

VODENJE

v vzgoji in izobraževanju 2|2017



Tematska številka

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Tisk Birografika Bori, d. o. o., Ljubljana

Naklada 660 izvodov

Izdaja Šola za ravnateljce, Dunajska 104, 1000 Ljubljana

E revija.vodenje@solazaravnateljce.si

DŠ SI73297216 | TRR 01100-6030715946

Letna naročnina 33,38 EUR

Posamezna številka 12,52 EUR

Prispevke pošljite na naslov izdajatelja, navodila za pisanje najdete na
<http://vodenje.solazaravnateljce.si>

Izid revije je finančno podprla Javna agencija za raziskovalno dejavnost Republike Slovenije iz sredstev državnega proračuna iz naslova razpisa za sofinanciranje izdajanja domačih znanstvenih periodičnih publikacij.

UDK 371(497.4) | ISSN 1581-8225

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Uvodnik

Mihaela Zavašnik Arčnik

Šola za ravnateljce

Polona Peček

Šola za ravnateljce

Pričujoča tematska številka je plod mednarodnega projekta Lead-Career v sklopu Erasmus+, v katerem smo predstavniki Šole za ravnateljce kot vodilni partner dve leti intenzivno sodelovali s predstavniki Agencije za vzgojo in izobraževanje (Hrvaška) ter Univerzo v Innsbrucku (Avstrija). Glavni cilj projekta je bil okrepiti zmožnosti ravnateljev za karierni razvoj strokovnih delavcev. Krepitev zmožnosti smo razumeli kot razvoj orodij oziroma instrumentov, ki bodo ravnatelju pomagali krepiti karierni razvoj strokovnih delavcev. Tematiko smo povezovali z ekonomskimi in tehnološkimi premiki v Evropi in v svetu, ki so povzročili korenite spremembe na področju zaposlovanja, tako na trgu dela kot v delovnih procesih v zavodih in organizacijah. Posledica tega je, da se posamezniki na svoji karierni poti soočajo z različnimi izzivi in doživljajo različna obdobja kariernega razvoja. Tovrstne spremembe nakazujejo vse večjo potrebo po načrtnem usposabljanju posameznikov za načrtovanje in vodenje kariere v vseh življenjskih obdobjih.

Začetek projekta je bil previden, pogledi, šolski sistemi in šolske politike različni. Z vedno bolj odprtim pretresanjem idej, izmenjavo znanja in spretnosti ter primerov dobrih praks smo našli skupno pot in točko, kam usmeriti projekt in predvsem kako. Rezultati projekta so uporabni in koristni za izobraževalni prostor vseh treh sodelujočih držav in tudi za širši mednarodni prostor. Njegov največji učinek je, da smo v tem času postali dobri prijatelji in stkali močne mednarodne vezi. Komunikacija med nami je predstavljala poseben izziv, pogosto smo komunicirali kar v štirih jezikih naenkrat, zato smo se odločili, da bomo podobno pripravili tudi tematsko številko revije *Vodenje v vzgoji in izobraževanju*, torej večjezično, v angleškem, hrvaškem, nemškem in slovenskem jeziku, in tako prispevali h krepitvi medkulturnosti.

Tematska številka je zgrajena tako, da v njej uvodoma orišemo projekt. Uvodni članek nadgrajuje razmišljanje o bistvu kariere 21. stoletja. V nadaljevanju objavljamo članke, ki prikazujejo pre-

sek in pomen vseživljenjske karijerne orientacije kot nove dimenzije pri razvoju kadrov v vzgojno-izobraževalnih zavodih in širše. V osrednjem delu revije predstavljamo intelektualne rezultate projekta, končujemo pa jo s prispevkom o učinkih, ki jih prinaša mednarodno sodelovanje pri ključnem ukrepu 2 v programu Erasmus+, katerega sredstva smo v projektu črpali.

Zahvaljujeva se vsem, ki so projekt omogočili, v njem sodelovali ali nas na njegovi poti podpirali, bralcem pa želiva veliko profesionalnih užitkov ob prebiranju revije in uspehov pri uresničevanju projektnih idej in priporočil.

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About Erasmus+ LeadCareer Project

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The article gives an overall view of the Erasmus+ LeadCareer project. It clarifies its main idea, aims and objectives, which were based on the research review claiming that in many public organisations there are usually no clear provisions for career development of employees and that providing good career opportunities is one of key practices which influence organisational performance. Additionally, the article clarifies what is meant by capacity building in the project. Throughout the article the implementation of the project through the provision of intellectual outputs is described. The article also tackles project impact and foresees some future directions.

Keywords: career development, career, teacher, headteacher

Why the Project: Idea, Aims and Objectives

Today's time is marked by risk and deep social change (Rifkin 2001; Wallerstein et al. 2013), which strongly influences the work of school leaders (i.e. headteachers) and other educational staff members (e.g. teachers, school counsellors, kindergarten teachers). The Finnish study on the future of education (*Finska v vrhu znanja 2030* 2014) highlights the fact that the changing social environment will increasingly require flexible working time and the kind of educational staff members who will be more and more responsible for steering their own career development. Moreover, the educational staff should, for reasons of irregular employment and employment variation, know themselves well and identify opportunities for learning and work, be able to make decisions and successfully transfer and shift between their roles as students, staff members, family members and citizens. Therefore it is necessary to offer opportunities to school leaders and educational staff to enhance their career competences – meaning that school leaders should become competent in their career guidance and development.

The main aim of the LeadCareer project was to develop school leadership knowledge and skills for the career development of the educational staff. It was intended to be achieved through two objectives: a 5-day curriculum for a training programme focused on

capacity building for career development, and a strategy for implementing the curriculum into the lifelong learning of school leaders.

The need for such a project derived from different research results and from good practice in other fields outside the educational context. A CEDEFOP review (2008) suggests that there are no clear provisions for career development inside many organisations and that leaders presume that employees will get help and advice informally (not as part of an organisational strategy). Leaders do not normally assume that their staff members are very diverse and that acknowledging and recognising diversity in various career development stages benefits the organisation. Additionally, Purcell et al. (2003) found that providing good career opportunities is one of the key practices which influence organisational performance. OECD handbook for policy makers of career guidance (2004) indicates that policy makers should ensure that career guidance and development are integral parts of adult learning programmes in publicly funded education and training institutions. The project also relates to the two Resolutions of the Council of the European Union (2004)¹ and »Europe 2020« Strategy (European Commission 2010), which highlighted the need for strong career guidance.

