

NATIONAL SURVEYS

Guidance 4.0: Innovative Practices for New Skills

EUROGUIDANCE NETWORK
CROSS-BORDER SEMINAR

BELGRADE, SERBIA - OCT 4-5TH 2017
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euro | guidance



Erasmus+

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. National surveys about innovative practices in guidance systems of the participating countries were conducted prior to the event and on the following pages you can learn more about the developments in 11 participating countries by reading country responses. It is important to note that the national survey reflects only the views of the respective authors (Euroguidance centres and/or experts involved in the work) and shall not be considered as the official view of the country. Please learn more about the structure of the survey are the questions sent to each participating country in the introductory text.

Short articles about the workshops held during the seminar are presented in the compendium which has been published as a separate ebook.

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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SURVEY QUESTIONS:

GUIDANCE 4.0 - INNOVATIVE PRACTICES

In this context, for the purpose of the national survey, the term Guidance 4.0 refers to all kind of innovation in career guidance that lead to development of career management skills (CMS), key competencies and other skills needed in contemporary world of work and living. Innovative practices can include different ICT or non-ICT programs such as online portals, counseling services, trainings, workshops, courses, information services etc. Innovation of services is reflected in new approaches, methodology, and/or goals and outcomes.

Please indicate up to five innovative practices (ICT or non-ICT) in guidance services in your country.

Describe practices (around 150 words per practice) giving the following information:

- providers of services
- target groups
- aims and outcomes
- type of services (for example: online portal, counseling service, training, workshops, course, information service...)
- its main activities
- further information and links

COUNTRY RESPONSES:



GUIDANCE 4.0 - NEW SKILLS

New skills developed through guidance empower individuals to manage constant changes happening in the labor market and around us. Following questions are addressing the changes in the labor market in your country and responses to them.

Please give a short overview of public bodies, organizations, projects, studies, initiatives in your country that analyze and forecast changes in labor market and how they do it:

COUNTRY RESPONSES:



Please briefly describe programs, services and other initiatives of formal and non-formal education sector that aim to develop skills needed in the labor market (around 300 words). Please have in mind the following questions:

- How do these sectors (education and labor) communicate and exchange information?
- In which way is the information on labor market's needs incorporated into planning new programs, curricula and subjects?

COUNTRY RESPONSES:



Please describe key developments in education and training of guidance practitioners in your country:

Please have in mind the following questions:

- What new competences do career guidance practitioners need?
- How are these competences reflected in education and training curricula?

COUNTRY RESPONSES:



NATIONAL SURVEY
COUNTRY RESPONSES

AUSTRIA



WHATCHADO

Whatchado (derived from “what shall I do“) is an online platform (www.whatchado.com) run by a private start-up company. The platform contains videos of people who talk about their profession and training in structured interviews. The interview partners always receive the same seven questions, e.g.: What's your job about? What's your background? Could someone with a different background do your job?

The platform was founded in 2012 and today it offers more than 6,000 interviews in about 10 different languages; mainly in German, but also almost 1,000 in English. The interviews cover all occupational fields and qualification levels.

Whatchado is aimed at all people who want occupational orientation. The target group is not explicitly restricted. The objective is to expand the perspectives for possible professional activities and to highlight the large number of possibilities by showing examples of other people with very diverse careers and education and training pathways. In order to facilitate the orientation within the large number of videos, an interest-matching is offered.

More details: www.whatchado.com

WHATCHASKOOL

WhatchaSKOOL is a workshop concept for high school students at upper secondary level (aged 14 to 18) and a whatchado initiative (see example 1). The whatchado team visits schools. In up to 90-minute lectures in front of large groups they motivate young people to explore their occupational interests, wishes, expectations and goals and inspire them to broaden their views for the variety of career opportunities.

The basis of the workshops is the personal life story of the lecturers, especially the two whatchado founders, who traveled in their childhood as refugees from Iran to Austria, founded whatchado five years ago and now lead this company with around 60 employees. Based on this example, young people are motivated by interactive quizzes and open question rounds.

WhatchaSKOOL was launched in 2014 and has since then reached more than 80,000 young people in German-speaking countries. The peculiarity about the whatchaSKOOL concept is that lectures are very much on par with young people and the speakers very convincingly speak the language of these young people

Source and more details:

<https://www.whatchado.com/de/whatchaskool>

TALENTCENTER GRAZ - TALENT-CHECK SALZBURG

In Graz and Salzburg two large test centres were built where young people can undergo potential analysis at different test stations (ICT-based and manual). The test system covers capabilities and talents, interests and preferences as well as personality. The aim of the testing is to support young people in grade 8 (at the age of 13 to 14 years) with additional information for their first career choice. The test results are thoroughly discussed together with the participant and parents to find out different options for a career decision.

The centres are run and financed by the regional Chamber of Economy, in Salzburg co-financed by the federal province government. For young people the testing and counseling are free of charge.

The test centres are extremely attractive, highly innovative and encompass areas for relaxation, gaming, climbing walls etc. An important aspect of the

approach is that nearly all pupils of an age group / grade in these federal provinces (Salzburg and Styria) are addressed and participate.

More details:

Talente-Check Salzburg: www.talentecheck-salzburg.at

Talentcenter Graz: www.talentcenter.at

UNISPOTTER

The app UNISpotter is a development of a private start-up company. The aim of the app is to support young people at the end of upper secondary education when choosing a suitable study program at a university or university of applied sciences. After a playful matching, out of 2,000 possibilities those study programs that meet their expectations best are proposed to the users. The app provides comprehensive information about the selected studies and the university.

With a reminder function the user gets information about important appointments, e.g. deadlines for registration and applications. The users can interactively support each other through experience reports during the study selection. This means that UNISpotter is not only an additional information platform on an APP-basis, but also uses the possibilities of social media platforms to connect users and their experiences.

The app is available since 2015 and can be downloaded free of charge via the Google Play Store and the App Store.

More details: <http://blog.unispotter.com/>

ONLINE-BILDUNGSBERATUNG ÖSTERREICH (ONLINE-EDUCATIONAL COUNSELING AUSTRIA)

The online educational counseling is a part of the Austrian Educational Counseling Service and it is funded by the European Social Fund and the Federal Ministry of Education. The offers of education counseling in Austria are aimed at adults who have questions about education, training and

occupations. Like all consultancy services provided by the Austrian Educational Counseling Service, the online counseling is free of charge.

Online education counseling was initiated in 2014 and has since been gradually expanded. Currently, the consultation is by mail or chat. The help seeking person will get in contact with a career guidance professional who is well acquainted with the respective regional situation (offers and possibilities).

The target groups of online education counseling are adults who may have difficulties to reach counseling centers, who want to remain anonymous or who are more likely to formulate their concerns in writing. Topics of counseling are, for example, search for training and further education offers, subsidies, questions about professional changes or re-entry.

Source and more details: www.bildungsberatung-online.at

In Austria a wide range of programs, projects and studies focus on analyses and forecasts of changes in the labor market.

The most important program is the so called “AMS New Skills Project” of the Public Employment Service (AMS). In cooperation with representatives of large companies in different sectors and with the participation of social partner organizations, educational institutions as well as further education providers the future skills need of companies are evaluated. In workshops and interviews the project aims to identify the companies’ change processes and to find conclusions about current and future requirements for employees and job-seekers, which will in turn be integrated into the forward-looking development of CET measures.

The project started in 2009 and it is still an ongoing process with changing topics and methods. At the moment, the focus is on the issue of digitization and its impact on skill needs and vocational education and training. (Bliem et al. 2012 and 2014)

Other important projects and initiatives are the regional Skilled Labor Monitoring (Fachkräftemonitor), which is currently being implemented in three federal provinces (Lower Austria, Upper Austria and Tyrol) and the Platform Industry 4.0 Austria, which is a wide cooperation of ministries, social partners, research institutes, universities and companies focusing as one core action also on skills need.

Sources and more information:

AMS New Skills Project: www.ams.at/newskillsFachkräftemonitor - Beispiel Oberösterreich: www.fkm-ooe.atPlattform Industrie 4.0 Österreich: <http://plattformindustrie40.at>

A highly developed vocational training system in which both dual training and full-time vocational schools play major roles, is of central importance when it comes to covering the skills needed in Austria. Based on framework curricula in the field of full-time schooling, it is possible to react relatively flexibly to regional qualification requirements and changes through a school-specific focus. (Tritscher 2014) In particular through local cooperation between schools and companies, the inclusion of current changes in skill requirements can be made possible.

In apprenticeship training, the training regulations for enterprises are constantly adapted to current skill requirements by modernizing existing regulations and creating new ones. This modernization is carried out by research institutes in cooperation with companies and representatives of employers and employees. At the same time, through training at the workplace (which includes 80% of the total training period in the Austrian dual system) the companies themselves ensure that their future workforce is trained according to the latest state of technology and requirements. (BMFW 2014)

Initiatives for skills development of jobseekers are often implemented on behalf of and with the support of the Public Employment Service (AMS). That creates a close link between the labor market and the education and training sector. Programs are partly developed in cooperation with companies in order to take account of the labor market requirements (e.g. AMS New Skills Project under point 1). The aim is to qualify people with low skills or outdated skills for areas where there is a lack of skilled labor. The focus is on providing job-seekers with a formal qualification in the sense of dual education. Programs are also aimed at specific target groups such as refugees, women/re-entry, elderly and long-term unemployed.

As a rule, the programs are based on the training regulations of Austrian apprenticeship training or other formal qualifications, for example in nursing professions. Particular attention is being paid to recognizing formal or informal competences of the participants and taking them into account when designing the training.

More information:

Apprenticeship in Austria:

www.en.bmfw.gv.at/Vocationaltraining/ApprenticedTradesInAustria/Seiten/default.aspx

Frauen in Handwerk und Technik (FiT) (Women in crafts and technology):
www.ams.at/service-unternehmen/personalsuche/frauen-handwerk-technik-fit

Kompetenzen mit System (Competences with system):
www.ams.at/service-arbeitsuchende/angebote-frauen/kompetenz-system

Lehrpläne der Berufsbildenden Schulen (Curricula of VET-Schools):
www.abc.berufsbildendeschulen.at/downloads

The increasing complexity, rapid change of education and training possibilities, the ever-increasing dynamism in the change of the world of work and the challenge with new target groups like refugees cause new requirements for guidance practitioners. At the same time, information opportunities are increasing with the digitization process, which means the need for new media competencies for both people who are seeking advice and advisors. This leads to a growing demand for instructions for self-guidance, the interpretation of results of online-tests or the handling of social media, for example in the application process. Guidance practitioners will therefore have to become some kind of guides in an online jungle.

Intercultural competences, new consultancy competences in dealing with online tools, know-how about developments in the working world and the recognition of formal education and informal competences are further areas of competence which are becoming more important for guidance practitioners. (Hammerer et al. 2017 / Bliem 2016 / Petkov R. et al. 2016)

Since there is no clearly regulated training for guidance practitioners in Austria, it is difficult to determine the extent to which these topics are included in the training programs. Major institutions such as the public employment service (AMS) are running their own training programs. Different courses for training guidance practitioners are gradually developing their curricula in order to be able to cover also topics such as online counseling, diversity and intercultural competence. However, many current topics such as changes in the world of work and professional life, new educational and training opportunities, digitalization, new media competency, new tools in career counseling are mainly covered by a growing number of seminars and conferences in the field of career guidance.

School-based orientation and counseling plays an important role in education and vocational counseling in Austria. With the general reform of the pedagogical education, the training and further education of vocational orientation teachers and education consultants is currently being redesigned and more structured throughout Austria. The developments and topics described here are at least

partly covered by these new training regulations and education programs for teachers. (BMBF 2014)

In principle, however, it must be stated that it is largely left to the respective guidance practitioner and guidance organization to deal with the described developments and to care for their own skills development by self-initiative.

More information:

Teacher education new: www.bmb.gv.at/schulen/pbneu/index.html

School contact persons in vocational orientation and education counseling:
https://www.bmb.gv.at/schulen/bo/schul_ansprech/index.html

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Short version in English: AMS info No 228:
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BMWFw: Apprenticeship in Austria:
www.en.bmwfw.gv.at/Vocationaltraining/ApprenticedTradesInAustria/Seiten/default.aspx

Fachkräftemonitor - Beispiel Oberösterreich: www.fkm-ooe.at

Frauen in Handwerk und Technik (FiT): www.ams.at/service-unternehmen/personalsuche/frauen-handwerk-technik-fit

Kompetenzen mit System: www.ams.at/service-arbeitsuchende/angebote-frauen/kompetenz-system

Lehrpläne der Berufsbildenden Schulen: www.abc.berufsbildendeschulen.at/downloads

PädagogInnenbildung NEU: www.bmb.gv.at/schulen/pbneu/index.html

Plattform Industrie 4.0 Österreich: <http://plattformindustrie40.at/>

Talente-Check Salzburg: www.talentecheck-salzburg.at

Talentcenter Graz: www.talentcenter.at

UNIspotter: <http://blog.unispotter.com/>

whatchado: www.whatchado.com

whatchaSKOOL: <https://www.whatchado.com/de/whatchaskool>

CZECH REPUBLIC



“GUIDE MY W@Y”

The EU project "Guide My W@y" aims to support career counsellors (EURES, national, regional and local) in terms of advice towards the international mobility of young people and young professionals. At the heart of the project is the development of a European career guidance concept for international and circular mobility of young people and young professionals as well as the provision of online materials and tools. Target groups are: EURES, Euroguidance and other vocational and career counsellors, Young people (vocational mobility), Young professionals (career mobility). The partners in Czech Republic are Eures counsellors and the Masaryk University of Brno.

The main aims are: to provide training concept for vocational and career counsellors and online materials and tools for the usage of virtual training and virtual counselling, to increase the usage of website by both young people and young professionals as well as counsellors in Europe, to offer digital E-Learning material to encourage ICT-competencies.

More information: www.guidemyway.eu

JOBHUB

The main task of JobHub is to create a platform which would support career guidance and counselling. The platform should provide access and gather information, connect career counselors and various online tools, as well as create an online communication space for career counselors in the Czech Republic. This e-tool aims to improve the quality of career guidance and

enable counselors to increase their effectiveness and help them to guide people in various situations with the right tools and information. The project reacts to the need to develop a central platform which would connect all actors and tools available in the Czech Republic that are currently poorly interconnected and lack cooperation within.

The tool is developed by the Fond of Further Education (FDV) from the resources of the European Social Fund and the Czech Republic.

