



NETWORK FOR INNOVATION IN
CAREER GUIDANCE & COUNSELLING IN EUROPE

AUGUST 2014 – NEWSLETTER #2/2014

IN THIS ISSUE

Editorial

As we are getting ready for the European Summit on the Career Workforce of the Future that will take place on September 3rd and 4th, 2014, at Canterbury Christ Church University in England, we can't help but wonder "Is career counselling and guidance the answer?"

We live on a time of social, economic and political changes with a sharp rise of unemployment and widespread feelings of insecurity around Europe, when it comes to career-related questions. People need to develop new skills and characteristics, so they can adapt to ongoing changes more flexibly and master necessary transitions. Enabling people to cope with the complex and rapidly changing labour market and to engage successfully with the world of work is becoming a key factor for securing welfare in our societies. This highlights the emphasis we should put on the education and training of counsellors who will support individuals in dealing with such questions. Still: "Is career counselling and guidance the answer?"

We strongly believe in the benefits of career guidance and counselling, if the people who offer career services are competent, cooperation with policy makers, employers and social partners is strong, and adequate structures for quality assurance and continuous learning exist. With the European Summit, our network, a community of about 85 experts on career guidance and counselling from 45 higher education institutions around Europe, has managed to attract the interest of professionals, policy-makers and academics dealing with career guidance and counselling from all of Europe. We expect approximately 200 participants

from 30 European countries at the summit. Now we look forward to discussing central questions and concrete proposals on the future of education and training of the career workforce with these key stakeholders. Central questions will relate to the competences that career professionals need, to the connection between practice, policy and academia, and to major research themes, which we need to investigate.

Thanks to our many engaged members, news about our network, our products and projects is being published in various national and international journals. Now our newsletter has turned to be a useful tool for NICE members to co-ordinate their efforts and an opportunity for other career guidance professionals to know more about the NICE network. It makes us proud that for our second issue, we already received news from colleagues from over 15 European countries. We want to create a communication tool that will be continuously improving.

Editorial Board



Lea Ferrari
University of Padova



Nikos Drosos
University of Athens



Monika Kukyte
Heidelberg University



Johannes Katsarov
Heidelberg University

Quality and Sustainability of the NICE Network

What makes NICE a successful network? This issue features a presentation of our quality model for network development and the strategic objectives, for monitoring our progress (pages 2-3).



NICE Working Groups Progress

Here, our working groups report on their aims and activities, allowing readers to get an overview of what is going on in NICE (pages 4-7).



European Summit on the Career Workforce of the Future

On September 3rd & 4th 2014 the European academic network NICE will hold a summit at Canterbury Christ Church University in England (page 8).

News from around Europe

Find news from 15 European countries in this issue of the NICE Newsletter: New degree programs, important policy developments, invitations for cooperation etc. (pages 9-14).

News from European Doctoral Programme in Career Guidance and Counselling

Find news from the ECADOC project and the Symposium at the ICAP Conference in Paris (page 15).

Quality and Sustainability of the NICE Network



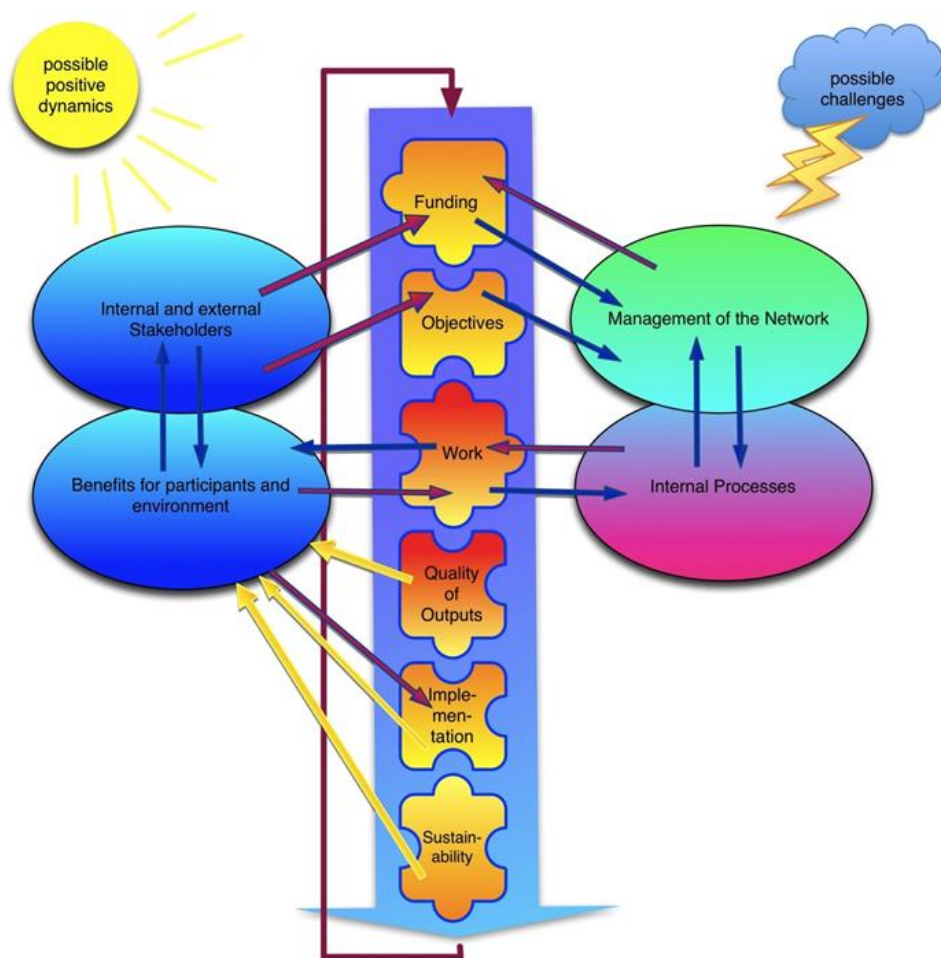
by Monika Petermandl

The working group “Network Quality and Sustainability” comprises Monika Petermandl (AT), Sif Einarsdóttir (IS), Jukka Lerkkanen (FI), Peter Weber (D) and Czeslaw Noworol (PL) and as an external mentor and evaluator, we have now won Alexander Schmidt (AT) as part of our team. We started our work with a kick-off meeting in April 2013. We understand our role as a supporting one: to develop sustainability and quality of our network co-operation in NICE 2.

With this article, we want to introduce our understanding of what makes NICE as a network successful (our Quality Model) and explain the system of strategic objectives, the accomplishment of which we want to monitor throughout the lifetime of the NICE 2 project. In the last part of the article, we want to offer an overview of the findings from our first quality survey, which we conducted in December 2013 and offer an outlook to our future activities.

The Quality Model

Our first step has been to create a Quality Model as a basis for all of our considerations and further actions. This model is on the one hand theory-based and derived from empirical findings on what makes networks strong. On the other hand, the model draws on our experiences from NICE 1 and the explicit goals of our network. The Quality Model distinguishes between the so-called “backbone”, the process how we produce outcomes and implement them in our network, and internal and external conditions, which influence the quality and sustainability of our outcomes. It is important to look at both of these aspects, if we want our network to be successful.