In the recent couple of years, the theme of (leadership) capacity building has become one of the most prominent and recurring topics. However, despite its increasing importance (also in public institutions and school leadership contexts), it would be very difficult to claim at this point that there is a universal definition of 'capacity building.' In practice, leadership capacity building means intentional aiming at strengthening a certain field of knowledge and skills to improve its performance and influence at different levels, usually at the individual, organisational and sectoral system levels. This is normally accomplished through the development of a series of instruments, tool and activities, which can be significantly varied, e.g. informing, training, networking, consulting, developing written materials, coaching, technical support, consolidating communities of practice, introducing technological enhancements etc. The LeadCareer project aimed at five such different instruments for capacity building, called 'intellectual out-

¹ 'Resolution of the Council and of the Representatives of the Governments of the Member States, Meeting within the Council of 21 November 2008 on Better Integrating Lifelong Guidance into Lifelong Learning Strategies.' *Official Journal of the European Union*, 13 December 2008, c 319.

puts,' i.e. a state of the art comparative study of leadership capacity building for the career development of the educational staff, 5-day curriculum, sample pedagogical material for the execution of the curriculum, policy recommendations/guidelines and a publication as a source for relevant stakeholders and the general public with the intention of spreading and disseminating the results of the project.

Implementation of the Project through the Provision of Intellectual Outputs

The five abovementioned intellectual project outputs represent a series of documents supporting the idea and rounding up the aims and objectives of the project. They follow the logical order of the project implementation and the natural order of capacity building instruments (in our case, written materials) needed for the execution of the process of optimising leadership knowledge and skills in the career development of the educational staff.

Career guidance and career development competences as part of guidance are highly related to the current European policies aimed at reaching Europe 2020 targets. The development of career competences contributes to and is foreseen as a tool to support individual career management, supports individuals to make the transition to employment and between employments, increases the flexibility of the labour market, supports individuals to be resilient when facing career transitions etc. The comparative analysis of national documents as the first project intellectual output offers a chance to get a good overview of the field of research and the already existing material in the national policies related to career guidance and career development competences.

In the first part of the study, the EU documents defining Lifelong Guidance (LG) were studied through desk research methods. This was followed by the analysis of the national documents of project partners. The analysis of national documents was carried out based on two research questions: *What has been implemented on the national level regarding career guidance policies (with a focus on the employed adults, if possible the educational staff, in the public sector)? What kind of trainings or programmes exist in the public sector that cater for the career guidance of the employed adults (if possible in relation to the educational staff members)?*

In the second part of the comparative study, the existing career competence models were studied. The project examined Cana-

dian, Scottish, American and Australian career competence models. After the completion, four sets of overall competences necessary for successful career guidance and development relevant for the educational staff members were determined. Of the four general competences, the different sub-competences that were found in the existing models were discussed and then reduced to a minimum of 40 sub-competences, mainly connected to the career of the educational staff. On the basis of the determined sets of competences, an e-questionnaire was used to find out about the career guidance and development needs of the educational staff members at different educational levels. The questionnaire was distributed to the educational staff of all kinds in schools and kindergartens in different partner countries. After the closing of the online questionnaire, the data were analysed by calculating the average for each competence and for each field of overall competences. Needs identification determined the gaps between what needs to be accomplished through the curriculum development and what is currently being achieved (also judging the competences in relation to one another in participating countries). Based on the results, the partners started to design the curriculum (Intellectual Output No. 2).

Designing a curriculum for the educational staff arose from the analysis of the recent national and international policy papers, other documents and practice related to career guidance and development and needs analysis (Intellectual Output No. 1). The project noted and wanted to draw attention to the importance of career development competences for the educational staff, as there were several indicators in Intellectual Output No. 1 showing that training for the career development of the educational staff has been neglected in most of the countries. The curriculum is intended for all those in the educational field who want to intentionally develop their career competences. It specifically addresses headteachers as leaders being partly responsible for the career development of the educational staff. It is also believed that those educational staff members who are well educated and trained in career development are going to be better able to develop students' career competences, as students are the ones who will be facing difficult and important career decisions and transitions in their careers.

The 40 important career competences were used as a starting point for designing the questionnaire, the purpose of which was to measure to what extent the educational staff have already de-

veloped these competences. In the process of designing the curriculum, this set of competences was likewise reconsidered; some of the competences were rewritten in a more user-friendly language while others, if too similar to stand on their own, were merged into one. For a substantive elaboration of the curriculum, the different career competences within the fields were clustered and for each cluster categories were identified. Finally, 21 basic career competences supporting individuals in their career management were gathered in the curriculum. The curriculum was titled *I Am a Teacher – I Create My Career*. It is structured according to basic career competences, which are arranged in four thematic clusters: basic knowledge, self-potential, self-leadership, and enactment. The curriculum consists of 5 modules. For these five modules the aims, topics and expected outcomes are described and at the end of the document recommendations for the trainers are listed.

At this point, it is worth mentioning that prior to the project, the members thought of basing the curriculum on DOTS and New DOTS analysis model developed by Law and Watts (2003). However, during the state of the art analysis, it was decided to use a different, competency approach, as it seemed more adaptable to employed adults and organisation and system friendly.

On the basis of the curriculum, the project agreed to develop sample pedagogical materials (Intellectual Output No. 3) to serve as a tool for headteachers (and other interested stakeholders) to help them develop the career competences of the educational staff and execute the curriculum. In practice, the curriculum defines the aims, contents, topics and themes. It does not, however, define the approach, as there are many different ways of achieving the aims; the approach is left to headteachers. Sample materials support headteachers in understanding career guidance and development, provide ideas on how to plan and train, they serve as a reference, are a source of stimulation etc. Sample materials are presented to headteachers as examples which can be used to create their own similar materials, to be creative and flexible in achieving the aims of the curriculum. Headteachers as trainers are free to adjust the activities to the professional needs of educational staff members. It is recommended that the maximum number of the educational staff in a group is 20. This ensures an active involvement of everyone in the group. Optimal time for each activity is proposed, but headteachers are free to adjust the length of activities depending on participants' experiences and needs.

