

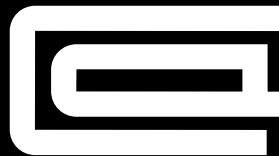


Digital Toolkit

INCLUSIVE CAREER GUIDANCE
FOR INTERNATIONAL TALENTS

Author: LANG WORK consortium

Date: September 2023



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Introduction

What is this document?

It is a toolkit to strengthen international talents' voices when they communicate about their skills and competencies.

This document is a digital toolkit for inclusive career guidance to help international talents to emerge and communicate their skills and competencies.

Following the European Commission Inclusion and Diversity Strategy, the inclusion of people facing access barriers or having fewer opportunities in education, training and work is a key objective of Erasmus+ initiatives. The aim is to leave no one behind and lead to more inclusive, just, greener, and more digitally fit societies.

The toolkit includes a relevant selection of several and different approaches, methodologies enriched by practical tips to foster their implementation, the approach is practical with implementation tips and suggestions and the topics are innovative.

It is an Open Educational Resource containing materials ready to be used to innovate and empower career guidance practices for inclusion in multilingual contexts. It is composed of 5 chapters:

- » Successful cases and policies in Europe regarding inclusive career guidance.
- » LEGO® Bricks to support career guidance for international talents.
- » Personal IKIGAI - Japanese concept referring to having a direction or purpose in life - the concept is adapted to career guidance purposes.
- » New EUROPASS curricula and personal branding.
- » Practical tips to implement successful career guidance with links to external materials and resources.

What are the needs and target groups for this toolkit?

The target group is composed of people with fewer opportunities: people who, for economic, social, geographical or health reasons, due to the migrant background, or for reasons such as disability or educational difficulties or for any other reason, including a reason that could give rise to discrimination, face obstacles that prevent them from having effective access to opportunities.

About the project

Multilingualism at Work: International Talents, Mismatched Language Skills and Workplace Communication (acronym LANGWORK) is an Erasmus+ cooperation partnership in the field of Adult Education.

The project goal is to develop an inclusive labour market for international educators by adapting professional training methodologies and tools that facilitate dialogue between people with mismatched sociolinguistic backgrounds.

Implementation

Project implementation takes 3 steps.

» *Discovery and Exchange of Practices*

Collecting of insights to understand the nature and dynamic of linguistic insecurity in a multilingual workplace.

» *Training*

Developing skills to deal with linguistic insecurity in work-related contexts.

» *Work*

Testing our approach and methodology in real-life workplace conditions.

Results

» *Research Paper on Pedagogical Aspects of the Translanguaging Method*

The paper is an empirical review of translanguaging in education and working life. It documents all three steps of implementation.

» *e-Handbook for fair Recruitment practices in Formal Education*

The handbook helps to better understand the translanguaging approach in education, describes the requirements for a multilingual teaching environment and guides the recruitment process of international talents.

» *Digital Toolkit about Inclusive Career Guidance for International Talents*

A toolkit to strengthen international talents' voices when they communicate about their skills and competencies.

» *Online Multimedia Course*

It is about overcoming language barriers in education: The e-course introduces the frameworks and discoveries and could be used as supplementary material for students of language and pedagogical studies.

More info

<https://www.langwork.eu>

CHAPTER 1: Successful Cases and Policies in Europe Regarding Inclusive Career Guidance

The first chapter:

- Introduces the concepts of inclusion and diversity (following the European Commission).
- Presents some relevant cases across Europe about inclusive career guidance.
- Explores the career guidance systems in some European countries (Finland, Italy, Germany and Greece).

1.1 EC INCLUSION AND DIVERSITY STRATEGY

The principles of equality and inclusiveness are part of the core values of the European Union. At the same time, societies are increasingly diverse in many respects. This results in a greater need to learn to navigate diversity and create inclusive and cohesive societies in Europe.

The “Implementation Guidelines Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy” from the EC is a relevant document to understand diversity and how it is related to inclusion. It is built on the experiences across the different sectors of the Programmes and encourages mutual inspiration and motivation among them.

In 2021, the European Commission published a document named: “Implementation Guidelines Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy”.

The Strategy helps to reach out to and support young people with fewer opportunities in the best way possible and creates a transparent frame to make Inclusion and Diversity projects easier.

Source: <https://www.salto-youth.net/rc/inclusion/inclusionstrategy/aboutid/>



Following the EC Inclusion and Diversity Strategy, the *main BARRIERS to EQUALITY and INCLUSIVENESS* are:

» *Disabilities*

This includes physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder someone's full and effective participation in society on the same footing as others.

» *Health problems*

Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents from participating in the programmes.

» *Barriers Linked to Education and Training Systems*

Individuals struggling to perform in education and training systems for various reasons, early leavers from education and training, NEETs (people not in education, employment, or training) and low-skilled adults may face barriers. Although other factors may play a role, these educational difficulties, while they may also be linked to personal circumstances, mostly result from an educational system which creates structural limitations and/or does not fully take into account the individual's particular needs. Individuals can also face barriers to participation when the structure of curricula makes it difficult to undertake a learning or training mobility abroad as part of their studies.

» *Cultural differences*

While cultural differences may be perceived as barriers by people from any background, they can particularly affect people with fewer opportunities. Such differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background – especially newly-arrived migrants –, people belonging to a national or ethnic minority, sign language users, people with linguistic adaptation and cultural inclusion difficulties, etc. Being exposed to foreign languages and cultural differences when taking part in any kind of programme activities may put off individuals and somehow limit the benefits of their participation. Such cultural differences may even prevent potential participants from applying for support through the programmes, thereby representing an entry barrier altogether.

» *Social barriers*

Social adjustment difficulties such as limited social competencies, anti-social or high-risk behaviours, (former) offenders, (former) drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can stem from family circumstances, for instance being the first in the family to access higher education or being a parent (especially a single parent), a caregiver, a breadwinner or an orphan, or having lived or currently living in institutional care.

» *Economic barriers*

Economic disadvantages like a low standard of living, low income, learners who need to work to support themselves, dependence on the social welfare system, long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, etc., may represent a barrier. Other difficulties may derive from the limited transferability of services (in particular support to people with fewer opportunities) that need to be "mobile" together with the participants when going to a far place or, all the more, abroad.

» *Barriers linked to discrimination*

Barriers can occur as a result of discrimination linked to gender (gender identity, gender expression, etc.), age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of one or several of the mentioned discrimination barriers).

» *Geographical barriers*

Living in remote or rural areas, on small islands or in peripheral/outermost regions, in urban suburbs, in less serviced areas (limited public transport, poor facilities) or in less developed areas in third countries, etc., may constitute a barrier.

1.2 CASES COLLECTION BY PARTNERS ABOUT INCLUSIVE CAREER GUIDANCE

CASE #1: MATCH

Name of the case:

Migration of African Talents through Capacity Building and Hiring (MATCH)

Country:

Belgium, Italy, The Netherlands and Luxembourg plus Senegal and Nigeria.

Dimension

(Local/National/International):

International

What is the context in which the case has been implemented?

It is a 39-month initiative funded by the European Union (EU) aimed *at providing skilled talents to European private sector companies whose needs for qualified staff could not be satisfied by the offer available on the EU labour market.*

The project started in January 2020 and ended in April 2023.

How does it work?

By joining MATCH, companies from Belgium, Italy, The Netherlands and Luxembourg were supported with the sourcing and pre-selection of African talents from Senegal and Nigeria, *two countries offering a surplus of qualified professionals.*

In light of the travel restrictions that were introduced during the COVID-19 pandemic, in addition to the originally envisaged physical relocation of African talents to Europe, the MATCH project also offered a set of tailored hybrid and/or remote working arrangements from which the hiring companies could choose, based on their preference. Contractual conditions, including the length of the employment, also varied according to the type of employment foreseen by each company. In the case of relocation to the EU, the contractual conditions were to be in line with the rules and regulations of the country of destination. In the case of remote working, the contractual conditions were to reflect the rules and regulations of the country where the talent resided and performed the duties. There was also the possibility for companies to opt for a mixed approach, with for instance a period (or periods) of remote working coupled with short-/long-term assignments to the EU. In the case of mobility to the EU, visa and relocation costs were covered by the hiring company, while the talent was responsible for finding accommodation. IOM provided guidance on the integration of talents into their new home countries.



The MATCH team also provided support to the participating Nigerian and Senegalese talents through preparatory sessions for the job interviews, soft skills training, pre-departure orientation, as well as assistance with the administrative procedures related to international recruitment.

What was the impact?

MATCH facilitated the collection of 657 CVs, out of which 375 went through pre-selection processes for a total of 118 opened vacancies in 29 hiring companies. 140 talents reached the final stage of the recruitment process, and 8 talents were recruited by companies in Italy, the Netherlands, and Belgium.

