

COMPENDIUM OF ARTICLES

Guidance 4.0: Innovative Practices for New Skills

EUROGUIDANCE NETWORK
CROSS-BORDER SEMINAR

BELGRADE, SERBIA - OCT 4-5TH 2017
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THE 12TH EUROGUIDANCE CROSS-BORDER SEMINAR

Euroguidance Cross-border Seminar 2017, *Guidance 4.0: innovative practices for new skills*, was held on October 4-5th in Belgrade, Serbia by Foundation Tempus - Euroguidance centre in Serbia in cooperation with Euroguidance centres in Austria, Czech Republic, Slovakia, Croatia, Slovenia, Germany, Hungary, Romania, Poland and Portugal.

The event gathered around 80 participants from 12 countries and offered 15 workshops led by experts from 11 countries on the topic of innovative practices in lifelong guidance. Short articles about these workshops are presented in the compendium you are reading right now. Furthermore, national surveys about innovative practices in guidance systems of the participating countries were conducted prior to the event and are published as a separate ebook together with the seminar compendium. Cross-border seminar 2017 was a paperless event so more information about the event can be found on the event website: <http://cbs.euroguidance.rs> as well as in the mobile application and in two ebooks published after the event.

With the topic Guidance 4.0: Innovative Practices for New Skills, this year Cross-Border Seminar focused on new innovative practices in guidance, especially the ones using ICT, aimed at developing career management skills, key competencies and other skills needed in contemporary world of work and living. Guidance 4.0 relates to the 4.0 code that is often used in industry, education and other fields as a mark of 4th Industrial Revolution. This Industrial Revolution is reflected in the use of ICT that aims to bring together digital, physical and biological systems in order to maximize human well-being. Its impact is recognized because of the numerous, rapid changes that shift perspectives and demand to adapt and redefine how we understand education, labor market, responsibilities and world around us.

Cross-Border Seminar initiative was started in 2005 by Austria, Czech Republic and Slovakia with the aim to enhance European cooperation in the fields of guidance and mobility and to facilitate networking of guidance practitioners and policy makers in the cooperating countries. In the past years, more and more Euroguidance centres have been attracted by this successful initiative and currently 11 centres are actively involved in these annual Cross-Border Seminars.











More information about Cross-Border Seminar 2017 is available on the event website: <http://cbs.euroguidance.rs> and more information about other annual cross-border seminars on the Euroguidance network website <http://www.euroguidance.eu>

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OPENING KEYNOTE: THE ROLE OF ICT IN GUIDANCE AND NEW INNOVATIVE APPROACHES IN GUIDANCE IN EUROPE

The seminar was opened with the keynote delivered by Jaana Kettunen, Researcher at the Finnish Institute for Educational Research of the University of Jyväskylä, Finland. In her work she has been focusing on the design and pedagogical use of information and communications technology (ICT) in learning and working environments. She has extensive experience on training, supporting and working with practitioners throughout Europe. Her research interest is on the role of ICT and social media in career guidance. It is both theoretical and practical: it aims at the development of theory-based and evidence-informed pedagogical practices. Her current research focuses on the career practitioners' ways of experiencing and conceptualizing social media in career services, and aspects that are seen as critical in the successful use of these new technologies in career services. Recently her research has also looked into the ethical practice in social networking and in the role of ICT in relation to national lifelong guidance policies.



OPENING KEYNOTE



CLOSING KEYNOTE: DIGITAL TECHNOLOGIES IN LIFELONG GUIDANCE: LESSONS LEARNT AND WAYS FORWARD

The closing keynote of the cross-border seminar was delivered by Pedro Moreno da Fonseca on the topic of the use of digital technologies in lifelong guidance.

Pedro Moreno da Fonseca is Cedefop's Lifelong Guidance expert. Previous to Cedefop he developed EU-level work in European policy networks in the fields of employment and guidance. He has developed and managed research in lifelong guidance systems, educational transitions, technological innovation and organisational learning. He has worked in the development of national systems in employment, VET/education, guidance and technological innovation for the Portuguese ministries of education, labour and economics. He holds a PhD in Sociology of Education.



CLOSING KEYNOTE



WORKSHOPS:



Austria

“GGC: gaming guidance competence”

Markus Nemeth

GGC: GAMING GUIDANCE COMPETENCE

How to find competences, interests and needs in the experiences of playing “PC-Games“ and how to use them in the process of educational and career guidance

Computer games are the new leading culture of young people. A large proportion of the youngsters spend their spare time in front of the screen with computer games. This change in leisure activities presents completely new challenges in education and career counseling.

In this workshop, the presenter focused on the subject of computer games with the aim of gaining more understanding of this world of experience in order to make it useful for professional counseling. In fact, many games require a whole lot of specific competences and also help to train them. A glance into the world of the “digital natives” mostly promotes astonishing insights.

WORKSHOP LEADER: MARKUS NEMETH

Markus Nemeth, career counselor, adolescents-coach, apprentice instructor, works as freelancer in adult educational & social projects (f.e. bildungsberatung-wien, jobtalks.at, saferinternet.at, aufleb.at):

- for everybody: prospective counseling and peer coach for burnout sufferers in Vienna
- for scholars and teachers: safe and smart usage of social media and apps, using the internet for personal orientation and job-finding.

Also:

- supports job seekers in individual projects of the “BFI Lower Austria” as a trainer & internship supervisor
- holds value workshops as part of the qualification as intercultural trainer
- for a trade chain, he prepares apprentices for the final examination and holds sales seminars (<http://b2bz.at/kurse/trainer-interkulturell>)
- and has its own workshop series on the subject of gaming-ggc - gaming guidance competence http://www.forschungsnetzwerk.at/downloadpub/AMS_info_348.pdf

He is 45 years young, lives in Vienna and is the father of a daughter.

***“Locating
desires, needs,
interests and
competences in
the interactive
gaming
experience of
young people”***

THE IMPORTANCE OF GGC FOR THE LABOR MARKET AND CAREER CHOICE

Playing is one of the most significant activities of adolescence. Also, digital games are games and can offer valuable insights into the world of thoughts of people. As we playfully grow into our world, we test our abilities and gain experience for adulthood in a protected environment.

Playing is valuable and more than just useless pastime. This also applies to computer games!

Without own gaming-experience in digital games, grown-ups often find it difficult to cope with this completely new and unfamiliar game world, or to form an opinion about the benefits of these games. But it isn't mandatory in the role of a counselor to be a regular gamer. The knowledge about the world of digital games and how to use it is more valuable than any gaming-experience. I am convinced, by taking a basically neutral attitude to the topic of computer games, for non-players a value-free handling on this matter can be possible even faster than for regular-gamers which are set on their own images, opinions and experiences.

At the latest, when young people in vocational and educational counseling respond to the question of their interests by stating 5-10 computer games, we must be able to use this information to form the first picture of their desires, needs and interests to work out the possibilities of the future educational path, matching their abilities and competences.

In almost all cases, adolescents are not able to name and transfer the experiences made in the game world or transfer them to the real world. This requires "decoding" and visualization.

The ggc-workshop and the methods of the ggc-manual should facilitate the task.

On the one hand, ggc assists the advisors in their task to give young people a clearer picture of their potential employment in the professional world, and on the other hand to help the young people to express their interests and abilities as well as to recognize their motivations of gaming.

INSIGHT INTO THE WORLD OF PC GAMES & ECONOMIC IMPORTANCE

"PC games" is next to "video games" as the most popular term for all interactive entertainment media (PC games online / offline, console, handheld, mobile). Since the first games were only available on PC's, this name has become established in everyday language and is nowadays



In almost all cases, adolescents are not able to name and transfer the experiences made in the game world or transfer them to the real world. This requires a "decoding" and visualization.

important for a wide variety of gaming platforms and media (consoles, handhelds, downloadable PC-Games, online games, mobile games apps).

Anyone who wants to understand what is being played needs to know a little about the genres of computer games. These genres are often based on the interactive challenge of the game and technological development and get divided in subgenres. Examples for genres are: Action, Action-Adventure, Adventure, Role-Playing, Strategy, Simulation, Jump-n-run, Arcade, Sports or Shooters.

The genre “Role-Playing” for example, can be divided into the subcategories Action RPG, MMORPG (Massive-Multi-Player-Online-Role-Playing-Game), Roguelikes, Tactical RPG, Sandbox RPG and many others.

Since the release of the first commercially produced game, “Pong” in 1972 the PC games market has developed into an industrial “global player” with 2017 sales of over 100 billion US\$.

One of the most increasing sales-factors are the so called “microtransactions”, the in game-revenues for virtual goods and additional content.

Apart from the huge games industry with the developer studios, distribution companies, or programmers, independent economic sectors have developed. Beside TV stations, magazines, trade fairs and conventions that have exceeded the number of hundreds of thousands of consumers and visitors, there are three exceptional phenomena.

The idols and heroes of the young generation are found in gaming-broadcasts and live streams, allowing the development of a new professional field, the **YouTuber**.

E-sports is now professionally organized in national and international leagues. Several associations host tournaments and World Cups. Seattle’s “The International Dota2 Championship 2014” was the first ever international e-sports tournament with more than 10 million US\$ prize money. Across Europe, 22 million people - amateurs, as well as professionals - are attributed to e-sports.

Gamification transfers popular designs and elements of PC games, which originally intended to keep players happy and spend money, to other industries and non-gaming applications and processes. For sure in advertising and marketing, gamification finds its most profitable use, but gamification may also mean “game-based learning by game-based design” and develops to a tool in teaching, training and education.

DEMOGRAPHY

In some industrial countries, the proportion of regular gamers is above 50% of all online-users!

Considering the use of digital games by gender, it turns out that no big differences are observable here. Girls and women play almost as much as boys and men with the same enthusiasm.

More demographic statistics of ggc shows the following remarkable facts:

- The ratio of female to male gamers is balanced;
- The level of education has no influence on the proportion of gamers;
- The average age of the gamer is very high at 34.5 years;
- The ratio of regular vs. occasional player is enormously high;
- The absolute largest group of regular gamers is the age group 50+.

However, representative surveys among children and adolescents also show that we are faced by a generation of "100% gamers" growing up. Soon, they will get into the working market.

This generation is gaining many of their experiences from their way of gaming and the interactive handling of the associated media. In the consultation and orientation of young people, this fact is not sufficiently considered. In consultation, competence analysis or interest of young people without previous professional career on the range of digital games still finds little consideration.

THE MOTIVATION OF DIGITAL GAMING

There is an incredible number of games. You cannot know them all and it's also hard to keep up with the latest trends. But you can basically differentiate according to the types of players and their motivations:

Achievement: Competence-motivated players focusing on controlling and mastering the game. They want to become better in their gameplay, as fast as possible and be able to measure themselves with other and make their success visible.

Immersion: Autonomy-oriented players like to play games that they play independently. They like to discover and explore away from predetermined courses of action and they try to achieve as much as possible without guidance and help.

Social: The relationship-oriented type likes to play together with others in clans and in teams. Teamwork, communication and a common goal are interesting for this type of a player.

One should be aware of the fact that not all games are played out of self-interest - often teens play one game because the others play it too-

Therefore, their way of playing a game says a lot about their future working styles.

EXERCISED COMPETENCES IN GAMING

Thinking on the different gaming-genres there is a wide amount of skills, young people train in PC-Games: patience, persistence, fast reactions, strategic thinking, business skills, imagination, memory, cooperative ability (can interact well with others), dexterity or creativity (you have to invent something again and again) to name a few.

But it can't be assumed that these "gaming skills" will be transformed directly into the reality of the adolescents.

"Transformation of thoughts, feelings, cognitive schemata and abilities from the real to the virtual world takes place automatically and unconsciously. However, the back projection from the virtual identity to the real person and the in-depth experience, skills, learning content and insights gained in the game does NOT happen automatically." (Fritz/Fehr, „Handbuch Medien. Computerspiele. Theorie, Forschung, Praxis“, 1997)

The skills must be made aware and this requires guidance and instructions.

METHODS

“My MiniMe” is a fast and easy way to trigger a thought impulse for bringing someone into a first self-reflection. You present different situations or relationships (e.g. “At home”, “In school” “Within the family” “Being with friends”) as isolated islands and asks for the respective behavior and the most required skills of your client. Afterwards, you present the last island “MiniMe”, which stands for the favorite game, or avatar, or virtual world of your client and ask again.

Some introductory questions may be:

- Can you tell me something about your favorite games?
- What do you have to do? What is the main task?
- If you are stuck in a game, how do you handle it?
- How and where do you get information about your game?
- If you are frustrated because you do not succeed, how do you handle it?
- What would you say is the best part of your game?
- What exactly interests you, fascinates you?

To ask for competences and skills:

- Someone who is very good at this game could also?
- What do you have to learn to master the game very well?
- Which strength do you need in general to be good in this game?

Ask to build a connection to the professional world:

- Where do you think you can still use these skills, except in computer games? If you could use those skills in real life, what job would you choose?
- If you transplant your character into real life, what job would it have?
- What would he / she be known for?
- If he / she was a lead actress in a movie, what title would this movie have?
- What have you got to do with it all?

MORE SUPPORTIVE TOOL AND METHODS OF THE GGC-MANUAL

Method: The questionnaire and 5 working styles

Based on the transaction analysis of Berne, a questionnaire provides hints to infer the preferred working style from the game's behavior.

Method: „Playografy“- My Gaming-Life-Line

After games and especially computer games tend to be socially unappreciated, the " Playografy" focuses on the life of playing on the computer and considers the game history as a learning story.

Tool: Competence-list of the 5 working styles

Together with the questionnaire and the "Playografy", the "Competence-List" aims to help clients and counselors to find vocabulary for competences and their importance in the different working styles.

Method/Tool: What can I learn by playing digital games?

A very low-threshold questionnaire, partly with a multiple-choice procedure for a younger target group from 8 years and clients on a low educational level.

Tool: Gaming-Glossary

A little glossary with the most common terms and abbreviations of the "geek-speech"

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Czech Republic

“Who am I in 4.0 Labour Market?”

Lukáš Vlček and Michal Parlásek



WHO AM I IN 4.0 LABOUR MARKET?

The goal of the workshop is to demonstrate the way how anybody can identify and work on some of his/her career management skills. The workshop is based on self-knowledge within socio-dynamic context, so all people in the workshop are encouraged to look at their lives and roles they play every day to define and frame their strengths and qualities.

Storytelling techniques are involved in the process of gathering and analysing the skills from favourite and preferable activities and the feedback from the others is used as well. From a tiny experience, success or achievement, people in the workshop help each other to define their skills and synthesise their competences. Then participants are given time to think about their personal goals, what abilities they would like to work on (and how), what they would like to improve and plan how it would help them in their lives or careers.

Finally, participants can make their own action plan or at least figure out the next step they need to make in order to move towards their goal a little so their decision-making and planning skills take part in the process as well.

WORKSHOP LEADER: LUKÁŠ VLČEK

Lukáš Vlček, head counsellor at Info Kariéra, has over 12-year-experience in further education for teachers as a lecturer, teacher trainer and project manager. He has been involved in several educational projects mainly focusing on regional lifelong education system, basic skills and portfolios. For last few years he has been concentrating on career counselling, coaching and mentoring in the Regional education centre in Plzen. He also cooperated with Czech School Inspectorate as a mentor and counsellor for school management and teachers. Michal Parlásek, career counsellor, lecturer and teacher at Info Kariéra, was involved in a few educational projects enhancing professional skills of teachers or implementing new methods and tools (portfolios, CLIL) into schools. Since 2015 he has been focused on career counselling for students and individuals as well.



