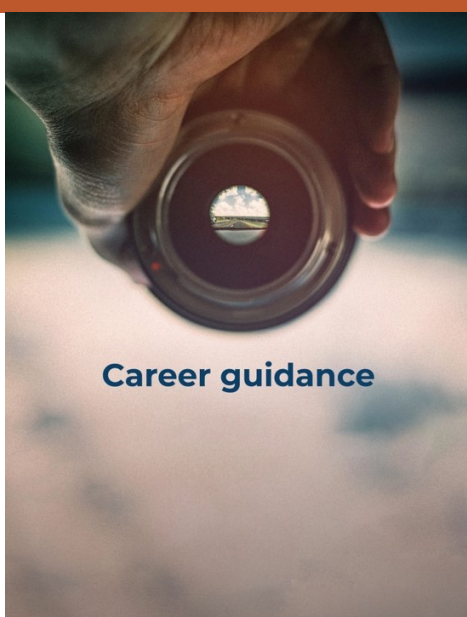


Report: Career Guidance in Europe



Career guidance

IEUCG
Innovative
European
Career
Guidance

Erasmus+ Cooperation
Partnership in Vocational
Education and Training

PROJECT NO. 2021-1-IT01-KA220-VET-000035649



Co-funded by
the European Union

THIS PROJECT HAS BEEN FUNDED WITH SUPPORT FROM THE
EUROPEAN COMMISSION. THIS PUBLICATION (COMMUNICATION)
REFLECTS THE VIEWS ONLY OF THE AUTHOR, AND THE COMMISSION
CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE EN
MADE OF THE INFORMATION CONTAINED THEREIN.

LET'S GET CONNECTED



ieucg.eu

LIST OF PARTNERS

Asnor
Associazione Nazionale Orientatori

 **UNIVERSITY
OF TURKU**

 **ae** AGENCIA
PARA EL EMPLEO
Agencia de Colaboración Interactiva I3-2

IDEM
creations 

EVT A
European Vocational Training Association

 **PSYCHMED
ANALYTICS**

The Project

OBJECTIVES

We are six partner organizations from all over Europe – Italy, Finland, Spain, France, Belgium and Ireland. We collaborate with many stakeholders, which lets us reach very large and diverse audiences. The project's results will be released as digital Open Educational Resources because we care about accessibility and sustainability.

Our goal is to innovate career guidance. The project would like to build up a new generation of professional European Career Guides able to support people to improve their career journey through learning, skills, reskilling and upskilling, work and transitions - a need more and more important, especially in difficult and evolving times.

IMPLEMENTATION

Effective and innovative career guidance should support individuals to act based on 4 elements.

› REFLECT

Starting from a personal point of view the individuals are invited to self-awareness, self-consciousness and IKIGAI (a Japanese concept referring to having a direction or purpose in life).

›› GROW

Individuals are stimulated to a lifelong-learning perspective for personal and professional growth thanks to soft skills, mindsets, antifragility, upskilling and reskilling, frequent Vocational Education and Training, and networking.

››› GO OUTSIDE

To explore the possibilities and to interact with the job market thanks to personal branding, skills intelligence, networking, understanding the world and how it could affect personal careers.

›››› MANAGEMENT AND EVOLUTION

Management of a position, the evolution of careers, transitions, antifragility and challenges.

RESULTS

1. *Report: Career Guidance in Europe Policies, systems and relevant cases across Europe with evidence-gathering about local and regional needs.*
2. *Handbook: Guidance to Post-covid19 Jobs and Transitions: Based on the need to build up quality career guidance in line with the evolution of society to be more adaptive to labour market needs and to foster employability.*
3. *Training Modules: Pedagogy and Psychology for Career Counselling: Training of the future career guides including antifragility, mindset building, ikigai, career counselling tips and pedagogical approaches to career guidance.*
4. *Digital Toolkit for Inclusion in Career Guidance: An open educational resource containing materials ready to be used to innovate and empower career guidance practices for inclusion and diversity.*
5. *Other*
 - *Multiplier events (seminars and webinars)*
 - *A brand-new professional profile of “European Innovator in Career Guidance”*
 - *Website: a database of multimedia materials*
 - *no. 2 project newsletters*
 - *Social Networks dissemination (Facebook, Instagram, LinkedIn etc.)*
 - *Traditional media dissemination: press, newspapers, radio broadcasts*
 - *Leaflets in all partners’ national languages*

About this report

WHAT?

A REPORT about CAREER GUIDANCE IN EUROPE, including policies, systems, and relevant cases across Europe with evidence-gathering about local and regional needs. It is composed of 3 chapters:

- 1. Career guidance policies and Systems in Europe*
- 2. Relevant cases in career guidance in Europe*
- 3. Evidence-gathering about local and regional needs*

NEEDS ANALYSIS

The first step to innovative career guidance is knowledge. The report is based on the need to adapt VET to labour market needs starting with the analysis of the state of the art in some European countries, by the limits and the potential of the national policies and systems. The collection of effective and successful cases is a starting point to discuss, with partners, the possible evolution of better career guidance in the post-covid pandemic. Thanks to questionnaires and interviews with local and regional stakeholders from the VET sector, the educational system, students and entrepreneurs can detect the main elements that will guide the production of the other Project Results.

ELEMENTS OF INNOVATION

- a strong need analysis investigation involving several different stakeholders involved in career guidance and employability (learners/students, providers of learning and enterprises benefiting trained/skilled learners)*
- an innovative evidence-gathering approach facilitated by an informal atmosphere.*
- Interactive resource including multimedia, web links, images and supporting graphics - Availability for free, as OER, in various formats (PDF, ISSUU) and languages (English, Italian, Finnish, Spanish and French) Thanks to the involvement of various kinds of stakeholders from each project partner it is possible to create a relevant report that should be ideal to permit an effective detection of the needs and feedback about the ways to be more effective in innovating the career guidance.*

TARGET GROUP

- Career Guide, coach and counsellor*
- Educators (VET, secondary and HEI)*
- Employment Centres*
- VET providers*
- Occupational psychologists and consultants*
- Human Resources employee*
- Training Centres*
- Students and unemployed looking for opportunities to foster their careers*
- Higher education institutions*
- Professors and academics providing occupational orientation*

Index

<i>The Project</i>	2
<i>About this report</i>	3
<i>POLICIES AND SYSTEMS</i>	6
EVTA (Europe)	6
University of Turku (Finland)	9
Idem Creations (France)	12
Psychmed Analytics (Ireland)	15
ASNOR (Italy)	18
Madrid Employment Agency (Spain)	19
<i>CASES</i>	21
Case 01 - TECHNOBEL	22
Case 02 - ENAIP NET	23
Case 03 - TREXIMA	24
Case 04 - CEP	25
Case 05 - EOPPEP	26
Case 06 - Ohjaamo	27
Case 07 - SIMHE	28
Case 08 - Career Guidance in Trade unions	29
Case 09 - Career guidance in rehabilitative work activity	30
Case 10 - Rehabilitation in Occupational Health	31
Case 11 – “PLACE”	32
Case 12 – “Rebond Cadres”	34
Case 13 – REVA	36
Case 14 – AFEST	38
Case 15 – CléA	40
Case 16 – Community-based Career Guidance- Pobal	42
Case 17 – AHEAD Career Guidance for people with Disabilities	44
Case 18 – Trinity College Dublin Access programme for Mature students	46
Case 19 – TUS work placement scheme	48
Case 20 – MiAssumo	50
Case 21 – WANTER	52

Case 22 – Fra Noi.....	54
Case 23 – SIAM 1838	56
Case 24 – Prediction tools for professional profiles	58
Case 25 – Digital immersion	60
Case 26 – ORIGAMI Method.....	62
Case 27 – EmpleAPPte.....	63
Case 28 – #YourDegreeCounts.....	64
EVIDENCE-GATHERING SURVEYS	66
EVTA – Belgium.....	66
Idem Cré’Actions – France.....	69
University of Turku – Finland	71
ASNOR – Italy.....	74
Psychmed Analytics – Ireland.....	76
Madrid Employment Agency – Spain	79
CONCLUSIONS	81

POLICIES AND SYSTEMS

EVTA (Europe)

As a European network, EVTA has gathered information on how policy regarding career guidance functions at the European level, through different institutions:

European Council

To achieve universally available quality guidance services across Europe, the Council adopted in 2008 a resolution on improving the role of lifelong guidance in lifelong learning strategies. The Resolution identified 4 priorities: encourage the lifelong acquisition of career management skills; facilitate access by all citizens to guidance services; develop quality assurance in guidance provision and encourage coordination and cooperation among the various national, regional and local stakeholders.

European Commission

The engagement of the European Commission on the topic of career guidance already started in the 90s. In 1992, the European Commission formed a European Network of national resource and information centres for guidance, [Euroguidance](#), promoting mobility, and helping guidance counsellors and individuals to better understand the opportunities available to European citizens throughout Europe. Euroguidance centres are based on three common goals:

- Supporting the development of the European dimensions of lifelong guidance
- Supporting competence development of guidance practitioners and raising awareness on the value of international mobility.
- Providing information and communication on the European dimension of guidance.

In 2020, the Directorate General for Employment, Social Affairs and Inclusion of the European Commission published a report on Lifelong guidance policy and practice in the EU: trends, challenges and opportunities. It consists of a [study](#) on lifelong guidance (LLG) policy and practice in the EU with a focus on trends, challenges and opportunities.

What emerges in the report is that current European initiatives have sought to stimulate and support member states in finding effective response strategies to these challenges. In particular, the report referred to:

- **European Pillar of Social Rights**, setting out recommendations for active labour markets policies, such as counselling, training or active job searching, which can help to increase employment opportunities for job seekers and improve job-matching.
- **The Council's conclusions on the Future of Work**, highlight that the supply of accessible, affordable and flexible learning opportunities should be increased by appropriate outreach and guidance to encourage companies and individuals to participate.
- **The 2016 New Skills Agenda**: in this context is to be found the validation of non-formal and informal learning, aimed at encouraging member states to provide citizens with mechanisms to validate the skills and learning acquired in informal and non-formal settings (European Commission, 2016a).

Moreover, the Commission has recently undertaken a review to determine how validation can be improved.

- **The Youth Guarantee** which has been followed by qualifying initiatives for adults such as the Council Recommendation on Upskilling Pathways: New Opportunities for Adults (Council of the European Union, 2016a). The Council recommends that MSs design upskilling pathways for low-skilled adults, acting following national legislation and social partners and education

and training institutes. In this framework, LLG plays a significant role and its development is recommended in key EU-level policy documents.

- **The Estonian EU Presidency 2017 Conclusions** pointed out that LLG needs to be repositioned across the policy fields at national and EU levels taking account of the future of work and preparing citizens for scenarios of employment, underemployment or no employment in a segmented labour market. The general framework displays a challenging reality for LLG provision to be established and maintained on a universal basis, especially when it comes to national administrations in policy and systems terms, given the diversity of settings for such provision.

- **The European Green Deal:** constituting the main part of the European growth strategy and considered “the roadmap for making the EU’s economy sustainable”, the EGD require industry to change, so there is the potential for new activities and jobs in emergent economic sectors. Lifelong guidance and learning have a key role to play in supporting citizens and workers during this period of change ensuring they are aware of the opportunities available in new economic sectors, the new jobs and activities, and reskilling opportunities.

European Training Foundation

The European Training Foundation, in collaboration with Cedefop, the European Commission, the ILO, the OECD and UNESCO issued in 2021 an updated version of a booklet published for the first time in 2019, where they shared their vision of the strategic role of career guidance in our changing world.⁴ The booklet includes also best practices from Public Employment Services (PESs) in European and neighbouring countries.

Cedefop

Cedefop developed a range of studies addressing the needs of young, middle-aged workers and learners, but also those of older people and migrants. Moreover, reference research into standards for guidance professionals’ competencies, system development and improving cooperation between stakeholders was developed as well. Besides ongoing thematic research activities, Cedefop established in 2017 CareersNet, a network of independent experts in lifelong career guidance and career development. More specifically, it consists of a policy forum aiming to generate new knowledge while offering members opportunities for peer learning and collegial exchange. Cedefop and CareersNet independent experts in lifelong learning guidance and career development jointly published, in 2021, [a series of working papers](#) about:

- practitioners’ professionalism in the digital context
- Ensuring the quality of labour market information and intelligence in careers information and advice
- Career transitions of individuals, including important outcomes for the development of lifelong guidance.

In addition to this, Cedefop works in close cooperation with the European Commission for the development of tools and principles supporting the work of guidance professionals and the careers of individuals. For instance:

- **The Skills Intelligence:** it brings together analytical and research work to provide better and more synthetic evidence on current, and future skills and labour market trends through narrative-driven visualizations helping policymakers to be up to date in terms of occupations, sectors, countries and skills.
- **Relevant frameworks for guidance professionals’ work:** ECVET, EQF Framework and the Guidelines for validation of informal and non-formal learning.⁶

Other resources issued by Cedefop:

- A report titled *Career guidance policy and Practice in the Pandemic* as the final output of a joint international survey and designed to provide an overview of how guidance policies, systems and services adapted since the outbreak of the Covid-19 pandemic in March 2020. The survey pointed to a set of key areas of policy debate, but also potential development for

national systems: career guidance reform – Ensuring access and outreach – high-impact youth support – Upskilling, reskilling and adaptation and International and donor cooperation. In general, it emerged from the report that career guidance services suffered a disruption in their traditional face-to-face provision and adapted by widely adopting distance provision strategies, where possible. Consequently, many countries adopted innovative practices, providing career guidance from physical to online presence. However, at the time of writing, the pandemic did not seem to have acted as a catalyst for policy and systems reform. It could constitute an opportunity for governments to further rethink career guidance provision from a systemic perspective, including actions to develop career guidance that moves from information delivery to more collaborative approaches enhanced by the use of technology to be integrated into the services and supported by adequate career management skills development strategies.

- *An online platform of resources for guidance: it consists of 25 case studies selected through the use of a multidimensional decision framework, to meet the following conditions:*

- o Compatibility with the research priorities for ICT and LMI integration in career guidance;*

- o Innovativeness, exhibiting sufficient and reliable evidence for positive impact and successful implementation in the framework of career guidance centres at the national and/or regional level;*

- o Transferability and adaptability to other contexts.⁸ On the whole, Cedefop encourages knowledge exchange between guidance experts and practitioners by cooperating with Euroguidance and international associations such as IAEVG, ICCDPP and ETF, ILO, OECD, UNESCO, and the World Bank.*

OECD

In January 2021, the OECD published a report focused on initiatives in the area of career guidance for adults in OECD countries, drawing lessons on how to strengthen adult career guidance systems in terms of coverage and inclusiveness, provision and service delivery, quality and impact, and governance and funding. The findings of the report build on the information collected through the 2020 Survey of Career Guidance for Adults (SCGA), an online survey of adults' experience with career guidance.⁹

In 2004, the OECD together with the World Bank, the European Commission and the International Association for Educational and Vocational Guidance supported the establishment of the International Centre for Career Development and Public Policy (ICCDPP). It makes international knowledge and expertise available to policymakers, researchers and career development professionals to help strengthen links between policies for education, training, employment and social inclusion and career guidance services.

University of Turku (Finland)

Education and culture are an important part of the Finnish value system, and opportunities for every citizen to study to their full potential are seen as an important perspective of equality. To promote employment and employability, government policies emphasized education and skills. Consequently, changing demands emphasize the need for upskilling and continuous learning.

In the government programme, strategic topic area 3.7, “Finland that promotes competence, education, culture and innovation”, educational attainment is seen as a key policy action. Secondary education is made obligatory, and the transition to higher education is made easier by increasing intake to universities and universities of applied sciences. Hence, at the strategy level, the government policy is that each young person will gain an upper secondary qualification after the completion of their comprehensive school education. Guidance has an important role in this effort, as the government intends to improve student guidance and student welfare services to facilitate the transition between the first, second and third cycles in education and to working life.

In this respect, the Ministry of Education and Culture and the Ministry of Economic Affairs and Employment have published The Strategy for Lifelong Guidance 2020–2023, aligning career guidance to policy programs related to education, employment, well-being and inclusion. The strategy examines lifelong guidance as a continuum of the whole lifespan. It is seen as a dialogue between individuals and their career management skills, as well as information, advice and guidance that support the acquisition of these skills. Lifelong guidance is promoted comprehensively, taking into account the objectives of individuals, communities and society alike. Based on the strategy, over the government term of 2020–2023, measures will be taken to widen access to guidance, strengthen lifelong career management skills and enhance skills assessment, upskilling and career development in the working life. The aim is to create a well-functioning digital service for continuous learning that makes better use of shared information on education, the labour market and competence. Co-operation across governmental sectors enhanced by a permanent national representative structure to coordinate the development of evidence-based quality and impact of lifelong guidance services. This entity will support both national and regional actors. The training programme of career practitioners will be evaluated, and subsequent descriptions of the core and special competencies of career professionals will be developed to promote the overall quality of the guidance services. The long-term objective is that guidance advocates an equal, fair and diverse society in Finland.

Guidance is also an integral part of the service system in continuous learning. In this regard, the key measures include increasing the provision of education that takes into account different life situations as well as the needs of the world of work and strengthening the structures of the bond between work and competence. The digital solutions to be introduced by 2023 will form the framework and platform for the services in continuous learning. Guidance will make it easier to reach out to different target groups at work and outside work. Foresight and its utilization will be improved.

The benefits that people are entitled to will also be examined. Better opportunities for unemployed people to study without losing their unemployment benefits should be possible. In addition, the possibility to extend the maximum support period for independent studies supported by unemployment benefits will be examined in cases where the person has not completed a degree after comprehensive school. When developing student financial aid, an assessment will be made into the possibilities of reorganizing it so that it would better support continuous learning. The needs of under-represented population groups in education will be taken into account in all the measures.

Systems of career guidance in use in Finland

The provision of career guidance in Finland is distributed via several different service providers: comprehensive and vocational education and training (VET), higher education institutions, public employment services, companies, trade unions, workplaces by HR, non-governmental organisations and occupational health. Career guidance is organized individually and in a group format, using both face-to-face meetings and digital services. The overarching principle in career guidance services is the future orientation, which is rationalized by the constant transformation of work and the working life.

Framework of Strategic and information guidance

In the past years, Finland has consistently worked towards creating a coherent and holistic lifelong guidance system that is easily accessible for all individuals at a time, place and method most appropriate to their needs. This has been done in close cooperation and mutual understanding between the Ministry of Education, the Ministry of Economic Affairs and Employment, and other key stakeholders. They are represented in the National Lifelong Guidance Coordination and Cooperation Group which is set up to discuss the overall development and implementation of guidance strategies and measures (2015-2020). The national cross-sectoral policy development is complemented by 15 regional lifelong guidance working groups.

In the following, career guidance services are described based on the mentioned service providers.

Comprehensive schools, VET institutions

The pupils and students have a legal right to specified time allocation for guidance and counselling services at educational institutions. These services mostly consist of individual, group or class-based guidance sessions as well as working life familiarization. Services are provided by a wide range of personnel depending on the level and type of education and training.

In comprehensive education, there are school counsellors and class teachers (basic education). At the general upper secondary level guidance counsellors, group advisors and teachers are responsible for offering guidance and counselling according to their professional roles and tasks. School counsellors and teachers provide guidance in vocational education and training (upper secondary level) and career counsellors and group advisors do that in adult education. The goals of the services are defined in the national core curricula.

Higher education

In higher education guidance counsellors (universities of applied sciences), student services staff, academic staff, and careers and recruitment services (universities) are involved in guidance delivery. Services are employability and career planning, an internship abroad and in Finland, and entrepreneurship. Methods are individual guidance, group guidance and courses for example job-seeking and career planning.

Public employment services

Guidance and counselling in public employment services are offered by vocational guidance psychologists (vocational guidance and career planning services) and other experts according to their job profiles. The services provided by the employment sector are targeted mostly at unemployed and employed young people and adults, who are outside of education and training. The main aim is to support access and integration into the labour market using various forms of support that enhance the individual's employability. This can be training, work tryouts, rehabilitation, language learning (for migrants), and beyond.