Is the case sustainable, capable of enduring) or does it need support (e.g., from public funding)?

It needs support from Public Funding even if, besides the job placements, the MATCH project also implemented:

- » Complementary activities such as skills development training.
- » 14 capacity-building activities in Senegal and Nigeria such as Methodology for the development of Pre-Departure Orientation (PDO) curriculum for job placement abroad and training on ethical recruitment, and legal protection of migrants under international conventions for public service actors.
- » 8 trainings for private companies on intercultural competencies, diversity and inclusion, and practical and legal requirements for international recruitment.
- » Knowledge sharing between the participating EU and African countries ensures that this labour mobility initiative is fully beneficial to the migrants and the participating countries.

Link to website and source of the materials:

<https://belgium.iom.int/match>

<https://pie.camcom.it/orientamento-al-lavoro-e-alle-professioni/formazione-lavoro/progetto-match-assumere-talenti-africani>

Photo/s from the case:



CASE #2: SIMHE

Name of the case:

SIMHE Supporting Immigrants in Higher Education in Finland

Country:

Finland.

Dimension

(Local/National/International):

Multi-level, regional, national, and international.



What is the context in which the case has been implemented?

SIMHE is a *cooperation network between 10 universities and universities of applied sciences, local authorities and other stakeholders*. The network was first established in 2016. SIMHE targets highly educated migrants.

SIMHE activities aim to improve recognition of degrees and qualifications completed outside of Finland and to remove barriers to international talents' access to the labour market and/or further studies. In addition, SIMHE collects good practices that inform the development of new services.

SIMHE partners are Arcada UAS, Karelia UAS, Metropolia UAS, Oulu UAS, Savonia UAS, Tampere University Community, University of Helsinki, University of Jyväskylä, University of Turku and University of Vaasa.

How does it work?

SIMHE offers career guidance services to highly educated migrants. International talents can participate in activities organized by their regional SIMHE unit. SIMHE services include individual or group counselling sessions on available study opportunities, recognition of qualifications, career planning and language learning. Arcada UAS specialized in providing guidance about opportunities in the Swedish language.

SIMHE services include on-site activities, like Juttuklubi Joensuu, a networking event for international talents and company representatives.

SIMHE services include a mobile app in English with information on life in Finland (including information about language learning), a searchable course catalogue, a job board, and a CV generator. The SIMHE app is available in the Play Store and App Store.

What was the impact?

We do not have data from every SIMHE organization. Data collected by Metropolia UAS show that the number of persons attending Metropolia's SIMHE guidance program has quadrupled since 2016.

Is the case sustainable, capable of enduring) or does it need support (e.g., from public funding)?

SIMHE services were established in 2016. The initiative is funded by the strategic funding of higher education institutions.

Link to website and source of the materials:

<https://www.oph.fi/en/simhe-services-higher-education-institutions>

Photo/s from the case:



CASE #3: Talent Boost programme

Name of the case:

Talent Boost programme

Country:

Finland.

Dimension

(Local/National/International):

Regional and National



What is the context in which the case has been implemented?

Global competition and growing demographic challenges put a strain on the Finnish economy. Immigration of international talents is one way to stabilize the labour market.

Talent Boost is a development programme that aims to make Finland a more attractive destination for highly skilled individuals and support their integration.

The program was started in 2017 from the initiative of Prime Minister Juha Sipilä. It was developed under the leadership of Prime Minister Sanna Marin. The Ministry of Economic Affairs and Employment and the Ministry of Education and Culture are overseeing the Programme's implementation.

How does it work?

Talent Boost is divided into *3 work streams*:

- 1) Talent attraction*
- 2) Improving migrant legislation and permit procedures*
- 3) Creating better conditions for retention and growth.*

The third workstream is a comprehensive approach to migrant integration. Integration measures include career development and entrepreneurship, language learning opportunities, recognition of qualifications, enhancing diversity at Finnish companies, and career support for families.

The program is implemented by regional Talent Boost hubs, with Business Finland coordinating national-level business activities.

One of the regional hubs is at the University of Applied Sciences in Jyväskylä (JAMK). JAMK organizes regular knowledge sharing (e.g. newsletter and career courses) and networking activities. There are weekly Zoom sessions for job seekers and language programmes for students completing internships at Finnish companies.

TalentHub initiatives are services for international talents and companies that facilitate professional match-making.

What was the impact?

Talent Boost is a comprehensive programme that is still ongoing.

In 2022 the Talent Boost Summit was held for the 5th time. The event is a conference on the recruitment of an international workforce and the development of diverse workplaces. In 2022, 300 on-site participants registered for the event, and 200 participated online.

Is the case sustainable, capable of enduring) or does it need support (e.g., from public funding)?

As a governmental initiative, the programme relies on public funding.

Link to website and source of the materials:

<https://talentboost.fi/en/frontpage>

<https://tem.fi/en/talent-boost-en>

Brochure:

<https://tem.fi/documents/1410877/0/The+Talent+Boost+programme.pdf/6e2c54e9-1efd-c5b8-3c4a-c497a414417f/The+Talent+Boost+programme.pdf?t=1617107068334>

Photo/s from the case:

CASE # 4: IQ Network

Name of the case:

IQ Network (Network 'Integration through Qualification')

Country:

Germany.

Dimension

(Local/National/International):

National and International

What is the context in which the case has been implemented?



Integration through Qualification is a

nationwide support programme aimed at implementing the Act on Improving the Assessment and Recognition of Professional Qualifications Acquired Abroad (2011) to *promote sustainable integration into the labour market of persons with a migrant background*.

Since its inception, some 400 local and regional projects have been put into practice, forming the national network Integration through Qualification. Projects are implemented at the level of the federal states based on binding agreements between the various stakeholders of the labour market (i.e., ministries of the federal states, municipal administrations, employment agencies and job centres, migrant organisations, chambers, actors of the regional economy and providers of continuing training).

The sixteen coordinating regional networks are supported by five countrywide specialist departments that contribute scientific expertise in the following fields: guidance and qualification; job-related language support; migrant economics, development of intercultural skills and anti-discrimination; and immigration. This expertise also includes investigating the transferability of good practices adopted in other countries.

Mainly for demographic reasons, the German economy has been increasingly facing shortages of skilled labour since the mid-2000s while at the same time needing to absorb a significant number of newly arriving labour migrants and refugees into its labour markets.

The IQ Network was created on 1 January 2005 by the Federal Ministry for Labour and Social Affairs in partnership with the Federal Agency of Employment to improve the integration into the labour market of adults with a migrant background and with valuable skills and qualifications acquired previous to their arrival in Germany.

It has aimed to facilitate the recognition of these skills and qualifications and, if necessary, to propose complementary training, including linguistic and other support, to ensure future employment in their field of competencies. Indeed, immigrants and asylum seekers, in particular from non-EU member states, often end up in jobs that do not correspond to their initial education and professional training.

Emphasis has therefore been put on developing new offers of career guidance and counselling for this target group, as well as for relevant stakeholders in regional economies.

How does it work?

The IQ Network has defined four main fields of action: guidance and counselling on the recognition of qualifications obtained abroad and appropriate further training; measures of further training; development of intercultural competencies and related offers; and regional networks for skilled labour-immigration. A fifth, called Fair Integration, was added in 2017 in cooperation with the German Federation of Trade Unions; its focus is counselling on practical topics related to labour legislation, as migrants tend to be more often victims of abusive practices by employers.

Key to understanding the concept behind the network is the insight that *the new guidance and counselling offers should not be limited to the main target group of labour migrants and refugees but extended to all stakeholders of the labour market*. Thus, one of the regional projects in Hamburg developed a practical guide for career counsellors on working through interpreters, while one of the specialist departments published a practical guide on how to communicate in simple, comprehensible German. Overcoming language barriers has indeed been a major goal.

The network has produced a great number of documents, visual aids and checklists in a dozen major migrants' or vehicular languages as well as in simplified German to help people navigate Germany's complex bureaucratic system or support counselling work. Good-practice examples were subsequently disseminated through the network.

Other pilot projects designed and implemented new counselling models, such as group counselling, information points, outreach counselling and various hotline and online counselling tools, which became particularly important during the covid-19 pandemic, along with training courses and workshops for all target groups.

What was the impact?

Between January 2015 and September 2022, 375,743 persons, 109,027 of them with a refugee background, benefited from an initial consultation regarding the recognition of their qualifications or potential further training. Among them, 32,439 participated in some form of further training and 20,853 successfully obtained the recognition of the German equivalent of their professional qualifications or fulfilled the requirements for employment corresponding to their level of qualification.

