more, please visit:**

- » [Facebook](#)
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## VET in France: more mobility for apprentices!

The French government has set a target of **15,000 apprentices in mobility by 2022** by **facilitating long mobility periods abroad and simplifying the processes for short mobility periods (from 6 to 12 months).**

Two new legal provisions have come into force, both aimed at removing obstacles to long-term European mobility for apprentices and trainees in alternance training schemes: laws reforming the Labour Code (March 2018\*) and laws on vocational education and training (September 2018\*\*), Both laws include measures that apply to all young people under the apprenticeship contract. Organising periods of mobility abroad as part of alternance training schemes should now be easier and more legally secure for both training organisations and employers.

Alternance training scheme in the UK would mean “sandwich course” as in part of the course spent with an employer during the course.

### The main changes are:

- » the suspension of French employer liability (the French employer is no longer responsible for the conditions of the work performance during the mobility period abroad, as was previously the case.)
- » the host employer or training provider becomes solely responsible, in particular for work hours, health and safety, remuneration, and weekly rest, in accordance with the legal and contractual provisions of the country concerned.
- » the duration of apprenticeship contracts may now be adjusted considering the skills acquired during the mobility period abroad. This is possible through an agreement between the training provider, the employer and the apprentice. For short mobility periods (less than four weeks), an agreement governing staff provision needs to be established between the parties concerned.

» more flexibility regarding the content of training courses abroad

» *additional funding*: the new legal arrangement is expected to cover the loss of resources which the companies that employ the apprentices encounter when the students go on a mobility period.



**Régis Roussel,**  
**Euroguidance France - Employment network**

\* LOI n° 2018-771 du 5 septembre 2018 pour la liberté de choisir son avenir professionnel [The Law No 2018-771 of 5 September 2018 on the liberty of choosing one's career]

\*\* Mobilité internationale et européenne des apprentis. Article L6222-42 Créé par LOI n°2018-217 du 29 mars 2018 - art. 23 - section 7 [Labour Code – Section 7: International and European mobility of apprentices, Article L6222-42 created by Law No 2018-217 of 29 March 2018]



**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.



**euro | guidance**  
European Network to Support  
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[www.euroguidance.eu](http://www.euroguidance.eu)

**Scripts are always welcome**  
and should be sent to the following e-mail addresses:  
[ramazan.begboga@iskur.gov.tr](mailto:ramazan.begboga@iskur.gov.tr) or [ellen.hagen@diku.no](mailto:ellen.hagen@diku.no)