Graph 1: Quality and Sustainability Model for NICE, developed by Monika Petermandl, Sif Einarsdóttir, Nelica La Gro, Jukka Lerkkanen and Peter Weber (April 2013)

The Quality Strategy

The quality model has been decisive for the definition of long-term, medium-term and short-term strategic goals of the working group. Our long-term goal is to develop the sustainability and quality of our cooperation in NICE and our results. Our medium-term goals are expressed in the following statements:

1. Management is a dynamic process, everybody is appropriately involved
2. Backbone: Network and members are supported to achieve outcomes and implementations
3. Internal processes: creating a fruitful collaborative culture

4. Benefits: The outcome has added value for network members and stakeholders and the network members benefit from participating in the network process.

Exemplarily, some of the short-term strategic goals are named in the following list.

Related to management:

- Information is available (clear, easy, complete)
- Communication channels are available and used effectively
- Management ensures that all groups are agreed on work procedures and structures
- Quality group feeds back frequently to management, steering group and work-package groups

Related to the "Backbone":

- The outcomes from Nice 1 and also the current outcomes from NICE 2 are used for developing the work-packages
- Ensure that the outcomes and the quality of outcomes is visible

Related to internal processes:

- Each group has defined their shared norms about their work and collaboration
- All groups make use of the process cycle to set up their work

Related to benefits:

- The network increases the contacts between members and organizations
- When groups plan their work, they consider the benefits for all stakeholders (who are the stakeholders, what are their benefits?)

Support of Quality Assurance

Many of these short-term strategic quality goals have already been put into practice by the network's steering committee, coordination, and the different working groups. We have supported these efforts, particularly by providing the different teams with "Guidelines at the Starting Point" and encouraging them to make use of the process (illustrated by the "Backbone") and to define "shared norms" of their working group.

Monitoring through Quality Surveys

A particular service of our group is the monitoring of whether and how the quality objectives are achieved through periodical quality surveys.

The quality surveys are carried out with a questionnaire, which is addressed to all members of the NICE network, who are participating in NICE 2. The questions focus on the above mentioned short-term strategic quality goals. In particular they relate to the involvement of partners in the networking process, the organizational structure of the network, the communication processes and media, the planning instruments being used in the working groups, the partners' perception of the networking process, the outcomes and benefits of our cooperation, and the quality of leadership and management.

The first survey was carried out in December 2013. The second was conducted in July 2014, and its results will be presented at the Canterbury Summit in September.

Results from the First Survey

About 50% of the registered members contributed to the first survey. This is a quite high quota, considering that many members participated on behalf of their teams, and the steering committee members did not participate in the first survey. In the following, we have summarized the main results:

- A clear majority of the respondents play an active role in the network. The highest involvement of the participants happens in the working groups and at the international conferences. At the time of the survey, Basecamp was only being used by a part of the respondents.
- The organizational structure of the network is considered transparent and useful. But the information flow between the different working groups and between the working groups and the management/steering group might be intensified (with view to a fruitful networking process among the different groups).
- Clarity concerning the working methods, tasks and processes, and the connection of the working groups to the overall NICE 2 work-plan seems to be satisfying.
- The majority of the respondents are content with the available communication media, Basecamp included. Nevertheless, the benefits of Basecamp are not fully acknowledged so far, especially concerning its use in discussions (need of a moderator?). Few members communicate that they are not familiar enough with the tool yet, in order to assess its value and functionality.
- The working groups obviously use and appreciate the planning instruments, which have been offered to them by the Quality Group (guidelines at the starting point, materials for the development of shared values). Some groups have also worked out a roadmap, as suggested by the Quality Group (an open question is whether the roadmaps ought to be disseminated within the network, or whether they are only

meant as a working agreement for the relevant teams).

- A clear majority of the respondents appreciate the networking and co-operation process so far.
- Many state their active participation in monitoring, developing concepts, and providing feedback on the work of others. However, at the time of the first survey, only few activities have been dedicated to research.
- As the working groups are still in the middle of their way, it is not amazing that the satisfaction with the outcome is not yet overwhelming.
- The satisfaction with the leadership and the organization is high.
- Most of the NICE 2 members already participated in NICE 1. A fourth of the respondents state that they are leading a working group or have another leading function within NICE 2.

Outlook to the Future

A summary of both surveys will be presented at the NICE Members Workshop in Canterbury on September 5th, 2014. It will be especially interesting to analyse the development of the cooperation in NICE. Based on the survey results, we will derive a list of open questions and suggestions for quality improvement, which shall be discussed in face-to-face sessions.

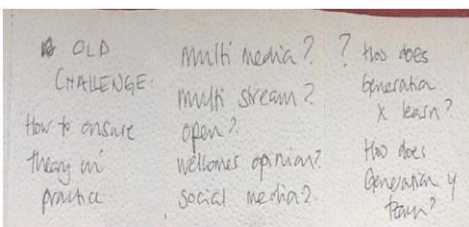
How to promote the sustainability of the NICE network will be a central question, which our working group will address in the future – particularly through the development of a proposal for establishing NICE as a sustainable network.

INTERESTING INFO

- ✓ Check out our website:

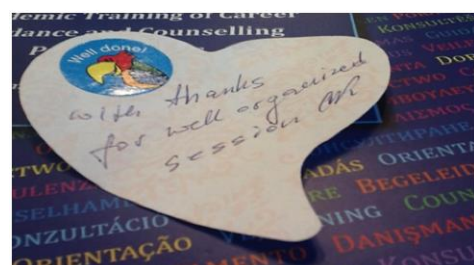
www.nice-network.eu

BRINGING EXPERTS TOGETHER



Conferences

During the NICE 1 and NICE 2 projects, four international conferences have taken place in Czesochowa (Poland), Heidelberg (Germany), Jyväskylä (Finland) and Istanbul (Turkey) up until now.



Working Groups Meetings

NICE 2 consists of a row of projects. The various working groups have regular meetings.

FAST FACTS

86 experts

The NICE network brings together 86 career guidance experts from all over Europe

45 partners

45 Higher Education Institutions are active in NICE, representing various academic disciplines relevant for career counselling – including educational sciences, applied psychology, economics, sociology, business administration, social work and anthropology.

INTERESTING INFO

- ✓ NICE has recently published an article on how guidance and counselling can support student mobility by Sauli Puukari from the University of Jyväskylä.
- ✓ You can download it here:

<http://www.nice-network.eu/349.html>

NICE Mobility Team – Going Mobile



by Jean-Jacques Ruppert

Mobility does not happen without a good reason and therefore it is of the greatest importance that those persons interested in NICE mobility can anticipate that their expectations regarding the mobility experience will be met. Hence, we have come up with the idea of an online catalogue of mobility experiences that would of course vary in contents, form and duration. This online catalogue or database would then provide hosting, sending partners as well as participants with various documents facilitating their mobility experience. A NICE mobility coordinator - possibly a group of NICE partners, would then have the task of “matching” the mobility offers with the demands for mobility.

We have also elaborated a questionnaire that will shortly go out to all the partners. This survey will allow us to gauge the interest for a NICE mobility programme, to gather ideas on possible contents (e.g. thematic, work shadowing), on the duration, on the validation (ECTS etc.) as well as on specific NICE mobility objectives.

Finally, we will present our ideas in detail at the NICE conference in Canterbury as well as the first results of our survey.