The materials were developed during team work with a group of Croatian headteachers. After the preparation of sample materials for each model, the materials were introduced to and ‘tested’ with a group of Croatian headteachers, thus enabling the project members to adjust it for proper use and make final corrections.

The fourth intellectual output developed was the policy paper, i.e. recommendations for policy makers at different levels. The document addresses key issues related to the implementation of leadership capacity building for the career development of the educational staff. The paper is intended to convince policy makers to advocate changes on these specific policy issues. It serves as a specific proposal for action at different levels. The main part of the document describes the potential use of the curriculum for different key stakeholders. Furthermore, the most relevant issues related to underlying assumptions, the effects on and roles of key stakeholders as well as implications of issues are pointed out. The use for selected target groups on supranational, national, organisational and individual levels is presented.

On the supranational and national levels, the curriculum tackles the issues raised by the OECD and EU institutions and governments in the past. The curriculum contributes to good career decisions of headteachers, educational staff and students, and can therefore help improve employability in all areas of the society from youth to the older generation. Being able to influence and decide about career decisions is important to prevent burnouts and other illnesses, which happen very often within this profession due to several challenges. Good career decisions are important for a clear work-life balance and therefore for the health and satisfaction of different people in the society. This has a significant impact on national budgets, as it results in a reduction in the costs related to unemployment benefits and the health system.

At the organisational level, the career curriculum can facilitate changes in educational institutions, support quality management in organisations and help set goals in organisations dealing with the career development of the staff. Preschools and schools were identified as the main beneficiaries of the curriculum. The identification of strengths and weaknesses of the staff can help headteachers delegate tasks and activities and plan their career development better. This leads to a more conscious approach in leading a career and to better recruitment. Additionally, the curriculum offers a chance to be implemented as a whole or in parts in other organisations, e.g. at the university in teacher training

courses, headteacher associations, headteacher training institutions. It could also be used by private organisations for further education or by other employment service institutions, e.g. the national employment office. At the individual level, by knowing and using the curriculum, headteachers get a chance to learn more about career guidance, which enables them to design and advance their own careers. Furthermore, they are empowered to help educational staff members develop career competences. Those staff members who participate in the curriculum learn to take on their own career and discover more about the basics of guidance, which gives them a chance to plan and manage their careers.

Project Impact

The main aim of the Key Action 2 Strategic Partnerships, through which the LeadCareer project was supported, is to develop innovative outputs and/or to engage in the intensive dissemination activities and use of existing and newly developed products or innovative ideas. Priority is given to strengthening the profile of the teaching professions, especially teachers and headteachers.

What effect can be claimed and seen in the LeadCareer project? Looking at the impact of the project helps us judge whether a project has been successful or not, to what extent and in what way. It could be said that impact assessment relates to the process of examining project activities, supports the effectiveness of the project, allows space to be critical, creates value, helps us in telling a story to different stakeholders etc. On the basis of the rationale and policy context, resources available, activities carried out and intellectual outputs produced there, several effects can be identified at this stage.

At the partner organisation level, the following examples were identified . . . First and foremost, access to a readymade curriculum and sample materials that can be used immediately by any of the partner organisations bears a profound impact. In practice, this means that partner organisations can use the curriculum as a source for training programmes and immediately start with its implementation. Also, in some partner organisations it was noticed that the LeadCareer project activities became related to and interwoven with other activities of partner organisations, e.g. other projects with similar topic/theme. Increased awareness of other staff members in partner organisations through regular communication channels and information sharing was also marked, i.e.

the topic and the theme became more prominent in several other discussions apart from the project discussion. It is also believed that through dissemination activities the sectoral system level was reached. This will enable decision makers to make necessary actions for further developments in the field of career development and guidance.

In Conclusion

At the final stage of the project it can be, on the one hand, claimed that the project reached its aims and objectives. On the other hand, this does not imply that the work has been finished. It is the responsibility of partners that the results get implemented into work practice and that their availability at local, regional and national levels is thus ensured. With such a perspective in mind, the project partners will try to encourage policy makers at different levels to channel more resources towards leadership capacity building for the career development of the educational staff. However, a significant difference will in fact take place when the curriculum is finally implemented and evaluated in practice. This means reaching the stage where the curriculum is internationally applicable and carried out. In 2018, such a training course will for the first time be offered by the Slovenian partner through Erasmus+ mobility projects.

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O projektu Lead Career, Erasmus+

Sestavek prinaša splošen pregled projekta Lead Career v okviru programa Erasmus+. Pojasnjuje glavno idejo, namene in cilje, izhajajoče iz povzetka predhodne raziskave, češ da v mnogih javnih zavodih navadno ni nedvoumni določb za karierni razvoj zaposlenih in da je zagotavljanje dobrih kariernih priložnosti ena ključnih praks, ki vplivajo na uspešnost organizacije. Poleg tega v članku razložimo, kaj mislimo v projektu s krepitevijo zmožnosti. V vsem sestavku popisujemo izvajanje projekta in predstavljamo intelektualna spoznanja. Članek obravnava tudi vpliv projekta in predvidi nekaj smernic za prihodnost.

Ključne besede: razvoj kariere, kariera, učitelj, ravnatelj

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Bistvo razmišljanja o karieri

