

Excellence in career guidance in VET – a model

The ETF Network for Excellence: an international network of centres of vocational excellence

In order to better understand the needs and ambitions of its members, the ETF Network for Excellence¹ (ENE) has developed the ENE self-assessment tool (ENESAT²). ENESAT is currently further developed into the International Self-Assessment Tool for Centres of Vocational Excellence (ISATCOVE³). The presented excellence model is developed to meet the needs of the comprehensive and exhaustive self-assessment framework ISATCOVE and can be integrated into the same to accompany the currently scattered guidance indicators already available.

Background

Against the background of changing labour markets and corresponding EU policies like the VET recommendation for sustainable competitiveness, social fairness and resilience and Osnabrueck Declaration, EU Skills Agenda, reinforced Youth Guarantee, Youth Employment Support: a Bridge to Jobs for the Next Generation, European Education Area, and the European Green Deal, career guidance moves into the centre of attention as tool to support individuals navigating work and life.

The European Pillar of Social Rights names the “right to timely and tailor-made assistance to improve employment or self-employment prospects” including “the right to receive support for job search, training and re-qualification” (“Pillar 4. active support to employment”) and the related Council Resolution on better integrating lifelong guidance into lifelong learning strategies (2008) gives a direct mandate to the ETF to “Foster the development of lifelong guidance in third countries in accordance with the four priority areas outlined in this Resolution[...]”, being “1. Encourage the lifelong acquisition of career management skills; 2. Facilitate access by all citizens to guidance services; 3. Develop the quality assurance of guidance provision; 4. Encourage coordination and cooperation among the various national, regional and local stakeholders.”

WHAT IS CAREER GUIDANCE? *Career guidance describes the services which help people of any age to manage their careers and to make the educational, training and occupational choices that are right for them. It helps people to reflect on their ambitions, interests, qualifications, skills and talents - and to relate this knowledge about who they are to who they might become within the labour market.*

Career guidance involves a range of connected activities, including: (a) provision of careers information, (b) personalised and group guidance/ counselling, (c) assessments that support self-appraisal and career exploration, (d) experiential learning and engagement with employers and (e) career education. Career guidance aims at developing career management skills enabling citizens to manage their individual life paths in education, training and work across the lifespan.

Cedefop, European Commission, ETF, ILO, OECD, UNESCO (2021): Investing in career guidance:

<https://www.etf.europa.eu/en/publications-and-resources/publications/investing-career-guidance>

¹ See <https://www.etf.europa.eu/en/what-we-do/vocational-excellence>

² See https://www.etf.europa.eu/sites/default/files/2022-06/ENESAT%202022_EN.pdf

³ See <https://openspace.etf.europa.eu/pages/test-drive-europes-new-self-assessment-tool-vocational-schools>

Career guidance is also one of the core modules of the ENE self-assessment tool (ENESAT) and therefore a key performance area for Centres of Vocational Excellence (COVEs). VET is seen by the EU as a vehicle to support inclusive and fair transitions of individuals to a digital and green economy and as core enabler of lifelong learning. Since career guidance lies at the heart of lifelong learning systems, investment in high quality career guidance is not a “nice to have” but an absolute must.

Developing an Excellence model in career guidance

While the tool was developed for VET, it can be applied in other contexts, like secondary and higher education or youth centres in an adapted version. The process for the development of the “excellence model” entailed the following steps:

1. Co-development of the draft Excellence Model with practitioners and international experts
2. Piloting with COVEs in Armenia
3. Focus group to finalise the model
4. Presentation and publication of excellence model

Possible modes of use of the model:

- a) It remains a simple self-assessment tool at school level to further enhance career guidance
- b) A competent organisation like a VET agency or Quality Assurance agency in cooperation with technical experts from career guidance associations or with competent organisations like the career guidance centres or competent universities with researchers in that field build a certification board and COVEs can voluntarily get certified
- c) Accreditation becomes a legal obligation for all COVEs/VET schools, and an accreditation board with similar composition as under b) overlooks the process

In all three cases integration of the excellence model into ISATCOVE could facilitate the process. A recommended approach is to follow a 'peer' or 'cluster' approach where a group of VET schools decide that they will jointly pursue excellence in career guidance, and they jointly engage into self-assessment, peer learning and the provision of peer feedback.