WHO AM I IN 4.0 LABOUR MARKET?

In rapidly changing world where everything has to be faster and more effective and a person is only as good as his or her last performance, uncertainties seem to be all around. No matter how many latest gadgets a person can work with, no matter how many profiles he or she has on social networks, no matter how deeply he or she can learn, no matter how satisfying his or her job is - things (and people) can change. And they do change, actually.

For some people changes can be challenging opportunities, others may resist them, nevertheless, from time to time everyone needs to stop and think about all the work and non-work activities and ask a question: "Does it still make sense for me to go on living my life in that way?" The aim of the workshop "Who am I in 4.0 Labor market" was to show how to find a personal certainty in an uncertain world and realize what a person wants to improve.

With a little help from the others all participants in the workshop were asked to find proofs of their strengths or abilities they were good at. First place to search for the proofs were the photographs taken by their phones, uploaded to their Facebook walls or Instagram. Then they could try to identify their skills in various storytelling cards that were spread around the classroom. People were asked to share the proofs and tell a short story about their strengths and skills in pairs and those who were listening could suggest some skill if they identified it in their partner's monologue.

After the sharing, participants started to focus on their personal map of strengths and skills - they were supposed to draw pictures (situations, symbols) of their skills and things they were good at. The last quality to be filled in the map was different - people were given a post-it sticker and asked to send somebody very close (to their parent, husband, wife, ...) an SMS message containing only one question: "What do you think is my best quality / strength?" Since this is not an introspective query, the answer should have been rewritten on the post-it sticker and this label could have been placed on the map.

The next step was sharing in pairs or small groups so that everyone could think about skills within the context of more universal competences as the cornerstones of the only certainty a person in the 4.0 Labour market can have.

From this tiny experience, success or achievement, people in the workshop helped each other to identify their skills and synthesise their competences. With this self-awareness it is much easier to think about personal goals or what abilities should be improved.

an SMS message containing only one question: "What do you think is my best quality / strength?"



Republic of Croatia

New paradigm and a career path “out of the box”

Dunja Potočnik



NEW PARADIGM AND A CAREER PATH “OUT OF THE BOX”

The inevitable technology-driven changes, coupled by financial and economic changes and crises result in new paradigms of formation of educational and professional aspirations and channels of job search. All age cohorts are under the consequences of these changes, starting from Baby Boomers, through Generation X, to the Y and Z-generations. However, the last two generations are the ones whose life choices, including educational and professional pathways will be influenced by these changes to the largest extent. New generations are facing pressures of increasing costs of education, increasing choices and decreasing certainty of outcomes related to their position in the labour market. The majority of sociological data indicates that a new paradigm of education and career guidance is needed, one that would be wider in its goals and more attuned both to the needs of young individuals and societies they would like to contribute to. “Out of the box” thinking is required not only from individuals, but also from stakeholders in the educational system, labour market and financial system.

WORKSHOP LEADER: DUNJA POTOČNIK

Dr. sc. Dunja Potočnik is a sociologist, a Research Associate at the Institute for Social Research in Zagreb since 2003, following her employment as counsellor for the unemployed at the Croatian Employment Service. She has 14 years of experience in labour market research, skills forecasting, social structure and youth and information and communication technologies. Ms Potočnik has been a member of the Pool of the European Youth Researchers, coordinated by the Youth Partnership between the European Commission and the Council of Europe, since 2011 (now in her third mandate).

She has been working with the European Commission, PPMI group, the Council of Europe, Euroguidance Centre Croatia, the European Training Foundation, UNDP, UNICEF, UNESCO and numerous governmental bodies and civil society organisations. She has taken part in more than 30 research and expert projects (out of which 14 are directly related to the labour market and social structure). Ms Potočnik has co-authored three and edited four books, as well as published 19 scientific papers. Her most recent projects include a Youth Wiki project financed and coordinated by the European Commission (with a chapter on youth employment and entrepreneurship), the EU Kids Online project, and in the Impact Hub Zagreb on a topic of youth employment and entrepreneurship.



NEW PARADIGM AND A CAREER PATH “OUT OF THE BOX”

The leading idea of the workshop *New paradigm and a career path “out of the box”* focuses on fast-changing reality young people face today. The inevitable technology-driven changes, coupled by financial and economic changes and crises result in new paradigms of formation of educational and professional aspirations and channels of job-search. All age cohorts are under the consequences of these changes, starting from Baby Boomers, through Generation X, to the Y and Z-generations. However, the latter two generations are the ones whose life choices, including educational and professional pathways, will be influenced by these changes to the largest extent. New generations face pressures of increasing costs of education, increasing choices (with regard to the number and types of educational institutions, learning platforms, sources of information and help in career choices) and decreasing certainty of outcomes related to their position in the labour market. At the same time, the majority of societies struggle with low enrolment in VET vs high enrolment into general high schools, alongside an increase in the number of students in social sciences and humanities and declining interest in math, engineering and science. The majority of sociological data indicates that a new paradigm of education and career guidance is needed, one that would be wider in its goals and more attuned both to the needs of young individuals and societies they would like to contribute to. Thinking “out of the box” is required not only from individuals, but also from stakeholders in the education system, labour market and financial system.

When it comes to contemporary social, economic, political and technological changes, and the relation of these changes to career guidance, it is often thought that “out of the box” inevitably underlies the use of new technologies in career guidance. This is indeed the case, but only to a certain extent. When talking about career guidance in the countries included in the Euroguidance Cross Border Seminars, we have to take into account the social reality that is sometimes very different from that in the Northern or Western European countries. One of the thoughts that resonated strongly during the workshop and the entire seminar was that new technologies have to be introduced to career guidance in order to make it more appealing to young people. The use of new technologies also eases the counselling process to a large extent and makes it more efficient. However, some preconditions have to be met in order to make new technologies useful means of career guidance. First of all, differences in national (or even regional in some countries) career guidance have to be acknowledged. During the seminar some participants indicated that it is taken for granted that career counselling consists of a well-established triangle: 1) career counselling embedded in the education system; 2) career guidance available through public employment services and 3) career guidance available through private agencies. We have to note that this is not the case in all participating countries; career guidance available through public employment services is still a predominant form of counselling. Most often education system has a counselling only as a non-obligatory component, starting from a relatively



Thinking “out of the box” is required not only from individuals, but also from stakeholders in the education system, labour market and financial system.



late age - 14 or older. The surveys have shown that young people by the age of 10 already form decisions on certain professions they would definitely like to reject, and on the contrary, leave open space for professions they would like to get into¹. Therefore, we can conclude that career guidance systems in the majority of participating countries is obsolete and starts with counselling and interventions too late.

The workshop *New paradigm and a career path “out of the box”* gathered 15 participants, coming from six countries and different backgrounds: teachers, career counsellors, representatives of national Euroguidance agencies, representatives of other national governmental or policy-making bodies, members of civil society organisations and researchers. Having in mind the reality of career counselling in participating countries, the workshop started with an introduction of some trends in youth education and professional area in Europe. In the first part of the workshop data from Eurobarometer² were presented. The participants could learn that between 87% (in Sweden), through 86% or 85% (in Denmark and Germany) to less than 60% (in Italy, Spain and Greece) of young people agree that education or training has provided them with the necessary skills to find a job in line with their education. At the same time, only 55% in Denmark, 47% in Sweden, 40% in Germany, to only 6% in Italy and Slovakia and 3% in Bulgaria and Hungary have ever used a career guidance service. Among those who have used career guidance services around 80% (in Malta and Croatia) and 50% (in France, Spain, Finland and UK) consider career guidance services useful for finding a job. The young people who reported using career guidance services responded that they have not looked for any information (they looked for provision or some kind of social benefit) in 53% of cases, 31% of the youth tried to find information on education or training, 20% on study or career guidance, 16% on internships and 5% on recognition of skills.

After getting an insight into some data on career guidance in Europe the workshop participants were presented a brief overview of employment components that have changed in comparison to late twentieth century. First of all, young people today very often work in virtual space, which is very different from working at the office at fixed hours. Previous well-established salaries and benefits are replaced by contracts and fees, and young people more frequently become vendors and entrepreneurs instead of classical employees. Moreover, young people nowadays appreciate loyalty to self, personal freedom and control, as well as identity and respect gained through independence, which is often underlined by risk-taking and new labour market experiences. However, these new labour market experiences are tied to uncertainties and have significant impact on individual life in the personal sphere, especially with regard to leisure time and health. The workshop participants were asked to take into account all these components and to try

The surveys have shown that young people by the age of 10 already form decisions on certain professions they would definitely like to reject, and on the contrary, leave open space for professions they would like to get into.

¹ MOULTON, V.; FLOURI, E.; JOSHI, H.; SULLIVAN, A. (2015). [Fantasy, unrealistic and uncertain aspirations and children's emotional and behavioural adjustment in primary school](#). *Longitudinal and life course studies* 6(1): 107-119.

² European Commission (2014). [Special Eurobarometer 417: European Area of Skills and Qualification](#).

to think of innovative methods of careers guidance provided by education institutions and labour market actors. Their task was to identify innovative practices in career guidance by listing their names, target groups, methods and implementation bodies. The aim of this exercise was to: 1) enforce mutual learning; 2) exchange good practice examples on innovative career guidance techniques; 3) raise awareness of the need for an open education system providing employers and employees options that allow transitions between different professions; 4) raise awareness of the importance of adapting a paradigm that moves away from the concepts of “9-17 working hours” and “one career for a lifetime” and is ready to embrace lifelong learning and new modes of time and space management (work from home, mobile work, co-working) and 5) raise new questions about innovative practices in career guidance.

The workshop participants contributed with their examples of good practices conducted by non-online methods, but in innovative ways, which includes role playing, job-shadowing, teambuilding, job fairs, biblio-counselling (Z-factor technique) and “speed-dialogues” that matches professionals with pupils or students. These methods were mainly used by civil society organisations, or were delivered as a part of facultative teaching, therefore not being part of public educational system or public employment service provision. The online techniques were mainly presented as a part of employment service counselling, and included tests on skills, estimations of one’s aspirations and advice on possible education or employment paths. These techniques are open to general public, although there are also tests targeting pupils at the age of 14. During the workshop good practice examples also referred to difficult target groups (such as minorities, especially Roma minorities) and children with learning difficulties. These target groups are sometimes offered counselling and guidance from an early age, with an aim to intervene and change a course of education and employment into those that are going to be more beneficial for a young person.

The concluding part of the workshop consisted of a discussion about the results of the work in small groups and placing these results in the context of contemporary social changes. The workshop participant from Hungary gave the closing word: “It is very nice to have online tools for career guidance, but career counselling should be part of the official curricula. Until this happens there will be no efficient career counselling”. These closing words resonated strongly among the participants and sent a strong message about the need for a more standardised system of career guidance in Europe. Online tools give us a myriad of opportunities, but face-to-face approach should not be neglected and should be upgraded offering new tools for counselling. Similarly to face-to-face approach, online tools have to target not only young people from 14 years onward, but also children at the very beginning of their educational path. Young people are not only very receptive and very apt to online tools, but they are also in their most “plastic” age, when they reject possibilities that frighten them and embrace those that often seem “an easy way out”. The society’s responsibility is to empower young people and to allow them to realise their full potential, which can only be done if they get

“It is very nice to have online tools for career guidance, but career counselling should be part of the official curricula.”



information and guidance at an early age. By the age of 14 or 15, despite their capacities or aspirations, many young people are already stuck in low positions of educational system or entering low-qualified jobs, and the counselling system should start thinking in line with empowering and prevention, not only in line with recovering or restitution.



Germany

“Get up! How authorities can be
attractive to the youth”

Ina Mausolf



GET UP!

HOW AUTHORITIES CAN BE ATTRACTIVE TO THE YOUTH

Participants of the workshop were guided through a case study of Bremen youth: high rate of youth unemployment, high rate of young people without a formal career qualification (in comparison to other German States). They had an opportunity to test their own ideas and hear out about how young people may be guided toward formal apprenticeship.

WORKSHOP LEADER: INA MAUSOLF

Ina Mausolf (MBA and MA - Personnel Development), since 2009 working for the Ministry of Education of the State of Bremen in the department of out-of-school vocational education and training (VET) and professional development, mainly supervising the institutions responsible for dual VET in different professions, allowing grants for additional trainings in various trades and coordinating the processes concerning the set-up and further development of the Youth Career Agency for the ministry as one of the main partners since 2013.

GOAL AND CONTENT OF THE WORKSHOP

The goal of the workshop was to explain and discuss the new cooperation between schools, the Office of Social Services, the Ministry of Labour, the Employment Agency and the Jobcenter in the State of Bremen. The cooperation was formed in order to provide a one-stop-shop, the so called “Youth Career Agency”, for young adults at the transition from school to an apprenticeship, studies or a job. Between them, these institutions can offer a lot of measures to help young adults to successfully manage this transition and find an appropriate occupation - first of all, counselling, but even apprenticeships paid by the state. However, a lot of young adults facing problems to find an apprenticeship don't make use of these offers. That's why the partners discussed new ways to reach out for those in need of support.





THE WORKSHOP CONSISTED MAINLY OF TWO PARTS:

The first part dealt with the cooperation itself, its partners and way of cooperating. In a first step, the participants were asked to discuss which institutions they would try to bring together to combine their forces in order to develop a meeting point for all young adults. In a second step, the process in Bremen was explained: who got together, why and how:

While still at school, the young adults are taught how to apply for an apprenticeship. With the help of their teachers, they have to do a traineeship in a company of their choice. Of course, the many different professions and possibilities are discussed at school, too, and schools organize visits to the local Employment Agency. In addition, guidance officers come to schools and offer their services there, too. So, it makes sense that the Ministry of Education and the Employment Agency are a part of the cooperation. The Jobcenter that also offers guidance, measures to prepare for an apprenticeship and even apprenticeships as such is also a partner of the Youth Career Agency. The fourth partner is the Office for Social Services of the Ministry of Social Affairs. This institution focuses on helping young adults to lead an independent life, including finding a suitable way of supporting themselves - hence the cooperation with the Youth Career Agency. Last, but not least, the Ministry of Labour plays an important role in the cooperation, offering additional apprenticeships, a special guidance service that visits the young adults at home if need be and organizing the development of the cooperation.

The second part of the workshop dealt with the problem of reaching those who could benefit of the cooperation. Again, the participants were asked first how they would approach the problem. Afterwards, the Bremen way was presented so that the participants could discuss and compare their ideas and those of the partners in Bremen. Bremen asked an advertising agency to let their trainees develop a strategy to reach young adults. The slang is partly not what one is used to hear or see and caused strong reactions among some of the young adults - mainly those who want to choose an academic career - and among the companies offering apprenticeships.

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Germany

“Future of work
- and how we get there”

Anja C. Wagner



FUTURE OF WORK - AND HOW WE GET THERE

The future of work and the future of learning are changing fast - and some European countries are moving too slow to keep track with these changes. Perhaps we all have to think completely new with regard to our support structures, to face all those challenges. In this interactive workshop, the participants took a closer look at the global changes, caused by digital transformation. After a strong insight into different developments, which are affecting the global workforce, they dived into exchanging good practices and how political actors could react to these challenges. For this reason, a kind of informal Design Thinking approach was introduced, and some possible creative solutions for shared European network society were collected.

