

Working as a guidance counsellor in a changing world – (do) we have what it takes?

National Surveys | Cross Border Seminar Dresden 2023



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Foreword

The Euroguidance Cross Border Seminars bring together guidance practitioners, policy makers and guidance experts from different European countries to share their expertise and innovative guidance practices. It all started in 2005 when the Euroguidance Centres from three neighbouring countries – Austria, the Czech Republic and Slovakia – decided to join forces and bring together national experts to discuss current trends and important guidance-related issues. In recent years, more and more National Euroguidance Centres have recognised the importance of networking and sharing practical tools and guidance methods, which is why the number of countries participating in the Cross Border Seminar has risen to 11 to date.

The theme of this year's Cross Border Seminar "Working as a guidance counsellor in a changing world – (do) we have what it takes?" aims to take a closer look at the role of counsellors in a changing world and to give a practical insight into their current counselling work and the challenges counsellors face on a daily basis.

Global challenges such as the ageing of society, the climate crisis or the digital transformation in the economy and society are increasingly changing the work of career guidance. Career counsellors must be able to deal with all these issues in order to provide good advice to their clients each and every day. But how exactly does demographic, digital and ecological change affect the work of counsellors? Are counsellors prepared for this? What knowledge and future competencies are needed and how can they be built up? These and many other questions will be discussed during the 2-day Cross Border Seminar in Dresden.

In the run-up to the seminar, the National Euroguidance Centres have conducted National Surveys on the chosen topic, which have been summarised in this publication to serve as background information for the participants of this year's seminar. The aim of the publication is to give a compact overall picture of the current guidance situation in the respective countries.

A series of questions served as a guideline for compiling the information. Some Euroguidance Centres answered all the questions, while others only covered the topics that were relevant to the current situation in their country. It is important to stress that the results of the National Surveys only reflect the views of the respective authors or the staff of the Euroguidance Centres and/or the national experts involved.

Euroguidance Germany



AUSTRIA

Austria

Wolfgang Bliem, *ibw – Institut für Bildungsforschung der Wirtschaft | ibw Austria – Research & Development in VET*

What guidance strategies, initiatives, and measures have the career guidance services in your country developed to adapt to structural changes and to align guidance services to the current and future needs of their clients? Please give practical examples.

In Austria, the National Lifelong Guidance Strategy (“LLG Strategie”), which was drawn up in 2006, forms the basis for initiatives and measures in the area of educational and vocational guidance. This strategy, with its five programmatic objectives, has influenced developments in this area since that time (cf. Götz, et al., 2020a and Härtel/Marterer, 2022). An example of this, are three initiatives or measures that are particularly relevant at the moment which can be ascribed to the LLG Strategy:

- At the beginning of 2023, new curricula for educational and vocational guidance instruction were introduced for secondary level 1 that make even greater provision for the procedural nature of educational and vocational guidance and for the development of career management skills (cf. BMBWF, 2023).
- In 2013, youth coaching was set up nationwide. This was intended to support young people in danger of dropping out with the transition from compulsory schooling to continuing education and to prevent early dropping out from (vocational) education (cf. BMBWF, o.J. a/ www.neba.at/jugendcoaching). With the introduction of

mandatory education until 18 in the year 2016, youth coaching became even more significant. Today, in view of the increasing shortage of skilled workers, it is an important element in bringing young people into education (ausbildungbis18.at).

- The Austrian Educational Guidance Network (“Netzwerk Bildungsberatung Österreich”) focuses on the lifelong guidance aspect and thus on the role of educational and vocational guidance for adults. In an ever-changing working world, this is becoming increasingly important. Regional networks in each province, the development of adult-oriented counselling formats, and online educational counselling in Austria serve to meet the growing need for offerings in this area (cf. Götz, et al., 2020b).

The digitalisation of counselling and guidance services represents another development that is significant at present. In this regard, besides the expansion of online guidance services (chats, counselling via e-mail, online courses, etc.), there is a focus on the development of virtual reality experiential spaces. The vocational VR offered by the Austrian Economic Chambers enables the user to explore professions and vocational sectors by means of interactive 3D videos (www.berufe-vr.at). Virtual job information fairs provide access to educational qualifications and careers above and beyond the times at which these are presented at the real fairs. Examples of this include the DIGI Youth Job Fair (digi.jugendundberuf.info) and the L14 organised by the Vienna Chamber of Labour (www.l14.at/messe).

Please briefly describe which quality concepts for guidance services and competence frameworks for educational and vocational guidance counsellors exist in your country. To what extent do these meet today's guidance needs for the future?

In Austria, educational and vocational guidance does not follow uniform quality standards or concepts. Many institutions develop their own quality criteria internally. There are also no universal competence frameworks in use. These are primarily based on the programmatic objectives of the Austrian LLG Strategy (see above). Sometimes, the quality concepts of the ELGPN (cf. www.elgpn.eu), the competence framework of NICE (cf. Schiersmann et al., 2012 and 2016), and the competence standards and ethical guidelines of the IAEVG (cf. iaevg.com/competencies and iaevg.com/Ethical-guidelines) also serve as references.

However, in 2009, inspired by the LLG Strategy, quality assurance was introduced in the form of a provider-neutral seal of quality for the certification of educational and vocational guidance services (IBOBB certificate; IBOBB = Information, Beratung und Orientierung für Bildung und Beruf, or Educational and Career Information, Advice, and Guidance), which is accessible for all counselling institutions. The aim of this process is to provide an independent assessment of the reliability, professionalism, and correctness of guidance services in addition to their provider-neutrality (cf. öibf, 2021). The assessments include checking for the presence of a quality development plan. Although there is no formal obligation for counselling institutions to be IBOBB-certified, certain factors such as participation in the Austrian Educational Guidance Network and, in some cases, access to public funds are dependent on obtaining this quality seal. By mid-2021, 74 initial certifications and re-certifications had been carried out (cf. ebda.).

Please briefly describe the initial and continuing training system for guidance counsellors in your country.

With regard to the initial and continuing training of educational and guidance counsellors in Austria, one should generally make a distinction between school counsellors (guidance teachers, career orientation teachers, school and educational counsellors, and school psychologists) and non-school counsellors (educational and vocational). Qualifications for guidance teachers, guidance coordination, and school and educational counsellors are obtained within the scope of further training in specialised courses at teacher training universities (cf. BMBWF, o.J. b). There is no formalised training for non-school counsellors. In many areas, the initial and continuing training of guidance counsellors occurs via the intra-institutional training programmes offered by large counselling service providers such as the Austrian Public Employment Service (AMS) and by means of on-the-job training following an appropriate basic qualification in areas such as pedagogy, social pedagogy, psychology, life coaching and social counselling, coaching, and so on.

Courses offered by the Vienna branch of the Institute for Economic Promotion (WIFI Wien) and the Vocational Training Institute Vienna (BFI Wien) as well as a course offered by the Federal Institute for Adult Education (bifeb), which has been relaunched and is being offered starting in 2023 as a university course in collaboration with the University of Klagenfurt, provide specialised preparation for careers as educational and guidance counsellors. The University for Continuing Education Krems also offers a master's degree programme for educational and career counselling. However, this course is primarily intended for the further training of experienced counsellors. It will be held for the last time in 2023, before being redesigned (cf. Cedefop, 2020).

Besides this, counsellors also have the option to make their competencies transparent through certification by the Austrian Academy of Continuing Education (wba) as certified adult educators (cf. wba, o.J.).

What kind of continuous training is available in your country to further develop the required knowledge and skills of guidance professionals in view of current and future changes in education, occupation, and employment? Please give a practical example regarding content and topic.

Further training is provided primarily within large counselling institutions (such as AMS, social partnership institutions, youth coaching, and the Austrian Educational Guidance Network) through subject-specific seminars, events, and networking meetings. The topics include jobs for the future, changes at the workplace, news on apprenticeships, current tools and materials for guidance and information services, as well as new counselling methods, new diagnostic procedures, and so forth.

Inter-institutional continuing education is available on the one hand through events and conferences, such as the annual Euroguidance Austria symposium (cf. Sources) and the Future Field of Educational and Vocational Guidance and Counselling ("Zukunftsfeld Bildungs- und Berufsberatung") symposium at the Federal Institute for Adult Education. Current topics include, for instance, green guidance, digitalisation, disadvantaged target groups, and new guidance approaches. These events usually consist of a mixture of keynote addresses and workshops.

In addition, there is a wide range of supra-institutional continuing education offers that may also be of interest to educational and guidance counsellors. Their content frequently includes guidance approaches, coaching methods, and special target groups (e.g. counselling for adults, long-term unemployed people, and disadvantaged persons). Important providers in this area are bifeb, the abif academy (a private research and consulting institute focusing on labour market research and career information) as well as the AMS in collaboration with social partners or with the OeAD, as the national agency for Erasmus+. The Austrian Academy of Continuing Education provides a comprehensive overview of the various initial and continuing training offers (login.wba.or.at/bildungsangebotssuche).

a. What additional staff support measures (e.g. supervision, self-help groups, peer counselling, information systems, databases) for guidance professionals are offered by the guidance institutions in your country?

The support measures offered depend greatly on the individual organisation in each case. At present, no specific information is available in this regard.

Comprehensive information systems and databases are offered and constantly developed further in particular by the Public Employment Service (Job Lexicon – "Berufslexikon" www.berufslexikon.at, Career Compass – "Ausbildungskompass" www.ausbildungskompass.at, Continuing Education Database – "Weiterbildungsdatenbank" www.weiterbildungsdatenbank.at, among others) as well as by the Austrian Federal Economic Chamber (WKO) (www.bic.at).

b. Do you lack appropriate staff support measures? From a guidance counsellor's view, what other forms of staff support would you want or need from your employer in order to be able to fulfil your tasks in the best possible way?

Detailed information as to counsellors' requirements and expectations – in particular with regard to needs and gaps in the area of psychosocial support (supervision, peer counselling, etc.) – is not available due to the lack of relevant studies. However, it has at least been confirmed anecdotally that there is a desire for more opportunities to exchange personal experiences with fellow professionals.

In addition to this, the need for content-oriented further training on topics including new professions, jobs for the future, and labour market trends has been expressed – at times focusing on specific fields of activity or certain target groups. There consistently seems to be a certain gap in this area.

Please give us a good example from your counselling practice on the following (possible) topics: sustainable (green) counselling, digital counselling, counselling and integration of migrants and refugees, gender sensitive counselling, attracting skilled workers from abroad, promoting vocational training.

- Sustainable (green) counselling: A workshop concept with young people between the ages of 13 and 16 as a target group was developed within the scope of the Green Jobs For You initiative of the Lower Austrian provincial government. These workshops dealing with the topic of green jobs are held on an ongoing basis. At a later stage of the project, this target group will be expanded to include young adults. In addition, the website www.greenjobs-noe.at was created with the intention of showcasing green jobs as well as green regional educational and employment opportunities.
- Digital counselling: Online educational counselling was introduced in several Austrian provinces as a pilot project in 2014 within the scope of the Austrian Educational Guidance Network; it was rolled out in the whole of Austria in 2016. At present, six Austrian provinces are involved in the project, which is aimed at adults and includes counselling via chat or e-mail (www.bildungsberatung-online.at).
- Integration of migrants and refugees: A core pillar for the counselling of migrants and refugees is the Contact Points for People Who Gained Professional Qualifications Abroad (AST) (info: www.anlaufstelle-erkennung.at). Four contact points (Vienna, Linz, Graz, and Innsbruck) have provided free, multilingual, nationwide counselling since 2013 for the recognition and evaluation of qualifications or competences obtained abroad; these contact points accompany applicants throughout the entire process.

- Attracting skilled workers from abroad: The IFO international campaign for skilled workers (Internationale Fachkräfte-Offensive) of the WKO (details: www.wko.at/service/unternehmensfuehrung-finanzierung-foerderungen/internationale-fachkraefte-offensive.html) aims to use targeted measures to increase the immigration of qualified skilled workers from specific countries (such as Albania, Brazil, Indonesia, Kosovo, North Macedonia, and the Philippines), especially with regard to professions where there is a domestic shortage of skills (e.g. care workers, IT technicians, and skilled workers from the metal, construction, and tourism sectors). An important component of this are measures to determine job-specific competences and professional qualifications that have been obtained in the immigrants' country of origin. Suitable procedures to determine competences are currently being developed.
- Promoting vocational training: With the Skills Week Austria, the WKO is putting the spotlight on vocational training for a week at the end of March 2023. In this way, it aims to show how varied and full of opportunities vocational training is by achieving greater public awareness through a number of different activities (open-house days, sector-specific presentations, fairs, apprentice competitions, events, etc.). Companies, schools, and the career guidance institutions of the WKO (details: www.wko.at/service/bildung-lehre/skills-week-austria-zeig-was-du-kannst.html) are participating in the initiative.

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BMBWF – Bundesministerium für Bildung, Wissenschaft und Forschung: ibobb Portal (Information, Beratung und Orientierung für Bildung und Beruf). Online at: portal.ibobb.at

Cedefop: Inventory of lifelong guidance systems and practices – Austria. Update 2020. CareersNet national records. Online at: www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices-austria

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BMBWF – Bundesministerium für Bildung, Wissenschaft und Forschung (o.J. a): Jugendcoaching. Online at: www.bmbwf.gv.at/Themen/schule/beratung/psus/jugendcoaching.html

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wba – Weiterbildungsakademie (o.J.): wba-Zertifizierung – ein Prozess in drei Schritten. Online at: wba.or.at/de/was-wir-tun

Additional information and resources:

AST – Anlaufstellen für Personen mit im Ausland erworben
Qualifikationen: www.anlaufstelle-erkennung.at

Ausbildung bis 18: ausbildungbis18.at

Berufe-VR der Wirtschaftskammern Österreichs:
www.berufe-vr.at

DIGI-Messe Jugend & Beruf: digi.jugendundberuf.info

ELGPN – European Lifelong Guidance Policy Network:
www.elgpn.eu

Fachtagung Euroguidance Austria: oead.at/de/veranstaltungen/detail/2022/11/16/euroguidance-fachtagung-2022

Green Jobs for you: www.greenjobs-noe.at

IAEVG - International Competencies for Educational and
Vocational Guidance Practitioners: iaevg.com/competencies

IAEVG Ethical Guidelines: iaevg.com/Ethical-guidelines

Jugendcoaching: www.neba.at/jugendcoaching

L14 – Bildungs- und Berufsinformmesse der AK Wien:
www.l14.at (Login required)

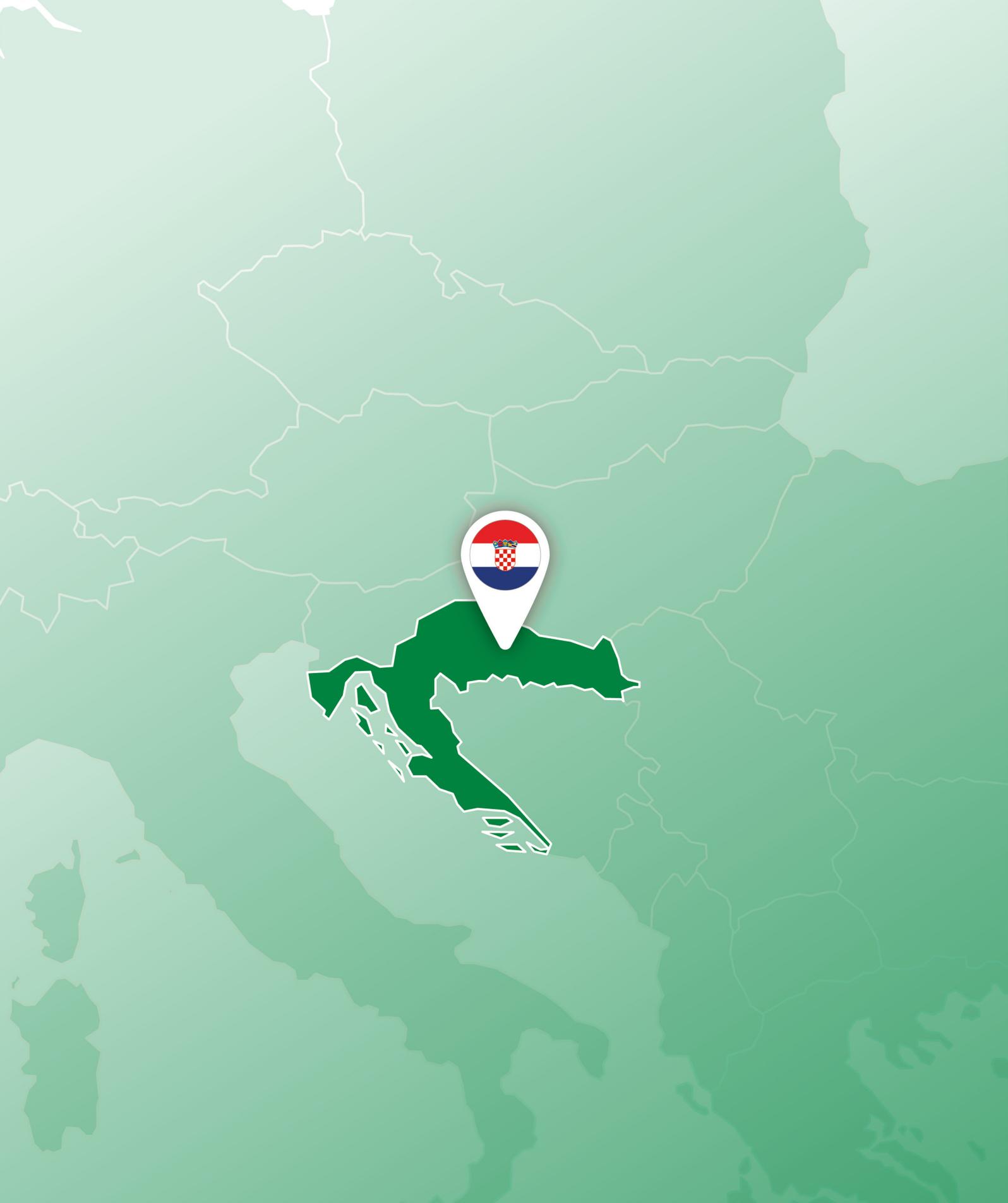
NICE – Network for Innovation in Career Guidance &
Counselling in Europe: www.nice-network.eu

