

# New Scenes for Career Guidance

Conference Report 2023\*



\*This conference summary should not be reported as representing the views of the organisers and partners. Some of the report is based on information provided by participants and the workshop reports are based on the notes of volunteer facilitators, and views expressed do not necessarily reflect those of the organisers.

## Background

Today's education and working life is characterised by rapid changes due to technological developments and demographic trends and an educational world where the individual is expected to continuously learn new skills in a lifelong perspective. The greening of economies brings new career and skills needs to the table and an uncertain world has an impact on individual career decision-making.

From 31 May to 1 June 2023, 166 stakeholders\*, including experts in the field of lifelong guidance, from 33 countries and from European and international organisations, gathered in Stockholm to discuss these "New Scenes for Career Guidance" – how career guidance is being re-designed in new ways and for new target and user groups and to investigate what these changes mean for the guidance profession, for policy development and for the content of guidance practices.

The conference was jointly arranged by the Swedish Council for Higher Education (UHR), The Swedish National Agency for Education (Skolverket), and the Swedish Public Employment Service (Arbetsförmedlingen). Cedefop and the Swedish Association of Guidance Counsellors were partners.



\*The invited participants represented national authorities, ministries, and universities as well as the Euroguidance network, Cedefop's network of independent experts CareersNet and board members of the Swedish Association of Guidance Counsellors.

To get an idea on views of the current situation regarding lifelong guidance in Europe, all participants were invited to answer a question, when registering for the conference:

*“According to your specific role in the field, what do you consider to be the biggest challenge in the field of career guidance? (Please choose the two main challenges)”.*

We received 158 answers from participants in 33 countries. The respondents could select from nine challenges and the three most often chosen in the field of career guidance were:

1. Lack of sufficient governance structures/national strategy for guidance (56 out of 158)
2. New demands on the labour market due to technological developments and the green transition (51 out of 158)
3. Unequal access to guidance services (40 out of 158)

The other alternatives received votes in the following order:

4. New client groups, such as adults in working life, newly arrived immigrants etc. (37 out of 158)
5. Imbalance in demand/supply of guidance services (32 out of 158)
6. Lack of cooperation on national, regional, local levels (29 out of 158)
7. Absence of regular competence development for guidance practitioners (24 out of 158)
8. Technological development within guidance services (17 out of 158)
9. Inadequate qualifications among guidance practitioners (10 out of 158)

The respondents who chose *“something else”* could also write an open text answer. A recurring topic was linked to evidence and evaluation:

- Lack of evidence on monitoring and evaluation, fragmentation
- Evidence-base of lifelong guidance for development
- Lack of monitoring and evaluation possibilities
- Lack of visible evidence collection/research
- Lack of general standards for career guidance education

Lack of support from the EU level was also mentioned:

- Low proper communication on career guidance added value on the EU level
- Lack of visibility of guidance in EU policy documents

The remaining comments concerned a range of different topics:

- The public's knowledge that there are career guidance services, and how and when to use them. The term *“career”* in itself is misunderstood by many.
- Linking client and policy priorities
- Lack of knowledge about green guidance

- The strong emphasis on professionalisation of services and the career workforce is causing us to lose sight of all the other people who are also making excellent contributions in this context.
- The missing connection between guidance services for pupils/students in schools and working life

## Setting the Scene in plenary

The presentations on the first day mainly focused on the role of lifelong guidance in education and working life. It was a joint conclusion from the Swedish Ministry of Education and Research and from the Swedish Public Employment Service, that career guidance has an important role to play for lifelong learning and skills supply.

Some of the topics highlighted were the importance of investing in career guidance across education, training and the labour market, youth, and social inclusion fields, which is the focus of the IAG WGCG (Inter-agency Career guidance working group) advocacy leaflet updated in 2019 – Investing in career guidance. This includes financial and non-financial investment. The new Swedish transitions and skills support package for adults in working life, which includes career guidance support, and the European Year of Skills and its linkage to guidance were also presented.