*“The Times,
They Are a-
Changin’.”*

Bob Dylan

WORKSHOP LEADER: ANJA C. WAGNER

Dr. Anja C. Wagner deals with global transformation in the digital age. In the last two decades, she managed numerous digital education projects for (big) companies, universities, NGOs and independent initiatives. There are also ten years of teaching and research in universities. She is considered a creative trendsetter and describes herself as an educational transformer. Her purpose is to empower individuals, institutions and regions to connect to modern, networked learning environments. As an expert at the interface between globally linked work and digital education, she focusses on the topics of user experience, education policy, workflow management and our future in a networked society. To this end, she likes to rely on her growing (online) network to develop new formats, online courses, e-books and community networks as well as practicing Citizen Science. Today, she offers studies, lectures, consulting and various online projects under the umbrella of FrolleinFlow GbR. ununi.TV with its FLOWCAMPUS is one of these online projects. Together with a multitude of innovative peers, she set up a series of initiatives to create a modern educational network. In summer 2013, Anja was able to win the first Crowdfunding pot for an education start-up in the German-speaking world. In the meantime, FLOWCAMPUS emerged to an innovative network of interdisciplinary, creative people, bringing together the needs of small and medium companies with the networking skills of the creative class. Further information: <http://acwagner.info>



There are major concerns, that in the next years, many jobs will get lost through automation - up to 47% in the US, such as Osborne/Frey predicted in their famous Oxford paper in 2013³.

Meanwhile, studies in Germany come to the conclusion, that while many jobs will get lost, many new jobs will be created on the other hand. Though, the personal skill set, which will be needed for the new jobs, will be totally different. Above all, better-trained forces are required, which were usually developed in higher education. However, the whole education system isn't prepared for the digital age as well.

In addition, all companies are now competing in the global "war for talents", due to the digital developments in the global creative network society. Jobs can now be organized decentralized, automated and in a linked way. They do not have to work on the spot. Unfortunately, only a few people seem to be prepared for this massive transformational change.

So, the future of work and the future of learning are changing fast - and some European countries are moving too slow to keep track with these changes. Perhaps we all have to think completely new with regard to our support structures, to face all those challenges.

The goal of this workshop was to take a closer look at global changes, caused by digital transformation. After a strong insight into different developments, which are affecting the global workforce, we dived into the main drivers of these developments, how they will affect the labor market in Europe as well and how people are already organizing their learning cycle in the digital age. To the end, we discussed some good practices, how we as a society can build supporting infrastructures for those digital people.



While many jobs will get lost, many new jobs will be created on the other hand. Though, the personal skill set, which will be needed for the new jobs, will be totally different.

TO OUTLINE THE MAIN DEVELOPMENTS:

- Global disruption will occur through massive digitalization in all industries: Platforms, Software, and Deep Tech are revolutionizing the whole world economic system in three global waves. Afterwards, the entire socio-economic system will no longer be recognizable as we knew it, as we will live in a networked world society⁴.
- The attractiveness of these changes for the people rests on various developments (demographic, technological, cultural), which come together

³ Frey, C. B.; Osborne, M. A.: THE FUTURE OF EMPLOYMENT: HOW SUSCEPTIBLE ARE JOBS TO COMPUTERISATION?

http://www.oxfordmartin.ox.ac.uk/downloads/academic/The_Future_of_Employment.pdf

⁴ Castells, M.: Network society (2011) - siehe https://en.wikipedia.org/wiki/Network_society



to create the momentum, which new digital solutions are welcomed and embraced - or whether they don't touch the desired user experience.

- As the socio-cultural movement from the 1970s takes place and finds its expression in the values of the World Wide Web, people now embrace those developments, which emphasize radical inclusion, gifting, a non-commercial, civic responsibility, radical self-expression and so on. The world is moving closer together and a global network culture is developing by the way.

- While technological progress is getting faster over time, the visions, of how we as a world population should live together in a sustainable way, are getting real purposes of companies, which thrive the changes now to the orbit. Diverse disruptions are following these developments at the moment:

- First, we can recognize a reorganization of the industries. It will no longer be arranged around branches, because in the future, it will be arranged around needs. For example, we will have ecosystems around mobility, food, housing, wellness and so on. And different businesses will bring value to these needs in a networked way.

- Second, the industries will be deeply affected by Artificial Intelligence. Maybe you have heard about DeepL⁵, it's a new translation platform made in Germany and it delivers really great results due to neural networks. Translators - already under pressure because of all those translation platforms, which work with collective intelligence - will soon be more or less replaced by machine learning.

- Third, we see the rise of the network society at global, regional, institutional and private levels. That means, every business and every single person can work wherever he or she wants. All working relationships are now exchanged on platforms and social networks.

- Fourth, new workflows and new work cultures such as home office, open spaces and so on are arising all over the world. In Germany, there has been a scientific study⁶, what employees expect from their employers. Half of the young people said they expect to work in the home office for at least half of their time. Considering the shortage of skilled workers in some sectors, there will certainly be soon a change of thinking in this area.

- Lastly, lifelong learning already takes place in social networks. Because the formal education processes are too slow to come up with the rapid speed of

⁵ <https://www.deepl.com/translate>

⁶ Weitzel T. et. al.: RECRUITING TRENDS 2015, Universität Bamberg

https://www.uni-bamberg.de/fileadmin/uni/fakultaeten/wiai_lehrstuehle/isdl/Recruiting_Trends_2015.pdf



the socio-economic developments, people are self-organizing themselves to qualify their skillsets.

WHILE PEOPLE ARE ALREADY MANAGING THEIR MICRO-LEARNING BENEATH THE OFFICIAL EDUCATION SYSTEM, THE CONSEQUENCES FOR THE LABOR MARKET ARE MANIFOLD:

- Formal qualifications play less and less a role in the job market, at least for knowledge workers.
- In the future, tasks are given to networks, so they can work on it in a collective way.
- We will see an increased mobility on all sides - that means, some jobs will be done by teams in overseas, others will be intercultural teams and so on.
- As every company will be a media company in the future, even SMEs, we will have a lot more competition for attention to win talented workforce or customers - and that means, we will see an immensely increase in content.
- And as a consequence, we need much more personal responsibility by the individuals - they have to come up with what they think will help them to support their talents in a changing world.

We will see an increased mobility on all sides - that means, some jobs will be done by teams in overseas, others will be intercultural teams and so on.

NEW POLICY INFRASTRUCTURES 4.0 ARE NEEDED, TO SUPPORT LIFELONG MICRO LEARNERS:

- In early 2016, we have presented an idea⁷, to give people a clear budget, which they can use for their own learning. We called it a “Universal Learning Income”. People have to choose themselves, what they want to learn, without any bureaucratic conditions.
- The German Ministry of Labour took over the idea and recommended it in the Whitebook “Work 4.0”⁸ as a policy issue for the future of work. They have recognized, that we must overcome the top-down planning to guide people to where the public state thinks, people are needed. It will no longer work that way.
- On the other side, we can recognize, that there are new rooms coming up from different initiatives, where people work together in self-organized teams, e.g. CoWorking or MakerSpaces, Urban Gardening Projects, Repair Cafes or even Libraries, which are searching new ways to support lifelong learners. I think, we have to support those people and projects, so people

⁷ Laurençon, A.; Wagner, A.C. et. al.: #Belgut - das bedingungslose Lernguthaben <http://flowcampus.com/input/belgut-das-bedingungslose-lernguthaben/>

⁸ BMAS: White Paper Work 4.0: <http://www.bmas.de/EN/Services/Publications/a883-white-paper.html>



come together in diverse environments, to work and learn and find new ideas interdisciplinary, what they can do in a meaningful way.

- In the end, the job of political supporting institutions will be to help building platforms, different clouds, free content, good analytics and technical support “as a service”. It will be a totally new way of guidance, I think.
- One good example could be Bob⁹, the personal job coach, implemented in France to help support job seekers with big data. It is a new way of public-private-cooperation to come up with those new challenges in the 21st century.

In the end, there was a good discussion on how the European countries can keep track with those fast running changes. All participants seemed to be open for really new, creative solutions for our shared European network society. It was a lot of fun!

⁹ <https://www.bob-emploi.fr/>



Hungary

“Inventing or discovering myself?”

Erika Juhász

INVENTING OR DISCOVERING MYSELF?

Developmental bibliotherapy - bibliocounselling, biblioguidance - generally refers to the use of literature to help people recognize and understand themselves, cope with problems or changes in their lives, and to promote personality growth and development. The underlying premise of bibliotherapy is that clients identify themselves with similar literary characters, while making an association that helps them to release emotions and gain new directions in life at appropriate times. With a bibliotherapy module built into the college curriculum, students can be guided through stages of, for example, career management. It may empower them to: achieve their greatest potential by recognizing and understanding themselves, gain the knowledge of what to expect as an employee and find out examples of how others have dealt with the same concerns. The interactive workshop introduced the method itself and some of the techniques used in a bibliotherapy session.

WORKSHOP LEADER: ERIKA JUHÁSZ

Erika Juhász graduated from the Corvinus University in Budapest in 1989 as an economist specializing in foreign trade, marketing and investigation of customer behavior. She completed postgraduate studies in organizational development and she is also a qualified biblio-therapist. After graduating, she joined one of the first international recruitment agencies in Budapest, where she participated in the introduction of “headhunting” services to the local market. She contributed to various search and selection projects encompassing banking, IT, telecom, FMCG industries, and the financial services sector. She is guest lecturer at prestigious universities in Hungary, teaching courses in HR, Career Management and Communication.

“BUILDING A CAREER STARTS WITH DISCOVERING WHO WE ARE”.

In my 90-minute long workshop I intended to show the participants how we can help the young generation enter the labour market. During the workshop we touched some aspects of the generational issues and the communication gap existing between the generations. We talked about the “VUCA world”, the characteristics of the world we are in, and finally I presented a method - the so-called bibliotherapy, which I truly believe could be used in personal development of the youth in our continuously changing environment.

The workshop started with a word association about the term, the label, the phrase “young generation”. Not surprisingly, most associations were rather negative. We usually hear a lot of negative things about this generation. Soon, more and more young people of this generation will be active in the labour market. One of the most common questions asked by leaders now is how the young generation could be motivated e.g. at work, and how to communicate with them?

The Generation Z (who were born after 2000) have grown up in technology. GenZ is the first „global generation”. They live in the „global village” - they dress the same, eat and drink the same stuff, listen to the same music, have the same idols. They are never without their phones. Long conversations stress them out. When they are distressed they need their phone, they reach out to connect with the other people. Digital communication, that is real time, transparent, global, and collaborative communication, has become the new norm for Generation Z.

Because of technology we have lost our ability to communicate - even generationally.

In our deeply technologized environment it is hard to find relevant information, hard to find and manage real human relationships, hard to learn competent patterns and answers, and hard to value and share emotions.

And in our VUCA (volatile, uncertain, complex, ambiguous) world we are dealing with an environment where change is great, where the future is less predictable and where we deal with lots of options which vary.

In these circumstances it is crucial to improve students’ social and emotional skills, problem-solving skills, empathy, tolerance and independent way of thinking. We have to help them find their own way in their career management.

It is also high priority to improve students’ self-expression, oral communication skills and self-management. These are essential before entering the labour market. Therefore, we need to find what is naturally



„Literature can help relieve and restore the troubled mind.”

Freud.

right with us and build on it, and realise weaknesses which (must be) should be managed.

An excellent tool for strength-based development can be bibliotherapy.

The *term bibliotherapy* derives from the Greek words for „book” (biblion) and „healing” „supporting” (therapeia). It is a branch of the art therapy.

Bibliotherapy is the use of reading books, stories and poems creatively, to make people feel better in themselves, about themselves and about others.

And it has roots back in the past. „*Poetry and drama play out dangerous emotions*”, said Aristotle. „*Literature can help relieve and restore the troubled mind.*” as Freud mentioned.

Bibliotherapy can help readers gain insight into themselves by connecting with characters and values. Literature can be used as a tool to enhance the wellbeing of people’s lives.

In the bibliotherapy session the reading of the literary text is followed by a group discussion facilitated by the bibliotherapist’ and by the group members’ questions and (self-) reflections. Group members can share their ideas and feelings. From this viewpoint one of the main questions of bibliotherapy is *why* a certain person responds to the text in a way as s/he does.

The aim of the group therapy / counselling is

- to elicit change in the attitude and behaviour of the readers,
- to enhance their problem-solving skills,
- to increase their resourcefulness,
- to show participants that they are not alone because the others have the same concerns or problems.

The main goal is positive life-change and personal development. Group interactions might lead the person towards new attitudes and new motivations for actions.

The 3-month long programme organized for university students consisted of seven bibliotherapy sessions which were built in the ‘Career Management’ course. The group work focused on the participants’ development: self-awareness, problem solving skills, adaptability, empathy and stress reduction.

The aim of the group was:

- to prepare students for their first career step,
- to face challenges and traumas during the process of their job search,

The 3-month long programme organized for university students consisted of seven bibliotherapy sessions which were built in the ‘Career Management’ course.

- to reduce fears and stress of the upcoming „unknown” situation.

As a bibliotherapist, my aim was to make them evoke and share their experience in an intimate, warm and non-directive professional frame which was based on acceptance and trust, and I handled them as equal partners.

I usually applied warm-up activities, „lead-in” games such as association cards or photos to map up their current emotions. This was to help them open up and get involved in the „here and now”. The trustful atmosphere was encouraging and as a result the group members started to talk more freely.

In a nutshell a bibliotherapy session works as follows: a small group of people (usually less than fourteen) listens to the facilitator reading out the literary text. Then the group facilitator asks questions to which the group members respond. The only rule „no judgement of each other, just giving feedback” is crucial. With questions you can gain insight into a general and personal level, e.g. the group discussion is about the stories, the memories, feelings, emotions that the text evokes. This helps to understand different perspectives and the universality of problems, and gives alternative solutions for problem-solving. Finally, the group tries to draw an essential „take-away” message from the session.

While working together in a bibliotherapy group, students learn about themselves and understand that they are not alone with their problems and concerns. What they can also gain is to learn new or alternative problem-solving strategies and techniques in dealing with problems. Dealing with career issues supports their empowerment based on their understanding. Emotional changes can also be described as development of empathy, more realistic self-image, respect and acceptance of others.

The only rule „no judgement of each other, just giving feedback” is crucial.



Poland

“Distinctive skill
as a part of career project”

Małgorzata Rosalska, Ph.D.

DISTINCTIVE SKILL AS A PART OF CAREER PROJECT

The aim of the workshop was to indicate the importance of distinctive skill in the general competence profile strengthening the opportunities on the labour market. Distinctive skill is shown as complementary to soft and professional skills. The first part of the workshop presented 3 selected theoretical assumptions about the possibility of using the concept of distinctive skill in educational and vocational counselling. This approach enables to highlight the importance of individual commitment and personal responsibility for the quality and level of individual career projects. The practical aim of the workshop was to identify methodological solutions for building reflectivity on one's own resources and the responsibility for developing and strengthening them. Practical methodological suggestions devoted to recognizing own distinctive skills, designing strategies for own development and presenting them on the labour market will be trained. In this context, the roles and tasks of the career counsellor were also reflected. The presented methodological offers were connected to the aims of career counselling for students of vocational schools and students of higher education.

WORKSHOP LEADER: MAŁGORZATA ROSALSKA, PH.D.

Małgorzata Rosalska, Ph.D., educator, career counsellor, researcher. She works at the Adam Mickiewicz University in Poznań, at the Department of Continuing Education and Career Counselling. She specializes on career counselling, academic advising, lifelong learning and educational policy. Participant in many research and training projects for educational institutions, non-profit organizations and job market institutions. As part of a university course, she runs diagnostic procedures in career counselling, methodology of educational and vocational guidance and career development. She works with schools to develop and deliver guidance programs. Author of counselling and academic advising projects for college students. She also works with doctoral students to strengthen their career capital. Author and co-author of numerous publications on counselling, including "Diagnostic Workshop of a Career Counsellor" (2012), "Between School and Labour Market. Career counselling for vocational schools" (2012), "How to use creative teaching methods in career counseling" (2014).