In 2020, the current public employment services have been merged into the new regionally organised Growth services and can be delivered by private companies, or companies established by the current public sector or third-sector voluntary organisations. This reform will include major challenges, e.g. overall coordination and management of the services, staff competencies, minimum quality of the services and coordination of the continuous development of the services.

Municipalities, Non-governmental organizations (NGOs)

Youth information and counselling are preventive youth work. It is one of the statutory services for young people, and its objective is to provide specialised information, guidance and counselling concerning different issues and situations in young people's lives. Youth information and counselling work support young people's growth, independence and well-being. The basis for the services is the information and support needs of young people. Services are provided by municipalities and

various organisations. They are directed at young people themselves, but also at young people's parents and others who are professionally or otherwise involved with young people.

Trade unions

Trade unions provide their members with more detailed career information, based on statistics of start, mid-career and expert job positions, gender equality, choice of careers and occupational titles. These services are included in the membership fee or have an additional fee for training courses and seminars. Also, individual and Group counselling are offered.

Occupational health

Occupational health care services may also offer career guidance for rehabilitation and career orientation after changes in the career path.

Idem Creations (France)

In France, the vocational orientation policy consists of two separate systems responsible for initial guidance (school and university systems) and lifelong guidance, which concerns all working people. This note will focus on the lifelong guidance system for reasons of simplicity but also relevance to the purpose of the IEUCG program.

The laws of 5 March 2014 on vocational training, employment and social democracy, and of 5 September 2018 on the freedom to choose one's professional future have led to a profound change in public policies in terms of vocational guidance in France marked by two strong developments:

- *An accelerated movement towards the decentralization of the public provision of vocational guidance*
- *A political gamble on disintermediation of access to vocational training*

Decentralization of the Public Guidance Service (SPO)

Law No. 2009-1437 of 24 November 2009 on lifelong vocational guidance and training created the right for everyone to be informed, advised and accompanied in matters of vocational guidance.

This is how SPO (public vocational guidance service) was born, which was initially run by the State and based on a single telephone number and a dedicated website, with the creation of an "SPO" label awarded to different operators according to specifications defined by the State.

Too cumbersome and too centralized, this system was replaced in 2014 by the SPRO (regional public vocational guidance service) whose operational coordination was entrusted to the regions, with State-Region co-piloting. In 2018, decentralization went even further by extending the competence of the regions to initial guidance via "the organization of information on professions, training and jobs" in schools and universities.

However, the system is still complex to manage because it is about coordinating the action of many actors who have different statuses, target audiences and funding. So today there are as many configurations of the SPRO as there are regions (18 in total).

The most important problems to regulate for a more efficient service are:

- Better articulation between initial and continuing guidance throughout life*
- Ensuring equal access to information: a dematerialized service is not enough, access to the Internet is far from homogeneous throughout the national territory and for all audiences*
- Succeed in sustainably involving professional branches and companies in recurrent actions to promote professional professions/sectors.*

What is at stake with the SPRO is the question of the empowerment of the individual by giving him/her access to reliable information on the professions and the labour market in the mesh of the territories, to allow him to make informed choices in terms of vocational guidance and training.

From this desire for individual empowerment to the bet of disintermediation of access to training, there is only one step that has been taken with the law of September 2018 which reformed the CPF (personal training account).

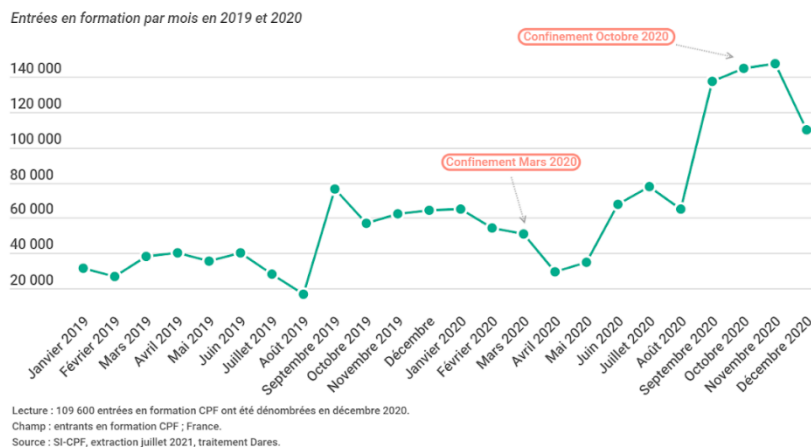
The reform of the CPF: the challenge of disintermediation of access to training

The Personal Training Account (CPF) was created in 2015 and was managed initially by social partners. It was thoroughly reformed in 2019 to develop autonomous management by workers themselves of their professional training path.

Today it is a capped universal account – €5,000 to €8,000 depending on the situation – open from the age of 16 until retirement, which workers can mobilize directly on their smartphone, which means without intermediation, to buy training courses throughout their professional life.

A 2019 OCDE comparative study indicated that the French CPF is the only device that can be qualified as an individual training account. This is why Nicolas Schmidt, European Commissioner for Employment and Social Rights, said on 17th September that the European Commission will present a "recommendation" on the individual training account with explicit reference to the French CPF: "We want to spread the CPF as an instrument to facilitate access to training for employees and perhaps the self-employed."

We can understand this enthusiasm generated by the renewed CPF because of the impressive quantitative results achieved since the launch of the mobile application moncompteformation in November 2019: €3.47 million in training courses have been financed in 28 months, with an exponential evolution of the CPF for non-executive employees (+53% for employees and +73% for manual workers). Thus, overall, over the last two years, the number of training courses financed by the CPF has increased by nearly four times!



This very positive quantitative assessment must, however, be mitigated by the very poor qualitative outcomes of the disintermediated CPF. Indeed, a DARES (statistical and research division of the French Ministry of Labour) report published on October 28, 2020, highlights the average duration of training courses financed with CPF funds decreased drastically from 296 hours in 2016 to 67 hours in 2020 (e.g. the most funded action via the CPF is the driving license).

We cannot therefore really say that the CPF is today a relevant tool for professional transition or to increase the level of qualification of workers even though the CPF weighs €2.6 billion in the budget of France's competencies. In addition, total dematerialization without intermediation has opened the door to significant €16 million fraud to the detriment of workers up to March 2022.

Finally, the challenge of making the CPF a gateway to qualification will not be met as long as the contribution policy of companies to their worker's CPF remains anecdotal: as of March 2022, a little less than 6,500 companies had contributed to the CPF of some 30,000 employees for a total amount of €74 million, thus less than €2 500 per employee on average.

The decentralization of professional development counselling (CEP)

The CEP is an individual right attached to the person that is issued by several operators according to their target audiences:

<i>Operator</i>	<i>Job seekers</i>	<i>Employees</i>
<i>Pôle emploi (the national job center network)</i>	<i>All jobseekers</i>	
<i>Network of Missions Locales</i>	<i>Young people under 26 years old including NEETs</i>	
<i>APEC network</i>	<i>Executive employees</i>	<i>Executive employees</i>
<i>Cap Emploi network</i>	<i>Disabled workers</i>	<i>Disabled workers</i>
<i>Regional private operators of the CEP were designated in 2019 through a tendering process</i>		<i>Private sector Employees</i>

In 2021, 140 113 employees mobilized the private operators of the CEP, which is 37% more than in 2020. The progress is significant, but we are still well below the needs of a country with 28 million workers in the private sector. Much remains to be done to make visible this free service largely unknown by the public.

Concerning the public offer of vocational guidance, a comprehensive study of France's competencies devoted to professional retraining released last February highlights several limits to the current system from the point of view of many beneficiaries:

- Predefined models deemed unsuitable for one's path*
- Lack of flexibility to meet ad hoc information needs expressed by the beneficiary*
- Wish to be more confronted with the real work to make one's professional project a reality*
- Desire to maintain control of the course of one's career*

In conclusion, the French ecosystem of lifelong guidance will continue to transform in the coming months and years with probably an acceleration of the trends presented above, and some adjustments allowing a strengthening of individual and collective support systems in connection with the ecological and digital transitions that impact more and more business sectors.

As an illustration, the TRANSCO (for collective transitions) system, entrusted in January 2021 to the regional Transitions Pro associations (ATPRO), aims to facilitate the professional transitions of employees from sectors that are declining towards sectors that are recruiting without going through the job centre step. To be eligible for TRANSCO, CEP support is mandatory. Will it be the same tomorrow with the CPF at the risk of stopping the quantitative dynamics that is going crescendo for 2 years? It is too early to tell.

Finally, the shortcomings in the public offer of vocational guidance reported above should stimulate the emergence of innovative approaches likely to make agile career guidance support attractive and more accessible to facilitate the satisfaction of both the needs of companies and the individual aspirations of employees.

Psychmed Analytics (Ireland)

1. **Post Primary Schools** (for students aged 12 -18 years)

Guidance in post-primary schools is aimed to cater for students from the ages of 12 to 18 in post-primary education. The Guidance programme is provided to both junior and senior cycle students.

Irish legislation states that: Guidance is an entitlement in post-primary schools as per the Education Act (1998) Section 9 which states that a school shall use its available resources to (c) ensure that students have access to appropriate guidance to assist them in their educational and career choices.

Guidance in post-primary schools is a whole-school activity that is embedded into all school programmes. Guidance in schools “refers to a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked areas of personal and social development, educational guidance and career guidance.”

According to the education act (1998), the school’s guidance programme should be part of a school plan and identifies the central role of the guidance counsellor as well as the important contribution of different members of staff to the role of guidance. The Whole School Guidance Plan for the school should take into account the needs of all Junior Certificate and Leaving Certificate students. The guidance also forms part of the curriculum in the Transition Year Programme (TYP), the Leaving Certificate Applied (LCA) and Leaving Certificate Vocational Programme (LCVP).

The NCGE is responsible for the ‘Whole School Guidance Framework’. This framework helps schools to plan their guidance programme and outlines the expected guidance-related learning outcomes for the students in schools.

For more see: <https://www.ncge.ie/ncge/guidance-post-primary>

The Guidance Counsellor on post-primary does the following:

- *Provides advice on subject choice, university pathways, and PLCs. work experience in TY, part-time jobs and job shadowing.*
- *The Guidance Counsellor accompanies young people to career fairs and university open days e.g. gradaireland fairs, the Irish times higher options fair*
- *The Guidance Counsellor also provides Pastoral care to students and in some cases makes referrals to counsellors and or healthcare workers*
- *Guidance Counsellors provide advice on exam supports and alternative pathways for students with disabilities.*

2. **FET (VET)** which includes the Adult Educational Guidance Initiative (AEGI), Post Leaving Cert / Colleges of Further Education (PLC/CFE), Youthreach/ Community Training Centres (CTCs) etc. Service users are aged 16 +

The Further Education and Training (FET/VET) sector provides careers and education information, one-to-one guidance and group guidance, which help people to make informed educational, career and life choices. FET Information and Guidance Services are provided to adults aged 18 years and over, and those over 16 who have left school early and are interested in or participating in programmes on the National Framework of Qualifications Levels 1 – 6.

Guidance is provided in the FET (VET) sector through various services, including FET / Adult Education Guidance Services, Colleges of Further Education / PLC Programmes, Youthreach / CTCs, Training Centres, Adult and Community Education, Youth Information, BTEI and Prison Services.

The delivery of Further Education and Training is the responsibility of the 16 Education and Training Boards (ETBs), funded by [SOLAS](#) (the further education and training authority). Solas is a separate state-run organization which is primarily responsible for providing for and recruiting students for apprenticeships in Ireland.

Guidance in Further Education and Training is informed by the [Further Education and Training \(VET\) Strategy 2020-2024](#).

For more see: <https://www.ncge.ie/ncge/guidance-further-education>

4. In the **Higher Education Sector**, student support services include Careers Offices, Mature Student and Access Offices, International Offices and Disability supports.

All Universities and Institutes of Technology (IoTs which are in the process of being converted to Universities) have career and counselling services available to all students. Career services are based in Career Advisory and Appointments Offices, and counselling services are offered through the Student Counselling Service. These two services are completely separate at a higher level. The Careers Advisory/Appointments Office provides information on educational and employment opportunities, placement (work experience) individual appointments, and in-class career education, to students and graduates. Students can meet with a Careers Adviser for educational and career guidance.

The [Association of Higher Education Careers Services \(AHECS\)](#) which is state-funded is the representative association for careers advisory and placement professionals in higher education in Ireland. Representatives from AHECS regularly attend [The National Forum on Guidance](#)

The Higher Education Authority is the statutory planning and policy development body for higher education and research in Ireland. The HEA has wide advisory powers throughout the whole of the third-level education sector and published a [National Strategy for Higher Education to 2030](#) in 2011.

For more see: <https://www.ncge.ie/ncge/guidance-higher-education>

5. In the **Public Employment Sector** i.e. through the Irish Department of Social Protection (DSP). This also includes prisons.

Within the DEASP, the services of the Intreo Case Officer are not specifically referred to as guidance provision, but employment services. The service user journey goes as follows: A client of DSP will be invited to attend a Group Information Session first and this is followed by a 1-1 meeting with the Case Officer. Clients are required to sign a Personal Progression Plan form to agree to the activities required in the job search agreed with the Case Officer. An Employment Support Record is created for every person who is activated. The person's Probability of Exit (PEX) profile will determine the frequency of the appointments with the Case Officer. An Activation Review Meeting (ARM) is scheduled within the activation case management system whereby a letter is sent out to the client to invite them into a one-to-one meeting with their assigned case officer. The Case Officer discusses a range of options available to the client including referrals to training, community employment schemes, disability services, Job Ireland etc.

This service is managed by private companies which provide the entire service. This company includes Pobail.

Overall Career Guidance Policy in Ireland

POLICY

In line with a 2007 [National Guidance Forum](#) definition:

Guidance facilitates people throughout their lives to manage their own educational, training, occupational, personal, social, and life choices so that they reach their full potential and contribute to the development of a better society.

In Ireland, Lifelong Guidance is provided within education and training, for and with the labour market, and requires delivery approaches that are tailored to the target client group (e.g. students/adult learners etc.). In conjunction with the EU, Ireland is currently developing its lifelong learning policy along with micro-credentials at a higher level to allow greater access and inclusion within higher-level education.

There are several key legislation, policy statements, circulars and documents published by the Oireachtas (Irish Parliament) and DES which relate directly or indirectly to guidance provision. Some of these are outlined below.

- [National Skills Strategy 2025](#)
- [Action Plan for Education 2021](#)
- [Employment Strategy Action Plan 2019-2021](#)
- [Further Education and Training \(VET\) Strategy 2020-2024](#)
- [National Statement of Strategy](#) (Department of Further and Higher Education, Research, Innovation and Science)
- [National Plan for Equity of Access to Higher Education 2015-2021](#)
- [National Strategy for Higher Education 2030](#)
- [An International Education Strategy for Ireland, 2016-2020](#)

TRAINING for Guidance Counsellors in Ireland

Guidance services in the educational sector are based in post-primary schools, higher and further education colleges and through adult and second-chance education programmes. To work in guidance in different educational settings, qualifications vary according to the requirements of the role and the employee. The [DES Programme recognition framework: Guidance Counselling](#) sets out criteria and guidelines for providers of initial education programmes in guidance counselling who intend that their programme graduates will work in guidance services under the remit of the Department of Education and Skills (DES).

Guidance counsellors working in all educational settings should keep abreast of ongoing changes and developments in fields relevant to guidance such as educational and training opportunities, ICT and the world of work and professions/occupations. Guidance counsellors should also avail of Continuing Professional Development (CPD) opportunities as provided by bodies such as the National Centre for Guidance in Education (NCGE), the Professional Development Service for Teachers (PDST), the Institute of Guidance Counsellors (IGC) and the Adult Educational Guidance Association of Ireland (AEGAI). In addition, guidance counsellors in the AEGS and schools should avail of guidance counselling supervision, where available.

There are eight areas of competence which should be addressed by programme providers seeking recognition from the DES for their programmes in guidance counselling:

- Guidance Theory and professional practice
- Counselling skills in a guidance context
- The labour market, learning and career-related information
- Teaching and learning: design, delivery and evaluation of programmes/learning experiences
- Communicating, collaborating and networking
- Research and evidence-informed practice
- Leading and managing the guidance service
- Psychometric testing

At present, in Ireland 3 Universities currently offer Master/Postgraduate Diploma programmes that are approved by DES: Dublin City University, Maynooth University and the University of Limerick.

ASNOR (Italy)

In Italy, career and vocational guidance services direct people towards a research path of education, training and work. They are available locally, at various locations, such as Employment Centers, Municipal Job Guidance Centers, Youth Information Centers, Universities, Higher Secondary Schools, Employment Agencies, Training Bodies or Chambers of Commerce.

The Ministry of Labor and Social Policies defines, together with other institutional players, the legal and regulatory framework for guidance and training. So we can define labour policies as the set of public measures, interventions and programs to regulate the job market but also to promote and facilitate employability, especially for those people who are in employment difficulties and need income support.

We can distinguish these policies into active ones and passive ones: they are considered passive if they consist in welfare and insurance policies that guarantee the worker who loses his job access to forms of income support (redundancy fund, solidarity contracts, mobility allowance). Active policies, on the other hand, are characterized by a preventive approach, so they aim to solve the unemployment problem by focusing on its causes. These actions are promoted by the National Agency for Active Labor Policies, by the Regions and Municipalities.¹

Regarding labour policies, one of the main reforms that took place in Italy in recent years is the “Jobs Act”, which inaugurated the so-called model of flexicurity, based on the balance between passive income support policies and active ones, to encourage effective relocation of the worker, through personalized and useful paths for the acquisition of new skills. On the Ministry of Labor’s [website](#), it is explained how every citizen will be able to access guidance, support, training and accompaniment to work activities, guaranteeing essential levels of performance throughout the territory.

The Employment Centers will sign a Personalized Service Agreement with the user which will indicate the targeted actions to promote the insertion and reintegration into the world of work. The relocation allowance represents an experiment in which the public and private sectors provide a concrete answer to the citizen.

For the first time, in all the Regions and Autonomous Provinces, a subjective right of the unemployed is introduced to have a dowry to spend to receive specialized and intensive support in the search for a new job, and on this aspect, the focus is on the concrete and innovative way. Finally, the active participation of the applicant will be guaranteed by conditionality instruments.

In recent years, one particular measure has been introduced that aroused the increase of public and political debate about labour policies: it is the citizenship income (“[Reddito di Cittadinanza](#)”), defined by the government as a measure of active labour policy and fight against poverty, inequality and social exclusion, economic support to supplement the family income. It is associated with a path of work and social reintegration, of which the beneficiaries are the leading actors by signing a Pact for work or a Pact for social inclusion.

Despite the good intentions, this system still presents many critical issues, such as the risk of overlaps and doubts of competence among the numerous actors involved in the granting of the subsidy or the low efficiency of most employment centres in Italy.

Another major change in the perspective of active career guidance policies occurred concerning young people and education with the introduction of the school-work alternation system.

As you can read on the [website](#) of the Ministry of Education, the school-work alternation is an innovative teaching method, which through practical experience helps to consolidate the knowledge acquired at school to test the aptitudes of students, to enrich their training and to orient their study path now and their work one in the future, thanks to projects in line with their study plan.

It is regulated by articles 33 and 43 of law 107/2015, which establish its duration for the different types of high schools; the duration is indicated in total hours to be accumulated over the last three years of school and does not provide for any form of remuneration.

Also in this case, over the last years, various problems and criticisms of inefficiency in the system have been highlighted, for example in the fact that schools are left on their own in identifying the paths and they are not in the position to make the school-work alternation path useful for students and future workers.