The most frequently affected professions concerned the health sector, engineering and the educational sector (teachers, educators). Almost 180,000 stakeholders of the labour market (employment agencies and job centres, municipalities, businesses and providers of further training) participated in training courses and other forms of dissemination on one of the following subjects: intercultural competencies, recognition of qualifications obtained abroad, guidance and counselling skills targeted at migrants, recruiting skilled labour and job-related language support.

The regional skilled-labour networks for immigration also organised courses on company-level integration management.

Is the case sustainable, capable of enduring) or does it need support (e.g., from public funding)?

The support programme was initially funded by the Federal Ministry for Labour and Social Affairs, the Federal Agency for Employment and the European Social Fund during the preparatory phase (2005-2007), then, during the piloting second phase, in addition by the Federal Ministry for Education and Research and, between 2015 and 2022, co-funded by national means and the European Social Fund. At present, it is awaiting a decision on a new funding round for ESF Plus (2021-2027). the EU's present main instrument for investing in people. However, one of the goals of the IQ Network has been to transform pilot projects into permanent institutions and to promote good practices at the national level.

Link to website and source of the materials:

<https://www.netzwerk-iq.de/>

Photo/s from the case:



CASE #5: Worldplaces-Workplaces Working with Migrant Women

Name of the case:

Worldplaces-Workplaces Working with Migrant Women

Country:

Greece.

Dimension

(Local/National/International):

National



What is the context in which the case has been implemented?

The Generation 2.0 RED's Diversity in the Workplace initiative remains in step with the evolving demands of the labour market and the global trends that continue to shape it. It takes into account its achievements, the lessons it has learned along the way, and the best practices it has identified. Since its inception in 2017, the initiative has consistently evolved, drawing from the ongoing wealth of knowledge accumulated over time. Its overarching goal is to provide support to private-sector players striving to cultivate workplaces that are both inclusive and equitable.

Beginning in December 2021, the Diversity in the Workplace program has been actively *introducing exemplary practices that revolve around workplace integration*. These practices are thoughtfully crafted to empower women from immigrant backgrounds, with a particular spotlight on enriching their lives and fostering a sense of community. This collaborative endeavour involves esteemed partners across Europe. The project is aptly named "Worldplaces-Workplaces Working with Migrant Women," and it receives financial backing from the Asylum, Migration and Integration Fund of the European Union.

The official launch of the "Diversity in the Workplace" project back in 2017 marked a significant step forward, *forging partnerships with companies and organizations*. These collaborators not only provided support to the initiative but also shared our vision of fostering an environment that's fair and accessible for all.

The ultimate goal was to level the playing field for individuals from diverse cultural backgrounds within the Greek job market. This effort was seamlessly integrated into the broader project named "Livelihoods for Vulnerable Populations in an Inclusive Labor Market," a venture carried out by Generation 2.0 for Rights, Equality & Diversity. This project received backing from the International Rescue Committee until February 2020. From March 2020 to August 2021, the Diversity in the Workplace initiative was an integral part of the "Equality Works" project, operating under the umbrella of the Active Citizens Fund program.

As of today, *the Network comprises over 90 companies, and among these, 17 have actively taken part in the "Diversity and Inclusion in the Workplace" training*. Many more companies have willingly engaged in endeavors designed to integrate individuals

with migrant backgrounds into the labor force. This includes activities like delivering talks across various sectors and arranging educational visits to workplaces.

To become part of the Network, companies now solidify their commitment by endorsing the Diversity Charter. This charter is aligned with European standards and grounded in the principles of the law 4443/2016 on equal treatment. In the realm of raising awareness, campaigns were executed in 2017 and 2018. Their purpose was to widely communicate the profound importance of diversity in both the labor market and our day-to-day lives.

How does it work?

This project, which extends its scope to encompass both for-profit companies and non-profit organizations, is geared towards workplaces in Athens and beyond. It offers them a comprehensive framework for enhancing their inclusion policies. This involves providing access to a range of resources that spotlight best practices for gender mainstreaming and tools for designing inclusive environments. Additionally, the initiative offers HR diversity management training, imparting skills to cultivate an environment that's both fair and inclusive, emphasizing the importance of work-life balance.

Companies and organizations that opt to join the Worldplaces network can tap into a wide spectrum of capacity-building benefits. They also gain the opportunity to actively contribute to its broader outreach in Greece and the EU. This may involve acting as advocates or even serving as ambassadors, actively advancing inclusion policies within the labor market.

Beyond just preparing beneficiaries for entry into the job market, the Diversity in the Workplace initiative takes a dual approach. It not only readies job seekers but also equips employers with the tools and insights needed to practice equitable treatment and foster an inclusive atmosphere within their workplaces. This isn't solely about individual benefit; it extends to corporate sustainability and fostering innovation as well.

What was the impact?

As of today, the Network boasts a membership of over 90 companies. Among them, 17 have already engaged in the enlightening "Diversity and Inclusion in the Workplace" training sessions. Simultaneously, a substantial number of companies have proactively taken part in various activities. These initiatives are designed to integrate individuals from migrant backgrounds into the labour market. Such endeavours include delivering speeches across diverse sectors and arranging educational visits to workplaces.

Becoming part of the Network is now symbolized by the commitment to the Diversity Charter. This charter is meticulously crafted in line with European standards and is rooted in the principles outlined in law 4443/2016, which addresses equal treatment. In the spirit of raising awareness, comprehensive campaigns were conducted in both 2017 and 2018. The central objective was to convey, on a grander scale, the critical significance of diversity not only within the labour market but also in our everyday lives.

In its journey, the Diversity in the Workplace initiative actively participated in and co-organized events that advocated for equal employment opportunities for individuals with migrant backgrounds. Notable examples include the inaugural Job Fair Connecting Refugees and Migrants with the Labor Market in Athens, the ACCMR Digital Job Fair in the realm of Tourism and Hospitality, and the impactful +Ergasia event.

Is the case sustainable, capable of enduring) or does it need support (e.g., from public funding)?

Diversity in the Workplace is a co-funded project by the Asylum, Migration and Integration Fund of the European Union.

Link to website and source of the materials:

<https://g2red.org/diversity-in-the-workplace/>

Video: <https://www.youtube.com/watch?v=DIOa-EmIVWQ&t=24s>

1.3 DESK RESEARCH ABOUT CAREER GUIDANCE SYSTEMS

Guidance System in Finland



Overview

For people who move to another country, *'integration'* can mean a lot of things, from knowing where to get basic services to feeling like you belong in the community. On the other hand, policymakers define successful migrant integration more simply, as being employed. This said, finding a job is not always easy, especially for international talents who must deal with many obstacles. Against this backdrop, a career guidance system is a mechanism that directly supports labour market integration.

Although Finland has struggled more than other [Nordic countries with employing foreign nationals](#), it recognizes the importance of career guidance. Guidance is divided into services for students, youth, the unemployed and other jobseekers, with different providers for each group.

The following institutions participate in targeted career guidance: schools and universities, Employment and Economic Development Offices, as well as municipalities.

Policy

[The Strategy for Lifelong Guidance 2020-2023](#) identified the following benefits of career guidance:

- » for students, a better chance to complete education at each level.
- » For graduates, quicker shift employment or further education.
- » in job search, ensuring that candidates find appropriate open roles.
- » for employees, improved well-being through stronger career management skills.

However, the same document also identified the need to reform the guidance system, to make it more holistic and integrated. The strategy has not been assessed yet.

The law defines the qualifications one needs to have to work as a guidance counsellor in primary and secondary schools, or as a vocational psychologist. The law does not specify the qualification of a guidance counsellor in higher education.

Services and practices

In Finland, everyone has the right to basic education. If necessary, adults with a migrant background can enrol in school to complete basic education. There are also literacy programs for adult learners.

Students have a right to guidance and counselling at their institutions. At universities, guidance is offered by student services staff, academic staff, careers and recruitment services. Guidance counsellors are at universities of applied sciences.

At universities, for example, guidance services include seminars on research funding programs or seminars on career opportunities outside academia.

Unemployed job seekers have access to training and paid internships. Persons with migrant backgrounds may be eligible for an integration course organized through the Employment and Economic Development Offices (TE Office). The integration course includes a language course and vocational planning, as well as modules on practical life in Finland.

Ethics

The Finnish Association of Guidance Counsellors (SOPO) issued ethical guidelines for guidance counsellors. The counsellor must abide by the following rules in their work:

» *Dignity*

The counsellor respects that the counselled makes their own choice. Their role is to present the counselled with different options.

» *Integrity*

The counsellor shall present up-to-date information from reliable sources.

» *Confidentiality*

The counsellor shall protect the privacy of the counselled, following relevant data protection laws.

» *Independence*

The counsellor is aware of how culture and various stereotypes (including gender) shape the guidance process.

» *Professional development*

The counsellor better their skills, in line with the developments in the field.