On the second day, the future was in focus. In addition to workshop conclusions, that can be found below, the results from the Global Careers Month (November/December 2022) organised by the WGCG, were presented and we learned that it is likely the event is here to stay, for example occurring every three years to give time for policy evolution. We also learned that guidance really pays off from a Swedish secondary school that has made significant investments in guidance. Finally, we listened to perspectives on a “guidance system”, with references to educational history as well as to European values as conceived and measured in the World Values Survey.

All presentations are available as part of the conference programme sessions that can be accessed on the conference website: <https://www.uhr.se/om-uhr/Konferenser/scences-for-careers-guidance/>

## Finding ways in times of great future challenges through workshops

The ten conference workshop themes were related to the identified challenges and evolved around topics such as technological developments, sustainability, immigration, skills shortages, career information, quality, and research.

Discussion questions were provided, and each workshop was asked “What conclusions, in relation to the development of guidance policy and/or practice can we make out of what we just heard?”

The other questions were adapted to the different workshop themes and the respective workshops reported on conclusions and key messages from the discussions. For information on speakers, please consult the conference programme at the end of this report.



Workshop discussions at the lifelong guidance conference in May 2023

## **Workshop 1 Strengthening the Scientific Knowledge Base for Career Guidance**

The workshop presentation focused on the development of networks supporting Swedish and Nordic research, with several related projects, and a PhD research school, as well as research activities within those projects.

### **Issues for discussion:**

- Given the different challenges that we face, what topics should research prioritize in the field of career guidance?
- What is the relationship between research interests and guidance practice?
- Does research have a responsibility to produce evidence in the guidance field?

**Key messages/conclusions:**

- All groups seem to agree that policymakers need to find structures and systems to fund unbiased and objective research
- Among other things, the groups talked about the fact that the funding body or sponsor that commissions or funds the research can have an influence on which research topics are funded and possibly the results.
- The group discussions can also be summed up by pointing out the importance of collaboration between decision-makers, researchers and career guidance professionals. All three players must be in close dialogue to build the right conditions for scientific and professional guidance.
- There is also a need for internationalisation, by making it easier to translate scientific research into different languages and for non-experts, so that we can learn from each other.

## Workshop 2

### eGuidance in the Nordic Countries – examples from Denmark and Norway

In the workshop, the Danish and the Norwegian eGuidance presented results and experiences from their respective services, including descriptions of the latest initiatives and reflections on future plans.

**Issues for discussion:**

- Why is it important to offer “human” guidance in relation to digital self-help tools?
- What is unique about eGuidance compared to physical guidance?
- What competences do eGuidance practitioners need?

**Key messages/conclusions:**

- *eGuidance must be national, free, and cover all target user groups.* All countries should set up such a system providing high quality career guidance for all members of the public who are eligible. The only way to reach this goal is to let clients have control of their own situation during interventions, by offering them anonymity on chat/phone or face-to-face on video/physical meetings.

*We need both human eGuidance systems and self-help/AI tools for people to develop career management skills.* Self-help tools and chatbots cannot replace human competencies in terms of relational skills, local knowledge, and meta communication (yet). Access to

human guidance is as crucial as access to self-help tools (without staff assistance).



Workshop discussions at the lifelong guidance conference in May 2023

### **Workshop 3 Guiding Schools – Quality Tool for Career Guidance (Erasmus+ Project)**

The Guiding Schools project has developed a set of tools to promote the quality of guidance in schools. The workshop presented a handbook and other resources for teachers and guidance practitioners.

#### **Issues for discussion:**

- From what perspectives should quality in the guidance field be addressed? (delivery mode, skills of practitioners, quality of information, governance, evidence etc.)
- How can quality standards in the guidance field help combat the challenges we face?

#### **Key messages/conclusions:**

- First, we need to start from the basics, i.e., what do we mean by quality? Everything in terms of career guidance provisions is based on a common understanding of the nature of quality.

- Secondly, it is *recommendable to consider different approaches* – for example, a discussion on the four approaches to quality assurance in career guidance, as proposed by Hooley and Rice, can be a useful starting point
- Thirdly, it is *vital to consider different stakeholders needs and viewpoints*, including societal, sectoral, organizational, but also those of professionals and users.
- *Professional career practitioners*, as one of the key elements in quality assurance was mentioned by several discussion groups.
- Finally, the most meaningful key message from the workshop: *Quality standards are an accountability instrument which should be agreed through discussions about the aims of guidance and based on the efficient use of resources to achieve maximum impact.*

## Workshop 4

### Guidance in Validation – examples from NVL (The Nordic Network of Guidance for Adults)

The workshop presented the findings from the report Guidance in Validation in the Nordic region, including examples of guidance activities in each phase of the validation process. It also discussed recommendations in the report.