DISTINCTIVE SKILL AS A PART OF CAREER PROJECT

Competencies and their recognition are crucial in the process of designing educational and professional careers. They also play an important role in the search for employment. Employers use recruitment procedures, which aim is to determine how likely the candidate's declared competencies will be revealed in their professional activity. Thinking in terms of competence should also be used in the career counseling process. A competence pyramid model can be helpful here, where competence is analyzed on four levels. Level one is basic (primary) competencies. These include such skills as writing, reading, counting, but also those related to ICT. Second level is soft skills. This group includes all social, interpersonal, personal culture competencies as well as competencies related to moving in the labor market and career planning. These competencies are conditioned by the style of functioning in the labor market, the quality of contact with colleagues, the professional image. It is worth noting that this group of competencies is transferable. They are needed in all professions, industries and do not depend on the level of education. The third level is occupational competence, specific to the industry and the working environment. This group includes those competences that build professionalism. These are professional, up-to-date and specialist knowledge and high proficiency in the performance of professional tasks. The level of these competencies is often conditioned by abilities, predispositions and talent. It is also important to have a well-used professional experience here. The fourth level is the distinctive competence characteristic of the individual. This is a competence that distinguishes an individual among other graduates of a particular field and among other professionals. This can be specific, scarcely available and highly specialized knowledge, unique ability, unique experience or practice not available to most people in the industry. This may be the knowledge of a less popular foreign language or specialized software. Distinctive competence gives an advantage on the labor market, makes people stand out from the crowd, allows to be noticed and positively remembered and is a distinguishing trait of the person, its specialization, something that differentiate them from other candidates.

Distinctive competence is an important part of career development projects because the client is responsible for building and developing it. Often, counseling is built in such a way so that the counselled people can be offer a broad spectrum of support and information, both of substantive, informational and emotional nature. This is particularly evident in the offers aimed at developing basic, soft and professional competencies. Clients are offered training, workshop, webinars, consultations and other forms of individual and group counseling, aimed at realizing the assumptions of programmes developed by specialists. The client's activity is based on the decision which proposal best suits them, which they are most interested in and the more or less engaged participation in meetings or consultations. In the case of distinctive competence, the counselor's activity is minimized. The client is responsible for the concept of own competence, its building and development. If the purpose of improving this competence is to build up your



This is a competence that distinguishes an individual among other graduates of a particular field and among other professionals. This can be specific, scarcely available and highly specialized knowledge, unique ability, unique experience or practice not available to most people in the industry.

own career capital, which will make them stand out in the labor market, the idea and manner of its implementation cannot be pointed out and suggested by the counselor. In this regard, the counselor's role is to strengthen the proactive attitude of the client towards their own educational and professional career. The counselor can also assist in analyzing the context of the labor market or the characteristics of the industry in which the individual wishes to develop professionally. Help can also be offered as a critical assessment of the distinctive competence project in the context of the individual and social resources of the client.

This view of distinctive competence corresponds well with today's ideas of career resources development. The concept of professional capital can be mentioned here. This concept was proposed by Andy Hargeaves and Michael Fullan in their study: *Professional Capital. Transforming Teaching in Every School*. In this concept, professional capital is a function of human capital, social capital, and decisional capital. However, the authors point to the need to emphasize the difference in the interpretation of the concept of human capital in economic sciences and in the educational context. In the area of education and counseling, human capital is primarily knowledge and skills that allow you to participate, co-create and learn. Social capital comprises, in the opinion of the authors, primarily social resources. The third component of professional capital - decisional capital is defined as *ability to make independent judgments*¹⁰. Capital understood in such a way is related to such categories as inner locus of control, proactivity, reflectiveness, independent thinking. Decisional capital refers to both thinking and action. It enables to become independent from group thinking, the way how to interpret the world imposed by the media, social groups, but also other educational institutions and the labor market. It allows people to make decisions that are focused on achieving individual goals and values, lets realistically evaluate your own resources and capabilities in the context of your intentions. It allows becoming independent from school and university rankings, labor market forecasts, and graduates' career path analysis. That data is still taken into account, but just as one of the many aspects that affect the design of individual career paths.

In counseling, it is important to be able to translate theoretical assumptions into practical solutions that will help achieve desired goals. The tests, questionnaires and other diagnostic techniques do not work in identifying or designing distinctive competencies. Methodological approaches are needed to reinforce critical thinking of own beliefs about both the labor market as well as own career resources. During the workshop, two methodological solutions could be used. The first one is using the Q-sort method, the second one involves work on beliefs.

Q-sort belongs to a group of psychometric techniques. It involves sorting statements according to a previously accepted criterion on a particular scale.

In the area of education and counseling, human capital is primarily knowledge and skills that allow you to participate, co-create and learn.

¹⁰ Ibid., p. 93.

Its creator, W. Stephenson, called it the Q-Technique. Today, it is usually referred to as Q-sort. The collection of elements that are subject to sorting is referred to as a Q-set. It can be used repeatedly after changing the sorting criterion. This is a popular procedure not only in education but also in human resources management and in other areas where the recognition and assessment of individual beliefs and values is important.¹¹ Q-sort diagnostics can be used in many different ways - for example, when identifying values, beliefs, aspirations, needs.¹² This technique involves developing a data set for sorting and proposing criteria and sorting schemes. This way of working is applied in both individual and group counseling. Sorting and attributing meaning can take place individually or can be done in small groups. There are many methodological solutions there. What limits this method is primarily the creativity and engagement of the counselor or teacher.

Apart from the essential diagnostic values, the Q-sorts are an interesting methodological proposition. They work well in individual and group counseling. What follows is a description of how to use this technique when working with a group.

STAGE 1 - INDIVIDUAL WORK.

The counselor develops a Q-set that is relevant to the topic that they want to discuss with clients during the meeting. I suggest that such a set contains at least 15-20 elements. See below the set used during the workshop. The subject of the exercise were factors determining success in the labor market.

What determines success on the labor market?

- luck
- a well-prepared CV
- contacts
- higher education
- vocational education
- experience
- age
- having a trade
- experience in working abroad
- personality traits
- a convenient place of living
- support from the family
- financial security
- creative attitude towards life

¹¹ See: Block J., [The Q-Sort Method in Personality Assessment and Psychiatric Research](http://www.psychology.sunysb.edu/attachment/measures/content/Jack_Block_Q-sort_method_book.pdf), http://www.psychology.sunysb.edu/attachment/measures/content/Jack_Block_Q-sort_method_book.pdf (10 June 2017)

¹² S. Tate, [Q-Sort as a Need Assessment Technique](http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1020&context=cie_techrpts), http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1020&context=cie_techrpts (10 June 2017)

- mobility
- family situation
- willingness to learn
- a well-prepared cover letter
- the number of courses and training
- a well-prepared vocational portfolio
- the ability to be in the right place at the right time
- taking risks
- the ability to ask for help
- university prestige
- a place of living

Each student receives a card with this set and individually, according to his or her own convictions, marks the 10 most important ones. The aim here is to use reflection on individual beliefs about the factors that affect our situation on the labor market. If the counselor does not have a prepared set, the alternative is to brainstorm and write all the suggestions on the board. Then the factors indicated by the participants can be considered as a Q-set.

STAGE 2 - SMALL GROUP WORK

We divide the participants randomly into small groups (5-6 people). Their task is to discuss and justify individually selected criteria. Then we ask them to jointly select 6, which they think are the most important, considering the individual factors they picked. It is important to note that participants have to determine this set together, that is, it cannot be chosen randomly. Each group receives 6 pages (A5 format). Each of the selected elements is written on a separate sheet (horizontally, in large, legible letters). Subsequently, participants are asked to determine the importance of the selected criteria according to the following formula. The first criterion is the most important, but the second place is taken by two equally important factors, the third place is three less important elements than the ones in the second place, but on equal level. Participants must decide which factors have greater importance and which lesser. This stage of work strongly motivates reflection on your own motivations and preferences. Participants in the discussion are attempting to justify their own positions. If the work is ready, they display the result by sticking the pages on the wall or the board.



STAGE 3 - OPEN-DISCUSSION WORK

It is only at this stage that the counselor takes action. Their task is to facilitate the analysis by asking questions. The open-discussion work involves the facilitator asking one of the groups to present and justify the results of the group's work. The counselor asks follow-up questions to learn how different categories are understood. They check whether the way of thinking proposed by a given group is the only way to interpret a given category. This is done by asking whether other groups that have indicated the same factor think alike, or perhaps have different interpretations and arguments. The counselor then encourages other participants to ask questions. Next groups discuss their "pyramids" and the counselor focuses attention on those categories that appear for the first time. In conclusion, the counselor emphasizes that there is no correct answer in this exercise and that there is no need to search and formulate such. What is stressed, however, is that our way of thinking and interpreting strongly determines our actions and decisions taken. The counselor points out that it is a natural situation that there are different views, positions and arguments in the group and that instead of challenging and undermining them, it is worth taking an attitude of listening, mindfulness and reflection on what consequences may arise from individual positions.

The counselor's job is to help to identify beliefs and their consequences for the way we think about educational and professional career.

The second solution proposed during the workshop was work on beliefs. These are the rules by which we define ourselves, other people and the reality. Beliefs are the basis of assessment, interpretations and judgments. On their basis, we attribute significance and value. Sometimes they have the form of absolute and conclusive statements. On the basis of beliefs, a system of values and worldview is built. They are the perspective on things, phenomena and processes. It is important to look at them in detail, especially the beliefs about the importance and role of education, learning, work, profession, career and success. These beliefs are often unarticulated. They are modeled from the earliest years of life and provide a perspective for interpreting events. The counselor's job is to help to identify beliefs and their consequences for the way we think about educational and professional career. This is not a simple task. Beliefs are most often revealed in situations of crisis and failure. Then, questions are asked about the causes, the patterns of action, values and attributing meanings. Work on beliefs is also relevant in situations of conflict (also internal ones) and in the search for alternative solutions. A particular moment in which it is worth drawing attention to the beliefs are the decision-making situations about the next stages of education or the choice of profession. Through a well-chosen exercise or during a counselling interview, the counselor has a chance to identify how the student is making a choice. Such recognition gives the chance to indicate the consequences of the adopted way of thinking and possible correction of assumptions. Particularly dangerous are the beliefs based on stereotypes about professions or fields of education. In such situations, the counseling

work may be aimed at analyzing the determinants of social prestige and rank of particular occupations.

The following set of beliefs about the relationship between education and work was used in the workshop. The analysis did not address which of them were appropriate, true and which were not. The subject of the analysis was reflection on the consequences of particular assumptions for taking or refraining from action in the process of implementing career projects.

1. The more certificates we have, the easier it is to get a job.
2. We most often get a job through connections.
3. The longer somebody's professional experience is, the better they should be paid.
4. Working for someone is better than working for yourself.
5. The higher somebody's education level is, the easier it is to find a job.
6. Being a manager is only suitable for people with higher education.
7. Career is primarily about getting promotions.
8. Younger employees should always listen to someone who has longer work experience.
9. The more often you change jobs, the more attractive you are for potential employers.
10. Right after school it is not worth starting your own business.
11. It is better to work abroad than in Poland.
12. Only working in a learned profession can give you satisfaction.
13. At work, the most important is money.
14. Finding work through connections is dishonest.
15. It is better to have a male boss than a female one.
16. In the process of applying for work, the most important thing is self-presentation.
17. Do not change your job often.
18. You need to have experience to find a job.
19. At the beginning of the career, you always earn little.
20. When you start your job, you should not set out conditions for your boss.
21. Physical work should be less profitable than mental work.
22. The interview is primarily about appearance.
23. Applicants should not ask for money during an interview.
24. Large corporations do not respect people.
25. If someone wants it, he can find a job.

During the work on identifying beliefs, it is worth to use own sets, appropriate to the subject matter of the classes and the real needs of the participants of the classes. Both this way of working and the Q-sort technique are excellent for recognizing values, aspirations, needs, beliefs. The sets should be created in the context of real consulting tasks and with respect to current and relevant issues for the advice seekers. The difficulty and at the same time the advantage of these methodological solutions is that they are tools that do not have an answer key. It is reflectiveness and competence of the counselor that decides whether they are able to use the information from



these exercises in the counseling process. For some counselors it can be difficult and limiting, for others the lack of support in interpretation can be an interesting challenge. Thus, these are diagnostic and methodological suggestions for those counsellors who value the role of the critical interpreter, analyst, and facilitator rather than the role of the expert.



Portugal

“Promoting parental support
and vocational development
of 8th grade students”

Suzi Rodrigues



PROMOTING PARENTAL SUPPORT AND VOCATIONAL DEVELOPMENT OF 8TH GRADE STUDENTS

In this workshop, participants had an opportunity to learn about a guidance program that actively involves parents in their children's guidance process.

This structured programme is composed of a set of career dilemmas and each of them consists of a problem-solving situation.

During six consecutive weeks 8th grade students bring a dilemma home and work on it with parents. In the classroom, led by the school psychologist, students present the solutions created at home.

WORKSHOP LEADER: SUZI RODRIGUES

Suzi Rodrigues holds a Master's degree in Educational Psychology from the University of Algarve. She is an intern at the University of Algarve's Psychology Services - Educational Psychology and Career Counseling Unit. Her main research interests include contextual determinants (e.g., parental and peer support) of career development. She recently published - Rodrigues, Gamboa, & Paixão (2017). Parental Support and Autonomy in Career Exploration and Career Indecision, OMNIA (Interdisciplinary Journal of Sciences and Arts).

PROMOTING PARENTAL SUPPORT AND VOCATIONAL DEVELOPMENT OF 8TH GRADE STUDENTS



The importance of family in career development (Hartung, Porfeli, & Vondracek, 2005; Whiston, & Keller, 2004) seems to be consensual (Schulenberg, Vondracek, & Crouter, 1984; Young et al., 2006). Greater parental support/engagement is associated with higher levels of exploratory behavior (Dietrich & Kracke, 2009; Kracke, 2002; Turan, Çelik, & Turan, 2014) and lower levels of career indecision (Germeijs, & Verschueren, 2009; Guay, Senécal, Gauthier, & Fernet, 2003). Furthermore, Young et al. (1997) emphasize that conjoint activities between parents and children are associated with positive effects on students' career development. Parent-student activities seem to enhance better explanatory behaviors associated with adolescent's occupational exploration. In this sense, a program of parent involvement was developed. The main purpose of this program is to promote parent-child interaction in order to further promote career exploration and decision-making processes, as well as the perception of parental support for 8th grade students.

This Program is composed of Career Dilemmas. The Dilemmas consist of daily situations adolescents experience. Their resolution implies the involvement of their parents. According to our initial expectation (Dietrich, Kracke, & Nurmi, 2011; Young et al., 1997), the intervention applied to the experimental group showed positive results, in the exploratory process, mainly regarding environmental exploration. The results also suggest that adolescents' perceptions about parents', or caregivers', interest in their career options are positively associated with their own exploration behavior (Hirschi, Niles, & Akos, 2011; Kracke, 1997; Noack, Kracke, Gniewosz, & Dietrich, 2010; Paloş & Drobot, 2010). Overall, the results found a major contribution among 8th grade students and suggest the potential of conjoint parent-student activities in other levels of education in terms of promoting support and investment in career activities and a positive effect on child's career development.