21. stoletja

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Nova kariera je proces, ki ga vodi oseba sama, ne organizacija. Sestavljena je iz vseh njenih različnih izkušenj na področju izobraževanja, usposabljanja, dela v različnih organizacijah, sprememb na poklicnem področju itd. Vsaka nova kariera posameznika se ne odvija nujno v isti organizaciji, kot se je predhodna. Posameznik si želi lastne poklicne izbire ter iskanje samouresničenja, ko poenoti in poveže elemente svojih sposobnosti in posebnosti, ki vplivajo na njegovo življenje. Merilo za uspeh je notranji (psihološki) in ne zunanji uspeh. Karierna pot je zaporedje kariernih dogodkov. Razteza se skozi celotno posameznikovo delovno obdobje. Kar se zgodi v enem letu ali ob enem od dogodkov, je le majhen košček mozaika na bogati karierni poti. Uspešnost kariere je odvisna od posameznika. Ker bo nova kariera pomenila vse bolj stalen proces učenja, bodo osebe, ki se učijo, vse bolj razvijale lastna znanja in bodo bolj prilagodljive. Začetek zanimanja za zaposlene in proučevanje njihovega vedenja sta tesno povezana s povečevanjem organizacijske učinkovitosti in uspešnosti, s tem, kaj ljudje delajo v organizaciji in kako to vedenje vpliva na njeno uspešnost. Strateški pomen pridobivajo kadrovske viri; človek s svojimi zmožnostmi je postal najpomembnejši vir in zaposleni so najpomembnejše premoženje, ki ga ima organizacija. V bistvu gre za povezovanje razvoja zaposlenih s strateškim vodenjem organizacije. Proces kariernega menedžmenta je mogoče natančneje opredeliti kot karierni samomenedžment, ki je sestavljen iz strategije individualnega vedenja (karierno izboljšanje položaja, učenje novih spretnosti) ali skupnih ukrepov v sodelovanju z drugo osebo (npr. mentorski odnos, sodelovanje v kariernem svetovanju), vedenj, ki zagotavljajo pozitivne vplive (npr. samopromocija). Vsak posameznik stremi k rasti, k osebnemu razvoju. Svoj osebni razvoj vsakdo načrtuje zase. Da bi dosegel zastavljeni cilj rasti, si naredi tudi načrt, s katerim ga bo dosegel.

Ključne besede: kariera, novi pogledi na kariero, modeli razvoja, karierni samomenedžment, karierni načrt

Izhodišča nove organizacijske paradigme

Tehnološki razvoj je pripeljal do hitrega spreminjanja strukture gospodarstva ter organizacije in tehnologije dela. Nekatere pa-

noge odmirajo in pojavljajo se nove. Evropska in tudi slovenska družba sta stopili v postindustrijsko dobo. Organizacije so postavljene pred zapletene kadrovske izzive. V času, ko se spreminjajo tehnologija, organizacija in vsebina dela, je treba v hitro spreminjajočem se okolju obdržati konkurenčno sposobnost. Ključ do tega cilja je upravljanje s človeškimi viri.

Evropski parlament in Svet Evropske unije sta že leta 2006 poudarila potrebo po razvoju vseživljenjskega učenja s posebnim poudarkom na aktivnih in zaščitnih ukrepih za nezaposlene in neaktivne osebe. Podlaga za to je bilo poročilo projektne skupine za zaposlovanje,¹ ki je poudarilo potrebo po sposobnosti prilagajanja spremembam, pomen vključevanja ljudi na trg delovne sile in ključno vlogo vseživljenjskega učenja.

Maastrichtska študija o poklicnem izobraževanju ugotavlja (Evropski parlament in Svet 2006), da bo do leta 2010 skoraj 50 odstotkov novih delovnih mest potrebovalo terciarne kvalifikacije, skoraj 40 odstotkov višjo in srednjo stopnjo izobrazbe, samo 15 odstotkov služb pa bo primernih za tiste z osnovno izobrazbo. Ista študija še ugotavlja, da je precejšna vrzel med stopnjami izobrazbe, ki so potrebne za nova delovna mesta, in stopnjami izobrazbe, ki jih dosega evropska delovna sila.

Vse to od vsakega posameznika v aktivni dobi terja nenehno prilagajanje, pridobivanje novih kompetenc in znanj. Vseživljenjsko izobraževanje in pridobivanje novih kompetenc postajata nujnost (Ovsenik 2012, 72). Pomemben del teh dejavnosti je tudi upravljanje kariere, ki jo opredelimo kot proces usklajevanja kariernih načrtov posameznikov s kadrovskimi načrti organizacije (Makuc 2004, 7). Upravljanje karier v organizaciji in osebni karierni načrti zaposlenih so tesno povezani in soodvisni. Čim večja bo soodvisnost, toliko bolj bodo zaposleni del organizacije in toliko bolj bodo njihovi cilji vključeni v cilje organizacije, s tem pa bo rasla tudi njihova motiviranost.

Nova kariera je proces, ki ga vodi oseba sama, ne organizacija (Sullivan in Emerson 1998). Sestavljena je iz vseh različnih izkušenj osebe na področju izobraževanja, usposabljanja, dela v različnih organizacijah, sprememb na poklicnem področju itd. Vsaka nova kariera posameznika se ne odvija nujno v isti organizaciji kot predhodna. Posameznik si želi lastne poklicne izbire ter iskanja

¹ »Priporočilo Evropskega parlamenta in Sveta z dne 18. decembra 2006 o ključnih kompetencah za vseživljenjsko učenje (2006/962/ES)«. *Uradni list Evropske unije*, 30. december 2006, L 394.

samouresničenja, ko poenoti in poveže elemente svojih sposobnosti in posebnosti, ki vplivajo na njegovo življenje. Merilo za uspeh je notranji (psihološki) in ne zunanji uspeh (str. 165–185).

Gledano v tej luči je karierna pot zaporedje kariernih dogodkov (Turnšek Mikačič 2014, 41), od katerih nimajo nekateri nič opraviti z denarjem ali prestižem. Karierna pot se razteza skozi celotno posameznikovo delovno obdobje. Kar se zgodi v enem letu ali ob enem od dogodkov, je le majhen košček mozaika na bogati karierni poti. Na koncu ugotovimo, da je uspešnost kariere odvisna od posameznika.

Poslovno okolje je lahko zelo burno in zapleteno, kar daje karieri dvoumne in nasprotujoče si signale (Bridges 1994, 62–74). Posamezniki so v samoobrambi morda razdvojeni glede svojih želja in načrtov za razvoj kariere. Hall (1996, 8) predvideva, da bo tradicionalno delovno pogodbo, v kateri podjetje delavcu predpiše trdo delo, zvestobo podjetju, določi višino plačila in varnost delovnega mesta do določene stopnje, zamenjal nov tip pogodbe, ki temelji na stalnem učenju in prilagajanju spreminjajočim se delovnim zahtevam. Shepard (2011, 6) novo karierno pot imenuje »pot s srcem«. Nova kariera, ki jo doživljamo s srcem, je živa in se razcveta.