Tuning Instruments Groups (TIG)



by Julia Yates

TIG is working on a suite of projects examining how the Common Points of Reference developed in NICE 1 might most effectively be applied in practice.

There are three strands to our activities. The first strand involves listening to student voices, and incorporates two studies. One explores career guidance students’ thoughts about the NICE core competency of Professionalism. The second study takes one particular technique from the teaching learning and assessment resources (TLAR) and asks whether this particular pedagogical approach (learning by teaching) has a positive impact on career coaching students’ learning of career theories.

The second strand from TIG highlights the use of psychometric tests within career guidance practice and aims to identify a range of effective psychometric tools that practitioners can use with clients.

In the third strand, the group are putting the spot light on quality, developing a checklist, based on the NICE CPR to guide trainers looking to quality assure their career guidance training programs. We are looking forward to presenting the findings of these studies in Canterbury.



Photo 2: Mobility Meeting in Brussels, March 2014, featuring Monika Kukyte, Jan Woldendorp, Sauli Puukari and Jean-Jacques Ruppert (from left to right)

Developing European Competence Standards



A report on the work of the consistent tuning model team, by Johannes Katsarov, Jukka Lerkkanen, Jacques Pouyaud and Kestutis Pukelis

From November 21-22, 2013, the members of the "Consistent Tuning Model" team came together in Kaunas (Lithuania) to work out an idea of how we define common European Competence Standards for academic training in career guidance and counselling. Building on the common points of reference from NICE 1 (2009-2012) we had set out on a journey to define different levels of competence for acting in the NICE Professional Roles and elaborate these in modules which can be used for the development and comparison of curricula in our field.

The workshop in Kaunas was not only filled with hard work, but also very enjoyable, and all guests of Kestutis Pukelis left Lithuania with very nice memories, (in alphabetical order): Bernd-Joachim Ertelt (DE), Johannes Katsarov (DE), Jukka Lerkkanen (FI), Jacques Pouyaud (FR), Ivan Prelovský (SK), and Hazel Reid (UK). Several other meetings followed this workshop, as we will describe below.

One of our general agreements from Kaunas is that different people who deal with career guidance and counselling in different ways need different levels of competence. Therefore, the goal of our project is to set **minimum competence standards** for the people practicing career guidance and counselling, depending on the type of career service they offer. By a minimum competence standard, we mean a minimum expectation relating to the measurable performance of people in their relevant role or function. Such a standard can act as a benchmark to professionalize career guidance and counselling, to elevate the level of training around Europe

and to enable the mutual recognition of degrees and competences in the field of career guidance and counselling around Europe.

However, to avoid misunderstandings: We do not aim to "standardize" one or two degree programs in our field throughout Europe, nor do we wish to inhibit our freedom of designing customized degree programs with different points of specialization. Our framework shall be useful for different types of academic training in career guidance and counselling, and will be designed in such a way that it can be used flexibly for different types of academic training, including undergraduate diplomas, Bachelor and Master degrees, postgraduate certificates, and doctoral training.

In the concrete proposal, which we will present in Canterbury in September 2014, we describe different "professional functions" for the different NICE Professional Roles (NPRs) and ascribe them to three "levels of competence". We see the need to determine these three different levels of competence in relation to the actual need for career professionals, which is three-fold, based on our research. **All three levels are equally important for society and for people to receive excellent career services** – the distinction between the three levels only relates to the degree of competence, which their different professional functions require in relation to questions of career guidance and counselling.

The lowest of these competence levels relates to the people who clients with career-related

questions typically approach first. They primarily practice another vocation themselves (e.g. as administrators, psychologists or teachers), but need to be able to give good career advice (which is why we call them **Career Advisors**). Next to offering career advice, people at this competence level should be able to identify people, who would benefit from accessing professional career guidance and counselling services. This relates to the second level of competence, which is needed by people who specialized on offering career guidance and counselling, whom we call **Career Guidance Counsellors** (or Practitioners). Whereas the Career Advisors offer some career advice in addition to their normal roles in society, CGC Practitioners concentrate on offering professional career services. The highest level relates to people, who have specialized themselves on one of the NICE Professional Roles. As different types of **Career Experts**, e.g. "Experts for Career Assessment and Information" they commit themselves to particular questions as research, training and development, career policy, or the management and evaluation of large career services.

Within this article, we want to describe the **work process of how we have arrived at this concept** and thank all of the colleagues with NICE for their commitment to this project.

A central realization from our workshop in Kaunas was that the development of European Competence Standards would be a complex process full of political, scientific and communicative challenges, and that it would need to involve a higher amount of personal interaction than we had originally foreseen. Therefore, our next step was to present our concept and our roadmap for the development of the European Competence Standards to the **NICE Steering Committee**, which came together in Mannheim (Germany) from January 16-17, 2014. The steering committee members agreed to support our initiative for a higher involvement of NICE members at two further workshops. In addition, the participants of this meeting, including Jean-Pierre Dauwalder (CH), Bernd-Joachim Ertelt, Laura Nota (IT), Monika Petermandl (AT), Hazel Reid, Christiane Schiersmann (DE), Raimo Vuorinen (FI), and Peter Weber (DE) contributed a number of conceptual proposals to the project, which we used to improve our approach.



Photo 3: Celebrating Lithuanian Beer in Kaunas (Nov. 2013), featuring Ivan Prelovský, Kestutis Pukelis, Jacques Pouyaud, Jukka Lerkkanen, Hazel Reid, and Bernd-Joachim Ertelt



Photo 4: Participants of Levels Workshop in Bordeaux (March 2014), featuring Johannes Katsarov, Christine Lagabriele, Valérie Cohen-Scali, Koorosh Massoudi, Alain Kokosowski (top), Jacques Pouyaud, Jean-Jacques Ruppert, Anne Chant, and Hazel Reid.

With the support of the steering committee, our strategic goal for Canterbury Conference (September 2014) was clear: We would define the most central professional functions for each NICE Professional Role and assign them to one of the three levels of competence (originally, we had foreseen four levels, actually). In addition, we decided to define a competence description for each of these professional functions, as a key learning outcome, which can be used for the development of curricula and assessment criteria to measure achievement of appropriate competence level. In order to reach this goal, we organized two parallel workshops in March 2014, where two independent groups worked out all functions and competences for all levels of competence in all of the NICE Professional Roles. We chose this approach so to overcome the danger of groupthink and to come to outcomes that are more objective. Therefore, it was already a clear part of the plan that we would harmonize and integrate the results of both teams in May 2014, when the project coordinators came together in Heidelberg.