» *Cooperation*

The counsellor develops a network with professionals from different fields.

» *Health and wellbeing*

The counsellor seeks help when they need it.

More info at: <https://www.sopo.fi/en/yhdistys-en/eettiset-periaatteet-en/>

Guidance System in Italy



Overview

The guidance system in Italy is provided both by *public and private providers* (schools, vocational providers, Higher Education Institutions, chambers of commerce, training organisations, and employment services).

The activities are mainly provided in education, training, employment and in some communities.

In the formal educational system (from 3 to 19 years old) the guidance is promoted and implemented by the educational organisations in collaboration with public and private stakeholders.

While the strategies for the educational system come from the Ministry of Education, University and Research (MIUR), the employment system is driven by the Ministry of Labour and Social Policies (general guidelines) and by the single regional governments.

The *public employment system*, organised and managed by the Regions, is composed of:

- » Employment Centres
- » Local career guidance Centres
- » Info Youth Points.

Some *other guidance activities*, not structured at the central level, are provided by vocational training organisations (mainly to support the youth to choose the educational and professional pathway), the Chamber of Commerce (in collaboration with public and private sectors), employer and trade unions (for workers in sectorial and industrial contexts).

Recently, some functions came in charge of ANPAL. ANPAL is the Italian National Agency for Active Labour Policies. It promotes the right to work, training and professional growth of people, coordinates the national network of employment services and is responsible for the information system of the labour market. The organisation is also responsible for putting in place the right tools and methodologies to support public and private operations in the labour market. The Agency coordinates the National Network of Employment Services, which promotes the rights to work, training and professional development. This network includes regional structures for active employment policies,

INPS, INAIL, employment agencies and other authorized intermediaries, interprofessional funds for lifelong training, chambers of commerce, universities and upper secondary schools.

Policy

Following the European Policy Network on Lifelong Guidance, since 2009 the Ministry of Education, University and Research (MIUR) has funded an Italian national Forum for lifelong learning to activate cooperation and coordinate the actions of national, regional and local providers of the guidance services.

The guidance policy was defined in 2014 by MIUR in the National guidelines for lifelong guidance (MIUR, 2014) involving all the stakeholders and following the EU objectives.

The educational guidance set by the *National guidelines for lifelong guidance* is focused on 2 measures:

- » Guidance-oriented teaching: basic guidance for learners in terms of personal development and active participation in society.
- » Accompanying actions: support youth in acquiring the ability to learn, and improve skills and competencies for better personal and professional development.

The single educational institutions are requested to provide a guidance coordinator, training activities and materials for teachers in lifelong guidance, and awareness-raising for parents.

In 2019 the Ministry of Education, University and Research (MIUR) launched the Guidelines on Pathways for Transversal Skills for guidance purposes, highlighting the self-guidance approach to guidance to support students to make more informed choices about their personal and social development.

Services and practices

» *Educational system*

Students from 14 to 19 years old are guided by teachers and counsellors at a single institutional level. The activities consist of stimulating reflections and self-awareness about skills, abilities, and competencies for a future occupation. Following Law 107/2015, upper-secondary schools are driving the guidance in work-based learning contexts for the students.

» *Higher Education*

The universities have a differentiated organisational structure with Career Guidance premises. It includes support to students in their academic lives and the discovery of training and occupational pathways. Usually, it is limited to job and career fairs and "Open Days" involving enterprises and other public and private stakeholders.

» *Employment Services*

The activities are managed by the regional governments via the Public Employment Services including mainly providing information and some guidance and counselling for

specific categories e.g., apprenticeship, traineeship, young adults facing problems in entering the labour market, unemployed, women, people over 45, NEET.

Training

The guidance practitioners have no formal requirements in Italy and usually, it is run by people with sociological, psychological, economic and psycho-pedagogical profiles and/or based on a field experience. Several guidance training courses are organised and provided by private organisations in the field of vocational education and training.

Asnor is the Italian National Association for Career Guidance. The Association, with the collaboration of Italian and foreign university institutions, has built and defined a detailed system about the professional profile of the career guidance practitioner, pushing to stimulate its full recognition and to promote its regulation.

Asnor is managing the Italian National Registry for Career Guidance.

Asnor has developed a series of training pathways to strengthen, enrich and enhance career guidance skills in an innovative way and in line with the European vision of "career guidance" including:

- » University Master's degree
- » Advanced Education
- » Further training

Source: 28/05/2023 from <https://www.euroguidance.eu>

Guidance System in Germany



Overview

In principle, life-long educational and *career guidance is available to any citizen in education or training, employed, unemployed or in search of continuing education* as part of the National Skills Strategy adopted in 2019 to allow all current and future employees to maintain and adapt their qualifications and skills in a continuously changing work environment. Life-long guidance is intended to help achieve this policy goal.

For historical reasons, a *distinction is made between educational and vocational guidance*.

- » In the general education system, guidance services are provided by specially trained teachers, social workers and school psychologists in cooperation with vocational guidance practitioners from the Federal Employment Agency (FEA). The services comprise school guidance and counselling; guidance on educational trajectories; and vocational and career guidance.
- » In higher education institutes, central counselling services aided by faculty-based experts inform students and applicants about all study-related issues (e.g. choice of a university, a field of study, subjects and examination preparation) while on-site career services support the transition to employment.

Policy

The FEA, which has a legal mandate to offer career guidance for young people and adults, advises on employment, continuing education and avoiding unemployment through its over 150 local employment agencies and its career information centres.

Placement officers, who are usually trained counsellors, propose an action plan to their clients based on an assessment of skills and competencies. Persons under the age of 25 receive guidance in youth employment agencies where counsellors from employment agencies, job centres and youth welfare organisations cooperate to respond to the counselling and integration needs of their clients and offer coordinated and individual support for their transition to training and employment.

Most municipalities run adult education centres to provide general education and continuing vocational education and training (CVET). In addition, chambers of trade or commerce, industrial federations and social partners offer guidance services related to VET and CVET to all interested stakeholders, notably on apprenticeships in the dual system. Similarly, trade unions offer career guidance to their members about further training.

In the private sector, guidance is provided by management consultants, private career guidance practitioners and an increasing number of non-profit organisations, as well as providers of continuing education.

Various other guidance services target specific groups, such as persons with disabilities, disadvantaged youth and persons with a migrant background.

Services and practices

The fragmented nature of the German guidance system is a reflection of the shared responsibilities between the federal government, the federal states and the municipalities that characterise the national education and employment system, and in which other economic and social actors also play an important role.

Career guidance and counselling is an unregulated profession where each sector or provider has its requirements, usually a higher education degree with some additional training.

In particular, the FEA's University of Applied Labour Sciences has a three-year multidisciplinary bachelor programme and a 5-semester master programme, while also providing in-house training and further education for staff who have taken up career guidance from various academic backgrounds. The University of Applied Sciences for Social Work, Education and Care in Dresden proposes an 8-semester extra-occupational 'Master of Counselling' with a focus on psychodynamic and systemic counselling. The National Guidance Forum for Education, Career and Employment is an independent network of institutions, organisations and experts that promotes professionalism and the quality of career guidance with a focus on life-long guidance.

Source: 28/05/2023 from <https://www.euroguidance.eu>

Guidance System in Greece



Overview

In Greece, the guidance system is implemented by:

» *the public sector*: in education, employment and social welfare services

» *the private sector*: provided by centres, consultancy and bureaus that are licensed.

The Certification of Qualifications and Vocational Guidance (EOPPEP) provides relevant support to the Ministry of Education.

Policy

The policy about career guidance in Greece is the responsibility of the Ministries of Education and Religious Affairs www.minedu.gov.gr, Labour, and Social Affairs www.ypakp.gr/, and Health.

The Ministry of Education supervises the prefectural level and the Regional Educational Planning Centres. The Ministry of Labour supervises the Centres for Promotion to Employment through the Career Guidance Directorate of the Greek Manpower Organization (OAED) www.oaed.gr/. The Ministry of Health controls separate organisations providing career guidance services to special target groups e.g., addicted persons.

Support in terms of technical and scientific contribution is coming from the National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP). EOPPEP is also the national contact point for international networks such as Euroguidance, Europass, EQAVET, EQF, and ECVET.

Services and practices

The career guidance practice is provided, in Greece, by many institutions and organizations.

The Centers for Educational and Counselling Support (KESYs) - 71 in the country - provides career guidance services including psycho-social evaluation and pedagogical support at the prefectural level.

The Institute of Youth and Lifelong Learning (INEDIVIM) supervises 62 Career Guidance Bureaus by supporting adults who haven't completed their compulsory education.

At the higher educational level, 35 Career Services in universities are supporting the students and graduates in personal transitions to the labour market.