Online Bildungsberatung Österreich:
www.bildungsberatung-online.at

Skills Week Austria: www.wko.at/service/bildung-lehre/skills-week-austria-zeig-was-du-kannst.html

Abbreviations:

abif	“Analyse, Beratung und Interdisziplinäre Forschung” – analysis, advice, interdisciplinary research
AMS	“Arbeitsmarktservice” – Austrian Public Employment Service
AST	“Anlaufstellen für Personen mit im Ausland erworbenen Qualifikationen” – Contact Points for People Who Gained Professional Qualifications Abroad
BBO	“Bildungs- und Berufsorientierung” – educational and career guidance
BFI	“Berufsförderungsinstitut” – Vocational Training Institute
bifeb	“Bundesinstitut für Erwachsenenbildung” – Federal Institute for Adult Education
BMBWF	“Bundesministerium für Bildung, Wissenschaft und Forschung” – Federal Ministry of Education, Science, and Research
BOKO	“Berufsorientierungskoordination” – career guidance coordination
Cedefop	European Center for the Development of Vocational Training
ELGPN	European Lifelong Guidance Policy Network
IAEVG	International Association for Educational and Vocational Guidance
IBOBB	“Information, Beratung und Orientierung für Bildung und Beruf” – Educational and Career Information, Advice, and Guidance
LLG Strategie	“Lifelong Guidance Strategie” – Lifelong Guidance Strategy
NICE	Network for Innovation in Career Guidance & Counselling in Europe
OeAD	“Agentur für Bildung und Internationalisierung” – Agency for Education and Internationalisation
öibf	“Österreichisches Institut für Berufsbildungsforschung” – Austrian Institute for Research on Vocational Training
VR	Virtual reality
wba	“Weiterbildungsakademie” – Austrian Academy of Continuing Education
WIFI	“Wirtschaftsförderungsinstitut” – Institute for Economic Promotion
WKO	“Wirtschaftskammer Österreichs” – Austrian Federal Economic Chamber



CROATIA

Croatia

What guidance strategies, initiatives, and measures have the career guidance services in your country developed to adapt to structural changes and to align guidance services to the current and future needs of their clients? Please give practical examples.

Several of the country's recent strategic documents address issues related to resilience and adaptability to structural changes, where guidance is a point of discussion in terms of achieving a better connection between the education system and the labour market. These are the Croatian National Development Strategy until 2030, finalised in 2021, and the National Plan for Labour, Occupational Safety and Employment for the period 2021-2027. In addition, the national Forum for Lifelong Career Guidance (Forum) gathers various relevant stakeholders who are involved in providing lifelong guidance provision and are distributed across different sectors in Croatia. The role of the Forum is to function as a strategic body whose goal is to ensure cooperation and effective coordination of participation of various stakeholder institutions, through agreed roles, activities, responsibilities and continuous dialogue. Since its establishment in 2014 the Forum has been run by the Ministry of Labour and Pension System, Family and Social Policy and currently gathers representatives from the Ministry of Science and Education; Croatian Employment Service; Agency for Science and Higher Education; Agency for Vocational Education and Training and Adult Education; Education and Teacher Training Agency, Agency for Mobility and EU Programmes (host organisation for Euroguidance Croatia), trade unions, universities and others. The main tasks of the Forum include deliberating on the further development of lifelong guidance in Croatia, monitoring its implementation at the national level, and drafting relevant strategic documents through a joint dialogue between all Forum participants.

In addition, a project is being planned under the European Social Fund Plus (ESF+), aimed at further development and modernisation of the career guidance system and services in the Republic of Croatia, with the Croatian Ministry of Labour, Pension System, Family and Social Policy as a responsible body. This project will include propositions and guidelines on new models of career guidance service provision aimed at different target groups, as well as the development of a new skills assessment tool (in line with shifting from qualification and occupation perspective towards skills-based profiling).

Please briefly describe which quality concepts for guidance services and competence frameworks for educational and vocational guidance counsellors exist in your country. To what extent do these meet today's guidance needs for the future?

Career guidance for school pupils is provided by professional associates (psychologists and pedagogues) and teachers in schools. The Croatian Act on Primary and Secondary Education regulates the right and obligation for all educational workers (including teachers, professional associates – psychologists and pedagogues, and school headmasters) to undergo ongoing professional training and development through programmes approved by the Ministry. The Education and Teacher Training Agency continuously implements the aforementioned training programmes, as well as the training of professional associates in primary and secondary schools.

In addition to other parameters, professional associates can obtain credits for advancement in their profession by participating in lectures, workshops and trainings, in the range

of 1-7 points. It should be noted that providing guidance to students is one of the regular work responsibilities of professional associates, and within their overall weekly work obligations (within a 40-hour work week).

Educational workers who have the appropriate level and type of education, as well as the necessary pedagogical competencies regulated by law and other regulations, can advance to the following positions: mentor, advisor and excellent advisor. The criteria for the awarding of excellence include: organisation and/or implementation of competitions and mentoring of pupils, students and trainees; participating in lectures, workshops and trainings; participating in the work of professional councils, associations, etc.; writing expert articles, creating teaching materials and other educational content; participating in projects; improving the work of the school; improving the education system.

In 2018, two seminars were organised by Euroguidance Croatia, with the aim of supporting the development of guidelines for the implementation of guidance in primary and secondary schools. The seminars defined and created practical instructions, which may be applicable in the future creation of comprehensive guidelines for guidance provision in schools and career development of pupils.

In addition, Euroguidance Croatia regularly organises trainings for professional associates in primary and secondary schools, in cooperation with experts in work psychology from the University of Zagreb, several research institutes and the Croatian Employment Service. Guidance and Career Counselling Seminars and Webinars, for instance, are currently being delivered in their tenth consecutive year, with continuous interest and high participation rates among professional associates.

Croatian Employment Service (CES), which at the moment employs over 70 career guidance counsellors, has its own Quality Standards for Career Guidance and Professional Psychological Selection (version 2). The third version of the Quality Standards, which will provide further adjustments in CES' career guidance services, is being prepared for adoption.

Please briefly describe the initial and continuing training system for guidance counsellors in your country.

There is no specific educational programme nor unified approach to the development of the required professional competences of guidance practitioners neither in the educational nor employment sector in the Republic of Croatia. Guidance counsellors in schools or the employment sector do not have specific degrees in guidance, but mainly a master's degree in psychology or pedagogy (or other humanities or social sciences).

CES' career guidance counsellors are required to take a one-year on the job training during which they work with a mentor. If a career guidance counsellor is a psychologist by profession, on the job training may overlap with the Croatian Psychological Chamber's requirement of a one-year traineeship before issuing a permission for conducting psychological activities.

CES plans an annual budget for continuous training of career guidance counsellors.

What kind of continuous training is available in your country to further develop the required knowledge and skills of guidance professionals in view of current and future changes in education, occupation, and employment? Please give a practical example regarding content and topic.

a. What additional staff support measures (e.g. supervision, self-help groups, peer counselling, information systems, databases) for guidance professionals are offered by the guidance institutions in your country?

Please see answer under b.

b. Do you lack appropriate staff support measures? From a guidance counsellor's view, what other forms of staff support would you want or need from your employer in order to be able to fulfil your tasks in the best possible way?

Taking into account the budget intended for training career guidance counsellors and a number of career guidance counsellors employed at CES, the most common forms of training are the annual meetings of CES' career guidance counsellors (organised by CES' Central Office) with exchanges of good practices and peer coaching. CES also has an internal digital solution for exchanging experiences and practices among guidance practitioners. Additionally, CES has a long-term cooperation with the Croatian Agency for Mobility and EU Programmes, which often organises different events and opportunities for training.

More details on continuous training for guidance professionals is available in Question 2.

Please give us a good example from your counselling practice on the following (possible) topics: sustainable (green) counselling, digital counselling, counselling and integration of migrants and refugees, gender sensitive counselling, attracting skilled workers from abroad, promoting vocational training.

Career information and counselling centres (CISOK Centres) are central places for providing accessible, open and recognizable lifelong guidance services to all interested groups of citizens. The centres currently operate in 15 cities in different parts of Croatia and function as separate branches under the Croatian Employment Service.

Primarily, the centres are aimed at young people (pupils and students, who sometimes have visits organised by their schools), but also at all others who are thinking about development and/or career change, and are not traditional

clients of the Croatian Employment Service. The main goal of the CISOK Centres is to improve the personal potential of users for lifelong career development where all users can get free advice related to job searches and creating professional opportunities, as well as improving job search techniques. The Centres' mission is to provide the wider community with career guidance services, so that they can choose appropriate education and employment and contribute to the development of the community and the economy at the local and national level.

Gender-sensitive counselling: A gender-sensitive approach in choosing further education or occupation is integrated in regular career guidance activities in the CES by presenting and promoting gender non-traditional occupations (in addition, this topic is also presented in other manifestations organised by the CES, such as Career Guidance Days, in cooperation with primary and secondary schools).

Promoting vocational education and training (VET): Organised by the Agency for Vocational Education and Training and Adult Education, VET students participate in the WorldSkills competition, the largest vocational competition in central Europe, organised by the Agency for Vocational Education and Training and Adult Education. VET students compete in over 40 disciplines (such as hairdressing, masonry, baking, floristry, IT system, CNC and CAD-CAM technology and interdisciplinary disciplines such as robotics) in which they present their vocational competencies and demonstrate the skills necessary to successfully perform tasks typical for certain professional occupations. This event is a place to gain detailed information about a number of different professions, to discover new modern technologies and to showcase the creativity of VET students. It is also an excellent opportunity to encourage its attendees to consider engaging in vocational education and training in the future.

The competition is open to the public, and all primary schools in Croatia are invited to visit the competition. By visiting the WorldSkills Croatia competition, primary school students in their final years of schooling (7th and 8th grade) get the opportunity to learn about numerous opportunities offered by vocational education and training, to see for themselves the attractiveness of vocational occupations and the excellence they can get in vocational schools.

During the event, organised workshops are offered for students and professional associates on different topics, such as on how to choose a secondary school, what guidance tools are available and what employment opportunities a particular occupation offers.

Counselling and integration of migrants and refugees:
Schools in Croatia are obliged to provide special assistance to children who have the right to education in Croatia, but do not have sufficient knowledge of the Croatian language. In order to integrate those students into the education system, preparatory or supplementary language classes are organised for them. When enrolling in school, students' fluency in the Croatian language is checked using a standardized test of the Croatian language combined with an oral examination.

Knowledge testing in elementary and secondary schools is carried out by the schools' professional associates (pedagogue, psychologist and/or specialist in educational rehabilitation), class or subject teachers and Croatian language teachers and/or experts in language and communication. The school conducts preparatory or supplementary Croatian language classes based on the positive opinion of the county office and with the prior approval of the Ministry of Science and Education.

Preparatory classes for primary and secondary school students are organised for one or two hours a day for a duration of 70 hours. If the student joins regular classes at the same time, his/her attendance will not be evaluated by a grade, but only by monitoring in terms of socialization and language learning. Based on the results achieved in the oral and written part of the exam, the county office issues a written certificate to the student verifying that they have completed the programme of preparatory classes.

The number of preparatory and supplementary classes are planned by the schools in accordance with actual needs, with the prior consent of the Ministry of Science and Education.

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CZECH REPUBLIC

Czech Republic

What guidance strategies, initiatives and measures have the career guidance services in your country developed to adapt to structural changes and to align guidance services to the current and future needs of their clients? Please give practical examples.

At the government level, the Ministry of Education, Youth and Sports issued a key document setting out strategies and measures in career education and guidance – Strategy for the Education Policy of the Czech Republic through 2030+, which sets out several measures in this area for the coming years. In particular, there are two main directions in the field of formal education and training:

- No to studying for exams, and yes to studying in order to become a responsible citizen and participate fully in civic and social life, based on an understanding of environmental social, economic, legal and political concepts and structures of contemporary democratic society, as well as global development and its sustainability. Media literacy, critical thinking, the ability to reflect on oneself, to manage time and information effectively, to understand social events in an international context, to work in teams and to have an awareness of and respect for diversity and cultural identities also count as essential competencies. This includes the ability to choose an educational path and prepare for a career.
- Strengthening career guidance. The framework curricula will include systematic work on the career development of each pupil. The focus will be not only on the role of career guidance in schools, but also on developing teachers' skills to support pupils in completing their studies and making the transition to the labour market. Schools will be supported in the ongoing development and strengthening of career guidance services and their individualisation.

In parallel with the activities implemented under Strategy 2030+, a major revision of the curriculum in primary education is underway (a revision of the curriculum for secondary schools is of course also in the pipeline). This is governed by the National Pedagogical Institute of the Czech Republic. For the area of career education, a new concept called Human and the World of Work is being prepared, which significantly strengthens educational activities that enable the acquisition of so-called career management skills, which will ultimately enable pupils to make responsible choices about their further education and career.

At the non-governmental level, a number of non-profit organisations, private companies and individuals are active in career counselling, offering counselling services to the general public, including adults. Counselling activities are offered on a commercial basis or implemented in cooperation with municipal or regional authorities, where the activity is focused on a specific target group. One practical example is MS PAKT, which is a non-profit organisation. The founders are the Moravian-Silesian Regional Authority, the Municipality of Ostrava, the Association for the Development of the Moravian-Silesian Region, the Regional Chamber of Commerce of the Moravian-Silesian Region and the Confederation of Industry of the Czech Republic. The main mission of the MS Pact is to help people find a job in the region. They provide career counselling and support cooperation between schools and companies and labour market institutions in the Moravian-Silesian Region to enhance the employability of the region's inhabitants.

The National Guidance Forum (NGF), established by mutual agreement between the Minister of Education, Youth and Sports and the Minister of Labour and Social Affairs as the advisory body for both ministries in lifelong career guidance and counselling, ensures the inter-ministerial coordination of activities and project plans implemented in the field of lifelong guidance.

Supporting guidance counsellors in developing their competencies is a national strategic intervention.

There are 7 areas of intervention in the education sector, according to the Operational Plan for Research, Development, and Education (OP RDE):

- Quality of collaboration between schools and employers;
- Polytechnic education – curriculum will also be prepared for kindergartens and primary schools;
- Entrepreneurial skills – curriculum will be also prepared for primary schools (to certain extent also kindergartens);
- Career counselling – curriculum will be also prepared for primary schools;
- Networks of lifelong learning schools, including infrastructure needs;
- Inclusive education (specific attention will be focused on the topic of inclusion; close cooperation with the Agency for Social Inclusion (ASI) will be required in this area);
- Infrastructure needs (in the area of support for polytechnic education as well as for primary schools – only in connection with the above content interventions).

New operational programme John Amos Comenius follows on the OP Research, Development and Education. The priorities covered also include career guidance in the education sector:

- Curricula and teaching methods for the 21st century, development of key competencies;
- Equality in education, its availability and personalised approach;
- Capacity building for education;

- Comprehensive improvement of training and development of teaching staff;

- Mobility of employees in research and education, and development of international cooperation;

- Improving the settings and developing the capacities for research and development;

- Cooperation and functional interconnection of public administration, the academic, research and business sectors.