¹ <https://www.politichedelavoro.it/politiche-attive-vs-politiche-passive/>

Madrid Employment Agency (Spain)

The origins of Career Guidance in Spain date back to the beginning of the last century with the creation of the Institut d'Orientació Professional in Barcelona in 1919. Five years later, in 1924, the Instituto de Orientación y Selección Profesional [Institute for Professional Guidance and Selection] in Madrid was set up. Until the 1960s, career guidance was closely linked to vocational training. All industrial schools had vocational guidance "offices-laboratories" and the Labour Universities also had a guidance service. The Plan Nacional de Promoción Profesional de Adultos [National Plan for the Professional Promotion of Adults] was created in 1964 within the broader framework and as a collaborating element for the fulfilment of the objectives of the I Development Plan (1964-1967), which included among the aspects to be considered the "policy of social promotion and access to vocational education and training" (Law 194/1963, of 28 December). The National Plan was articulated in three institutional lines of action:

- The Programa de Promoción Profesional Obrera [Workers' Career Advancement Programme], better known by its acronym in Spanish (PPO), the main programme of the Plan, would often end up designating the plan as a whole.
- The Programa de Promoción Profesional Obrera en el Ejército (PPE) [Army Workers' Career Advancement Programme]
- The "FIP Courses" (Intensive Vocational Training Programme), later called PPT Programmes, were developed through Collaborating Centres, whose students received grants from the Patronato de Protección al Trabajo (PPT) [Labour Protection Board]. However, it was the "Education Act of 1970 which expressly contemplated guidance content throughout the education system, making it a right of the student throughout their academic life. For the first time, an assessment would be considered, not only as a selection procedure but mainly as a guidance procedure, assigning to the tutor the task of guiding the assessment of their group (...) A University Guidance Course and Guidance Services would also be introduced in the centres at the end of Bachillerato [Post compulsory secondary education]".

At the end of the 1970s, during the period of democratic transition, the Servicios Provinciales de Orientación Escolar y Vocacional (SOEV) [Provincial School and Vocational Guidance Services] were created on an experimental basis to support the Basic General Education centres, i.e. the education before Bachillerato studies. During that same period, the Centros de Orientación e Información y Empleo (COIE) [Guidance and Information and Employment Centres] were created in Spanish universities to help students complete their university studies to enter the labour market.

Guidance within the framework of public employment services: training and socio-occupational integration. The development of this profession has been based on the model established by the National Employment Institute (INEM), whose priority objective has been and continues to be the labour market insertion of unemployed people and people at risk of social exclusion. In 1995, a network of Integrated Employment Services, financed by the European Social Fund, was created. Three years later, an OPEA programme (Orientación Profesional para el Empleo y de Asistencia para el Autoempleo) [Career Guidance for Employment and Assistance for Self-Employment] was created. With the transfer of the employment competencies to the Autonomous Communities, it has been them who have developed their models since then, although based on the one proposed by the INEM.

Even though since the last third of the last century, various legislations have promoted guidance, there is no coordinated system, "in practice, the most decisive thrust of guidance in the school environment throughout its development has been driven by the Law of General Organisation of the Educational System (LOGSE) of 1990, and by the Law of Qualifications and Vocational Training (2002) which have meant (although not without shortcomings in their implementation) its institutionalisation and generalisation in the educational system".

Guidance has been developed since the end of the last century in three practically independent sub-systems: the first one, in primary and secondary education; the second one, in parallel in universities; and since 1995, a third sub-system has been developed in the socio-labour and employment training fields.

The three areas have evolved differently and independently, in terms of the type of target groups, the objectives pursued, and the way guidance is conceived, and this has given rise to the professional profiles of the guidance counsellors currently working in Spain.

It can be concluded that guidance has developed in Spain in a fragmented and independent manner in each of the areas in which it is developed, which affects the training of guidance counsellors. In this sense, school counsellors have degrees in Psychology, Pedagogy and Psycho-pedagogy, while those who develop their profession in the university and socio-occupational fields have very different degrees: Law, Economics, Business, Sociology, Politics or Labour Relations. This means that in the latter two areas, there is a clear lack of specialisation and shows the distance of some qualifications from the profession they are working in. In addition to this lack of specific training, there has been a proliferation of legislation at

both national and regional levels, sometimes imprecise and unconnected. However, it should be noted that last March, a new Vocational Training Law was passed, in which guidance and training are brought together in a new career guidance service. Title VII of the law completely changes the current system and integrates guidance at the time of training, taking it *de facto* out of the employment services as they are today. In this sense, Article 2.19 of this law states that Career Guidance is "the process of information and accompaniment in the personal planning of the training and professional itinerary within the framework of the Vocational Training System, which includes, at least, the following areas: vocational training possibilities, choice of a profession, improvement, change of profession, evolution of the labour market and entrepreneurship opportunities, and development of skills for the management of the professional career."

SYSTEMS OF CAREER GUIDANCE IN USE IN SPAIN

	FIELD OF PRIMARY AND SECONDARY EDUCATION	FIELD UNIVERSITIES	SOCIO-LABOUR AND EMPLOYMENT TRAINING FIELD
Most frequent types of guidance	Guidance for learning difficulties. To a lesser extent, career and family guidance.	Career guidance (job placement, internship management and job offers). To a lesser extent, academic and learning guidance	Career counselling (labour insertion and reinsertion). To a lesser extent, career management guidance.
Legislation	LOGSE, 1990 Law on Qualifications and Vocational Training, 2002.	Statutes and regulations of each university (the LOU hardly regulates this activity).	Law on Qualifications and Vocational Training, 2002. Various legislations of the Autonomous Communities.
Intervention structures	– Tutoring (in the classroom) – Guidance department (in the centre) – Sector teams (in the area) + FOL Module (only in Training Cycles)	– Guidance services (with different names, depending on the university) – Structures for tutorial and mentoring guidance	– Public employment services (they operate through programmes institutionally pre-established by the Autonomous Communities).
Initial training of guidance counsellors	Psycho-pedagogues, psychologists and pedagogues	50% psychologists, pedagogues, psycho-pedagogues and 50% other various qualifications	Various degrees, with a prevalence of psychologists
Organisations involved	– Ministry of Education – Regional Ministries of Education of the Autonomous Communities	– Universities – Autonomous Communities	– Ministries of Education and Labour – Autonomous Communities – Social organisations (Trade union organisations, NGOs, professional associations, etc.)


CASES

The cases below mentioned are a collection made by each partner of the project, in which they selected five cases to exemplify and showcase good practices that may serve as inspiration and material for the construction of innovative career guidance practices.

The case, collected by the project partners are 28:

- Case 01 - TECHNOBEL
- Case 02 - ENAIP NET
- Case 03 - TREXIMA
- Case 04 - CEP
- Case 05 - EOPPEP
- Case 06 - Ohjaamo
- Case 07 - SIMHE
- Case 08 - Career Guidance in Trade unions
- Case 09 - Career guidance in rehabilitative work activity
- Case 10 - Rehabilitation in Occupational Health
- Case 11 – “PLACE”
- Case 12 – “Rebond Cadres”
- Case 13 – REVA
- Case 14 – AFEST
- Case 15 – CléA
- Case 16 – Community-based Career Guidance- Pobal
- Case 17 – AHEAD Career Guidance for people with Disabilities
- Case 18 – Trinity College Dublin Access programme for Mature students
- Case 19 – TUS work placement scheme
- Case 20 – MiAssumo
- Case 21 – WANTER
- Case 22 – Fra Noi
- Case 23 – SIAM 1838
- Case 24 – Prediction tools for professional profiles
- Case 25 – Digital immersion
- Case 26 – ORIGAMI Method
- Case 27 – EmpleAPPte
- Case 28 – #YourDegreeCounts


Case 01 - TECHNOBEL

<p>Technobel sets up a specific approach called <i>Be a Maker</i>, in which they establish three dimensions for the pedagogic activities they implement. The first dimension is the way of thinking (The convictions and values that drive the organisation and are rooted in their philosophy); the way of being (the postures and attitudes developed by learners during the course, interaction with different areas while developing soft skills); and the way of doing (methods, activities and resources offered to learners to work on the skills expected in the digital world).</p> <p>They also establish the 4 pillars of learning: The attention of learners; Learner engagement; Understanding of learning; Consolidation of learning. This approach enables students to develop themselves both professionally and personally, by acquiring new competencies and skills.</p> <p>Based on this, Technobel implements different initiatives for students and job seekers, such as the Digital Badges and Soft Skills Badges, for which they empower students to recognise their learning process and be aware of their potential. The Soft Skills badge is based on 13 competencies listed by OCDE & World Economic Forum (P21,4C); Digcomp; Entreprcomp and Step4SFC, and adapted to TECHNOBEL's <i>Be a Maker</i> Approach.</p> <p>Technobel has also created the initiative <i>The Cube</i>, aiming at technological skills development by using 3D printers to concretise students' projects and ideas and give a functional use to this technology.</p> <p>Technobel also created <i>My Technobel</i>, which is a portal that allows student experiments to be displayed online, allowing each jobseeker to present their newly acquired skills and progress in their job search.</p> <p>Source of the materials: Technobel's website and documents</p>	<p> Geographical Area: Belgium</p> <p>Criteria: Transformative Transferability Sustainability</p> <p>What: Technobel offers professional training for job seekers</p> <p>Implementation: Regional (Wallonie Region)</p> <p>Reasons for Success: Technobel offers a holistic approach for the full development of the person, from soft to hard skills, including empowerment and self-appreciation of their achievement and progress.</p> <p>Links: https://www.technobel.be/fr/</p>
--	--

Photos, pictures and logos

<p>Products of the project <i>The Cube</i></p>	
<p><i>Be a Maker</i> Approach scheme</p>	
<p>Technobel's logo</p>	

Case 02 - ENAIP NET

<p>ENAIP NET offers different types of tools depending on the target group. Different groups are categorised within 2 macro targets: adults and youth.</p> <p>Under Adults, young people (18-29 years old) receive specialist guidance, divided into 3 phases: 1) analysis of needs and resources and definition of objectives to be achieved; 2) reconstruction of personal history concerning the young person's educational and work history; 3) Development of a personal project.</p> <p>For people over 30 years old, ENAIP offers counselling aimed at solving specific problems, including relational ones, aimed at managing crises. They also conduct specialist interviews to assess professional experience and employability concerning the labour market, while helping people to draw up a CV in Europass format.</p> <p>For groups with different needs (women, migrants, long-term unemployed) they offer coaching and counselling sessions for more personalised support, intending to develop transversal skills demanded by the labour market.</p> <p>Under the macro target Youth, there are initiatives for secondary school students to help them cultivate their skills, discover their interests and potential, and meet expert operators of the labour market, as well as elaborate a CV and prepare for a job interview.</p> <p>To provide an overview of different job sectors, they also offer workshops and individual and group orientation meetings on the topics: energy efficiency and saving, communication and marketing, fashion, hospitality and reception, information and communication technologies, environment and sustainability, mechanics and new technologies.</p> <p>Source of the materials: ENAIP NET's career guidance map</p>	 Geographical Area: Italy
	Criteria: Transferability Sustainability
	What: ENAIP offers different types of services according to their audience, to implement useful tools for practical application on one's professional path.
	Implementation: Regional (Northern Italy – Veneto, Piemonte, Friuli Venezia Giulia and Lombardia).
	Reasons for Success Tailored services that take into consideration vulnerable groups and special needs, giving special attention to issues that are present in the job market.
Links: http://www.enaip.net/	

Photos, pictures and logos

Logo	
------	---


Case 03 - TREXIMA

<p><i>Trexima researches the labour field, and it provides consultancy and advisory services for companies. It follows the verified methods and knowledge concerning wage statistics in different European countries, as well as worldwide. They systematically implement "good practice" of national and foreign experts in remuneration, statistics and labour evaluation.</i></p> <p><i>From the various examples of good practices they have, we list some below:</i></p> <p><i>-Integrated System of Type Positions (ISPT) is a career guidance tool to facilitate straightforward communication among labour market subjects. It provides over 2,000 job descriptions and education requirements for current job positions in Slovakia free of charge on an internet portal. This database brings profit to a large scale of target groups – labour offices employees, the unemployed, human resources professionals, employment agencies professionals, career advisors, students and the wide public – with a clear goal to find the most suitable people for open job vacancies and the most suitable jobs for specific people.</i></p> <p><i>-The international initiative "Introduction to Digital Learning" is an Erasmus+ co-funded project whose aim is to support teachers and trainers to develop their digital competencies. INTRO project's objective is to create digital training for teachers and trainers: Learning how to teach with digital learning. The INTRO project training is based on 3 specific modules: 1) Sharing skills & knowledge on innovative and digital learning; 2) How to teach with digital learning; 3) How to learn with digital learning.</i></p> <p><i>-FEMALE (Fostering Employment of MAternity Leavers) is a strategic partnership in the field of further education, co-funded by the Erasmus+ program. The project aims to facilitate the return of parental leavers to the labour market. It offers an innovative modular training program for parental leavers and is available on an e-platform for distance learning and initiation of a network of parental leavers and employers. The project products were built on feedback collected from parental leavers, employers and counsellors about their needs, expectations, and limitations so they have a real added value and are tailored to them.</i></p> <p><i>Source of the materials:</i> <i>TREXIMA reports on good practices</i></p>	 Geographical Area: Slovakia
	Criteria: Transformative Sustainability
	What: Trexima elaborates on tools and initiatives to empower job seekers with the necessary skills for the current job market
	Implementation: National
	Reasons for Success Use of complex and detailed yet user-friendly systems and tools, to provide the government, companies and individuals with valuable data and training about the job market.
	Links: www.istp.sk www.trendyprace.sk https://www.uplatnenie.sk/ https://www.sustavapovolani.sk/

Photos, pictures and logos

Logo	
------	--

Case 04 - CEP

<p>The French government, through CEP (Conseil en évolution professionnelle), proposes a free and personalised support system offered to anyone wishing to get advice about their professional situation. It also allows users to establish a professional development project (changing career path, taking over or creating a business, etc.)</p> <p>It is organised on two different levels:</p> <p>1-individual support adapted to each person. It allows people to: carry out the first-level analysis of their situation and request; decide whether to continue their application; identify the actors who can help them.</p> <p>Its objective is: to enable a better understanding of one's professional environment (employment situation, a possible career change, etc.), and identify possible approaches (aid, services, training, etc).</p> <p>2- personalised support to clarify one's request and access personalised information on employment, training, available funding, etc.</p> <p>It also allows the individual to get help in formalising and implementing a concrete project (examples: financing plan, provisional timetable) when it is the case.</p> <p>In the region Île de France, CEP also offers the service with a truck, to improve their reach in distant places. This way, a mobile site was the solution found to go and find people who need advice on their professional life. The itinerant truck is an original way to be even more in proximity, of the flexibility it brings, and the formidable communication tool it offers. The truck will be on the road from March 2022 until the end of 2023!</p> <p>Source of the materials: CEP's website</p>	<div data-bbox="1013 309 1133 380">  </div> <p>Geographical Area:</p> <p>France</p> <p>Criteria:</p> <p><i>Transferability</i> <i>Sustainability</i></p> <p>What:</p> <p>AFPA offers free-of-charge orientation services for individuals who want to get career advice for changing their professional path, developing new competencies and getting information on different types of formation</p> <p>Implementation:</p> <p>National</p> <p>Reasons for Success</p> <p>It is a government initiative that can be freely accessed by all people, helping them to get specialised advice and support on their project</p> <p>Links:</p> <p>https://youtu.be/ZFcCP4Xk3IU</p> <p>https://www.service-public.fr/particuliers/vosdroits/F32457</p>
---	---

Photos, pictures and logos

<p>CEP's truck in Île-de-France</p>	
<p>Logo</p>	

Case 05 - EOPPEP

<p><i>In Greece, the responsibility for administering career guidance services in the fields of education and employment lies with the Ministry of Education and the Ministry of Labour, through the activities of EOPPEP (National Organisation for the Certification of Qualifications & Vocational Guidance). EOPPEP acts as the national coordination body, implementing systemic guidance interventions, which ensures the quality provision and the professionalization of career guidance, the networking among different guidance stakeholders and the constant development of information, guidance and counselling tools, and material for guidance practitioners working in education and employment settings in the public and private sector. In addition, innovating guidance services for end users of all ages are also developed within the activities of EOPPEP at the national level.</i></p> <p>The EOPPEP Interactive Guidance Portal for adolescents and youngsters</p> <p><i>The Portal was developed by EOPPEP at the end of 2012 and is widely used by secondary and upper-secondary students, young people and guidance practitioners. Friendly career tools enhance the access of more users to career and educational guidance, such as digitized interest, values and decision-making tests, e-portfolio development tool available also in English, "ask the counsellor" section where you can contact a guidance counsellor serving in one of the 79 regional Counselling and Guidance Centers (KESYPs), administered by the Ministry of Education, thematic information catalogues and other useful links.</i></p> <p>The EOPPEP Lifelong Career Development Portal</p> <p><i>The newly developed Lifelong Career Development Portal provides innovative services for career development and mobility information targeted to adults of all ages. In the portal, you can find digitized career tests, E-Counselling Services, E- Lifelong Career Portfolio Development Tool which is available also in English, Career & Mobility information Resources, and Career Management Skills Section.</i></p> <p><i>Source of the materials: EOPPEP's website</i></p>	<div data-bbox="1091 304 1203 383"></div> <p>Geographical Area:</p> <p>Greece</p> <p>Criteria:</p> <p>Transferability Sustainability</p> <p>What:</p> <p>The Greek government offers a national service aimed at career counselling and educational guidance. It also provides the population with a career development portal to help people get professional advice.</p> <p>Implementation:</p> <p>National</p> <p>Reasons for Success</p> <p>It is a nationwide service, at a free cost, aimed at providing professional counselling to people, especially youth</p> <p>Links:</p> <p>www.eoppep.gr/teens</p> <p>http://e-stadiodromia.eoppep.gr/</p>
--	--

Photos, pictures and logos

<p>Logo</p>	
-------------	--

Case 06 - Ohjaamo

The Ohjaamo One-Stop Guidance Centre is a public service intended for all citizens under the age of 30 years of old. In addition to 70 physical venues in the country, the Ohjaamo services are accessible via the phone, WhatsApp, SMS messages and email. Ohjaamo is present also on social media platforms, Facebook, Instagram, YouTube, Snapchat and Discord.

The Ohjaamo guidance services are financed by the Ministry of Education and Culture, the Ministry of Social Affairs and Health, and the Ministry of Economic Affairs and Labour.

The Ohjaamo concept combines previously scattered services for youth and young adults under one roof: clients can receive guidance in study choice, career counselling and employment, housing and wellbeing. In the physical venues clients are met by a team of different professionals.

Every venue is different depending on the context of the municipality and region. If the client needs more specialized service, a team of specialists are available to offer guidance over the internet or appointments can be made with the specialists on site. These include e.g. mental health services, rehabilitation or assistance in finding work for individuals with particular health conditions, and social welfare services.

The Ohjaamo concept is based on offering a low threshold service to everybody, and no appointment is needed to enter the services. The client can come alone, or with a friend or family member. All the services are offered free of charge.

Source of the materials:

www.ohjaamot.fi website (Finnish and English)



Geographical Area:

Finland

Criteria:

**Transformative
Transferability
Sustainability**

What:

The Ohjaamo One-Stop Guidance Services offer a range of services in employment, housing and wellbeing for youth and young adults under one roof.

Implementation:

Local/Regional/National

Reasons for Success

Combining basic and specialized services under one roof.

Links:

www.ohjaamot.fi/en

Photos, pictures and logos

Instagram post from the Ohjaamo One-Stop Guidance Centre in Turku: Who am I? The picture is aimed at raising awareness of finding your pathway and happiness in life.



Case 07 - SIMHE

In Finland, services for immigrants or refugees with higher education backgrounds used to be project-based, and based on the availability of regional funding. This resulted in uncertainty and interruptions in the services. Development of services and keeping the qualified personnel in institutions was difficult, as there was poor sustainability in financing the service providers.

A new service model was created and piloted in 2016 in one university and one university of applied sciences. The new service was named SIMHE. Several higher education institutions (HEIs) have joined the group of service providers in different parts of the country in the past years.

SIMHE stands for Supporting Immigrants in Higher Education in Finland. The service is supported by the Ministry of Education and Culture in Finland. The objective of the activities is to ensure that the prior learning and previously completed qualifications of highly educated migrants arriving in Finland would be identified and recognised following national practices as soon as possible, giving these persons access to appropriate education and career paths.

National coordination of the activities is managed by the SIMHE cooperation group. The cooperation group supports the dissemination of good SIMHE practices in Finnish higher education institutions, bolsters the activities of the existing HEIs responsible for migrants, and develops inter-authority cooperation relevant to the integration of highly educated migrants and international higher education students.

The benefits of the new service model are the possibility to develop services for highly educated migrants, updating the skills of the staff involved, developing and sharing good practices, and availability of continuous support for these specialized target groups.