Both of the workshops in Bordeaux, France (hosted by Jacques Pouyaud and Christine Lagabriele) and Bratislava, Slovakia (hosted by Laura Gressnerová and Ivan Prelovský), were successful in defining full sets of professional functions and competences, applying the same methodology. At the **workshop in Bordeaux**, the hosts welcomed Anne Chant (UK), Valérie Cohen-Scali (FR), Johannes Katsarov, Alain Kokosowski (FR), Koorosh Massoudi (CH), Hazel Reid and Jean-Jacques Ruppert (LUX). At the **workshop in Bratislava**, the hosts welcomed Bernd-Joachim Ertelt, Lenka Hluskova (CZ), Jukka Lerkkanen and Kestutis Pukelis. In May,

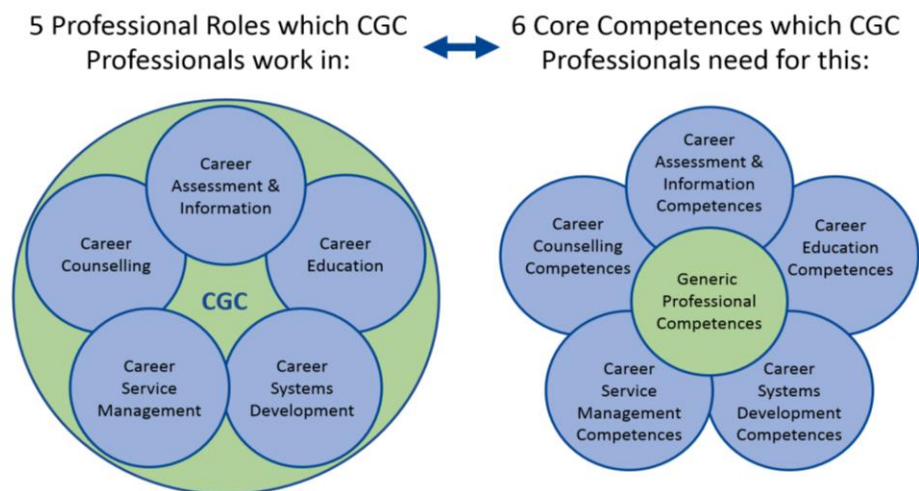
Johannes Katsarov, Jukka Lerkkanen, Jacques Pouyaud and Kestutis Pukelis – as the coordinators of the project – then harmonized the outcomes of this workshop, and discussed them with the other members of the **Tuning Coordination Group**, Sif Einarsdóttir (IS), Rachel Mulvey (UK), Christiane Schiersmann and Peter Weber.

One of the central outcomes of harmonizing the professional roles and the competences was the insight that we only need **three levels of competence**, instead of the four levels, which we had originally foreseen. For several months, we had agreed that there are two parallel tracks, that of “academic experts”, who focus on research and training in the field of career guidance and counselling, and that of “expert practitioners”. In the process of harmonizing the different levels, we concluded however that a differentiation between the academic and the practical orientation of Career Experts did not make much sense, but that both needed a high level of competence for research and training, among others. For this reason, next to others, there is a sixth field of professional functions and competences included in the model, next to the five fields, which relate to the NICE Professional Roles. This field, called “Generic Professional Competences”, relates to aspects that belong to the overall professional identity of the relevant competence level, but which cannot be allocated to one of the professional roles only.

At the Canterbury Summit, we want to discuss the draft for European Competence Standards

with all of the present stakeholders, to learn in which ways it might need to be developed further. We are also inviting interested stakeholders to comment on the draft until November 15, 2014 through an **open consultation**, which will also be published via the NICE website www.nice-network.eu. There, a **detailed introduction** to our concept can be found, also, including our **proposal for competence standards**.

Of course, a product like competence standards will never be “finished”, so we will be dealing with a living document that needs to be revalidated every couple of years. However, we aspire to take the development of the competence standards further in the future too, and use them as a basis for identifying concrete learning outcomes for each of the competences in terms of values and attitudes, skills and knowledge, but also in terms of suggestions for assessment criteria, teaching and learning methods, recommended literature and teaching resources etc. We hope to discuss these ideas with NICE colleagues in Canterbury, when we all meet again and look forward to the summit!



Graph 2: The Updated Version of the NICE Professional Roles and the NICE Core Competences (August 2014)

Online Database and Dissemination Group



by Lea Ferrari

At the beginning of March 2014, the members of the online database and dissemination group met in Padua, Italy, to develop a concept for a new website of the NICE network. Lea Ferrari (IT) hosted the workshop, in which Nikos Drosos (GR), Johannes Katsarov (DE), Jaana Kettunen (FI), and Monika Kukyte (DE) participated.

After an analysis of the current website's limits, we explored some good examples and ideas, for how the network's visibility could be improved, and finally developed a concept. The most important reason, why we want to build a completely new website, lie in the central features, which we want to give our new website.

In terms of the structure and design of the new website, we want to...

- Give the website a more friendly and modern look, which suits the spirit of our network,
- Give it a responsive design (that adapts to the device, from where it is accessed, e.g. PC, tablet or smartphone),
- Make it more user-friendly, particularly by increasing its speed,
- Make it easier to find the most important contents and products, considering different groups of potential users (mainly researchers, trainers, career professionals, policy-makers),
- Increase the functionality of the website and our autonomy of developing it further in the future, and
- Connect the website with different social networking services (like SlideShare and LinkedIn).



Graph 3: Only one Example of the Creative Work in Developing a Concept for the New NICE Website (March 2014)

In terms of contents, the new website will also be more attractive and up-to-date. For example, we want to give each working group a space to represent themselves, e.g. with member profiles. Also, we will integrate a map of Europe, in which all members of NICE can be found geographically. A central part of the new concept will be a dedicated news section, which will connect with the NICE Newsletter, but also offer recent news on a more frequent basis.

Our next steps

Currently, we are working to realize the new website, thoroughly test its functionality and usability, and fill it with content. The plan is to have it up and running with all of its main features by October 2014.

Until then, we will already collect all of the relevant contexts from NICE partners, so that it will be fully populated, when we go public. A part of the new contents have already been realized on the current website at www.nice-network.eu.



Photo 5: Participants of the Database Workshop in Padua (March 2014), featuring Lea Ferrari, Monika Kukyte (top), Johannes Katsarov, Jaana Kettunen and Nikos Drosos (bottom)

European Summit on the Career Workforce of the Future



by Hazel Reid and Anne Chant

On September 3rd & 4th 2014 the European academic network NICE will hold a summit at Canterbury Christ Church University in England. Key figures from all partner countries will discuss central issues around the education and training of people in the practice of career guidance and counselling.

At a time of economic and political change in Europe and beyond, enabling citizens to engage successfully with the world of work has never been more important for the economies of nation states and for individuals. The education and training of those who will guide individuals and who will advise the process of policy-making is therefore also crucial.

Keynote speakers Dr Gideon Arulmani and Professor AG Tony Watts will open the summit illustrating the challenges that lie ahead of us and pointing to some changes, which might be necessary in the future. Dr Arulmani, founder of the Promise Foundation

in Bangalore, India, will enable delegates to consider issues relating to the migration and mobility of workers across the globe.

Professor Watts, international policy consultant on career guidance and career development, will explore challenges to the roles and professional development of careers professionals. These speakers will thereby focus delegates on the challenges that careers professionals face in enabling their clients to engage in a complex and rapidly changing labour market, and how their education and training must evolve.

The goal of the summit will be to actively discuss concrete proposals on the future of education and training for the career workforce with key professionals, policy makers, researchers and educators from all of the NICE member states. Central questions will relate to the competences that different types of career professionals (and people from related professions) need, to the cooperation between practice, policy and academia, and to major research questions which we need to concentrate on in the future. A publication in which we will introduce the NICE memorandum, a draft for European Competence Standards and an overview of current research activities in Europe will be produced ahead of the summit. This digest will contain the main materials to be discussed at the summit, and be distributed online for other interested stakeholders to learn about the current activities of NICE.