Danes nas zanimata okolje, v katerem kariera poteka, in njeno uresničevanje v 21. stoletju. Zanima nas smer kariere v prihodnjih letih.

Relacijsko učenje

Ker bo nova kariera pomenila vse bolj stalen proces učenja, bodo osebe, ki se učijo, vse bolj razvijale lastna znanja in bodo bolj prilagodljive. Kot poudarjata Yoyce Fletcher in Lotte Bailyn (2005), bo glavna oblika učenja v prihodnje sodelovanje. Trdita, da so za vedno večje spodbujanje sodelovanja značilne tri lastnosti (str. 165–185):

1. *Soodvisnost* je prepričanje, da je pomembna medsebojna odvisnost, ne pa avtonomnost. Idealno je stanje, v katerem bi dosegli rast in razvoj. Soodvisno naj bo sprejemanje odgovornosti za prispevek k razvoju drugih in prepoznavanje priložnosti za rast, kar omogočajo medsebojne povezave.
2. *Vzajemnost*. Rast medsebojnih odnosov je odvisna od obeh strani. Obe vzajemno rasteta in imata od tega korist, prepletata oba niza znanja, sposobnosti, ki drugim omogočajo rast

(sposobnost za prevzem strokovne vloge za usmerjanje, poučevanje, razlaganje), in sposobnosti za odmik od strokovne vloge, zato da bi si omogočili sprejemati vplive in učiti se od drugih.

3. *Recipročnost* se nanaša na pričakovanje, da bosta imeli obe strani sposobnosti za uresničitev soodvisnosti in vzajemnosti v dvosmernem modelu rasti in bosta za uresničevanje teh lastnosti motivirani. To pomeni, da imata obe strani občutek odgovornosti. Fletcherjeva opozarja, da je ključna naloga za delavce ustvariti take pogoje in prakse, ki bodo spodbujali razvoj znanja in spretnosti za rast in povezovanje. Treba je prepoznavati in nadgrajevati vrednote, ki z medsebojnimi stiki danes prispevajo k uspešnosti podjetja ter omogočajo integracijo dela in zasebnega življenja.

Drug ključni vir, ki bo del poklicne pokrajine v tem stoletju, bo jasno vrednotenje razlik kot vira učenja. Raznolikost bo še naprej močna konkurenčna prednost za podjetje. Walkerjeva (2006, 76–81) je pokazala, da poseben sklop komunikacijskih spretnosti človeku omogoča, da se uči iz razlik, in opisala temeljne naloge učenja in pomen razlik, kot je na primer spoznavanje, kako ljudje gledajo na drugačnost posameznikov.

Spoznavanje sebe je hkrati tudi spoznanje, da z različnimi ljudmi delamo različno (Shepard 2007, 699). Raznolikost bo še naprej močna konkurenčna prednost za podjetje, hkrati pa bo omogočala učinkovito individualno kariero. Ko ljudje osvojijo vrednotenje razlik, razvijajo širok nabor osebnih sposobnosti, ki so bistvenega pomena za vse vrste prizadevanj, vključno z možnostmi za lasten razvoj. Mednje sodijo na primer veščine, kako se učiti, samospoznavanje, učinkovita komunikacija, znanje o tem, kako graditi soodvisne odnose in jih obvladovati (Ovsenik in Ovsenik 2018).

Strateška vprašanja kariere v 21. stoletju

Zamislimo si velike izzive 21. stoletja na področju nove kariere, kot so naraščajoče število revnih prebivalcev, začasne zaposlitve, dolgoročno vztrajanje v isti karieri, isti službi, pri enakem delu.

Pomena človeškega kapitala so se najbolj zavedeli v podjetjih in ustanovah, ki so podvržene tržnemu gospodarstvu. Na začetku industrijske revolucije, ko so zaradi velikih potreb po industrijskih izdelkih podjetja lahko prodala tako rekoč vse, kar so proizvedla, so lastniki podjetij v delavcih videli predvsem strojem podrejene

strežaje. Tako so zaposlene izbirali predvsem glede na njihove psihofizične zmožnosti za konkretno delovno mesto.

Za sedemdeseta leta prejšnjega stoletja pa so bile značilne korenite spremembe. Prišlo je do povečanja, naraščanja konkurence in hkrati do sprememb v strukturi proizvodnje (pomanjkanje naravnih virov in prihod nove, razvite tehnologije). Prišlo je tudi do preobrata, saj je postala težavna prodaja in ne proizvodnja. Ponudba je bila večja od povpraševanja, zato je bilo potrebno prilagajanje novim razmeram. Obveščenost porabnikov je bila vedno boljša, zato se je povečala njihova zahtevnost.

Zahteve po čim boljšem zadovoljevanju porabnikovih potreb v konkurenčnih razmerah so menedžerje postavile pred nove izzive. Spremembe na trgu so pogojevale porazdelitev odgovornosti za rezultate po vsej organizaciji, načrtovanje se je povezovalo z vizijo, ustvarjalnost z znanjem.

Pri tem Ovsenik in Ambrož (2010) opozarjata, da dinamika sprememb v organizaciji omogoči tako zasnovano organizacijske kulture, ki se lahko odziva na hitre spremembe v okolju. Očitno je, da navedene spremembe terjajo zaposlovanje vse bolj usposobljenih delavcev, ki ne znajo samo izvajati navodil, ampak znajo tudi sami misliti. V takšnih razmerah sta ustvarjalnost in prilagodljivost pomembnejši od znanja samega. Težišče ravnanja z ljudmi se od tako imenovanih trdih premika k mehkim dejavnikom, kot so organizacijska kultura, znanje, komunikacija, motivacija z delom, kariera in podobno (str. 45).

Začetek zanimanja za zaposlene in proučevanje njihovega vedenja sta tesno povezana s povečevanjem organizacijske učinkovitosti in uspešnosti, s tem, kaj ljudje delajo v organizaciji in kako to vedenje vpliva na njeno uspešnost. Strateški pomen pridobivajo kadrovske viri; človek s svojimi zmožnostmi je postal najpomembnejši vir in zaposleni so najpomembnejše premoženje, ki ga ima organizacija. Ustrezno ravnanje z njimi postaja ključ do uspeha, ki ga dosežemo, če so kadrovska politika in ukrepi ter poslovne dejavnosti organizacije tesno povezani z uresničevanjem njenih ciljev. Razvoja in uspešnosti organizacije ni mogoče pojasniti le s finančnimi in materialnimi naložbami, ampak čedalje bolj s prispevki zaposlenih. V bistvu gre za povezovanje razvoja zaposlenih s strateškim vodenjem organizacije.