More information: www.fdv.cz/jobhub (available only in Czech)

INFOABSOLVENT

The system ISA+ (integrated information system) provides online help when searching for the right educational or professional direction. It is an online data collection of all the schools, universities, fields of study, as well as useful information on the labour market and how to enter it. For example, there is a test to help clients with job seeking or short videos introducing various technical areas and the job positions within them. The system also helps children with handicap to navigate throughout the school system and the labour market. It is visited not only by children and their parents, but also by career counsellors. A part of the system is also an e-learning course eCareer+, which serves as a tool for teachers for the subject *World of work* (mandatory subject in elementary schools).

The system was developed by The National Institute for Education (NÚV).

More information here: www.infoabsolvent.cz (available only in Czech)

NESYLSIMPRACUJI.CZ PORTAL

The portal is designed for the hearing-impaired and it gathers the job opportunities for them. The website can be used for searching for a job or listing the job opportunity by an employer. Moreover, there is information, practical advice, videos etc. in sign language. It is a free website and it aims to support the independence of the hearing-impaired in their lives. The portal is also winner of the National Career Guidance Awards 2016. The

service is provided by the Tichý svět, o.p.s. (a non-governmental organization).

More information: www.deafworking.eu

PRACOVNÍ NÁVYKY (WORK HABITS)

The project was carried out by the Fund of Further Education and its goal is mapping and developing local potential for new job opportunities in areas with high unemployment rates. It was based on participative mapping and further identification of the local development potential. The process was a cooperation of many experts on topics of social geography, urbanism, history or social anthropology. And their goal was to analyze the area and identify the resources together with the local community which would help to create new job opportunities for the unemployed in the area. An important part of the project was career counseling which helped to define the strategy for further education of the unemployed clients and to communicate with them throughout the transfer to the newly created job position.

More information: www.pracovninavyky.cz (only available in Czech)

JOBCKECKIN (CAREER CENTER - MASARYK UNIVERSITY)

JobCheckIN is an official university career network that enables employers to find suitable employees and fresh graduates to start a successful career. It is a fully automatic database system for finding job applicants. It automatically recommends adequate job applicants to employers for a given job position based on competencies and career preferences. On the other hand, it recommends suitable jobs to students. JobCheckIN automatically downloads data about education of MU students from the Information system of Masaryk University and the accuracy will be guaranteed by the University.

The main public bodies are the Ministry of Education, Youth and Sports (MEYS), the Ministry of Labor and Social Affairs (MoLSA) and the Ministry of Industry and Trade (MIT). Under the MEYS is the The National Institute for Education (NÚV) which among other also pursues development of the integrated information system (ISA) and the related website www.infoabsolvent.cz that gathers information on the situation and employment of school leavers in the labor market, publishes studies on the competencies expected from employers and thus provides a useful source of information for career decision making for students, counsellors as well as adults. Under the MEYS it is also the Centre for the International Cooperation in Education which coordinates various international programs and sites with special impact on the labor market (e. g. Erasmus+, Euroguidance, PIAAC, EPALE) The main programme Erasmus+ strengthens competency of beneficiaries through mobility and international cooperation, and within the Erasmus+ programme impact studies are currently in the process of the realization. The Euroguidance Center provides the platform for exchange of good practices on the international level and together with Erasmus+ finances various projects in the field of mobility, labor market and employability. The Eurydice brings data from educational environment and impacts to the labour market. In 2009-2015 PIAAC (Programme for the International Assessment of Adult Competencies) was realized in the Czech Republic. The survey provided data and outputs for decision makers and policy makers in the field of education and labour market.

Under MoLSA are Labor Offices, Fund of Further Education (FDV), which collect data of supply and demand in the labor market as well as of the competencies needed and implement projects reflecting the results. In cooperation with Labor Offices the Czech Chamber of Commerce carries out the activities in support of requalification and revision of employment policies. One of these activities is the National Register of Qualifications that provides an overview of nationally recognized vocational qualifications in the Czech Republic, which can be obtained by validation of non-formal and informal learning.

Research Institute for Labor and Social Affairs is active and one of their spheres of activity is labor market research, which is in this context related to guidance and counselling. It focuses mainly on employment policy, its objectives and instruments.

The National Training Fund analyses the changes and needs of the labor market, specifically does forecasting of skill needs in the Czech Republic through sectoral studies and quantitative mathematical forecasting model ROA-CERGE. More projects were funded from European Structural and Investment Funds (ESIF) in the regions via operational programmes, such as workshops with school directors on the topics of analysis of needs in the region, and challenges and areas of cooperation between companies and schools.

How do these sectors (education and labor) communicate and exchange information?

The analysis on the labor market and education is done mainly by the Ministry of Labor and Social Affairs. The Strategy of Employment Policy until 2020 is an analysis focusing on the unemployment and the following strategies how to support the education and mobility in order to develop skills needed in the labor market. Similarly, the Strategy on the Digital Literacy is a plan until 2020 which aims at improving the digital skills for better employability among other goals. The National Institute for Education (NÚV) is another important player that analyses the labor market and education. The studies and analysis focus on the situation of alumni on the labor market, unemployment, the connection between education and labor market, demands by the employers etc. The career counsellors work with the data from the integrated portal of the Labor office.

In which way is the information on labor market's needs incorporated into planning new programs, curricula and subjects?

There is a subject "World of work" within the curricula which is revised and aims to introduce the necessary competencies and information to the children in elementary schools. Universities most often work the data through their career centers. The centers collect the data from their alumni clubs, faculties, and Czech Statistical Office or Labor offices to present each faculty their situation and reflect on the numbers of unemployment.

Within the Regional Authority Action plan (*Krajský akční plan*) for the education sector is possible to define and revise the goals for career guidance and counseling, cooperation between schools and employers or entrepreneurship.

In the 4.0 world, a career guidance practitioner should be aware of two fundamental layers of the guidance process - (1) the use of client-supporting competences and (2) professional skills of a counsellor (coach, mentor).

A career guidance practitioner should be able to ask the right question at the right moment, empower his/her clients on their career path and guide and support them to enhance their career management skills. In the counselling process the practitioner should keep in mind the ethics, try to avoid his/her prejudices and fully concentrate on the individual client's needs.

Furthermore, life-long learning, the use of technologies to keep in touch with clients and coaching and mentoring competences are very important in a career guidance practitioner's professional life.

What new competences do career guidance practitioners need?

According to the National qualification database the necessary competencies for one type of a career counselor are:

- knowledge and comprehension of theories and methods of careers advisory;
- searching, preparing and providing career information for personal and distant career work with clients (individuals and groups);
- implementing methods, techniques and procedures of basic career diagnostics;
- leading advisory interviews to obtain basic career information;
- career work with individuals and groups, individual plans, methods of group career work;
- keeping registers and systemizing career information on a regional level and working with potential employers;
- providing career information within the sphere of education and the sphere of work, and processing this information;
- knowledge and comprehension of legislation in the initial and continued education, including regulations connected with careers advisory;
- organization of informational and advisory and educational activities focused on support and development of careers management which includes cooperation with other advisory subjects in the interest of clients (networking).

How are these competences reflected in education and training curricula?

In-service training courses for educational counsellors and school prevention specialists at schools are provided by higher education institutions or by institutions providing in-service training for educational staff, e.g. mainly the National Institute for Further Education (NIDV) and its 13 regional workplaces.

There is no special initial training scheme for career counsellors working at higher education institutions and outside the education system. Career counsellors can use several specialized courses and seminars offered by educational institutions (NGOs, adult education organizations, associations, the Euroguidance Center etc.) Among them *Aspekt* with their sociodynamic counselling courses, *Centrum vzdělávání všem (CVV)* which offer supervision to career counselors, or *EKS* with various selection of courses.

CROATIA



LABOUR MARKET INFORMATION SYSTEM AND NEET TRACKING SYSTEM

In line with the national Strategy for Lifelong Career Guidance in the Republic of Croatia 2016-2020, the Ministry of Labour and Pension System plans to develop the LABOUR MARKET INFORMATION SYSTEM (LMI) - a portal for collecting, organising and providing information on the labour market situation and/or occupations and jobs with the aim to align education and labour market needs. The LMI portal will provide practical information, such as the number of employed and unemployed persons within different sectors, the number of persons in different sectors based on their educational and professional profiles, the number of persons still in education, etc. as well as the analysis of current labour market needs and future projections. Therefore, the portal will be a useful tool for individual users interested in making informed decisions about their future education and career paths, as well as to decision-makers in the education and employment sectors. The Ministry is also in the final stages of developing NEET TRACKING SYSTEM based on data exchange from several public institutions to identify persons in NEET status. The system will be used to develop strategies of outreach to NEET population and target public policies and measures to tackle their identified problems.

Both systems are planned to be operational by the end of 2017.

“WORKSHOPS CATALOGUE”

In 2017, following the Recommendations on the Integration of the Long-term Unemployed into the Labour Market, a new set of activities was developed, the so-called “WORKSHOPS CATALOGUE”, that is designed for the long-term unemployed. The activities from the catalogue are implemented at regional level by the Lifelong Career Guidance Centres (CISOK centres) of the Croatian Employment Service (CES) where career and rehabilitation counsellors address the long-term unemployed lacking skills, competencies and self-awareness, but showing sufficient potential to be included in group sessions. The most important goal of group counselling is providing psycho-social support to unemployed job-seekers in the process of active job search through the exchange of experiences. The beneficiaries of such workshops are expected to gain soft skills that will facilitate their social inclusion and increase employability. On the other hand, the counsellors will have the opportunity to gain insight into beneficiaries’ potential to improve their inclusion by selecting appropriate measures for each individual.

E-GUIDANCE

THE WEB PORTAL FOR LIFELONG CAREER GUIDANCE (E-GUIDANCE), put in place in July 2015, is designed for the broadest group of users. It was established with the idea of providing easy access to the information necessary to select education programs and jobs, upgrade future business plans and achieve career goals, all in one place. The portal offers helpful information and advice on career development and decision making. The portal also offers “Career Compass” (*Kompas karijere*), an information tool on education and career decision making specially tailored to four different target groups - pupils, students, the unemployed and employed job-seekers.

The web portal is available at www.e-usmjeravanje.hr

“VOCATIONAL DEVELOPMENT IN ADOLESCENCE:

SETTING THE ADOLESCENT CAREER TRANSITION MODEL”

A web portal containing a variety of online counselling tools has been developed by a team of researchers from the field of guidance and career counselling, career development and career decision-making gathered around the project called “VOCATIONAL DEVELOPMENT IN ADOLESCENCE: SETTING THE ADOLESCENT CAREER TRANSITION MODEL” established at Ivo Pilar institute of Social Sciences. This body of researchers is also active in career development programs developed within “Razbor” NGO. Although the primary target group for online counseling are elementary and high school students, the systems are also designed to be useful to university students, the unemployed or persons in any kind of career transition. The aim of the tool is to provide feedback about the users’ interests, work values, career maturity and the type of their career decision-making difficulties they can encounter, with the ultimate goal of helping its users to make well-informed, information-based career choices. The web portal also includes the two booklets “Career Development School Program” for elementary and secondary school.

The complete online counseling and booklets are free for all users and available at www.putkarijere.hr and www.karijera.hr

The Ministry of Labour and Pension System, together with the Ministry of Science and Education and the Croatian Employment Service (CES) are public bodies responsible for the analysis and prediction of changes in the labour market in Croatia.

Croatian Qualifications Framework (CROQF) is a reform instrument set up in 2007 which aims at increasing quality, relevance and transparency of the educational system. The core of the reform lies in introducing qualifications standards based on occupational standards. The two ministries mentioned above are the key stakeholders in the development of the CROQF, to which the CES contributes by developing and conducting supporting studies and tools.

“Projections of the Future Needs of the Labour Market” is a study commissioned by the Ministry of Education and Science and the National Council for Development of Human Potential which was implemented by

the Institute of Economics in Zagreb from October 2015 to January 2016. It is the first ever study of this kind conducted using a model approach and based on a rich set of quantitative data. Projections of the future needs of the labour market include projections of employment in Croatia per year and per labour category as well as projections for various occupations and sectors of economy, for the period from 2015 to 2020. The study represents the starting point for future research into the needs of the labour market, which should also use quantitative and qualitative data from various sources. The results of the study do not show which trends to follow, but rather indicate which trends will follow if policy-makers do not make use of the findings and make evidence-based decisions.

The “Occupational Standards Survey”, which is the main instrument used in the analysis of the needs of the labour market, is an online questionnaire which requires employers to identify key competencies that potential employees need to possess in order to work in a particular occupation. In addition, occupational standards are also based on relevant strategic, legal and analytical information available in the sector profiles and/or on the CROQF portal (www.kvalifikacije.hr). Qualification standards, which form the basis of the CROQF, need to define units of learning outcomes a person has to acquire in order to obtain a qualification. To accurately respond to the labour market needs, qualification standards need to be based on occupational standards, requiring educational programmes to be in line with respective standards of qualifications.

The Ministry of Labour and Pension System also plans to develop the Labour Market Information System (LMIS) - a system for collecting, organising and providing information on the labour market situation and/or occupations and jobs with the aim to align education and labour market needs (See previous page).

In response to tourism sector being identified as a sector lacking skilled workforce, in 2016 the CES conducted a pilot programme “On-the-job Training for a Specific Employer” in cooperation with the Croatian Chamber of Trades and Crafts. The beneficiaries of the programme attended theoretical courses in the training institutions, while practical courses were offered by the employers from the tourism sector chosen by the Chamber. This way the participants acquired relevant skills through practical education and obtained a certificate which they could use in their future job search. Furthermore, at the end of the programme the beneficiaries who passed the exam were issued a license by the Chamber, which gave them access to self-employment in the tourism sector (license is a prerequisite for independent work). Based on the results of this programme, the active labour market policy (ALMP) measure “On-the-job Training”, was updated, allowing its beneficiaries to acquire specific skills needed in a particular job, and obtain

either an employer's certificate or a public document which certifies the skills acquired.

Furthermore, in order to develop skills of the unemployed which are needed in the labour market, the CES organises education and training activities based on the identified gaps in their skills and the needs on the local labour market.

For the purpose of the promotion of occupations needed on the labour market, in collaboration with the regional chambers of crafts, the CES organises activities promoting different craft occupations and provides funds for medical examinations of pupils entering such occupations.

The Ministry of Education has adopted the Ordinance on Elements and Criteria for Candidate Selection for High-School Enrolment enabling pupils with developmental and health difficulties easier access to high school programs which are in line with competencies and skills of a pupil. In order to obtain the right to easier access in the application process, pupils need to submit an expert opinion issued by the CES Career Guidance Service on their abilities and motivation with a list of recommended educational programs. Apart from each student's individual abilities and needs, such expert opinions also take into account the needs of the labour market and available education opportunities.