Stakeholders to be involved in the self-assessment

The self-assessment should take place under the leadership and with the active participation of the school management and the Career Guidance practitioners with close involvement of representatives from the following stakeholder groups:

- In-house teachers/trainers
- Other staff in school or centre, including librarians and assistants
- School Board Members
- Learners
- Graduates
- Parents/ guardians
- Employers or employer representatives (includes professional/sector organisations)
- Employers that are SMEs
- Trade unions and other practitioner/employee/worker organisations

- Other educational providers (other schools or VET providers)
- Local and regional government organisations
- National government organisations
- Research organisations and Technology Centres
- International partners

Assessment

Already in line with the approach of ISATCOVE, VET providers can assess themselves or provide feedback on others along the response **scales for each indicator**. In the case of certification/ accreditation processes, VET providers in addition have to make a portfolio of evidence available to back up their assessment.

EXTENT		TIME		Y/N		AGM	
1 To a large extent	4	1 Every 1-2 years	4	1 Fully achieved	4	1 Strongly agree	4
2 To some extent	3	2 Between every 2 and 5 years	3	2 Mostly achieved	3	2 Agree	3
3 To a little extent	2	3 More than every 5 years	2	3 Partially achieved	2	3 Neither agree nor disagree	2
4 Planned or in development	1	4 Planned or in development	1	4 Planned or in development	1	4 Disagree	1
5 Not at all	0	5 Never	0	5 Not achieved	0	5 Strongly disagree	0
						Not applicable	1

However, piloting showed that the different dimensions of the model should be implementing using different adequate approaches, from self-assessment to focus group, interviews and expert assessment.

Excellence model in career guidance⁴

Excellence or high-quality career guidance offered by a VET provider encompasses diverse dimensions that include each several criteria, themes and indicators. The dimensions are:

- Career guidance activities of the VET provider
- Cooperation, Coordination and Organisational framework
- Competences of school management, teachers, trainers, guidance practitioners

⁴ NOTE: While the model focuses on VET provider level, it needs to be stressed that career guidance at that level needs to be embedded into a wider system approach to lifelong guidance across education, employment, youth and social inclusion sectors (for details see <https://www.etf.europa.eu/en/publications-and-resources/publications/developing-national-career-development-support-systems>).

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VET MODEL OF EXCELLENCE IN CAREER GUIDANCE

The below catalogue of criteria for each of the dimensions outlines the excellence model on guidance in VET, highlighting what quality guidance following a whole-school approach looks like.

DIMENSION 1: Career guidance activities of the VET provider

	Criteria	Themes	Indicators	Means of verification
1.1.	Provides career guidance to potential future VET learners (FL)	1.1.1. Reaches out to potential future VET learners and their parents/guardians in primary and secondary schools including in rural/ remote areas	<i>The VET provider...</i> FL-1. Participates regularly in education fairs FL-2. Uses regularly ICT (social media, website, simulations/Virtual Reality/Augmented Reality) to reach out to potentially interested learners incl. adults	Annual work plan FL-1. Documentation (report/ pictures/ fair programme etc.) FL-2. Examples of social media posts/ internet activities/ use of Virtual Reality/Augmented Reality/simulations FL-3. Documentation (report/ pictures/ visit programme etc.) FL-4. Documentation (report/ pictures/ day programme etc.)
		1.1.2. Reaches out to potential future VET learners amongst the adult population (workers, low-skilled, minorities, persons with disabilities, informally employed, workers in non-standard forms of employment etc.)	FL-3. Conducts regular visits to primary and secondary schools FL-3.1. Nr. school visits per year per school type (primary, secondary) FL-4. Regularly organises open days incl. for adults FL-4.1. Nr. of open days per year FL-4.2. Nr. of potential learners and parents/guardians participating in open days FL-5. Nr. of meetings with employer and worker organisations to cooperate on reaching potential adult learners	
		1.1.3. Provides high quality career guidance to potential learners and parents/guardians	<i>The VET provider...</i> FL-6. Comprehensively and systematically uses labour market and skills intelligence to inform career guidance work	FL-6. Examples how LM and skills Intelligence was integrated into guidance work