#### Issues for discussion:

- What is the role of career guidance in the validation process?
- Should validation become an integrated part of guidance services?

#### Key messages/conclusions:

*The sum is bigger than its parts*

- Guidance has a broader spectrum than validation
- Initial phases of validation (identification and documentation) have common elements with career guidance practices, such as skills identification or portfolio building, but in many instances, standards used might differ (standards used by the educational system and/or the labour market are the ones validated against)
- There is a need to centralise what quality means for a common understanding of validation and career guidance



- Forum for communities of practice and discussion for different types of practitioners, policy makers, and researchers are needed
- Need for an ordinance on financing the validation process as well as on investing in the competences of the assessor and career counsellor (guidance service)
- Guidance and VPL/RPL (validation of prior learning/recognition of prior learning) have the same end goals – empowering people

#### *Empowering people in identifying their skills*

- Career guidance practitioners can enhance validation by promoting, informing, and supporting individuals in the validation process
- They can build trust and need to be neutral allies
- Validation and career guidance enables self-exploration/self-assessment/empowerment

#### *Supporting role of the guidance service*

- The interests and needs of the individual should guide the counselling process
- The guidance service is a supportive/empowering party throughout the VPL process but will not assess/validate/recognize the skills

#### *Should guidance be an integrated part of VPL?*

- Yes, for the first phases of the VPL process (information, identification, documentation) as well as for follow-up
- No, for the assessment part of the VPL process. Career practitioners should support the individual in the different phases of validation, but not carry out the assessment of skills, as these need specific expertise and training, as well as neutrality.



Workshop discussions at the lifelong guidance conference in May 2023

## Workshop 5

### The Need for Green Guidance

The workshop focused on how career guidance can help people to understand how the climate crisis is going to impact on them and their career and support them to make plans to address this. It also examined the ways in which the climate shapes our careers and in turn our careers shape the environment.

#### Issues for discussion:

- Does career guidance have a responsibility to address the green transition?
- What aspects of the green transition can guidance services address? (guidance towards green skills and jobs, guidance towards a more sustainable society etc.)
- Are new guidance theories and practices needed to be able to offer green guidance services?

#### Key messages/conclusions:

*Guidance should empower clients, encourage hope and resilience*

- Every person (whatever age) can make a difference and contribute to a positive future
- Other relevant professionals (such as teachers, youth workers etc.) help young people and adults to see this

*Career guidance should provide information on green education, training, and job opportunities*

- From an early stage
- The role of the career guidance counsellor should be independent and supportive

*Career guidance activities and services should focus attention on sustainability*

- Embed sustainability in the daily work of career guidance
- No need for new theories, but need to integrate sustainability in the existing career theories and practices



Workshop discussions at the lifelong guidance conference in May 2023

## Workshop 6 Skills Intelligence in Career Guidance Services

The workshop explored the latest trends in skills intelligence and discussed how labour market data and analysis can help career guidance practitioners as a source for career information.

### Issues for discussion:

- How important is skills intelligence in the guidance process?  
Do you use it? How?
- How can skills intelligence for career guidance purposes be better designed and targeted?
- What information can career guidance give to skills intelligence, to improve our understanding of job and skills demand?

### Key messages/conclusions:

#### *Practitioners as a source of knowledge*

- Career guidance requires understanding of context and individual situations so that practice can be adapted to the individual user.
- Skills intelligence uses mostly quantitative information while career guidance practitioners can provide feedback on context and qualitative information on what influences people's decisions and

choices on jobs and education, on career pathways. Clients also collect their own experiences and data for decision-making.