As part of partnerships development within the Youth Guarantee, an agreement on the exchange of databases between the CES, the Ministry of Labour and Pension System, the Ministry of Science and Education and the Croatian Pension Insurance Institute was signed in 2015 in order to gather the relevant information on NEETs tracking, which will function as a basis for the creation of target-oriented measures for the identification and activation of NEETs. In this respect, local Lifelong Career Guidance Centres (CISOK centres) have been identified as focal points for the identification and activation of NEET groups and the creation of preventive measures. Accordingly, since the beginning of 2016 CISOK centres sign cooperation agreements with partners at the local level in relation to the process of identification and activation of NEET's.

Lifelong career guidance services in the education and employment sector are currently provided by experts of different educational profiles (psychologists, pedagogues and educational and rehabilitation specialists) who have different background knowledge and skills needed to work with guidance beneficiaries. The development of occupational standards and qualification standards for career guidance counsellors will enable the development of the curriculum for the acquisition of qualification of “career guidance counsellor”.

Employment Sector

As a result of research conducted within the EU EmployID project, the CES designed and introduced a new internal IT learning platform for its employees - Community of Practice. The main goal of the platform is to enable learning among colleagues working in different regional and local offices - sharing ideas and information, challenges and best practice examples. To test it in a working environment, the platform was introduced to a limited target group of the users - to local offices of Lifelong Career Guidance Centres (CISOK centres), which were later followed by other target groups of users, such as beneficiaries of the peer coaching online course. Currently the platform is at a pilot stage and is used by approximately 100 employees.

As a part of Employ ID project, the CES has developed and implemented peer coaching method for its employees. The method was implemented as an online course on peer coaching for 90 employees. Apart from the course, the method included face-to-face training activities, such as practical workshops and train-the-trainer events. The objective of these workshops was to upgrade the skills of trainers in order to develop the organizational know-how and sustain the activities following the end of the project. Peer coaching method is planned to be implemented in more activities for a bigger number of CES employees. For that purpose, the online course is implemented into the e-learning system in CES and additional activities are planned for September 2017.

Education Sector

The project “Emphasis on Developing and Upgrading of Competences for Academic Teaching (Educa-T)” implemented by the Ministry of Science and Education in the two-year period from 2016 and 2018, funded under the Erasmus+ Programme, aims to create pre-conditions for upgrading the competences of teachers in higher education for high quality teaching and learning. Within the project, a competence framework for teachers in higher education will be defined, which will also include teachers’ competences to encourage the development of students’ personal academic and professional goals.

The results of a Research on the Internal Capacities of Schools in Croatia to Provide Guidance Service carried out by Euroguidance Croatia in 2014 point to a limited offer of professional development opportunities in the field of

guidance in general. In this respect, Euroguidance Croatia has made substantial efforts to offer education opportunities to primary and secondary school counsellors, as well as to higher education career counsellors. So far, Euroguidance has developed and organised Guidance and Career Counselling Seminars with the aim of provide school counsellors with the knowledge and practical methods needed for the provision of guidance and counselling services to pupils in schools, as well as to their parents and the teaching staff with the ultimate goal of developing pupils' work ethic, career planning skills and ensure their lifelong employability.

In cooperation and with the support of the Agency for Science and Higher Education, Euroguidance Croatia has also started developing educational and networking events for guidance practitioners from this sector. So far two seminars have been organised, focusing on creating a solid network between the practitioners themselves and establishing contacts and possibilities for cooperation between the academic and the business sector, notably the HR departments of successful national and international companies operating in Croatia. The Agency for Science and Higher Education is also active in organising seminars for guidance practitioners as well as university management, who often lack sufficient knowledge and awareness of the importance of career guidance at higher education level.

GERMANY



PLANET BERUF.DE

This website is aimed at pupils from grade 9 to 12 as well as to teachers, guidance coaches and parents. It combines various options. From professional orientation through interactive tests to info platforms which are designed for young people to find information about professions and pathways after school. It also includes videos in German and English on professions as well as a training on how to apply to companies for vocational training. Especially the parent's part is quite innovative as they play an important role, but need assistance to help their children and to be up to date with new developments, too.

Within this portal there is a tool called "Berufeentdecker" to explore professions and to give orientation via pictures. It is also available as APP.

More information:

Planet beruf: www.planet-beruf.de/schuelerinnen

Berufeentdecker <http://entdecker.biz-medien.de/starte-check>

ONLINE INFORMATION DAYS

Since 2014 the International and Specialized Services (ZAV) of the Federal Employment Agency (BA) organises "Online Information days" for young people across Europe who are interested in an apprenticeship in Germany by offering online information and advice on the Dual Vocational System and by recruiting them for Germany's special programme MobiPro-EU "Promoting the occupational mobility of European youth in search of vocational training": <https://www.thejobofmylife.de/en>

Thereby, the tool of the "Online Information days" uses the already existing IT-platform of the "European Online Jobdays" developed by the European Commission. 4 Online Information Days in different 4 languages (English, Spanish, Portuguese and Croatian) in November 2014:

- Topic: Presenting vocational training in the dual system, via Online Event
- Provider: ZAV in cooperation with EURES

- Target groups: Young Europeans potentially interested in being vocationally trained in Germany supported by the German programme MobiPro-EU
- Advertising of event: EURES-Facebook- and -twitter-channels as well as EOJD-Website
- Aim: online-registration/applications of interested candidates for the program “The job of my life”
- Aim: informing candidates about: the dual system, professional orientation on over 300 professions and funding scheme “MobiproEU”
- Type of services: Live-chat, registration after the event and individual recruiting interviews

Virtual presentations (live streaming/videos), that were recorded and cut to be shown as clips on: www.thejobofmylife.de

Outcome:

- 4 presentations were followed by approximately 6.700 people
- 320 Chats (English 80, Spanish 165, Portuguese 37, Croatian 38 Chats)
- Video teasers have been clicked by over 144.000 people within presentation week
- Increase of visits on programme homepage during presentation sessions by 300%, close to 4.000 visitors every day
- About 2.000 extra online-registrations compared to average of 100 registrations per day

Further information and links: Information from internal report

www.europeanjobdays.eu/en/events/job-my-life-germany-information-days

The programme ended 2016, but the system and the idea was inherited to those partners involved and has a future in a different funding and further developed tailoring.

LEBENSBEGLEITENDE BERATUNG - LBB (LIFELONG GUIDANCE AS A PROJECT MODEL)

In March 2017 the Federal Employment Agency (BA) launched a one-year pilot project on “Lifelong Guidance” (*Lebensbegleitende Berufsberatung*). Four public employment agencies Düsseldorf, Kaiserslautern, Pirmasens and Leipzig were selected to test the new concept and offer an enhanced guidance service to their clients.

- Providers of services: Public Employment Service, networking with chamber of commerce/Crafts, labour unions, city of Düsseldorf as well as employers’ association.

- Target groups: People interested in further training/lifelong learning. Focus on unemployed persons, but also employed candidates.
- Aims and outcomes: in times of work 4.0 changing labour market conditions and quickly changing needs of labour market, contributing to keep a high level of employment as well as employability, by lifelong learning. Possible outcome lifelong guidance all over the country.
- Type of services: See also self-exploring test tool:
<https://set.arbeitsagentur.de/teaser>
<https://www.arbeitsagentur.de/bildung/ausbildung/welche-berufe-passen>

Guidance on:

- Application
- Possibility of Qualification
- Business start-up
- Further topics

Its main activities

- orientation services at schools;
- orientation services at professional schools and universities to support first entry into labour market;
- orientation parallel to working life/career.

Further information and links:

www3.arbeitsagentur.de/web/content/DE/dienststellen/rdnrw/duesseldorf/Agentur/BuergerinnenundBuerger/index.htm

www.tagesspiegel.de/politik/arbeitsagentur-chef-detlef-scheele-lebenslange-berufsberatung-ab-2019/19764554.html

www3.arbeitsagentur.de/web/content/DE/service/Ueberuns/Regionaldirektionen/No_rdrheinWestfalen/Presse/Presseinformationen/Detail/index.htm?dfContentId=EGOV-CONTENT519744

LEARNING NUGGETS

Since 2014 staff of the public employment Service (PES) can find so called learning nuggets in their intranet within the learning section.

Learning Nuggets are part of the now common formats of e-learning. It is a short learning unit in the form of a film sequence. They are meant to give impulses. Learning Nuggets are easy to integrate into the workplace because they last only a few minutes.

IAB

The Institute for Employment Research (IAB) conducts research on the labour market in order to advise political actors at all levels in a competent manner.

The Institute has been a special office of the Federal Employment Agency (Bundesagentur für Arbeit/BA) since 2004.

Economists, sociologists and researchers from other social science and methodological disciplines create the base for empirically well-informed labour market policy by way of excellently linked research, both nationally and internationally.

The main areas of research are :

- analyse the causes and structures of overall developments on the labour market from a macroeconomic perspective;
- take into account the international and regional dimensions of changes in the labour markets;
- study the effectivity of labour market policy;
- concern themselves with the observation, measurement and explanation of the in- demand for labour by establishments, and examine the structuring of the labour market according to occupations;
- investigate the connections between education and employment;
- examine the living conditions, chances of participation and labour market perspectives of persons receiving basic income support.

BA - Federal Employment Agency

Statistics department and Labour market reports and monitoring

The Federal Employment Agency (Bundesagentur für Arbeit - BA) is the largest provider of labour market services in Germany. It has a network of more than 700 agencies and branch offices nationwide. Our most important tasks are job and training placement, career counselling and providing benefits replacing employment income such as unemployment benefit and insolvency payments. The Federal Employment Agency furthermore conducts labour market and occupational research, labour market observation and reporting and records labour market statistics.

Labour market monitor

Is an instrument to analyse regional structures and it helps to check chances and risks of the current labour market situation. Graphics and data can be compared and work interactively. The monitor consists of professions, branches, labour market situation and demographic changes in regional parts of the country.

BIBB - The Federal Institute for Vocational Education and Training

The Federal Institute for Vocational Education and Training (BIBB) was set up in 1970 with the aim of using academic research as a basis for conducting regular and systematic analysis of the field of vocational education and training in order to develop recommendations for the way in which VET should be structured.

In its Mission Statement, BIBB commits to provide expert research-based policy consultancy. The objects of this guidance are issues and problems relating to vocational education and training which are of current or future relevance. These issues and problems may be identified and processed by BIBB itself on the basis of its own expertise or equally may be brought to the institute's attention by policy makers or by those involved in VET practice.

The development of R&D-projects takes place on a statutory basis. BIBB is independent with regard to the execution of projects, in particular in respect of choice of methods, interpretation and publication of results.

BMBF - The Federal Ministry of Education and Research

The ministry promotes education and research for they are the foundations on which is built our future in a changing world. Education provides the basis for leading an autonomous, responsible and participatory life within industry and society. Research helps to discover the new and improve on the known.

More information here:

www.iab.de/en/ueberblick.aspx

statistik.arbeitsagentur.de/

<https://arbeitsmarktmonitor.arbeitsagentur.de>

www.bibb.de/en/index.php

www.bmbf.de/en/index.html

Transfer companies

The purpose of transfer companies is to give a new temporary employment of max. one year to employees of a company who are threatened with unemployment. They have the sole purpose of re-arranging the employees as soon as possible into new employment relationships. Changing from the original employer to a contract with the transfer company is voluntary for the employees in question. Transfer companies are installed through a legally defined procedure in close collaboration with the Employment Agency.

Within the one-year period, the staff that has been taken over by the transfer company will be upskilled and trained to fit in the new company's environment or at least to match the latest labour market needs.

Mibeg Institutes in Cologne

Mibeg institutes in Cologne was founded about 30 years ago, in order to provide trainings and further education after university level. It aims at building up knowledge, necessary in professional environment. Several institutes provide offers for medical/hospital sector, branch of media, and in the fields of management and law knowledge.

As the mibeg institute is cooperating with external experts performing as trainers, who lecture on their working knowledge and experience from daily business, exchange between education and labour market happens implicitly. Thus, labour market needs are taught by practitioning experts. E.g. in the recognition process for foreign doctors and pharmacists, preparatory courses for the highly demanding language exam (C1 level) are not only provided by language teachers, but also by professional experts. Doctors from hospitals come to practice simulations with international doctors, write physician's letters etc.

In the Region of North Rhine-Westphalia only about 40% passed the Fachsprachenprüfung (exam of medical language) recently within the first go. The candidates having completed a preparatory course with mibeg institute had a success rate of about 75%.

Bildungsberatung Online - Niedersachsen:

A report about a pilot project in online guidance counselling was published by the region of Lower Saxony (Niedersachsen). The project ran in 2009 and statistically evaluated questionnaires for clients as well as for guidance practitioners. The aim was to find out about differences for clients, changes in guidance counsellors acting, as well as general differences.

Out of the basic four existing ways of online-guidance, such as: e-mail, chatting, guidance through forum and by video-chatting; the first two have been applied within the project.

Presumptions were, very young candidates (under 20/30) as well as candidates from further/rural regions would respond strongly to this service

Frame conditions of importance: choosing the software, as well as working according to data protection/with approval of candidate. Guidance practitioners worked as experts. Per topic, they sent max. 3 e-mails/had chats of max 60 minutes. They worked with text modules for the 5 main areas.

Participating counsellors were experienced, quite fast in typing, but however did not need any specific technical background as they were supported by technical experts.

Results:

- Target group was mainly female (54% vs. 41% male), however compared to regular guidance, significantly more males are participating, in face-to face guidance the male share lies at only about 30%.
- Contrary to the presumed, the age group that most actively took part in online guidance was 35-49 (30,3%), followed by 25-34 (22,1%).
- The majority of participants left school with a matriculation standard, this varies from face-to-face guidance, where the biggest group are those with intermediate school leaving certificate. Down to professional education the largest number of clients were candidates being vocationally trained. More than 40% were employees, the share of unemployed was only about 14%.
- About two-thirds of the participating candidates did not live in the city but in more remote places.
- Close to 95% of participants stated to be well informed and clearly orientated after having profited from online-guidance.
- Guidance by e-mail turned out to be more time-efficient to both guidance practitioners and candidates. Online communication compared to face-to-face counselling is more consolidated and reduced to the essential points.
- Both the recipient as well as the practitioner generally rated the pilot project as a valuable experience, which should be continued.

Jobstarter

Since 2006, the Federal Ministry of Education and Research (BMBF) has been funding "JOBSTARTER plus" innovations and structural development in vocational education and training. So far, more than 430 projects have been launched.