	Criteria	Themes	Indicators	Means of verification
			<p>FL-7. Comprehensively and systematically uses results of graduate tracking surveys to inform career guidance work</p> <p>FL-8. Offers potential future VET learners and parents/guardians regularly from primary schooling onwards taster sessions covering both theoretical and practical learning experiences (e.g., a taster day or week with theoretical and practical learning in school, Virtual Reality/Augmented Reality experiences with a profession etc.)</p> <p>FL-9. Involves partners (companies, professional/sectoral organisations, alumni, senior students, adult learners, PES etc.) in career guidance for potential future VET learners and parents/ guardians</p> <p>FL-10. Offers needs-based, personalised career guidance to potential future VET learners and parents/guardians to guide the learners</p> <p>FL-11. Explicitly challenges career prejudices related to gender, ethnicity, disability, socio-economic backgrounds etc.</p> <p>FL-12. Provides clear information on the role, value and expected outcomes of career guidance to parents/ guardians and learners</p>	<p>FL-7. Examples how tracking results were integrated into guidance work</p> <p>FL-8. Annual work plan/ Documentation (report/ pictures/ activity programme etc.) and examples</p> <p>FL-9. Documentation (report/ pictures/ activity programme etc.) and examples</p> <p>FL-10. Results of feedback of learners and parents/ guardians; examples of Personal Development Plans; examples of methodologies used</p> <p>FL-11. Examples of how career prejudices are challenged</p>
1.2.	Provides career guidance to VET learners (VL)	1.2.1. Offers career education as integrated element of the curriculum to all learners from first to last grade	<p><i>The VET provider...</i></p> <p>VL-1. Implements a structured learning program supporting the development of career management skills (CMS), consisting of social and emotional competence, learning to learn competence,</p>	<p>VL-1. Learning curriculum</p> <p>VL-2. VET program curriculum/ examples of how career learning is integrated into subjects</p>

	Criteria	Themes	Indicators	Means of verification
			<p>entrepreneurship key competence, citizenship competence, critical understanding of the world of work and learning, and practical skills such as CV writing, knowing where to find information and support</p> <p>VL-2. Reinforces the development of career management skills and interest in specific careers through connecting with learning in other subjects by integrating CMS learning outcomes e.g., from maths to biology</p> <p>VL-3. Reinforces the development of career management skills and interest in specific careers through experiential learning like job shadowing, company visits, mock interviews, student companies, community learning, projects, internships, apprenticeships</p> <p>VL-4. Explicitly addresses career stereotypes related to gender, ethnicity, disability, socio-economic backgrounds etc.</p> <p>VL-5. Tailors career education to individual and group needs</p> <p>VL-6. Applies formative assessment to measure learning progress</p>	<p>VL-3. Annual work plan; examples of activities; learner feedback; parent/guardians' feedback; partner (employer/ etc.) feedback</p> <p>VL-4. Examples of how career stereotypes are challenged</p> <p>VL-5. Results of feedback of learners and parents/ guardians; examples of Personal Development Plans; examples of methodologies used e.g., for needs assessment etc.</p>
		<p>1.2.2. Offers extracurricular career guidance to all individuals and groups depending on their needs</p>	<p><i>The VET provider...</i></p> <p>VL-7. Offers a welcoming, physical space for individual or group career guidance with access to materials and online resources for learners incl. adult learners and parents/guardians</p>	<p>VL-6. Documentation (pictures/ links to online sources/ etc.) and examples</p> <p>VL-7. Annual work plan; Documentation (report/ pictures/</p>

	Criteria	Themes	Indicators	Means of verification
			<p>VL-8. Offers a welcoming session for all new VET learners and their parents/guardians explaining the service</p> <p>VL-9. Nr. of referrals from teachers and trainers to extracurricular career guidance</p> <p>VL-10. Nr. of individual and group sessions held per quarter per year</p> <p>VL-11. Nr. of parents/ guardians participating per quarter per year</p> <p>VL-12. Nr of referrals to other related services such as social services, health services, psychologists etc.</p> <p>VL-13. Facilitates mentoring for VET learners by alumni or experienced professionals e.g., through a dedicated mentor-matching platform</p> <p>VL-13.1. nr of mentors and learners matched per year and their duration</p> <p>VL-14. Offers an online space for career guidance, e.g., on the schools' Facebook page, allowing for information sharing, exchanges with and between learners and parents/ guardians and linking to national level online career guidance portals</p>	<p>activity programme etc.) and examples</p> <p>VL-8. Feedback from teachers and trainers on their involvement in career guidance work and regarding their role in identifying learners for referral to individual career guidance</p> <p>VL-11. Feedback of related services such as social services, health services, psychologists</p> <p>VL-12. Documentation and examples of mentoring; feedback of mentors and mentees</p> <p>VL-13. Link to online resources</p>
		<p>1.2.3. Offers support to education-to-work or education-to-further learning transitions</p>	<p><i>The VET provider...</i></p> <p>FL-6. Comprehensively and systematically uses labour market and skills intelligence to inform career guidance work</p> <p>FL-7. Comprehensively and systematically uses results of graduate tracking surveys to inform career guidance work</p>	<p><i>FL-6/7 as above</i></p>