A national project was initiated in the employment sector for supporting information and counselling centres under PES. Standardize services in career guidance. Part of the project was career guidance training for PES counsellors

Please briefly describe which quality concepts for guidance services and competence frameworks for educational and vocational guidance counsellors exist in your country. To what extent do these meet today's guidance needs for the future?

There is no concept at the governmental level that addresses the quality of career guidance. This may be due to the fact that career counselling is not institutionalised in the Czech Republic; there is no legislation on it even for career counselling in primary or secondary schools. Career counselling in schools, if it is implemented at all, is the responsibility of teachers themselves.

Matters of quality standards for career counselling are addressed, for example, by the Association for Career Counselling and Career Development. It is a professional platform for career counselling professionals and others interested in this field, aimed at promoting the quality and availability of career counselling in a lifelong perspective and in an international context. The National Career Guidance Award serves as a kind of beacon in the field of quality career counselling, and is awarded annually by the Czech office of Euroguidance. Entries are evaluated on the basis of the following criteria:

- benefits, impacts,
- methodology, procedures, tools (quality and suitability),
- need,
- accessibility,
- information and promotion,
- European dimension (transferability within Europe or drawing on European inspiration, cooperation, trends or use of European instruments, etc.),
- evidence (examples of activities, references to sources, outputs, etc.),
- innovativeness,
- qualifications and continuing professional development of guidance providers.

Please briefly describe the initial and continuing training system for guidance counsellors in your country.

The training of career counsellors in the Czech Republic is not systematised in any way. However, with the growing importance of career counselling, opportunities for formal initial training are already emerging.

The Institute of Education and Counselling of the Czech University of Agriculture in Prague has opened a new three-year Bachelor's degree in Career Counselling and Education. The Faculty of Humanities at Charles University in Prague, in cooperation with the Centre of Competence, is launching a new two-year lifelong learning programme "Career Counsellor/Career Adviser".

In addition to a university education, it is possible to take a preparatory course to pass the Career Counsellor exam according to the National Register of Qualifications. The

National Register of Qualifications is an overview of nationally recognized vocational qualifications in the Czech Republic, which can be obtained by validation of non-formal and informal learning.

What kind of continuous training is available in your country to further develop the required knowledge and skills of guidance professionals in view of current and future changes in education, occupation, and employment? Please give a practical example regarding content and topic.

There are possibilities for continuous training in the educational and employment sectors.

Many regional projects offer courses for guidance counsellors. More and more NGOs and private trainers are offering various trainings.

Among other activities, the Czech Euroguidance Centre enriches the training offers for career guidance counsellors. Typically, their work in this respect consists of the organisation of workshops/webinars, round tables focused on current or innovative guidance approaches that promote and create an environment for sharing good practice in career guidance. The Centre furthermore translates important research resources in this field. Due to the new situation with Ukrainian refugees, the Czech Euroguidance Centre organised online webinars to support career counsellors in skills to work with Ukrainian refugees.

a. What additional staff support measures (e.g. supervision, self-help groups, peer counselling, information systems, databases) for guidance professionals are offered by the guidance institutions in your country?

As a part of a regional project supported through European Funds (iKAP) is supporting counsellors through various types of activities, mentoring, exchanging experiences.

b. Do you lack appropriate staff support measures? From a guidance counsellor's view, what other forms of staff support would you want or need from your employer in order to be able to fulfil your tasks in the best possible way?

Counsellors in both sectors still receive too little support in many regions. A lot of opportunities are project-based and not long-term continuing support.

Please give us a good example from your counselling practice on the following (possible) topics: sustainable (green) counselling, digital counselling, counselling and integration of migrants and refugees, gender sensitive counselling, attracting skilled workers from abroad, promoting vocational training.

Gender sensitive counselling

The Czech non-profit organisation Gender Studies has published a methodological "cookbook" for the project day linking the topics of career education and equal opportunities for girls and boys. It is called Choosing a career without prejudice. Its aim is to help broaden the spectrum of careers and fields of study that girls and boys are considering, beyond traditional ideas of what careers are suitable for men and women. For at the heart of this publication is the idea that everyone should have opportunities to exercise their talent and develop their dreams, regardless of whether these dreams fit societal gender-role stereotypes.

Worksheets for Career Counsellors in Schools

The worksheets are intended for career counsellors at primary and secondary schools who have on various occasions called for practical career guidance aids that could be immediately used in their work with pupils and students. The worksheets are divided into three consecutive sets which are structured along three career management skills areas: 1. developing self-knowledge and self-reflection; 2. working with information about the labour market; 3. developing self-presentation skills. All three sets of worksheets contain several key activities in each given area – these allow career counsellors to work with pupils on development of the key skills – and accompanying activities related to the topic (introductory session, game, relaxation). The worksheets were designed based on the experience gained from a multi-day group career counselling programme that involved primary and secondary school students and educational care centres which made them well suited both for this target group as well as others. In the area of self-knowledge, the project team has also developed the Expedition Career online application which is linked to the "Ship of Competencies" activity and helps students to explore and develop their soft skills.

Portfolios

The organisation JCMM provides advice and facilitates the establishment of schools in South Moravian. The portfolio is an ordered, systematic and reflected collection of selected materials created during the students' learning process. They created a guide to this process. The procedure usually consists of five steps:

- Set the portfolio goals: The first step is to determine the objectives of the student's portfolio. The most common goals of the portfolio are: motivating students to learn, preparing students to enter the labour market, choosing a high school or university, students' self-exploration, development of personal and social competences, cooperation with parents etc.
- Build on what works: The next step is to create an overview of what is already happening at the school to meet these goals. This means doing research throughout the lessons and other activities across the school and finding appropriate outputs that should be included in portfolio.

If any important part of the portfolio is missing, proper activity outputs need to be added. Sometimes this means some new activities need to be added to the school curriculum that are provided either by teachers or some external organisations.

- Support teachers: In the next phase, it is very important to provide teachers with the support they need to implement the changes mentioned above. This may mean training teachers on specific topics (especially how to create desirable outcomes for the purpose of the portfolio or how to conduct new activities that are added to the school curriculum), sharing good practice among them or supervision of difficulties during the process.
- Create portfolio: During this step it is important to determine what form the portfolio will take (in paper, digital), if it will be mandatory for students, and who will be in charge of managing it and reflecting on it with students. It is also appropriate to decide whether any special lessons, project days, etc. will be dedicated to the portfolio.
- Evaluate and adjust: Portfolios should be evaluated from the beginning of their creation. Well-defined portfolio objectives significantly help with the evaluation. Furthermore, at each stage of creating portfolios, we should ask how it is possible to evaluate their effectiveness.

It is recommended that portfolio effectiveness is regularly evaluated and adjusted in accordance with students' and teachers' feedback and as a response to the demands of the changing labour market.

More examples are available in publication presenting award-winning practices: www.euroguidance.eu/the-national-career-guidance-awards-2021

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GERMANY

Germany

Barbara Knickrehm, Geschäftsführerin des Deutschen Verbands für Bildungs- und Berufsberatung e.V. / (dvv) – Managing Director of the German Association for Educational and Vocational Guidance e.V.

The publicly provided guidance services for education, career and employment in Germany are divided among different stakeholders: This overview therefore distinguishes between the career guidance of the Federal Employment Agency (Bundesagentur für Arbeit – BA; BA 2022a) as the largest public provider, the student guidance services at higher education institutions (HEI) and the educational guidance provided by local or regional bodies. An overview of guidance providers can be found in nfb (2022). There is no nationwide and publicly accessible guidance monitoring in Germany that includes all providers (Bilger & Käßlinger 2022).

What guidance strategies, initiatives, and measures have the career guidance services in your country developed to adapt to structural changes and to align guidance services to the current and future needs of their clients? Please give practical examples.

Societal megatrends have a great influence on the occasions and issues regarding which clients seek guidance in education, career, and employment. In addition to trends such as lifelong learning and inclusion, these include technological developments such as digitalisation and artificial intelligence (AI) which are very strongly influencing the skills needed on the labour market very strongly. Demographic developments, on the other hand, cause a decline in the potential labour force, and as a result, a shortage of skilled workers. In addition, there are crises such as the coronavirus pandemic, refugee movements and climate change with their respective effects on the economy and the labour market.

Federal Employment Agency (BA)

In response to the demand for skilled workers and their continuing and further training, the BA has been introducing lifelong career guidance since 2019 and thus enlarging their range of services, which were previously more focused on pre-employment guidance and on job placement. In the area of pre-employment counselling (Berufsberatung vor dem Erwerbsleben – BBvE), the new concept provides for stronger support for schools and for special groups (school and university dropouts; NEETs). Since 2021, career guidance in working life (Berufsberatung im Erwerbsleben – BBIe) has been a regular service for people with or without a job who want to reorient or further develop their career (BA 2021, p. 43). The BA started digitising its guidance and counselling services comparatively late; this was due to the size of the organisation and the legal framework. Initially during the pandemic, there were reduced or purely telephone-based counselling services only. Due to the increasing need for professionals and for further training, online services have been introduced since the end of 2020. More and more outreach counselling is being offered, e.g. in libraries or in the mobile counselling bus, and for migrants there are Integration Points in agencies/job centres. As a result of legal and political requirements (especially within the framework of the so-called National Continuing Education Strategy; BMAS o. J.), more further training for employed people is financed by the guidance services.

Student guidance services at higher education institutions

Social changes are leading to an increase in so-called “non-traditional students” as well as other student groups at universities, for whom specific services are being created.

These include, for example, counselling for students from non-academic families, for international and refugee students, for students with disabilities or in continuing education. This also changes the tasks of counselling, which is reflected in the range of services offered: Additional services are, for example, study-orientation services in schools, counselling for the topics of learning, doctoral studies, dropping out of studies, for graduates and further education. (Grüneberg et al. 2021, chap. 7).

During the pandemic, most HEIs offered online guidance services quickly and early on, e.g. online consultation hours and scheduled counselling sessions were introduced with various conference systems; complex coaching services and university fairs were also offered in online settings. In this context, the services of higher education institutions show great differences depending on their size and funding.

Local and regional educational guidance centres

The focus of local and regional guidance providers is often on counselling people on further education. Depending on the institution, guidance is open to all citizens or focuses on specific target groups (women, migrants, long-term unemployed, etc.). Which developments can be addressed depends greatly on the financial and personnel resources available to the providers. During the pandemic, for example, some advice centres run by chambers of commerce and industry experimented very early on with online services with flexible time management; guiding centres at municipal adult education centres or small providers, on the other hand, needed much more time to set up online services. The situation of this part of the counselling and guidance landscape is even more diverse and less researched than that of guidance services at HEI (e.g. Bilger & Käßlinger 2022).

In retrospect, the pandemic has generated an immense digital development push in guidance services throughout all providers (Blaich & Knickrehm 2021).

Please briefly describe which quality concepts for guidance services and competence frameworks for educational and vocational guidance counsellors exist in your country. To what extent do these meet today's guidance needs for the future?

In Germany, the federal states are responsible for the education sector. In addition, the BA had a monopoly for career guidance until 1997. These underlying conditions greatly delayed the introduction of a coordinated quality development process for all guidance areas. It was not until 2014 that a quality development framework for organisations, including a competence framework for guidance practitioners with a voluntary seal of approval, was adopted after a coordination process with all relevant stakeholders (so-called "BeQu concept"; nfb & University of Heidelberg 2014). However, this has hardly found its way into practice. In the meantime, its content should be updated. A recent compendium summarises existing competence recommendations, taking into account current guidance needs and ways of working (Kleeberg & Grüneberg 2021). The subject requires further professional discussion and coordination.

The several guidance providers have taken their own paths of quality development:

Federal Employment Agency (BA)

The BA's guidance concept has been the common basis for all staff entrusted with guidance of employees since 2010 (Rübner & Sprengard 2011). It describes comprehensive standards on various counselling formats. Since its introduction, the framework conditions and the meaning of guidance have dynamically evolved (e.g. introduction of the BBiE). In order to take up and integrate these develop-

ments, a paper on the further development of the guidance concept was published in 2021 (Rübner & Weber 2021). This guidance concept forms the theoretical framework both for the Bachelor's programme "Guidance in Education, Career and Employment" and for the BA's mandatory onboarding programme (see below), which lateral entrants also go through. A subsequent academic certification programme (ZP), based on person-centred and resource-oriented counselling models, is binding for all guidance practitioners. In one of its sub-modules, it covers the known megatrends and provides practitioners with future-oriented tools (HdBA 2022a). Apart from this theoretical foundation and the basic trainings, the BA regularly offers further training and is currently planning a coherent quality concept for guidance.

Student guidance services at higher education institutions

There are no standard quality and competence frameworks for guidance at higher education institutions. In some cases, guidance services are included in the system accreditation of HEI, so that quality development takes place based on the respective criteria. The state of digitalisation may be considered here. Some student guidance centres follow the criteria of the BeQu concept (see above) without using the quality seal. The quality management system of the European Foundation for Quality Management (EFQM 2023) and other approaches are also used.

Local and regional educational guidance centres

Various quality approaches are pursued in educational guidance, usually those that provide certification and thus proof of quality for potential users in the form of a seal of approval: e.g. Quality Framework Berlin Model (QBM; k.o.s 2023), certification of guidance practitioners and organisations, (WB Hessen 2023). Other certificates are also represented (DIN EN ISO 9000/9001 etc.).

Please briefly describe the initial and continuing training system for guidance counsellors in your country.

In Germany, there are no generally regulated routes to access the professional field of educational and vocational guidance. Therefore, the different qualification requirements for practitioners depend on guidance providers' demands and are therefore very different.

Federal Employment Agency (BA)

Binding qualification paths exist for all guidance practitioners of the Federal Employment Agency, both for initial and further training: For first-year students, a dual bachelor's degree programme alternating with practical work experience forms the basis for later guidance tasks (180 ECTS; HdBA 2022b). After two years of work as a placement officer, a 3 – 6-month induction programme in the tasks of career guidance follows, completed by compulsory participation in an in-service academic certification programme of the HdBA (5 ECTS, 125 hours), which can be supplemented by in-depth modules from 2023 (5 ECTS each) (HdBA 2022a). In addition, continuing training on numerous topics is offered, partly compulsory, partly optional.

Student guidance services at higher education institutions

There is no mandatory qualification path for the education and training of guidance practitioners at HEI. Newly appointed practitioners usually have a master's degree, mostly in the field of pedagogy, and often counselling training (in many cases client-centred or systemic). In addition to centrally offered or organised continuing training events such as method workshops, a budget can sometimes be used for the independent training of practitioners.

The Society for Guidance, Information and Therapy at HEI (Gesellschaft für Beratung, Information und Therapie an Hochschulen e.V., GIBeT) has developed an advanced training curriculum inductively from counselling and guidance experience, which is not, however, binding for work in student guidance (Scholz 2012). The curriculum can be completed with a certificate, although this is rarely done in practice. The further development and modularisation of the GIBeT curriculum is gradually incorporating some of the megatrends. There are profiles with basic and in-depth modules, including one on “Educational Guidance” and one on “Educational Management”, each with a total of 336 hours of learning (GIBeT o.J.). In addition, the qualification “Educational Guidance and Competence Development” (see below) is also widespread in academic guidance. Furthermore, there is a certificate of the Career Service Network Germany (csnd) for the work area of Career Services, which can be achieved after participation in csnd’s further training to the extent of 80 hours (csnd o. J.).

Local and regional educational guidance centres

New practitioners often have (social) pedagogical training as well as training in counselling as a basis. Rarely do the providers offer specialised entry-level qualifications, rather there are single modules on special topics such as competence assessment procedures.

From 2005 onwards, institutions of further education, together with the universities of Mainz and Leipzig, developed the basic qualification “Educational Guidance and Competence Development” based on the needs of practice. The course has a scope of 120 hours plus a final paper and colloquium; it is credited with 15 ECTS (ZWW 2022). Until 2022, the qualification was provided by so-called Regional Qualification Centres (RQZ) at 8 locations nationwide and at the Centre for Continuing Academic Education (ZWW) at the University of Mainz. Since 2023, there has only been the ZWW programme in Mainz and an independent state programme in Baden-Württemberg, which is largely based on the same principles.

What kind of continuous training is available in your country to further develop the required knowledge and skills of guidance professionals in view of current and future changes in education, occupation, and employment? Please give a practical example regarding content and topic.