JOBSTARTER plus supports the aims of the Alliance for Education and Training 2015-2018 and is on one hand part of the Federal Government's qualification initiative to strengthen educational opportunities and increase the permeability in the education system. On the other hand it is a part of the BMBF Initiative "Abschluss und Anschluss - Bildungsketten bis zum Ausbildungsabschluss". The BMBF and the European Social Fund of the European Union (ESF) have provided over 125 million euros for the program so far.

More information: www.mibeg.de/
www.bildungsberatung-nds.de/images/downloads/Abschlussbericht_Bildungsberatung_als_Onlineberatung.pdf
<https://www.jobstarter.de/>

Changes and developments for guidance practitioners are mostly related to technological changes. This has a very strong link to communication with clients. In many cases communication works through Apps, text messenger, video (Youtube etc.) and pictures/photos (snapchat your life...). So, there is a need to acquaint yourself with these technologies.

Another key development is the fast growth of multiple testing methods and requirements in the educational sector. Many universities have obligatory tests to select the students.

Originally, this was an idea to prevent drop-outs, but it might also be a result of an increasing gap between school marks and reality.

The PES Germany runs a specialized Bachelors Study and since 2015 a Master program at their University of Applied Sciences (www.hdba.de) to become a guidance practitioner. The curriculum covers a module called recent developments in the labour market. Furthermore, the module “digital working world” covers changes and developments in working 4.0 etc.

The BeQu Concept for Quality Development in Career Guidance and Counselling in Germany:

To assist practitioners and providers of guidance in the process of developing the quality and professionalism of their services, the National Guidance Forum in Education, Career and Employment (nfb) has developed a quality concept in cooperation with the Research Group Quality in Guidance at the Institute of Educational Science of the Heidelberg University (IBW) and numerous other experts. The project was funded by the German Federal Ministry of Education and Research (BMBF).

Three Tools - One Concept

The BeQu Concept comprises three essential elements of quality development:

- Quality Standards for Career Guidance and Counselling
- A Competence Profile for Guidance Practitioners
- A Quality Development Framework (QDF) for Career Guidance and Counselling

The three elements of this comprehensive quality concept form part of a professionalization strategy to promote the social and political value attached to professional career guidance and counselling.

The BeQu Concept was developed with a broad involvement of numerous actors and stakeholders from the German guidance community and is now freely available to anyone interested. The more practitioners, service providers, administrators and responsible policy makers acknowledge and use these tools/instruments as a benchmark for professional career guidance and counselling, the more the BeQu Concept will emerge as a guiding framework for the guidance practice and policy in Germany.

More information: <http://bequ-konzept.beratungsqualitaet.net>

HUNGARY



INNOVATIVE PRACTICES IN GUIDANCE SERVICES

Based on Slovakian and Czech good practice, the Hungarian National Guidance Award was organised for the first time in 2016. The aim of the award was to collect good practices from the field of orientation and guidance, as well as to provide opportunity for the guidance services to highlight the importance of their activities. The intention was to address as many types of guidance services as possible from the field of education and labour, so the call was open for services and guidance related activities without any categories or limitations. The innovative practices presented below are selected from the winning projects.

CAREER ORIENTATION FOR MAKING STEM AND ICT/CS PROFESSIONS MORE ATTRACTIVE FOR YOUNG GIRLS

Project owner: Association of Hungarian Women in Science

The Association of Hungarian Women in Science is a national network of female and male scientists, who are committed to gender equality within the fields of science and research.

The association focuses on career guidance for secondary school girls with the aim of making technology-oriented professions attractive for this target group. The most important programme is the “Girls’ Day” campaign, which has been organised annually since 2012. “Girls’ Day” is an open day when girls studying in secondary education are invited to visit tech companies or universities where they participate in interactive programmes. Since 2012 the “Girls Day” has reached almost 7000 girls with different programmes organised in 16 towns and in more than 150 venues.

“Teachers’ Day” is also offered as an accompanying event, where special emphasis is placed on addressing the teachers who play an essential role in the career guidance processes of students. Teachers can also participate in open days and meet the representatives of tech companies. The success of such programmes as well as other activities of the Association can contribute to the long-term increase of high skilled workforce in the sector.

More information: <http://nokatud.hu/>

NIGHT OF PROFESSIONS - VOCATIONAL ORIENTATION FROM A NEW PERSPECTIVE

Project owner: Mr Dávid Rozványi, National Office of Vocational Education and Training and Adult Learning

The programme “Night of Professions” is the biggest career guidance event organised in Hungary to boost the popularity of vocational education and training.

The idea of the event came from an 8-year old boy, who, after participating in a Researchers’ Night, concluded that a similar programme should be organised to get familiar with different professions.

The original aim of the “Night of Professions” was to organise an open school night for vocational schools and training institutions in Szeged, Csongrád county, and offer the visitors first-hand experience about the different kinds of professions and training offers. So many institutions wanted to join the programme that finally the organisers decided to make the “Night of Professions” a national event instead of a local one.

In 2016, 341 participating vocational institutions in 121 towns and all 44 Centres of Vocational Training in the country remained open after dark and offered various interactive programmes to promote vocational education and training. Altogether 43 572 visitors and 8096 teachers participated, and even 8 vocational schools joined the initiative from across the Hungarian border. In 2017 the number of visitors grew to 46,5 thousand and also more institutions participated: 423 institutions in 151 towns. This year not only state schools, but also foundation run schools, enterprises and cross-border vocational schools joined from Ukraine, Serbia, Romania and Slovakia.

More information: <http://szakmakejszakaja.hu/>,
www.facebook.com/szakmakejszakaja/

WORKSHEET, AS A NEW METHODOLOGY IN CAREER GUIDANCE

Project owner: Mr Miklós Kenderfi, Dr

Miklós Kenderfi, professor at Szent István University, Faculty of Economics and Social Sciences, has developed a worksheet which can be used in all

career guidance settings to document the results of the guidance session according to the personal needs and skills of the client.

The worksheet does not contain verbal instructions, but it offers space for drawings and key words which would help summarise the conclusions made during or after the guidance session. The worksheet this way becomes the intellectual product of each participant, its content can easily be recalled and reused while making a synthesis of the information and experiences gained during the guidance intervention.

This tool can be used during guidance sessions at schools or at extra-curricular activities, but in all cases the presence of a career guidance professional is required. The worksheet can especially be useful for those disadvantaged young people who have difficulties in accessing and processing quality information. For them finding a reasonable career is essential to improve their disadvantageous situations.

In order to develop the worksheet, Mr. Kenderfi built on the experience of hundreds of guidance sessions.

More information: kenderfim@gmail.com

THE PROFESSIONAL GAMBLER

Project owner: Ms Katalin Kozma Palástiné

“The professional gambler” is an activity designed to facilitate better knowledge of professions in an interactive and tailored way. The setting of the activity is a “casino” where 6th grade primary school students can learn about different professions at different tables. The students can choose from the games depending on their own individual interests, abilities and personalities, and the game which provides the biggest feeling of success can be repeated as many times as the student wants. The different tables present different groups of professions, skill shortages, old or new professions. Multiple types of games are offered for the students depending on the facilities of the individual school. These games include card games, table games and games relying on PC applications. Different worksheets have also been created, and students are encouraged to use certain websites to do exercises in an interactive way. The games are rewarded with coin tokens which the students can lose or double either in roulette game or in its online version using Kahoot. At the end of the activity a winner is announced and rewarded.

More information: palastinekozma@freemail.hu

DEVELOPMENTAL BIBLIOTHERAPY

Project owner: Ms Erika Juhász

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 with literary characters similar to themselves, in an association that helps 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, and with the knowledge of what to expect as an employee and examples of how others have dealt with the same concerns.

The participants of the 2017 Cross Border Seminar can learn more about the methodology of this approach and its use in higher education settings from Ms Erika Juhász, the Hungarian workshop leader.

More information: www.irodalomterapia.hu,
juhasz.erika@irodalomterapia.hu

Public Employment Service (PES): The central database of the PES receives data through the integrated labour market system, which is the national database of labour offices. The data are used to compile statistics on a weekly or monthly basis, which are grouped according to the main characteristic features of the registered unemployed (e.g. gender, age, qualification, etc.). The statistics on labour demand is based on the actual labour force demand declared by the employers. These data are public and can be downloaded from www.munka.hu.

Institute for Economic and Enterprise Research operated by the Hungarian Chamber of Commerce and Industry (MKIK GVI): The MKIK GVI is a non-profit economic research institute which provides empirically and theoretically substantiated knowledge and analysis of the economic and social processes that influence the Hungarian economy. In cooperation

with the Ministry for National Economy each year the MKIK GVI provides a **short-term labour market forecast** about the future labour market tendencies. The data are collected from representative surveys in which company leaders' responses on employment data, the companies' business situation and their future expectations are registered and analyzed. The data are also available in English.

Using the data of the short-term labour market forecast, the MKIK GVI and the Ministry for National Economy issue the **labour market barometer** which analyses the employers' plans for recruitment and redundancies. The barometer therefore gives a picture at regional level about the occupations and professions where recruitment or redundancies are expected and lists those occupations and professions where the employment of career-starters are planned. www.mmpp.hu

Institute of Economics, Centre for Economic and Regional Studies of the Hungarian Academy of Sciences: The Institute of Economics of the Hungarian Academy of Sciences publishes "The Hungarian Labour Market Yearbook" and presents the current characteristics of the Hungarian labour market, its employment policy and also features an "In Focus" topic in each issue. The data are received from statistical information, conceptual research and empirical analysis. The yearbook, which has been published every year since 2000, is downloadable in English as well: www.econ.core.hu/kiadvany/mt.html

Manpower: Manpower's Labour Market forecast is done quarterly in order to provide a forecast of the employers' plans for recruitment and redundancies for the next quarter. The data are representative and are based upon the responses of approximately 750 employers. The summary gives a regional comparison and a breakdown for the different industries: <http://munkaeropiacifelmeres.hu> The Manpower group also provides a survey on skills shortages, which provides analysis for the shortages present on the Hungarian labour market: <http://hianyszakmafelmeres.hu>

Each year the County Development and Training Committees draw up a skills-shortage list to determine those occupations for which there is current shortage of skilled workers. A government decree then defines financial support for those who choose to be trained in one of the occupations included in this skills shortage list. The scope of the committee's opinion includes recommendations on school enrolment rates in formal and informal VET training.

In order to provide trainings which are tailored to the needs of the regional labour market and its employers, the **labour departments of government offices** when setting up their training plans take into account the recommendations of district labour offices, the registered labour demands,

structural labour market changes, forecasts, and the chances of finding employment. Each year the labour departments publish a call for proposal for adult training institutions, and those which fulfill the requirements set in the call, will be able to run supported trainings. The trainings listed in the training register are free of charge for the registered unemployed or for those individuals who belong to one of the target groups specifically defined, such as 50+ registered unemployed, the long-term unemployed, or the 25-30-year-old career starters. Most of these supported trainings are running in one of the vocational schools of the 44 Centres of Vocational Training. The Centres of Vocational Training also offer fee-based training programmes upon request from individuals or employers.

The website “**Szakmavilág**” (World of professions) of the Institute for Economic and Enterprise Research operated by the Hungarian Chamber of Commerce and Industry (MKIK GVI) provides information on all the skills that can be learned in vocational schools. The data are ranked according to the content of the training and on labour market opportunities after graduation (e.g. most demanded professions and highest paying professions). <http://www.szakmavilag.hu/>

In Hungary the training of guidance counsellors in higher education dates back to more than 20 years when in 1992 the predecessor of Szent István University won World Bank support and started a training programme for employment counsellors. This training programme was further developed and later became the andragogy Bachelor programme with a specialization in employment counselling (2006-2013) and today’s Human Resource Counselling Master programme.

The global financial and economic crisis, growing unemployment figures and ever changing labour market needs have resulted in a demand for professionals with new skills within the fields of employment and human resources. Counsellors are required to understand and recognize complex labour market and economic situations as well as to help develop skills and competencies needed for successful labor market integration.

The 18/2016 (VIII.5.) [Ministerial Decree](#) provides new regulatory framework on the requirements of Bachelor and Master programmes. The decree defines the training objectives of the Human Resource Counselling Master programme and accurately lists the professional competencies of the counsellors. According to this, the aim of the Human Resource Counselling Master programme is to train professionals who have developed profound knowledge during their training in human and economic disciplines, possess good counselling skills and are able to provide detailed analysis of trends

shaping the labour market, education and training. The future counsellors should be able to help clients refine their career plans and make career decisions, as well as to support stakeholders by evaluating current trends in education and workforce management.

The Human Resource Counselling Master programme is a 4-semester programme where students should acquire 120 credits. Theory and practice are evenly divided in the training curriculum: foundation courses aim to develop knowledge related to psychology, labour market and career planning, while practical courses and field work practice develop those skills which are related to the profession of counselling, such as good communicative, cooperative, problem solving and conflict resolution skills. By the end of the programme the counsellors-to-be have developed independence both in conducting individual and group counselling and have learnt to regard work as an important factor when organising one's life.

The Human Resource Counselling Master programme is currently run by 5 universities in Hungary (Szent István University, University of Pécs, University of Debrecen, University of West Hungary and Eötvös Loránd University). These universities have developed a consortium and offer focus either on human resources, economics, or counselling, depending on the institution's individual profile.

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LEGISLATION: 18/2016 (VIII.5.) Ministerial Decree



PROJECT: EFFECTIVE EDUCATIONAL AND CAREER COUNSELLING FOR CHILDREN, TEENAGERS AND ADULTS

The project is run by the Centre for Education Development under the priority axis 2 Efficient Public Policies for Labour Market, Economy and Education. Measure 2.14. The Development of Tools for Lifelong Learning. Knowledge Education Development Programme 2014-2020.

The objective of the project is to develop the framework for efficient functioning of career counselling in the education system through:

- devising career counselling programmes for specific types of schools,
- preparing model organizational solutions in terms of the operation of in-school career counselling systems.

These general assumptions have been specified and, as a result, the following project tasks have been determined:

- developing recommendations on directions of changes in the career counselling system,
- testing programmes in 26 randomly selected schools,
- devising final versions of programmes taking account of the test results and changes in the education system,
- preparing recommendations on the regulation of the Minister of Education on career counselling in the education system,
- preparing model organizational solutions in terms of the operation of in-school career counselling systems.
- conducting implementation seminars for local government units.