- Career practitioners collect a rich amount of “impressions and ideas” in their daily work in relation to their clients: desires, feelings, expectations, experience, and client satisfaction with different jobs and careers. This information, collected while adhering to the field’s ethical standards (data protection), is vital for understanding skills gaps and shortages. However, the information is not systematised and not collected at aggregate levels.
- This information that practitioners gather and build on is not often transformed to be used for policy making and does not feed into skills intelligence systems, where it could provide useful feedback loops.

#### *Use of skills intelligence*

- Participants in the workshop signalled that for career practitioners there is a lack of time to work with the data that skills intelligence can provide and do there is no possibility to carry out research or further investigation on specific issues related to exploring the data available.
- Using skills intelligence outputs requires certain skills sets and practice that allows for understanding and ability to search and analyse the information provided. There is, thus, a need for training practitioners to ensure they acquire the required skills and competences.
- Making skills intelligence outputs accessible and easy to understand is important. Visualization of the data that allows for an easier understanding of the main trends is very valuable for practitioners.
- Skills intelligence outputs can be used to provide a general understanding of labour market trends, however, for the specific client more focused information is needed to provide relevant career information. Skills intelligence systems, ideally, should be able to provide both general and very specific information and should be combined with other information and experiences.

#### *Responsibility of career guidance*

- Career guidance needs to be impartial and have the individual’s needs as a main priority, and quality career information is essential. Some of the information in skills intelligence might be used to pressure guidance practitioners to direct individuals to

certain professions or sectors. There can be certain tensions between societal and specific individual needs, which presents a risk of misusing the information, especially if not combined with other career information.

- It is important to consider the limitations and properly understand what skills intelligence systems can provide, their sources of information and how the sources and data are treated. Career information needs to be a combination of different sources of data and information, which can include skills intelligence but also including experiential data of the client (workplace exposure, etc.)
- As skills intelligence is not a ‘crystal ball’ and is based on specific methodologies and data, with specific limitations, it is necessary to manage the expectations of clients and career practitioners who access skills intelligence information. It should be clear that the outputs offer no guarantees for specific outcomes when using it as career information.
- There is, thus, a clear need for awareness campaigns and promotion of skills intelligence, and its methodology, to make sure that it is a resource that is understood and utilised properly, also in combination with other information.

## Workshop 7

### New Scenes – Embracing Europass for Career Guidance

The workshop served as an introduction to the services offered by the Euroguidance network and the Europass platform and participants had the opportunity to reflect on the benefits and challenges associated with utilizing transparency tools like Europass in the provision of guidance services.

#### Issues for discussion:

- How can guidance services benefit from Euroguidance services?
- How can guidance services benefit from using the Europass tool?
- How should the services of these “policy networks” be developed to support the European guidance community in the best way?

**Key messages/conclusions:**

*Continue to explore synergies with other services*

- The awareness or knowledge of Europass still varies both between countries and within countries
- To up-scale the use of the platform, more and tighter links especially to the Public Employment Services are needed
- A concrete suggestion was to explore synergies and establish more links between Europass and The EU Skills Profile Tool for Third Country Nationals

*More efforts to encourage systemic use of the Europass*

- More effort needs to be made to encourage the systematic use of Europass on a larger scale
- A good argument for promotion might be the sheer number of Europass users (statistics) and using more real-life testimonials from users
- Euroguidance can make Europass understandable for individuals and encourage guidance practitioners to promote the tool for wider use.



Workshop discussions at the lifelong guidance conference in May 2023

## Workshop 8

### Is Career Guidance Ready for the New Europe?

The workshop focused on challenges and issues facing career counsellors in providing guidance and counselling to a growing population of immigrants who come to Europe from across the globe and from different cultural backgrounds.

#### Issues for discussion:

- What is the role of guidance services for the inclusion of people with a migrant background in society?
- Do guidance methods differ when meeting clients with a migrant background?
- Do guidance practitioners need specific competences to support clients with a migration background?

#### Key messages/conclusions:

*Development of guidance policy and practice*

- We need more time to spread awareness of career guidance and adapt methodologies, tools, and attitudes.

*The role of guidance services for inclusion?*

- Make structural barriers visible
- Embrace differences

*Guidance practitioners need specific competences to support all clients*

- Reflection on practice is needed – what works/what does not work?