Dejstvo je, da so ljudje v podjetjih postali ključni konkurenčni dejavnik. Ljudje s svojimi zmožnostmi sodijo v tako imenovano neopredmeteno premoženje podjetja, ki lahko po nekaterih raziskavah predstavlja kar do 85 odstotkov njegovega premoženja.

Drugo neizpodbitno dejstvo pa je, da to največje premoženje v podjetjih dostikrat slabo razumemo, slabo merimo in ga še slabše upravljamo, prav ravnanje z zaposlenimi je namreč vir konkurenčnih prednosti podjetja.

Allred, Snow in Miles (1996) nas popeljejo na zgodovinsko potovanje, ki nam pomaga razumeti izvor sodobne kariere v podjetjih 19. in 20. stoletja. V 19. stoletju so nastale organizacije velikih specializiranih podjetij v panogah, kot so železnice in jeklarne, po drugi svetovni vojni se je oblikovala divizijska struktura organiziranosti podjetij in nato so nastajala podjetja v matrični obliki; ta so se v zadnji tretjini 20. stoletja odzvala na kompleksne nove zahteve in spremembe (str. 17–27). Vsako poslovno okolje in različne oblike organiziranosti ustvarijo svoj vzorec karier in vrsto vodstvenih kompetenc.

Z odpiranjem svetovnih trgov in ob globalni konkurenci na pragu 21. stoletja je nastala potreba po mrežnih organizacijah (Ovsenik in Ambrož 2010, 175) in zato po bolj prilagodljivih karierah. Allred, Snow in Miles (1996) predvidijo preseganje omrežne organizacije in opozorijo na nastanek celične organizacije. To je minimalistična struktura, ki obstaja kot podpora dejavnosti posameznih podjetnikov. V tej celični obliki se kaže premik zahtevane vodstvene kompetence proti naslednji sposobnosti, ki temelji na znanju osnovani tehnični sposobnosti, na funkcijskih in mednarodnih izkušnjah, na sodelovalnem vodenju, samoupravljalnih spretnostih, skupnih in osebnih lastnostih, kot so prilagodljivost, poštenost in biti zaupanja vredni. To je del večje kulturne spremembe, ki spreminja prvotni pomen kariere (str. 17–27).

Industrija znanja in znanja o sebi spodbujajo oblikovanje karier brez vsakih meja. Pomagajo pri spodbujanju rasti šestih ključnih vrst učenja (ali sposobnosti): vedeti kaj, vedeti zakaj, vedeti kdaj, vedeti kako, vedeti kje in vedeti kdo. Vsaki kompetenci sledijo določeni izzivi in posebne strategije.

Načrtovanje osebnega in kariernega razvoja

Karierni menedžment

Vsak posameznik stremi k rasti, k osebnemu razvoju. Svoj osebni razvoj vsakdo načrtuje zase. Da bi dosegel zastavljeni cilj rasti, si naredi tudi načrt, s katerim ga bo dosegel. Ker poteka osebni razvoj zaposlenih v določeni organizaciji, bo uspešna organizacija delavca pri tem podpirala, ga usmerjala ter mu pomagala pri doseganju zastavljenih ciljev. Tavčar (1999, 273) navaja, da načrto-

vanje osebnega razvoja zaposlenih obsega kritično presojo lastnih zmožnosti, spoznavanje možnih karier in priložnosti zanje, postavljanje ciljev lastnega osebnega razvoja in postavitev načrta za doseganje teh ciljev.

V okviru kariernega menedžmenta se beseda kariera nanaša na vse vrste zaposlitve, od polkvalificiranih, kvalificiranih in strokovnih delavcev do tistih z univerzitetno izobrazbo. Izraz kariera je pogosto omejen na nasvet o zaposlitvi, na zavezanost enemu samemu podjetju ali vezan na celotno delovno dobo človeka. V zadnjih letih pa se je pomen besede razširil še na spremembe ali prilagoditve pri zaposlovanju v bližnji prihodnosti.

Obstaja več opredelitev za upravljanje faz v kariernem menedžmentu (McIlveen in Patton 2006, 17–19):

1. razvoj skupnih ciljev in nalog,
2. razvoj strategije (splošno pomeni doseči izbrane cilje),
3. razvoj posebnih sredstev (pravila, postopki in dejavnosti) za izvajanje strategije,
4. sistematično ocenjevanje napredka v smeri doseganja izbranih ciljev: spremeniti strategijo, če je treba.

Karierni menedžment omogoča dejavno in načrtno upravljanje kariere. Pogosto navajajo tudi vrsto atributov, sposobnosti in spretnosti, ki ga podpirajo pri odločanju in jih navadno poimenujemo veščine vodenja poklicnega življenja. Model veščin vodenja poklicnega življenja skuša opisati, katere so veščine poklicnega vodenja (Hooley idr. 2013). Ključno izhodišče za upravljanje poklicne poti je sposobnost raziskovanja možnosti za poklicno izbiro. Druga pomembna stvar je možnost za premislek o svoji trenutni karieri in priložnostih na trgu dela, da bi lahko prišli do kariernih sprememb (str. 9). Karierni menedžment je kombinacija strukturiranega načrtovanja in aktivnega upravljanja v zvezi z izbiro lastne poklicne poti.

Rezultat uspešnega vodenja kariere pomeni osebno izpolnitev, delovno in življenjsko ravnovesje pri doseganju ciljev in finančno varnost. Proces upravljanja kariere se začne z določitvijo ciljev. Ta naloga je lahko težka, če posameznik nima dovolj znanja o poklicnih možnostih in/ali se v celoti ne zaveda svojih talentov in sposobnosti. Vendar je celotni karierni menedžment proces, ki temelji na vzpostavitvi jasno opredeljenih posebnih ali splošnih ciljev. Uporaba poklicne presoje je lahko pomemben korak pri prepoznavanju priložnosti in poklicnih poti, ki so najbolj v skladu s po-

sameznikom. Karijerne ocene so lahko hitre in neformalne, lahko pa tudi bolj poglobljene.