Source of the materials:

The Finnish National Agency for Education website

<https://www.oph.fi/en/simhe-services-higher-education-institutions> and websites of the universities providing the services locally and regionally



Geographical Area:

Finland

Criteria:

**Transformative
Transferability
Sustainability**

What:

The goal of the SIMHE services is to streamline the identification and recognition of the prior learning of highly educated migrants arriving with different statuses as well as to facilitate their access to higher education, completion of degrees and employment in the Finnish labour market at the national and regional levels.

Implementation:

Local/Regional/National/International

Reasons for Success

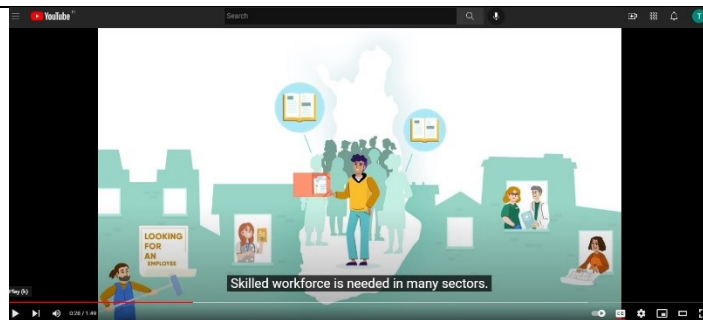
Sustainability in offering the services.

Links:

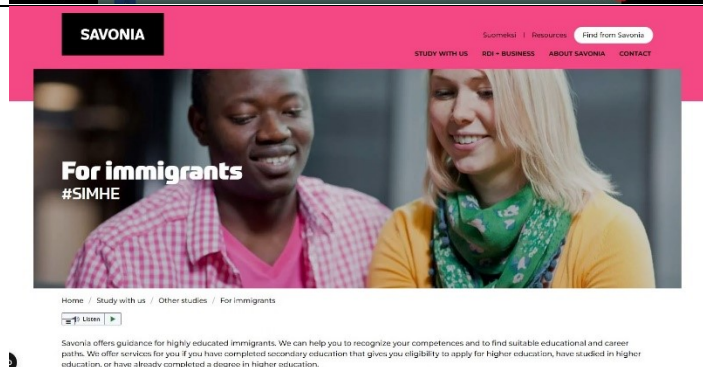
www.oph.fi > SIMHE

Photos, pictures and logos

A screen capture of the SIMHE YouTube channel explaining the service offering.



A screen capture of the Savonia UAS website describing the SIMHE services.



Case 08 - Career Guidance in Trade unions

<p>Trade unions watch over the shared financial, professional, educational and other social interests of their members, as well as safeguarding their status and prestige in society. Central tasks include a general watching over of its members' interest in society. Akava lobbies decision-makers in the fields of taxation, labour, education and social policy, among others. The lobbying is supported by research and training, as well as local, regional and national activity and publicity work.</p> <p>Trade unions aim to improve the status of their members through nationwide activity, but the importance of the regional level is also considerable. The regional activity is organised through networks.</p> <p>Trade unions support their members, whether they are employed by a large or small company, the state, a university or research institute, a city or municipality – or in some other field. Tools they use in guiding their members to employment are various, training coaching, and guiding individuals and groups.</p> <p>Topics are Job search skills, interviews, social media in job seeking, information in salary negotiations and terms of employment</p> <p>Source of the materials: https://akava.fi/ https://www.tek.fi/fi https://www.lakimiesliitto.fi/ https://www.loimu.fi/ </p>	<div data-bbox="1013 302 1129 380"></div> <p>Geographical Area:</p> <p>Finland</p> <p>Criteria:</p> <p>Transformative Transferability Sustainability</p> <p>What:</p> <p>The goal of Career Guidance in Trade unions is to help members to adapt jobs in their field.</p> <p>Implementation:</p> <p>Local/Regional/National/International</p> <p>Reasons for Success</p> <p>The activity is National wide</p> <p>Links:</p> <p>https://akava.fi</p>
---	--

Photos, pictures and logos

<p>Logo</p>	<div data-bbox="603 1417 1034 1518"></div>
-------------	--

Case 09 - Career guidance in rehabilitative work activity

<p>Long-term unemployed and disabled need support for their self-confidence.</p> <p>Rehabilitative work activity provides an opportunity to change a negative attitude to a positive career orientation.</p> <p>The goal is to identify your skills and opportunities to move forward on the career path.</p> <p>Everyone has the right to individual guidance as well as in-group guidance. The goal is to find a new place in your career path for studies, work or entrepreneurship.</p> <p>This kind of workshop is all around Finland.</p> <p>This provides everyone with an equal opportunity in difficult situations to have career guidance regardless of the place you live in Finland.</p> <p>Source of the materials: https://www.tstry.fi/kuntouttava-tyotoiminta/ https://www.rivertechry.fi/ https://www.soite.fi/kuntouttava tyotoiminta</p>	<div data-bbox="1018 304 1126 376"></div> <p>Geographical Area:</p> <p>Finland</p> <p>Criteria:</p> <p>Transferability Sustainability</p> <p>What:</p> <p>The goal of Rehabilitative work activity is to streamline the identification and recognition of the competences and skills with different statuses as well as to facilitate their access to education, completion of degrees and employment in the labour market at the national and regional levels.</p> <p>Implementation:</p> <p>Local/Regional/National/International</p> <p>Reasons for Success</p> <p>Equal opportunities at the National level</p> <p>Links:</p> <p>https://www.tstry.fi/kuntouttava-tyotoiminta/</p>
---	---

Photos, pictures and logos

<p>TRSTY logo</p>	<div data-bbox="464 1435 887 1581"></div> <p>Sosiaali- ja terveystieteiden yhdistys. Työtä, sosiaalisuutta ja terveyttä jo vuodesta 1992.</p>
-------------------	--


Case 10 - Rehabilitation in Occupational Health

<p>Vocational rehabilitation is based on an occupational pension scheme where new career options are sought for workers at risk of loss of work capacity.</p> <p>The National Pension Institution also grants vocational rehabilitation to those who have been long-time in work.</p> <p>This rehabilitation allows you to move on to a new career or other position, either directly or through training.</p> <p>In this process career guidance discussions involve a supervisor, occupational health practitioner, occupational health nurse, physical therapist and occupational psychologist. The discussions are very multi-professional and confidential.</p> <p>The guidance itself aims to support the steering agency and find solutions for further working careers. Guidance begins with an initial survey with an occupational health physician.</p> <p>Next, the occupational health nurse, physiotherapist and occupational psychologist take turns solving physical and mental goals.</p> <p>From this, we proceed to career guidance to think about existing options and solutions for career plans.</p> <p>Source of the materials: https://www.kela.fi/kiila-kuntoutus https://www.varma.fi/ https://www.mela.fi/</p>	<div data-bbox="1018 309 1126 383"></div> <p>Geographical Area:</p> <p>Finland</p> <p>Criteria:</p> <p><i>Transferability</i> <i>Sustainability</i></p> <p>What:</p> <p>The Rehabilitation in Occupational Health help employees to stay in working shape longer. The pension institutions allow accessing education for job circulation or change to completely different careers.</p> <p>Implementation:</p> <p>Local/Regional/National/International</p> <p>Reasons for Success</p> <p>Equal opportunities at the National level</p> <p>Links:</p> <p>https://www.tstry.fi/kuntouttava-tyotoiminta/</p>
--	---

Photos, pictures and logos

<p>KELA logo</p>	
------------------	--

Case 11 – “PLACE”

<p>PLACE is the cooperation Platform for Cultural Employment.</p> <p><i>It brings together actors mobilized for the professionalization of artists and cultural project leaders exposed to precariousness. The Department thus mobilizes a network of partners and resources to secure their professional careers and help in carrying out projects.</i></p> <p><i>Since 2015, PLACE has been part of the continuity of departmental support schemes for cultural employment, 50% co-financed by the European Social Fund (ESF) and the Department to the tune of €1.6 million.</i></p> <p><i>In September 2020, 1,464 jobseekers in the artistic and cultural sector registered with, Pôle Emploi (the public employment service) were beneficiaries of the RSA and 33% were very long-term unemployed.</i></p> <p><i>In the context of the pandemic, the PLACE operation has been extended into 2021. The Department leads Europe finances.</i></p> <p><i>PLACE is aimed at artists and cultural professionals seeking employment, in particular young people under 25 followed by local missions. The action aims to create the conditions allowing the realization of the professional project of each participant thanks to:</i></p> <ul style="list-style-type: none"> • Customization of the follow-up of the participant as close as possible to his project • Training-action to improve their presence and communication on the web • Tutoring with an experienced professional • €500 aid for digital equipment • Involvement in the territory's resource structures, • Coordination with social services and the public employment service for access to rights, • Mutual assistance platform of the PLACE system: fseplace.gironde.fr <p><i>How to improve the cooperation Platform for Cultural Employment?</i></p> <p><i>The Department of Gironde wanted to improve this support system for artists. It is with this objective that two researchers from the University of Bordeaux – France and from the University Laval – Quebec carried out a critical analysis of the PLACE system and made suggestions for improvement. They observed that all the stages of the PLACE system made it possible to support the person in a process of self-reflection and that this element was particularly appreciated by the participants.</i></p> <p><i>To improve the device, the researchers suggested supporting people's reflective work by mobilizing the theoretical contributions of "life design" which is based on a constructivist paradigm. For the two researchers, "the key concept of this paradigm is the construction of meaning through dialogue: the self is not a given, but a project, the project of making oneself in and through dialogue, an implementation self-narrative".</i></p> <p><i>The objective of the recommended constructivist approach is to promote the participant's expertise in the co-construction of his/her life course. The practitioner must therefore accompany individuals in a multidimensional exploration of the facets of their different experiences with their language.</i></p> <p><i>To improve the PLACE system by mobilizing the constructivist approach, a new experiment was proposed allowing practitioners to measure the benefits</i></p>	<div data-bbox="1002 309 1123 380"></div> <p>Geographical Area:</p> <p>France, Bordeaux</p> <p>Criteria:</p> <p>Transformative Transferability Sustainability</p> <p>What:</p> <p>PLACE, SUPPORT FOR ARTISTIC EMPLOYMENT The Cooperation Platform for Cultural Employment - PLACE - is one of the variations of the proactive departmental policy to support the employment of artists and cultural professionals.</p> <p>Implementation:</p> <p>Local</p> <p>Reasons for Success</p> <p>Pilot experiment</p> <p>Links:</p> <p>www.gironde.fr/sites/default/files/2022-01/A5-Livret-Place-26012022.pdf</p>
--	--

provided by an innovative constructivist method often used in the context of professional development support: the "Talents & Transitions Patchwork®" method.

A Master II student in Occupational Psychology at the University of Bordeaux was specially trained in the method by a member of "Euro-CDP-Lab", a European network of guidance practitioners and researchers. The student will soon carry out interviews with certain participants to evaluate the impact of the use of the constructivist method on the improvement of the process of reflexivity engaged by the people in question. The results of this new experiment will eventually make it possible to envisage a larger-scale use of the device thus enriched.

Source of the materials:

Bangali, M. (U. Laval – Québec) & Pouyaud, J. (U. Bordeaux – France) : « Quelles optimisations pour des politiques publiques personnalisées basées sur des plateformes interpersonnelles numériques en faveur de l'emploi et de l'entrepreneuriat par le développement de compétences ? », Mémoire Technique.

Guichard, J. (2009). Self-constructing. *Journal of Vocational Behavior*, 75, 251-258.

Photos, pictures and logos

Logo of the Gironde
Department



Logo of "PLACE"



Case 12 – “Rebond Cadres”

Every year for nine years, the Compiègne University of Technology and its partners (the Hauts-de-France Region, the Departmental Council of Oise, the Agglomeration of the Compiègne Region, Pôle Emploi, and the Apec) have organized a fair for executives/job seekers: “**Rebond Cadres**”.

The “Rebond Cadres” fair serves as a gateway for exchanges allowing connections to be established between the various players in the employment service (entrepreneurs, institutional partners, professionals in the field of recruitment, training, etc.) and executives facing a professional transition.

On this occasion, participants can be supported, if they wish, in their professional development, training or entrepreneurship project.

Since its creation, the “Rebond Cadres” fair was organized in a traditional way on the premises of the University of Compiègne, face-to-face. It welcomed several hundred participants.

When the pandemic brings innovation.

In 2020, the Covid 19 crisis came to considerably upset this organization and forced the University to innovate by organizing the show remotely this time thanks to the implementation of webinars.

It is indeed this new format of intervention which was proposed to the speakers to animate the exchanges with the participants.

Kaltoum Dourouri, a journalist specialising in the issue of professional transitions, actively contributed to leading the debates between the various speakers and the public.

This new formula proposed by the University of Compiègne has made it possible to reach a much larger public than that encountered hitherto. Some facilitators noted with surprise and great satisfaction that the webinar was truly a formula to be used in the future to exchange with the public they work with.

Another innovation comes to the game.

This year, an Occupational Psychologist from Pôle Emploi (French Public Employment Service) hosted a webinar dedicated to an innovative approach to supporting job seekers: the use of the socio-constructivist method “**Talents & Transitions Patchwork®**”. A total of 482 people attended this webinar presenting a particularly innovative approach to professional development support.

The method presented during the webinar was conceived as a tool usable within the career interview framework to facilitate the exploration of the experience from a holistic and constructivist perspective. It is a method which can help individuals to explore the self-knowledge “hidden” in experience.

Designed several years ago by David J. Bourne, the host of the webinar, the Talents & Transitions Patchwork® method is increasingly used in France by career counselling practitioners. Many training courses have been organized for these professionals in France, Ireland, England and the Czech Republic.

An international partnership is being developed to train Canadian practitioners next year.

While many professionals are won over by this innovative approach, the participants in the webinar organized last February as part of the Rebond Cadres fair also showed great interest in the method presented.

Faced with this success, **Euro-CDP-Lab**, a European network made up of researchers and career development practitioners, offered to extend the webinar by organizing a seminar for executives interested in using the “Talents & Transitions Patchwork®”.

A partnership in this direction is currently being studied.

Source of the materials:

Compiègne University of Technology website.

Career Counselling: Constructivist Approaches / Edited by Mary McMahon Second edition. Routledge, 2017.



Geographical Area:

France, Compiègne

Criteria:

**Transformative
Transferability
Sustainability**

What:

The “Rebond Cadres” fair serves as a gateway for exchanges allowing connections to be established between the various players in the service of employment (entrepreneurs, institutional partners, professionals in the field of recruitment, training, etc.) and executives facing a professional transition.

Implementation:

Local/Regional




Reasons for Success

Pilot experiment

Links:

www.utc.fr/salon-rebond-cadres/#app

Photos, pictures and logos

<p><i>The Compiègne University of Technology announced the “Rebond Cadres” Fair</i></p>	
<p><i>Logo and photo of the “Talents & Transitions Patchwork®” method.</i></p>	
<p><i>Photo of the book regarding Constructivist approaches published by Mary McMahon of the University of Queensland in Australia.</i></p> <p><i>The title of chapter 14 is “Exploring life and working experiences for self-construction” and is dedicated to the “Talents & Transitions Patchwork®” method.</i></p>	

Case 13 – REVA

Simplify APEL (Accrediting Prior Experiential Learning) (in French ,VAE : Validation des Acquis de l'Expérience) **to promote its development.**

Created twenty years ago, on January 17, 2002, the VAE is a system that allows everyone to value their experiences (employees, non-employees, volunteers, etc.) to obtain a certification to have their skills recognized and develop professionally. Particularly relevant, this system nevertheless encounters difficulties that do not allow it to benefit the greatest number. Various studies have shown that the use of VAE was declining. Often little known and perceived as long and complex, the system is regularly associated with a veritable "obstacle course" by people who would like to take part in it.

Experiment with simplified and shortened experience validation paths.

Faced with this observation, the Ministry of Labor and the High Commission for Skills wanted to study the possibilities of simplifying and developing VAE, through the implementation of various experiments relating to support courses.

It is in five regions that a first experiment entitled "REVA" (Recognition of Experience, Validation of Acquired Experience) was offered to an audience of job seekers who thus benefited from a "turnkey" course. of a reduced duration. As shown in [the VAE mission report](#) written by Claire Khecha, Yanic Soubien, and David Rivoire, submitted to the Ministry of Labor on March 15, 2022, this particularly innovative course enabled 86% of participants to obtain in 4 months instead of 16, full or partial certification.

The REVA experiment led to the formulation of certain recommendations:

1/ Reduce delays and simplify administrative procedures.

The candidate no longer has to provide evidence for his admissibility file. According to Olivier Gérard, REVA Project Manager, after a feasibility meeting, a response is given to the candidate within 8 days instead of the usual 2 months.

2/ Set up systematic individualized support under the responsibility of a "career architect".

The candidate is accompanied throughout his course, beyond the 24 hours already existing over an average duration of 39 hours until the writing phase and in the preparation of the final oral defence.

The candidate is regularly questioned at each stage of his career to understand his way of positioning himself, his ambitions, and his desires. The aim is to assess the adequacy of the methods chosen by each certifier and to make any adjustments. If necessary, different training methods can be used to complete the candidate's career: self-training, AFEST. Informal skills can also be valued via an Open Badges system linked to a "digital skills portfolio".

3/ Create a "one-stop VAE window" and a dedicated digital platform.

The particularly encouraging results obtained within the framework of REVA led Elisabeth Borne, the Minister of Labor, to extend the experiment on a larger scale to design a new VAE process centred on the candidate, the securing of his career and his professional integration. This second experiment will begin during the summer of 2022 and will run until the summer of 2023.

The team in charge of this new experiment has the mission to eventually offer a unique digital platform dedicated to VAE (website and mobile application) and reliable statistical elements allowing relevant management of public policies in VAE. It will also be responsible for formulating proposals for regulatory changes to facilitate the use of the system and make it more attractive.

This time around 3,000 people will be affected by the experiment thanks to a specific budget of 15 million Euros. For this experiment, it will be not only job seekers but also employees, family carers, as well as newcomers wishing to obtain one of the 14



Geographical Area:

France

Criteria:

Transformative

What:

Simplifying the validation of acquired experience and making it more attractive thanks to an innovative experiment.

Implementation:

National

Reasons for Success

Pilot experiment

Links:

<https://reva.beta.gouv.fr/>

targeted certifications covering the different sectors of care, health, dependency, autonomy and early childhood.

Simplifying the validation of acquired experience and making it more attractive is ultimately the objective set for this experimental approach, which fully involves the various stakeholders.

Source of the materials:

Report by Claire Khecha, Yanic Soubien, David Rivoire:

<https://www.centre-info.fr/content/uploads/2022/03/20210119-rapport-mission-vae-19012021.pdf>

Photos, pictures and logos

The VAE mission Report written by Claire Khecha, Yanic Soubien, and David Rivoire, was submitted to the Ministry of Labor on March 15, 2022.



Case 14 – AFEST

On-the-job training action

(AFEST: Action de Formation En Situation de Travail)

Use a constructivist approach to on-the-job training.

Law n° 2018-771 of September 5, 2018 "for the freedom to choose one's professional future" known as the " [Future Law](#) " reformed apprenticeship and professional training. The training action is now defined in a new way: " an educational course allowing the achievement of a professional objective. It can be carried out in whole or in part remotely. It can also be carried out in a work situation ". (Art. L. 6313-2). This device is innovative because it allows the employee to be accompanied in a reflective work on the work situation which he has experienced under the gaze of a trainer and thus to learn from it to develop new skills.

AFEST makes it possible to integrate, within the framework of continuing professional training, intentional, planned and organized, learning that is already taking place but generally in an informal way.

AFEST presents a certain formalism and offers a reassuring educational framework which includes two distinct but complementary phases which are repeated as many times as necessary:

1. A professional scenario.

The employee is put in a situation to carry out an activity, with a pedagogical intention of which he is informed. This is an actual production situation.

2. Reflective work carried out outside of production time and accompanied by a trainer.

The aim here is to analyze what happened, to assess any gaps between the achievements and the objectives set, and to identify the achievements to reinforce learning.

The AFEST is, therefore, a "course aimed at a professional objective alternating phase of work and reflection, accompanied, evaluated and traceable".