*Guidance methods differ when meeting clients with a migrant background*

- Explore unique needs
- Be open to non-verbal cues
- Use e-guidance to help reduce bias

## Workshop 9

### Open Data and Data Infrastructure for Guidance

Data is essential to develop a digital infrastructure for guidance. The workshop presented the work with a Swedish government assignment promoting open data in skills provision and lifelong learning.

**Issues for discussion:**

- How do you work today with open data regarding career guidance and lifelong learning? What are the current initiatives in your country?
- What challenges for development of skills provision and career guidance do you see regarding open data (accessibility, interoperability, organizational etc.)?
- What do you think about the need for career guidance when it gets easier for individuals to find digital information?

**Key messages/conclusions:***Digitalisation affects guidance*

- More accessible digital information will change the perspective of career guidance
- More data doesn't always mean it will be easier for users to make a well-informed choices or decisions
- Data can create possibilities for the individuals to profile their search, can broaden perspective by 'net-flixing' (receiving new suggestions based on previous clicks automatically) available options, but can also make it narrower

*Open data initiatives are hot*

- Large cohesive assignments in some countries
- A lot of initiatives in several countries, but not cohesive
- Exploring AI, Large Language Models and Big Data

*Developing open data*

- Cooperation between ministries is difficult
- Weak commitment from the political level as the politics change, which affects continuity
- Semantics affects interoperability negatively when connecting educational data with skills data

**Workshop 10****A National, Cross-sectoral Quality Framework for Career Guidance – an example from Norway**

The workshop showed how a national cross-sectoral quality framework for career guidance was developed in Norway and how it was promoted and made relevant for the users.



**Issues for discussion:**

- Can this kind of frameworks have an impact on the development of quality of career guidance?
- Could a national strategy for lifelong guidance or a new European resolution on career guidance serve the same purpose?
- Do you have some experience from your country that you would like to share?

**Key messages/conclusions:***The recipe for building a national guidance policy framework*

- A strong need for prioritisation and investments (money and time) and leadership from the government is crucial as well as sufficient time for implementation
- National strategy. Society, skills provision – There is a need to be persistent/to monitor and follow-up - implementation should be a part of a national policy. Comment: A national strategy can solve many issues, not only for individuals to end up in the right place, but also to solve the lack of skills in certain sectors of the labour market. Ultimately, implementation of a strategy is a question of creating the conditions for economic development and growth in a country.

*An ongoing process*

- National frameworks and policies are important signalling policies. However, it means constant work to keep them alive. Adjustments along the way are needed due to changed conditions and priorities. The work is not finished because there is a national policy in place - it needs to be taken care of and monitored on an ongoing basis.
- Cross-sectoral cooperation gives strength (employment services, education providers and social services)

*Common EU-goals versus national strategies*

- An EU-resolution can possibly be a good thing, but which can ensure national diversity in its implementation
- Are the EU-goals relevant enough for all the governments? It is a balancing act between what unites and what is specific in different MS, but both are needed, even if countries have differing priorities. There needs to be agreement on overarching general frameworks that can then form the basis for national strategies, where country-specific needs and challenges can be highlighted.

- On the positive side is that an EU resolution or another instrument can send strong signals to national governments

*A national framework is positive, but it must be adapted to each country's challenges. The key is that the assignment comes from the government level.*

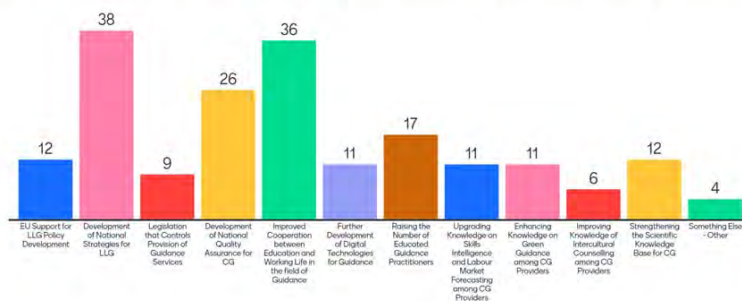


## The most important steps forward

Through a follow up question in plenary on the second day of the conference, all participants were asked “What do you consider to be the most important steps to reach a well-functioning lifelong guidance system”. They could select two answers out of the following alternatives:

- EU support for LLG policy development
- Legislation that controls the provision of guidance services
- Development of national quality assurance for CG
- Improved cooperation between education and working life in the field of guidance
- Further development of digital technologies for guidance
- Raising the number of educated guidance practitioners
- Upgrading knowledge on skills intelligence and labour market forecasting among CG providers
- Enhancing knowledge on green guidance among CG providers
- Improving knowledge of intercultural counselling among CG providers
- Strengthening the scientific knowledge base for CG
- OTHER ...start thinking!