	Criteria	Themes	Indicators	Means of verification
			<p>VL-14. Informs VET learners about volunteering, internships, job tasting opportunities, vacancies, junior work programmes or further learning opportunities as well as conditions of work, salaries, labour rights and responsibilities</p> <p>VL-15. Nr of vacancies collected from partner companies, employer organisations, PES, SCOs etc.</p> <p>VL-16. Nr. of placements in workplace settings like volunteering/ internships/ job tasting/ apprenticeships/ traineeships/ etc.</p>	<p>VL-14. Annual work plan; documentation (report, pictures, activity programme etc.) and examples</p>
1.3.	Provides career guidance to alumni	1.3.1. Offers support to education-to-work or education-to-further learning transitions	<p><i>As for "1.2.3. Offers support to education-to-work or education-to-further learning transitions" above because alumni are supposed to maintain access rights to such information as per 1.2.3</i></p>	As above
1.4.	Conducts Monitoring and Evaluation (ME)	1.4.1. Collects data on input, learners, and output	<p>ME-1. Reports on input to guidance services (staff time, resources, budget etc.) in relation to achieved output (nr of learners served, nr. of diverse activities conducted, nr of dropouts, etc.)</p> <p>ME-2. Collects information about the characteristics of all learners served and in particular of those with more need for continuous service improvement (age, sex, employment status, educational performance, highest education level of parents/guardians, parent/guardians employment status, ethnic background, disability status, learning motivation, challenges faced and needs etc.)</p> <p>ME-3. Conducts graduate tracking surveys to inform career guidance work (related to labour market</p>	<p>ME-1. Reports</p> <p>ME-2. Reports</p> <p>ME-3. Tracking survey; reports on results</p>

	Criteria	Themes	Indicators	Means of verification
			<p>status after 1-3-5 years of graduation/duration until first employment/pathways (contract types, sectors of employment etc.)/work conditions/gross monthly income of full-time employment/etc.) and assess guidance effects</p> <p>ME-4. Conducts reflection sessions with diverse stakeholders to continuously improve services</p> <p>ME-5. Collects feedback on services (learners, parents/guardians, partners etc.) and uses data gathered to inform planning</p>	<p>ME-4. Annual work plan; documentation (reports, pictures, activity programme etc.) and examples;</p> <p>ME-5. Feedback forms; reports on results, examples of filled in forms</p>

DIMENSION 2: Coordination, Cooperation and Organisational framework

	Criteria	Themes	Indicators	Means of verification
2.1.	Coordinates and cooperates with diverse stakeholders to plan, implement, monitor, and evaluate career guidance (CC)	2.1.1. Plans and conducts career guidance for VET and future potential VET learners and their parents/ guardians in cooperation and close collaboration with external partners such as education providers, employers, professional/ sectoral organisations, parents/ guardians, SCOs and the public employment services	<p><i>The VET provider...</i></p> <p>CC-1. Formalises partnerships through the establishment of an Advisory Board for career guidance in which all external partners are represented as well as learners</p> <p>CC-2. Cooperates with companies, employer organisations, professional/ sectoral organisations, trade unions, alumni, parents/ guardians, SCOs and public employment services to plan activities, to receive updated labour market intelligence and information about vacancies/ internships/ working conditions etc., and to engage them into guidance work</p>	<p>CC-1. List of members of the advisory board, documentation (meeting minutes/ activity programme, annual work plan etc.) and examples of work</p> <p>CC-2. annual work plan, documentation (activity programmes, meeting minutes, pictures, etc.) and examples of engagement</p>