Decree No. 2018-1341 of December 28, 2018, defines 4 legal criteria which specify the conditions for the implementation of an AFEST:

- **ANALYSIS of the work activity** to, if necessary, adapt it for educational purposes
- Prior designation of a **TRAINER** who can perform a tutoring function
- Implementation of **REFLEXIVE PHASES** distinct from work situations
- **Specific ASSESSMENTS** of the learning outcomes that mark out or conclude the action

Introducing reflective work: a real pedagogical novelty.

The innovative nature of AFEST is due to the introduction of a reflective phase separate from the work situation and lasting an average of one hour. This is an individual interview between the learner and the AFEST trainer. This interview is conducted based on an analysis grid developed upstream according to the specific work situation. During this phase, the learner is invited to take a step back from his practice and discuss it with the trainer.



Geographical Area:

France

Criteria:

**Transformative
Transferability**

What:

On-the-job training action: This device was tested between 2015 and 2018 before being proposed as a law.

Implementation:

National

Reasons for Success

Pilot experiment

Links:

<https://travail-emploi.gouv.fr/IMG/pdf/rapportfinalafest.pdf>

The effectiveness of the device requires that the AFEST trainer adopts a posture that is truly different from that of the traditional trainer. He must rather be able to exchange and explain to facilitate the reflective work of the learner. Initially, his role is to help the employee analyze what happened during the scenario (how he did it, why he proceeded in this way, what results were obtained, etc.). Secondly, the AFEST trainer delivers his point of view and makes additional contributions in terms of knowledge, techniques, etc.

Since its creation, numerous AFESTs have been organized in French companies. The first feedback is very positive. They show not only that the employees concerned appreciated training outside a traditional framework, but also that their line managers were involved in the training of their employees.

Source of the materials:

Loi n° 2018-771 du 5 septembre 2018 pour la liberté de choisir son avenir professionnel.

<https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000037367660/>

Décret No. 2018-1341 du 28 décembre 2018


https://www.legifrance.gouv.fr/codes/article_lc/LEGIARTI000038022325

Photos, pictures and logos

The Final Report



Case 15 – CléA


<p>The CléA interprofessional certificate was instituted by decree on February 13, 2015. Its objective is to enhance the abilities of people with little or no qualifications. Rolled out nationwide since November 2015, this certification is aimed at employees and job seekers without qualifications.</p> <p>Created and issued by the Copanef (National inter -professional joint committee for employment and training), the CléA certificate validates the acquisition of a base of knowledge and skills common to all, with a level of uniform requirement throughout the national territory and in all sectors of activity. This is all the knowledge and skills useful to master to promote access to vocational training and professional integration. These skills and knowledge are also useful for social, civic, and cultural life.</p> <p>This certificate validates the acquisition of skills in 7 areas:</p> <ul style="list-style-type: none"> • Communication in French, • The use of basic calculation rules and mathematical reasoning, • The use of the usual techniques of information and digital communication, • The ability to work within the framework of defined rules of teamwork, • The ability to work independently and achieve an individual goal, • The ability to learn throughout life and the mastery of gestures and postures, • Compliance with basic health, safety and environmental rules. <p>The CléA certificate is a joint interprofessional certification which is listed in the specific directory of France's competencies. It is unique and identical for all professional sectors; it does not include a level or grade. CléA is particularly suitable for employees or low-skilled job seekers with little or no diplomas, requiring a starting point in the world of training.</p> <p>Obtaining a CléA takes place in several stages:</p> <ul style="list-style-type: none"> – <u>Preliminary assessment</u>: the candidate meets an advisor who accompanies him and who offers him an assessment. <p>If the assessment shows that the person concerned masters the 7 areas, the file is submitted to a jury to obtain the CléA certificate; otherwise, a certificate is provided to him highlighting his strengths, and the points to be developed.</p> <ul style="list-style-type: none"> – <u>Training</u>: if the initial assessment shows that certain elements need to be developed, the adviser proposes a personalized program with a recommendation for training. At the end of this, the person again undergoes an assessment relating solely to the areas for which he was trained. – <u>Obtaining the certificate</u>: the file is examined by a jury made up of professionals. If he meets the expectations, the candidate obtains his CléA certificate. <p>This jury, which meets several times a year, is made up equally of employer representatives and employee representatives. Its members are independent of the provider organizations involved in the assessment or training of candidates.</p> <p>The knowledge and skills related to CléA constitute a sufficient basis to allow certified people to follow training courses, continue learning throughout their professional careers, and adapt to developments in all fields.</p> <p>The social partners have also developed a second interprofessional certification, CléA Numérique, which concerns the fundamental uses of digital technology in the professional environment. It completes the domain of the CléA base relating to "the use of the usual techniques of information and digital communication".</p>	<div data-bbox="1091 309 1209 376"></div> <p>Geographical Area:</p> <p>France</p> <p>Criteria:</p> <p>Transformative</p> <p>What:</p> <p>The CléA certificate validates the acquisition of a base of knowledge and skills common to all, with a level of uniform requirement throughout the national territory and in all sectors of activity.</p> <p>Implementation:</p> <p>National</p> <p>Reasons for Success</p> <p>Pilot experiment</p> <p>Links:</p> <p>http://www.certificat-clea.fr/</p>
--	---

<p><i>This module includes 4 key skills.</i></p> <ul style="list-style-type: none"> • <i>Identify your environment and use the associated tools</i> • <i>Acquiring and using the information in a digitized professional environment</i> • <i>Interact in a collaborative mode</i> • <i>Apply the rules and good practices of digital security.</i> <p><i>It is subject to interprofessional certification.</i></p> <p>Source of the materials: http://www.certificat-clea.fr/</p>	
---	--

Photos, pictures and logos

<p><i>Logo of the certificate</i></p>		
---------------------------------------	--	--

Case 16 – Community-based Career Guidance- Pobal

<p>SECAD Partnership CLG provides a free, confidential one-to-one employment support service – Employment Pathways, funded by the Social Inclusion and Community Activation Programme (SICAP Employment Pathways facilitated by Pobal is aimed at those with lower levels of education and struggle with literacy and numeracy and socio-economic issues associated with this.</p> <p>Almost 1,000 people across south Cork were supported with one-to-one employment support in 2017. Demand for these types of services in south Cork is high as there are very few state employment supports in the locality and people have to travel quite a distance to reach them.</p> <p>SECAD offers Employment Pathways in ten locations across south Cork in or near disadvantaged areas. It operates six delivery hubs and provides outreach sites when needed, ensuring a wide geographical cover. Services are hosted in community-owned facilities or centres where other services are offered such as Family Resource Centers and Money Advice and Budgeting Service offices.</p> <p>SECAD continuously tailors its support to reflect the evolving needs of its clients. The types of services have evolved as new employment issues emerge, and there is particular demand from people in the retail, services, and cleaning sectors who want to move out of low-paid, insecure positions into more sustainable work.</p> <p>The service is particularly popular amongst older people who find it difficult to adapt to an increasingly technical jobs market.</p> <p>Employment Pathways provides group sessions which fit around people's schedules. These help with how to write a CV, interview skills, technology for work skills, and how access other public employment services. They can also link people with Tús so they can gain practical experience.</p> <p>Lorraine's story is an example of how SECAD's employment service helped SICAP client to change the direction of their career and their life. Lorraine saw the writing on the wall for her sewing and tailoring business back in 2015. After a steady decline in business, Lorraine became aware that she would soon be out of a job.</p> <p>"I had always worked hard but the time had come for me to adapt and plan for the longer term beyond going from job to job in what was dying trade."</p> <p>SECAD's employment advisor helped Lorraine to identify a course in office administration which was close to her work and meant she could balance both the course and her job. The advisor also gave her the skills she needed to get online and use technology to help on her job hunt</p> <p>"When I came to SECAD I didn't use computers and had no email address or CV. On my second meeting with my advisor, I had to return to her with my email address and complete my CV."</p> <p>Between meetings with SECAD Lorraine did a Customer Service and Reception Skills course at Cork College of Commerce and upon graduating she took up a JobBridge placement doing administration and invoicing to gain work experience in the area.</p> <p>"After the placement in October 2016, I secured a three-month role as a Ward Clerk. I'm happy to say I've been working there ever since. The job is varied and involves working with patients and staff on the front line and tracking patient notes and schedule".</p> <p>Lorraine has come full circle with her career change and has recently been made permanent.</p> <p>Impact of Pobal</p> <p>The reason why this initiative has been so successful is that it has been run at a low cost in a very specific geographical location and as opposed to focusing on retraining or upskilling service users, Pobal helps service users build on the skills they already have while mentoring</p>	<div data-bbox="1098 309 1209 383"></div> <p>Geographical Area:</p> <p>Ireland</p> <p>Criteria:</p> <p>Transformative</p> <p>What:</p> <p>One-to-one employment support service.</p> <p>Implementation:</p> <p>Regional</p> <p>Reasons for Success</p> <p>Aimed at those with lower levels of education and struggle with literacy and numeracy and socio-economic issues associated with this.</p> <p>Links:</p> <p>https://www.pobal.ie/</p>
--	--

them in employability skills so they can set up their own business, apply for grants or go through an application process with relative ease.

Source of the materials:

<https://www.pobal.ie/>

Photos, pictures and logos


Logo



Pobal employees who completed their placement



Case 17 – AHEAD Career Guidance for people with Disabilities

<p>AHEAD is an Irish independent non-profit organisation working to create inclusive environments in education particularly and employment for people with disabilities. The main focus of our work is further education and training, higher education and graduate employment. AHEAD was set up in 2005 by the department of social protection</p> <p>AHEAD provides information to students and graduates with disabilities, teachers, guidance counsellors and parents on disability issues in education. AHEAD undertakes national research relating to the inclusion of students with disabilities, contributes to national policy forums and provides professional development opportunities to develop the capacity of staff in FET and higher education to be more inclusive.</p> <p>AHEAD has many stakeholders including parents, teachers, Guidance Counsellors, students and graduates but AHEAD works primarily with graduates and employers through the GET AHEAD Graduate Forum and the WAM Mentored Work Placement Programme. AHEAD is a partner of LINK, an action learning network of European organisations promoting the inclusion of students & graduates with disabilities in Higher Education.</p> <p>AHEAD provides college application information to students on applying on HEAR/DARE, applying to the CAO, and disability support services while also providing practical advice on things to consider while attending university. AHEAD continues its support of third-level students by providing information on Assistive technology, Accessibility in general and university support and services. AHEAD also advises third-level students on studying abroad, career information, job-seeking support (CV and interview skills) work placements, financial support, and supporting students through their mentor programme WAM and disclosing their disability as well as disability work-related legislation. AHEAD runs an annual national career event for third-level students and graduates.</p> <p>AHEAD supports employers by providing Disability awareness training, and inviting employers to communicate with students individually and collectively at career events. AHEAD also advises employers on all of the aforementioned e.g. assistive technology and assistive technology.</p> <p>AHEAD does partner with Third level institutions around Ireland although there is no official Service level agreement between AHEAD and third-level institutions, AHEAD does lend career guidance support to these institutions through providing virtual and face-to-face webinars, attending/Hosting career events and running their career event as previously mentioned.</p> <p>As a result of its charitable status, anyone who requests the help of AHEAD will receive it for free and AHEAD aims to support all of its stakeholders both individually and collectively. Ideally, AHEAD training should be compulsory for all Teachers, Guidance counsellors and Employers but that is still a work in progress.</p> <p>The impact of AHEAD</p> <p>Ahead has been so impactful because it has good buy-in from many popular employers particularly graduate employers which students and graduates want to complete a work placement with or be employed by. AHEAD also works collaboratively with every higher education institution in Ireland which means it naturally captures a large amount of students with disabilities.</p>	<div data-bbox="1093 302 1209 380">  </div> <p>Geographical Area:</p> <p>Ireland</p> <p>Criteria:</p> <p><i>Transformative</i></p> <p>What:</p> <p>Irish independent non-profit organisation working to create inclusive environments in education particularly employment for people with disabilities.</p> <p>Implementation:</p> <p>National</p> <p>Reasons for Success</p> <p>Large impact on employers and students. It works in collaboration with HEI for students with disabilities.</p> <p>Links:</p> <p>www.ahead.ie</p>
--	---

AHEAD also carries out a large amount of research into various topics such as the employment of people with disabilities and the societal attitudes of people with disabilities.

Source of the materials:

www.ahead.ie

Photos, pictures and logos

AHEAD Staff at the AHEAD Careers Fair



Launch of research on Inclusive workplaces



Case 18 – Trinity College Dublin Access programme for Mature students

Every university in Ireland has an Access programme otherwise known as a foundation programme to prepare those who have not met the traditional entry requirements for university programmes.

Internationally, with the rapid growth in the higher education (HE) sector over the past 50 years participation rates of over 50% of the school-leaving cohort are not uncommon (Keane, 2011) (Higher Education Authority, 2018). However, in Ireland, and many other countries, the progression rates of low socio-economic status (SES) students are far lower. From both a moral and pragmatic perspective this inequality needs to be addressed.

The Irish experience reflects the international one. There has been a significant increase in participation rates - 55% in 2017, (Higher Education Authority, 2018) - but wide social class disparities remain, with only 27% of the typical age of entry, low-SES students progressing to higher education in 2017 (Higher Education Authority, 2018).

Trinity College Dublin's efforts to address this issue at an institutional level began in the early 1990s, with the development of widening participation programmes aimed at increasing the progression of students from low socio- economic status groups to higher and further education.

A small team began to create a suite of outreach activities. The timeline for development of the programmes is shown in Figure 1 and some key ones are discussed below.

Early initiatives included dedicated "study" spaces within the University for local Dublin-based students and an awards scheme. This quickly developed with the setting up of 'foundation' courses for both traditional and mature students to help prepare them for HE courses and the creation of alternative admissions routes to the university (Trinity Access Programmes (TAP), 2010). The latter has been mainstreamed nationally as the Higher Education

Access Route (HEAR1), and the foundation course has been replicated in Lady Margret Hall College at the University of Oxford, which was influential in the recently announced university-wide schemes in both Oxford and Cambridge.

2014 marked a significant change in the types of initiatives being promoted by Trinity Access (TA). Thanks to the impetus and resources provided by a significant external grant, the focus moved from providing opportunities for selected students from linked (secondary) schools to a more holistic focus on building the social, academic and human capital of all students in linked schools. Given the central role that teachers play in developing such capital in students, this change also saw a focus on providing professional development opportunities for teachers.

Other Trinity Access initiatives include: 1) A nation-wide, weeklong, college awareness campaign targeted at schools in areas of low SES to raise awareness of HE opportunities. Launched by Trinity Access, in 2020 the campaign involved 53 further and higher education providers and reached 47% of DEIS2 second-level schools. 2) A national school of distinction award scheme which encourages schools, not necessarily linked with Trinity Access, to engage with the 3 core practices described in §2. 3) A range of scholarships and other supports including academic and grinds (private tuition) support, career development programmes, networking, mentoring and hardship funding have been provided for 1051 of Trinity's ~14,000 undergraduate students who entered the university



Geographical Area:

Ireland

Criteria:

**Transformative
Transferability
Sustainability**

What:

Access programme Trinity College Dublin

Implementation:

Local

Reasons for Success

Ability to increase the progression of students from low socio- economic status groups to higher and further education.

Links:

<http://www.tara.tcd.ie>

through non-traditional routes in 2020/21, to assist them in their studies.

Impact of the Trinity Access Programme

Since 2002, almost 2,200 Trinity Access students have graduated from Trinity College. The progression and retention rates of these students have been systematically tracked since 2002 and the current five-year averages show a progression rate of 94% and a completion rate of 91%. This is on par with students who enter via “traditional” routes and is concrete evidence that the efforts to assist these students are worthwhile. Their success, at both personal and professional levels, is an area that merits continued analysis as initiatives around access at Trinity College enters their 4th decade.

Source of the materials:

<http://www.tara.tcd.ie>

Photos, pictures and logos

Students



The evolution of Trinity's access programme

Our story so far...

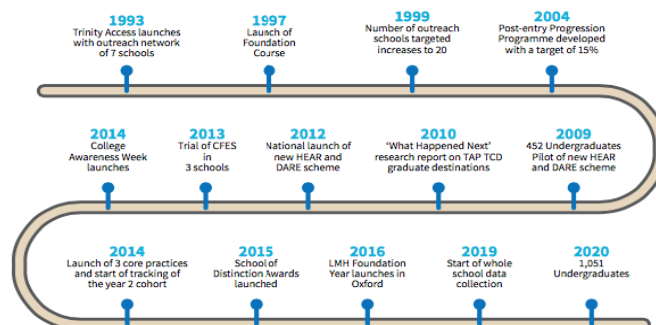



Figure 1 Trinity Access Programmes – Evolution

Case 19 – TUS work placement scheme

<p>Launched in 2010, Tús' stated aims are "to provide short-term, quality work opportunities for those who are unemployed and provide certain services of benefit to communities". Long-term unemployed (12 months or more) are required to take up work opportunities such as the offer of a Tús work placement. If they refuse a work opportunity without good reason, they may have their social welfare payment "reduced or terminated".</p> <p>The work opportunities are to benefit the community and are provided by community and voluntary organisations in both urban and rural areas. The Tús initiative is managed by local development companies and Údarás na Gaeltachta for the Department of Social Protection (DSP), which has overall responsibility for the scheme.</p> <p>The work placements are proposed and provided by the community and voluntary organisations. The organisations must provide good quality work opportunities that are of benefit to the community. Organisations with a proposed work placement should register with the local development company or Údarás na Gaeltachta in their area. They will be asked to submit a proposal detailing the work and the number of participants requested. The local development company or Údarás na Gaeltachta will assess and decide on the proposal.</p> <p>Unemployed people who are eligible to participate in the scheme are selected and contacted by the DSP – see 'Selection process' below.</p> <p><i>Type of project</i></p> <p>All the work carried out by participants in the Tús scheme will be community-based. The types of projects eligible for the scheme can include:</p> <ul style="list-style-type: none"> • Environmental services (for example, conservation and maintenance of national walkways) • Caring services (for example, childcare, and care of older people) • General community services (for example, newsletters or information provision for communities) • Heritage and cultural services (for example, local heritage projects) • Educational services (for example, community playgroups) <p><i>Allocation of places</i></p> <p>The places on the scheme are allocated to community and voluntary organisations involved in the delivery of local services in urban and rural areas – see 'Community and voluntary organisations' below. The allocation is based on the number of eligible unemployed people in each local development company or Údarás na Gaeltachta area.</p> <p>Impact of Tus</p> <p>Tus has been successful because has increased the job readiness of participants, increased their employability through the acquisition of new skills from on-the-job training and in some cases provided employees with experience in areas where they had no prior experience thus allowing many to change careers. This work placement scheme has also helped certain areas</p>	<div data-bbox="1034 309 1145 383">  </div> <p>Geographical Area:</p> <p>Ireland</p> <p>Criteria:</p> <p><i>Transformative</i> <i>Transferability</i> <i>Sustainability</i></p> <p>What:</p> <p>Work placement to provide work opportunities for those who are unemployed and services of benefit to communities</p> <p>Implementation:</p> <p>Local</p> <p>Reasons for Success</p> <p>The work opportunities are to benefit the community and are provided by community and voluntary organisations in both urban and rural areas.</p> <p>Links:</p> <p>https://www.pobal.ie/programmes/tus-programme/</p>
---	---

such as Animal welfare to recruit potential employees from a unique talent pool and fill vacancies which otherwise may not be filled to the detriment of the specific organisation.