## What do you consider to be the most important steps to reach a well-functioning lifelong guidance system?



### The four alternatives with the highest score were:

1. Development of national strategies for LLG
2. Improved cooperation between education and working life in the field of guidance
3. Development of national quality assurance for CG
4. Raising the number of educated guidance practitioners

All the other alternatives received approximately the same level of attention.

It is notable that national strategies were highlighted both as a challenge and a solution. One of the “other” comments on the second day that was briefly discussed in plenary, was the need to consider that in some cases, countries have experience of failed strategies. This requires an agile response offering alternatives such as having a national shared vision and an action plan. This can empower governments to take ownership with its key partners and to co-create a lifelong guidance system.

### Did you learn something useful for your work?

The conference received positive feedback and interesting remarks from the participants in the evaluation. To round off this conference report – below are a few example responses for what participants found useful for their work:

- Embrace differences and explain why
- Next steps for digitalisation
- AI opportunities
- Sharing similar problems and how to go forward
- How other countries are synthesizing career guidance
- Strategic ideas for implementing career guidance at different levels
- New thoughts and perspectives, statistics, and inspiration



- The different perspectives on quality assurance in guidance were useful to think about in a national and international context
- I'll take some areas of concern with me to my colleagues to discuss what it means for us like green counselling and immigrants other than refugees
- World Values Survey and the truly brilliant presentation delivered by Bi
- Yes, both plenary and workshops gave us ideas for the content of the new Euroguidance project period
- eGuidance - very interesting and crucial topic to be discussed and developed
- Very inspiring conference with relevant topics, enriching discussions with others from Europe, got several ideas I'm going to bring back with me and develop in our own work
- How the Career Centers in other European universities work. A lot of ideas for the Swedish guidance system
- More insight into international career guidance policy
- More practical perspectives on green guidance
- Europass - ought to be used much more
- I appreciate much better the challenges of CG counsellors in terms of responsibility and ethical concerns
- New ideas for further training workshops for career counsellors
- Importance of inviting multiple stakeholders to organise such activities
- A big round of applause for the session from Bergby central school. Very good presentation and committed professionals, and it showed how to do it in practice. Engaging and inspiring
- How a good guidance system should be developed
- A University degree does not guarantee quality in practices
- The fact that the issues we are facing are global - whichever country we are in, the threads are common eg - resilience, impartiality etc
- Sharing experiences with colleagues from different countries, both communalities and differences, was very fruitful
- It was an interesting and well-planned conference overall
- Yes, several things. How values in guidance are important (besides skills and other aspects), how regular (study/learning) career guidance for secondary school students can reach further than finding suitable training or work, how career guidance in Europe can be further developed
- The tools and resources presented and the experiences of collaboration between countries and entities. On the other hand, I think that not much progress has been made in promoting guidance despite the fact that, they say, everyone is clear about its importance.
- Third country nationals and refugees may have a value system which is different from that in a host/receiving country where career guidance is provided.



- The presentation of strategies in Sweden was helpful
- Networking is important - also the sharing of good practice and perspectives on the future



# Programme

## Wednesday 31 May

08.00 Registration

09.00 Introduction, moderators Agneta Kronqvist and Paul Guest

09.20 Welcome from the director general of the organising Agency, Eino Örnfeldt, The Swedish Council for Higher Education

09.30 Presentation of organisers: The Swedish Guidance System, Mikaela Zelmerlöw, Swedish Agency for Education and Nina Ahlroos, Swedish Council for Higher Education

10.00 The role of lifelong guidance in today's education and working life. State Secretary Erik Scheller, Ministry of Education and research and Deputy Director-General Lars Löw, Arbetsförmedlingen, the Swedish Public Employment Service.