The main purpose of this program is to promote parent-child interaction in order to further promote career exploration and decision-making processes.

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Romania

“SELF Kit program: a key instrument for
socio-emotional development and
academic performance”

Adrian Opre

SELF KIT PROGRAM: A KEY INSTRUMENT FOR SOCIO-EMOTIONAL DEVELOPMENT AND ACADEMIC PERFORMANCE

Based on more than 15 years of experience with cognitive-behavioral counseling programs (CBT paradigm), we developed a Rational Emotive Education (REE) program: SELF KIT Program (www.selfkit.ro). SELF KIT (Social-Emotional Learning Facilitator) is a REBT (Rational Emotive Behavior Theory) grounded program focused on improving socio-emotional development and academic performance. In this sense, after a short introduction addressing the theoretical background of the program, the presenter ran a training session focused on how to use: a. the SELF Kit components/materials; b. assessment instruments; c. key practical strategies for an efficient implementation. The tips for a real impact of the program on socio-emotional development and academic performance was revealed. Samples from the English version of SELF KIT were presented and used in the demo training session.

WORKSHOP LEADER: ADRIAN OPRE
BABES BOLYAI UNIVERSITY, CLUJ - NAPOCA, ROMANIA

Dr. Adrian Opre is a tenured professor in the Department of Psychology of the Babeş-Bolyai University of Cluj-Napoca, Romania. His areas of expertise are: cognitive psychology, personality psychology and applications of the cognitive behavior theory/counseling in education and organizations. Over the past 15 years, Professor Opre's preoccupations have focused primarily on the socio-emotional development programs for children, adolescents and emerging adults.

The most relevant outputs are Self Kit Program (www.selfkit.ro). Adrian Opre has participated, as director, coordinator or member, in over 15 national and international research and research-development projects. He is the author of 4 books, co-author of 6 books, has edited and coordinated 6 scientific/professional volumes, 15 chapters in collective volumes, 8 teacher's manuals, over 70 scientific studies in scholarly journals. Starting with 2002, Adrian Opre has been constantly involved in professional training programs in educational settings. Trained in Rational Emotive Behavior Therapy and Counseling (REBT) at Albert Ellis Institute, New York (2000-



2004), he is at the present international trainer and professional supervisor in REBT/CBT. In this quality he has conducted classes, workshops or seminars on Rational Emotive-Education in Romania (more than 30 000 teachers and school counsellors trained) as well as Selfk Kit seminars and workshops in Europe (Spain, Czech Republic, Hungary, Croatia, etc) and United States. For more details see: <http://psychology.psiedu.ubbcluj.ro/index.php/ro/>

THE SOCIO-EMOTIONAL PROFILE OF CONTEMPORARY SCHOOL POPULATION

Emotions circumscribe those complex psychic experiences which leave a multidimensional imprint on the way we function. They are expressed biologically, cognitively and behaviorally, and they always bear the mark of subjectivity (Opre & David, 2006). The specialist literature reveals that, over the past years, disadaptive emotions and behaviors, manifested prematurely in children, have witnessed a worrying increase. It is relevant to mention in this sense the results of surveys applied to a large number of parents, teaching staff and counselors in different countries and cultures. Research has revealed a worldwide tendency among the current generation of children to have more emotional problems and social inabilities than was the case in the past. They are lonelier and more depressed, angrier and harder to control, more impulsive and more aggressive, being visibly inclined to become anxious in almost all competitive conditions. Evidently, children who exhibit such manifestations represent a real challenge to both parents and teachers. The long-term consequences upon academic results and on their social integration are, in their turn, increasingly more severe. The solution to all these problems depends the extent to which the young persons' training for life is considered adequate by parents and teachers (Goleman, 1995). More exactly, it depends on the manner in which early education and the first years of school can prevent the installing of such dysfunctionalities. Unfortunately, we see that, more and more frequently, educational programs leave to chance the emotional and social development of children, overemphasizing their academic performance. Often, they are deprived of even the most basic emotional training, the educational system leaving them disarmed in face of reality. This is why we need a new perspective regarding what kindergarten and, later, school can do to ensure a complete academic and socio-emotional training of children, which would allow them to better adapt to the complexity of contemporary existence.



Unfortunately, we see that, more and more frequently, educational programs leave to chance the emotional and social development of children, overemphasizing their academic performance.

THE PREVENTIVE-CORRECTIVE INTERVENTION PROGRAMS: A NECESSITY

In the above-mentioned conditions, we regard as fully justified the foremost preoccupation of psychologists and school counselors to find the most viable solutions for the prevention and countering of emotional and behavioral dysfunctionalities. A close analysis of the research conducted in the field reveals that, over the last decades, psycho-educational interventions of the cognitive-behavioral type have proved to be the most efficient means of preventing and/or remitting such problems. A number of socio-emotional



development programs, devised and used at the beginning in the United States, Canada or Australia, have been employed and adapted by various Romanian institutions: universities (Babeş-Bolyai University, University of Oradea), afterwards becoming integrated into a series of professional training of personal development programs addressed to school psychologists and clinical therapists, school counselors, pre-university teaching staff or to parents. In order to verify the viability of the translated and adapted versions, a number of empirical studies have been conducted in kindergartens and schools (Vaida, Kallay & Opre, 2008; Cristea, Benga & Opre, 2006, 2008; Opre, Buzgar & Dumulescu, 2013.) These programs have been warmly welcomed by their beneficiaries and offered conclusive evidence regarding their efficiency and, implicitly, their usefulness. However, we have identified, or we have repeatedly received feedback regarding some difficulties encountered in their implementation in schools or kindergartens. Some of these shortcomings have been remedied successfully, thanks to the efforts taken by the training programs providers to adapt and optimize them continuously, others, however, are difficult to eliminate.

In these conditions, we have decided to develop our own alternative program, “SELF KIT” (www.selfkit.ro). It is the expression of the knowledge and experience that its authors have gained during adapting and implementing the classic programs developed in other socio-cultural contexts. SELF KIT (SOCIAL EMOTIONAL LEARNING FACILITATOR) is a psychological and emotional counseling program which sets as its major objective the development of the socio-emotional competences of preschoolers and young school children in the Romanian educational institutions. It was developed by a team of psychologists and teachers from Cluj-Napoca with a cognitive-behavioral background (academics and practitioners) and has, for the time being, two finished and empirically validated versions (SELF KIT for preschoolers, respectively, SELF KIT for young school children). The versions for middle school and high school are under development.

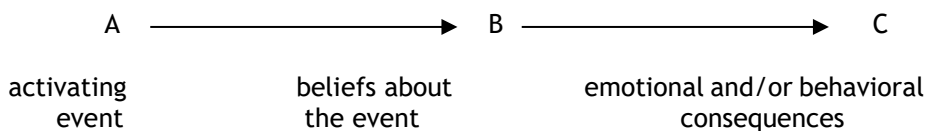
SELF KIT (SOCIAL EMOTIONAL LEARNING FACILITATOR) is a psychological and emotional counseling program which sets as its major objective the development of the socio-emotional competences of preschoolers and young school children in the Romanian educational institutions.

THE THEORETICAL FOUNDATIONS OF THE SELF KIT

The SELF KIT program is founded on the principles of the rational emotive and behavioral theory (REBT). An expression of the efforts and the work of Albert Ellis, this theory has become a classic presence in the majority of works which approach psychological intervention from a cognitive-behavioral perspective. It is based on the premise that the individuals’ emotional and behavioral problems are the result of defective thought and understanding of events, rather than of the events themselves. This kind of thinking can be identified and changed, and its replacement leads to qualitative changes at the level of the person’s emotions and behaviors. Developed around the concept of “assessment”, the theory can be identified both as a method of psychological counseling and as a philosophy of life. Its central tenets lie at the foundation of one of the most efficient methods of psychotherapeutic

counseling to date, the rational emotive and behavioral therapy (Ellis & Dryden, 1997).

Since its very beginnings, REBT has had a psycho-educational character, being efficient both in the treatment and the prevention of emotional problems. Beginning with the 1980's, the principles of "rational thinking" have been the object of some educational programs intended for overcoming problems related to the psychobiological development of children as well as for improving academic performance. Given the principles and structures that govern them, these programs are covered by the syntagm Emotional-Rational and Behavioral Education (ERBE). Emotional-rational and behavioral education represents a psycho-educational program of preventive and curative intervention addressed to schoolchildren and preschoolers. The central tenet of REBT and, implicitly, of any ERBE program, is best illustrated through the ABC model of emotional disorders, which we reproduce below.



A is an activating event (a life event), B represents the person's beliefs/interpretations/assessment of the event, while C is the emotional and/or behavioral consequence of this assessment. Most people believe that the activating events are those that cause the consequences. However, the theory at the basis of REBT holds that the beliefs about the event are those that intervene and become critical for determining the consequences. If the beliefs are rational* (that is, in accordance with reality and useful), then they result in healthy and moderate emotions which help people to act constructively in order to attain their goals. By contrast, irrational beliefs lead to the appearance of negative, unhealthy emotions, such as anger, anxiety or depression, which prevent people from attaining their goals. Ellis believes that these unhealthy emotions, which he calls dysfunctional, arise from three massive irrational beliefs: (1) I have to do well and earn the approval of others regarding my achievements, otherwise I am a failure, (2) the others have to treat me with respect, precisely how I myself would like to be treated; if they don't do so, society and the entire universe should condemn, blame and punish them for their lack of consideration for my person, (3) the conditions in which I live have to be arranged in such a way as to ensure that should I obtain virtually everything I may wish for in a comfortable, swift and easy manner, and that I should not get anything that I don't wish for. These irrational beliefs are conducive to entirely unproductive attitudes, such as: a) lacking self-worth ("I am a worthless person if I do not do best and do not gain the appreciation of the others just the way I want it"), b) exaggerating ("It is terrible and frightful if I don't do as I should"), c) intolerance ("I can't stand the things that happen to me and



which shouldn't have happened"). Well, it is precisely these cognitive peculiarities that are responsible for the majority of disadaptive emotions and behaviors that parents and teachers notice in the children whose education they are responsible for. Being aware of the acute need for instruments and strategies of intervention, through our program we intend to provide help to those who are confronted with such problems (teachers, parents, school and vocational counselors, social work assistants, etc.)

THE STRUCTURE OF THE SELF KIT

SELF kit has been devised and structured in line with the main dysfunctional emotions for which we have determined a high incidence in the educational environment: anxiety (fear), depression (intense sadness), anger, shame, guilt, jealousy, hurting. For each of these unhealthy emotions and the associated behaviors, we have developed one or more intervention modules. A module consists of the following components: a story (the central element of the module), one or more thematic activities, poems, songs, riddles, crosswords, games and at least one formative sequence of an academic character included in a mini-encyclopedia. In addition, in order to help teachers in the preliminary and quick diagnosis of these emotional dysfunctions, we have devised a grid for identifying and assessing the behaviors associated with them.

Through the structure, content and application strategies, SELF KIT has been conceived in such a manner as to be perfectly aligned with the socio-cultural and curricular particularities of the Romanian educational system. Moreover, the typology and difficulty of the activities have been adapted to the specificity of the cognitive and socio-emotional profile of children of different ages. In this manner, we are convinced that our program succeeds in reducing and even eliminating the shortcomings of other programs. The preliminary data we have collected through pilot-studies constitute solid arguments in favor of the ecological viability and validity of the intervention packages of our program.

The stories in each module have been conceived in such a way as to include in their content all the elements of a sequence of REBT psychological counseling. More exactly, the main characters (usually, children's favorite animals or children of the same age as those to whom the story is intended) faithfully play the role of the "client" (as children who have emotional and behavioral difficulties), respectively, of the "counselor". First, the preamble of each story presents the general context in which the central events of the narrative will unfold and the characters are introduced to us. For a start, they are described only in general lines, mainly in terms of their physical features and social status, without reference to their way of thinking and action. The second sequence highlights the "client's" negative dysfunctional emotional experiences and the associated disadaptive behaviors. The emphasis then falls primarily upon the irrational ideation which has caused these problems. From this moment, the "counselor" steps in, helping the client to establish the connection between the emotional and behavioral dysfunctions that have been experienced, respectively, the personal

SELF KIT has been conceived in such a manner as to be aligned with the socio-cultural and curricular particularities of the Romanian educational system.



thoughts behind them. It is also the counselor who teaches and helps the client to dispute (make vulnerable / lessen) the irrational convictions, suggesting different strategies and techniques for disputing them. Motivating the client to use these strategies is done by highlighting the benefits resulting from disputing them and, implicitly, from the cognitive restructuring produced by the respective strategy. There follows a test-sequence in which the therapist checks if the client has understood and applies correctly the disputing strategies. At the end of each story, the SELF dwarf, our key character, who symbolizes rational thinking, addresses children directly through a message that encourages rational thinking. At the same time, he urges the client or the parents to read diverse stories from oral literature which we have collected in a distinct volume. These stories are, in their turn, saturated in rational messages and, we believe, they help children to test the ecological validity of the strategies with which they have become familiarized by reading the central story of the module.

The two volumes of stories (Opre, coord. 2010,2012) can also be used separately from the rest of the components of the kit, as evening readings (by parents) or in kindergarten/classroom (by the kindergarten or school teacher). Reading is followed by analyses, together with the children, of the problems with which the characters of the story have been confronted. The emphasis of these analyses should fall, above all, upon the main character's defective manner of thinking, respectively, upon the consequences of this type of thinking expressed emotionally and behaviorally. Afterwards, it is necessary to assess and debate the strategies based on which the characters have managed to replace their irrational (unhealthy) thoughts with rational (healthy) ones, insisting, especially, upon the benefits brought about by such a change.

For those who want to maximize the effect of such an intervention, our recommendation is to use the stories together with all the other components of the SELF Kit packages. Doing so results in a significant increase of the prophylactic and curative potential of each story. In fact, all the other elements that accompany the stories of each module (the activities, poems, songs, games, crosswords, encyclopedia) are founded upon and guided by the same principles (the REBT principles) which have informed us in developing the stories too. They continue in a coherent manner the theme and message of the central story and are explicitly meant to consolidate and generalize a realistic and healthy mode of thinking in preschoolers and young schoolchildren.

The theoretical foundations of the program, complemented by a practical sequence through which we have illustrated some concrete strategies of implementing the versions of the SELF KIT program represented the subject of the workshop organized by us in Belgrade, in October 2017, upon the occasion of the *Euroguidance Cross-Border Seminar, 2017*.

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Serbia

“ICT Platform for
Inclusive Career Services:
Virtual Counselling in Serbia”

Jelena Manić Radoičić and Tamara Stanojević



ICT PLATFORM FOR INCLUSIVE CAREER SERVICES: VIRTUAL COUNSELLING IN SERBIA

Facilitators presented the first Serbian platform for virtual career information and counselling as a good practice example and web service awarded on many occasions. The benefits for the young people in Serbia facing transition from the secondary school was pointed out. Furthermore, facilitators elaborated on the principles guiding their practice of online career information and counselling, results and remaining challenges. Interactive workshop setting provided an opportunity for the participants to practice their online (e-mail) counselling skills.

WORKSHOP LEADERS: JELENA MANIĆ RADOIČIĆ AND TAMARA STANOJEVIĆ, BELGRADE OPEN SCHOOL

Jelena Manić Radoičić is Employability Program Manager and BOS Karijera author and editor in chief within the Belgrade Open School. She has more than 10 years of experience in career guidance and counselling, both as an expert, career centre coordinator and project manager.