The Public Employment Services (PES) has 118 Centers for Promotion to Employment (KPAs) directed by the Ministry of Labour and the Greek Manpower Organization).

In the private sector, Lifelong Learning Centers, Workers, unions and confederations, social organizations, churches, Private Job Finding Offices and Temporary Employment Enterprises are also providing some career guidance services.

Training

5 universities are providing specialised training - via postgraduate programs - in career guidance (University of Athens, University of Patras, ASPETE, University of Pedagogical and Technological Education).

Lifelong Learning Centres (VET) are certified providers of continuous training programs in career guidance. The courses, according to law 4547, have to be certified by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP).

Research and Development

Research and studies are conducted by EOPPEP in several career guidance fields, such as the needs of guidance practitioners and the final beneficiaries.

Other relevant studies are coming from universities as well as from other research organizations, in collaboration and with the support of some European projects.

Ethics

EOPPEP has elaborated a specific Code of Ethics for Career Guidance Counsellors, containing a series of minimum ethical standards for the professional behaviour of career guidance practitioners.

The adherence to the Code of Ethics is measured thanks to some quality indicators designed by the National Framework for Quality Assurance in Lifelong Learning.

EOPPEP was one of the contributors to the development of the European Guidelines for Policies and Systems Development for Lifelong Guidance.

Source: extract 19/07/2023 from <https://www.euroguidance.eu>

CHAPTER 2: LEGO® Bricks to support career guidance for international talents.

The second chapter introduces a methodology developed, tested, adapted, and implemented by the Asnor team for the LangWork project.

2.1 About LEGO® SERIOUS PLAY®

The *LEGO® SERIOUS PLAY® methodology* is an innovative process designed to enhance innovation and business performance. Based on research which shows that this kind of hands-on, minds-on learning produces a deeper, more meaningful understanding of the world and its possibilities, the LEGO SERIOUS PLAY methodology deepens the reflection process and supports an effective dialogue – for everyone in the organization. It is an innovative, experimental process designed to enhance innovation and business performance.

LEGO® SERIOUS PLAY® was developed by the LEGO® group and later released as an Open Source document.

The LEGO SERIOUS PLAY methodology is a facilitated meeting, communication and problem-solving process in which participants are led through a series of questions, probing deeper and deeper into the subject.

Each participant builds his or her own 3D LEGO model in response to the facilitator's questions using specially selected LEGO elements. These 3D models serve as a basis for group discussion, knowledge sharing, problem-solving and decision-making.

It is a technique which improves group problem-solving. By utilizing visual, auditory and kinaesthetic skills, the methodology requires participants to learn and listen, and it provides all participants with a voice. The LEGO SERIOUS PLAY methodology serves as a shared language regardless of culture or position and requires a trained LEGO SERIOUS PLAY facilitator.

Source: 24/07/2023 https://www.lego.com/en-it/themes/serious-play/about?icmp=LP-SHQL-Standard-Serious_Play_QL_About_passive-TH-NO-48VJAHWIBZ

SERIOUSPLAY®

Source 10/08/2023: <https://www.lego.com/en-it/themes/serious-play>

2.2 LEGO® SERIOUS PLAY® PROCESS

“LEGO® SERIOUS PLAY® offers an engaging hands-on environment, where the activity is perceived as meaningful, one’s abilities are in balance with the challenge at hand, and one has the tools to express the emerging knowledge.”

The process structure

The LEGO® SERIOUS PLAY® method is built upon basic knowledge about how people and groups best learn and develop. The process structure of the LSP process is building upon a learning process that ensures that people take ownership of their learning and learn the most.

This *learning process implies four steps* that you move through in a spiral:

- » The *first step* of the ideal learning spiral is to help people connect to what they are going to explore and to understand the context and meaning of what they are about to learn more about.
- » The *second step* is to involve people in a process where they create a product connected to the targets of exploration, involving their knowledge and reflections as well as their creative skills – and their hands.
- » The *third step* is to help people reflect on what they have created and look deeper into their reflections about their product, to become aware of what their explorations have brought them, and to gain more insights.
- » The *fourth step* is that people get a chance to connect their newly gained knowledge to new explorations they would want to pursue.

Source: [*LEGO® SERIOUS PLAY® Open-Source Document*](#)



2.3 Experimental Approach To Guidance For International Talents With Lego® Bricks

An experimental approach has been *introduced, tested and piloted* during the training for trainers event for the staff of the LangWork consortium in Berlin (Germany) in November 2022. The participants from the staff were engaged in a series of intensive activities.

During the development of the methodology, the bricks were used together with some pedagogical and didactical elements but also intensive gamification elements and practical points of view coming from guidance, counselling and coaching methods.

Workshop Objective

The objective of the session is to facilitate a reflection and stimulate actions about multilingualism and communication at work and in a community.

The objective was declared as follows:

To reflect on better communication with people regardless of their national or social and linguistic background and stimulate insights for inclusive approaches to valorise international talents at work and in the community.



The Workshop process

After some exercises to give participants technical skills and confidence to use the bricks e.g., building a tower and starting to use metaphors as a way to enable participants to use models to tell stories and embed the enhanced communication techniques, the workshop went into the core phase composed of several exercises:

1. *Communicating in another language*

Let's build a model to tell a story about you while communicating in another language with evidence about you and your linguistic and understating difficulties. It is about LINGUISTIC DIFFICULTIES.

2. *Learning another language*

Let's build a model to tell a story about you while learning another language with successful results with evidence of the context and yourself during the learning process. It is about the IDEAL LANGUAGE LEARNING CONTEXT.

3. *Intercultural consciousness*

Let's build a model to tell a story about an intercultural context where you and your friend/colleague/relative were with clear evidence of the multiple points of view, and differences coming from different cultures. It is about the MULTIPLE POINTS OF VIEW FROM DIFFERENT CULTURES.

4. *International Talents*

Let's build a model to tell a story about a future worker (international talent) who is successful in his/her workplace with evidence of the context, the conditions for success and the valorisation of the talent. It is about an EXTERNAL VISION OF AN INTERNATIONAL TALENT.

5. *Final reflections*

Reflection on the previous exercises about linguistic difficulties, language learning, interculturality and international talents and invitation to find the links/connections and the Storytelling from the single participants taking care to evidence and comments about the gaps.

Practical Tips for the facilitators

- » Give time to all participants to have a voice describing the models.
- » Don't judge the models and avoid, as a facilitator, that other participants would judge the models presented.
- » Create a relaxed area where all participants are invited to communicate and play.
- » Take care of special conditions within participants - e.g., stressed participants not able to respect timing, giving extra time or asking them to contribute only whenever they feel ready.
- » It is suggested to have a facilitator that is trained to master the aspects of the method and successfully implement the method - a list of certified facilitators is available at The Association of Master Trainers in the LEGO SERIOUS PLAY - link: <https://seriousplay.training/>.

CHAPTER 3: Personal IKIGAI

This chapter introduces the concept of IKIGAI and its relevance to career guidance and for international talents.

3.1 What is IKIGAI?

Ikigai roughly translates to "a reason for being" or "the thing that gets you out of bed in the morning." It is a powerful concept that interconnects the elements of passion, mission, vocation, and profession into a meaningful and fulfilling life.

IKIGAI is It is a Japanese concept referring to having a direction or a purpose in life.

The idea behind ikigai is that when you find the intersection of these four elements, you can discover a sense of purpose and fulfilment in your life.

The Oxford English Dictionary defines ikigai as "a *motivating force; something or someone that gives a person a sense of purpose or a reason for living*". More generally it may refer to something that brings pleasure or fulfilment.

The term compounds two Japanese words:

- » *iki* (生き, meaning 'life; alive')
- » *kai* (甲斐, meaning '(an) effect; (a) result; (a) fruit; (a) worth; (a) use; (a) benefit; (no, little) avail') (sequentially voiced as gai), to arrive at a reason for living [being alive]; a meaning for [to] life; what [something that] makes life worth living; a 'raison d'être'.



3.2 Why IKIGAI is relevant for career guidance?

According to a study by Michiko Kumano, feeling Ikigai as described in Japanese usually means the feeling of accomplishment and fulfilment that follows when people pursue their passions.

In terms of career, Ikigai can:

- » help you find your personal way, a job that you love, are good at, and that makes a difference in the world.
- » help you be more successful in your career, as you will be more motivated and passionate about your work.

It is very useful in the field of career guidance and supports the search for a job that crosses the *four areas of the Ikigai*:

Passion: What you love and enjoy doing, it is referred to the activities or hobbies that usually bring you joy and excitement.

Mission: What the world needs or what you feel bound to contribute to society, to make a positive impact and find a sense of fulfilment through your contribution.

Vocation: What you are good/best at, and it is related to your strengths and skills.