(Continuing) education programmes with a focus on guidance impart field competencies on education and career to varying degrees (e.g. dvb 2023). In addition, there are programmes by various providers, especially on topics such as conversation methods (systemic, client-centred, etc.) and methodological skills (potential analysis, creative methods, decision-making methods, etc.), as well as specific certificate courses. However, further training courses on field competencies such as knowledge of labour market developments, trends in occupations and the education system or information and research competence are rare (e.g. dvb 2022a; BA 2022b). Some professional associations organise annual conferences that bring together guidance professionals from different providers and relevant researchers, as well as administrative and political deciders. They focus on current topics and serve as further training (e.g. on the topic of digitalisation in guidance in 2019, challenges of migration in 2020, vocational orientation in 2021 and 2022, trends in educational guidance in 2022: dvb 2022b; on the topic of good guidance in job centres: bp:k 2022).

In some cases, state-wide networks organise training events, e.g. the Landesnetzwerk Weiterbildungsberatung Baden-Württemberg (LN WBB 2023) or the Agentur für Erwachsenen- und Weiterbildung Niedersachsen (AEWB 2022, p. 92f) for guidance practitioners from their member organisations. The guidance providers (BA, HEI) also offer internal training.

a. What additional staff support measures (e.g. supervision, self-help groups, peer counselling, information systems, databases) for guidance professionals are offered by the guidance institutions in your country?

The guidance professionals of the Federal Employment Agency are supported by supervision, peer counselling and individual learning support. These measures are generally available to all practitioners and are partly obligatory. Study guidance professionals at higher education institutions can generally make use of similar measures for individual professionalisation. The possibilities and choices employers offer vary widely, though. The same applies to the support measures for employees at (local and regional) educational guidance centres.

A large number of information portals and databases for both guidance seekers and guidance professionals are developed and made available by the Federal Employment Agency (e.g. nfb 2022, p. 13). The newer portals take particular account of the increased need for information in the social transformation process (e.g. BA o. J.). In addition, there are information portals of other providers (see e.g. Blaich & Grüneberg 2021; nfb 2022, p. 22), which are also freely available.

b. Do you lack appropriate staff support measures? From a guidance counsellor's view, what other forms of staff support would you want or need from your employer in order to be able to fulfil your tasks in the best possible way?

Staff support measures, e.g. in the form of supervision, are lacking especially in small guidance centres run by municipal or target group-specific organisations and at small HEI with relatively few financial means. Hospitations and mentoring could be further support measures that can be realised at a low threshold.

Please give us a good example from your counselling practice on the following (possible) topics: sustainable (green) counselling, digital counselling, counselling and integration of migrants and refugees, gender sensitive counselling, attracting skilled workers from abroad, promoting vocational training.

Demographic and social changes ask for a cliché-free approach in guidance that broadens the perspectives of the client and take into account both client's strengths and labour markets development. The approach described below applies similarly for culture-sensitive guidance and other target group-specific challenges in counselling and guidance.

For dealing with gender aspects in counselling and guidance, a three-step method can be applied (Franzke 2021):

- First, gender aspects of the case should be approached and questioned: What are gender-specific characteristics in the person's life situation, career aspirations, thoughts and actions?
- Second, strategies for counselling and guidance should be chosen: What is the goal of counselling in the specific situation? As a counsellor, to what extent do you take gender aspects into account? How do you manage to stimulate and encourage a change of perspective? To what extent do you create gender troubles?
- Third, pitfalls should be considered: What would happen if you did not take into account the category of "gender" in counselling? What consequences would this have for the person and their future life?

Franzke 2014 brings a comprehensive overview of training possibilities and exercises on the topic of gender sensitivity in counselling. Furthermore, there are ready-to-use toolsets created by the "Initiative Klischeefrei" for application in vocational guidance and orientation at schools and in early education. They focus on a presentation of professions that helps students reflect on gender stereotypes appropriate to their age (Initiative Klischeefrei 2023). An e-learning course for guidance practitioners is included, too. The competence tool "New Plan" of the Federal Employment Agency takes gender-related aspects into account in its evaluations and proposals (BA 2022c).

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HUNGARY

Hungary

By the time COVID-19 struck, Hungary had a century-long tradition of career guidance services (Borbély-Pecze, Hloušková & Šprlák, 2022) and a history of almost two decades of national strategy-writing for the digitization of public services. The pandemic and the resulting lockdown period in Hungary disrupted the functioning of counselling models traditionally based on face-to-face presence. A recent study (Tajtiné Lesó, Borbély-Pecze, Juhász & Kenderfi) in 2020 found that the lack of tools and infrastructure for guidance counsellors, who mainly work with young people and students, were typical. The challenges brought about by the pandemic pointed to a divide between the vision formulated in digitalization strategies and the reality of daily practice.

This short paper describes some of the core features of the national lifelong guidance system of Hungary such as: the national strategies, quality assurance, training and continuous training of the professionals and a few good examples of the national guidance practices.

keywords: lifelong guidance system, policy, Hungary, EU, strategy, quality assurance, professional training, CPD, good examples

No strategy but strategies are in place

Hungary does not have a stand-alone strategy or quality assurance plan for career guidance services. Given the fact that, since 2015, there has been no lifelong guidance-oriented development in the country or government departments responsible for the area, no relevant data are available (e.g. number of professionals, time spent, information systems updated, etc.) Existing data is fragmented, both from service providers' and service users' perspectives. But Hungary has different horizontal (such as digitalization of public services) or sectoral (such as for VET) strategies. These policy documents often highlight certain element of career/lifelong guidance service development or system design without providing overarching clarity on the topic.

For a relatively long time, the development of the information/digital society was a poorly institutionalised policy field without an overarching strategic framework in Hungary. The first substantial move forward – the antecedents of Hungary's current digital agenda – was made in the mid-1990s when policies were devised to help Hungary enter the 'information society' (Magyar & Karvalics, 2001, Varró, 2019). As a first step towards e-government development, the 'Client Gateway' the electronic identification system of the Hungarian state was made available through the Government Portal (www.magyarorszag.hu) in April 2005 (E-Gov. Gazette, 2015). The first National Digital Utility Programme was announced in 2009, and since 2010 the government has structured digitalisation strategies. The first action plan in this series was the National Info-communication Strategy (NIS) 2014-2020, followed by the National Digitalisation Strategy (NDS) 2021-2030. In addition to these overarching strategies, a Digital Education Strategy (DOS) was accepted by the government in 2016, and a Digital Labour Market Programme (DLMP) was added in 2018. The government also set up a ministerial background institution (Digital Success Programme Institute – DSP) in late 2015 (closed in 2022). Two of these strategies, the DOS and DLMS, both have direct references to lifelong/career guidance.

The Digital Education Strategy (Hungarian abbreviation: DOS) was launched in the summer of 2016. It was the first high level strategy under the general digital society agenda to exclusively address the human development dimension. Surprisingly for our field, it only mentions the role of career guidance as part of higher education development. Quoted; "existing university career centres are being turned into competence centres where personal career guidance, career orientation, international mobility and language teaching are planned as a basis (the "Videotorium") (DOS 2016 p. 88). As an overall assessment, DOS only mentions some elements of career orientation and development in a segmented way and does not identify the strategic role of career development, nor does it even use the term "lifelong guidance".

The Digital Labour Market Strategy (DLMS), introduced in 2018, is the newest relevant document to mention. This strategy was drafted before the COVID-19 pandemic, in a tight labour market with low unemployment and significant labour shortages. The whole document focuses on the “right skilled, motivated, available and digitally literate workforce”. Career guidance is mentioned in this strategy several times, mainly as a recruitment tool “in order to increase the number of people enrolled in IT jobs or digital vocational training.” (p 7). Also, the monitoring and career tracking elements of guidance are highlighted: “Comprehensive sectoral monitoring should be able to monitor the overall level of VET, adult education, adult learning skills and their labour market take-up, and support the institution of career guidance, counselling, and socialisation” (p 17).

Quality assurance

There are different state regulations for guidance providers; the employment administration 100/2021. (II. 27.) Government Edict describes these requirements. Private providers or professional associations of guidance practitioner do not have an agreed voluntary quality assurance charter either. In education, the Education Act describes school-based guidance activities without commissioning the collection of data. The annex of the above edict describes the qualification criteria for career counsellors regarding the employment sector, listing the following qualifications: sociologist, social worker psychologist, special teacher, career counsellor, and school counsellor. Under the Ministry of Human Capacities another Ministerial Edict (13/2013 (II.23.), annex No. 6. describes the qualification criteria. According to this regulation any psychological or pedagogical degree is adequate.

The current legislations both in employment and education sectors open wide definition of appropriate qualifications (e.g. general pedagogic, sociologist even lawyers can be accepted as career counsellors), no evidence yet of competency-based staff selection for career education or career guidance activities. There is no national professional protocol about career/lifelong guidance services, however a few draft protocols were developed recently. In 2015 the national draft protocol for the County Pedagogical Centres Career Guidance staff defined the nature of the guidance services and expected outcomes as; “Person-centred career counselling is a relationship between client and counsellor that stems from the client’s career-related problems. It creates the

psychological climate in which the client can develop a personal identity, define the occupational goal that is the fulfilment of that identity, define the planned path to that goal and implement that plan. The person-centred counsellor relates to the client with authenticity, unconditional acceptance and empathy; the decision remains in the hands of the client, as the counsellor trusts the individual’s quest for self-actualisation. In person-centred career counselling, the emphasis is on the attitudes and beliefs that underpin the natural process of actualisation, rather than on the techniques and goals of the counsellor.” (Burányiné & Kunné, 2015). This protocol was based on the previous one (Borbély-Peczé, T.B. et al. 2009), which was developed as a part of the National Lifelong Guidance System development project. None of these were ever introduced as national guidelines.

Initial and continuous trainings

Career professionals working in public administration, including the Public Employment Service, often hold a BA degree from Szent István University, Gödöllő, and a part-time postgraduate course in employment and career counselling from Eötvös Loránd University, Budapest. Since the Bologna system was introduced in Hungary, different universities have been providing training in career counselling, although the curriculums are not harmonized and most of these are a mixture of counselling and human resource management. An MA in human resource counselling is also available in five different universities, which partly focus on career counselling and guidance. The curriculum includes modules on guidance in the EU, career-planning, career theories, counselling techniques, conflict management, problem solving, employment policy, ICT and research methodology. Relevant issues related to social inclusion are also taught, addressing disadvantaged groups, andragogy, equal opportunities adult education services, and ethics. The MA programme consists of four semesters.

The continuous training of career guidance professionals is done through participation at national and international workshops and conferences on guidance, education, entrepreneurship and employment. The career training events are organised by public and private providers. Due to their involvement in EU guidance structures, such as Euroguidance, career professionals can participate in study visits and cross-border initiatives.

Most of the continuous training is provided by different ESF-financed projects at temporary bases. Currently, the Economic Development Innovation and Operational Programme 6.2.4. is run by the National Office for Vocational Education and Training and Adult Education (NSZFH) providing short (maximum 90 hrs) trainings for the teaching staff of vocational training centres (more than 40) between 2018 and 2021. Another central project run by the National Education Authority (Oktatási Hivatal, OH) provided short training exercises for teachers and developed a syllabus for the state-financed schools mainly focusing on the practical use of the national career guidance survey.

A PhD programme in Education and Psychology includes career counselling and guidance topics. In recent years (2018-2023) half a dozen PhD theses were defended in the Hungarian universities in the field of career guidance. Since 1999, there has been a full degree programme for teachers for school career counselling/education (post-graduate teacher training). Currently, it lasts three semesters and is only available at the University of Gödöllő. Within the psychological post-MA, the specialisation of career counselling is available as a minor for professionals. Short-term training (30 to 90 hrs) is widely available and jeopardises the 'brand' of career guidance and education interventions. There are practitioners without proper training.

The Young Enterprise Alliance (Fiatal Vállalkozók Országos Szövetsége, FIVOSZ) organisation created a network of entrepreneurship teachers focused on exchanging good practices for teaching of entrepreneurship. The European Business Association and the Shell Foundation collaborate on developing entrepreneurship training programmes for career guidance professionals. The Hungarian National Institute of Vocational and Adult Education (NSZFH) has also developed an entrepreneurship training programme for VET teachers. The curriculum includes courses on entrepreneurial competences, business planning and didactics.

Good examples

There have been a few significant developments in recent years, even though Hungary has not developed a comprehensive national lifelong guidance system. Firstly, the Education Authority developed a national career guidance survey/test for the primary school-leavers at grade 8. Secondly the Springboard Programme and the Workshop Training

School initiatives were introduced by 2020 for VET students. The second initiative makes the transition between general and vocational education a more flexible and contains career education activities.

National career guidance survey

Since school year 2020/21 every student in the last grade of his/her lower secondary studies has to complete a compulsory career guidance questionnaire which can be found on the website of the Education Authority (Oktatási Hivatal) The national career guidance survey consists of 86 questions, which were drawn up based on age-specific features of 14-year-old students. The examination of students' personal competences, enabling them to choose an upper secondary educational pathway based on the provisions of the national public education Act, entering into force in 2020, is an obligation imposed by the later legislation (Cedefop VET report Hungary 2021).

Orientation Year, Springboard and Workshop Training School Programmes in VET

The new concept of the vocational training system introduced the Orientation Year with the possibility of a year of competence development for young people who are uncertain about their career choice or finished primary education with a lack of competence. Its task is not to replicate primary education curricula, but to develop their competencies.

The Springboard Programme – aims to provide an opportunity to find a successful individual life path for young people with behavioural and learning disabilities, or who are lagging behind in school system education, or who are aged 16-25 and have already dropped out of the system. The programme provides an opportunity to return to the world of education or work, to find a successful individual life path and to prepare students for vocational training. The programme is open for students who have reached the age of 16 by the last day of the previous school year and have not obtained a primary education certificate.

Young people who drop out of vocational training without a qualification, or who have obtained a primary qualification in the Springboard Programme, but are unable to study in a classical school environment, are able to obtain a partial

qualification at the so-called Workshop Training School. Learning the profession takes place on site during practical training. In these schools, acquiring a qualification is not tied to the academic year, but takes at least half a year. There are no general subjects. All knowledge is linked to the partial qualification that the student acquires from his or her master. The teacher supports the education process as a mentor. A Workshop Training School is a form of training for a student to acquire the knowledge needed to engage in a vocational training or get a job. The programme is open for students who have not obtained a primary education certificate and have already completed the Springboard Programme, or who have a primary education certificate and have reached the age of 16. Students can acquire a partial qualification only, the training is only available full-time, and it must be organised in a workshop or under working conditions, in groups of 1 to 5, with a minimum of 6 and a maximum of 24 months, regardless of the academic year. (EC, Eurydice Report, 2022).

Conclusion

The contents and methodology of career guidance show great diversity. It seems unclear what is available to advice seekers and where, with wide variations even among the same type of organisation. This phenomenon indicates the necessity of a professional protocol defining career guidance and its subsystems (career guidance/pedagogy, career counselling, career information) from a quality assurance perspective, in a sector-neutral way, for both in-person and digital service provision. For such a protocol to be effective, it would need to be accepted and applied in by the ministries responsible for the sectors involved in career guidance (public education, higher education, VET, adult education, employment).

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LATVIA

Latvia

A short overview of the current situation in Latvia

According to the European Semester country report for Latvia (2022)¹, the Latvian economy had basically overcome the challenges of the COVID-19 pandemic, but was struck with new negative impacts related to the Russian invasion of Ukraine (limited to no trade with Belorussia and Russia causing shortages of raw materials, spiking energy costs, emergency support to Ukrainian refugees). Long-term challenges remain regarding the reduction of socio-economic disparities, improving productivity by increasing digital skills, and the greening of energy supplies, transport and buildings. However, it must be noted that these national policy issues have not systematically filtered down into the practices of career guidance in Latvia.

Guidance strategies, initiatives and measures developed to adapt to structural changes and to align guidance services to the current and future needs of clients

a. Education sector

The national curriculum reform for general and special education is being implemented from October 2016 until De-

ember 2023 by the National Education Authority through the European Social Fund project “Skola 2030”². The curriculum reform has established an approach to learning which is new to Latvia with basic, optimal and advanced levels for skills development in different skills areas as opposed to the previous subject-based approach with unified attainment targets for all. The curriculum reform has also introduced a set of Transversal skills³ where the “Active Citizenship” component includes awareness of individual impact and activities linked to environmental and social sustainability and the “Digital skills” component is intended to help effectively, wisely and responsibly use digital technologies to acquire, use and create knowledge. National education standards for primary through upper secondary education, including VET were revised in 2018-2019 and came into force in 2020. Career Management Skills were implicitly included in the new upper secondary education standard⁴ and implied in the basic education standard⁵.