Časovno obdobje za doseganje izbranih kratkoročnih, srednje-ročnih in dolgoročnih ciljev bo imelo velik vpliv na njihovo opredelitev (Ibarra 2003, 70–75):

1. Ustvarjanje poklicnih izbir in odločitev. Spremenjene značilnosti dela pomenijo, da se posamezniki lahko znova priučijo novih del. Upravljanje kariere se nanaša na naloge vodenja kariere posameznikov na delovnem mestu, kot so sprejemanje odločitev o življenjskem obdobju prehodov, kako se znajti v stresnih situacijah itd.
2. Upravljanje »brezmejne« kariere se nanaša na spretnosti, ki jih potrebujejo delavci, katerih zaposlitev je zunaj meja ene same organizacije; pogosto so to umetniki in oblikovalci.
3. Nadzor posameznikovega osebnega razvoja: delodajalec naj bi sprejel manj odgovornosti, ker naj bi zaposleni prevzemali nadzor nad lastnim razvojem, da bi ohranili in povečali lastno zaposljivost.
4. Od konca 20. stoletja sta široka paleta možnosti (še posebno v območju potencialnih poklicev) in bolj razširjeno izobraževanje omogočila drugačno oblikovanje in načrtovanje kariere. V tem času se je povečala potreba po poklicnih svetovalcih, kar je tudi samostojna kariera.

Prav tako v 21. stoletju ni neobičajno, da imajo odrasli dve ali več karier, bodisi zaporednih ali sočasnih. Tako so strokovne identitete postale deljene ali hibridne in to spremembo izražajo v delovni etiketi. Ekonomist Richard Florida (2002, 52) ugotavlja, da je to splošna težnja, še posebno pogosta med pripadniki »ustvarjalnega razreda«. Ustvarjalni razred (angl. *creative class*) je socialno-ekonomski razred. Ekonomist, socialni in ekonomski teoretik Richard Florida, profesor in predstojnik inštituta Martin Prosperity na Fakulteti za menedžment Rotman (Univerza v Torontu), ga opredeljuje kot gonilno silo gospodarskega razvoja postindustrijskih mest v Združenih državah Amerike.

Florida (2002) meni, da ustvarjalni razred združuje 30 odstotkov delovne sile v ZDA, in ga razdeli v dva obsežna dela, pridobljena iz standardne klasifikacije poklicev »superustvarjalno jedro«; ta skupina zajema okoli 12 odstotkov vseh delovnih mest v ZDA in vključuje široko paleto poklicev v znanosti, tehniki, izobraževanju, računalniškem programiranju, raziskavah in tudi

majhno podmnožico v umetnosti, oblikovanju in medijskem delu. Florida (2002, 69) meni, da tisti, ki pripadajo tej skupini, »v celoti sodelujejo v ustvarjalnem procesu«. Superustvarjalno jedro je značilno za inovativno ustvarjanje komercialnih izdelkov in izdelkov široke porabe. Primarna vloga njegovih članov je biti ustvarjalen in inovativen.

»Ustvarjalni strokovnjaki« (Florida 2002) imajo klasično znanje; gre za delavce, ki delajo v zdravstvu, poslovanju in na finančnem področju, v pravnem sektorju in izobraževanju. »Pripravljajo kompleksne sklope znanja za reševanje specifičnih problemov« in za to potrebujejo višjo stopnjo izobrazbe (str. 67–84).

Poleg teh dveh glavnih skupin ustvarjalnih ljudi obstaja lahko precej manjša skupina (Florida 2002) ustvarjalcev, umetnikov, igralcev, boemov, ki so prav tako vključeni v ustvarjalni razred. V svoji študiji je Florida prišel do sklepa, da je ustvarjalni razred vodilna sila rasti gospodarstva in da naj bi se v naslednjem desetletju povečal več kot za enkrat (str. 82).

Proces kariernega menedžmenta je mogoče natančneje opredeliti kot karierni samomenedžment (King 2004) in je sestavljen iz strategije individualnega vedenja (karierno izboljšanje položaja, učenje novih spretnosti) ali skupnih ukrepov v sodelovanju z drugo osebo (npr. mentorski odnos, sodelovanje v kariernem svetovanju), vedenj, ki zagotavljajo pozitivne vplive (npr. samopromocija) (str. 122). Zato je karierni menedžment aktiven proces. Vključuje lahko na primer izboljšanje samozavedanja in poznavanje osebnih prioritet; izbor ustreznih poklicnih ciljev in spremljanje izobraževalne poti; vse, kar ustvarja ključne odločitve; faze kariernega prehoda; izboljšanje z delom povezanega delovanja in doseganje ter ohranjanje ravnotežja med delom in prostim časom; omogoča razvijanje svojega delovanja s ciljem in ohranjanje zadovoljive kariere v kompleksnem svetu dela.

Kot upravljanje portfelja delnic ali premoženja je karierni menedžment aktiven proces sodelovanja pri nadzoru osebnega premoženja – kariere, ki jo upravljamo in izkoriščamo, da bi dosegli kar največje koristi. To izvršno delovanje ponazarja sam pojem načrtovanja kariere in dejavnosti, ki ga omogočajo, in zahteva aktivno, premišljeno in prilagojeno pomoč pri poklicnem razvoju posameznika. Sam izraz načrtovanje kariere kaže, da je mogoče kariero načrtovati, predvideti, operacionalizirati, napovedovati, pregledovati in jo nadzorovati. Načrtovanje kariere kot aktiven individualiziran proces pomeni vzpostavitev osebnih ciljev, akcijskih načrtov in določa pridobitev in dodeljevanje sredstev, potrebnih za

to, da bi pri razvoju kariere dosegli določen rezultat. Karierno načrtovanje je podmnožica upravljanja kariere. Pri načrtovanju kariere je pomembna zasnova strateškega načrtovanja in trženja za usmerjanje poklicne prihodnosti posameznika.