Profession: What you can be paid for. It relates to your career or job that allows you to sustain yourself financially.

The idea behind Ikigai is that when you find the intersection of these four elements, you can discover a sense of purpose and fulfilment.



Only by aligning these four aspects of Ikigai, you would find a sense of purpose and meaning in your life and career. It's essential to understand that achieving ikigai is a process and may not happen overnight. It requires effort, self-reflection, exploration, and sometimes making significant life changes to align your passions, skills, values, and professional goals.

Here are some steps you can take to find your Ikigai in your career:

» ***Reflect on what you love***

What are you passionate about? What activities do you enjoy doing? What makes you come alive? Take your time for self-reflection and think deeply about your passions, enjoyment, and activities that make you feel fulfilled.

» ***Consider your strengths and talents***

What are you good at? What skills and abilities do you have? What do others compliment you on? Understand your skills, talents, and areas where you excel. Consider how you can apply these strengths to make a positive impact.

» ***Think about what the world needs***

What problems do you see in the world that you want to solve? What skills or talents could you use to make a difference? Research and explore different career paths, industries, or jobs that align with your passions, mission, and skills.

» ***Evaluate your earning potential***

What kind of work can you get paid for? What kind of salary would be enough to support your lifestyle?

Once you have considered these four factors, you can start to narrow down your options and find a career that aligns with your ikigai taking into account that often needed to embrace change, empower skills, be patient and persistent and that it may take time and effort.

Remember also that Ikigai is not a one-time thing and that can evolve because it is an ongoing journey of discovery. Your ikigai may change as time passes and it's okay to adjust your path as you gain new insights and experiences. The key is to keep exploring, learning, and growing in your looking for fulfilment and purpose in your career and life.

3.3 CASE: IKIGAI applied to career guidance

A case for the application of IKIGAI in career guidance is the project named **ECHOO PLAY** in the framework of the Erasmus+ - link: <https://www.echooplay.eu>

The methodological workshop is inspired by some principles of LEGO® SERIOUS PLAY® it was used to support educators in using it for better career identification.

The participants are asked to build models under a methodological framework based on the IKIGAI and to start to reflect on the gaps to reach the centre of the model.

The method is slightly different following the profile of the participants: students in vocational education, students in secondary school, university students, migrants, and unemployed.



3.4 The relevance of IKIGAI for international talents

Ikigai and talents are very closely related as they both play a significant role in finding fulfilment and purpose in life, including in career development.

The term "*international talents*" typically refers to individuals who possess unique skills, expertise, or qualifications that are required by organizations or businesses in different countries. They may be fluent in multiple languages, have specialized knowledge or skills, or be able to adapt to new cultures quickly.

The concept of IKIGAI can be extremely relevant for international talents looking for career guidance in another country.

The concept of Ikigai can be extremely relevant for international talents looking for career guidance in another country.

When someone pursues opportunities that align with their ikigai, they are more likely to find meaningful and fulfilling work, regardless of their location.

In the case of international talents, it is important to *identify roles or projects that allow them to utilize their passions, skills, and expertise while making a positive impact in the world and receiving sustainable and fair compensation, but also experiencing a deep sense of purpose and satisfaction in their professional lives.*

For example, an international talent fluent in multiple languages could use her/his skills to work as a translator or interpreter, helping people from different cultures communicate. Or an international talent with specialized knowledge in a particular field could use her/his skills to work as a consultant or advisor, helping businesses and organizations solve problems.



For international talents looking for career opportunities abroad, understanding their Ikigai could be helpful in many ways:

- » **Career direction:** Understanding their ikigai could help international talents focus on fields, industries, or specific job roles aligned with their passions and strengths, increasing the probability of finding meaningful work in another country.
- » **Cultural integration:** Having a sense of purpose and direction can support better cultural integration and adaptation to a new country and society. Feeling satisfied in their work, for sure, will positively impact the talent's overall well-being and capacity to adapt to different cultures.
- » **Motivation and resilience:** Experiencing a career abroad can come with challenges, such as language barriers, cultural differences, and homesickness. A strong sense of Ikigai is a valuable source of motivation and resilience during difficult times.
- » **Attracting opportunities:** International talents aware of their ikigai develop an ability to attract opportunities that align with their values and goals.

In summary, finding your ikigai as an international talent is a journey, not a destination and it can play a significant role in guiding international talents towards fulfilment and purposeful life and careers, whether they are seeking opportunities in their home country or abroad.

3.5 IKIGAI and Translanguaging

Language is a gateway to feel fulfillment in life. It gives us a sense of connection with other people. Smooth communication means that we are on track to meet our goals. Whenever we cannot get the message across, we feel anxious and lost. This experience is especially relevant to people who live in communities that use other languages that they have not mastered. Language barriers literally block people from meeting their needs, from simple cravings to serious health-related issues.

The framework of translanguaging is one way that aims at improves access to services for internationals. Translanguaging removes barriers by allowing multilingual people to use their entire linguistic repertoire. In practice, this means that internationals need to be able to use the language that best serves their needs in a given situation. For example, multilingual people usually have a stronger emotional connection with their first languages. Consequently, they are more comfortable talking about 'emotional' topics in that language. Although practicing multilingual communication is both empowering and fulfilling, it is also a fact that internationals get used to language barrier, despite its adverse consequences. LangWork identified the following activities¹ that can help international talents identify their linguistic needs.

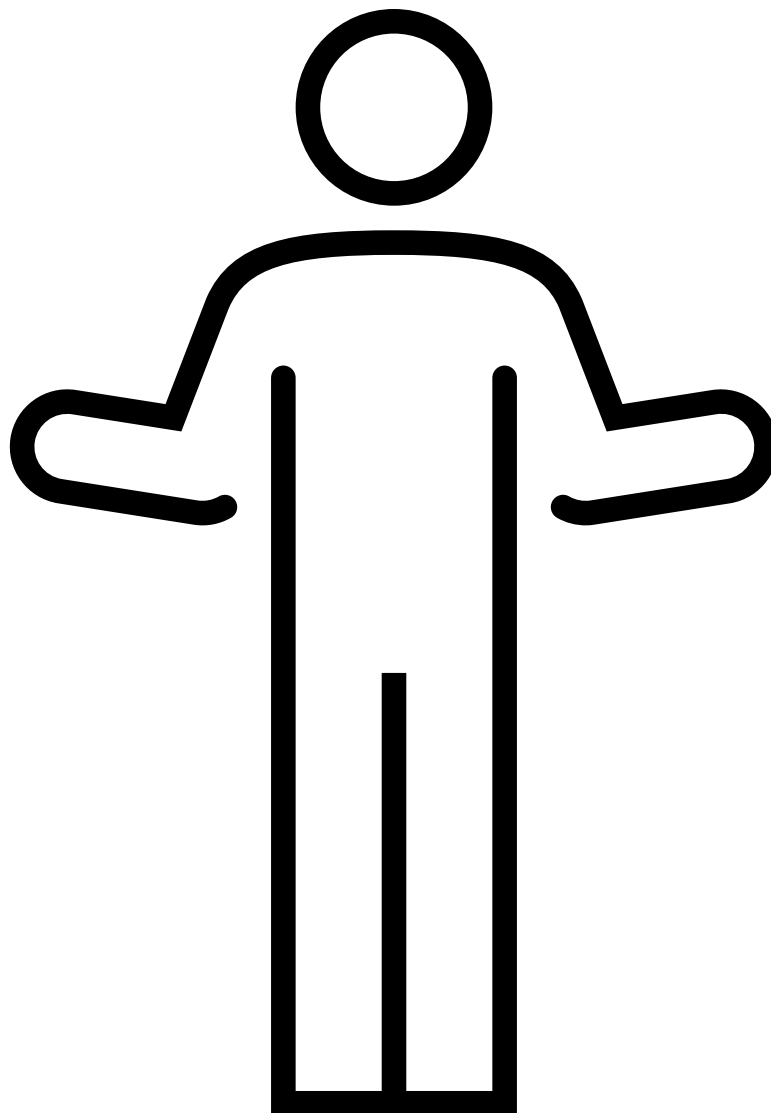
¹ Adapted from the LangWork Practice Catalogue

Language Portrait

This is a simple reflective exercise that aims at highlighting personal emotional relations with languages. The activity can be completed individually, or as a group. Materials include a handout with an outline of a human silhouette (you can print out this page or use another template), and colour pencils. The target group are multilingual persons or persons who function in a multilingual environment.

The task is to draw a body map of languages. This is done by marking body parts on the silhouette with coloured pencils. Colours symbolize the person's languages, and their placement represents the relation one has with a language, or its meaning in one's life. These may be languages that one already knows, or ones that are used in one's environment. It is okay to personalize the silhouette so it represents the author more accurately. The language portrait includes a legend that clarifies the symbolism.