Tamara Stanojević is a psychologist and chief career counsellor within the BOS Karijera of the Belgrade Open School. For the previous 5 years she has worked with young people facing career transition, but also as a trainer in career counselling for the secondary school teachers. She is a certified REBT counsellor.



GOAL AND CONTENT OF THE WORKSHOP

The workshop aimed at presenting BOS Career - the first Serbian platform for virtual career information and counselling as a good practice example, as well as to point out the benefits it brings for the young people in Serbia facing transition from the secondary school. Furthermore, through this workshop participants were introduced with the basic principles of career guidance as applied by BOS Career team, the main results and some challenges. Within this interactive workshop setting, participants also had the opportunity to improve their online counselling skills through practical exercises.



THE CONTENT OF THE BOS CAREER

The web service BOS Career (www.karijera.bos.rs) was launched in 2010 as the first free online system in Serbia for high school students and other young people which provides self-help online tools and assistance in career decision-making. The platform contains the following sections: *Self-assessment questionnaires; Database of occupations; Address book of universities, faculties and VET tertiary schools; Interactive form of career action plan; CV Builder; Online career counseling box; Articles on career development and entrepreneurship* and diverse career handbooks.

BOS Career was awarded on many occasions. In 2012 it was awarded as successful on the .rs national domain by the Register of national Internet domains of Serbia and in 2016 it won a special prize as an example of good practice in career guidance by Euroguidance Serbia.

The architecture of the portal is such that it contains interactive tests of skills, interest and traits, written in the language of situations that may be close to an average high school student. Based on the test results, the user is suggested several alternative occupations with their detailed descriptions. Within the descriptions of occupations, the user is offered some links to the corresponding educational pathways. In this way, the user gets several options for career development, and he can virtually choose one or two of them and integrate it into his online career action plan.

The second part of the workshop was dedicated to the overview of the theoretical framework underlying the BOS Career architecture and the online counselling service. Facilitators presented a four-stage model of career planning called DOTS¹³ that has been adapted accordingly and used by the BOS team.

Participants were then briefly introduced into the main principles of online career counselling. They openly discussed about the areas in which online

The architecture of the portal is such that it contains interactive tests of skills, interest and traits, written in the language of situations that may be close to an average high school student.

¹³ Decision, Opportunity, Transition, Self Awareness. The model is adapted based on the one designed by Tony Watts and Bill Law in 1977.



counselling provides efficient service, how it helps clients to get better information and insights, sometimes even make career decisions and develop strategies in line with continual reflection of their professional development and of their characteristics.

The final part of the workshop was an interactive setting, in which participants had the opportunity to practice their online (e-mail) counselling skills. The participants were divided into small groups and each group got a real example from practice. The examples were in the form of e-mail questions that young people asked career counsellor through the BOS Career platform. After the deliberation in smaller groups, the practitioners elaborated their answers and through discussion with a facilitator talked about different approaches in answering these questions, limitations of online counselling and different challenges young people face.

Many practitioners were more in favour of traditional one-on-one counselling, but they agreed that young people nowadays feel much more comfortable in online communication setting, since that makes them sometimes more open to talk about the challenges they face. That puts challenge on us as career counsellors to develop innovative approaches to be able to successfully address the career related dilemmas young people face through the usage of ICT.

Young people nowadays feel much more comfortable in online communication setting, since that makes them sometimes more open to talk about the challenges they face.





Serbia

“How to develop career management skills using ICT?”

Ana Janković Barović and Marija Jovanović



HOW TO DEVELOP CAREER MANAGEMENT SKILLS USING ICT?

During this workshop the facilitators presented an example of an online Career management skills course, designed for students at the University of Belgrade, set up on the Moodle platform. Participants were introduced to the structure of the course, content, methods and activities that are specially designed and developed to suit the nature of self-guided learning process of adult learners. Emphasis was put on some examples of course activities such as self-assessment tools, exercises and tasks which enable students to get an insight in their potentials, career options and to master self-presentation skills essential for job search process or moving to next step of career development.

The overall aim of the workshop was to provide opportunity to discuss challenges in creating online courses, advantages and boundaries, to share ideas, to promote creativity, and finally to encourage practitioners interested in designing and conducting online courses and seminars for career management skills development so they can take advantage of the new opportunities afforded by ICT to effectively serve individuals and groups in ways that were not possible in the past.

WORKSHOP LEADERS: ANA JANKOVIĆ BAROVIĆ AND MARIJA JOVANOVIĆ, CENTRE FOR CAREER DEVELOPMENT UNIVERSITY OF BELGRADE

Ana Janković Barović is Coordinator of Career Education Programs and career counsellor at the Center for Career Development at the University of Belgrade, where she's been working for six years. She has experience in conducting career management skills workshops and courses, as well as individual work with students. She graduated from the Faculty of Philosophy, University of Belgrade, Department for Pedagogy. Ana is certified psychotherapist and counsellor, devoted to the application of constructivist, post-modern concepts in career guidance and counselling.

Marija Jovanović is Program Coordinator at the Center for Career Development at the University of Belgrade. She graduated from the Faculty of Philosophy, University of Belgrade, Department for Philosophy. She has nine years of experience in career guidance, student employability, and cooperation with various stakeholders such as employers, policymakers, and academic community. Marija is strongly promoting the use of ICT in career guidance and counselling, and has created several webinars, online courses and other online resources and tools in this field.



HOW TO DEVELOP CAREER MANAGEMENT SKILLS USING ICT?

Information and communication technology (ICT) is becoming one of key elements in career services. Although there is a consensus among practitioners about the need to develop online services for career guidance and counselling, a significant number of practitioners hesitate to use ICT in their work.

Center for Career Development and Student Counselling of the University of Belgrade designed the online course “*Career management skills*” for students of the final year of studies who are making their first steps towards the transition to labour market. The course is set up on Moodle - the open source platform for e-learning.

The aim of the course is to enable students *to manage their careers*, to prepare them for transition to the world of work, as well as to provide support in taking responsibility in their future career development.

COURSE OVERVIEW

- Week 1 Career and employability
- Week 2 Self-exploration and self-confidence
- Week 3 Labour market exploration
- Week 4 Decision-making
- Week 5 Career planning and goal setting
- Week 6 Active job search
- Week 7 CV and motivational letter
- Week 8 Job interview + onsite job interview simulation (optional)

SESSIONS OVERVIEW

Week 1 Career and employability

- Classical and contemporary career theories
- Personal career comprehension
- Knowledge and skills in the context of employability and transition to the world of work
- Career mindset and employability

Week 2 Self-exploration and self-confidence

- Self-assessment of interests, motivation, skills, abilities -“Profile plus”
- Forming a detailed image of self as a future candidate
- The concept of self-confidence

Week 3 Labour market exploration

- Understanding and using different sources of information



The aim of the course is to enable students to manage their careers, to prepare them for transition to the world of work, as well as to provide support in taking responsibility in their future career development.



- Research of professions and job sectors
- Overview of positions in which graduates of a particular faculty are employed

Week 4 Decision-making

- Career decision making process
- Values that direct decisions
- Developing career alternatives

Week 5 Career planning and goal setting

- Process and elements of career planning
- Goal setting
- Long term and short-term goals

Week 6 Active job search

- Active job search methods
- Use of the Internet in job search
- Networking in job search
- Proactive self-presentation

Week 7 CV and motivational letter

- CV and motivation letter - successful self-promotion
- Content and forms of CV and motivation letter

Week 8 Job interview + onsite job interview simulation (optional)

- Successful preparation for self-presentation
- Frequent job interview questions

The main advantage for institutions of online courses comparing to traditional live courses is that they can reach bigger number of students.

METHODS AND TECHNIQUES

Methods and activities on the course are specially designed and developed to suit the nature of self-guided learning process of adult learners. One of the most important tasks for practitioners and e-teachers is to keep students engaged by combining of interactive lessons, reading and listening materials, video clips, powerpoint presentations, surveys, self-assessment tools, quizzes, asking open questions, giving written assignments, and furthermore by providing personal feedback, sending reminders and alerts on weekly bases. The evaluation showed that students needed between two and four hours to do all assignments.

The main advantage for institutions of online courses comparing to traditional live courses is that they can reach bigger number of students. It is especially important for institutions who work with large number of students, or who work with students who are dislocated. Online courses are available to potentially unlimited number of students. But, on the other side,



this can be time consuming for e-teachers who provide individual feedback on student assignments such as writing personal career plan or CV.

For students, one of the benefits is that they can learn on their own pace. They can download all the resources and materials and read/listen lessons as many times they want or have need to. This is especially important for students who feel more comfortable when they work alone, when they don't have to speak up in front of group or share some of the assignments which have more personal component.

The overall aim of the workshop was to provide opportunity to discuss challenges in creating online courses, advantages and boundaries, to share ideas, to promote creativity, and finally to encourage practitioners interested in designing and conducting online courses and seminars for career management skills development so they can take advantage of the new opportunities afforded by ICT to effectively serve individuals and groups in ways that were not possible in the past.

For students, one of the benefits is that they can learn on their own pace.



Serbia

“Webinars and online courses as tools in
career guidance and guidance for
mobility”

Ivana Vulić, Sofija Petrović, Ružica Madžarević



WEBINARS AND ONLINE COURSES AS TOOLS IN CAREER GUIDANCE AND GUIDANCE FOR MOBILITY

In this workshop, participants had an opportunity to learn about webinars and online courses as tools for informing and educating individuals about career planning and management. Webinars and online courses as tools in career guidance and guidance for mobility are accessible and enable fast and simultaneous communication with multiple, geographically dispersed users. Also, for some target groups, especially young people, the use of ICT has a motivational effect since it is a popular and established communication channel in the digital era.

In order to effectively use webinars and online courses in career guidance and guidance for mobility, designing and planning these activities should be carefully carried out. Therefore, the workshop activities were focused on these aspects of implementation of webinars and online courses through interactive and group work as well as presentation of examples of practices from Serbia.

WORKSHOP LEADERS: IVANA VULIĆ, SOFIJA PETROVIĆ, RUŽICA MADŽAREVIĆ

Ivana Vulić, Ružica Madžarević and Sofija Petrović work on developing programs for career guidance and guidance for mobility in Euroguidance Center Serbia. Ivana Vulić and Ružica Madžarević have backgrounds in psychology, specifically in educational psychology, which they use as a source of inspiration to develop programs for teachers as career practitioners as well as programs for career guidance of high school students. Sofija Petrović has been implementing webinars, live chats and consultations for incoming and outgoing students on mobility for the past three years. Also, she was one of the creators of the on-line *course Career guidance and counselling* which introduces career guidance to the secondary school teachers. In the past year Ivana, Ružica and Sofija developed and realized numerous webinars dedicated to developing career management skills necessary for coping with challenges of transitional periods: from school to work, from elementary school to secondary school, from secondary school to college, etc.



Webinar is a live online educational presentation during which participating viewers can submit questions and comments.

INTRODUCTION

In the contemporary world, using ICT technologies is something we consider as usual. We are used to the idea that having computers and being online is a common and shared experience. With this in mind, practitioners from every field of expertise are looking for ways to incorporate it into their daily practice. At this moment, we can recognize many ways of using ICT in the field of guidance: as a tool, as an alternative and as an agent of change (Watts, 2001). Furthermore, the development of technologies enabled their implementation not only in the area of delivering career information, but also ICT-based services for counselling and career education which are available as well.

It can be considered that a desirable outcome of every career guidance service is **learning** that manifests as acquisition of knowledge, skills and attitudes relevant for making decisions and managing career transitions and unpredictable changes. This learning can be acquired in many different contexts including the use of Web and Internet technologies to create learning experiences (Horton, 2006). This standpoint allows us to interpret e-learning as a broad spectrum of activities from supported learning to blended learning (the combination of traditional and e-learning practices), to learning that is entirely online.

On the following pages, we will discuss the implementation of webinars and online courses in guidance services illustrated by examples from the work of the Euroguidance centre in Serbia.

WHAT ARE WEBINARS AND ONLINE COURSES?

Different definitions of **webinars** may be found in the literature. One that we find suitable for our practice is the one provided by Merriam-Webster dictionary: *“Webinar is a live online educational presentation during which participating viewers can submit questions and comments.”* Distinctive characteristics of a webinar are:

- It is scheduled in the real time, such as any other seminar.
- Participants have opportunity to be active (asking questions, giving comments, etc.).
- ICT tool is needed to deliver it. There are many different webinar applications that enable it. Camera and/or microphone may be required as well.
- Depending of the selected application different learning materials may be used (presentations, reading materials, video materials, etc.)

Webinars usually last from 30 to 120 minutes, similarly to any class or informative presentations. For example, we developed webinar *Culture shock and what to expect during international mobility experience* for students who have just started or will start soon their international mobility



experience. Webinar was structured as 20-minute presentation followed by 20-minute discussion which was optimal duration for keeping participants motivation and attention levels high.

Even though **online courses** may be delivered as a series of webinars, the majority of them are organized as a series of previously prepared lectures available to students through various applications and platforms, for example Moodle.

Depending on the chosen ICT tool, the class material may be presentations, videos and/or reading material. It is important to bear in mind that selection of online courses content depends on what we want as an outcome and what is possible within the selected tool. The second important question is how we plan to engage students (collaborative space, discussion forums, questions for teachers, etc.).

One example of online course is our course “Introduction into Career Guidance in Secondary Schools” aimed at secondary school teachers interested in the topic. The course is available on Udeemy platform (<https://www.udemy.com/karijerno-vodjenje>) which allows users to access this course any time from any part of Serbia. It contains 6 hours of video materials segmented by topics and scenarios of practical classroom activities. The Udeemy platform enables instant questions for teachers. While planning the course we focused on:

- Clearly articulated objectives and outcomes of the lessons;
- Developing course structure that facilitates learning;
- Formulating instructions for students that help them navigate through the site and course materials;

In general, while implementing **webinars and online courses**, we witnessed advantages of using these tools:

- They are a helpful way to reach more users and to make service more accessible.
- They enable fast and simultaneous communication.
- For some users, such as young people, attending the online activities is more motivating and engaging.

Developing some online activity may be challenging since it is important to create a clear and simple design of the lecture that will fit in the application features and respond to users’ needs. Therefore, the planning stage is crucial and the following paragraphs will explore it in more details.

PLANNING AND ORGANIZING WEBINARS OR ONLINE COURSES

In order to effectively use webinars and online courses in career guidance and guidance for mobility, designing and planning these activities should be carried out carefully. There are several steps that an organizer of these

The overload of information can negatively affect attention and motivation of participants, especially young people who are more prone to brief, visual and effective contents.



activities can follow in order to host quality and effective webinar or online course.

1. LEARNING HOW TO USE WEBINAR OR ONLINE COURSE PLATFORM

When organizing a webinar or an online course, the first step is to get acquainted with several different platforms available for the purpose of organizing these activities. When deciding on which platform to use, the following information might be important:

- What are the tools available within the platform?
- How many people can this platform accommodate (especially important for webinars)?
- Is there an option to record webinar for later viewing?
- How to include participants in a more interactive way (web-streaming audio and video, chat, forum, raising hand, live feed)?

Most of the platforms are licensed, so cost-benefit analysis might help in the decision-making process.

After deciding which platform to use, getting familiar with tools within the platform is very important. The functions of webinar platform such as recording, screen sharing, turning on camera and microphone are basic functions, but there are many other options depending on the platform, such as chat, discussion notes, raising hand, etc. Platforms for online courses vary in visuals, but also in options for promoting your course on the platform.

