

The Role of Career Guidance in Inclusive Transitions from schools to VET institutions



MAIN INFO

SALTO E&T link:	https://salto-et.net/events/show/DK01_0841_TSS_2025		
Sector:	SE VET	Priority:	Inclusion and Diversity (2021-27)
Scope:	Transnational		
Type of presence:	Face-to-Face	Venue country:	Denmark
Venue city:	Copenhagen	Working language:	English
Key Action:	Not applicable	TCA documents:	
Postponed:	No	E+ Academy:	No
Start date:	18.05.2026	End date:	21.05.2026
Subtopic:	networking interactive equal opportunities		

TCA DESCRIPTION

Themes and goals: The TCA will focus on the role of career guidance in supporting students with fewer opportunities during their transition from lower secondary education to vocational education and training (VET). It will explore how targeted and inclusive guidance approaches can address social, economic, cultural and educational barriers that may hinder access to and success in VET pathways. The activity aims to strengthen participants' understanding of how career guidance can function as a key support mechanism, facilitating smoother transitions and promoting long-term educational and training success for students with special needs.

Expected results: Participants are expected to gain increased knowledge of effective guidance practices tailored to students with fewer opportunities, as well as practical insights into overcoming transition-related barriers. The TCA will contribute to improved institutional approaches to guidance, enhanced cooperation between lower secondary schools and VET providers, and the exchange of good practices across countries. Ultimately, the activity is expected to support higher quality implementation of inclusive guidance strategies and contribute to successful and sustainable education and training pathways for students with special needs.

Additional information:

PARTNERS AND PARTICIPANTS

Organiser NA:	DK01 - Danish Agency for Science and Higher Education
Number of participants:	45
Target group:	School leaders, directors Teachers Trainers Education professionals Other support staff
Erasmus+ Programme experience level:	Newcomers and Experienced beneficiaries
Profile of participants:	The event invites career and educational support professionals, as well as teachers closely related to the topic, to explore innovative approaches to inclusive career development
Participants per country:	
Sending partner(s) - Booked places:	AT01 - - DE02 - 2 DE03 - 3 DK01 - - EE01 - - EL01 - 3 ES01 - 2 FI01 - 2 IE01 - 2 LT01 - 3 LV01 - 2 MT01 - 2 NL01 - 2 SI01 - 1 SK01 - 2 PT01 - 3 SE01 - 4 TR01 - 3 IT01 - 5 RS01 - 4
Pending Sending partner application(s) - Booked places:	-
Accepted Sending partner(s) - Accepted places:	AT01 - 3 DE02 - 2 DE03 - 2 DK01 - 3 EE01 - 3 EL01 - 2 ES01 - 2 FI01 - 2 IE01 - 2 LT01 - 2 LV01 - 2 MT01 - 2 NL01 - 2 SI01 - 1 SK01 - 2 PT01 - 2 SE01 - 2 TR01 - 2 IT01 - 2 RS01 - 3
Pending booked places:	0
Accepted places:	43

TCA PARTICIPANT APPLICATION

Start date of TCA Participant Application:	30.01.2026	Application deadline:	20.02.2026
Confirmation deadline for Sending NAs:	24.02.2026	Confirmation deadline for Organiser NAs:	27.02.2026

LONG-TERM ACTIVITY INFO

Title:	Enhancing Inclusion through Guidance LTA		
Coordinator:	RS01 - Foundation Tempus	Priority:	Inclusion and Diversity (2021-27)
Subtopic:	networking equal opportunities	Sector:	SE VET HE AE

Country:	Any Denmark Estonia Lithuania	Working language:	English
Start date:	01.2024	End date:	12.2026

Rationale and background:

This LTA will be dedicated to the development of career guidance and counselling (CGC) activities and tools for practitioners working in educational institutions and organisations. The main goal is to emphasize the role of career guidance as an inclusion mechanism, as well as to promote digital resources available to career guidance practitioners. Considering that career guidance is recognized as a powerful tool for supporting students from vulnerable groups in developing the skills needed in the labour market, as well as a mechanism to prevent early school leaving, career guidance has a valuable impact on enhancing the inclusion of students from those groups. Through training, workshops and similar activities, LTA will aim to equip practitioners with the knowledge and skills to provide guidance that is context-sensitive, needs-oriented and addresses different challenges. By emphasizing the value of diverse role models, tailored support, and culturally responsive practices, the long-term project will seek to foster an inclusive approach that provides all individuals with equal access to information and meaningful career opportunities. Furthermore, using digital resources as tools in career guidance can make the provision of guidance services more effective, efficient, and equitable. An inclusive digital environment considers different needs and abilities and enables more students to access the CGC services and use digital technology regardless of background or circumstances. According to the data from the SALTO platform, since 2018, 10 single TCA events on the topic of career counseling have been organized or planned (between 1 and 3 per year), with many sending partners at each of those events. More than a third were focused on inclusion. This reflects the existence of common needs and the continued interest of National Agencies in the topic. To gather these National Agencies around a common LTA would enable a strategic approach to the organization of TCAs on the topic of CGC, as well as the exchange of knowledge and experiences among the event organizers. Such cooperation would provide a TCA offer that is coordinated regarding activities' goals, topics, target groups, as well as a balanced event calendar. The exchange of knowledge within the LTA would enable TCAs to be better tailored to meet the real needs of practitioners, with an additional benefit of monitoring and measuring the achievement of common goals. Some of the National Agencies are as well homes to national Euroguidance centers, which are a significant resource of knowledge in the CGC field. It is an exceptional opportunity to build bridges between different E+ networks, E+ tools and parts of the program, from which all parties will benefit.

Challenges:

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Planned Activities:

LTA will provide involved NAs with a framework that will enable the continuous and coordinated organisation of TCAs on the topic of CGC in the next 3 years. As a first step, partner NAs would map out the needs of CGC practitioners in their countries, which would inform and shape the activities organised within the LTA. Later on, a transnational TCA should be organised at least once a year (hosted in Serbia in 2024 and possibly in different partner countries in the following years). The annual event should support CGC practitioners in better understanding the different ways of developing CGC services for students from

vulnerable groups through the exchange of good practices and promotion of useful digital tools. LTA will also offer flexibility and encourage partner NAs to plan and organise different formats of national and transnational activities related to the main theme and goals, regarding their national contexts, needs and capacities. In this way, LTA will offer a series of TCA activities that will enable training and networking for career practitioners. TCA activities within this LTA can include: Seminars and workshops, to develop competences of participants, Study visits, to enhance the exchange of good practices, Tool fairs, to promote the digital tools and other resources which could be implemented in different educational contexts, Etc. Additionally, a common strategy for monitoring and measuring the impact of activities organised within the LTA would be established.

Expected results: Promoting social inclusion and equality in career guidance throughout the education system. Improving competences of CGC practitioners to provide inclusive services in the education sector. Increasing number of projects concerning CGC, with inclusion as a priority in the Erasmus+ programme. NAs involved in the LTA gaining better understanding of the needs of CGC practitioners at the national and European level

SINGLE ACTIVITIES CONNECTED TO THIS LONG-TERM ACTIVITY

RS01_0662_THO_2024	Strengthening Capacities of Learners with Disabilities and Learning Difficulties through Career Guidance Services
EE01_0735_THO_2024	Inclusive Career Guidance: Supporting Students with Special Needs
RS01_0767_TSS_2025	Fostering Inclusion: Enhancing Career Guidance for Students from Diverse Cultural Backgrounds
LT01_0817_TSS_2026	Inclusive Career Guidance: Supporting Students with Emotional or Behavioural and Learning Disorders
DK01_0841_TSS_2025	The Role of Career Guidance in Inclusive Transitions from schools to VET institutions

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