10.30 Coffee break

### Key note speeches

11.00 Investing in Career Guidance, Cynthia Harrison Villalba, Cedefop

11.30 The Swedish Job Security Councils to manage well-functioning transitions on the labour market and the role of guidance for skills supply. Caroline Söder, Trygghetsfonden, TSL

12.00 The European Year of Skills and Lifelong Guidance, Aline Jürges, European Commission

12.15 Lunch

13.20 Finding ways in a time of great future challenges – transfer to workshops

13.30 – 14:45	15.15 – 16:30
<p>WS1</p> <p>Strengthening the scientific knowledge base for career guidance, Per-Åke Roswall, Umeå University</p> <p>Facilitators: William Lindo and Mia Lindberg</p>	<p>WS 6</p> <p>Skills intelligence in career guidance services, Jiri Branka, Cedefop</p> <p>Facilitator: Ernesto Villalba</p>
<p>WS2</p> <p>eGuidance in the Nordic countries</p> <p>Examples from Denmark and Norway,</p> <p>Ilse Jensen, The Danish Agency for IT and Learning, Margrete Haldorsen Nygaard, and Eirik Øvernes, Norwegian directorate for higher education and skills</p>	<p>WS7</p> <p>New Scenes for Europass – embracing Europass for Career Guidance, Mia Sandvik, Europass Sweden, Mia Trcol, Europass and Euroguidance Croatia, Eva Baloch-Kaloivanov, Euroguidance Austria and Yvan Couallier, Euroguidance France</p> <p>Facilitators: Mia Sandvik and Eva Baloch-Kaloivanov</p>

Facilitators: Birtha Theut and Karoline Tellum-Djarraya	
<p>WS3</p> <p>Erasmus+ project: Guiding Schools - Quality tool for career guidance, Karin Asplund, Career Guidance Centre in City of Gothenburg and Giulio Iannis, Centro Studi Pluriversum in Italy</p> <p>Facilitators: Dorianne Gravina and Margit Rammo</p>	<p>WS8</p> <p>Is Career Guidance Ready for the new Europe? Daniel Hailer-mariam, Hailemariam Consulting</p> <p>Facilitators: Elvira Pfann and Eva-Maria Ternité</p>
<p>WS4</p> <p>Guidance in Validation, examples from the Nordic network of guidance for adults, Anna Nygård, Fjóla María Lárusdóttir and Maiken Skarðenni</p> <p>Facilitator: Maiken Skarðenni</p>	<p>WS9</p> <p>Open data and data infrastructure for guidance, Abraham Bernharth, Swedish National Agency for Higher Vocational Education and Sara Dahl, Swedish Agency for Education (confirmed)</p> <p>Facilitators: Satu Rynnänen and Eydís Inga Valsdóttir</p>
<p>WS5</p> <p>The need for green guidance, Tristram Hooley, Inland Norway University of Applied Sciences / University of Derby, UK (confirmed)</p> <p>Facilitators: Ladislav Ostroha and Joke Verlinden</p>	<p>WS10</p> <p>A national, cross-sectoral quality framework for career guidance - an example from Norway, Tonje F. Gravås, Norwegian Directorate for Higher Education and Skills(confirmed)</p> <p>Facilitators: Agneta Söderlund and Anna-Lena Larsson Lönnqvist</p>

14.45 – 15.15 Coffee break (between the workshop sessions)

16.30 Display of promotion material brought by participants

17:00 Cultural break - Improvisation Theatre

18.00 Joint dinner

## **Thursday 1 June**

09.00 Welcome back! Today's programme, Agneta Kronqvist and Paul Guest

09.15 Report from workshops

10.00 Coffee break

10.30 What's next in global and regional cooperation? Global Careers  
Month and beyond, Pedro Moreno da Fonseca, International Labour Organisation, ILO

11.00 Does guidance pay off? Bergby centralskola (Teacher and Guide Counsellor from Bergby  
compulsory school)

11.20 Towards the future: Results from World Value Survey, Bi Puranen, World Values Survey  
Association

12.00 Closure of the conference

12:10 Grab and Go meal & Departures