The State Education Development Agency which provides methodological support for career guidance, primarily in the Education sector, developed a career education framework which was coordinated with the new approach to learning, based in part on the principles developed by the European Lifelong Guidance Policy Network. The framework identifies career learning objectives for all grade levels for general (grades 1-12)⁶, special (grades 1-9)⁷ and upper secondary vocational education (year 1-4)⁸. This work was done within the European Social Fund project on developing careers education within the education system. The framework also includes a description of the guidance system within

¹ commission.europa.eu/document/download/cfbadb47-5853-422b-8657-2d2d8978403f_en?filename=2022-european-semester-country-report-latvia_en.pdf

² www.skola2030.lv/lv

³ www.skola2030.lv/lv/macibu-saturs/merki-skolenam/caurviju-prasmes

⁴ likumi.lv/ta/id/309597-noteikumi-par-valsts-visparejas-videjas-izglitiba-standartu-un-visparejas-videjas-izglitiba-programmu-paraugiem

⁵ likumi.lv/ta/id/303768-noteikumi-par-valsts-pamatizglitiba-standartu-un-pamatizglitiba-programmu-paraugiem

⁶ viaagov.sharepoint.com/:b/s/EGmateriali/EbNJ8qp0AmZDs9Jr1uLu5zkByCzpR1B-mJQXl0i4CQ74tQ?e=Gz92sE

⁷ viaagov.sharepoint.com/:b/s/EGmateriali/EdXkXZ6YFQhEuA2nfgjBH1MBO-EP99peshUKqN1tQWe_Kg?e=FVwZpY

⁸ viaagov.sharepoint.com/:b/s/EGmateriali/ETtqFD1tV9dCj5gRgurjq90BGc6o6H5bhMZdbyt5oyJgvA?e=EbDvFA

the education sector, explaining the involved institutions and their responsibilities, as well as a compendium of 100 methods⁹ for use in careers education. In-service training on the guidelines and methods was provided to school career counsellors.

b. Employment sector¹⁰

The major recent factor impacting client needs and thus PES services has been the COVID-19 pandemic. This has led to online provision of traditional PES services such as individual and group counselling sessions and the PES Job Fair. This general move of society to online mode has also impacted the topics for counselling sessions and the training offers that have been provided to PES clients. Group counselling sessions have been provided on developing distance working skills. Individual counselling has been provided on how to access training via online platforms. The PES provided financial support to the employed and job-seekers who enrolled in online courses provided by internationally recognized training organisations on topics such as computing, business, data science, foreign language for professional purposes, IT and management.

Quality concepts for guidance services and competence frameworks for educational and vocational guidance counsellors in Latvia. Relevance to today's guidance needs for the future?

Career counselling as such is not a regulated profession in Latvia. The national occupational classification includes both "career counsellor" and "school career counsellor" as separate occupations located within the business services and education occupational clusters, respectively. The oc-

cupational standard for career counsellors was initially developed in 2007 within the first phase of ESF national project support to develop guidance services in the education sector under the acronym "KIPNIS". The occupational standard was reviewed in 2011 and is overdue for another review. The current (2021-2023) work plan of Euroguidance Latvia foresees support to the update of the national occupational standard by mid-2023.

The Latvian Career Development Support Association (LKAAA) maintains a Code of ethics¹¹ which applies to LKAAA members. The LKAAA is also an associated member of the International Association for Educational and Vocational Guidance (IAEVG). Thus, the IAEVG Ethical Guidelines¹² also apply to LKAAA members.

School career counsellors are subject to the National regulations on the required education and professional qualifications of teaching staff and procedures for professional development¹³. The regulations state different qualification routes to make persons eligible for work as school career counsellors.

Higher education institutions in Latvia are autonomous in their decisions regarding the organisation of services, including the hiring of career guidance counsellors. Private service providers are also not required to demonstrate any specific guidance qualifications in order to offer career counselling.

The Latvian PES adheres to an ISO quality assurance standard in the delivery of their services, which proscribes certain quality criteria and management processes regarding the guidance tools and services provided by the institution. When hiring career counselling staff, the PES requires a mix of educational qualifications and professional experience. Where an applicant possesses sector specific qualifications (a bachelor's degree in psychology, master's degree in education science with a qualification in career counselling or

⁹ euroguidance.viaa.gov.lv/mod/book/view.php?id=64&chapterid=981

¹⁰ In this and further sections inputs regarding the Latvian State Employment Agency (PES) are taken from the intervention provided by the PES to the Latvian national guidance forum in April of 2022.

¹¹ www.lkaaa.lv/sites/default/files/uploads/etikas_kodekss.pdf

¹² iaevg.com/sys/website/?pageId=18066

¹³ likumi.lv/ta/id/301572-noteikumi-par-pedagogiem-nepieciesamo-izglitiba-un-profesionalo-kvalifikaciju-un-pedagogu-profesionalas-kompetences-pilnveides

a master's degree in personnel management), one year of professional experience in addition to the qualifications is desirable. A candidate with five years of experience in career counselling may possess a bachelor's or master's degree in any field.

Initial and continuing training system for guidance counsellors in Latvia

Initial training for guidance counsellors depends on the sector in which they are employed and the qualification route taken. The university level training programme available in Latvia is currently a Master of Education Science with a qualification in career counselling. There are no bachelor level study programmes providing a qualification in career guidance. However, as was mentioned in the previous section on competence frameworks, career counsellors may have a bachelor's degree in psychology, education, social science, or any other field with additional teacher training in the basics of career counselling and in individual counselling skills (school counsellors) or relevant work experience (PES).

Continuous training available in Latvia to further develop the required knowledge and skills of guidance professionals in view of current and future changes in education, occupation, and employment.

c. Training opportunities

In-service training courses for guidance practitioners can be either non-formal or formal. Universities in Latvia offer the professional development courses required for individuals who do not have the relevant master's degree to work as school career counsellors (introduction to career counselling and individual counselling skills). Participants receive a certificate of professional development upon completion.

The PES provides in-service training to their staff on topics such as new counselling methods and techniques, current

labour market information through analysis of PES databases and meetings with sector experts and employers, as well as competence development for work with specific client groups such as persons with disabilities or persons in detention. Some topics, such as training on PES tools, services, and work processes is provided internally by PES experts. Other topics require hiring of external experts, for example on personnel selection and digital skills.

The Career Guidance Division of the State Education Development Agency provides non-formal learning activities to school career counsellors. These can be seminars introducing employment opportunities in different economic sectors or workshops on different aspects of delivering careers education or school career counselling.

The LKAAA offers non-formal professional development seminars on current topics and methods to their members free of charge or at reduced prices for those events where non-members are also able to participate.

Euroguidance Latvia, which is located within the Career Guidance Division of the State Education Development Agency provides non-formal learning seminars both face-to-face and online, Academia study visits and e-courses to school career counsellors, university guidance centre staff, the Latvian PES and the LKAAA, in cooperation with other Euroguidance centres, EU network representatives in Latvia, and other Latvian institutions.

d. Additional staff support measures (e.g. supervision, self-help groups, peer counselling, information systems, databases) for guidance professionals

Supervision for school career counsellors in the form of workshops on self-efficacy, reflective practice, analysis of work practices and burnout prevention have been funded by the ESF national project on Career Education within the Education System run by the Career Guidance Division of the State Education Development Agency. Regular funding is not available for this sort of support. The Division maintains a limited access repository of career education lesson plans that have been submitted as examples by school career counsellors and examined by Division experts before entry into the repository.

The LKAAA organises free “intervision” sessions for association members in the context of professional development seminars. Here, various cases are discussed in groups to obtain different perspectives from other guidance professionals.

e. Lacking appropriate staff support measures from a guidance counsellor’s point of view

A survey of school career counsellors at the close of the ESF national project on Careers Education in the Education System indicated that school career counsellors felt the need for more continued support in integrating career education skills targets into the school curriculum. In particular, they underlined that parents, subject area teachers and, in some cases, even school management were still not sufficiently aware of the importance of career management skills and how they can enhance the general curriculum and improve student outcomes. They also called for further in-service training and supervision sessions, as well as support for producing career learning materials and informative visual aids.

National Career Guidance Awards have been bestowed on several different digital practices produced by career counsellors. In 2020 Dace Briede-Zālite¹⁷ was awarded among other achievements for creating a Latvian online adaptation of the DISC personality test. In 2021 Ivita Onzule¹⁸ was awarded for her online delivery of career education to VET students and potential students of Valmiera Technical School. A careers information delivery approach using QR codes was developed by Dace Alksne¹⁹ and awarded in 2022.

Good examples from counselling practice on digital counselling

Several digital tools that can be used in career counselling have been produced by public bodies. The Ministry of Education and Science has developed a graduate tracking dashboard¹⁴ which follows the career progression of university graduates at all programme levels as of 2017. The Latvian PES has developed an online database with several modelling tools to explore short-term (valid up to 1 year) labour market forecasts¹⁵. The National Database of Learning Opportunities has recently refurbished its online interactive career tests¹⁶ which cover four topics: interests, values, multiple intelligences, and potential careers.

¹⁴ www.izm.gov.lv/lv/jaunums/absolventu-monitoringa-riks-ari-karjeras-attistibas-atbalstam

¹⁵ prognozes.nva.gov.lv

¹⁶ testi.niid.lv

¹⁷ www.euroguidance.eu/the-national-career-guidance-awards-2020

¹⁸ www.euroguidance.sk/nckp/wp-content/uploads/2022/05/NCGA2021_final.pdf

¹⁹ www.euroguidance.eu/the-national-career-guidance-awards-2020/download/ncga2020-en-final-ebook-pdf



POLAND

Poland

What guidance strategies, initiatives, and measures have the career guidance services in your country developed to adapt to structural changes and to align guidance services to the current and future needs of their clients? Please give practical examples.

Currently, a major challenge in Poland is the issue of employing refugees from Ukraine. Therefore, a lot of initiatives and projects have been created with the purpose to employ Ukrainian citizens residing in Poland or help them start a business. For the first wave of refugees, the biggest challenge was to find a job for people who had high qualifications, but did not speak Polish. That is why many business institutions came up with the initiative of paid internships and jobs, in which English is still the main language of communication.

In addition, there are many projects supporting refugees' employment carried out by foundations and organisations such as the International Organisation of Migration. IOM is the leading intergovernmental organisation in the field of migration and works closely with governmental, intergovernmental and non-governmental partners. IOM works to help ensure the orderly and humane management of migration to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems and to provide humanitarian assistance to migrants in need, including refugees and internally displaced people.

As a result, there are more and more job advertisements aimed at hiring career advisors and career consultants to such organisations, which was rather rare before.

Following the needs of the changing labour market, we also observe the creation of new vacancies as Career Consultant/Counsellor positions in business organisations. Typically, such a person deals with the professional development of employees and finding new career opportunities within the organisation, to prevent the departures caused by a lack of development prospects.

The second growing market for consulting services is the education sector. A regulation was adopted in Poland in 2019 requiring educational institutions to introduce vocational counselling to schools and universities. In schools at the primary level, this function is usually performed by teachers of other subjects who have completed training courses in the field of career counselling or by pedagogues. The biggest challenge of working with pupils and students is preparing them to work in professions that do not yet exist (the Future of Jobs report of the World Economic Forum presents the following statistics – 65% of people born after 2007 will work in professions that do not yet exist). Therefore, a career planning strategy when working with pupils should be based on discovering personal potential. This is where diagnostic tests come in handy for exploring personality traits, interests, talents and values, and with this awareness, adjusting your career to yourself. Popular tests used in education include: the Holland test, the Discovery Insight analysis, the 16 personalities test (MBTI type), or the extensive, but paid professional aptitude test of the Career Compass type.

Please briefly describe which quality concepts for guidance services and competence frameworks for educational and vocational guidance counsellors exist in your country. To what extent do these meet today's guidance needs for the future?

Currently, a first or second degree higher education is required to work in the profession of a career counsellor, while in an educational system institution (e.g. in a school) higher education is required, including pedagogical preparation, which is compulsory.

The minimum qualification requirements necessary to perform work as a career counsellor in employment offices and OHP are regulated by the relevant legal provisions:

- Regulation of the Council of Ministers on the remuneration of local government employees (applies to career counsellors employed in employment offices),
- Regulation of the Minister of Family, Labour and Social Policy on the conditions for the remuneration of work and other work-related benefits for employees employed in some state budget units (applies to OHP).

In accordance with the above regulations, from a person employed as a career advisor must have a university degree in an appropriate field of study enabling the performance of tasks in the position and a professional title of Bachelor or Master. Taking up work as a teacher-career counsellor is facilitated by having:

- a diploma of completion of first or second degree studies in the field of vocational counselling or pedagogy work and a bachelor's or master's degree, respectively,
- postgraduate diploma in career counselling,
- confirmed qualifications for the position of a teacher-career advisor (concerns a career counsellor employed at the school and conducting classes in the field of career advice).

In the case of a school vocational counsellor, the applicable regulation is the Act of 14 December 2016 Education Law. Regulations have been introduced regarding the forms of career counselling and classes during which activities in the field of career counselling will be carried out. At the same time, the act defines what career counselling consists of and what are its goals at individual stages of education, specifying: vocational pre-orientation for kindergartens, pre-school departments in primary schools and other forms of pre-school education, vocational orientation for grades 1-6 of primary schools and classes in the scope of career counselling for grades VII and VIII of primary schools and specific secondary schools.

In addition, the regulation of February 12, 2019 on career counselling defined curriculum content in the field of career counselling for individual educational stages and types of schools. Curriculum contents in the field of career counselling included in the annexes to the regulation make up a coherent system of career counselling implementation, which should provide students with school support in making conscious educational and professional choices.

The programme content in the field of career guidance, on the basis of which the provisions of the Regulation on career guidance were prepared, were developed by experts in the field of career guidance as well as representatives of schools and institutions, leading authorities, employers and trade unions, and labour market institutions in the project "Effective educational and career counselling for children, youth and adults" implemented by the Education Development Center in Warsaw.

In the case of career counselling provided outside educational institutions, the conditions for taking up employment are more liberal. It should be emphasized that a career counsellor is a profession that, in addition to well-developed interpersonal skills, undoubtedly requires specialist knowledge, e.g. in the field of psychology, sociology, pedagogy and knowledge of labour law and the educational system. In addition, it is necessary to know about professions, the labour market, as well as technical (traditional and modern) means of transmitting information. Despite the lack of top-down requirements, it is worth preparing for this profession by taking appropriate studies and courses. Experi-

ence and specialist knowledge are definitely useful for advising others. However, special courses are being created to educate specialists in the field of career counselling. Continuous personal and professional development through self-education and participation in specialized training is essential in this profession.

Please briefly describe the initial and continuing training system for guidance counsellors in your country.

Issues concerning the level of education and professional experience of people employed in public employment services are regulated by the Ordinance of the Council of Ministers of 18 March 2009 on the remuneration of local government officials. The professional requirements related to the education and vocational skills as well as to number of years of employment must be fulfilled. In the case of the post of vocational counsellor these requirements are as follows – higher education and one year of employment in the area of vocational counselling – and in the case of the post of trainee vocational counsellor the requirements are – higher education and no experience in vocational counselling or secondary education and one year of employment in the area of vocational counselling.

The tasks of the education system with regard to educational and vocational counselling are performed by teachers-career counsellors and teachers appointed by the headmaster of school or institution. Qualifications of teachers-vocational counsellors are defined in the Ordinance of the Minister of National Education of 1 August 2017 on the specific qualifications required of teachers. To be qualified for the position of teacher-guidance counsellor in primary schools, secondary schools and psychological and pedagogical counselling centres a person must have a graduate degree in the field of career counselling and pedagogical qualifications or a master's degree in any field and completed postgraduate studies in the field of vocational counselling, as well as pedagogical qualifications. In addition, a person who has completed first-cycle studies in the field of vocational counselling and has pedagogical qualifications or who has graduated from first-degree studies in any field (specialisation) and has completed post-graduate studies in the field of vocational

counselling, and who has pedagogical qualifications is qualified for the position of a teacher-guidance counsellor in primary schools.

Every higher education institution which educates vocational counsellors has its own curriculum approved by the Minister of Science and Higher Education.

What kind of continuous training is available in your country to further develop the required knowledge and skills of guidance professionals in view of current and future changes in education, occupation, and employment? Please give a practical example regarding content.

- Initiatives organised by FRSE:
 - Euroguidance and Europass webinars on the development of competences for career counsellors organised several times a year,
 - Vocational Education Forum Europass and Euroguidance conferences,
 - EPAL and within its framework research on career counselling, articles prepared by experts.
- Offer of postgraduate studies – such as career advising, job coaching, etc.,
- Courses and trainings organised by career advisors and business organisations – e.g. by Career Angels,
- Following and analysing reports on the dynamics of the labour market ex. World Economic Forum, McKinsey, Deloitte,
- Inspiration and work tools in related fields – psychology, sociology, coaching.