The summit will be split in two parts; during the first two days delegates from inside and outside the network will work in mixed and

stakeholder groups to develop innovative solutions to the challenges ahead. They will explore the extensive work of NICE as illustrated in the NICE memorandum and agree how this can be taken forward by all nation states and stakeholder groups. The following two days (September 5-6) will be a time for NICE members to take forward the work of the summit. All working groups will have the space to present their work, engage with others, get feedback, and understand how everything fits together – for instance in the edition of the next NICE Handbook. Additionally, the future of NICE as a network will be an important topic. By the end of these two days, the members will establish a vision for the future of our network, and plan for the third phase of funding from the European Commission.

This is a significant event in the future of careers professions in Europe and it is important that there is a fair representation of different countries and stakeholder groups. Participants are therefore being personally invited by members of the network and will include key decision makers and representatives of professional bodies, practitioners, academic and research institutions, service users, policy makers and managers of services.

For more information, please contact:

Dr Hazel Reid, Chair of the Summit,
Canterbury Christ Church University
(hazel.reid@canterbury.ac.uk)



Photo 6: Canterbury's Old Town (Open Access Photography)

News from around Europe

News from Denmark



by Rie Thomsen

Broadening and situating the perspective with NICE core competences.

For most of my talks and presentation I show the NICE core competence model as part of the introduction. In Denmark, the model has become known as the NICE model or the NICE flower. Firstly, I use the model to help myself and my listeners to keep in mind how broad career guidance is, and consequently how diverse functions and roles a practice contains and sometimes it is even every individual career guidance counsellor who are shifting between those roles during a working day. That requires a range of very specific but also diverse competences. Secondly, I use the model to situate the talk I am giving that day. Often my talks are in the area of social systems intervention, career education of career counselling with groups. To situate my topics within the model help me to place my research and results in a very rich and broad research field and to relate them to functioning in career guidance practice as it is practiced every day in Denmark.

News from Switzerland



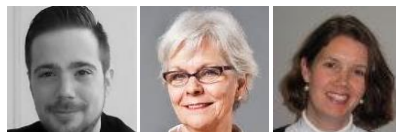
by Jerome Rossier

The career counselling and vocational psychology team of the Institute of Psychology of the University of Lausanne is very pleased to announce that Andreas Hirschi, an assistant professor in our team, has been appointed as a full professor in work and organizational psychology at the Institute of Psychology of the University of Bern.

His nomination will give us the opportunity to strengthen our research collaboration with the University of Bern, as well as our collaboration for the training of Swiss career counsellors. We are also very happy to welcome Jean Guichard (INETOP, CNAM) who has agreed to teach a course in "counseling psychology" to our students currently enrolled in a Master program in vocational guidance and career counselling psychology. He has also agreed to teach this course next year with short contributions from Valérie Cohen-Scali (INETOP, CNAM) and Jacques Pouyaud (University of Bordeaux).

I would also like to mention that the "Handbook of the life design paradigm: From practice to theory, from theory to practice" will be published in summer 2014 by Hogrefe with numerous contributions from NICE members such as Jean-Pierre Dauwalder, Jean Guichard, Andreas Hirschi, Laura Nota, Jacques Pouyaud, and many others.

News from the Netherlands



by Tim Theeboom, Annelies E.M. Van Vianen and Bianca Beersma

In April 2014, the first master level course on coaching psychology in the Netherlands was launched at the Work and Organizational Psychology Department of the University of Amsterdam. After a selection process in which students had to demonstrate both their ability and motivation, twelve ambitious students participated in a course in which they developed their understanding of the theoretical mechanisms underlying coaching and counselling, as well as several practical competencies. During the 9 week course (6 ECTS), students participated in weekly workgroups (case-based learning), prepared workshops on coaching competencies and practiced these same competencies outside the university context (peer-coaching). With regard to the competencies outlined in the

NICE project, they developed competencies on both EQF level 6 (advisor) and 7 (practitioner) in the areas of career counselling, career service management, career systems development and generic professional functions. All students passed the course, and more importantly, reported to have had a very enjoyable and valuable learning experience that contributed to their development of career management professionals.

News from Norway



by Torild Schulstok, Peter Plant and Peter Weber

A new M.A. Program in Norway

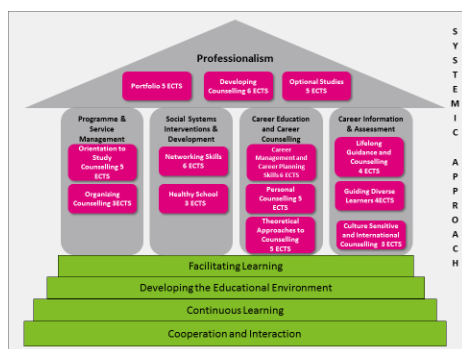
The Norwegian Ministry of Education and Research and VOX (the Norwegian Agency for Lifelong Learning) plan to establish a new Master Program for Guidance and Counselling in autumn 2014 together with two Higher Education Institutions, the University College of Lillehammer and the University College of Buskerud and Vestfold. From May 8-9, 2014 the partners of this newly established programme invited a group of experts from Denmark, England, Finland and Germany for a two-day workshop in Oslo to discuss relevant topics for the establishing of this programme, e.g. on the planned curriculum, learning formats and especially on the cooperation of different institutions running such a programme together. This occasion of fruitful exchange brought all participants interesting insights and helped to reflect the status of the ongoing development and open questions.

News from Finland



by Jukka Lerkkänen

Jyväskylä University of Applied Sciences (JAMK) has become one of the very first NICE partners to modify the counsellor education (60 ECTS credits) to be based on the NICE Core Competences. The first group of students following this curriculum began their studies in May 2013. The learning outcomes have been promising and the first evaluation report will be published in the end of 2014. The structure of JAMK Teacher Education College's curriculum can be seen in Graph 4.



Graph 4: The counsellor education curriculum of Jyväskylä University of Applied Sciences (August 2014).

The other NICE implementation is within the VALA network (Nordic and Baltic network for higher education institutes in guidance and counselling). This network was established by members of NICE and the University of Iceland has been the key-partner. This network has organized two conferences (Reykjavik 2012, Malmö 2013) with two development work packages developing curricula. In addition, the staff and student exchange has been promoted. In the summer 2015 the network will provide the first summer school (5 ECTS credits) in Jyväskylä, Finland. This summer school will focus on the use of ICT in guidance and it will be organized by University of Jyväskylä, Finnish Institute for Educational Research and JAMK, Teacher Education College.

News from Turkey



by Salim Atay

“Eurasia’s Biggest Career Summit”. ITU Career Summit’14 was organized between 26-28 February on behalf of Istanbul Technical University (ITU) Career Center. More than 30.000 visitors and more than 80 international companies attended in the summit. As the director of ITU Career Center, Salim Atay executed the program and Peter Weber and Jean-Jacques Ruppert participated in the summit as keynote speakers.