	Criteria	Themes	Indicators	Means of verification
			CC-3. Cooperates with education providers to support career guidance for future VET learners and parents/ guardians, and to support education-to-further learning transitions	CC-3. annual work plan, documentation (activity programmes, meeting minutes, pictures, etc.) and examples of cooperation
			CC-4. Cooperates with relevant service providers such as social service, health service, psychologists for referral and to enrich extracurricular career guidance	CC-4. annual work plan, documentation (activity programmes, meeting minutes, pictures, etc.) and examples of cooperation
			CC-5. Cooperates with employers/ professional/ sectoral organisations/etc. to provide guidance related to continuous VET learning for workers	CC-5. annual work plan, documentation (activity programmes, meeting minutes, pictures, etc.) and examples of cooperation
			CC-6. Cooperates with in-house teachers to connect to companies/professional/sectoral organisations etc. for the facilitation of experiential learning opportunities	CC-6. annual work plan, documentation (activity programmes, meeting minutes, pictures, etc.) and examples of cooperation
		2.1.2 Supports the integration of vulnerable groups like NEETs, minorities, migrants, persons with disabilities, low-skilled adults into VET learning programmes	CC-5. Cooperates with public employment services, SCOs and others providing outreach to vulnerable groups to involve workers active in the informal sector and in non-standard forms of employment/ adults with disabilities and belonging to minorities into formal VET programs (through micro-credentials, modularisation etc.) by offering personalised career guidance	CC-5. annual work plan, documentation (activity programmes, meeting minutes, pictures, etc.) and examples of cooperation

	Criteria	Themes	Indicators	Means of verification
			CC-5.1. Nr of persons from the group of vulnerables registered with VET provider as learner	
			CC-6. Cooperates with public employment services, SCOs and others providing outreach to vulnerable groups to involve young people from the groups of NEETs/ minorities/ persons with disabilities into formal VET programs by offering personalised career guidance CC-6.1. Nr of persons from the group of vulnerables registered with VET provider as learner	CC-6. annual work plan, documentation (activity programmes, meeting minutes, pictures, etc.) and examples of cooperation
			CC-7. Cooperates with partners providing validation of non-informal learning to ease access to VET programmes	CC-7. annual work plan, documentation (activity programmes, meeting minutes, pictures, etc.) and examples of cooperation
			CC-8. Cooperates with non-formal adult learning providers to offer personalised career guidance, information about VET programs and short taster learning programs for learners	CC-2. annual work plan, documentation (activity programmes, meeting minutes, pictures, etc.) and examples of cooperation
2.2.	Provides a conducive organisational framework	2.2.1 Follows a whole school approach to career guidance (WS)	WS-1. Ensures all teachers, trainers and school leaders meet with the centre coordinator for career guidance at least once a year to engage all in career guidance work	WS-1. annual work plan, documentation (activity programmes, meeting minutes, pictures, etc.) and examples
			WS-2. Explicitly includes offline and online career guidance in its development plan or strategy and in its quality assurance processes	WS-2. development plan or strategy and documentation of quality assurance processes

	Criteria	Themes	Indicators	Means of verification
			<p>WS-3. Provides support to the guidance practitioner to ensure time is fully dedicated to guidance work, e.g., by hiring a part-time support, or ensuring persons with clerical, marketing and librarian skills already working for the VET provider support for some hours a week to build a careers team</p>	<p>WS-3. Documentation of support to guidance practitioner (who, hours per week, what, budget)</p>
			<p>WS-4. Involves senior learners in supporting the guidance practitioner as volunteers to their benefit in terms of learning non-formally important work-related skills (e.g., planning, management of activities and people, developing budgets, responsible resource use, knowledge management, conducting trainings etc.) and life skills (e.g., social and emotional skills)</p>	<p>WS-4. Documentation of support to guidance practitioner (who, hours per week, nr of volunteers, budget, feedback of volunteer and guidance practitioner)</p>
			<p>WS-5. Involves parents/guardians in supporting the guidance practitioner as volunteers to their benefit in terms of learning non-formally important work-related skills and life skills</p>	<p>WS-5. Documentation of support to guidance practitioner (who, hours per week, nr of volunteers, budget, feedback of volunteer and guidance practitioner)</p>
			<p>WS-6. Issues micro-credentials for volunteers supporting the guidance practitioners</p>	<p>WS-6. Documentation (nr. of credentials issued, learning outcomes included) and examples</p>
		<p>2.2.2. Supports monitoring and evaluation of career guidance</p>	<p>WS-7. Cooperates with universities on longitudinal studies to measure effects of career guidance on learner career pathways</p>	<p>WS-7. Documentation (universities engaged, involvement in study, information about study) and examples WS-7.1. Retention rate as indicator for successful guidance</p>