An important part of the learning process is also learning how to present or host webinar or an online course. This is very different to holding live presentation or lecture. Immediate feedback from participants and their non-verbal reactions usually are not available via an online platform. Also, the interaction between the presenter/lecturer and participants is limited to the use of chat and comments option, or conference call that is less natural than live conversation and also can be technically challenging when more participants are involved in discussion due to platform overload. Since these technical problems can unpredictably occur during webinar it is advisable to have a technical assistant, a person who is familiar with the platform and capable of handling technical problems as they occur during webinar.

Because of these differences between online and live presentations, hosting or presenting on the online platform can be challenging at first, so practice is advised.

2. PLANNING THE WEBINAR OR ONLINE COURSE CONTENT

When planning a webinar or an online course, it is important to think about audiences' needs which may vary depending on their age, educational level and transitional period they are currently facing.

When planning a webinar or an online course, it is important to think about audiences' needs which may vary depending on their age, educational level and transitional period they are currently facing.



Therefore, the content of the webinar should be adjusted to the target group's needs. The topics that are relevant to primary school students entering high school are different than those that would be of interest to adults who wish to change their jobs or are long-term unemployed. The language of the webinar and the level of explanation should also differ depending on the target group's age. It is not the same to hold a webinar for children, adolescents or adults etc.

The amount of information conveyed during a webinar or an online course should be also carefully considered. This varies also depending on target group, but the general advice is that less is more. The overload of information can negatively affect attention and motivation of participants, especially young people who are more prone to brief, visual and effective content. Short, clear and to-the-point messages are the best way to communicate during webinars and online courses. Those messages should also be highlighted with the help of some visuals which brings us to the next point.

3. PLANNING THE VISUALS FOR THE WEBINAR

Because of the limited channels of communication during webinar or online course (audio-visual) it is advised to use it to present webinar or course structure by providing an overview of the agenda at the beginning. This sets audience's expectations and helps them to follow key points as the topic unfolds. Considering the abovementioned, it is also more suitable to use less text and more illustrations, if possible. More frequent change of slides can also be an effective way of attracting participants' attention.

4. PROMOTING THE WEBINAR TO A TARGET GROUP

Promotion of the webinar is a very important part of the organization and this step should be taken at least two weeks before webinar. In case of an online course that is available for a longer period at a platform, it should be promoted periodically.

Depending on the target group, different methods of promotion will be more effective. Based on our experience with organizing webinars for secondary school students, social networks are a very useful resource for promotion, especially for a group of young people. Additionally, associations of teachers, students, and others who usually have their groups on social networks, can be a valuable resource in promotion. Similarly to the promotion of any other service, it is important to spread information via all relevant partners and communication channels. It is important to have in mind that it is rather easy for participants to forget about an online event, or decide not to show up, as well as it might easily happen that they decide to join it at the last minute. Therefore, reminding all interested participants a few hours before the event can be a very effective way of attracting the audience.

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Slovakia

“ICT and gamification: opportunities and challenges for career guidance”

Tomas Sprlak

ICT AND GAMIFICATION: OPPORTUNITIES AND CHALLENGES FOR CAREER GUIDANCE

The workshop presented an analysis of good practices and attractive ICT and game-based tools that stimulate active employment and deliver effective guidance and employment services that was realized during the development of a Job Labyrinth online career guidance game. This comparative analysis gathers best practices, methodological approaches and tools successfully implemented in Europe in four different categories:

- self-promotion tools;
- career matching tools;
- online resource centers;
- communication tools.

The interactive workshop presented the beta-version of the online guidance game “Job Labyrinth” targeted at NEETs, followed by an interactive and open-ended discussion.

WORKSHOP LEADER: TOMAS SPRLAK

Tomas Sprlak graduated in psychology at Charles University in Prague, experienced in HR consulting and in career guidance using the skills audit methodology (“Bilan de compétences”) in France. Directly involved in methodological transfer and adaptation of the *bilan de compétences* methodology to different national contexts, including training of trainers. Since 2013 he has worked in the methodological development of career guidance services and training of counsellors at the Central Office of Labour, Social Affairs and Family (Slovak public employment services). He is a chairman and founding member of the Association for Career Guidance and Career Development in Slovakia. He is also of the board and quality auditor of the European Federation of Career Guidance and Bilan de Compétences (FECBOP).

Together with partners from Italy, Spain, Slovakia and Hungary he has been involved since 2015 in a development of an online career guidance game “Job Labyrinth”.



ICT IN GUIDANCE - WHERE ARE WE TODAY?

The introduction of information and communication technology (ICT) as a key element of career guidance services brings significant changes to the way career guidance is provided and perceived by its beneficiaries. This change goes well beyond the use of new communication channels for synchronous delivery of career guidance. If we think of the ICT in guidance just as a new way of communicating with clients (e.g. via telephone, mail, Skype), we completely miss the opportunities of new ways of using career guidance.

There is a growing trend to focus on the development of web-based counselling services. Availability of ICT career guidance tools brings many advantages:

- It increases access to information, namely thanks to labour market information and labour market intelligence systems available to clients in an accessible and approachable way.
- Convenience and anonymity - self-service tools serve as a good first step that helps the client to commence the process of self-reflection.
- Easy to locate services and resources - with ICT tools usually developed and promoted on a large scale, the service is often easy to find on mainstream web platforms, e.g. public employment services websites.
- Improves/increases cost-effectiveness - self-sufficient ICT guidance solutions require relatively smaller financial investment to run and maintain compared to face-to-face or distance counselling with a real person.

The level of use of ICT in career guidance seems to be in correlation with the use of ICT within the general population of a certain country or region.

However, even the most developed counselling systems in Europe still report lower numbers of clients compared to face-to-face counselling. While the community of practitioners has been quick to embrace existing and new possibilities the career guidance offers, clients are slower in picking up these solutions. The level of use of ICT in career guidance seems to be in correlation with the use of ICT within the general population of a certain country or region. Also, age differences are evident between the younger population that is more likely to access such services and the older generation that prefers face-to-face counselling. Generations of clients that grew up surrounded by new technology (the digital natives) are more likely to seek counselling through the new media.

However, there are some limitations that hinder the use of ICT in career guidance:

- Questionable quality of some career assessments and career information;
- Poor implementation of ICT applications, with little attention being paid to user experience;
- Confidentiality & security of client records;



- Lack of counsellor intervention - the self-service e-guidance approaches rely solely on client's ability to work with the results of the interactive e-guidance system;
- Reduced access for specific populations - the digital literacy gap is a real issue and in this sense the ICT tools respond to the challenge of accessibility of career guidance in a very limited fashion.

Also, the behaviour of counsellors and clients changes in an online environment. The body language and contextual clues are not present. There is the potential for enhanced anonymity and the counsellor cannot assume the environment of the client.

In general, we have a relatively good overview of existing ICT tools and approaches in career guidance. There are several possible classifications of these tools, e.g. self-promotion tools; career matching tools; online resource centres; communication tools. The recent study realized for CEDEFOP shows a wide variety of tools and approaches used in terms of labour market information (locally relevant LMI, tools for collecting informal data, specialized LMI databases), outreach tools, multimedia tools (e.g. video-databases), e-portfolios and social platforms for career guidance. Indeed, ICT tools usually have the following functions:

1. Provision of information;
2. Providing access to automated interactions;
3. Offering communication either one-to-one, one-to-many/many-to-one or many-to-many. (Hooley, 2012)

From the perspective of potential beneficiaries and the process of career management, ICT can help the beneficiary to better understand their environment (through getting relevant information on opportunities on the labour market and training opportunities), but also to act (e.g. build a personal portfolio or a professional online presence) and to cope with career transitions (take decisions and get support from an online community). In addition, the role of social media in career guidance is increasing. J. Kettunen proposed a model of how careers practitioners can make use of the social media in their practice. On the first level, the social media are used for delivering information. The next step is to use social media as a medium for one-to-one communication. On the second level the social media are used for delivering career services, usually in the form of one-to-one communication. However, career guidance practitioners should strive for more in order to fully use the potential of the social media: use them for collaborative career exploration by creating pedagogically focused interactive working spaces. Career counsellors are increasingly becoming managers of social spaces and they need to establish a reliable online presence.

Despite these advanced conceptual frameworks and the richness of information on different ICT tools used in career guidance, the research on

Career counsellors are increasingly becoming managers of social spaces and they need to establish a reliable online presence.

how the impact of ICT tools in career guidance and the perspective of the users are lacking.

IS E-GUIDANCE REPLACING COUNSELLORS, OR LIBERATING THEM FROM THE PRISON OF THEIR OWN TOOLS AND HABITS?

When we train our career guidance counsellors at public employment services in Slovakia, we focus mainly on how they can, through various techniques and approaches, foster the active role of a client. For example, during the interview, they should apply the following rules:

- Make an introduction - to create trust, to connect with the previous meetings, and to assure them that we are not judging;
- Every method that is used is explained in adapted language (what are we doing and why are we doing it?);
- If tests are used, the client should have the possibility to self-evaluate himself;
- Information gained from questionnaires, self-evaluation techniques, tests, LMI must be connected with the real life;
- The client is encouraged to summarize the results and assess himself honestly.

These are the techniques that do not only foster the active role of the beneficiary, but they also contribute to the creation of working alliance, that is one of the strongest predictors of success of the counselling process, especially in the process of change. It is clear that these crucial points can hardly be replaced by ICT tools. The over-reliance on a self-service e-guidance doesn't bring the expected outcomes. Blended delivery in career guidance is a way to go.

Several blended career guidance / career learning delivery models exist (see Hooley, T., Shepherd, C. and Dodd, V., 2015). A rotation model, where counsellor and client rotate between modalities during guidance process in a purposeful way based on a clear design of the process. The flex model is used in the context of employment services for the most autonomous clients. Most information and guidance is provided online, but clients can access the counsellors in a flexible way to meet their individual support needs. A self-blend model makes use of a limited face-to-face time and extension tasks provided online. A good example of this is online personal spaces for clients of *bilan de compétences* in France, where the counsellor can select personalized activities for the beneficiary to do at home. In the following interview, they can focus on counselling and results of these activities. This delivery allows for a more efficient use of the time of guidance counsellors.

GAMIFICATION IN CAREER GUIDANCE - JOBLAB GAME EXPERIMENT

Game-based learning and guidance that facilitates learning, planning and problem-solving are great instruments for reaching NEETs, and motivating them to learn and to re-engage with different existing support services.



Serious games are adapted to their way of processing information (“digital natives”) and can also provide them self-directed learning opportunity with a real-life engagement (information of job offices nearby, information on available training). Game is a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. Game Based Learning is a type of game play that has defined learning outcomes, designed to balance subject matter with gameplay and the ability of the player to retain and apply said subject matter to the real world. Gamification takes game elements (such as points, badges, leaderboards, competition, achievements) and applies them to a non-game setting. It has the potential to turn routine, mundane tasks into refreshing, motivating experiences. Why are games potentially helpful in career guidance? They allow adapting the information delivery to “digital natives”. Digital game-based learning has the potential to engage and motivate young people. Games also help youth to set and work towards planning, problem-solving, achievement of goals. Serious game can encourage users to challenge new topics or knowledge and guide young people to discover their inner self and possible support measures around of them.

It allows to attract NEETs to the system and motivate them to discover opportunities around them.

The Job Labyrinth game was developed thanks to an Erasmus+ project, and it was designed to analyse the situation of NEET for the job offices data process and inform them about the Job Offices and other support measures (ALMPs). It allows to attract NEETs to the system and motivate them to discover opportunities around them. The game is developed with elements of RPG and two levels are currently available. It is being tested in Slovak employment offices to help the NEETs discover different ways of support accessible to them. The content is easily adaptable to the specifics of a given country. You can help us test it on the following link: <http://joblab.cnos-fap.it/>





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Slovakia

“Motivating pupils:
Giving teenagers a taste of real life”

Tomáš Macko and Ján Smolka

MOTIVATING PUPILS: GIVING TEENAGERS A TASTE OF REAL LIFE

During my teacher stay at elementary school in village Spissky Stvrtok, me and my colleague Tomáš Macko, tried to organize more extracurricular projects for pupils of our school to motivate them to study. Experiential course for nine-graders which I present in this workshop is one of them.

We planned this 5-days course to take place in the beginning of the school year for our nine-graders in Spissky Stvrtok, as it was their last year of elementary school and had to make an important choice with impact on their future in the end of the school year. The whole design of the course consisted of 3 days when our pupils had to work in real life jobs and 2 days of reflecting and processing activities. The jobs and activities varied as we wanted to show them different aspects of life possibilities. The main aims of the course were to motivate pupils for studying, show them what they are good at and get the taste of real life and responsibility awaiting them.

This workshop contains basic explanation of experiential education, description of this course and its results and practical examples of a few activities which we did.

WORKSHOP LEADER: JÁN SMOLKA

Ján Smolka: I am teacher of P.E. and English at elementary school, instructor of experiential courses and successful participant of Teach for Slovakia programme. I have a Master title in Recreation and Leisure activities at Faculty of Physical Education, Palacky University. Apart from working with youth and being active in Scouting movement for 7 years, I specialize in projects aimed at personal growth of teenagers, wilderness therapy and outdoor winter courses. I have experience with working in rope course centre, commercial teambuilding companies, non-profit courses for Vacation School Lipnice Czech Republic (member of Outward Bound). For two years, I was a researcher at Faculty of Physical Culture of Palacky University Olomouc in Czech Republic. After that, I signed for Teach for Slovakia programme, which is a part of a worldwide network Teach for All. I spent two years as a teacher at elementary school in village Spissky Stvrtok, where I got the picture of the Slovak primary education system and its problems. Meanwhile I started to work as a mentor in NGO *Dive maky*, which is programme aimed to help and support gifted Roma children.

GOAL AND CONTENT OF WORKSHOP

How to find inner motivation of pupils to study? How to get them to choose their own dream job and start to intentionally prepare for it? I consider this to be one of the crucial questions of every educator and, moreover, a very important question for every career guidance practitioner.

During my teacher stay at elementary school in the Spissky Stvrtok village, my colleague Tomáš Macko and I tried to organize more extracurricular projects for pupils of our school to motivate them to study. The experiential course for nine-graders which I presented in this workshop is one of them. In Slovakia, the elementary education spans 9 years. Starting at the age of 6 and continuing until 15 years of age, children (and their parents) need to decide which secondary school they would like to continue to, or if they want to continue in the first place. This choice is quite important as the choice of the secondary school will affect their future employability.

We planned this 5-days course to take place at the beginning of the school year for our nine-graders in Spissky Stvrtok, as it was their last year of elementary school, and they had to make an important choice that would, ultimately, affect their lives. The whole design of the course was spread out into 3 days when our pupils had to work in real life jobs and 2 days for the reflection and processing activities. The jobs and activities varied as we wanted to show them different aspects of life possibilities. The main aims of the course were to motivate pupils for studying, to show them what they are good at and give them a taste of real life and responsibility that awaits them inevitably in the future.

The workshop was composed of two parts:

- basic explanation of theory of experiential education;
- description of the course, its results and practical examples of few activities¹⁴.

THE DESCRIPTION OF THE COURSE

The aims of the course:

- to give the pupil a chance to become aware of his/her strengths and abilities;



The jobs and activities varied as we wanted to show them different aspects of life possibilities.

¹⁴ Since the theory of experiential education is easy to find on internet (<http://www.aee.org/what-is-ee> or <http://www.wilderdom.com/experiential/ExperientialWhatIs.html>), I decided to focus more on the course description in this article, as it could serve as an inspiration for others.