It is necessary to mention the National Euroguidance and Europass Centre's constant presence in the public domain, bringing to the attention numerous practical examples of

the mainstreaming of guidance services in Poland recently. Just to name a few: “What the job interviews are all about”, “Open up to the world... professionally!” – a series of webinars for career counsellors as well as a wider audience with all the interested target groups representatives; The Vocational Education Forum Europass & Euroguidance – an annual conference organised by the Polish National Europass and Euroguidance Center and the Polish National Team of Experts for Vocational Education and Training EVET. The aim of the event is to support and promote industry education in Poland, as well as the European area of education and professional mobility among the Polish community of career counsellors.

a. What additional staff support measures (e.g. supervision, self-help groups, peer counselling, information systems, databases) for guidance professionals are offered by the guidance institutions in your country?

We are not aware of large-scale projects such as supervision or peer counselling offered by institutions. If such ventures exist, they usually develop locally, such as: a group of school counsellors in the Ursynów district, groups for career counsellors in social media.

b. Do you lack appropriate staff support measures? From a guidance counsellor’s view, what other forms of staff support would you want or need from your employer in order to be able to fulfil your tasks in the best possible way?

Certainly, knowledge about the needs of the changing labour market, training programmes and emerging professions is provided on an ongoing basis. Information on educational paths to practical professions. Free of charge, valuable and up-to-date diagnostic tools for individual and group work. Work supervision would also be very helpful.

Please give us a good example from your counselling practice on the following (possible) topics: sustainable (green) counselling, digital counselling, counselling and integration of migrants and refugees, gender sensitive counselling, attracting skilled workers from abroad, promoting vocational training.

The EURES network operating in Poland is aimed at facilitating the free movement of workers and promoting the use of equal opportunities, despite:

- existence of language barriers,
- cultural differences,
- diverse labour law provisions.

EURES network is made up of public employment services of the EU and EFTA Member States and other authorized organisations at the local, regional, national and EU level, operating in the field of employment. The EURES network provides EU job placement services and information on living and working conditions in EU and EFTA Member States.

EURES network services are generally available and addressed to job seekers interested in going to another member state for the purpose of taking up employment, and to employers who want to recruit workers from another EU or EFTA Member State.

EURES services for the unemployed and jobseekers are free of charge.

EURES network services for employers provided by other than public bodies may be subject to a fee.
eures.praca.gov.pl

A citizen of Ukraine may take advantage of the free assistance of the poviats labour office or the voivodship labour office, including support in finding a job, primarily through job placement and career counselling.

Without having to register at the employment office, a citizen of Ukraine may contact the employment office by phone or go to the employment office, where a client advisor (career counsellor or employment agent) will conduct an interview and try to determine the client's situation (his qualifications, professional experience, job opportunities, expectations of to work, etc.) for further assistance.
www.gov.pl/web/rodzina/rynek-pracy---pomoc-dla-obywateli-ukrainy

A citizen of Ukraine can use the Central Database of Job Offers independently without visiting an employment office using a computer, telephone or other mobile devices with Internet access (oferty.praca.gov.pl).

A citizen of Ukraine may also take advantage of vocational counselling services provided by 340 poviats labour offices and information and career planning centers operating in 16 voivodeship labour offices. This service is particularly important for people who need help in solving professional problems. Assistance may be provided in the form of individual contact of an office employee with a person in need of assistance or via a telephone or Internet connection.

A citizen of Ukraine may receive support in:

- choosing the right profession,
- change of qualifications,
- taking up a job,
- examining their competences, interests and professional abilities,
- career development planning.

In addition, career counsellors will help inform them on the situation on the labour market, inform them the principles of running a business, provide assistance in writing application documents, provide information on other assistance institutions and provide information on the comprehensive services of employment offices. During a meeting with a career counsellor, a citizen of Ukraine may also take psychological tests and tests for examining general interests and abilities, the purpose of which is to determine professional predispositions and professional potential.

Registration in the labour office as an unemployed person and obtaining the status of an unemployed person by a citizen of Ukraine will enable him to apply for the full catalog of forms of assistance specified in the Act on employment promotion and labour market institutions. This catalog includes, among others:

- vocational training,
- co-financing of starting a business activity,
- reimbursement of employment (intervention works, public works, etc.),
- reimbursement of travel and accommodation costs to and from the workplace,
- reimbursement of the cost of care for a child under 7 or a dependent person, etc.

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PORTUGAL

Portugal

An overview of the current situation in Portugal

In recent years, the panorama of career guidance interventions has been marked by a context of uncertainty, deeply impacted by the constraints imposed by the COVID-19 pandemic, but also by the significant increase in migratory flows and the reception of refugees in Portuguese territory and more recently with the context of war and all the impacts it has caused. In this sense, national institutions, both in the public and private sector, have mobilized a set of responses, from which we highlight, within the scope of this compendium, those that fall within the area of career guidance, both in its school and professional aspects.

The impact of COVID-19 forced schools to close, which led to the need to regain learning opportunities. The pandemic accentuated the lack of resources available, threatened to undermine the academic achievement of students, particularly those from disadvantaged backgrounds, and brought changes to the students' emotional and psychological well-being as well as greater difficulty in dealing with change, evaluative moments, and with choices for their personal, academic, and professional future. As a response to this critical situation, Portugal's Ministry of Education devised the "Plano 21|23 Escola+" – a Learning Recovery Plan (escolamais.dge.mec.pt). This initiative offers a set of effective educational policy measures and differentiated educational strategies designed to promote school success. The 21|23 Escola+ Plan is primarily focused on improving the key skills stipulated in the Students' Profile by the End of Compulsory Schooling (www.dge.mec.pt/perfil-dos-alunos) along with the essential learning of the different subjects. The Plan's strategic aims are the recovery of the most affected skills; diversification of teaching strategies; investment in social and emotional well-being; confidence in the educational system; involvement of the entire educational community;

capacity building through increased resources and means; monitoring through the evaluation of the impact and efficiency of different measures and resources. The plan is structured in three axis and foresees the implementation of a set of measures to intervene with students in terms of learning recovery, socialization, and their physical and mental well-being, focusing on curricular aspects, school organisation, resources of support and community dimensions. Each axis has multiple domains, and each domain encompasses several specific actions (escolamais.dge.mec.pt/aco-es-especificas). In Axis 2 of this plan – Support Educational Communities – we find the specific action Guidance (2.3). Guidance activities have been gaining increasing recognition given the fundamental role they have assumed in the support provided to students and young adults in the different transitional phases of their educational and formative path, enabling them to have more informed and conscious options. School psychologists develop professional career interventions in school contexts and, in this way, help to facilitate harmonious and effective transitions, preventing dropout and failure, and contributing to equity and social cohesion. It is essential to promote activities to raise awareness of career education among the educational and local community, so that the support provided is planned regularly, systemically and supported with information on the results of students' vocational choices. (escolamais.dge.mec.pt/aco-es-especificas/232-orientar). Within axis 1 - Teaching and Learning - the domain Inclusion and Well-Being (1.6) includes specific actions such as tutorial support, programmes for social and emotional skills, personal, social and community development plans, school sports, and cultural and artistic programmes. Regarding this domain (1.6.2), last year the study "Psychological Health and Well-Being" was conducted. Its main objective was to collect and monitor indicators of psychological health and well-being of school-age children and adolescents, as well as teachers and educators, so that different intervention proposals could be designed according to the identified needs by age group and geographic region.

This study resulted from a partnership between the Directorate-General for Statistics in Education and Science (DGEEC), the Directorate-General for Education (DGE), the National Programme for the Promotion of School Success (PNPSE) (pnpse.min-educ.pt), the Equipa Aventura Social/ ISAMB, the University of Lisbon, the Portuguese Psychologists Association (OPP) and the Calouste Gulbenkian Foundation. It was coordinated by Professor Margarida Gaspar de Matos (Equipa Aventura Social/ ISAMB, University of Lisbon). The study identifies the needs of students and teachers, defines courses of action, and makes several recommendations that highlight the promotion and learning of social and emotional skills as a key intervention to improve well-being throughout the community. It concluded that about one-third of students show signs of socioemotional skills deficits and psychological distress. It also found that a little over a third of the students (34.3%) think that their school life after the pandemic got worse or much worse.

In fact, The Students' Profile by the End of Compulsory Schooling (Perfil dos Alunos à Saída da Escolaridade Obrigatória) includes the recommended socioemotional skills, but the current resources available are not aligned with this profile as there are gaps in the monitoring and promotion of these skills. Furthermore, these skills are predictors of mental health, well-being and academic performance, and less adjusted socioemotional functioning is associated with various behavioral, personal, social, and academic difficulties. Thus, the promotion of socioemotional skills in children and young people, as an integral part of their healthy development, is a national priority. Ideally, it should start in the family, with parents serving as positive role models in raising children. However, families face increasing economic and social pressures, and unfortunately many children do not develop the social and emotional skills they need at home and in the community. After this monitoring, and following up on its recommendations, the Directorate-General for Education (DGE), in partnership with the Calouste Gulbenkian Foundation and the Portuguese Psychologists Association (OPP), planned a set of training actions in social and emotional skills, aimed at school principals, teachers and psychologists, promoting these skills in a global approach to school. The training aims at the personal, social, and professional development of the trainees/professionals through the promotion of their own social and emotional skills and self-care practices, as well as the deepening of these skills to then implement intervention projects, focused on the positive development and well-being of students and the entire

school community. In addition to training specifically targeted at teachers and school principals, the training course for psychologists, accredited by the OPP, will last 50 hours (14 hours face-to-face, 11 hours online and 25 hours of autonomous work). Moreover, another part of the "Plano 21|23 Escola+" was the Personal, Social and Community Development Plans (Planos de Desenvolvimento Pessoal, Social e Comunitário – PDPSC) which enabled the hiring of 414 psychologists for the schools, amongst other specialized professionals. These plans were implemented by 98% of the schools and psychologists were most of professionals hired (36%), followed by speech and language therapists, social workers, IT professionals and others. The fact that almost 50% of the professionals are psychologists and speech and language therapists shows the priority given to the promotion of social and emotional intelligence, literacy, personal development, and self-care.

An example from our counselling practice on digital counselling

Greatly because of the pandemic, intervention methods have changed, and more digital approaches have emerged with respect to the counselling process. It has been increasingly necessary to challenge the exhaustive use of classical vocational guidance models and allow young people to develop their own perspectives on the world of work as well as their own professional preferences.

In this sense, and to support educational psychologists in the context of Career Intervention, the Directorate-General for Education will provide a technical support instrument: the JANUS platform (www.youtube.com/watch?v=_siklf8lCi8).

This instrument allows for longitudinal intervention (from the 5th year to the 12th year), whose objectives are developmental. It contains:

- A set of activities related to the different dimensions involved in supporting transitions and career decision making, including exploration exercises, reflection and integration of experiences and knowledge;
- The automatic provision of a portfolio for storage and sharing with psychologists, results of activities and guided exercises performed by students;

- The loading, by students and psychologists, of records for other related activities and to articulate the career with other dimensions of life;
- The connection to reliable and up-to-date databases on educational and formative provision, and the labour market;
- A Technical Manual for Psychologists.

In the current context, it is essential to develop tools that, ensuring all scientific, technical, and deontological criteria, allow alternative and complementary forms of interaction in the development of guidance interventions. These instruments should be seen not only as a strategy to meet the challenges of this exceptional situation, but also as an opportunity to increase access to interventions, combining activities carried out autonomously with activities mediated by the career advisers.

Initial and continuous training system

Guidance counsellors in Portugal are psychologists with a master's degree in psychology of education. This training is understood the training and acquisition of skills in Intervention in Guidance and Career Development (Castro et al., 2020). The training is recognized and certified by the Portuguese Psychologists Association (OPP) to be able to perform professional functions in the area (www.ordemdospsicologos.pt/pt/especialidades). The Directorate-General for Education (Direção Geral de Educação – DGE) and the Portuguese Association of Psychologists (Ordem dos Psicólogos Portugueses – OPP) play an important role in this area. Every year a set of formations is defined. Vocational and continuing training aims at updating knowledge and developing skills.

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SERBIA

Serbia

What guidance strategies, initiatives, and measures have the career guidance services in your country developed to adapt to structural changes and to align guidance services to the current and future needs of their clients? Please give practical examples.

During the pandemic and in the post pandemic era, many onsite activities shifted to the online setting. Some good examples of digital career guidance developed in the last 3 years in Serbia are listed below:

- Career counsellor (Karijerna savetnica) – online career counselling for youth, developed by Belgrade Open School NGO as a part of the online platform karijera.bos.rs karijera.bos.rs/savetnica
- Zoom Café (Zoom kafica) – online career information meetings for university students, developed by the University Center for Career Development and Counselling in Belgrade www.razvojkarijere.bg.ac.rs/stranice/uploads/aboutusCCDUniBG.pdf
- An online course on career management skills for university students, developed by the University Center for Career Development and Counselling in Belgrade www.razvojkarijere.bg.ac.rs/node/1451
- Virtual CGC (Virtuelni KVİS) – online CGC activities for secondary vocational school students, developed by the Secondary Vocational School for Chemistry and Food Technologies in Nis euroguidance.rs/wp-content/uploads/2021/11/rezultati_6_euroguidance_takmicenje_2021-1.pdf

- Webinars on career development for elementary and secondary school students developed by the Foundation Tempus www.obrazovanje.rs/upis
- Individual Counselling for elementary and secondary school students organised by the Foundation Tempus www.obrazovanje.rs/upis
- Biramuspeh.com – an online platform for improving employability of NEET youth through internships and training, developed by UNICEF Serbia biramuspeh.com

Please briefly describe which quality concepts for guidance services and competence frameworks for educational and vocational guidance counsellors exist in your country. To what extent do these meet today's guidance needs for the future?

The standards of career guidance and counselling services were established in a bylaw on Standards in career guidance and counselling services adopted by the Ministry of Education, Science and Technological Development in June 2019. The document is available in English at: euroguidance.rs/wp-content/uploads/2020/11/standardsofcareerguidancecounseling_eng.pdf.

The aim of the Standards was to create a framework for establishing a system of quality services that continuously provides support for the development of the individual from the earliest age. Additionally, given that the development of career management skills is the goal of all CGC activities and services, one area of the Standards is

dedicated to defining competencies, that is, the knowledge, skills and attitudes needed by an individual to provide training and manage career changes. Standards in CGC services can serve organisations and practitioners who provide CGC services as a basis for planning, developing, evaluating or improving their services, so that they are accessible to all users from particular target groups and contribute to the development of their career management skills. Each section of the Standards serves a specific purpose for users, practitioners and organisations that provide these services, and offer guidance to organisations that educate and train career practitioners. The standards define the principles determining the quality of service provision, which includes the availability of services, continuous improvement of quality, reliability of provided information, adequacy of conditions and the like. Organisations providing CGC services can use the standards as guidelines for developing and improving their policies and practices. In addition, the standards define the key structural elements of a quality programme and can provide support for organisations in the development and improvement of CGC programmes. The Standards define general competencies that all career practitioners should have, regardless of the service they provide, as well as important competencies specific to the service they offer (information, counselling, training). These standards are a good starting point for self-assessment of practitioners and planning of personal professional development, as well as for the development and improvement of continuous professional development programmes for career practitioners, such as training for teachers and non-teaching professionals.

The standards are aimed at the individual and, accordingly, require CGC services and activities to be developed in line with the identified needs. On a personal level, the Standards can be used for self-assessment of one's own career management competencies and selection of CGC services with the aim of improving these competencies and enhancing further career management of career guidance practitioners.

Please briefly describe the initial and continuing training system for guidance counsellors in your country.

Although there is no separate university programme in career guidance, university courses on CGC have been developed as a part of Psychology and Adult Education Studies (more information available here: www.f.bg.ac.rs/andragogija/silabusi?IDK=4491), but still there are no bachelor or master programmes on career guidance.

All counsellors working in the National Employment Service have qualifications in psychology and counselling. However, qualifications of practitioners working in other sectors vary substantially. For example, in elementary schools, teachers and pedagogues/psychologists have undergone additional training in professional orientation. Additionally, many teachers, psychologists and pedagogues from secondary education have attended seminars on career guidance developed by the Euroguidance Centre, Belgrade Open School, GIZ and Inventiva. Currently, there are 10 accredited programmes for continuous professional development of career practitioners in the education system accredited by the Agency for the Improvement of Education (the list of all accredited seminars is available at: zuov-katalog.rs and one seminar for career practitioners in social services, accredited by the National Social Protection Agency (more information available at: euroguidance.rs/aktivnosti/obuke/akreditovana-obuka-kvis-u-uslugama-socijalne-zastite).

In the past, an online course on career guidance has been developed for students and employees in the HR sector by Belgrade Open School within the "CONNECT" project (more information available at: connect-erasmus.eu).