WEB PORTAL: DORADZTWO EDUKACYJNO-ZAWODOWE. POSTAW NA PRZYSZŁOŚĆ [EDUCATIONAL AND CAREER COUNSELLING. FOCUS ON YOUR FUTURE]

Since July 2016, a central part of the web portal has been managed by the the Centre for Education Development. The web portal is the effect of work undertaken since 2009 as part of the project Creating the Career Counselling Model in the Education System in Poland and the Online System of Educational and Career Information. The project concerned facilitating access to educational and career counselling services for lower secondary school students and older by means of building a coherent, available and adjusted to current needs system of career counselling in the education system which would execute the idea of lifelong counselling. The project objective was to, among other things, facilitate access to educational and career information for students, parents, teachers and career counsellors at the national, voivodeship and district level by developing Online System of Educational and Career Information.

Currently, in the central part of the portal, the information is categorized by groups: education paths, choose a profession, where can I find some help, the labour market, a counsellor's handbook, multimedia and useful links.

The central part of the portal includes also links to 16 voivodeship (regional) websites where the information concerning the aforementioned issues at the regional level can be found.

DIAGNOSTIC TOOLS FOR CAREER COUNSELLORS

As part of Priority 3 of the Human Capital Operational Programme, two editions of the competition to develop diagnostic tools for career counsellors took place. The Centre for Education Development in Warsaw was a level 2 Intermediary Institution. In the first edition, 9 tools which enabled recognizing professional aptitudes and interests were developed. These proposals mainly referred to the trait and factor theory. In the second edition of the competition, 12 diagnostic tools together with methodological aspects were presented. In addition to diagnostic tools, there were also methodological handbooks, handbooks for students and parents, multimedia

presentations, lesson plans, films about various professions shown. In the second edition of the competition, the authors referred to a modern idea of designing an educational and professional career. It is a very extensive methodological material which can be used in working with students of, among other things, primary and secondary schools as well as with adults. These resources are available for free at <http://doradztwo.ore.edu.pl/narzedzia-diagnostyczne-dla-doradcow-zawodowych>. Moreover, as part of this project, career counsellors had an opportunity to participate in workshops and develop competence in terms of using these tools during the counselling process with a student.

OBSERVATORY OF ECONOMY AND LABOUR MARKET OF THE POZNAŃ AGGLOMERATION

It is a project executed at the local authority level. It is an innovative counselling and educational offer which integrates knowledge of professions, knowledge of the local labour market and interesting educational solutions, including ICT. This project is executed by the Career Counselling Centre for Youth in Poznań. The Centre is a municipal unit operating in the field of social policy which undertakes tasks concerning career counselling and career development for youth. In November 2013, the Observatory of Economy and Labour Market of the Poznań Agglomeration was established as an affiliated unit to the Centre. Its tasks include, among other things, collecting, processing and disseminating credible information on current and projected trends in the labour market, entrepreneurs' demand for human resources and education offers in terms of lifelong learning among young people, employers and investors.

As part of this project, **educational materials were devised and provided to teachers, educators and career counsellors. The objective of these materials is to introduce students to** issues connected with the local labour market. As part of the project, a quiz was prepared, that is **“Check if you can move on the local labour market”**. It includes 5 thematic models to which two versions of tasks are assigned:

module 1: how do students from the Poznań agglomeration and employers look for a job?

module 2: how is the Internet used to look for a job and an employee?

module 3: scarce skills - skills of the future

module 4: image in social media

module 5: steps for preparing for a job interview

The tool is addressed to third grade students of lower secondary schools and secondary school students. The quiz can be used during weekly class meetings, career counselling classes or classes in introduction to business.

PROJECT: MÓJ ZAWÓD - MOJA PRZYSZŁOŚĆ [MY PROFESSION - MY FUTURE]. ENHANCING AND ADJUSTING GENERAL EDUCATION TO THE LABOUR MARKET NEEDS IN SWARZĘDZ AND KLESZCZEWO MUNICIPALITIES

It is an example of a project executed by local authorities which aims at helping young people to choose their career path on the basis of their own professional aptitudes and skills as well as educational possibilities in secondary schools located in the territory of Swarzędz. The project is mainly addressed to students who have difficulties with taking decisions concerning the choice of a school and a profession. It is executed together with the offer of counselling support as part of in-school systems of counselling, in particular, in lower secondary schools. The project is executed by Swarzędz and Kleszczewo Municipalities in cooperation with the Adam Mickiewicz University in Poznań, the Complex of Vocational Schools No. 1 in Swarzędz and the Complex of Schools No. 2 in Swarzędz. The project is addressed to students, parents and lower secondary school teachers. A distinctive feature of the project is an extensive use of local resources, both educational ones and those connected with the labour market. The project involves the following tasks:

- students - learning about professions during weekly class meetings, workshops with a career counsellor, individual consultations with a counsellor, trips providing knowledge of professions;
- parents - meetings with a career counsellor concerning supporting children in their education and professional decision-making process;
- teachers - lectures and workshops aiming at improving competence of class teachers in terms of the execution of tasks related to educational and career counselling.

Detailed analyses concerning the labour market analyses and forecast are done by the Ministry of Family, Labour and Social Policy (<http://www.mpips.gov.pl/analizy-i-raporty/raporty-sprawozdania/rynek-pracy/>). At the local level, such analyses are done by the Voivodeship Labour Offices and District Labour Offices. These are mainly statistical analyses and studies.

In terms of the education - labour market relation, it is worth emphasising research and analyses undertaken by the Educational Research Institute. It is an institution conducting interdisciplinary research concerning the functioning and effectiveness of the education system in Poland. The Institute participates in national and international research projects, prepares reports, expert opinions and carries out advisory functions. On 1 October 2010, under the Act of 30 April 2010 on Research Institutions, the Institute became a research institute. It is supervised by the Minister of National Education. In terms of the labour market, the Educational Research Institute devised such reports as: “The Labour Market and Poles’ Skills - Selected postPIAAC Research Findings” (2015), “Determinants of Educational Decisions” (2015), “Educational and Professional Decisions of Lower Secondary School Students” (2015), “Diagnosis of the Condition of Educational and Career Counselling in Lower Secondary Schools and Secondary Schools in the Accounts of School Head Teachers and Counsellors” (2015).

Research on the education - labour market relation was also carried out by the National Centre for Supporting Vocational and Continuing Education in Warsaw. Reports on the state of the educational and career counselling system in Poland and selected EU countries as well as offering support for schools in terms of educational and career counselling have been devised there.

Moreover, the analysis of the situation on the labour market is conducted by institutions and organizations which do research, most often surveys, on the issue of dynamics of and changes in selected processes in the labour market. Research on that issue is also done by commercial companies.

In order to develop competence required on the labour market, the education system involves initiatives at various organizational levels.

1. Macro level

As far as education is concerned, since the school year 2017/2018 a lot of changes related to career counselling will be introduced.

In the Act of 14 December 2016 on Education Law, it is stated that the education system ensures that, in particular:

education directions and content are adapted to the labour market requirements,

students attitudes are developed in terms of business and creativity, what contributes to active participation in economic life, including by introducing innovative curriculum, organizational or methodological solutions to the education process,

students are prepared to choose their profession and further education, there are conditions for developing students' interests and talents thanks to extracurricular and out-of-school activities as well as the possibilities of social activities and abilities to spend free time (Art. 1, 17-20).

Currently, system solutions connected with career counselling are being introduced. There will be obligatory classes in the seventh and eighth grade of primary school and the first level vocational schools, general secondary schools and technical schools. In the school year 2017/2018, the curricula of these classes should include content concerning information on professions, qualifications and work positions as well as possibilities of obtaining qualifications required by the labour market and developing professional aptitudes. Moreover, the tasks related to educational and career counselling arising out of the Regulation of the Minister of National Education of 30 April 2013 on the principles of providing and organizing psychological and pedagogical support in public kindergartens, schools and institutions will be still undertaken.

At the macro level, it is also worth noticing that projects executed by the Centre for Education Development are very significant as they build and develop educational and counselling resources supporting the professionalization of counselling services provided in schools. Information on the introduced changes are provided to students, parents and teachers on web portals of: the Ministry of National Education, Centre for Education Development and Boards of Education.

2. Meso level

In local communities, initiatives which are connected with adapting education to the local labour market are undertaken. Funds for such purposes

come from both the Regional Operational Programmes and other sources. There are analyses which verify a demand for not only specific professions, but also skills and qualifications. Monitoring graduates of particular schools also helps in the process of adapting education offers of vocational schools to the actual needs of the local labour market. Furthermore, it can be noticed that there are more initiatives based on cooperation between vocational schools and local enterprises.

3. Micro level

So far, regulations on the provision of educational and career counselling in schools have focused only on the tasks of career counsellors. Therefore, at the level of particular schools, people providing counselling had the possibility of creating solutions suitable for the needs of students of a given school and the context of the local labour market, however, not all schools offered the same content. The introduced changes will aim at revising content that students learn during classes in career counselling. It should be noted that, by October 2015, as part of the project “Education for Work” undertaken by the National Centre for Supporting Vocational and Continuing Education, 19,250 representatives of lower secondary schools were trained. Thanks to that training, school head teachers and people executing tasks on career counselling in schools obtained knowledge, skills and methodological resources necessary to provide professional career counselling aiming at developing students’ professional resources and preventing failures on the labour market.

Currently, among key issues in terms of educating career counsellors and expanding their knowledge in Poland are the following:

- preparing them methodically for undertaking tasks connected with the introduction of career counselling in 7th and 8th grade of primary school, first level vocational schools, technical schools and secondary schools,
- developing their skills in using available diagnostic tools referring to modern theories of career and educational counselling,
- preparing counsellors in terms of methodology of work related to creating proactive attitudes, enterprise and skills in career management,
- updating their knowledge on the structure and dynamics of the labour market at the European, national and local level, developing counsellors’ skills in terms of using information technologies in counselling work.

These tasks are done through various forms of educating counsellors and improving their professional skills. The following forms can be listed among the most important ones:

1. BA and MA programmes in career counselling

They are offered by universities and other higher education institutions. The career counselling specialization in most often part of pedagogical studies. Apart from being prepared for counselling work, graduates also obtain qualifications in pedagogy. The studies prepare them for undertaking counselling tasks in the education sector, labour market institutions as well as in human resource departments in organizations.

2. Postgraduate studies offered by universities and other higher education institutions

The programme of the studies includes specialist topics. The studies most often last 2 terms.

3. Courses, training and workshops

It is an offer which objective is to develop specific skills. These courses are offered by various types of institutions. In this respect, the Centre for Education Development plays a significant role as it provides training for counsellors and people offering career counselling in education institutions. As part of the project Euroguidance Poland, diverse methodological workshops have been conducted, e.g. “Diagnostic Workshop for Career Counsellors”, “Creative Techniques in Career Counselling”, “Working with Adult Clients”, “Workshop Based on CH-Q Method”.

4. Online courses

It is a more and more popular form of improving career counsellors’ skills. It takes the form of longer courses or webinars. The activities of the Centre for Education Development include many online courses, e.g. “Multiculturalism in Career Counselling - Basic and Advanced Levels”, “Distance Counselling”, “E-portfolio”.

5. Publications

As part of the project Euroguidance Poland, studies which aim at enhancing and updating methodological skills of career counsellors are published (<http://euroguidance.pl/ksiazki> - currently, 30 publications). Also, as part of other programmes offered by the Centre for Education Development, books and methodological materials related to career counselling are published (<https://www.ore.edu.pl/materialy-do-pobrania-wdez>).

6. Conferences

This form of the development of career counsellors’ skills is provided by various institutions and organizations. Such key entities can be listed as the Centre for Education Development, universities and other higher education

institutions, the Association of School and Vocational Counsellors of the Republic of Poland.

7. Discussion forums

Such an exchange of experience and views is moderated by the Centre for Education Development (Support network “Career Counsellor” <http://moodle.ore.edu.pl/course/view.php?id=9>), and the Association of School and Vocational Counsellors of the Republic of Poland.

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Centre for Education Development <http://new.ore.edu.pl>

Educational and career counselling. Focus on your future <http://doradztwo.ore.edu.pl>

Euroguidance Poland (education) www.erooguidance.pl

Association of School and Vocational Counsellors of the Republic of Poland
<http://www.sdsiz.com.pl>

Observatory of Economy and Labour Market of the Poznań Agglomeration
<http://www.obserwatorium-poznan.pl>

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PORTUGAL



VI@S PORTAL

This tool was developed by PES and it is accessible to all, both with the assistance of counsellors and autonomously.

The portal addresses a wide range of target groups. Its aim is to support students, from 13-14 years old on, to be more aware of themselves, and to learn about future opportunities and occupations. It also aims to facilitate smooth transitions from school or VET systems to labor market. Unemployed people can learn how to get a job and how to create an enterprise. They can also assess their soft skills and design their employability profile.

It includes career development activities, assessment exercises, LMI and e-portfolio templates. The users can keep track of their career activities and assessment exercises, done on Vi@s platform. They can also upload other relevant documents to their profile. If someone needs to do the CV, they can choose the documents and design different CV for different purposes. The job seekers, when they do the register as unemployed in PES platform, are “driven” to Vi@s to assess skills and design the draft of the Personal Employment Plan. This Plan is sent online to a job expert from PES.

Source and more details: <https://vias.iefp.pt>

PROMOTING PARENTAL SUPPORT AND VOCATIONAL DEVELOPMENT OF 8TH GRADE STUDENTS

Providers - Career Guidance Units in schools

Target group - Students in the 8th grade,

Type of Service - conjoint parent-student activity designated as career dilemmas.

Aims - gather occupational information and stimulate the discussion as they work out a solution.

Main activities - The dilemmas consisted of problem solving situations, applied once a week (six consecutive weeks). Students would bring the dilemmas home and work on them with their guardians, solving the weekly dilemma by working on a solution. In the classroom, the participants, before receiving another dilemma for the following week, would read out their weekly "solution" of the previous dilemma, and a discussion of the previous dilemma would follow, conducted by the school psychologist. Each session of discussion would last up to 45 minutes.

PLATFORM DESIGN THE FUTURE

The Platform "Design the Future" is carried out with the goal of creating new features that ease the access to vocational exploration in order to increase the knowledge of young people in relation to occupations in the present labour market, as well as overcoming the gap between the information that is provided by the universities on the courses and curricular programs, and the information that young people are seeking in order to make a decision on their academic future. Another goal of the platform is to stimulate self-knowledge through a Vocational Exploration engine which aim is to help young people to develop the knowledge about themselves by exploring professions related to their interests and preferences.

