

## News from Denmark



by Rita Buhl and Randi Boelskifte-Skovhus

### The European Competence Standards used at the Diploma Programme in Educational and Vocational guidance in Denmark

In Denmark, we have started a revision of the curriculum for the Diploma Programme in educational and vocational guidance in relation to quality assurance of the education. A common working day in the autumn for teachers at the Diploma Programme was a prelude to this work. Here we initially presented the NICE-European Competence Standards with a special focus on 'Career Guidance Counsellors' since most of our students belong to this group.

Our teacher colleagues were very interested in the material and in the width of the competence standards. The material now forms the background carpet for and qualifies the work with revision of the curriculum including development of the individual modules and the Diploma Programme in Educational and Vocational guidance as a whole.

Also in our close colleague group, which is the largest group of teachers at the Diploma Programme in Educational and Vocational guidance in Denmark, we benefit from the NICE material. We have let the material be the basis for discussions of whether and how the way we in our organization translate the curriculum into the specific planning, implementation and evaluation of the teaching corresponds to the competences for counsellors in a European perspective.

The students at the Diploma Programme in Educational and Vocational guidance in Denmark are at the same time practitioners. After the NICE meeting in Canterbury, on several occasions we have presented the material to our students. The response from both career guidance practitioners and leaders of services is that they find the material meaningful and useful. We experience that the material is helpful for the students at the Diploma Programme in order to contribute to

an overall perspective on their own practice and on how the guidance task is organized in the organization, that the individual is a part of. We also experience that analysing your own practice and the practice in the organization that you are a part of both contribute to strengthening the identity of the professionals and to develop aspects of the role of the career counsellor – aspects that are too little in focus in the organization and in the career guidance practice.

## News from Spain



by Luis M. Sobrado Fernandez

### Doctoral Thesis presented on Guidance and European mobility: The Erasmus project

Rebeca García-Murias, assistant professor and researcher at the research group *Diagnosis and Educational and Vocational Guidance*, from the University of Santiago de Compostela (Spain), has publicly presented her Doctoral Thesis on the Erasmus project "Guidance for mobility in Europe", directed by Luis Sobrado and Elena Fernández. She has obtained the highest academic qualification outstanding *Cum Laude*.

The exchange and mobility represent a unique opportunity for Higher Education to adapt to the demands of society and the labour market in Europe.

The long duration Erasmus program is the action of greater importance and impact carried out by the European Union with respect to promote students and teachers mobility in the University context.

In this situation, Lifelong Guidance is emerging as one of the factors necessary to provide students with the support and advice they need in their decision making process to address successfully academic and professional mobility actions and is a key element to strengthen and increase these initiatives in Europe.

## News from EU Projects



Shared by Nadezhda Paunova, Business Foundation for Education, Sofia, Bulgaria

The Bulgarian Business Foundation for Education, together with its partners CIAPE (Italy), BEST (Austria), IED (Greece), Aspire-i Ltd. (UK) and CIT (Ireland) is implementing the Prometheus project. The project is funded with the support of the Erasmus+ Programme of the European Union.

Prometheus is the Greek god that gave fire and hope to the people. Hope helps human beings to struggle to improve their lives while fire, as the source of technology, makes success in that struggle possible.

What better metaphor can one find for the nowadays career counsellors and guidance practitioners? Their expertise and experience ensures that they can transfer the hope of better personal and professional realization to the people they work with and for. The rapid technologies' development changes the dimensions of the learning and counselling environments and methodologies and the fire they need to make the counselling process more relevant and adequate to the new virtual generation's needs and attitudes is the next logical step in the development of their profession – the online environment.