Source of the materials:

<https://www.pobal.ie/programmes/tus-programme/>

Photos, pictures and logos


A Tus participant




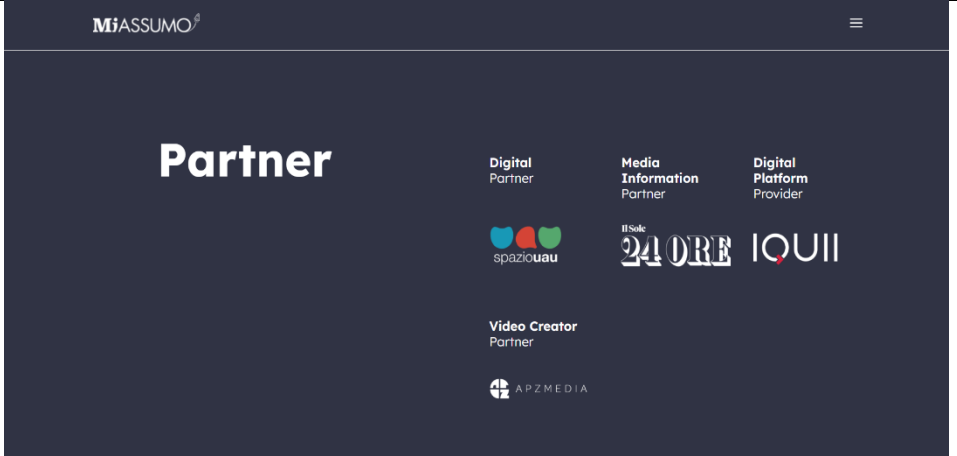
A Tus employability workshop




Case 20 – MiAssumo

<p><i>The idea comes from the experience of “Parole O_Stili”, an association that since 2017 has been fighting hate words online and promoting responsible digital citizenship, focusing on the ethical aspects of social and civil life.</i></p> <p><i>MiAssumo is a project that imagines keeping the ethical and the professional horizons closer to each other, to be able to provide the new generations with the possibility of concrete help in career guidance.</i></p> <p><i>MiAssumo consists of a digital educational and gaming platform dedicated to students aged from 11 to 26, where students, teachers, parents and companies come together to stimulate, accompany, help and make the choices of boys and girls concrete.</i></p> <p><i>During the 25 hours of annual training, class and single activities will be held to guide the young students in recognizing their skills and preferences to be better oriented in their future study path and to become aware of the new existing professional figures. The project also provides for the direct involvement of institutions and businesses.</i></p> <p><i>The platform takes into account the different users' ages and with the help of sophisticated gaming mechanisms, children can immediately start "writing" their curriculum, and they will do this by answering some particular questions, like “What would Napoleon have done if he had used Whatsapp and Google Maps during the battle of Waterloo?”</i></p> <p><i>The students from high school instead, will focus on news of current affairs and role-playing games.</i></p> <p><i>But the main objective for everyone is to explore the 8 key competences identified by the European Union from the perspective of professionals to be able to choose with greater awareness the type of school after the eighth grade and for older ones whether to enrol in an ITS, university or directly enter the job market.</i></p> <p><i>Source of the materials:</i> https://miasumo.com/ https://www.ilsole24ore.com/art/si-apre-salone-orientamenti-dove-studenti-incontrano-manager-AETVo6w?refresh_ce=1 https://tg24.sky.it/cronaca/2021/11/16/miasumo-piattaforma--orientamento-gratuita-studenti https://www.corriere.it/tecnologia/21_novembre_15/miasumo-nasce-prima-piattaforma-orientamento-gratuita-gli-studenti-11-26-anni-c035ae1a-461c-11ec-9a24-28e7c2e627b2.shtml?refresh_ce </p>	<div data-bbox="1098 309 1214 376"></div> <p>Geographical Area:</p> <p>Italy</p> <p>Criteria:</p> <p>Transformative</p> <p>What:</p> <p>An educational and gaming platform dedicated to career guidance for students.</p> <p>Implementation:</p> <p>National</p> <p>Reasons for Success</p> <p>Students, teachers, parents and companies come together to stimulate, accompany, help and make the choices of boys and girls concrete</p> <p>Links:</p> <p>https://miasumo.com/</p>
---	---

Photos, pictures and logos

<p><i>MiAssumo Homepage</i></p>	 <p>The banner features a dark blue space background with stars, planets (a large red one, a yellow one, and a blue one with rings), a moon, and an astronaut. The text reads: "La piattaforma che ti aiuta a scoprire chi sei e a scrivere il tuo curriculum". The MiASSUMO logo is in the top left corner.</p>
<p><i>The partners</i></p>	 <p>The section is titled "Partner" in large white letters. It lists several partners with their logos and roles:</p> <ul style="list-style-type: none"> Digital Partner: spaziouau (represented by three colored circles: blue, red, green). Media Information Partner: 24 ORE (with "Il Sole" above it) and IQUI. Digital Platform Provider: (No logo shown). Video Creator Partner: APZ MEDIA (represented by a logo with four colored squares).


Case 21 – WANTER

<p>Wanter is a new career guidance platform that guides you to discover all the jobs of the future.</p> <p>It is a project conceived and promoted by Valore D.</p> <p>Valore D is the first association of companies in Italy which for over ten years has been committed to gender equality and inclusive culture in organizations. Its integrated approach is focused on the ability to provide companies with effective tools and inter-company dialogue with institutions.</p> <p>Wanter was created to respond to the need highlighted by a survey conducted by IPSOS for Valore D on young people between 16 and 21 years of age: being guided in a path of awareness on the professions of tomorrow thanks to a digital tool that tells you which jobs will be more requested in the next years and that overcomes the gender stereotypes associated with them.</p> <p>The goal is to reduce the gap between children's dreams and the demands of a rapidly evolving job market increasingly focused on STEM (Science, Technology, Engineering, Mathematics) skills.</p> <p>Wanter is a free and open-access digital career guidance platform, through which young people can browse among the 100 most requested jobs of the next few years; they can discover the ones most in line with their passions and skills, learn about the study paths needed to carry them out, listen to the video testimonials of the professionals who already do those jobs and get an indication of the salary. The digital platform had the patronage of the Ministry of Labor and the Ministry of Youth Policies.</p> <p>Wanter is aimed not only at children but also at parents and teachers so that they can become aware of the evolution of work and correctly support young people in their choices.</p> <p>Source of the materials: https://valored.it/ https://valored.it/news/wanter/</p>	<div data-bbox="1098 309 1214 383"></div> <p>Geographical Area:</p> <p>Italy</p> <p>Criteria:</p> <p>Transformative Transferability</p> <p>What:</p> <p>A new career guidance platform that guides you to discover all the jobs of the future.</p> <p>Implementation:</p> <p>National</p> <p>Reasons for Success</p> <p>Free and open-access digital career guidance platform</p> <p>Links:</p> <p>https://wanter.valored.it/it/</p>
--	--

Photos, pictures and logos

<p><i>Wanter test</i></p>	
<p><i>An example of future professions</i></p>	


Case 22 – Fra Noi

<p><i>In the “Fra Noi” project, the goal is to involve 450 migrants with international protection who have completed, for no more than 18 months, reception paths at SPRAR, CAS projects and other hospitality circuits such as in particular, the Humanitarian Corridors.</i></p> <p><i>It is a system of support to autonomy that arises from the awareness of the weaknesses of the national Sai hospitality and integration system that fails to achieve real integration into the territory: for example, only 20% of migrants welcomed into the Sai system then manages to get a contract of employment, and more than half fail to get a rental contract.</i></p> <p><i>The project brings together companies and people in a generative and productive way for both parties.</i></p> <p><i>The socio-labour mediation service is equipped with a team of experts who understand and speak two languages: the one of the entrepreneur and one of the holders of international protection.</i></p> <p><i>The service is made up of a qualified team, which includes psychologists, psychotherapists, and jurists who decline their professionalism in the role of expert operators in work issues.</i></p> <p><i>Thanks to the Fra noi network, 120 migrants have found a job, and the other 160 have a home. 170 have completed a training course, and in total over 340 are refugees and holders of international protection who have currently embarked on a path towards autonomy in Italy.</i></p> <p><i>Source of the materials:</i> https://www.franoi.org/ https://www.materalife.it/notizie/progetto-fra-noi-come-i-rifugiati-a-trovare-lavoro-o-casa/ https://www.franoi.org/storie.html </p>	<div data-bbox="1098 309 1214 383"></div> <p>Geographical Area:</p> <p>Italy</p> <p>Criteria:</p> <p>Transformative Transferability</p> <p>What:</p> <p>National project funded by the Ministry of the Interior with the Asylum, Migration and Integration Fund (FAMI) which aims to permanently integrate people with international protection in local communities.</p> <p>Implementation:</p> <p>Local/Regional</p> <p>Reasons for Success</p> <p>120 migrants have found a job.</p> <p>Links:</p> <p>https://www.franoi.org/</p>
--	---

Photos, pictures and logos

<p><i>Working as a tailor</i></p>	
<p><i>Logo</i></p>	<div data-bbox="534 869 651 918">  <p>Progetto cofinanziato dalla Unione Europea</p> </div> <div data-bbox="699 891 1264 913"> <p>FONDO ASILO, MIGRAZIONE E INTEGRAZIONE (FAMI) 2014-2020</p> </div> <div data-bbox="1305 869 1444 918">  <p>MINISTERO DELL'INTERNO</p> </div> <div data-bbox="933 922 1050 981"> <p>fra noi</p> </div> <div data-bbox="933 981 1050 990"> <p>SECONDA EDIZIONE</p> </div> <div data-bbox="561 996 1423 1025"> <p>Obiettivo Specifico 1.Asilo Obiettivo nazionale ON 1 - lett c) - Potenziamento del sistema di 1° e 2° accoglienza - Avviso Realizzazione di percorsi individuali per l'autonomia socio-economica Prog. 3367 - CUP: D49E2000400005</p> </div>

Case 23 – SIAM 1838

<p><i>SIAM (Società d’Incoraggiamento d’Arti e Mestieri – Society of Encouragement of Arts and Crafts) is a non-profit organization that has been operating in Milan for more than 180 years; it deals with the training and promotion of useful professions and it’s actively engaging in addressing the needs of the job market and offering concrete answers to the professional needs of the productive world.</i></p> <p><i>SIAM has always embraced a vocation for technology and innovation, recognizing their impact on the development of "Arts and Crafts" with a view to new job prospects for all those traditional crafts that represent cultural baggage, know-how and Italian excellence.</i></p> <p><i>Thanks to their courses, SIAM collects many stories of entrepreneurial success, such as the following one, from Laura Piasentin:</i></p> <p><i>"I started the tailoring course when I was still working as a fashion designer for a luxury brand, I needed to return to the more manual and artisanal aspect of work. I wanted to change my lifestyle and that was the first step for me. I already had full training in stylism, modelling and packaging but I had always worked in style. Craft work is learned mainly with practice and experience, and what I most appreciated about the course was receiving this type of teaching, which is less "scholastic" and more practical. In the meantime, I quit my old job and started my own business - Laurels Apron - I make aprons and workwear in natural hemp-based fabrics. In the world of craftsmanship, I have finally found my dimension."</i></p> <p><i>The courses provided by the organization count 412 students trained in 2019; 80% of them found a job within three months from the end of the training.</i></p> <p><i>Source of the materials:</i> https://www.siam1838.it/ https://www.siam1838.it/2021/03/25/il-successo-di-laura/ https://www.laurelsapron.com/</p>	<div data-bbox="1098 309 1214 378"></div> <p>Geographical Area:</p> <p>Italy</p> <p>Criteria:</p> <p>Transformative Transferability Sustainability</p> <p>What:</p> <p>Training and promotion of useful professions with a view to new job prospects for traditional crafts.</p> <p>Implementation:</p> <p>National</p> <p>Reasons for Success</p> <p>Example from Laura Piasentin.</p> <p>Links:</p> <p>https://www.siam1838.it/ https://www.laurelsapron.com/</p>
---	---

Photos, pictures and logos

Courses at SIAM 1838



Laurels Apron



Case 24 – Prediction tools for professional profiles

Madrid has launched the digital transformation of Employment Offices. For this purpose, it has created a technological platform that allows to know employees from the beginning to the end of their career phase and thus enables counsellors to provide better career assistance.

The implemented predictive tool, which adapts the algorithm Betta+ created by an economic studies institution, performs a comparison between the recent trends in the labour market of the target occupation, and the knowledge and competences of the candidate concerning these trends.

Its outcome is the probability of the candidate accessing the desired occupation in the long, short, and medium term. In this manner, counsellors have the sport of an immediate, science-based, and objective tool that helps them to establish the professional goals of the user and to prepare a personalised career path so that they can achieve their professional goals.

Currently, all career counsellors of Employment Offices in the Autonomous Region of Madrid have this function and can assess the likelihood of a user finding a job in their target occupation in less than 3 months, in 3-9 months and more than 9 months.

The Betta+ algorithm can be further developed and adapted indefinitely, including or removing variables, increasing or decreasing the comparison time window, etc.

There is already a 2.0 version of this project which incorporates Artificial Intelligence, so that the system will “learn” from the solutions incorporated by the administrator and other counsellors, and is capable of proposing the NBA (Next Best Action) to the counsellor with the ultimate goal of helping a user to achieve its professional goal.

Therefore, this is the first version, fully capable to be further development, and perfectly valid to be implemented in other employment-related services.

Source of the materials:

Autonomous Region of Madrid (Agencia Madrid Digital)



Geographical Area:

Spain

Criteria:

**Transformative
Transferability
Sustainability**

What:

Implementation of a support tool for the social and career counsellor based on a predictive probability model for incorporation into the profession chosen, using statistical variables.

Implementation:

Regional

Reasons for Success

Support the social and career counsellor by providing them with the first science-based counselling support tool.

Links:

<https://www.comunidad.madrid/en/notas-prensa/2019/07/16/comunidad-madrid-emprende-transformacion-digital-oficinas-empleo>

Photos, pictures and logos

User guidelines for career counsellors



Estimación de tiempo en desempleo:

- Más de 12 meses
- Entre 6 y 12 meses
- Entre 3 y 6 meses
- Menos de 3 meses

El perfil de este demandante requiere un itinerario de intensidad...

- ALTA
- MEDIA-ALTA
- MEDIA-BAJA
- BAJA

The implementation of this statistical model is featured in a financial newspaper



Mi dinero

HERRAMIENTAS CONTRA EL PARO

Perfiles laborales personalizados para tener más opciones de lograr trabajo

RAQUEL PASCUAL

- Fedea trabaja en el desarrollo de esta herramienta para el Ministerio de Empleo
- Este mecanismo mejora la financiación de las ayudas formativas

OFICINA DE EMPLEO
CONSEJERÍA DE TRABAJO

Case 25 – Digital immersion

<p><i>The universal and free digital platform is available online, for all job seekers (although it is specially defined for young job seekers) intending to have a professional career in the most demanded functions in the ICT sector.</i></p> <p><i>Funded, developed and maintained by the Accenture Iberia Foundation (Spain and Portugal) offers users and career counsellors a tool that allows anyone, but especially young people without a well-established professional objective, to have an immersive experience in the technology industry so that they become aware of the personal, professional and training competences required to develop a professional career in IT.</i></p> <p><i>Through a 100% on-line platform, provides a description of the most-demanded jobs, which includes previous training to get to know their social and professional environments, establishing a precise training itinerary to acquire the hard skills (using own and external resources, most of them free) and soft still required in this industry, as well as an on-line training course to understand and train such skills.</i></p> <p><i>In this manner, and with those tools, a career counsellor can offer resources that allow one to know more about the most demanded jobs in the labour market and enables users to perform a self-diagnosis and a diagnosis of the career they have chosen.</i></p> <p><i>The tool was created by ITC and was originally in Spanish, and has since been translated into Portuguese, English, and French, and extended to other jobs in high demand in the Spanish labour market (caregiving, hospitality, logistics). It is used in Spain, Portugal and Latin America, and can be extended to French-speaking or English-speaking countries.</i></p> <p><i>Source of the materials:</i> FUNDAULA website and contact with the Agencia para el Empleo stakeholder (Fundaul</p>	<div data-bbox="1098 309 1340 383">  </div> <p>Geographical Area: Spain and Portugal</p> <p>Criteria: Transformative Transferability Sustainability</p> <p>What: Immersion in the required professional and training environment before establishing a professional goal, through a universal free on-line platform to get to know an ICT function.</p> <p>Implementation: International</p> <p>Reasons for Success Assessment of hundreds of users with a mark over 4.5 (over 5).</p> <p>Links: https://www.fundaula.es/#inicio</p>
--	---

Photos, pictures and logos

FUNDAULA receives the award for Best Proposal for “Digital competencies for all”


30/09/2021



Front-page of the FUNDAULA platform



Case 26 – ORIGAMI Method

<p>Traditional counselling and training techniques have less impact when applied to young job seekers. They do not catch their attention nor motivate them enough to encourage them to look for a job efficiently.</p> <p>This initiative offers young men and women in Alicante, a Spanish city, quality career counselling that increases their possibilities of finding a job. It is developed through an active search programme and uses gamification techniques applied to training and counselling to get young job seekers on board.</p> <p>The name of this initiative is ORIGAMI, which stands for ORientation GAMification. The person learns and owns the process of actively searching for a job, developing the relevant social skills and digital competences through gamification methods. Gamification is a game-based learning system that encourages users to practice and live the experience by “learning by doing”.</p> <p>This system has a scoring and progress system determined by ranks established and designed in a fictional universe, in which each user has a specific role and function. Each participant must develop their character to reach the proposed goals and progress along the different phases of their job-seeking journey.</p> <p>The ultimate goal is to have each participant develop their job-seeking strategy or their training path, after being informed of the contents and professional opportunities for each degree of their interest.</p> <p>Source of the materials: Origami job counselling programme for young men and women launched - Fundació Nova Feina</p>	<div data-bbox="1082 309 1187 380"></div> <p>Geographical Area:</p> <p>Spain</p> <p>Criteria:</p> <p>Transformative Transferability</p> <p>What:</p> <p>Career counselling for young job seekers using gamification techniques.</p> <p>Implementation:</p> <p>Local</p> <p>Reasons for Success</p> <p>Users (45 young men and women in a vulnerable situation) have welcomed the project with great interest and have achieved to create a cohesive group.</p> <p>Links:</p> <p>https://novafeina.org/arranca-el-programa-origami-de-orientacion-para-jovenes/</p>
---	--



Photos, pictures and logos

<p>Young men and women participating in the programme</p>	
<p>Award candidature</p>	

Case 27 – EmpleAPPte

<p>Since smartphones became generalized and virtually an extension of young men and women, it has been increasingly difficult to attract their attention.</p> <p>The Madrid City Council Youth Department has launched the initiative of finding a solution adapted to the generational behaviour of persons between the ages of 18-26. This app, EmpleAPPte, includes training specifically designed for those times when users scroll away on their phones to kill time, for example, in public transportation.</p> <p>Over 1 week, a young user may receive the lessons in WhatsApp, and connect at any time and stop the videos or see them as many times as required. It is even possible to interact with other users, for example, by uploading a job offer seen casually on the street, in a shop, etc.</p> <p>This app is a versatile solution that encourages participation and breaks the traditional barriers to employment access by public services, offering young job seekers an alternative channel in which they are prioritized.</p> <p>Source of the materials: Madrid City Council Youth Department - EmpleAPPte Facebook</p>	<div data-bbox="1098 309 1206 380"></div> <p>Geographical Area:</p> <p>Spain</p> <p>Criteria:</p> <p>Transformative</p> <p>What:</p> <p>App intended for young job seekers while on public transport, or in time pockets.</p> <p>Implementation:</p> <p>Local</p> <p>Reasons for Success</p> <p>13,000 Facebook followers of the City Council Youth Department have received the relevant information</p> <p>Links:</p> <p>https://cutt.ly/EmpleAPPte</p>
---	---

Photos, pictures and logos

<p>Google sign-in form.doc</p>	
<p>App promo on social media</p>	

Case 28 – #YourDegreeCounts

Spain is the country with the second-highest youth unemployment rate among high graduates (42.91%) in the OECD, and temporary employment and underemployment are the two most pervasive characteristics of employment among the young.

The Princess of Girona implemented the initiative Talent Rescuers platform (plataforma.rescatadoresdetalento.org) as a solution to the continuous underemployment endured by young university graduates, offering personalized mentoring and on-line training and providing free employment opportunities.

Besides, one of its priorities is to promote mobility among the different Autonomous Regions, offering economic subsidies both during the training and mentoring stage in one of the adhered companies and the new employment stage provided that this employment is according to the candidate's educational level and outside its region of origin.

To access the programme, candidates must be between 20 and 30 years old and be university graduates or holders of a high vocational training degree (Ciclo Superior de FP), or have completed 50% of the credits in their study programmes. A LinkedIn account is required to sign in.