The platform integrates approximately 200 videos of 3-5 minutes, containing interviews with representatives of different occupations, and indicates the necessary training for each profession, offering information on more than 3750 courses of 1222 institutions across the country.

Target groups: Students of secondary education and higher education; Career guidance practitioners; Psychologists; Teachers and Parents.

Source and more details: www.designthefuture.pt

SET OF GUIDANCE ONLINE TOOLS

Set of guidance online games addressed to children and students from age five until fifteen. A small description of each follows.

Vou à Descoberta (Discovery): The aim of this tool is to support the self-knowledge. The student can choose the word more linked with him/her from a checklist. It is mainly addressed at students from disadvantaged groups, but can be also utilized by students from primary school. It is mainly used by counsellors, but parents or teachers can support students to utilize this game.

<http://www.wonderdesign.net/clientes/apc/descoberta/descoberta.html>

Escalada das Qualificações (Climbing qualifications): The aim of this tool is to support students to take decision and to define school and vocational paths. The students have to answer questions about school and VET system. For each question answered in the right way an alpinist climb one more step until the top of the mountain. It is mainly addressed to students aged 13/14.

<http://www.wonderdesign.net/clientes/apc/jeq.html>

Odisseia das Profissões (Occupations Odyssey): Its aim is to raise awareness of professions (content of the activity, tools used, place of work, health and safety in work). With different levels of difficulty, children have to identify and put in the right place features related with the profession. At the end they can hear and read a small description. It is addressed at students from 7 to 10 years old.

<http://www.wonderdesign.net/clientes/apc/odisseia/>

O Baú das Profissões (Occupations Chest): The aim is to raise awareness on professions. With two levels of difficulty. Children are invited to choose an occupation and to complete a puzzle. At the end they can hear a small description about the occupation they have chosen. It is addressed at children in pre-school education stages. It is mainly used with the support of teachers.

<http://www.wonderdesign.net/clientes/apc/arca/main.php>

Apoio à Mobilidade (Support Mobility): Mainly addressed at students from schools and VET. The aim is to prepare students to have successful mobility experiences. The game is composed by different types of quizzes.

http://www.wonderdesign.net/clientes/apc/_build2/

TRAINING COURSES FOR CAREER GUIDANCE PRACTITIONERS

Since 2013, Euroguidance Centre has been developing, every year, a set of blended courses addressed to career counselors from schools, PES and social sector in the field of mobility, e-guidance, guidance in VET system, new methodology and tools on guidance; guidance with special target groups. Each training course has 21 hours, seven of which are developed in class with all the participants while the remaining 14 are developed through an online platform.

Since 2015 there is a **System on Identification the Needs of Qualification (SANQ)** with the aim to support, in advance, the definition of the learning opportunities to be developed to face future needs of labour market.

The identification need of qualifications model incorporates a strong regional dimension. With the aim of assuring the results of the model of identification, the system on identification the needs of qualifications is composed by three pillars that are interlinked:

- **Diagnose** - Establishes the reference items to all the country and an analyse by regions (NUT II). The analysis includes both quantitative and qualitative approaches.
- **Planning** - Establishes the ways in which information is organized and the analyses criteria to support the priorities and the guidelines that should be taken in account to put in field the learning opportunities.
- **Regional Approach** - Adjusts the planning to the regional context.

BODIES AND ORGANIZATION THAT ANALYSE AND FORECAST CHANGES IN LABOR MARKET

A wide number of stakeholders are involved in SANQ, including public bodies such as the Nacional Agency from Vocational Education, Public Employment Service, Trade Confederations and Unions. The Municipalities are also involved in it.

The SANQ is delivery to all public and private bodies involved in training and education system. This year a road show all over the country was done to give SANQ more visibility to career guidance counsellors from schools, VET and PES. A survey to school psychologist done in May show that SANQ was considered as an important tool to be used in the guidance process.

In which way is the information on labor market's needs incorporated into planning new programs, curricula and subjects?

The VET courses are to be implemented each year. Both private and public schools are in accordance with the SANQ priorities.

In the scope of PES, there is a set of training centres called *Centros de Gestão Participada*, that are a result of a protocol between PES and sectorial confederations (metallurgy, cork, commerce, construction, footwear and leather goods, wear industry, catering and food) that develop training courses to face the need of each one of these sectors.

Other courses (*Cursos Técnicos Superiores Profissionais* (TeSP)) are available within polytechnic education. This cycle of studies has four semesters and conferred 120 ECTS.

This cycle of studies aims to provide skills to enable the student an easy and successful integration into the labour market. The TeSP include an internship during a semester. These courses should be in line with the regional needs of the labour market.

Career guidance practitioners need to be aware of:

- new theoretical approaches in the field of guidance;
- labor market evolution and LMI;
- career management skills;
- mobility;
- how to use ICT tools in guidance and to be confident with the use of these tools;
- how to develop e-guidance interventions;
- how to work with migrants.

How are these competences reflected in education and training curricula?

The Direção Geral de Educação developed training on career counseling and mobility to counselors working in Portuguese career services. School psychologists, career counsellors from PES and psychologists from social inclusion sector participated in the training courses.

The main aim was to develop counselor's skills in:

- Assessment and intervention in career counseling;
- Promoting clients adaptability and mobility;
- Using different mobility tools.
- Another goal was to foster the cooperation among sectors.
- The course was comprised by 21 hours of theoretical contents on narrative career counseling and experiential activities grounded in real problems faced by counselors in their practice.

This link between theory and practice was implemented through an exercise in which was required to plan a counseling session on mobility and guidance.

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ROMANIA



COGNITROM CAREER PLANNER (CCP)

COGNITROM CAREER PLANNER (CCP) is an online platform designed by COGNITROM for specialized school and professional guidance, mainly for high-school students. It is designed to involve teachers, career counsellors, psychologists, and parents. The career guidance services are offered by the experts of COGNITROM, an organization focused on research and development services in producing the best solutions and innovative services in psychology and IT. CCCP is an online counselling service whose main objectives are to help the student to discover their career competencies profile and designing the vocational and educational path. The main activities include: evaluation of the competencies, analysis of the educational options, guidance for educational options, guidance for creating the educational path, analysis of the occupational options, individual or group activities for assisting adolescents in career planning.

Further information and links:
<http://www.ccponline.ro>,
<http://consilieresorientare.ro>

SELF KIT

SOCIAL AND EMOTIONAL LEARNING FACILITATOR (SELF KIT) is a program designed to help children, adolescents and youth develop their social and emotional skills in order to be flexible and better adapt to new realities. It is designed by a team of psychologists and education specialists from Romanian Association of Cognitive Sciences and involves a toolkit with activities and a training program for the users. SELF KIT takes into consideration the following outlines:

- (1) it is designed to be used by educators, psychologists as well the parents,
- (2) the structures respect the ontogenetic stages of development,
- (3) it is based on the psychological development characteristics,
- (4) it is flexible regarding the structure of different educational curricula,
- (5) it can be adapted to the specificity of different cultures. The main activities include: modelling and coaching activities to promote social and emotional learning, opportunities to practice an integrated set of cognitive, affective, and behavioural skills.

Further information and links: www.selfkit.ro

EDMUNDO

EDMUNDO is an educational guidance service provided by the EDUCATIVA Group, offering young Romanians information, counselling and assistance in the process of selecting the high education path. The biggest is RIUF - Romanian International University Fair - the largest international education exhibition in Eastern Europe. The program is designed for high school and university students and provides the following activities: counselling for and information regarding bachelor and master programs abroad, support during the applications (review of application forms and procedures, personal statements, CVs, recommendation letters), Offering information about the alternative solutions to finance their studies.

Further information and links:
<https://www.edmundo.ro>

DIGITAL WORKSHOP

ATELIERUL DIGITAL (ENG. DIGITAL WORKSHOP) is an online platform and a training course developed by Google Romania. The main objective is to improve young people's entrepreneurial, digital and marketing skills. The course is provided online and the content has 23 topics in 89 lessons (e.g.: online opportunities, web analysis, online branding, SEO, marketing online, video branding etc). The structure of the course offers the possibility to personalize the learning process by creating personal learning objectives and path on the platform. At the end of the training course, the participants can be certified by Google and IAB Europe (Interactive Advertising Bureau). Also, the participants are guided to develop their digital skills through video tutorials, online activities, and resources provided by the experts involved in the project.

Further information and links:

<https://learndigital.withgoogle.com>

PROFESSIONAL SUCCESS

SUCESUL PROFESIONAL (ENG. PROFESSIONAL SUCCESS) is a program designed by Junior Achievement Romania, an NGO founded in 1993, and a part of JA Worldwide®, USA, and JA Europe. JAR has developed many projects implemented in 1000 educational institutions every year, with the support of Ministry of Education and entrepreneurial sector. The Professional Success project is a part of the JA national project for education and professional guidance. The main objective of the project is to increase the young people capacity (high school students) to make responsible decisions for their future. The main activities are interactive and are focusing on: developing interpersonal skills for labour market, personal branding skills (CV, job interview), and career planning skills. All these activities are guided by teachers, volunteers, and partners of JAR and are implemented in schools.

Further information and links:

<http://jaromania.org/program/sucesul--profesional>

A. The national system of institutions in charge of analysing the changes in the labour market is comprised of:

a. **The Ministry of Education network:** Universities-research experts from different fields, Centre for Resources and Educational Assistance - an umbrella organization for the coordination of the activity of Centres for Psycho-pedagogical Assistance in schools, Centres for Information and Guidance addressed to the undergraduates and graduates in university centres;

b. **The Ministry of Labour network:** The Centres for Information and Career Counselling - coordinated by the National Agency for Employment, EURES - The national network of services, The National Agency for Employment (ANOFM), European Centre for Development of Vocational Training, National Institute of Statistics.

The institutions mentioned above are mostly involved in conducting research studies and statistics to forecast the changes in the labour market. The educational institutions are in charge of investigating the connection between formal education and the labour market in order to improve graduates' placement.

B. Private organizations and different NGO-s and actors with specific interests in the labour market. E.g. Human Solutions; High Potential Careers High Potential Employers.

The private sector is usually oriented through specific research topics aiming to improve the human resources management.

At national, regional and local level, there are also projects financed from different sources (European grants, private sector etc.) which try to improve the connection between the educational system and business sector.

Partnerships between the formal education and labour market are usually ensured through the partnership agreements that are concluded between schools, universities, NGO-s, and companies for different types of activities: job fairs, internships for students, training programs, and projects funded by different grants.

a. Formal Education

Universities programs implemented through Psychological and Career Counselling Centres in partnership with companies and NGO-s (open days, job fairs, internships, training programs)¹.

The correlation of practices in vocational education and training system with the labour market in promoting practical and relevant skills. There is still an insufficient correlation of qualifications and VET curricula with labour market developments, and inadequate quality assurance mechanisms. The underfinancing of the sector, the quality of teaching staff, drop-outs and graduation rates are additional challenges².

National and EU-funded projects to support education and labour market interaction: e.g.: “Optimizing the interaction between university and labour market”, Babes-Bolyai University; “Providing competencies required by the labour market through top international study programmes”, Romanian-American University; “Professional training - the key to career development and equal access to the labour market”, University POLITEHNICA of Bucharest.

b. Non-formal education:

E.g.: Junior Achievement Romania programs and projects in partnership with the Ministry of Education and private organizations aiming to develop a large set of life skills: entrepreneurship skills (Junior Company, Business Academy, My Money, Life Changer), e-skills and career management skills (START Internship Romania, Professional Success, e-Leaders for a day)³.

A better collaboration of the formal educational institution with the business leaders is needed in order to contribute to the formation of the competencies necessary for a graduate to adapt to the new realities of the labour market. Involving private sector in designing academic programs and curriculum promotes a formative training as opposed to the informative one and directing this one towards personal and professional development⁴.

¹<http://fundraising.centre.ubbcluj.ro/>;
<http://cariera.centre.ubbcluj.ro/>,<http://ccoc.pub.ro/proiecte/>;
<http://www.unibuc.ro/n/organizare/dep-de-servicii-pentru-studenti/>

Education and training system:

a. The formal professional pathway is provided by universities. The most common educational path for counsellors is provided by the trajectory in the field of educational psychology or education.

To become a counsellor in Romania it is compulsory to have a university diploma in one of the following fields: pedagogy, psycho-pedagogy, psychology, sociology, social pedagogy, psycho-sociology, psycho-pedagogy. The graduates who want to become school counsellors at the pre-university level should pass the national examination, done according to the new Guidance and Counselling Accreditation Curriculum. It is not compulsory to have a Master degree to become a counsellor at pre-university or at the university level. Master degree studies in Guidance and Counselling are offered however by the biggest public universities in Romania⁵.

The main professional competencies defined and targeted in most of the formal education programs for counsellors are guided by national standards and include: general competencies - required for everyone working in the educational system - and specific competencies, for this qualification in particular.

General competencies:

Career management; Implementation of domain-specific quality standards; Integration of ICT in education and learning; Professional standards and deontological ethics;

Specific competencies for career guidance:

Defining students' career-related problems; Psychological evaluation of interests, abilities, values and personality traits; Creating a vocational profile; Checking out the job market; Guidance in making and implementing students' career plans; Solving career problems and/or

² European Commission (2016), Education and Training Monitor, Country fiche Romania, https://ec.europa.eu/education/sites/education/files/monitor2016-ro_en.pdf

³ www.jaromania.ro

⁴ Dutu, Georgescu and Diaconu (2015) The partnership relationship between economic academic and business environment, component of modern university marketing orientation, Procedia-Social and Behavioral Sciences 62, 722-727

⁵ <http://psychology.psiedu.ubbcluj.ro/ro/programe-academice/master/admitere-masterat/22-consiliere-si-interventii-psiologice-in-dezvoltarea-umana-2017;>
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other career-related psychological problems; Development of career management skills⁶.

b. Continuous and Non-formal training

Non-formal learning in Romania is conducted mainly by public and private educational institutions, governmental and non-governmental organizations, employee training programs organized by employers and cultural institutions. They can authorize specific training to develop competencies in counselling. The National Authority for Qualification is the official government structure responsible for authorization, monitoring, and evaluation of the training programs according to Occupational and Professional Standards. The training courses in the field of guidance are designed according to the Occupation of Vocational Counsellor (specific competence required: Vocational evaluation; Professional guidance; Building up the beneficiary-employer relationship; Postemployment counselling)⁷.

One example of an organization that develops and promotes high-quality standards for the Romanian counselling training programs (including continuous education) is NBCC Romania - a consultative and educative body that initiates and sustains activities with the purpose of promoting, developing and professionalizing counselling within the country. NBCC Romania collaborates with academic institutions, professional organizations, governmental and non-governmental agencies and private companies with the aim of supporting the professionalization of counselling activities and their promotion. Their aim is to develop counselling training programs, adapting universal counselling concepts and techniques to the national specific and to the economic, social and political needs of the Romanian society.