- to change positively their attitude towards life - to gain the understanding that they influence their life through learning and activity;
- to empower pupils and to encourage them to take care of themselves and others - to promote self-independence.

PREPARATION - DAY 0

The week before the course, we gave pupils an informed consent for their parents and a list of things to prepare for the course (especially for a stay at the cabin). The day before the course we met and they got the instructions.

On the next day, they were to be properly dressed for work, they are supposed to bring some food and drink with them. We had to split them into individual jobs randomly, and informed them about how to behave and how to follow the security instructions.

WORK IN COMPANIES - DAY 1

Objective: Students will find out how real life works, gain the knowledge about a real job (such as the salary, required qualifications, etc.), and they will get to know if they are interested in the job.

On the first day, the pupils were asked to do manual work, which requires only a basic school education or no education whatsoever. In the morning, we had an introductory meeting with the pupils at school. Again, we have discussed safety policies and how to behave at the workplace with them.

After that, pupils went to companies in groups (canteen in school, cleaners, farm...). It was important to take care of safety at work, to ensure their drinking regime. Throughout their working day, pedagogical supervision was provided. Pupils were asked to fill out the questionnaires about their job experience, and also to receive evaluation on their performance from each employer. The employer's assessment was provided in paper, which he placed in the sealed envelope. It was absolutely crucial to motivate them all along to work, so they would not consider it a waste of time.

EVALUATION OF THE WORK - DAY 1

Objective: Students will be able to see what work they can get with only elementary (primary) school attainment, and they will find out what salary they can expect in such work.

In the beginning, pupils received questions about feelings and experiences: How do you feel? How was it? We created a space where they could express and share their feelings and experiences with the rest of the group. The pupils then received the same questionnaire as their employer wherein they evaluated themselves and also their work performance. It was followed by the opening of the envelopes from the employers and the comparison of the

provided answers. In the end, they were supposed to write down their ideas to personal diaries. Lottery of jobs followed the next day.

WORK IN COMPANIES - DAY 2

The programme of the second day was similar to the Day 1. First, we met at school where the pupils got safety instructions and the questionnaire to be filled in. Then, they went to companies to which they were assigned. Jobs, which they were asked to do this time, required secondary or higher education like pharmacists, municipality clerks, shop assistants, or teaching assistants.

EVALUATION OF THE WORK - DAY 2

Activity ran in the same way as the Evaluation after the Day 1. It was very important for us to get to see each one of the pupils at least once during the day (as they were scattered all around the village), and to make a short interview to motivate him/her. In addition, we had to make sure that employers understand what they should write in their pupils' evaluation forms. Upon completing this activity, pupils were informed about what the plan for the next day is.

PUBLIC WORKS - DAY 3

Objective: Students will come to realize that a person can easily lose their jobs, and to understand what it means to be unemployed.

We met with the pupils at a mayor office where an employee of the municipality responsible for unemployed people took them over. She explained to the pupils what the conditions for receiving a benefit in the material hardship are, and what other public benefits they are eligible for receiving. She also explained them how many hours they had to work to receive such a benefit. Then, the pupils got their work equipment and started to do public works. It was necessary for us to be in a constant contact with them because their desire to work was very low, mainly due to the absent meaning behind the work. It was important to motivate them, and, at the same time, it was an opportunity for them to realize whether they want to end up in the situation like this anytime in the future.

TRIP TO A CABIN - DAY 3

After the public works had ended, we took a bus to a village which was near the cabin. In this village, we split the group into two teams, and gave them pieces of a map. They had to find their way on their own to meet us at the cabin. After their arrival, we set the rules of behaviour, and made the evaluation of the first three days.

UNUSUAL SCHOOL DAY - DAY 4

Throughout all modules/courses, pupils could get better understanding of the previous day and they were asked to reflect upon their experience. In order to motivate them, they were collecting points for activity, correct answers and/or for helping others. They could use them later on during a big strategic game that took place in the afternoon.

First subject - Physical Education

Objective: to warm up and to get energy and fun flowing through games.

Second subject - English

Objective: pupils will learn new English words; they will understand the message of the song (The Time - Pink Floyd) and come to realize that it is up to them to make the best use of the time they have.

Third subject - First Aid

Objective: to learn new things about providing first aid; to learn how to cooperate.

Fourth subject - Mathematics

Objective: to understand the family budget; the pupils will learn what they can already do in order to be successful in life; to encourage them to be more self-reliant.

Fifth subject - Strategic game Plankton

Objective: students will learn that everything they gain now (skills) can be used later in the future and that their future depends heavily on how they approach work.

Sixth subject - Communication

Objective: students learn to confront their opinions with others; they can analyze their own opinions, attitudes.

RETURN HOME - DAY 5

On the last (fifth) day of the course, the final reflection of the whole course took place, followed by the final lunch in a restaurant.

RESULTS

We have created an experience-based personality development course, i.e. activities and a timetable in which we have demonstrated the use of the



experience pedagogy in practice. At the same time, we have provided a blueprint/methodology of this course so that any teacher can incorporate these activities in his/her practice.

We have shown that the experience method can change the attitudes of pupils and their perception of their future job.

To use this course in practice, we recommend:

- In order to achieve greater effect, work with pupils' parents and involve them in some activities, or at least talk about how good their children are;
- Extending the stay at the cabin for at least 5 days, three working days proved to be insufficient for processing all experiences.



Slovenia

“Job search by using social networks
(Facebook, Twitter, LinkedIn)”

Katja Plazar

“JOB SEARCH BY USING SOCIAL NETWORKS (FACEBOOK, TWITTER, LINKEDIN)”

Social networks have become an integral part of the lives of people in the information society. Using Facebook, Twitter, LinkedIn and other tools for online communication today is commonplace. This is especially true for the young population, which is considered the most advanced in the field of computer science. These networks serve both the creation and nurturing of interpersonal relations as well as advertising and other messages. However, with regard to increasing their importance many questions and dilemmas are raised. During this lecture Katja Plazar introduced 4 rules to follow in order to maximize the effect of social networks.

WORKSHOP LEADER: KATJA PLAZAR

Katja Plazar is working as career counsellor mainly with young unemployed at the Employment Service of Slovenia since 2012. She also leads workshops on social networks in job searching. Before working as a career counsellor she was working in private companies Hervis and Gorenje as purchasing administrator for Slovenian and Croatian markets and in sales and marketing for the Belgian and Spanish markets. She has Bachelor of science in Marketing and Master of business administration, marketing from the Faculty of Economics, University of Ljubljana.

JOB SEARCH BY USING SOCIAL NETWORKS (FACEBOOK, TWITTER, LINKEDIN)

Social media are computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. Social network is an online platform which people use to build social networks or social relations with other people who share similar personal or career interests, activities, backgrounds or real-life connections (Wikipedia, 2017).



The purpose of career counselling is:

- connection between labor market, clients and field of education (employers, unemployed, schools and students);
- choosing the most appropriate profession;
- searching for the most appropriate employment;
- acquiring job searching skills;
- motivation, activation, removing obstacles to employment.

At our Career center in Ljubljana, Slovenia we have a short modular workshop *Social networks*, which covers Facebook (information about current events, tracking news of companies); Twitter (information about employment opportunities, networking, following business news and relevant organizations); LinkedIn (building and maintaining business network, getting recommendations, information about employment opportunities); YouTube (preparing a video presentation, getting a wide base of useful advices on finding a job).

Social network needs to be special. If it's not, not even the best advertising methods will help. People get addicted to a social network. So much, that they can't imagine their lives without it. Social networks need to go viral. Everyone needs to be talking about them, tweeting about them, making videos about them. Most employers and recruitment agencies today are using social media to source the right candidates, which means it should be a big part of job search strategy. On-line social network sites have become an essential forum to advertise person's skills and allow job seeker to establish social brand, network with people online, identify job opportunities, and turn those leads into real-life job opportunities.

Even though it has fewer users and shares than Facebook, [Twitter](#) is a given for every industry. Especially for writers, journalists and marketers. Twitter's hashtag feature spreads message far and wide. [Facebook](#) offers local job groups ideally suited to your purposes. Especially if the job posting is for an entry- or mid-level position. Is the industry known for its graphic and visual presentation? One needs [Pinterest](#) and [Instagram](#) accounts for careers in graphic arts. Does your target audience trend toward younger job seekers? It's time to add [Snapchat](#). You may also want to consider [Tumblr](#), another youth-centric site. [LinkedIn](#) is geared toward professional-level job seekers

LinkedIn can be a valuable tool in your job search as businesses, recruiters and head-hunters will use LinkedIn to search for candidates for particular jobs and then approach them directly.

and those interested in career advancement. And it is a must-have for any job board (Telpizov, 2016).

LinkedIn can be a valuable tool in your job search as businesses, recruiters and head-hunters will use LinkedIn to search for candidates for particular jobs and then approach them directly (Heathfield, 2017). LinkedIn is not a replacement for a conventional CV but it has become a very useful, if not essential, complement to it. If you are, or aspire to be, in a professional role then you should join, as recruiters who receive a CV will check to see if one is also on LinkedIn. If one is not, they might assume that one is either technologically outdated or perhaps has got something to hide.

Twitter is a public platform for people to post and exchange short messages. People use it to interact with other people or organizations they find interesting or useful, including attaching links or photos that they want to share with their Twitter community. Twitter profile should include a professional looking photo, an appropriate bio and a link to your CV, LinkedIn profile or website. Twitter is much more informal than LinkedIn or conventional CVs, but you should not underplay your skills and expertise.

On Facebook the boundaries between the personal and the professional can be very blurred, so make sure that you are always aware of what information about you can be accessed and by whom (Mills, 2013). From a career perspective Facebook can be useful as it is an easy way to ask your personal connections for information and advice about your career or job search and can also provide a resource of information on both individuals and companies. The informal nature of the site, and its interactivity, means that you can often obtain information and communicate with employers in a way that may not be possible elsewhere.

I'm presenting you some tips to network your way into a new Job. Take the time to update your job skills, previous job accomplishments, education. Potential employers, recruiters, and hiring managers will be checking out your profile, so make sure you're presenting your online self in the best light possible. Take a stab at connecting with 5-10 professionals in the field you are interested in or are already working for companies you are interested in working for. Let them know why you're interested in their organization or field and share with them some brief information about who you are and what you do professionally (Brockbank, 2015).

Ensure your social media profiles state that you are actively job seeking and the type of role you are interested in, make sure you use keywords, so recruiters can find you.

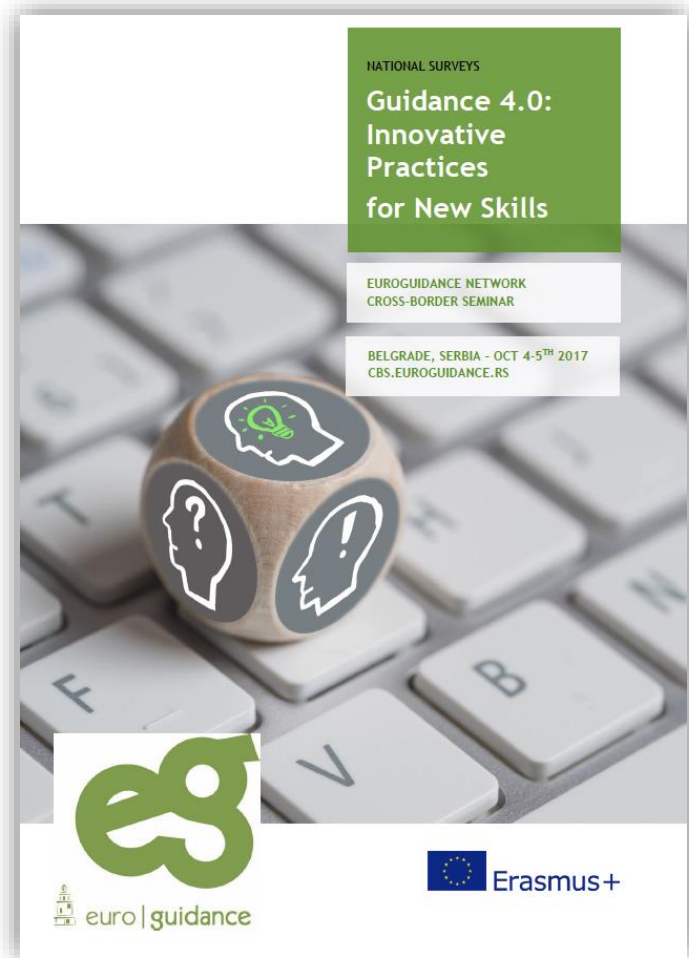
Follow relevant companies and individuals in your industry or network. Initiate conversations with individuals and companies on any interesting topics related to your industry. Keep your personal updates and professional updates on separate social media accounts.

If you have graduated from a school, training program, internship, that means in some way you are formally (or informally) a part of an alumni network. Take the time to attend any local events sponsored by your alumni group to engage in some in-person networking. Show your face, engage in meaningful conversations with people from your past, and share with them that you're seeking a new opportunity. Overall, people definitely know other people, and through their connections, you then become exposed to a whole new world of professionals and new job opportunities.

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National Surveys



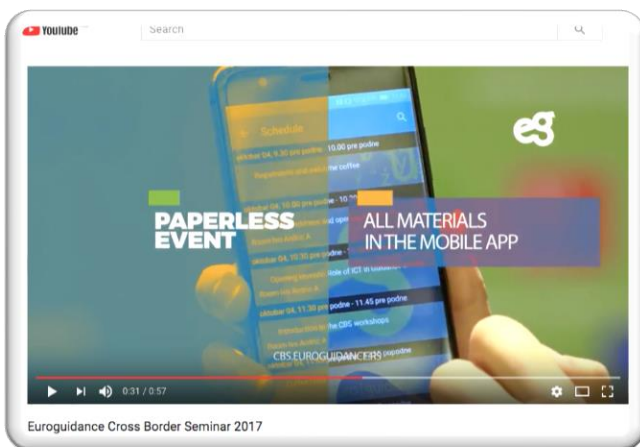
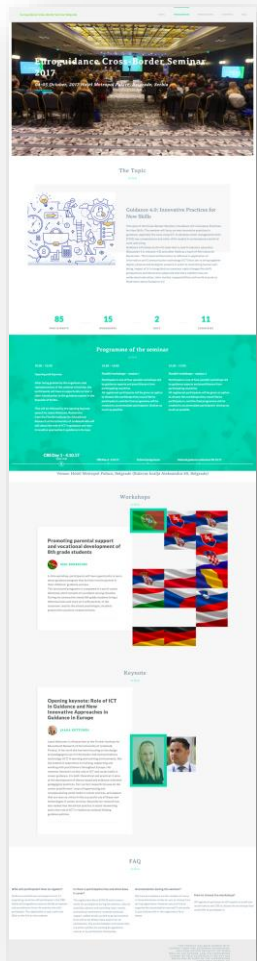
National surveys about innovative practices in guidance systems of the participating countries were conducted prior to the event and in the separate ebook published after the event you can learn about the developments in 11 participating countries by reading country responses. The ebook can be downloaded from the event website:

<http://cbs.euroguidance.rs>

Cross-border seminar website, video and mobile application

If you would like to learn more about the Euroguidance CBS 2017 visit the event website <http://cbs.euroguidance.rs> from which you can also access the mobile application used at this (paperless) event.

To feel a bit of the CBS atmosphere from the event itself, feel free to watch the one-minute event video on Foundation Tempus Youtube channel: https://youtu.be/_30Zp6yYanQ



CROSS BORDER SEMINAR

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