The first step is to complete a test of competences that will help candidates to identify their professional strengths and areas for improvement. Subsequently, they may reinforce their competencies through online training, mentoring programmes and on-site corporate experience, in which high-level professional and HR managers teach them to stand out in recruitment processes. Besides, it fosters mobility with subsidies of up to 4,000€ for young job seekers that find a job outside their Autonomous Region of birth or residence, offering new opportunities for exchange and networking.

Source of the materials:

[Generación Talento \(generaciontalento.org\)](http://Generación Talento (generaciontalento.org))



Geographical Area:

Spain

Criteria:

**Transformative
Transferability
Sustainability**

What:

The specific programme, principally on-line, for fighting against underemployment of highly qualified youth.

Implementation:

National

Reasons for Success

Today, it has grown to a community of over 6,000 active, dynamic young men and women, which offers enhanced networking opportunities between candidates and concerning the 40 companies that offer employment through this channel.

Links:

<https://generaciontalento.org/sobre-el-programa>

Photos, pictures and logos

Project participants

La plataforma Rescatadores de Talento, una oportunidad laboral para los jóvenes

9 mayo 2017

Rescatadoresdetalento.org es la plataforma creada por la Fundación Princesa de Girona que fomenta la movilidad entre Comunidades Autónomas, ofreciendo ayudas económicas a los jóvenes para que puedan desplazarse.



Opinions of young participants



Laura Bosch

"El proceso de mentoring ha sido clave porque me ha ayudado a resolver muchas inquietudes que tenía cuando salí de la carrera"

VIDEO



Ester Regaliza

"Desde el minuto 1 supe que «Generación Talento» era un programa diferente y que sería una gran oportunidad"

VIDEO

EVIDENCE-GATHERING SURVEYS

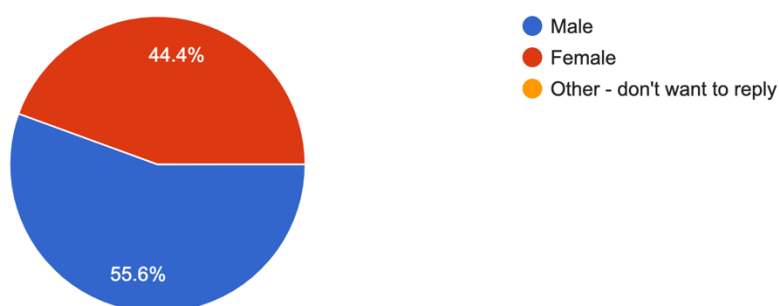
A survey was conducted to collect general impressions from teachers, learners and entrepreneurs, about their views on the quality and availability of career guidance offered in different European countries. Each partner organization had the target to collect at least 30 responses, and those answers will serve as a basis for the next project results. EVTA, as a European network, collected insights from people based in different countries, while the other partners reflect the local reality of their own country. Responses that were not in English were translated and summarized to generate consolidated outcomes, and afterwards, interesting insights into the program.

EVTA – Belgium

EVTA collected 36 responses in total from people all over Europe, with the following profiles:

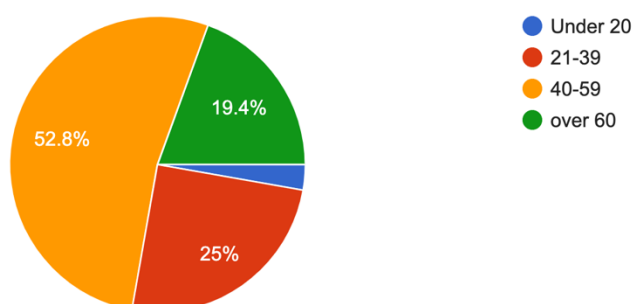
Gender:

36 responses

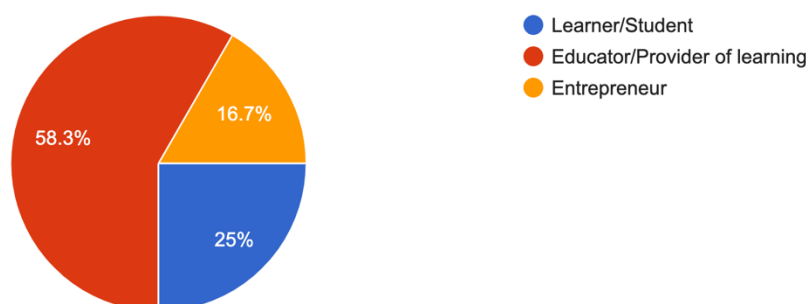


Age range:

36 responses



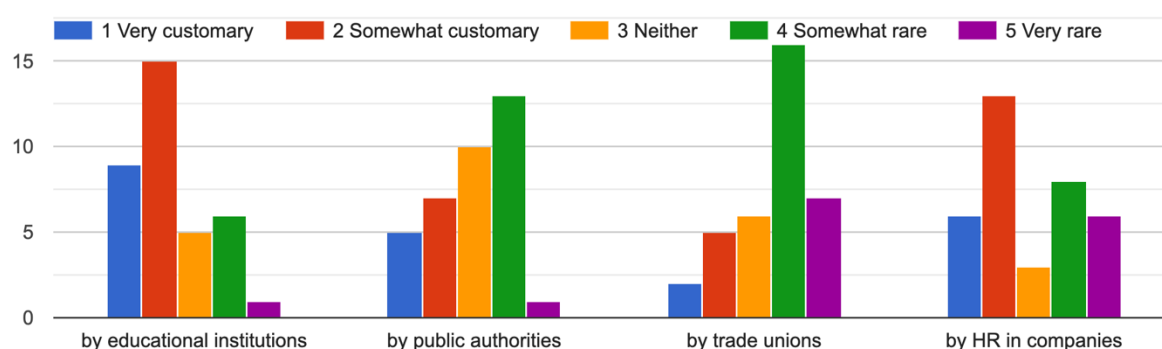
Category:
36 responses



44,4% declared that career guidance is not provided at an adequate level, and more than 50% say that it is not provided at the right time when needed. The reasons are mainly the lack of professionals, programs and information available for free. Many respondents mention that the quality and the level of career guidance received heavily rely on the institution learners are going to, which means it is not consistent or at the same level. Some mention it should be provided since school, some mention that the starting age should be the teenage years, and general comments mention that it should start as early as possible.

The following chart shows how educational institutions and HR in private companies are the most common ways to access career guidance, according to the context of the respondents. Public authorities and trade unions come after, respectively, representing less well-known types of institutions that provide this kind of service.

5. How familiar are the following career guidance offerings in your own context or culture?



Regarding the question of which institutions should be responsible for providing career guidance services, most of the answers include public agencies, such as employment services and training institutions. However, other institutions were mentioned: schools, VET centres and educational institutions in general; and private companies through their HR department.

Respondents, when asked about which situation career guidance should be offered, answered almost all of them that it should be throughout all life – in school, university, VET, job agencies or in their jobs.

It also mentioned specific moments in life: those who are at the moment deciding their academic or professional path, those looking for a career change, or whenever the unemployment rate is high among youth.

The societal changes mentioned as factors that affect career guidance include economic crises, unemployment and rapid changes; shortage of workers in specific sectors; changes in attitudes towards work-life balance and flexible work arrangements; the enhancement of lifelong learning as a response to the changing labour market; the increasing importance of digital skills.

The green guidance concept is understood by some of the respondents as the new green jobs and green skills, while others do not fully understand the direct link between career guidance and sustainable development, or think this link is still inexistant.

About the other issues in career guidance that need to be developed, people mentioned the need for an integrated system and not a punctual service that does not connect the different phases of a career path. Other various topics are mentioned:

Accessibility: Not all individuals have equal access to career guidance services, which can lead to disparities in career opportunities.

Cultural sensitivity: Career guidance services must be culturally sensitive to ensure that they are inclusive and relevant to all individuals.

Use of technology: Technology can be used to expand access to career guidance services and improve their effectiveness, but more research is needed to determine the best ways to do this.

Integration with education: Career guidance should be integrated with education to ensure that students are prepared for the workforce and can make informed decisions about their career paths.

Life-long learning: Career guidance should be designed to support individuals throughout their lives, as careers and the workforce are continually changing.

Inclusivity: Career guidance should be inclusive and accessible to all individuals, including those with disabilities, different socioeconomic backgrounds, and non-traditional students.

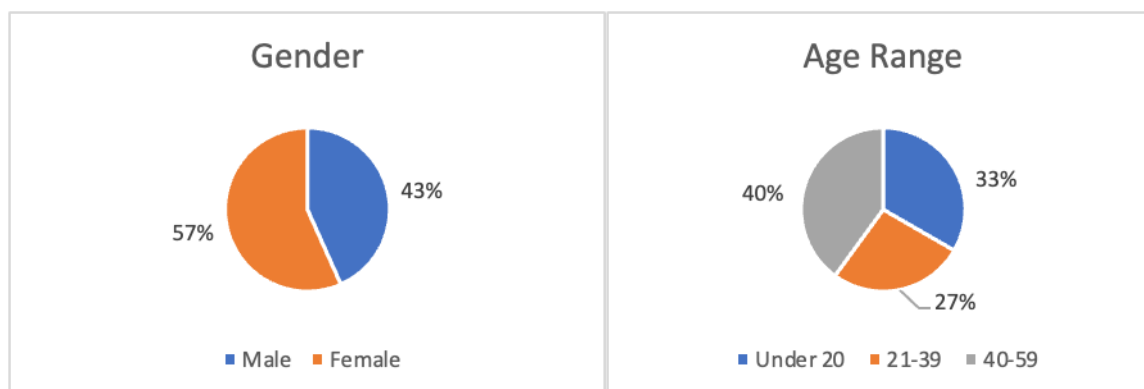
Emphasis on soft skills: Career guidance should emphasize developing soft skills such as problem-solving, communication, critical thinking, and creativity, which are important for success in the 21st-century workforce.

Emphasis on sustainability: Career guidance should also promote careers in sustainable industries and equip individuals with the necessary skills to pursue them.

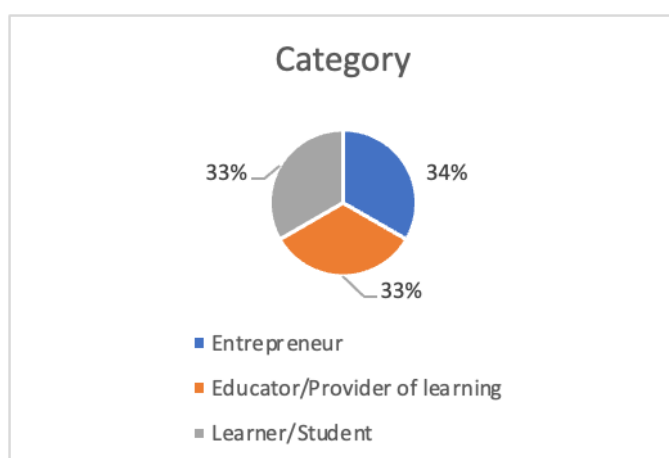
Idem Cré'Actions collected 30 responses in total, with the following profiles:

10 people under 20 years old; 8 people in the age range 21-39 years old; 12 people over 40 years old.

17 people reported themselves as female, and 13 people as male.



10 people are reported as each one of the three categories: student/learner, educator/provider of learning, and entrepreneur.



Most of them stated that career is not provided at an adequate level, and there is a common perception that this is due to the lack of staff, and the underqualification of them.

A few respondents mentioned that career guidance is available at the right time when needed, due to the work of public agencies, such as Pole Emploi. However, the majority still mention the lack of staff as a reason for not having career guidance services available.

Regarding the level of familiarity with the career guidance service provided by different types of institutions, it is said that half of the respondents are familiar with the service provided by educational institutions.

Regarding the question of which institutions should be responsible for providing career guidance services, most people mention Pole Emploi, public employment agencies or the government in general. Few others mention universities, schools and private companies.

Respondents, when asked about which situation career guidance should be offered, mentioned mostly job seekers/unemployed people and youngsters.

The societal changes mentioned as factors that affect career guidance include the need to offer career guidance services online, and the fact that rapid changes demand qualified people, and professionals with strong career management skills.

The green guidance concept is understood by some of the respondents as an opportunity for the creation of jobs that didn't exist before, the increasing demand for remote work and new skills adapted to the green market.

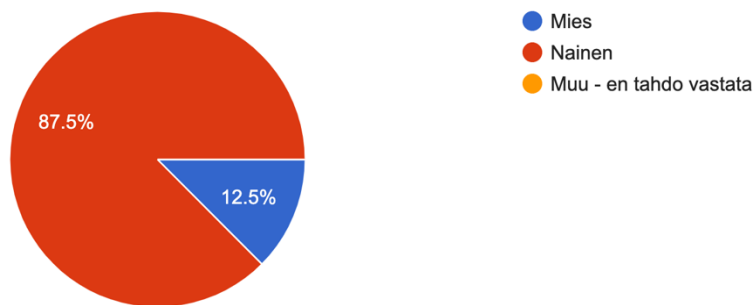
About the other issues in career guidance that need to be developed, people mentioned the need for centralized information about career guidance, training for the new types of jobs, and specific support for migrants, who are left out of this process.

The University of Turku collected 32 responses in total, with the following profiles:

87,5% female, and 12,5% male; 56,3% are 40-59 years old, 34,4% are 21-39 years old; 9,4% are over 60 years old; 90% of them are teachers or instructors, and just one respondent is a learner, and two are entrepreneurs.

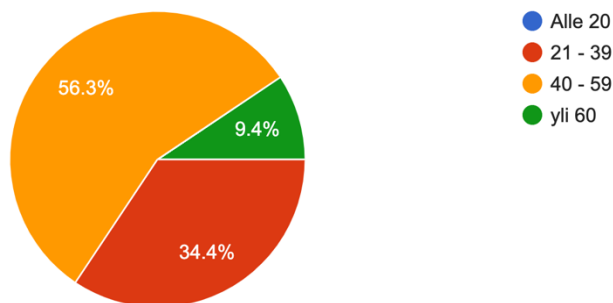
Sukupuoli:

32 responses



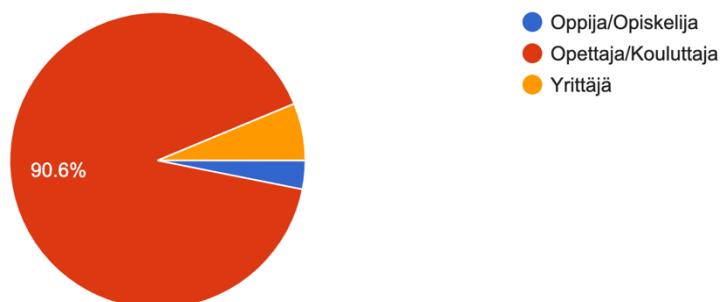
Ikä:

32 responses



Ryhmä:

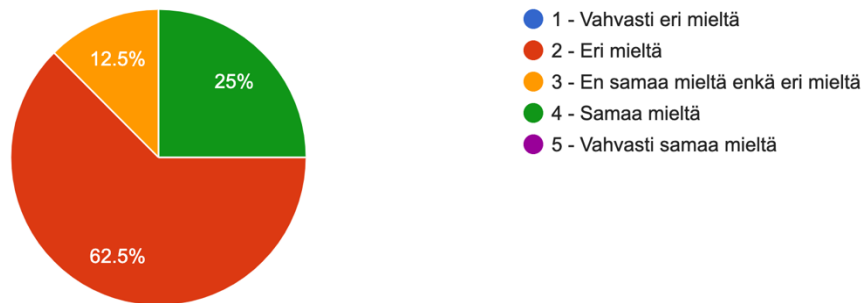
32 responses



62,5% disagree with the statement that a career is provided at an adequate level, while 25% agree with the statement. The reasons mentioned are various and, therefore, hard to classify, but the people in disagree with the statement underline that the level of availability and quality of career guidance vary a lot, and it also depends if it is a public or private service. Finnish universities are mentioned to offer career guidance but with limited resources. Those who agree with the statement, mention that everyone who searches for guidance and information will be able to find it, either in the university or in their jobs or trade unions.

1. Ota kantaa väittämään "Uraohjausta on saatavilla riittävästi"

32 responses

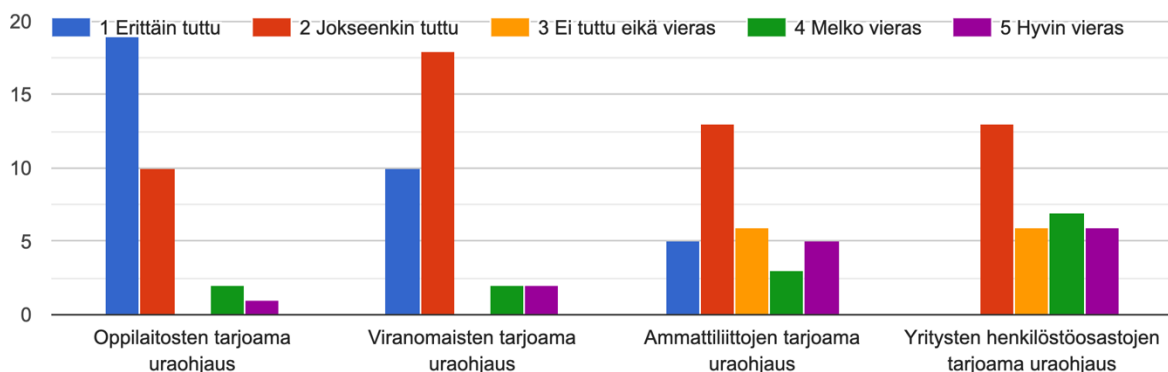


47% disagree that career guidance is available at the right time when needed, while 25% agree with the statement. The ones who disagree with the statement mention the lack of resources, and that career guidance is not sufficiently available as a preventive measure against unemployment.

The ones who agree with the statement sustain that if you know how to seek career guidance yourself when the "right time" comes, you can certainly find it through educational institutions and employment services, and mention that there are not long queues for those searching for the service. They underline that career guidance is available in the important moments of life – during school and university, and unemployment periods.

The respondents are widely familiar with career guidance services offered by educational institutions, followed by public authorities. Trade unions and private companies are reported as less known for them, as shown in the graphic below.

5. Kuinka tuttuja seuraavat uraohjauksen muodot ovat sinulle toimintaympäristössäsi?



Regarding the question about which institutions should be responsible for providing career guidance services, many people answered all the types of institutions mentioned in the previous questions are important as career guidance providers. Many emphasize the importance of educational institutions, public authorities and private companies.

Respondents, when asked about in which situation career guidance should be offered, several people mentioned moments of life transition and the point of making a decision; but also one respondent answered every 5 years, and another person mentioned whenever the person is ready to receive it.

The societal changes mentioned as factors that affect career guidance include the after-pandemic period, digitalization, higher migration flows, changes in the world and international politics, etc.

Also, government funding policies are said to affect the number of jobs in the public sector or the attractiveness of companies in a particular sector.

About green guidance and sustainability, many people mention the increasing importance of work-life balance and a sustainable way of building a career. Almost no mention is given to the green aspect of sustainability.

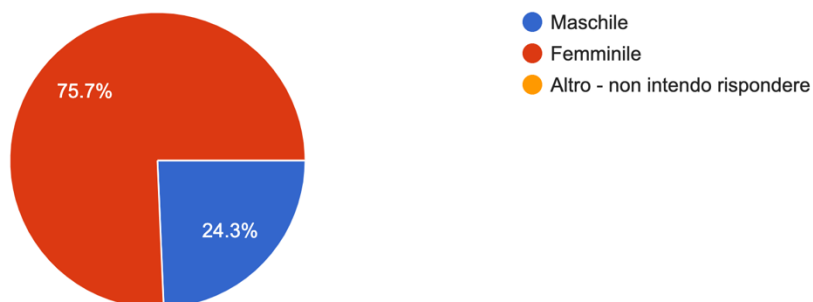
About the other issues in career guidance that need to be developed, people mentioned the need to develop cooperation between actors and services; the need to offer services in different languages to help migrants, and a more holistic view on career guidance, not only job search.

ASNOR collected 37 responses in total, with the following profiles:

75,7% are female, and 24,3% are male; the vast majority are 40-59 years old, and educators.