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⁶ The competencies are extracted from the National Occupational Standard for School Counsellor, The National Authority for Qualification; www.anc.edu.ro

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SERBIA



INNOVATIVE PRACTICES IN GUIDANCE SERVICES

In the Republic of Serbia, in the past few years a number of online services and innovative practices have been developed that are aimed at provision of self-assessment tools, career and educational information in guidance, counseling (online or in-person) and training for career management, soft, entrepreneurial and specific professional skills. Below we will present some of the most recent and most comprehensive guidance practices.

LEARNING OPPORTUNITIES DATABASE OBRAZOVANJE.RS

Website <http://obrazovanje.rs/> is a non-commercial database of all educational opportunities in the Republic of Serbia - primary and secondary schools, higher education programs and institutions, as well as available scholarships and student mobility opportunities. The provider of this service is Foundation Tempus and it is created for all citizens who seek information about opportunities in formal education on the national level as well as mobility opportunities. The portal offers information on:

- national educational system;
- accredited educational institutions and programs on the secondary and tertiary levels;
- available mobility scholarships through Erasmus+ and Ceepus programmes as well as other available scholarships;
- students' dormitories and other resources for students;

The database enables users to search institutions and programs by title, type, field of studies, educational level and location.

GUIDE FOR PRIMARY SCHOOL PUPILS FOR MAKING CAREER CHOICES

The National Employment Service (NES) has developed an open portal for primary school pupils as a guide for enrolment in secondary education <http://www.vodiczaosnovce.nsz.gov.rs/> with information on all occupations and online questionnaires about professional interests, abilities and personality traits. The guide is also available as an ebook: http://www.vodiczaosnovce.nsz.gov.rs/pdf/vodic_za_izbor_zanimanja.pdf.

The guide provides information on different fields of work, needed skills and work conditions as well as examples of characteristic occupations. The portal provides self-administered skills test through which students can assess compatibility of personal traits and characteristics to the desired occupation. In addition to skills test, the portal provides abilities test and guidelines for assessing personality traits.

BOŠ KARIJERA - ONLINE SYSTEM FOR CAREER GUIDANCE

Portal “BOŠ Karijera” <http://karijera.bos.rs> has been developed by NGO Belgrade Open School and it is intended for secondary school students and other young people.

The portal provides both career information and counseling services and it includes:

- online personality, interests and skills questionnaires - based on their results, the system consequently recommends occupations;
- information on occupations, entrepreneurship and educational opportunities on the national level;
- interactive online CV builder;
- online counselling for secondary school students who are planning to enroll colleges and faculties, or seek information or advice on career options and decision making;
- career portfolio that gathers all information the user has provided through assessment and by choosing career options. This online portfolio allows the user to access personal information based on his/her previous choices and answered

questionnaires and to create and modify action plans for future personal and professional development.

The portal is user-friendly, free to use and it requires only simple registration.

CAREER GUIDANCE FOR UNIVERSITY STUDENTS

Centre for Career Development of the University of Belgrade has many activities dedicated to the development of students' career management skills (CMS), as well as career information and counseling services. The centre has a portal <http://www.razvojkarijere.bg.ac.rs> with information on internship programs and job opportunities available for university students, online counseling service and *Profil+* tool for self-assessment with a short interpretation of the results. In addition to many workshops and publications dedicated to active job seeking, the Centre for Career Development has developed and is implementing a career management course for university students. This 12-week course prepares students for different phases of career management including self-knowledge, informing about career and educational opportunities, active job seeking and presenting oneself to the employers. The course is also available online, through Moodle platform.

CAREER CENTRE FOR YOUTH AT RISK-STRONG YOUTH

Career Centre "Strong Youth" provides support to unemployed youth in Belgrade who are/have been in social or foster care. The activities of this centre are aimed at increasing employability of these young people through promoting development of entrepreneurial, soft and professional skills needed in the labor market. In order to achieve these goals, the centre has developed the following services:

- individual psychological and career counselling,
- training programs aimed at development of CMS,
- support in finding and joining adequate re-training and internship programs,
- support in finding their first employment.

Career centre "Strong Youth" was established in March 2017 and so far provided support to around 200 young people.

When it comes to monitoring of the labor market, most of the activities are focused on data collection about labor force and market rather than on forecasting changes.

Labour Forces Survey (LFS) is periodically done by Statistical Office of the Republic of Serbia. LFS is the internationally comparable instrument for labour trends monitoring, registering demographic and socio-economic characteristics of population aged 15 and over. The aim of LFS is to describe labour force volume and to describe the characteristics of the following groups on labour market:

- employed (professional status of the employed persons, their activity, occupation, etc.)
- unemployed (acquired education, duration of job seeking, previous working experience, etc.)
- inactive population (their education, age, income source and readiness for involvement in the labour market, etc.).

Furthermore, the trends of employment/unemployment rates from 2014 to 2017 are presented in the LFS report.

National Employment Service (NES) publishes statistical reports on the number and structure of unemployed persons and open vacancies in the register of the NES each month. Once per year, NES publishes employers' survey called: Anketa poslodavaca, where labour market movements within specific professions are presented. Infostud, one of the largest private portals that provide information on open vacancies annually publishes the data analysis of job vacancy trends. It presents the number of published vacancies by profession, job title, education and region. Alongside that, it presents the number of applications and characteristics of applicants (i.e. education, years of work experience, etc.)

There is a new initiative within the VET reform and the introduction of the elements of dual model, that enables direct communication between companies and schools. The Chamber of Commerce collects information about employers' needs that are communicated directly with educational institutions. Close cooperation between employers and educational institutions is also envisaged through sectorial councils at both local and national levels.

On the national level, there are a couple of projects that aim to promote the development of skills needed on the labor market, especially for youth and unemployed adults. Projects like the abovementioned Career Center "Strong Youth" is one of those, but there are many other initiatives such as projects of Ministry of Youth and sport, GIZ and Belgrade Open school which also promote employability of youth. Besides that, PES continuously organizes workshops for planning career and active job seeking for unemployed adults, students etc. The modalities of communication between educational and labour sectors vary from project to project. In some cases, representatives of business sector are directly involved in the process of creation of project activities or their realization, and in some cases business sector analysis are conducted in order to get clearer picture of labor market needs. Also, NES publishes monthly statistical bulletin on unemployment and employment as well as yearly employers' survey with some data on deficit and surplus occupations and skills needed in the labor market.

Some of the newest model of cooperation have recently been developed within the VET reform and the introduction of the elements of dual model. This model implies cooperation between employers and representatives from business sector and schools. Curricula and program planning process include representatives from both sectors.

At national level there is no special formal education for the profession of career guidance practitioners as such. Career services are provided by psychologists, pedagogists, teachers, youth workers and many others. Several CPD programs have developed with the aim to improve practitioners' competencies needed for guidance tailored for the new needs. These CPD programs reflected changes in the guidance practice. For example, the law of secondary education introduced career guidance teams on the school level that would be in charge of planning and realizing career guidance activities and several CPD programs have been developed on the topic of planning career guidance activities and cooperating in teams.

The draft of the *Framework of quality standards for career guidance and counseling services*⁸, which has just been developed, defines general and specific competencies of career guidance practitioners. Among others, these Standards recognize development of online services and digital competencies of practitioners as the key for the provision of available and targeted career guidance services. Further development of new CPD programs is expected once Standards are adopted.

⁸ Working group for development of Standards is coordinated by the Institute for improvement of education, as the initiative of Ministry of Education, Science and Technological Development and with the support of National Euroguidance centre, NGO Belgrade Open School and GIZ project.

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SLOVAKIA



DIGITAL TOOL KOMPOSYT.SK⁹ is an on-line platform through which users have access to different diagnostic tools. It was developed as a part of the National Project with the purpose of implementing an innovative approach to the complex guidance and counselling system. The tool puts emphasis on the prevention of socio-pathological phenomena in the school environment, targeting primarily pupils with special educational needs (SEN). Target groups of the tool are pupils in general and pupils with SEN, pedagogical staff, expert staff, general public (especially parents), policy-makers, and other stakeholders. With more than 170 contributions, this digital tool is offering a broad scope of publicly displayed articles, tests, useful links, and interesting information concerning guidance and counselling system. Users may, in addition, access methodological manuals, materials, and worksheets that were distributed in printed form directly to schools, centres of special pedagogical counselling, and centres of pedagogical, psychological counselling and prevention.

WORKNAVIGATOR.SK

WORKNAVIGATOR.SK¹⁰ is an interactive online platform based on the long-time work of Thomas Diener. Thomas Diener is a Swiss coach, supervisor, and a career counsellor with more than 25 years of experience. He developed different methods aiming at career and life pathways. This online platform is a private commercial guidance service which offers to help clients with self-knowledge and decision-making process on the basis of personal values, qualities and attitudes. Target groups for this service are clients looking for a change in their work lives, and those aiming at personal growth and further development. The platform offers exercises, tests and reflexive tasks leading to comprehensive mapping of one's qualities, expectations and requirements. The platform offers three different programs with different levels of complexity. In the third - the most complex - program, those who

⁹ <https://www.komposyt.sk>

¹⁰ <https://worknavigator.sk>

are interested are offered a personal consultation with experts in the method of job navigation.

LABOUR MARKET INTEGRATED SYSTEM

ISTP¹¹ stands for Labour Market Integrated System, a database of all existing job vacancies in the Slovak labour market. Moreover, it offers counselling tools that are useful for finding a job corresponding to one's educational attainment, experience, knowledge, and digital skills. The project is financed by the Ministry of Labour, Social Affairs and Family of the Slovak Republic, and the project coordinator is Central Office of Labour, Social Affairs and Family. Application maintenance is ensured by the implementation team of TRIXIMA Bratislava. The catalogue of vacancies is created by experts from various fields, i.e. employers, educational counsellors, teachers, psychologists, physicians, and statisticians. Target groups of ISTP are unemployed people, employers, pupils and students, their parents, school counsellors, and employees of PES. They can find different types of information depending on their area of interest, e.g. employers' requirements for education, knowledge, skills, competencies, etc.

INNOVATION IN PES (OFFICES OF LABOUR, SOCIAL AFFAIRS AND FAMILY)

PES in Slovakia offer improvements and innovations in their services to address the requirements of the changing labour market. For instance, the Unit of Counselling and Training at the Central Office of Labour, Social Affairs and Family produced a Methodology Guide for Counselling Services. The most important part of the Guide is a set of counselling techniques and instruments, sorted out into four basic themes: A. Activation, labour market navigation, and job search; B. Self-discovery, evaluation of prospects, and developing of a professional profile; C. Career guidance; D. Valorisation of acquired knowledge and skills. The implementation of the Methodology Guide was accompanied by the training of all counsellors from PES. Another example of innovation efforts is Assessment and Development Centre programme at local PES Dolný Kubín. It is based on assessment centre method used by employers and serves jobseekers to better understand their qualities

¹¹ <http://www.istp.sk/english-information>

and possibilities. This service also supports clients to take responsibility for their future and motivates to self-development. “Coaching as an interactive and effective tool in the process of re-integration of unemployed in the labour market” is a programme of local PES Martin applied since 2013. Within the employment services in Slovakia, it is a very innovative approach, not only in terms of used counselling methods (coaching), but also in terms of organizational system of professional counselling services.

THE CENTRE OF PEDAGOGICAL AND PSYCHOLOGICAL COUNSELLING AND PREVENTION

THE CENTRE OF PEDAGOGICAL AND PSYCHOLOGICAL COUNSELLING AND PREVENTION (CPPPAP), ČADCA, is operating a longitudinal model CAMIP¹² (Čadca Model of Interactive Career Guidance), which focuses, in a very systematic manner, on career orientation of pupils in the interaction with actual trends and possibilities in the labour market. This programme is innovative owing to the advanced methodology, new topics, quality of provided services, and mainly because it encourages an intensive cooperation between the labour market, schools, pupils, and other counselling centres (CPPPaP). Target groups are pupils in the final year of elementary schools, pupils with specific needs, parents, educational and school counsellors, other stakeholders (companies, PES). It is realized in five modules: 1) aimed at school counsellors (workshops, supervision, etc.); 2) aimed at pupils (tests and intervention programmes in the natural environment of school); 3) international fair of information, education and employment in cooperation with PES; 4) specific consultation for pupils with special needs; 5) leading to further improvements in the following years.

¹² <http://camip.sk/>

The main public research body in Slovakia is Slovak Academy of Science and its institutes, e.g. Institute of Economic Research, Institute for Forecasting, and Institute for Sociology. Slovak Academy of Science is issuing forecasts of the labour market (LM) development. One of the latest analytic materials concerning the LM is ‘Labour Market 2017 +’¹³.

In addition, the Ministry of Finance, Ministry of Education, Science, Research and Sport and Ministry of Labour, Social Affairs and Family set up their own think-tank institutes, i.e. Institute for Financial Policy¹⁴; Institute for Education Policy¹⁵; Institute for Labour and Family Research¹⁶ respectively. Their research activity consists mainly in the optimization of the public spending in each sector, analysis of the existing tools and strategies and their effectiveness, and recommendations for the labour market and educational system policies.

The National VET Council is the counselling body affiliated to the government (The Ministry of Education, Science, Research and Sport) and composed of representatives of municipalities, employers, and public officials. The Council provides recommendations for effective VET policies and their implementation on the regional level.

Employment Institute (IZ Bratislava) is a non-government organization that focuses on the problems of employment and unemployment in the Slovak LM, reflecting differences among regions, age groups, qualifications, etc. Employment Institute puts forward problems of active labour market policies, life-long learning, middle and long-term strategies and forecasts based on regional disparities. Trexima is a private company monitoring employment situation, wages, working conditions, work productivity and employers’ requirements. Manpower is a company operating all over the world, and in Slovakia provides, among other things, employment outlook surveys. They quarterly gather information on recruitment plans of employers and annually issue reports¹⁷ on qualification and skills mismatch on LM.