With our motto “Touch the Talent”, the summit included many different programs:

- Career Fair at 6 different locations of ITU. More than 30.000 Visitors, 80 Companies and 22 Student Unions
- National Career Centers Workshop. More than 96 academicians and Career Center staff from 66 different universities, 100 Job and Vocational Counsellor
- Network Hours. Participation of more than 52 academicians and 45 company representatives
- Job and Apprenticeship Interviews. More than 90 different interview sessions (group and individual) at ITU campuses
- Case Studies and Workshops. 34 case studies and 24 workshops by participant companies
- Student Project Market. ITU students’ projects were visited by more than 1.000 high school students



Photo 7: Presentation at the ITU Career Summit, featuring Peter Weber, Salim Atay and Banu Cirakoglu (from left)

During the program, Peter Weber performed a presentation about the NICE network and offered some conceptual thoughts and the training of career counsellors at the Heidelberg University. Furthermore, in National Career Centers Workshop, Jean-Jacques Ruppert shared his experience about Career Guidance & Counselling and Practices around Europe.

Finally, Salim Atay gave information about ITU Career Center activities, Turkish translation of NICE Tuning Handbook and concluded the workshop by discussing future steps for Career Counselling at the Turkish Universities. More than 96 academics and career center staff from 66 different universities and 100 career counsellors working at the Turkish Employment Agency participated in this workshop.

News from Slovakia



by Stefan Vendel

Stefan Vendel from University of Presov, Slovakia was invited as a speaker at the international conference “Education of Career Counselors” held on April 29th, 2013 at Constantine the Philosopher University in Nitra, Slovakia. He informed about the NICE Core Competences and the Roles of Career Counsellors as defined in the Tuning Handbook in his speech: *Competences for Career Counseling in EU and USA*.

Link to conference programme: http://web.saaic.sk/nrcg_new/doc%5C130429_Nitra%5CPozvanka_Nitra-29-04-2013.pdf



Photo 8: One moment of the international conference in Presov

News from Sweden



by Anders Lovén

The articles from the NICE Handbook and especially the figure of different competences areas have been used in many different courses and educational activities. In the training (three year Bachelor) of career counsellors the NICE products have been introduced and used for reflections and discussions. As a part of further training (usually 5 days) for experienced career counsellors the same materials have been used. One way of using the competence areas is to let the counsellors fill in how they use their time connected to the different parts (career counselling, career education etc.) and in the next part how they want to use their time. That opens up for a thrilling and rewarding discussion. The materials have also been used in one-day lectures for counsellors in different school organizations; also in Norway. Overall, many counsellors in Sweden now have a picture of what's going on in the NICE project.

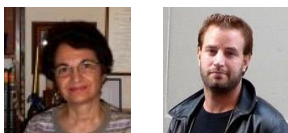
As a part of international exchange, we have had cooperation with University of West Scotland (student exchange) and University of Mannheim (staff meeting and exchange). The

Key themes of the seminary included the analysis of competences and training curricula for career professionals. NICE members Elena Fernández, Luis Sobrado and Cristina Ceinos (University of Santiago de Compostela) held a symposium, introducing the NICE Curriculum Framework as a basis for the development of degree programmes in vocational and educational guidance. Likewise, other professors from the same university, Rebeca García, Miguel Nogueira and Ana Couce, participated in a symposium on the role of scientific journals as a means of dissemination research on guidance and in the elaboration of the seminary conclusions.

An important conclusion of the seminary was that the closeness of the NICE Professional Roles and Core Competences to types of guidance intervention allows for applying the model to various contexts, and for identifying strength and weakness in the professional performance in each of them. This will help to project guidelines for the initial training (which must be common) and continuous formation of guidance professionals to enable their occupational performance and mobility.

For more information, please visit the website: <http://www.gufoi.ull.es/red/index.php/v-seminario-ripo>

News from Greece



by Despina Sidiropoulou-Dimakakou and Nikos Drosos

The PanHellenic Association for Psychosocial Rehabilitation and Work Integration (PEPSAEE) organized the "Bridges for Employment: Work integration of people from socially vulnerable groups" Conference that took place in Athens on the 18-20 of June with more than 150 participants. Bob Grove, former Joint Chief Executive of the Centre for Mental Health in London, and Maria Eduarda Duarte, President of the Counselling Psychology Division of the International Association of Applied Psychology, were the keynote speakers. The conference was part of the "Bridges for Employment" project. It includes the development of a methodology

for employment counselling, particularly for supporting people with mental health problems. As part of the project, a pilot was conducted with 15 employment-counselling offices, 60 people with mental health problems received training and employment support, and a network for mental health was set up with 26 free market enterprises. The conference gave the participants the chance to discuss several issues regarding work integration, employment counselling, and supported employment of people from socially vulnerable groups.

The Career Counselling Research and Assessment Center of the University of Athens also organized a 100 hours training seminar on new tools and methods of career assessment. The participants (30 career counsellors) had the chance to test several psychometric tools, and discuss their practical applications.

At this event, Despina Sidiropoulou-Dimakakou and Nikos Drosos, members of the NICE network, presented the "ARIADNE-Career Interests Questionnaire", a new career-guidance instrument designed to facilitate Secondary Education students' decision making regarding their educational and career future. ARIADNE is a state-of-the-art, valid and reliable psychometric tool, designed to correspond Greece's and Cyprus' educational system and current labor market. It is an online-computerized questionnaire and it provides scores for 16 occupations' categories. It is, also, an adaptive questionnaire and it can provide scores for 30 occupations' sub-categories. The European University of Cyprus offers "ARIADNE" for free to all secondary education students in Cyprus, in order to help them in their career decision making process.

News from Spain



by Luis M. Sobrado Fernandez

ELPGN glossary has also been translated to Swedish by Mia Lindberg and is going to be spread out to Swedish counsellors.

From the 20-21 March 2014, the Fifth National Seminary of the Spanish Interuniversity Guidance Professors Network meeting was celebrated with the participation of guidance professors from 16 Spanish universities.

News from the Faroe Islands



by Sif Einarsdóttir

Breaking the waves: Developing a new program in the Faroe Islands

The common points of references, especially the Nice Core Competences, the Curriculum Framework and the Professional Roles were used to help develop a new 60 ECTS postgraduate program at the University of the Faroe Islands. The competences were useful in

deciding what to emphasise in this one-year programme, based on the most pressing needs for career guidance and counselling in the Faroese society and taking the students educational and occupational experiences into account.

The programme is unusual because large part of the teachers has to be recruited from abroad. The NICE curricular framework provided an important common benchmark and language to discuss the curriculum, in particular what to include and what to leave out. The NICE Professional Roles were used to introduce the question of professionalism to students to explore current practices. This discussion was helpful for refining the program and its curriculum further. Most importantly, the common points of references help providing a solid foundation for the program development and the visual presentations, and descriptions provided a good overview of issues and tool for communication and discussion with all parties involved.

News from the Nordic countries



by *Sif Einarsdóttir*

Broadening horizons: Comparing programs in Nordic countries

A network of career guidance and counselling programs in the Nordic and Baltic countries called VALA has used the NICE Core Competences in a systematic way to compare the involved programs. The major aim of the project is to jointly develop their training curricula, so to better prepare career counsellors and guidance workers in the Nordic and Baltic countries for the diverse clients they need to work with. A central focus is on the education of those that work with adults because historically career guidance and counselling has worked more with children and youth in the Nordic countries.