	Criteria	Themes	Indicators	Means of verification
			WS-8. Ensures that the guidance practitioner applies the behaviour of a reflective practitioner	WS-8. Documentation (participation in coaching/ peer reflection/ etc; self-reflection diary about case work etc.), and personal activity plan indicating time for self-/peer-reflection etc.; examples of how feedback and results of M&E were used to adapt/revise services
			WS-9. At least bi-annually meets with directors and guidance professionals of other education providers offering the same ISCED level programmes to support peer learning or participates in other peer learning opportunities like those offered by professional guidance practitioner associations	WS-9. Annual work plan, documentation (activity programmes, meeting minutes, pictures, etc.) and examples of cooperation

DIMENSION 3: Competences of teachers, trainers, guidance practitioners

	Criteria	Themes	Indicators	Means of verification
3.1	Ensures quality career guidance services (QS)	3.1.1. Has a full-time person in charge of career guidance with certified competences to coordinate school-wide work with internal and external stakeholders	<i>The VET provider...</i> QS-1. Ensures that the guidance practitioner has knowledge of career theories, tools and methodologies and competence to put that knowledge into practice in support of the development of career management skills	QS-1. Qualification/ certification of guidance practitioner and diploma supplement
			QS-2. Ensures that the guidance practitioner applies state of the art methodologies and tools for career guidance	QS-2. Qualification/ certification of guidance practitioner and diploma

				supplement; and examples of methodologies used
			QS-3. Ensures that the guidance practitioner supports all learners to establish and keep updated a Personal Development Plan when progressing throughout school	QS-3. Annual action plan; career education curriculum; examples of Personal Development Plans
			QS-4. Ensures that the guidance practitioner conducts profiling incl. competence, motivation, and interest assessments to identify the service needs of diverse individuals and groups	QS-4. Assessment forms/online versions; examples of profiling activities; personal activity plan; annual work plan
			QS-5. Ensures that the guidance practitioner makes learners use tools such as (e-)portfolio or diary to support (self-)reflection, learning and assessment of progress of learners	QS-5. Examples of tools used; templates; feedback of learners and others; examples how this is used to further improve services
		3.1.2. Ensures continuous professional development of all VET provider staff in career guidance/career development	QS-6. Ensures that the guidance practitioner participates in trainings at least every two years to ensure professional growth and to update skills and knowledge of all dimensions of career guidance including monitoring and evaluation	QS-6. Training certificates; annual personal activity plan
			QS-7. Ensures that the guidance practitioner continuously participates in exchanges with practitioners (e.g., community of practitioners), in visits to and/or job shadowing at companies, research and writing about labour market developments	QS-8. Meeting agendas, written texts, annual activity plan
			QS-8. Ensures that subject teachers and trainers participate at least once every two years in a training on career development	QS-8. Training certificates; feedback on training and how they aim at using the training in their work

			QS-9. Ensures that school management participates at least once every two years in a training on career development on how to manage the service and support the persons responsible for career guidance in their work	QS-9. Training certificates; feedback on training and how to integrate career guidance into their school and how to integrate the training into their work
	3.1.3. Connects to national and/or regional career guidance networks and processes (GN)		GN-1. Encourages that the guidance practitioner is active member in a national career guidance practitioner community	GN-1. Documentation (participation in peer exchanges outside VET provider; nr of such engagement per year) and examples
			GN-2. Supports national and/or regional lifelong guidance networks and processes, e.g., related to national guidance fora, regional development, innovation and smart specialisation, and learns from them for work on VET provider level	GN-2. Documentation (how far are regional development, innovation and smart specialisation priorities taken as input for guidance work? Does the VET provider connect to national/ regional guidance work/ strategies? Does the VET provider support national/ regional guidance activities?) and examples

Give example(s) of recent inspiring practice in career guidance at your school or centre (during the last 12 months):

To support VET centres in identifying that what they are doing is inspiring or innovative, case examples shall be provided here