¹³ http://www.ekonom.sav.sk/uploads/journals/358_lubyova_stefanik_labour_market_in_slovakia_2017.pdf

¹⁴ <http://www.finance.gov.sk/en/Default.aspx?CatID=291>

¹⁵ <https://www.minedu.sk/institut-vzdelavacej-politiky/>

¹⁶ <http://www.ceit.sk/IVPR/index.php?lang=en>

¹⁷ <https://www.manpower.sk/manpower/sk/tlacova-sprava-nedostatok-ludi-s-potrebnou-kvalifikaciou-2016/>

In 2015 a *dual vocational education and training (VET) scheme* was introduced to facilitate smooth transition of students from secondary vocational schools to the labour market. Dual VET scheme provides a regulatory framework for students to attend practical training directly at the employer. However, an increasing number of manufacturing companies report difficulties in hiring people with the right skills. While the interest of employers in dual VET is growing, the scheme does not seem to be sufficiently attractive to young people or to certain schools. A practical example of the building ties between the formal education and the labor market is the initiative by Volkswagen Slovakia and Faculty of Mechanical Engineering at Slovak Technical University. They are launching a new pilot project - dual bachelor's degree programme¹⁸ in automotive industry with a total duration of 4 years. It combines a professional formation in the respective field with an extended period of practical training directly at Volkswagen's manufacturing plant. The main goal of the initiative is to prepare highly qualified workers in the field of automotive engineering.

In addition to changes in vocational training, Slovakia launched 'Practice to employment'¹⁹ project within the Youth Employment Initiative scheme as a part of the National implementation plan of guarantee for young people in the Slovak Republic which became effective as of January 2015. The project is aimed at young people (below 29 years old) who have not had any previous regular job experience, and it is based on an innovative approach that combines support for the acquisition of professional skills through job mentoring, followed by subsidised part-time employment for at least nine months. The objective of the programme is that its participants acquire professional skills and practical experience for future employment, relevant to their respective education.

However, the Slovak educational system has still difficulties in addressing the labour market needs. There is missing a link of current requirements, but also practical knowledge of the profession in the education system. Another reason might be the fragmentation of responsibilities in the area of career guidance and lifelong learning for the labour market between the Ministry of Education, Science, Research and Sport and the Ministry of Labour, Social Affairs and Family.

¹⁸ http://www.sjf.stuba.sk/sk/uchadzaci/akreditovane-studijne-programy/bakalarske-studium/studijne-zameranie-automobilova-produkcia.html?page_id=4929

¹⁹ <http://ec.europa.eu/social/BlobServlet?docId=16288&langId=en>

Faculty of Education, Comenius University in Bratislava launched new Bachelor study programme “Psychological and Career Counselling for Individuals with Disabilities”²⁰. This study programme has both full-time and external form, and it is very unique in its content. The programme addresses social needs for inclusion and it is aimed at fighting prejudice and discrimination of individuals with disabilities. The essential goal of the study programme is to bridge the gap between the narrow and general professional approach to children, youth and adults with disabilities. At the same time, the programme is aimed at professional training of career counsellors, preparing them to execute professional both individual and group care for individuals of all ages and in all kinds of situation. The graduates are employable as assistants of professionals in education, health and social care, and in counselling services helping with conducting specialised activities to psychologists with a higher degree. They can also take positions of career educators, career information providers, and managers of career programmes and services.

Within the Lifelong Learning Programme ERASMUS, Slovak Technical University in cooperation with partner universities launched a multilateral project named ‘Development and Implementation of Common Bachelor’s Degree Programme in the European Context’²¹ (DICBDPEC). The aim of the project rested in harmonization of higher education and postgraduate education for career counselling of partner countries. As an outcome of the project, programmes in career guidance and human resources development were proposed and worked out for all the study levels (B.A., M.A., Ph.D). Nevertheless, the curricula have not been implemented in any of the Slovak universities thus far.

Apart from these programmes, there are no comprehensive university programmes with focus on career guidance. Classes on career guidance are offered mainly by Psychology Departments, but they last only one semester, and provide only a general overview of the topic. A wider offer may be found in the form of paid courses (short to long term) provided by private actors which strive to encompass newer approaches to career guidance (ICT services, sociodynamic and narrative approaches, etc.).

²⁰ <https://www.fedu.uniba.sk/en>

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SLOVENIA



WHERE AND HOW (KAM IN KAKO)

Computer programme Where and How (Kam in kako) is online guidance programme updated and managed by The Employment Service of Slovenia, Euroguidance Slovenia for different target groups in 2 specialized versions:

- *Where and how* online guidance programme for students of primary schools, VET schools, general upper secondary schools and their guidance counsellors;
- *Where and how* online guidance programme for higher education students, the unemployed and all other individuals interested in career change.

Online guidance programme Where and how is used by guidance counsellors in employment and education sectors as well as youth and adults in order to help them in achieving informed career decisions in the times of their career transitions. There is also possibility to ask questions online to counsellor. The Employment Service of Slovenia, Euroguidance Slovenia develops the programme and also covers the national fee for all Slovenian employment offices and schools in order to provide free service.

ELECTRONIC QUESTIONNAIRE ABOUT CAREER PATH

The Employment Service of Slovenia, Euroguidance Slovenia prepares and updates electronic questionnaire about career path. The questionnaire about career path is a guidance tool for guidance counsellors in all Slovenian primary schools that collects information every year from over 12.000 students in last year of primary education about intended career choices in order to provide them better career guidance in transition from primary/lower secondary to upper secondary education. The results gained demonstrate planned career choices of Slovenian students and are as such helpful tool for guidance counsellors with their counselling work. The results

are analyzed and interpreted by Euroguidance Slovenia and presented to The Ministry of Education, Science and Sport as well as to school counsellors in primary and upper secondary schools and career counsellors at The Employment Service of Slovenia in order to inform them about general interest for selected schools before the enrolment call for admission at the (upper)secondary education.

The most interesting vocational education programs for career choices of Slovenian young people for school year 2017/2018 are: hair dresser, nurse, carpenter, confectioner, electrician, car mechatronic, gastronomy and hotel services, chemical technician, electro technician, computer technician, mechanical engineering technician, media technician, veterinary technician and beauty therapist.

ESVETOVANJE (ECOUNSELLING)

eSvetovanje (eCounselling) is a self-evaluation guidance tool for effective career planning and job searching that can be used independently since it provides access to several guidance tools which guide individual through the key points of career planning. Several questionnaires lead the user to discover more about own personality, abilities, motives, values, life styles and their importance for career planning. Additionally, one can discover more about interests, competences and vocations as well as learn about labour market, job searching, job applications, CV and activation plan. In order to get full access to all available services it is advisable to register; registered users can save data in folder and access the results of the questionnaires.

SPLETI SVOJO KARIERO

Spleti svojo kariero is an online tool developed by The Employment Service of Slovenia which includes several career tools that helps in searching for employment and in career planning. The tools are widely used by Slovenian guidance counsellors in their daily work with their clients. The portal also provides 10 compendia with relevant chapters about independent job searching and career planning.

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MOJA IZBIRA

[Moja izbira](#) is an online portal that provides the most important information on vocations (around 500 vocation descriptions provided by the Employment Service of Slovenia, Euroguidance Slovenia and over 350 movies on vocations) as well as learning opportunities from all levels of vocational education (upper secondary general, technical and vocational, short-cycle higher vocational education and adult education institutions and programmes). There are some guidance tools available including video game on vocations and [vocational cards](#). *Moja izbira* has been developed by Institute of the Republic of Slovenia for Vocational Education and Training in cooperation with partner organisations, including the Employment Service of Slovenia, Euroguidance Slovenia. The target groups are guidance counsellors, students, parents and other interested.

[The Employment Service of Slovenia](#) is one of the key Slovenian labour market institutions that conduct twice a year in April and October research [Employment forecast \(Napovednik zaposlovanja\)](#) among Slovenian employers who employ over 10 employees. The research focuses on business expectations and services, employment in the next 6 months (short-term employment intention for future vacancies and needs) as well as problems with finding adequate staff in last 6 months. The Employment Service of Slovenia also manages the project [Increasing effective coordination of supply and demand in the labour market](#) with purpose to develop instruments suitable for quality forecasts of worker's needs, skills and competences which will contribute towards the reduction of structural imbalances in the labour market and enable faster access to employment for the unemployed. This project will also upgrade the existing methodology used to identify employers' short-term employment needs and develop a methodology to establish employer needs regarding knowledge and competencies in the labour market as well as develop a competency model of employment as a relevant tool to aid in the efficient identification of the employability of the unemployed and job seekers.

[Office of the Government of the Republic of Slovenia for Macroeconomic Analysis and Development](#) provides reports on developments, including labour market.

[Statistical Office of the Republic of Slovenia](#) collects and publishes a wide scope of data in the field of labour market, including registered employment rate, etc.

There are several workshops provided by The Employment Service of Slovenia for different target groups aiming to develop skills needed for the labour market. The Employment Service of Slovenia also provides [initiatives](#) as part of active labour market policy measure with regard to skills needed on the labour market (e. g. trainings for butchers, welders and metalwork profession and several others) and workshops (e. g. Career after 50, Counselling for more effective job searching, Social activation focused on long-term unemployed). Counselling workshop by The Employment Service of Slovenia for the (long-term) unemployed [If I want things to be different, I must change something \(Differently\)](#) employs a combination of five main approaches: self-reflection techniques, different exercises, methods and interventions for self-realization, training of certain skills, career counselling and personal counselling. The workshop is intended to provide to the participants additional assistance in shifting from their status quo situation (long-term unemployment) to resolving the situation.

[Project Learning for Young Adults \(PLYA\) programme](#) supports vulnerable young adults (15 to 26 years) who have dropped out of school early due to different challenges they face in their social, cultural and economic environment, using alternative pedagogical and counselling methods to reintegrate them into education, training or employment. The programme provides supportive learning environment and a flexible approach tailored to fit local circumstances and the needs of each young person. The role of the mentor is crucial in empowering and supporting the individual through this transition. The programme is managed by the Employment Service of Slovenia and provided by several organisations. School guidance counsellors and employment counsellors can refer a young person to participate in the project.

[The Employment Information Service](#) at Ljubljana city library helps job seekers with providing information about employment, education, economy, social services and free legal assistance as well as assistance in writing job applications and CVs. The Employment Information Service offers various types of informal education and organizes free workshops, lectures, and motivational meetings on how to enhance one's employment possibilities. They also provide individual career coaching as a special type of informal education.

[Public Scholarship, Development, Disability and Maintenance Fund of the Republic of Slovenia](#) has various programmes to promote growth and development of knowledge, skills and lifelong learning. In cooperation with the Ministry of Labour, Family, Social Affairs and Equal Opportunities and the Ministry of Education, Science and Sport they support also:

- **Competence centres for human resources** where employers in the sector cooperate and determine key desired competences and train employees depending on the requirements and the highlighted deficits.

- **Scholarships for shortage occupations** (baker, confectioner, stonemasonry, chimney sweep, butcher, carpenter, etc.) in order to provide adequate workers for the vacancies as well as increase participation in vocational education programs that promote economic development and employability.

Slovenia does not have education program in career guidance at the university level. Our school counsellors have university degrees in psychology, pedagogy, social pedagogy, social work or relevant social sciences. In adult education centres guidance counsellors usually have university degree in pedagogy and andragogy. They must have professional certification exam in education. Our guidance counsellors in employment sector and with private concessionaires can be any of the profiles above, but also lawyers, economists, teachers and others. They must have passed the professional certification exam for lifelong career orientation and employment. Additionally, guidance counsellors' training is provided by different organisations, mostly as internal training.

The Employment Service of Slovenia provides **modular training for career counsellors in lifelong career orientation** from employment and education sectors in order to provide career counsellors with the needed knowledge on useful working methods and their theoretical background as well as to encourage networking among career counsellors from different fields. The multidisciplinary 160-hour training includes group work, e-learning and independent work. It is divided into 4 modules (career orientation, guidance, lifelong guidance career tools and working with group in career orientation) for 4 different fields of practice (employment counsellors, education counsellors, HR and NGO). The training is provided in the frame of [Service Development of Lifelong Career Guidance](#) project.

The Employment Service of Slovenia is managing several projects in order to strengthen the competences of its career counsellors:

- [Enhancement of the counselling work with the young unemployed](#) project is focused on the enhancement of the counselling work with the young job seekers and the unemployed aged 29 or less and an increase in accessibility of the services provided by the Employment Service of Slovenia in compliance with the Youth Guarantee.
- [Performing services for the unemployed, other job seekers and employers](#) project increases the quality of counselling process and enhances the accessibility of services of The Employment Service of Slovenia for the users of services, which will contribute to higher employability of the registered unemployed and job seekers.

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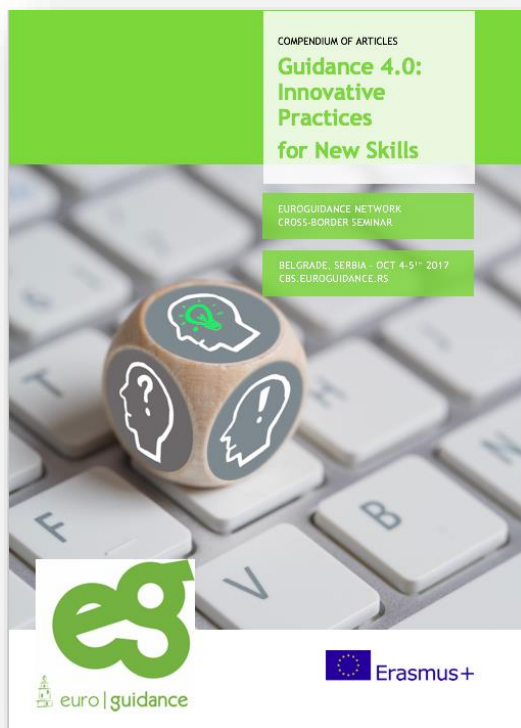
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COMPENDIUM OF ARTICLES



The cross-border seminar 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 that is published as a separate ebook and that can be downloaded from the event website:

<http://cbs.euroguidance.rs>

CROSS BORDER SEMINAR

“GUIDANCE 4.0:

INNOVATIVE PRACTICES FOR NEW SKILLS”

4TH - 5TH OF OCTOBER, 2017,

HOTEL METROPOL, BELGRADE, REPUBLIC OF SERBIA

COORDINATING COUNTRY:

Foundation Tempus - Euroguidance Serbia



PARTICIPATING COUNTRIES:

Austria, Czech Republic, Croatia, Germany,
Hungary, Poland, Romania, Slovakia, Slovenia

SPECIAL GUESTS FROM: Finland, CEDEFOP

NATIONAL SURVEYS PUBLISHED AS EBOOK BY:

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The Euroguidance network (www.euroguidance.eu) is a network of centres linking together the career guidance and counselling systems in Europe. Euroguidance promotes mobility, helping guidance counsellors and individuals to better understand the opportunities available to European citizens throughout Europe.

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