The results of the comparison indicate where the programs differ. They were used, along with other information, to write an integrative summary comparing the career guidance and counselling programs. A report on historical

development of programs and this systematic comparison were used as a foundation for formulating a common vision for the future, too. VALA participants also use the information from the comparison to decide whom to visit through a mobility project, if they want to learn about specific parts of the curriculum in other programs. This is possible, because the report indicates where the different programs have their strong points.

News from Italy



by *Laura Nota and Lea Ferrari*

The Larios laboratory (Laboratory of research and intervention for career designing) of the University of Padova, coordinated by Laura Nota and Salvatore Soresi has launched the post graduate master course titled 'Counselling in school, career construction and work contexts'. This course aims to prepare counsellors to perform three different functions: managing difficult situation in schools in an inclusive way (learning difficulties, disability, relational problems) managing difficulties in career designing and counselling (with adolescents and adults; with attention to adaptability, career preparedness, optimism, hope, resilience and time perspective); managing difficulties at work (counselling and career management; attention to work stress, work well-being, unemployment and underemployment, stereotypes toward vulnerable people, work inclusions).

This course is based on the reflections done inside the NICE, the ESVDC and the Life Design International Group, and also into the University Network on Counselling that was founded in 2013 in Italy. This network includes 30 universities and aims to promote a shared vision of higher education in counselling in the national context, as well as public and at university level.

The numerous working days of the network focused the idea that counselling represents a professional function that could be delivered in multiple contexts and for diverse typologies of clients, and that it doesn't make sense in our days thinking to a standard professional profile. In fact the functions of counselling require multidisciplinary approaches, languages, instruments, and strategies that

have to be coherent with the diverse kinds of experimented discomforts and difficulties (scholastic, communitarian or working ambits, for example) in which the diverse functions of counselling are implemented.

For this reason also the training may not be standard, but it requires strong forms of personalization that take into account, on the one hand, the different stories of the participants (previous education), but also and above all, their aspirations and career design, and working environments in which they wish to practice or practice the acquired skills. The type of training that it has been planning therefore evolve around the combination of people x contexts x kinds of discomfort x nature and methods of counselling.

At the University of Padua the first training developed under the network will start, even in order to verify the effectiveness of the model, also in terms of employability of the participants and usefulness of the services that may be provided by professionals.

News from Hungary



by *István Kiss*

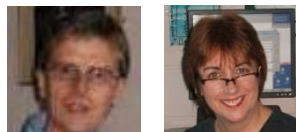
A new Hungarian program is developing – A first example for peer learning practise

In Hungary, three Universities (University ELTE, Gödöllő University and University Debrecen) are developing new study programs at BA level with the focus on career guidance and counselling. All of the involved universities have a long tradition in counselling studies, but with differences in their central focus. Now they intend to develop a shared curriculum that will be offered at all of the Universities. This process obviously can make use of the different strengths of the involved persons and the experience from former programs, which can lead to synergies and better outcomes.

From May 22-23, 2014, the NICE Peer Learning Group visited Budapest and Gödöllő. In a fruitful workshop, questions concerning core competences, contents, target groups and other topics were discussed, with colleagues from Iceland, Germany, Slovenia, Lithuania and Norway sharing their experience and thoughts with the colleagues from ELTE and Gödöllő. As a result of the

workshop, all participants expressed their interest in using the NICE common reference points in the future, and voiced their interest in engaging in further peer learning for exchange and cooperation.

News from Scotland



by *Graham Allan and Janet Moffett*

Developing a Qualification Benchmark in Scotland: Use of the NICE Core Competences

Many undergraduate and some Postgraduate/Masters qualifications in the UK are based on what is termed a Benchmark Statement. These are published by the Quality Assurance Agency for Higher Education (the QAA). These statements contain the key knowledge and skill core competences for a particular qualification or discipline, in our case for career guidance and development and are used for a variety of purposes. Primarily they are an important external source of reference for higher education providers when new programmes are being designed and developed in a subject area. They provide general guidance for articulating the learning outcomes associated with specific programmes but are not a specification of a detailed curriculum in the subject.

Scotland has had a Benchmark for a Masters-level Qualification in Career Guidance and Development since 2007. Benchmarks are normally written by a representative group, consisting of employers, academics and professional bodies and require to be updated on a regular basis to ensure their currency and validity. Given that we had an existing Benchmark from 2007 which was due to be revised, and given our involvement in the NICE project and that we were about to undertake a review of our Career Guidance and Development programme here at the University of the West of Scotland, we decided to bring all three of these factors together and re-write our Benchmark making use of the NICE Core Competences and use the results to inform the learning outcomes of our revised programme. This has resulted in a Benchmark of eight sets of Standards which incorporate: ethics and professional practice, career

development theory, career guidance practice, career guidance policy, career related information and learning, partnership working, labour market intelligence and career guidance research. We have ensured that the five NICE Core Competences are represented in these eight Standards.

The Career Guidance programme at the University of the West of Scotland

The Career Guidance programme at the University of the West of Scotland underwent a major review in April 2014. This review has given us a further 6 years of 'life' and allowed us to demonstrate the contribution that our involvement in the NICE project was making to the success of our programme. For example, we used the NICE competences to redesign our course content, particularly those relating to professionalism, career education, career counselling and ethics.

Our review was undertaken by a team of internal and external experts and we were delighted that Sif Einarsdottir, our Icelandic partner, was able to join us as an external colleague. Sif made a significant contribution to the discussion and helped us to demonstrate that we are promoting 'internationalisation' and 'innovation in teaching and learning' by working with and supporting our students. Looking ahead we would like to have at least one of our future external examiners from one of our NICE partners ... **is anyone interested in joining us?**

News from France



by *Jacques Pouyaud*

Bordeaux – Internationalization and development of a joint modules

The University of Bordeaux and its College of Human Sciences see it as a priority to open their curriculum for international cooperation. As of January 2014, the master degree "organizational, working and counselling psychology" has obtained a three-year funding to develop a new frame for its curriculum linked with European standards

(European competence descriptions for organizational psychologists and counselling psychologists).

In this project we would like to use the NICE competence framework to develop some training modules that we could share with other universities. For example, the project could be used to offer modules of 6 or 9 UE credits, based on 2 or 3 of the NICE Core Competences. Each partner could propose in his curriculum and exchange via online courses, and/or staff and student Erasmus mobility. The main idea is to organize, with the help of the NICE Peer Learning team, the NICE Mobility Team, and the NICE Consistent Tuning Model group, a specific group of volunteer partners, which would be able to work on the development of such training modules, and jointly implement them. We have planned to constitute this group and work on modules in 2015, and begin implementation in September 2015, January 2016. For the moment, we are making a call for partnership and ask everyone interested to contact us.

News from Finland



by *Rachel Mulvey*

At the invitation of Jukka Lerkannen, Raimo Vuorinen and Jaana Kettunen, Rachel Mulvey headed north to Finland where she delivered three distinct presentations in April. Common to all of them was reference to the NICE CPR with specific consideration of the role of Professionalism.

First stop was a workshop with 50 career professionals in training at the Jyväskylä University of Applied Sciences (JAMK). This interactive session investigated transferable employability skills and really got the students thinking about their own skillset and mindset – and of course that of their clients.