After the portrait is finished, it is time to reflect about the linguistic balance. Are the author's linguistic needs being met? If not, what can they do to satisfy these needs?



Linguistic Diary: Comic

The linguistic diary is a reflective exercise, like journaling. The diary can take many forms, from text to drawing. Also, any language can be used. The objective of the diary is to put experiences and emotions into a certain structure (a story), which makes it easier to process them. The diary can be an individual activity, or a group activity. The aim of diary groups is to offer support. First, members can offer their insights about others' entries, suggesting alternative courses to solve problems. Second, sharing diary entries can illuminate that certain experiences are commonplace, and one is not alone with the problem.

Multilingual encounters evoke all kinds of emotions, from unpleasant stress to a sense of pride. Keeping a diary forces a language user to put a structure on an experience, making it easier to understand it. Reflection thus gives language users more control over how they respond to languaging practices. Language diaries may take different forms, from a text written in any language (or a mixture of languages), to drawings. One way to reflect on linguistic encounters through art is to draw a 4-panel comic strip. After finishing the drawing, encourage discussion about the stories.

Here are some supporting questions for the post-discussion:

- 1 If your story is about insecurity that had overwhelmed you, can you think of an alternative course of events, where you overcome it? What would you need in that moment to avoid being overwhelmed?
- 2 If your story is about managing insecurity successfully, can you identify what made this possible? Is it about resources, attitude, support, tools that were available to you?
- 3 If there are extra characters, can you re-tell the story from their perspective? Does this change your perception of the situation?

Example comics made by the LangWork training participants:



Figure 1 A comic about 'false friends'



Figure 2 A comic about foreign language anxiety



Figure 4 A comic about the challenges of formal situations

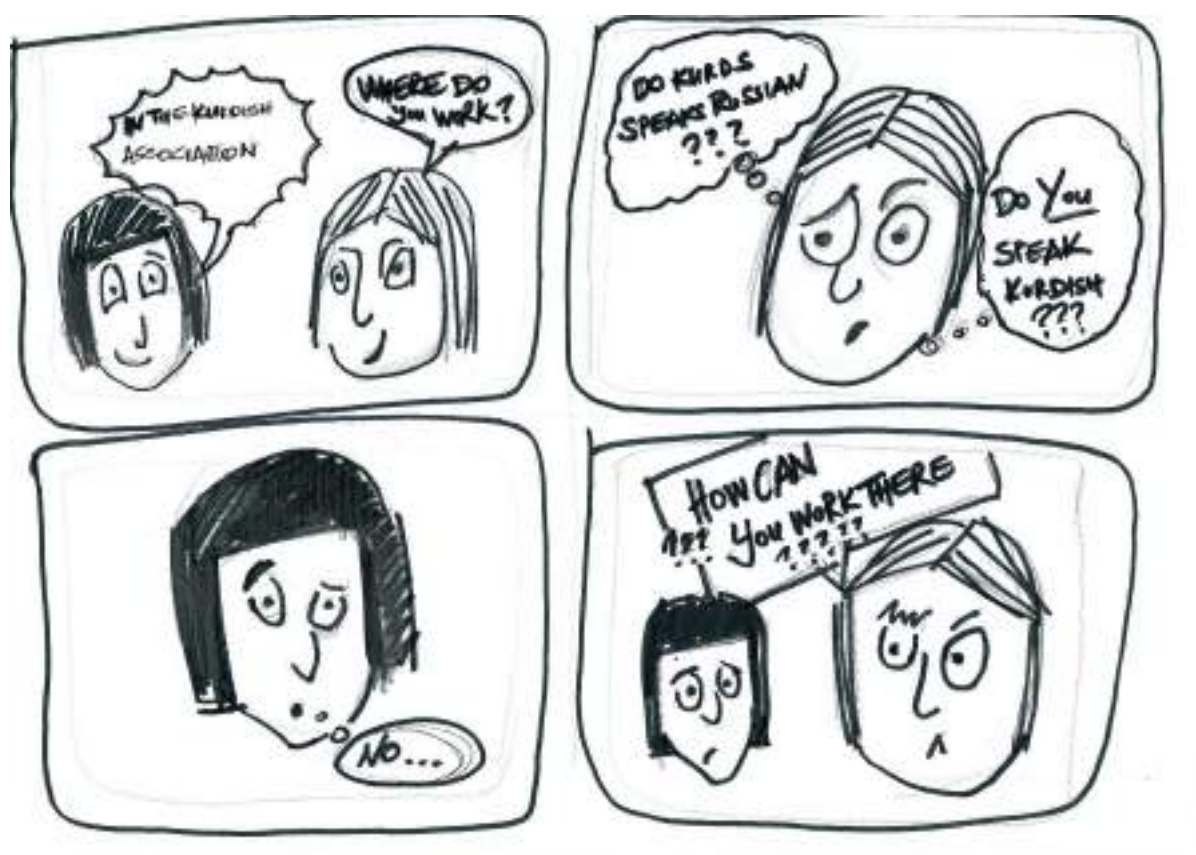


Figure 3 A comic about shaming



Figure 5 A comic about rusty language skills



Figure 6 A comic about belonging

CHAPTER 4: New EUROPASS Curricula and Personal Branding

This chapter, is about the tools and approaches relevant to support career guidance for international talents:

- New EUROPASS system by the European Commission promoting mobility, transparency, and recognition of skills and qualifications across Europe.
- Personal Branding: a method to develop and promote a personal identity for employability.

4.1 EUROPASS



europass
European Union

EUROPASS *is a set of online tools and information to help manage every step of learning and careers.*

Whether during the studies, while starting the first job or looking for new challenges, Europass allows to effectively communicate skills and qualifications in Europe.

The European Commission provides this service free of any charge and in 31 different languages.

With this, the European Commission supports people in reaching their full potential and finding opportunities across Europe that match personal skills and experiences.

Europass encourages to take the next step in learning or career by:

- Helping to reflect on current skills and experiences;
- Presenting yourself with tailored and trusted learning and job opportunities across Europe;
- Simplifying the writing of CVs and Cover Letters through editable templates;
- Providing accurate information on working and learning in Europe;
- Giving links to appropriate support networks.

The tools supporting learning or career development

Europass offers free online tools that support learners, workers and job-seekers across Europe such as:

» *Europass profile*

[Europass profile](#) supports describing skills, finding interesting jobs and learning opportunities, managing applications, and creating CVs and cover letters.

» *Europass CV editor*

With the [Europass CV editor](#), it is possible to:

- create and update CVs,
- choose from a variety of different templates,
- store them in a device or on the Europass library, and
- share the CVs easily in 31 different languages.

» *Cover Letter Editor*

It is possible to create a structured, visually pleasing and professional cover letter using a variety of different templates with the [Europass cover letter editor](#).

» *Diploma Supplement*

The [diploma supplement](#) provides information that makes it easier to understand the knowledge and skills acquired during higher education.

» *Certificate Supplement*

The [certificate supplement](#) provides information that makes it easier to understand the knowledge and skills acquired during vocational education.

» *Europass Mobility*

The [Europass mobility](#) helps to showcase skills acquired during mobility experience in a simple, consistent and understandable manner.

Referring to international talents, it is important to the Europass with a focus on language skills.

It is possible to self-assess language skills in the personal Europass profile. To self-assess skills means that someone should reflect on skills and describe skill levels. Thanks to a simple self-assessment table in the Europass profile, there is a chance to describe language skills.

For further details, there are some descriptions in the self-assessment tool to pick the level that best describes the listening, reading, spoken interaction, spoken production and writing skills in any language. It is also possible to store language certificates in the Europass library.

The self-assessment tool uses the Common European Framework for Languages (CEFR).
<https://europa.eu/europass/en/how-self-assess-your-language-skills>

		A1	A2
UNDERSTANDING	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters
SPEAKING	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.

		B1	B2
UNDERSTANDING	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
	Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters..	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
SPEAKING	Spoken interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Spoken production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
WRITING	Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

		C1	C2
UNDERSTANDING	Listening	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent
	Reading	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
SPEAKING	Spoken interaction	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
WRITING	Writing	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Source of images and materials: 20/07/023 <https://europa.eu/europass/en>

4.2 Personal Branding

Personal branding involves creating a distinct image, reputation, and perception that sets an individual apart from others and communicates their values, skills, and expertise. In essence, personal branding is about managing how you present yourself to the world and how others perceive you.

Personal Branding is the process of defining and promoting what you stand for as an individual.

The personal brand is a culmination of the experiences, skills and values that differentiate anyone.



Source: 25/07/2023 Image by macrovector on Freepik

Source: 25/07/2023 Image by rawpixel.com on Freepik

It is linked to the *concept of reputation and the external perception perceived about an individual*.