What kind of continuous training is available in your country to further develop the required knowledge and skills of guidance professionals in view of current and future changes in education, occupation and employment? Please give a practical example regarding the topic and content of such training.

a. What additional staff support measures (e.g. supervision, self-help groups, peer counselling, information systems, databases) for guidance professionals are offered by guidance institutions in your country?

An association of career development support practitioners, as such, does not exist in Serbia. There are associations of psychologists, pedagogues, HR professionals and similar organisations, but with limited activities in career development support.

On the other hand, there are databases and online resources available to career practitioners. When it comes to career practitioners in formal education, a database of CGC activities has been developed by the Foundation Tempus in order to support sharing and promoting good practices in the CGC field (available in Serbian at: euroguidance.rs/resursi/bazaaktivnosti).

Furthermore, the Foundation Tempus, in cooperation with Belgrade Open School NGO and teachers actively engaged in CGC, has developed the Teacher's Handbook with various CGC activities (available in Serbian at: euroguidance.rs/resursi/prirucnik2020) and, for supervision purposes, established the practice of further consultations with school teams for career guidance and counselling to support school teams in planning and implementing CGC activities with students (more information in Serbian is available at: euroguidance.rs/aktivnosti/individualne_konsultacije_tim_kvis).

In order to support information sharing, there is a monthly newsletter on career guidance in Serbia and Europe distributed to 1755 subscribers in Serbia, as well as an annual publication on career guidance in Serbia and Europe available at: euroguidance.rs/resursi/karijera_mobilnost for everyone interested in the CGC field.

To support dissemination and research in the CGC field, the Belgrade Open School has developed many publications, which are available on their website for everyone interested in the CGC field: www.bos.rs/publikacije.html.

Accredited seminars and conferences offer an opportunity for career practitioners to meet their colleagues and subsequently discuss with them using online platforms (e.g. EP-ALE), but there is no established peer counselling as such.

b. Do you lack appropriate staff support measures? From a guidance counsellor's point of view, what other forms of staff support would you want or need from your employer in order to be able to fulfil your tasks in the best possible way?

The survey for career guidance practitioners within the Connect project, conducted by Belgrade Open School in 2022, showed that there are various ways in which career practitioners gain the necessary professional knowledge. The results of this survey reveal that both individual learning and exchange of experience are regarded as important by career practitioners. Furthermore, they consider individual learning (e.g. Internet, MOOCs, books, etc.), continuing education, short training courses, workshops, conferences and advice from internal peers and experts as important for improving their knowledge and skills. It is also relevant that some participants in this survey would find mentoring, consultations and counselling useful for their professional development.

According to another study, conducted by the European Training Foundation (ETF) in 2022, the most important areas to be developed in order to support quality, professionalisation and continuous improvement specified by career practitioners are as follows:

- Developing more accredited training in line with the CGC standards by various organisations;
- Introducing short study programmes in CGC in line with the career management skills framework at the university level, especially at those institutions offering initial teacher education, psychology, adult education, human resources management and the like;
- Focusing on building teachers' capacities to facilitate career conversations in different subjects, such as literature or science, along with the planned activities within the Education Strategy to further train teachers in CGC, and developing 'Professional guidelines for implementing professional orientation and CGC activities in all schools';
- Building capacities of teachers and employment counsellors to improve career management skills related to career information;
- Developing bachelor and master programmes for the initial and continuous professional development of career guidance practitioners;
- Establishing a CGC association.

The most common issue raised at seminars and conferences, which offer great opportunities for the exchange of opinions and experience among career practitioners, is the lack of time for capacity development and organising quality CGC activities for clients (especially elementary and secondary school students) daily. Furthermore, career practitioners express the need for more institutional support and increasing motivation among colleagues engaged in school CGC teams. In addition, many career practitioners state that there should be a closer connection between formal CGC policies (e.g. programming and reporting) and implementation of CGC activities in everyday practice. Important note: In the Serbian CGC system, career practitioners in schools provide CGC services through engagement in school CGC/professional orientation teams within their regular school hours.

Please give us a good example from your counselling practice on the following (possible) topics: sustainable (green) counselling, digital counselling, counselling and integration of migrants and refugees, gender sensitive counselling, attracting skilled workers from abroad, promoting vocational training.

Examples of good practice in digital career guidance are listed below:

- Career counsellor (Karijerna savetnica) – online career counselling for youth, developed by Belgrade Open School NGO as a part of the online platform karijera.bos.rs/savetnica
- Zoom Café (Zoom kafica) - online career information meetings for university students, developed by the University Center for Career Development and Counselling in Belgrade www.razvojkarijere.bg.ac.rs/stranice/uploads/aboutusCCDUniBG.pdf
- An online course on career management skills for university students, developed by the University Center for Career Development and Counselling in Belgrade www.razvojkarijere.bg.ac.rs/node/1451
- Virtual CGC (Virtuelni KViS) – online CGC activities for secondary vocational school students, developed by the Secondary Vocational School for Chemistry and Food Technologies in Nis euroguidance.rs/wp-content/uploads/2021/11/rezultati_6_euroguidance_takmicenje_2021-1.pdf
- Webinars on career development for elementary and secondary school students developed by the Foundation Tempus www.obrazovanje.rs/upis

- Individual Counselling for elementary and secondary school students organised by the Foundation Tempus www.obrazovanje.rs/upis
- Biruspeh.com – an online platform for enhancing employability of NEET youth through internships and training, developed by UNICEF Serbia biruspeh.com

Examples of good practice in gender-sensitive counselling are listed below:

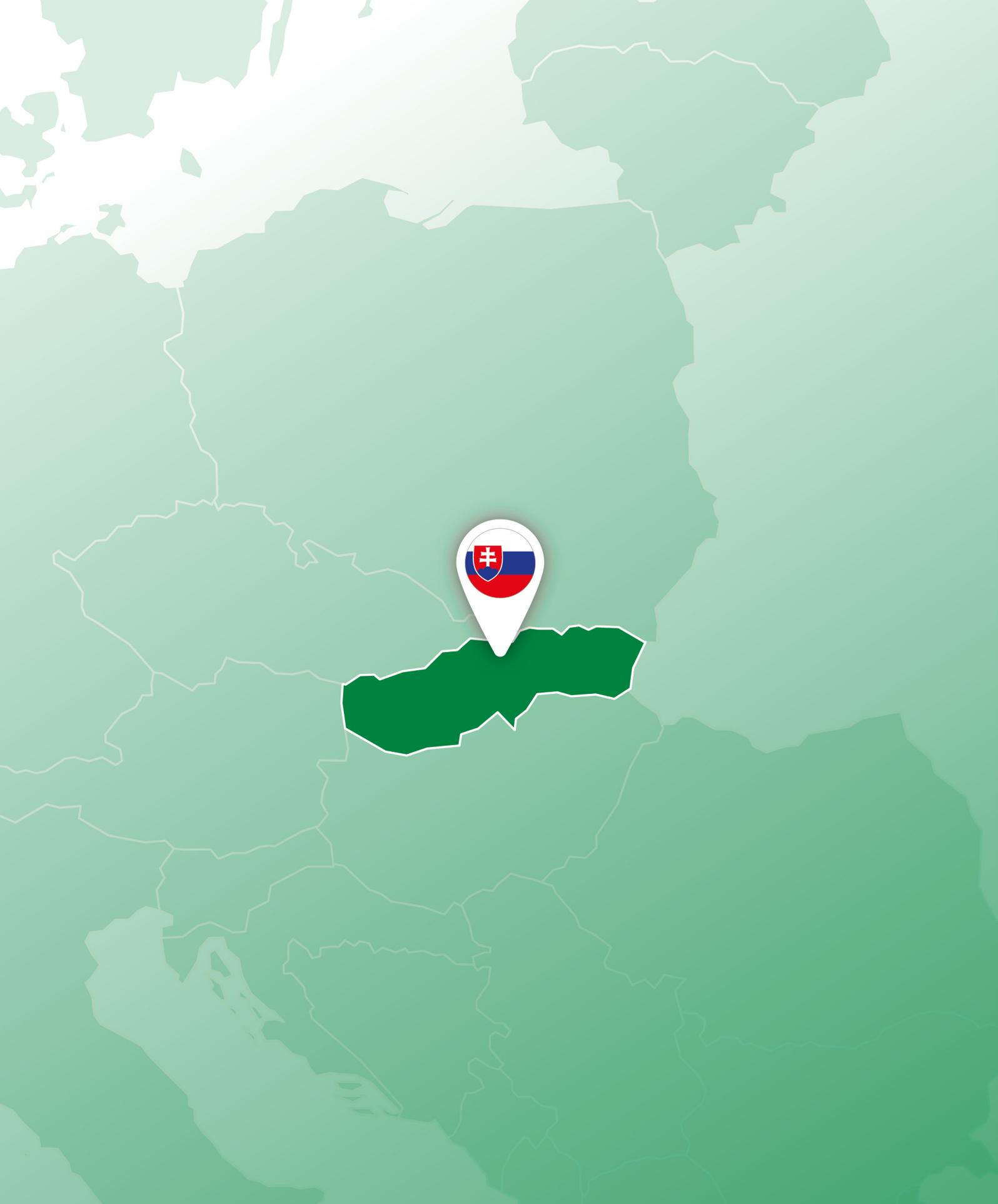
- Employment Skills Training for Women in Shelters, developed by “Caritas Zrenjanin” organisation www.euroguidance.eu/resources/good-practices/employment-skills-training-for-women-who-are-beneficiaries-of-welfare-services-accommodated-in-shelters-for-victims-of-domestic-violence-and-trafficking
- Bilingual Female Scientists in STEM, developed by “ruSTEM”, an NGO in Ruski Krstur global-edtech.com/a-girls-path-to-a-stem-career

Examples of good practice in promoting vocational training are listed below:

- Internal Employment Fair developed by the Secondary Vocational School Kragujevac www.euroguidance.eu/resources/good-practices/internal-employment-fair
- A CGC programme in the dual education system developed by the Secondary Vocational School Kragujevac srednjastrucna.kg.edu.rs/dualno-obrazovanje
- A mentorship programme for gifted students from secondary vocational schools of digital technologies, “Career 4.0”, developed by the “Digital Serbia Initiative” organisation www.dsi.rs/karijera40

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- www.mos.gov.rs/storage/2022/09/career-guidance-review-serbia-en-0.pdf



SLOVAKIA

Slovakia

What guidance strategies, initiatives, and measures have the career guidance services in your country developed to adapt to structural changes and to align guidance services to the current and future needs of their clients? Please give practical examples.

The career guidance system in Slovakia is currently undergoing a major reconceptualization due to the fast pace of the digital transformation, the emergence of new forms of work, as well as demographic and environmental challenges. This need for re-thinking and adjusting career guidance services and policies was further accelerated by the outbreak of the Covid-19 pandemic.

To meet these challenges, the Slovakian government adopted a renewed National strategy of lifelong learning and guidance 2021-2023¹. The goal of the Strategy is to increase the adaptability and flexibility of citizens so they can access various career paths and make effective career transitions. One of the key measures stipulated in the Strategy is harmonising the lifelong (career) guidance system in Slovakia. This harmonisation is expected to be achieved through various partial initiatives and goals:

- Increased coordination and strategic leadership within the system through re-activation of the National Guidance Forum;
- Strengthening the quality and professionalism of career guidance services through adoption of common Quality Standards and Career Management Skills Framework;
- Introduction of online tools and portals to support development of the lifelong guidance system and ensure their interoperability;

- Stronger involvement of the regions in career guidance provision and creation of a network of regional guidance centres for adults;
- Introduction of new evaluation mechanism to measure the impact and effectiveness of guidance services over time.

In the education sector, several guidance-related policy initiatives are currently underway. Firstly, in 2021 a curricular reform was initiated to align the content and forms of primary education to the needs of the 21st century. Career education is defined as one of the key elements of the curriculum and the reform is expected to formalise learning outcomes and standards for career education at each education cycle. These standards should revolve around 3 traditional areas of career management skills: a) self-exploration; b) career exploration; and c) career planning and management.

In addition to the curricular reform, the system of counselling and prevention is also undergoing a major restructuring with the aim of introducing a more flexible model of career guidance provision based on a multidisciplinary and inclusive approach. As of 2023, a 5-level model was introduced into the system of educational counselling and prevention:

- 1st level: pedagogical diagnosis, educational and career guidance, prevention (carried out by pedagogues and school professionals);
- 2nd level: crisis intervention, re-education, methodological support to other pedagogues and legal representatives (carried out by school professionals in cooperation with external counselling centres);
- 3rd level: diagnosis, therapy, rehabilitation and re-education, methodological support and supervision of pedagogues and school professionals (carried out by professional at external counselling centres);

¹ www.minedu.sk/data/att/22182.pdf

- 4th level: specialised professional activities, differential diagnosis, ensuring special compensation and teaching aids (carried out by professional at external counselling centres);
- 5th level: highly specialised diagnosis and therapy, professional activities geared towards kids below 5 years of age (carried out by professionals at specialised counselling centres).

Targeted career guidance is also cited as one of the support measures in national strategies which aim at facilitating labour market integration of disadvantaged and vulnerable groups, e.g. National Programme for the Development of Living Conditions of Persons with Disabilities for 2021-2030² or Strategy of equality, inclusion and participation of Roma people until 2030³.

Please briefly describe which quality concepts for guidance services and competence frameworks for educational and vocational guidance counsellors exist in your country. To what extent do these meet today's guidance needs for the future?

The profession of career practitioners is not regulated by Slovakian law and is still seen primarily as a function rather than an occupation in its own right. The only requirement for career guidance practitioners in the educational sector and public employment services is to hold a Master's degree, preferably in human or social sciences. Therefore, career practitioners have various qualifications and academic backgrounds and usually hold multiple positions simultaneously.

The National Register of Occupations⁴ (a national project funded through European Social Fund) distinguishes 3 types of occupations related to career guidance:

- Career consultant: gathers and provides career information (e.g. job and learning opportunities, required skills and competences) and administrative assistance (e.g. applying for studies and a job application, drafting a CV and cover letter).
- Career counsellor: well versed in the labour market developments and trends; uses modern career guidance techniques and methods; provides individual and group counselling with the aim of helping clients to make autonomous and responsible career decisions.
- Career specialist: tasked with the design, management and monitoring of career guidance services.

This classification is, however, very rarely used in real practice as each organisation/sector tends to use its own customary terminology. One of the first attempts to introduce a concept of quality into career guidance provision was initiated in 2016 by the Association for Career Guidance and Career Development, a professional association with more than 150 members (career guidance practitioners and professionals). The Association implemented an Erasmus+ project⁵ which resulted in the creation of cross-sectoral quality standards and a quality assurance system for individual counsellors as well as organisations. The quality assurance system is based on:

- A self-assessment and evaluation tool for career counsellors to enable them determine the quality of the provided services;
- A mentoring programme for career counsellors – based on a combination of self-assessment and evaluation approach;
- A quality self-assessment tool for organisations providing career guidance;
- A framework and procedures for developing the quality of career guidance services that will enable organisations to continually improve the quality of their services.

² www.slov-lex.sk/legislativne-procesy/-/SK/LP/2021/24

³ www.romovia.vlada.gov.sk/strategie/strategia-pre-rovnost-inkluziu-a-participaciu-romov-do-roku-2030

⁴ www.sustavapovolani.sk

⁵ guidancequality.eu

This system was complemented by a non-mandatory certification procedure. By completing this procedure, individual counsellors or organisation can become certified providers of career guidance. Since these quality standards were developed by a civic organisation and were not officially endorsed by any existing national projects or policies, the interest of career guidance providers in undergoing this procedure has been quite low. However, the newly adopted National strategy of lifelong learning and guidance 2021-2030 foresees the creation of national quality standards and a system of accreditation for providers of career guidance. The quality standards should be implemented in 2023/2024 and should cover these areas at the service level:

- Target-oriented planning and management
- Quality of career information and tools
- Contact with the world of work
- Qualification and training of staff
- Impartiality
- Active role of the client and development of career management skills
- Impact evaluation
- Quality management and continuous improvement

Please briefly describe the initial and continuing training system for guidance counsellors in your country.

Formal (academic) education in career guidance in Slovakia is limited to optional courses within broader academic programmes (e.g. psychology, social work or adult education). The last accredited academic programme oriented specifically at career guidance (Psychological and career counselling for individuals with disabilities) was offered by the Faculty

of Education of the Comenius University in Bratislava until the academic year 2020/2021.

The lack of formal training is partly compensated by the professional associations and educational institutions that run courses (both accredited and unaccredited) in career guidance. The scope, extent and quality of these courses differ as they are connected to existing quality and training standards to various extents, if at all.