In Helsinki on the 28 April 2014, Rachel and Jukka together delivered the keynote at the Finnish National Board of Education annual conference for career counsellors and teachers; around 130 delegates from all over

Finland. The joint focus here was on the Youth Guarantee Initiative, asking *What does policy mean for career workers' roles?*

Although recorded in the Finnish Institute for Educational Research at University of Jyväskylä, Rachel's webinar '*Professionalism: the common competence which binds the career workforce in effective practice*', was streamed worldwide. Sponsored by the European Lifelong Guidance Policy Network (ELGPN) and the International Association of Educational & Vocational Guidance (IAEVG/AIOSP) the event, including global Q&A can be freely accessed here: <https://moniviestin.jyu.fi/ohjelmat/erillis/ktl/evokes/professionalism>.

News on the PES to PES Dialogue of the European Commission



by Lukasz Sienkiewicz

Publication of the Analytical Paper 'European reference competence profile for PES and EURES counsellors'

European Public Employment Services (PES) face new challenges attributed to their changing role successfully implementing the EU 2020 strategy, which influences the job requirements for employment counsellors.

In view of this challenge, a European reference competence profile for PES and EURES counsellors has been developed. The aim of this paper is to describe and confirm core operational competences to serve as both a manual and reference tool PES in their recruitment and training of employment counsellors. The content was developed and agreed with public employment services (PES) and reflects comments from the EURES working group on training.

The Analytical paper divides this profile into three corresponding competence areas:

1. Foundational competences represent general practitioners' values and skills that are relevant to a number of different tasks and situations.

2. Client interaction competences (working with jobseekers and employers) represent the broadest area of competences, linked to the major tasks performed by employment counsellors on a daily basis.

3. Supportive competences (systems and technical) represent both competences to deal with technological aspects of the work (ICT) as well as service and country-specific competences.

These three major areas aim to represent the scope and diversity of tasks, which employment counsellors deal with. The full paper is available to read and download on the PES to PES website:

<http://ec.europa.eu/social/keyDocuments.jsp?pager.offset=0&langId=en&mode=advancedSubmit&policyArea=0&subCategory=0&year=0&country=0&type=0&advSearchKey=pesrepts&orderBy=docOrder>

The paper was produced by Łukasz Sienkiewicz, Warsaw School of Economics, in collaboration with the project coordinator from the European Commission, DG Employment, Social Affairs and Inclusion, in cooperation with Raimo Vuorinen (the European Lifelong Guidance Policy Network), and with the support of ICF GHK and the Budapest Institute.

News from ELGPN



Shared by Raimo Vuorinen

Guidance highlights in the EASQ public consultation results

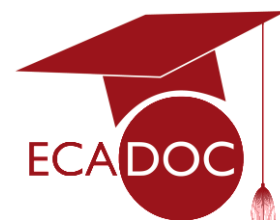
In April 2014, the ELGPN submitted a Position Paper to the European Commission public consultation on the European Area of Skills and Qualifications (EASQ). Coinciding with the public consultation, a special Eurobarometer survey was also conducted.

The results and implications of the consultation and the Eurobarometer survey were presented and discussed at a conference in Brussels on 17 June 2014.

Of special interest to the guidance community are two findings highlighted in the Result of the Public Consultation document:

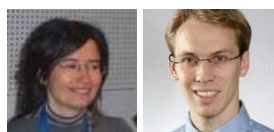
- The findings indicate that “[t]here [is] a strong agreement on the importance of high quality and independent guidance services at all levels of education and employment, including from early stages, in order to reduce early school leaving or drop out and to foster employability. Labour market actors should have an active role in the provision of guidance services to help overcome skills mismatches.”
- The consultation “[r]espondents also pointed to the essential role of guidance and guidance services in promoting access to relevant information...”

More information about the Eurobarometer and the consultation can be found at http://europa.eu/rapid/press-release_IP-14-685_en.htm



European Doctoral Programme in Career Guidance and Counselling

Symposium on Doctoral Education in Career Guidance and Counselling



by Laura Nota and Johannes Katsarov

On July 10, 2014, the European Doctoral Programme in Career Guidance and Counselling held a first symposium at the ICAP Conference in Paris. The symposium was invited by the European Society for Vocational Designing and Career Counseling (ESVDC), which has launched the project together with NICE, and was chaired by Laura Nota.

The symposium focused on a variety of questions and approaches related to doctoral training and research in our field. After an

introduction of ECADOC and the upcoming summer school by Laura Nota (IT), Jean-Pierre Dauwalder (CH) talked about some of the strategic challenges related to a doctoral programme in our field. Next, Valérie Cohen-Scali (FR) introduced the outcomes of a study on the motivations and expectations of doctoral researchers who are doing a PhD in the field of career guidance and counselling.

These presentations were followed by two contributions relating to the development of a European Research Agenda for Career Guidance and Counselling. To begin with, Jérôme Rossier (CH) brought up some pivotal research questions, which need to be addressed in the future, so to demonstrate the direction, into which the European Research Agenda could go. Secondly, Peter Weber and Christiane Schiersmann (DE) presented the outcomes of a European-level study, offering an overview and a first systemization of the different research activities going on in our field throughout Europe.

Three members of the ECADOC advisory

board offered the final three presentations. Maria Eduarda Duarte (PT) raised the question, how training programmes for PhD students could help to rethink career guidance and counselling. Annelies van Vianen (NL) introduced a Dutch format for doctoral training, as a good practice example for the European Doctoral Programme and Raoul van Esbroeck (BE) discussed how a balance between practice and research could be achieved in doctoral training in career guidance and counselling.

Slides and a video documentation of the symposium can be accessed at <http://larios.psy.unipd.it/ecadoc/pages/simposi.php> on the website of the ECADOC project.

Upcoming: From September 15-20, 2014, the first summer school of the European Doctoral Programme will take place at the University of Padua in Italy. Twenty-eight doctoral researchers from 18 European countries will be attending the event. We will report on this first summer school of the ECADOC project in the next NICE Newsletter.



Photo 9: Moments of the ECADOC symposium (July 2014): Laura Nota, Jean-Pierre Dauwalder, Valérie Cohen-Scali, Jérôme Rossier (from the top on the right); Peter Weber, Annelies van Vianen, Raoul van Esbroeck, Maria Eduarda Duarte (from the top on the left).



NICE – NETWORK FOR INNOVATION IN CAREER GUIDANCE & COUNSELLING IN EUROPE

Newsletter #2

Edited by:

Dr. Lea Ferrari, University of Padua
Dr. Nikos Drosos, University of Athens
Johannes Katsarov, Heidelberg University
Monika Kukyte, Heidelberg University

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and Counselling in Europe (NICE), 2014

The Network for Innovation in Career Guidance and Counselling in Europe (NICE) involves 45 partners from 29 European countries. Most of them are higher education institutions that offer degree programmes in career guidance and counselling or engage in related research. Supported financially through the European Commission, the members of NICE 2 engage in several activities to enhance academic cooperation in our field from 2012 to 2015.

Important projects within the “NICE 2” programme are:

- the formulation of a joint memorandum on the role of higher education in career guidance and counselling,
- the development and testing of common points of reference for the academic training of career guidance and counselling professionals (e.g. the NICE Core Competences),
- activities to support the exchange of lecturers, researchers and students between the participating institutions, and
- the development of a sustainable infrastructure for future networking, including an online community and database.

For more information about NICE, please visit the homepage www.nice-network.eu



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