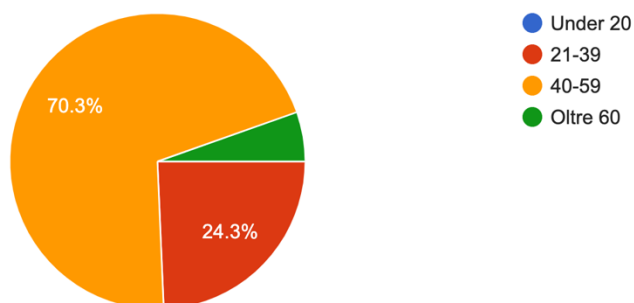
Genere:

37 responses



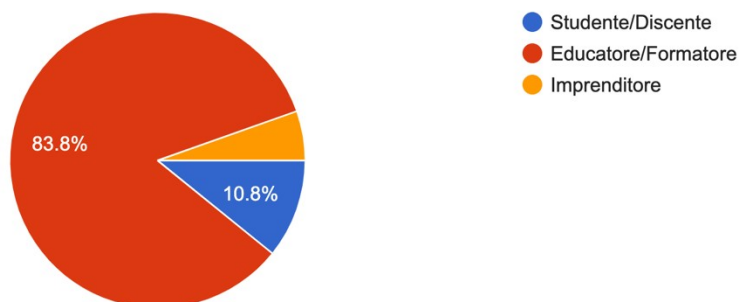
Età

37 responses



Categoria:

37 responses



Almost 90% of them do not agree that career guidance is available when needed. The reasons mentioned are the lack of quality information and the fact that universities concentrate on this matter. Many mention as well the scarce number of guides, in comparison to the demand.

Employment centres are said to be less relevant to the active job search than other methods, such as one's network and contacts, and their independent job search. People often do not know where to look for help, and it is attributed also to the general idea of career guidance.

Almost 90% disagree that career guidance is available at the right time when needed, and the answers reflect the opinion that there is not enough institutional support when someone is looking for a job. The lack of information about available resources is mentioned as the reason why people cannot access the service, while others mention waiting time and the lack of promotion of career guidance in educational institutions.

In general terms, no institution was appointed as very common to be seen as the main source of career guidance. However, educational institutions are the most well-known ones to offer this service.

Regarding the question of which institution should be responsible for offering career guidance, several answers mention educational institutions, employment agencies, and public institutions in general.

Respondents, when asked about in which situation career guidance should be offered, said in the cases of finishing school or leaving a job; in moments of difficulty in choosing one's path; whenever someone wants to specialize in a field or change careers, unemployment, etc.

The societal changes mentioned as factors that affect career guidance include the increased use of AI and new technologies, the rapid changes in the job market, and the crisis created by the pandemic. All these changes have also modified the profile of workers nowadays. New skills are required.

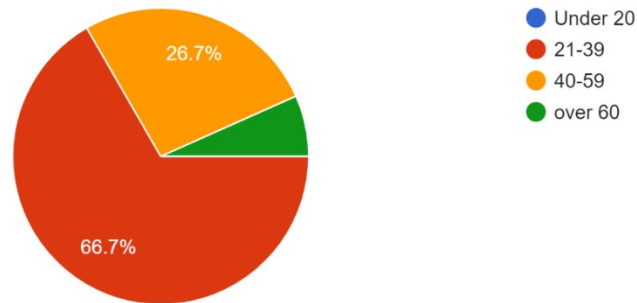
About green guidance, even if many people do not see the connection, others mentioned the need of being informed about the new trends regarding environmental sustainability, the creation of green jobs, and the development of a green mindset and green skills, which is also a duty for the schools.

About the other issues in career guidance that need to be developed, people mentioned that it would be ideal to reform career guidance systems, better collaboration between private and public, and structured and continuous guidance from school to adult life.

Others mentioned topics to be addressed by career guidance lifelong learning, skills development, psychological support regarding self-esteem and uncertainty, personal development etc.

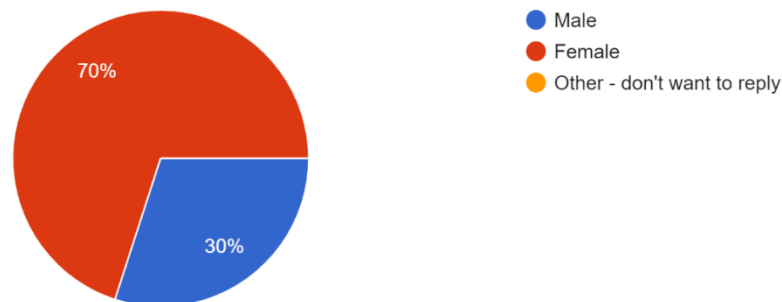
Psychmed Analytics collected 30 responses in total, with the following profiles:

Age range:
30 responses



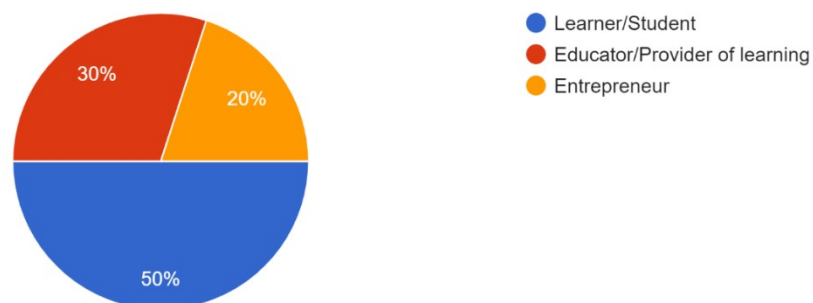
20 people with an age range of 21-39 years old; 8 people with an age range of 40-59; 2 people over 60 years old.

Gender:
30 responses



21 people reported themselves as female, and 9 people as male.

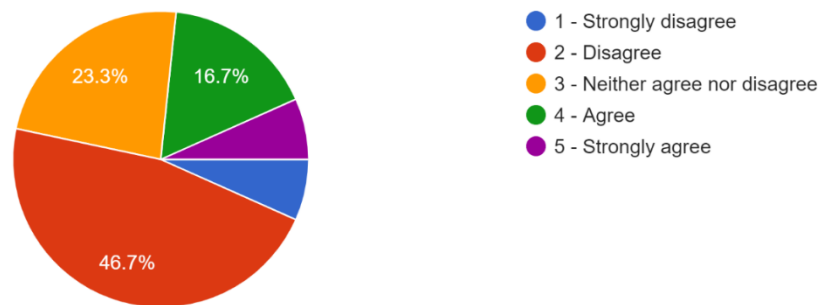
Category:
30 responses



15 people are reported as students, 9 people as educators/providers of learning, and 6 people as an entrepreneur.

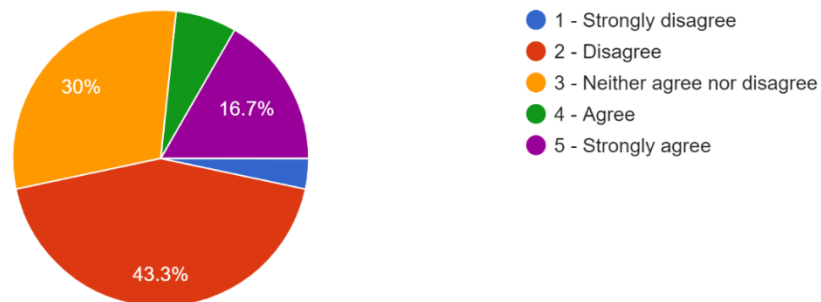
1. In your opinion, career guidance is available at an adequate level

30 responses



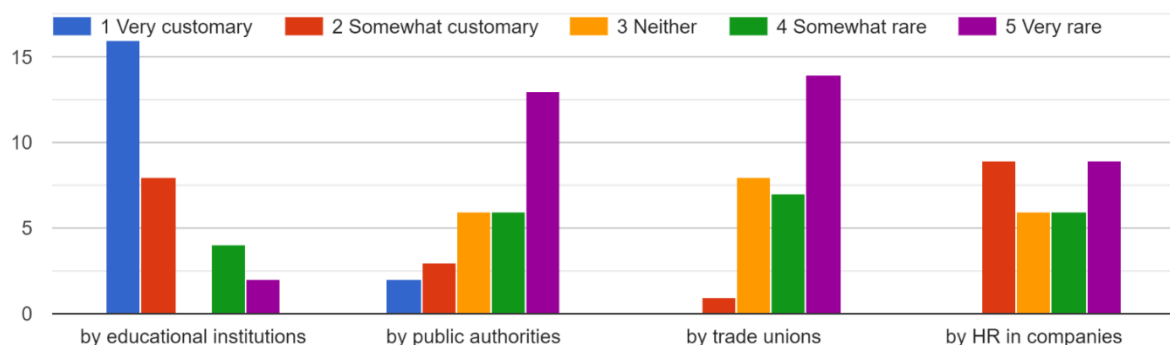
3. In your opinion, career guidance is available at the right time when needed

30 responses



46,7% declared that career guidance is not provided at an adequate level, and 43,3% say that it is not provided at the right time when needed. The reasons are mainly career guidance focusing just on people finishing their studies or it is available at a later stage of people's career when it is needed before.

5. How familiar are the following career guidance offerings in your own context or culture?



This chart shows how educational institutions and HR in private companies are the most common ways to access career guidance, according to the context of the respondents. Trade unions and public authorities come after, respectively, representing less well-known types of institutions that provide this kind of service.

Regarding the question about which institutions should be responsible for providing career guidance services, the respondents focused on their local and public institutions, especially the government and educational institutions.

In addition, when asked about in which situation career guidance should be offered, most of them replied that it should be offered during people's educational process, more specifically, around the secondary level, but also, in every situation suitable for it when it is needed.

The societal changes are considered by some of the respondents as a reason for the development of people's adaptability, since they require them a change of methods and tools used in the different skills they need to learn for their careers, giving some respondents emphasis to new technologies.

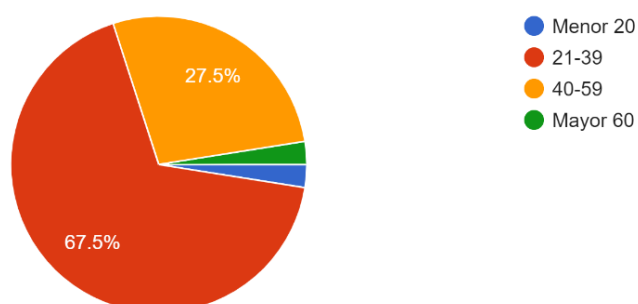
Most respondents think that there is no direct relation between the concepts of career guidance and sustainable development. Still, for some of them, sustainable development is becoming more relevant due to the increasing demand for green jobs.

About the other issues in career guidance that need to be developed, people mentioned some topics such as the foresight of future necessary skills; more career guidance throughout people's lives, not just when it is extremely needed; more inclusion and equality; among others.

Madrid Employment Agency collected 40 responses in total, with the following profiles:

Rango de Edad

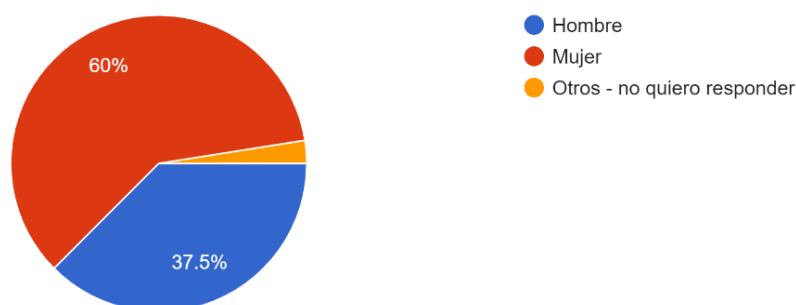
40 responses



1 person under 20 years old; 27 people with the age range 21-39 years old; 11 people with the age range 40-59; 1 person over 60 years old.

Género

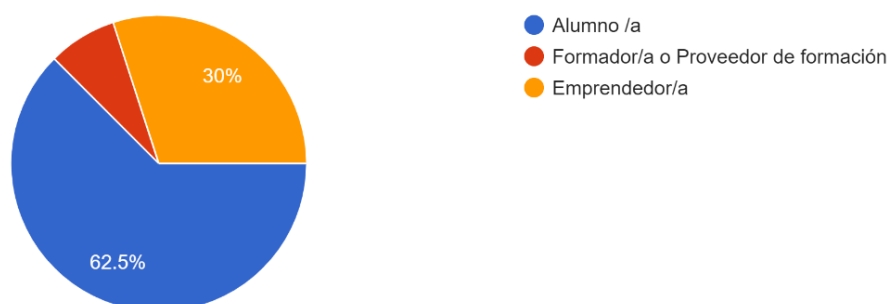
40 responses



24 people reported themselves as female, 15 people as male, and 1 person chose other/decided not to respond.

Categoría

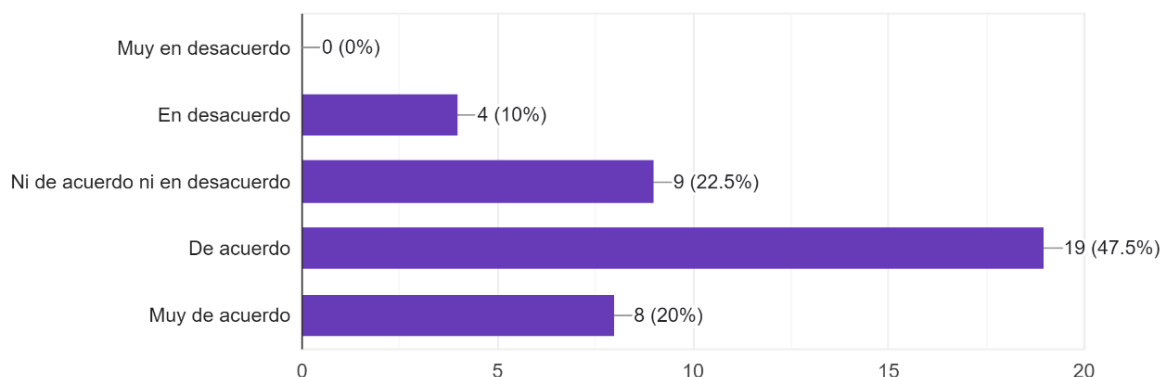
40 responses



25 people are reported as a student, 12 people as entrepreneurs, and 3 people as educators/providers of learning.

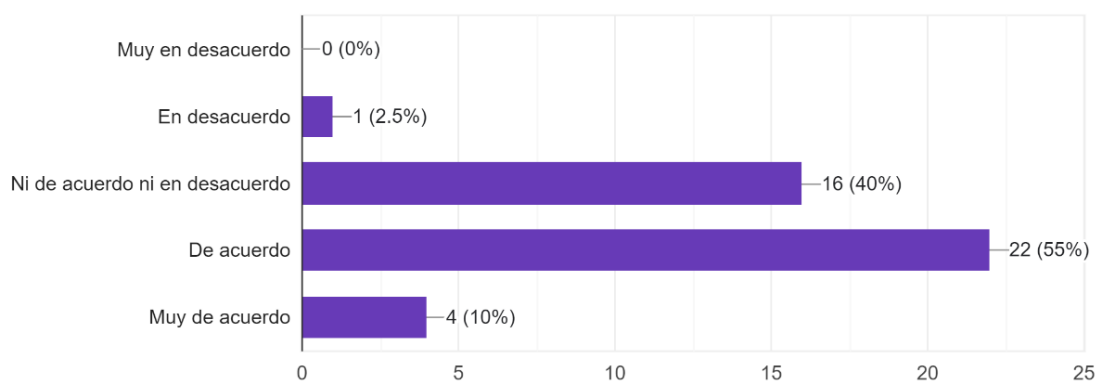
1. En su opinión, los servicios de orientación profesional son adecuados a las necesidades de los usuarios/as

40 respuestas



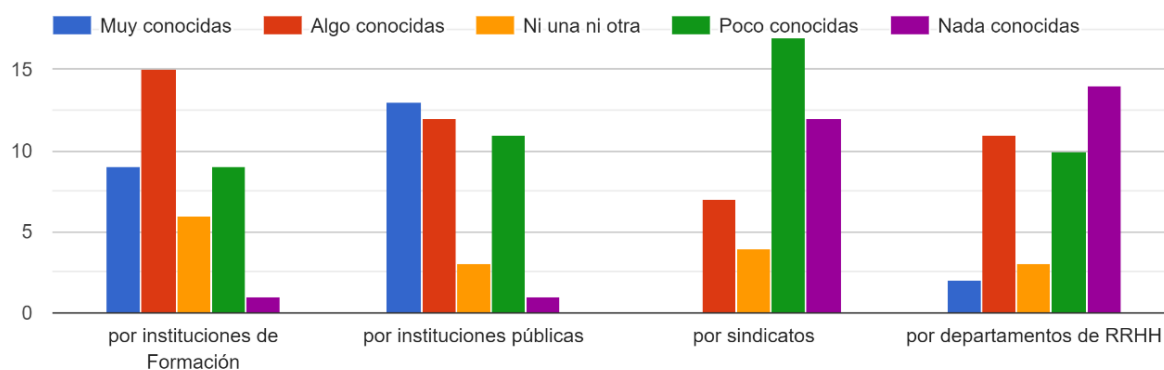
3. En su opinión, la orientación profesional está disponible en el momento en que se necesita

40 respuestas



47,5% + 20% declared that career guidance services are adequate according to the needs of the users, and more than 50% say that it is provided at the right time when needed, adding as an explanation that the people in charge of guiding were understanding and helpful most of the times.

5. ¿Cómo de conocidas le son las siguientes ofertas de orientación profesional?



This chart shows how educational institutions and public authorities are the most common ways to access career guidance, according to the context of the respondents. Trade unions and HR in private companies come after, representing less well-known types of institutions that provide this kind of service.

Regarding the question about which institutions should be responsible for providing career guidance services, the respondents focused on their local and public institutions.

In addition, when asked about in which situation career guidance should be offered, most of them replied that every situation suitable should offer it, especially after finishing studies and in situations of unemployment.

The societal changes are considered by the respondents as a main focus of uncertainty, where all the recent events have caused people to need to adapt themselves better to new environments, making society more vulnerable.

Most respondents think that there is a link between career guidance and sustainable development. Still, some of them don't necessarily see a direct relationship between these two concepts.

About the other issues in career guidance that need to be developed, people mentioned some topics such as free and quality training; more personalisation and support; more materials, facilities and lectures suited to your needs; among others.

CONCLUSIONS

This document has gathered valuable information that will serve as the main source of information for the next IEUCG Project outcomes, which include a handbook and a training course. While the first chapter gives us an overview of the different systems and policies adopted across Europe currently, the second one brings a more practical perspective of cases that can contribute positively to the progress of new career guidance methods, and it is highly valuable when it comes to designing new programs that are up-to-date with the demands from the new generations in the job market, and the recent changes post-Covid 19. It is notorious the contribution of government agencies, universities/training centres and even NGOs in the innovation for career guidance. The last part brings the perspective of different people on the career guidance matter and reflects the very personal opinion of each learner/trainer that responded to us. In this part, even when analyzing different countries, we can see a pattern in several opinions and feedback:

-career guidance should keep up with the rapid changes in society and the job market.

-there should be more centralized and accessible information available for those who need it.

-public and private entities should collaborate, and provide lifelong guidance that follows the individual.

-career guidance is mainly important in times of transition and change for one's path: end of studies, end of job contract, career change, and others.

From the data collected, the partnership will be able to move on with the realization of the project results, which will certainly contribute to a relevant topic in the employment and (formal and non-formal) education sectors.



Co-funded by the
Erasmus+ Programme
of the European Union

This project is funded by the European Commission.

This publication reflects the views only of the author, and the Commission/National Agencies cannot be held responsible for any use which may be made of the information contained therein.



The "Report: Career Guidance in Europe" has been developed under Erasmus+ KA220-VET Project "Innovative European Career Guidance" (Project no. 2021-1-IT01-KA220-vet-000035649) and it is licensed under Creative Commons.

[Attribution-NonCommercial-ShareAlike 4.0 International License.](https://creativecommons.org/licenses/by-nc-sa/4.0/)



**Innovative
European
Career
Guidance**

contact

www.ieucg.eu

Authors: Innovative European Career Guidance project staff

Publisher: Innovative European Career Guidance consortium

Free publication, **April 2023**