Specialised education in career guidance is also provided by public institutions as part of the on-the-job training. The Central Office of Labour, Social Affairs and Family (public body that coordinates public employment services) provides initial training in basic counselling skills to newly hired professional counsellors in local labour offices. This 4-day training is available both offline and online and contains lectures on basic principles and techniques in career guidance (e.g. active listening, reflection, summarising, etc.) delivered by experienced counsellors and lecturers within public employment services. It is complemented with other more specialised trainings, e.g. Specifics of online counselling. In 2020, the Research Institute of Child Psychology and Pathopsychology (public body in charge of research and methodological support to schools and external school facilities) launched two training programmes in career education and career guidance within the national project 'From standardisation of the consulting system and prevention to inclusion and success in the labour market' (2019-2023)⁶:

- Innovative elements in career education and guidance at schools (aimed at career counsellors at schools);
- Innovations in career education and career guidance (aimed at career counsellors at external counselling centres).

Both training programmes are based on a holistic and multidisciplinary approach and lead learners to embrace new creative methods in career guidance and developing competences in areas such as planning, relationship building or critical reflection. All learners are assigned a mentor who

⁶ vudpap.sk/x/projekty/standardy

accompanies them through this learning process and provides critical reflection and feedback.

What kind of continuous training is available in your country to further develop the required knowledge and skills of guidance professionals in view of current and future changes in education, occupation, and employment? Please give a practical example regarding content and topic.

In addition to professional associations and public bodies, continuous training for career practitioners is provided by various NGOs and educational institutions. For instance, the American Chamber of Commerce in Slovakia runs a training 'Train the trainer'⁷ which aims at developing soft skills of school management, teachers, educational and career counsellors. The training includes lectures on: Skills of the future, Burn-out prevention, Design thinking, Emotional intelligence and How to engage an audience.

a. What additional staff support measures (e.g. supervision, self-help groups, peer counselling, information systems, databases) for guidance professionals are offered by the guidance institutions in your country?

One of the most effective ways for career guidance practitioners to keep in touch with the guidance community are groups on social media, notably on Facebook. There is a Facebook⁸ group of career professionals with over 1000 members from Slovakia and Czechia with regular posts, invitations to workshops and seminars, links to interesting projects and publications. Moreover, the Research Institute of Child Psychology and Pathopsychology complemented its training programmes with a mentoring programme and a vast portfolio of online resources (webinars and methodology materials on different topics) and also

launched a community group on Facebook where learners can socialise, exchange experience and engage in peer learning after completing the training.

b. Do you lack appropriate staff support measures? From a guidance counsellor's view, what other forms of staff support would you want or need from your employer in order to be able to fulfil your tasks in the best possible way?

More accessible supervision and mentoring could be a useful tool for career guidance practitioners to get unbiased and objective feedback on their counselling practice.

Please give us a good example from your counselling practice on the following (possible) topics: sustainable (green) counselling, digital counselling, counselling and integration of migrants and refugees, gender sensitive counselling, attracting skilled workers from abroad, promoting vocational training.

Use of digital resources in career guidance

Zmudri.sk⁹ is an educational platform for students, teachers and career counsellors. The goal of the platform is to contribute to improving young people's knowledge on topics such as critical thinking, financial literacy, dealing with stress or labour market needs. This educational content is shared with the public via short, concise and humorous video lectures which are freely accessible and available online. The platform also published several videos on career-related topics: choosing one's future, why (not) to study abroad, applying to a university, how to write a CV, most common job inter-

⁷ www.trainthetrainer.sk

⁸ www.facebook.com/groups/karieroviporadci

⁹ zmudri.sk

view questions, volunteering, etc. Moreover, the team of Zmudri.sk creates and offers methodological materials to teachers that contain detailed descriptions of various activities that can be employed during lessons.

Counselling and labour market integration of refugees

Mareena¹⁰ is a Slovak NGO that provides complex support (including career guidance) to refugees, people in need of international protection and foreigners living in Slovakia. The organisation organises regular community events, trainings and webinars, administers a large network of volunteers (Slovak professionals) who accompany refugees and foreigners through the process of social and labour market integration. Mareena also launches regular social media campaigns to promote the positive image of refugees and foreigners living in Slovakia.

Increasing employability of people with disabilities

In 2021, a Slovak company Profesia¹¹, which runs the largest online (private) job portal in Slovakia, developed a practical handbook on employing people with disabilities with practical tips and recommendations for both employers and people with disabilities. The handbook falls under the company's CSR (corporate social responsibility) project Helping from the Heart (Výpomoc so srdcom¹²) which also included studies and surveys on labour market integration of people with disabilities and promotional campaigns to raise public awareness about employing people with disabilities.

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¹⁰ mareena.sk

¹¹ www.profesia.sk

¹² www.sosrdcom.sk



SLOVENIA

Slovenia

Guidance strategies, initiatives and measures for the career guidance services

A national coordination point for lifelong career guidance was established at the Employment Service of Slovenia in 2011, and has since then developed and/or translated several guidance tools, provided training for guidance counsellors and aimed to establish an integrated system for quality standards in lifelong guidance in Slovenia.

One of the main tasks of the National coordination point for lifelong career guidance has been supporting the National expert group on lifelong guidance, which coordinates the lifelong guidance policy among different ministries and other institutions to ensure the integration of career guidance in legislation. The National expert group on lifelong guidance operates in the policy field of lifelong guidance in Slovenia, development of professionalism and personnel, quality assurance, networking and cooperation with partners at the national and international levels, dissemination of project results, materials, recommendations and other activities on in lifelong guidance. The group monitors coordination and proposes policy developments at the national level. Thanks to the activities of the members, lifelong guidance has been included in the Labour Market Regulation Act, and career planning and career management have been included among the goals of the White Book on Education, Gimnazija Act, Vocational Education Act and Adult Education Act. The current challenge is to develop a basis for a national strategy on lifelong guidance.

As a support for practice, the group supported changes to the Programme Guidelines for the work of counselling services (Primary, Secondary) and gave a recommendation for their implementation (in the fields of personal and social development and guidance).

The National expert group for lifelong guidance created a pilot one-stop further education and career guidance service. In February of 2023, this was provided to career counsellors of Employment Service of Slovenia, counsellors in adult education, school counsellors (primary and secondary schools, career centers for young people), career counsellors of career centers for students, representatives of non-governmental organisations providing career guidance and advisors for scholarships, national vocational qualifications, Erasmus+ exchanges and Europass. The main idea was to provide individuals career counselling to shape and achieve their career goals (choice of further education, profession, change occupation, change of employment, etc.), comprehensive and high-quality information for decision making about continuing education (transitions and changes), obtaining information about employment opportunities (labour market data, professions, etc.). The goals were to:

- increase the availability of information about education, employment and career development for efficient decision-making;
- connect counsellors from different networks in one place so that the service will be more integrated and of higher quality;
- make lifelong guidance more recognizable as support for students (transition from elementary to secondary school and from secondary school to higher education), high school students and students transitioning from education to employment, and adults for decision-making during transitions and when thinking about career development.

Quality concepts for guidance services and competence frameworks for educational and vocational guidance counsellors

The Employment Service of Slovenia prepared Cross sector guidelines for quality in lifelong guidance (2015) with defined quality standards that have been the professional guideline in the field of lifelong guidance in any organisation. The interservice quality guidelines are key strategic document and were approved by the National expert group on lifelong guidance in order to encourage cooperation and coordination among different organisations providing career guidance.

These were upgraded by specific Quality standards in employment (2022) that defined quality standards for career information, learning career management skills, career advice, career counselling and rehabilitation counselling. The Employment Service of Slovenia is one of the key Slovenian labour market institutions and the main provider of labour market services including lifelong guidance services: labour market information, independent career management, career counselling, in-depth career counselling and learning career management skills. Its services are intended for unemployed persons and job-seekers, pupils and students who need professional help in the fields of employment and career guidance; employers, providers of active employment policy programmes and social partners; professional institutions and the general public. The Employment Service of Slovenia's activities are performed in accordance with labour market legislation in force, professional standards, codes, rules and guidelines and approved strategic documents.

The competence model for career counsellors at the Employment Service of Slovenia includes the following categories: professionalism and expertise, adaptability to changes and flexibility, commitment and reliability, client-orientation, cooperation, communication, problem identification and solving, multidisciplinary, acceptance of diversity.

The COM-IN project cooperation between Slovenia, Italy and France worked with the Employment Service of Slo-

venia as a project partner to develop a competence model for a guidance counsellors working with difficult to employ persons. These include professional competences (labour market, supply and demand for jobs, support for employers, support for people who are more difficult to employ), competencies in the field of knowledge and experience (communication, digital orientation, expertise, identifying and solving challenges) and social competences (affiliation, reliability, persistence, customer orientation, personal development and flexibility, accepting and respecting diversity, cooperation and multidisciplinary).

All Slovenian schools have integral school counselling services, with guidance counsellors as part of school team. Career guidance is one of the tasks of the school counselling service as defined in the programme document Guidelines for school guidance service in elementary and upper secondary schools by the National Education Institute and the Ministry of Education, Science and Sport. These define activities and quality standards: counselling students, teachers, parents, and participation in careers education, cooperation with headmasters. Guidelines for school counselling service in elementary and upper secondary schools define the school counselling service as an interdisciplinary professional provider that cooperates with school guidance counsellors in their team and other internal and external stakeholders. The basic principles that define school counselling service are professionalism and professional training, professional autonomy, interdisciplinary, professional cooperation and integration, focusing on current needs and optimal development of students or apprentices, flexible balance among activities, cooperation in guidance. School counselling services in elementary schools carry out several standard tasks in the following fields: learning and teaching; school culture, education, organisational environment and discipline; physical, personal (cognitive and emotional) and social development; education; career orientation and social-economic problems. Career orientation includes vocational information, diagnostics, vocational guidance, careers education, placement, advocacy, providing feedback and monitoring. School counselling services in upper secondary schools has several tasks as a standard including guidance with students; guidance with teachers and parents (lectures, group work, individual consultations); planning, monitoring and evaluation of school and guidance in school (participa-

tion in preparation and implementation of open information days, annual work plan, monitoring and reporting of guidance and counselling service); development and analytical tasks on needs for guidance; advancements as well as psychological and social problems of students.

Slovenian Institute for Adult Education monitors and updates quality development in lifelong guidance in adult education.

Slovenia is member of the IAEVG (International Association for Educational and Vocational Guidance) and the Slovenian translation of IAEVG ethical standards was adopted. IAEVG ethical standards are base for work in guidance, since they define basic elements and desired goals of ethical behavior to support the professional and ethical development of guidance providers.

The Employment Service of Slovenia ethics code includes the basic principles legality, data protection, professionalism, cooperation and mutual help, loyalty, integrity, responsibility and respect.

The initial and continuing training system for guidance counsellors

Since there are no specific career guidance study programmes in Slovenia, guidance counsellors have a university degree in relevant fields, additional trainings and a professional exam in lifelong career orientation (employment sector) or a professional exam in education (education sector). In school counselling services, guidance counsellors are psychologists, pedagogues, social workers, social pedagogues and special pedagogues; as part of their additional professional training, they can choose among several trainings, mostly 8-16 hours (e.g. counselling techniques) as well training provided as part of their study groups, organised by the National Education Institute. Guidance counsellors in adult education guidance centres have undergone specific training to provide guidance in the field of adult education.

The Employment Service of Slovenia provided multidisciplinary 160-hour modular training in lifelong career guidance for guidance counsellors from all sectors to provide them with the knowledge on useful working methods and their theoretical background. It was divided into four modules (career guidance, guidance, lifelong guidance tools and working with group in career guidance) for four different fields of practice (employment, education, HR and NGO).

Supervision with independent supervisors is optional and available to career counsellors at the Employment Service of Slovenia. Supervision in Slovenia is a method of professional reflection offering education and support to practitioners in the helping professions, including guidance counsellors. It is a process-oriented form of counselling, mostly dealing with professional issues in organisational contexts. Supervision improves personal and professional performance and organisational roles of professionals. (Gogala, 2010). Besides its supportive role, supervision also plays an important role in improving the professional and personal skills of professionals. Supervision helps the professional progress from dependent beginner to autonomous practitioner, an individual who can make autonomous decisions as well as accept responsibility, adapt to new situations and be genuine and emphatic. The model of supervision, mostly used in Slovenia, has two main functions (Gogala, 2010): the supportive function focuses on the emotional side of interacting with clients and the educational function involves developing skills and competence.

Individual coaching is an optional activity available to career counsellors at the Employment Service of Slovenia. Career counsellors have possibility of 5 one-hour sessions every year with an HR expert who coordinates and guides individual coaching process. The career counsellors or their superiors can express the need for individual coaching if there is a gap between skills and needs, in order to strengthen skills or highlight new skills needed, especially with newly employed career counsellors, or when changing job fields. The model is based on the competence model, most often on recognising and problem solving, accepting differences, multidisciplinary, etc., with the aim of supporting career counsellors in their guidance process.

Professional training and workshops for guidance practitioners are organised by different providers in different sectors, including the Employment Service of Slovenia, with possibilities for international mobility exchanges in Academia, Cross border seminars or other Euroguidance study visits.

Good examples from your counselling practice

Where and how online guidance tool is one of the main online guidance tools for guidance practitioners in education and employment as well as individuals that is provided free of charge, because the Employment Service of Slovenia, within which Euroguidance Slovenia operates, ensures the payment of national fee for all Slovenian schools, career centres for youth, our career centres and other guidance providers. The guidance programme is available in two specialised versions for students of primary and (upper)secondary schools and their guidance counsellors and adults (the unemployed, job-seekers and everybody interested in career change). As there is no similar guidance tool for independent career management available in Slovenia, this guidance tool is also great example of how digitalization can be used to increase access to guidance, mostly in career transitions from lower to higher education or from education to the labour market. After answering the questions regarding characteristics of occupations, one can independently or together with a school counsellor or career counsellor browse suggested occupations or make a career action plan. Once an individual has answered questions about the characteristics of the profession, he or she can review the list of proposed occupations and make an action plan on his/her own or together with a guidance counsellor.

Descriptions of occupations is an open learning resource for guidance practitioners and individuals (young people who are choosing an occupation and education, adults who have lost their jobs and are looking for new career or those who simply want to change their career path) to provide quality information for career choices in career transitions (over 500 occupation descriptions are currently provided to learn about and explore the potential limitations of relevant career choices). These are a resource for important guidance portals (Where and how, e-counselling and

Moja izbira/My Choice portal for youth with short descriptions of occupations, deficit occupations, perspective and popular occupations).

The career path planning tool has been developed by the Employment Service of Slovenia and is an online survey to annually map the motivations and career paths of over 12 000 students (14 years old) in their last year of lower secondary school. The survey demonstrates the planned career choices of Slovenian students. As such, the results of the questionnaire are both an important source of information for individual counselling as well as for possible group counselling. This questionnaire is a great source of information enabling counsellors to provide guidance to students in the transition from lower to upper secondary education. Answering the questionnaire enables students to start thinking more seriously about their future career decisions. At the same time, their answers illustrate their maturity and decision-making skills regarding their future educational path. Guidance counsellors get an overview of students' answers and can identify the students who will need additional help. The answers give guidance counsellors an insight into students' career choices, interests, and motivation, how well they know different careers, possible health limitations and educational qualifications necessary for selected careers. It enables guidance counsellors to see which students are ready for career decision making and which of them will need additional career guidance.

eCounselling is a comprehensive online guidance tool of the Employment Service of Slovenia that facilitates access to lifelong guidance and empowers citizens and improves their career management skills in unpredictable modern times. Individuals can identify their interests by reviewing the descriptions and choose the appropriate interest types, as well as search for occupations within the labour market information section. The results can be discussed with guidance counsellor. The tool guides users through the complete guidance process, including: personality, interest, value and time perspective inventories to support the career decision-making process; identification of general competencies to help users define and present their advantages to employers; descriptions of occupations database containing descriptions and labour market data to support setting goals; job searching skills and advice; action plan to keep job seekers active.

JUMP cards: jump to discussion about employment, education and citizenship are a guidance tool adapted and translated by the Employment Service of Slovenia's projects Euroguidance Slovenia and Service development of Lifelong career guidance and further reinforcing the strengthening of National coordination point for Lifelong career guidance. The JUMP cards are a tool to discuss employment, education and active citizenship with pupils in the last 3 years of primary school.

The Employment Service of Slovenia provided a few trainings about sustainable (green) career guidance for guidance counsellors in education and employment, focusing on green career guidance, green careers and how to include green and sustainable in career counselling. Green guidance provides a wider perspective on career choices and career development: recognising career guidance and the impact of individuals' career choices in terms of sustainability.

There are also several other good practice examples such as the promotion of occupations and innovative promotion of education in the fields of science, technology, engineering and math Escape room STEM for primary school students that are in transition to upper secondary education.

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