The goal is to transfer and show a well-packaged image of oneself in the minds of individuals and organizations.

Personal branding is a *circular process that is continually renewed*: this implies the need to continue to grow day after day, to know how to reinvent oneself as people and as a professional, to aim for continuous improvement of personal technical skills and competencies, and above all to learn to communicate better.

The process



Know yourself and get to know others

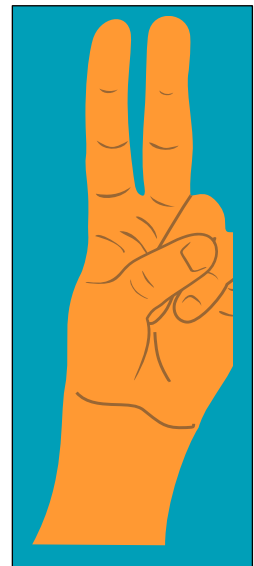
- » *Self-assessment* (passions, values, personal goals and vision).
- » Being *evaluated by others* (*what* is expressed externally - starting from those closest to us).
- » Know my *competitors* (who are they? What do they have in common with me? What do they have different from me?).
- » *Target*: who do I address?

Express yourself.

Choosing the tools to share your brand (LinkedIn, social networks, CVs, including failures)

It is essential to be:

- » *Clear*
- » *Consistent* - content
- » *Constants* - following a communication strategy planning.





Analyze the opportunity offered by the web

Web reputation based on:

- » *Engagement level* about your posted content.
- » The number of *followers* likes and reshares.
- » *Content sentiment*.
- » Blogs/Sites - *analytical data*

Personal branding canvas

The personal branding canvas is a tool used to reflect on the main aspects of your personal brand. When done correctly, the canvas helps you identify your unique characteristics. It is a visual representation of your brand and what drives it. You can discuss your personal branding canvas with a career coach to get feedback on how to develop your brand. Remember to review and update the canvas periodically, as brands must adapt to changing conditions.

For more information on how to fill out your personal branding canvas, consult [this instruction](#) or go to <https://www.brandcredential.com/post/creating-your-personal-branding-canvas-a-step-by-step-guide>.

[Click here](#) to access the personal branding canvas template or download it from <https://bigname.pro/personal-branding-canvas/>

Zoom in to read the small print. Print on a large format paper.

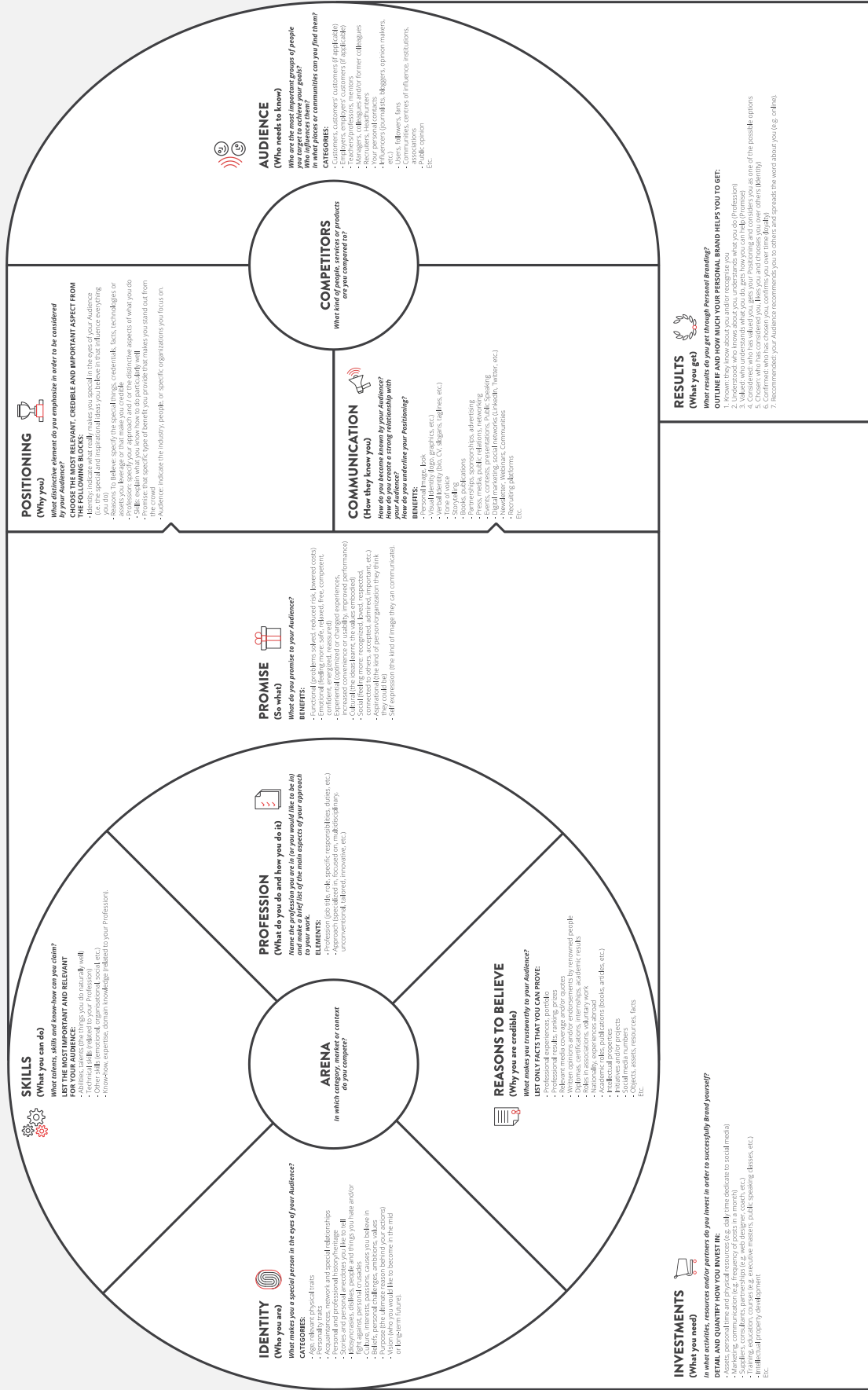
THE PERSONAL BRANDING CANVAS

Write your name

DESIGNED BY

Why do you want to do Personal Branding?

GOAL



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Copyright BigName srl © All rights reserved.
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Version: May 2018 v 1.4.3

BigName.pro/personal-branding-canvas/
Designed by @bigcentenario, founder of BigName® (BigName.pro) the people and team innovation specialists for enterprise.
Inspired by the work of Strategizer.com and BusinessModelYou.com

4.3 Language Skills In Personal Branding

Language skills are an important element of employability. However, the labour market features prejudices against persons who use a second language at work. Many people, including hiring teams, make negative judgements, based on foreign accents or some linguistic misunderstandings. For people who have such nativespeakeris ideas, linguistic mishaps can eclipse the person's professional skills. LangWork proposes the following activities² that international talents can do to present themselves as capable language users.

Creative Writing

Social media, such as LinkedIn, are a useful platform to showcase one's personal brand through short posts or comments. Read the content added by professionals from your area of expertise to pick up specialist vocabulary and the relevant style of narrative. By posting in the target language, one can strengthen their language skills and demonstrate professional identity. Be open about your identity as a second language user - you are using that space to practise and learn. Focus on clarity and do not overtly worry about correctness. After you have build a collection of posts, you can include them in your language user's portfolio.

Pocket Language Journal

Recording new words in a pocket-size notebook is a good way to memorize new words used in fast-paced everyday situation. The idea is to write the word(s) down, and check their meaning later, at a more suitable moment. To check the meaning, you can consult a dictionary or google the word. However, you can also use your glossary to start a conversation with a colleague who is a fluent speaker already. Conversations about the meaning or the correct use of specific words and structures are an efficient way to learn. At the same time, by taking notes and following up on them, you create an impression of a diligent and organized person, and that is surely a good thing for your brand.

Language User's Portfolio

A portfolio is a document the presents a sample of projects to a potential client or employer. A language user's portfolio is a document that presents one's multilingual trajectory, with a focus on field-specific language. It complements traditional language certificates that do not include information on subject-specific language skills.

Click [here](#) to access the language user's portfolio template or download it from the official Langwork website at <https://langwork.eu/results>.

² Adapted from the LangWork Practice Catalogue

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- CareersNet Cedefop's network of experts in lifelong career guidance and career development was created to monitor policy developments and innovative practices in the EU, EFTA/EEA and EU candidate countries: <https://www.cedefop.europa.eu/en/networks/careersnet>

Tools

- A free tool to build up your personal branding: <https://bigname.pro/personal-branding-canvas/>
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