Strokovni posegi za razvoj kariere, karierni menedžment in načrtovanje so opredeljeni v literaturi o karieri, v številnih virih o *coachingu* in poklicnem svetovanju, in to tako za individualno kot skupinsko delo. Za proučevanje kariernega razvoja, menedžmenta in načrtovanja uporabljamo vrsto modelov in teorij. V pregledu in analizi področja sta Patton in McMahon (2006) katalogizirali nič manj kot 17 teoretskih okvirov z določenimi profili v literaturi. Nista pa vključili lastnih profilov, ki bi prav tako lahko obogatili zbirko literature. Ta vključuje uveljavljene modele (tj. razvoj, interesi, vrednote, lastna učinkovitost ter izbira in odločanje) in tiste, ki utrdijo pomen discipline v sodobnem svetu dela (tj. spremembe in zapletenost, akcija, zgodba in stiki) (str. 179).

Zupančič (2006) opozarja, da je v javnosti zadnje čase pozornost namenjena uveljavljanju tako imenovanega načela varne prožnosti (angl. *flexicurity*) ter predvsem njegovim učinkom na posameznika. Načelo predstavlja velik izziv pri izvajanju in uresničevanju ciljev tako imenovane evropske strategije zaposlovanja in pri izvajanju nacionalnih politik zaposlovanja. Načelo varne prožnosti je dejansko odgovor na vse večje zahteve globalizacije in konkurenčnosti kot tudi na vse intenzivnejše potrebe po prilagodljivosti zaposlenih in podjetij. Sestavljeno je iz štirih med seboj povezanih komponent, da bi dosegli čim večjo sinergijo učinkov in uravnoveženosti (str. 36–42).

Cilji varne prožnosti (Zupančič 2006) so predvsem izboljševanje obstoječih razmer na trgu dela v Evropski uniji in omogočanje večje udeležbe na trgu dela za posameznika (zmanjševanje segmentacije), izboljševanje prilagodljivosti delavcev in podjetij, zmanjševanje brezposelnosti (tudi in predvsem najbolj ogroženih skupin), podpora pri vstopu na trg dela ter lažji in hitrejši prehodi med različnimi pogodbami (povečevanje varnosti pri nestandardnih zaposlitvah in zaposlitvah za določen čas). Uvajanje varne prožnosti v sedanjih gospodarskih razmerah ni izbira, temveč pogoj za konkurenčnost, dvig gospodarske rasti in razvoj. To je dinamičen mehanizem prilagajanja razmeram v času svetovne finančne krize (str. 42–52).

Resolucija o krepitvi politik in sistemov vseživljenjske karierne orientacije v Evropski uniji (Council of the European Union 2004) poimenuje karierni načrt kot »karierno orientacijo« in navaja na-

slednjo opredelitev (Niklanovič 2009): »Orientacija se v kontekstu vseživljenjskega učenja nanaša na vrsto dejavnosti, ki državljanom v vseh starostnih obdobjih in v katerikoli točki njihovega življenja omogočajo identifikacijo njihovih sposobnosti, zmožnosti in interesov za sprejemanje odločitev na področju izobraževanja, usposabljanja in izbire poklica.« Poleg tega jim orientacija omogoča vodenje življenjskih poti z učenjem, delom in v okoljih, kjer se teh zmožnosti in sposobnosti naučijo in/ali jih uporabljajo (str. 10–15).

Potem ko pripravimo svoj osebni karierni načrt v pisni obliki in določimo časovni okvir za njegovo izvajanje, je čas, da začnemo razmišljati o njegovem trženju. To se morda komu zdi neprijetno, toda če nismo pripravljeni na samotrženje, kako naj to namesto nas stori kdo drug? Sebe postavimo v najboljši položaj, da bi dobili tisto, kar si želimo. Pojdimo na najboljšo šolo, ki si jo lahko privoščimo, delajmo za najboljšega zaposlovalca. Ko se pogovarjamo s šolami ali delodajalci, imejmo s seboj kopijo svojega kariernega načrta v kratki različici in svoj življenjepis priročno pripravljen v obliki življenjepisa Europass. Tako se bodo pokazale razlike med kandidati. Pripravimo dopis, ki pojasnjuje naše zaposlitvene cilje in poudarja naše prednosti in bogastvo ustreznih izkušenj. To spremno pismo, naš življenjepis Europass, naš kratki karierni načrt in naša blagovna znamka so naša tržna orodja. Ko si pripravimo kakršnokoli dodatno gradivo, kot so npr. posamezni projekti, jih dodajmo k življenjepisu in vse skupaj shranimo na CD. To je naše orodje za podporo pri trženju samih sebe.

Karierni vzorci

Obstaja cela vrsta teorij, ki razvrščajo karierne vzorce. Kot najustreznejšo smo izbrali kategorizacijo, ki so jo opredelili Brousseau idr. (1996, 52–66):

1. *Linearni* karierni vzorec. To je tradicionalni karierni vzorec. Zaposleni ostajajo v organizaciji in postopoma napredujejo na vedno zahtevnejše in odgovornejše položaje, dokler se napredovanje na določeni točki ne ustavi. Taki karierni vzorci so značilni za večje organizacije in za državno upravo v najširšem smislu.
2. *Ekspertni* karierni vzorec. Posameznik se izpopolnjuje v znanju in veščinah na določenem področju dela. Ta karierni vzorec kaže prizadevanje za odličnost in doseganje največjih pristojnosti na danem področju dejavnosti.

3. *Spiralni* karierni vzorec. Opredeljen je kot zaporedje menjav med sorodnimi poklici, disciplinami ali specializacijami. Ko posameznik doseže določeno stopnjo pristojnosti, sledi premik na drugo področje. Ta karierni vzorec kaže prizadevanje za osebno rast.
4. *Tranzicijski* karierni vzorec. Opredeljen je kot zaporedje premikov (značilno na vsakih tri do pet let) med različnimi in nepovezanimi področji dela. Posamezniki radikalno menjavajo svoja področja dela. Kariera ni povezana z organizacijo. Ta karierni vzorec poganja želja po novih izzivih, različnosti in neodvisnosti. Tranzicijskemu kariernemu vzorcu je zelo podoben vzorec tako imenovane brezmejne kariere. Posameznik je svoboden pri izbiri različnih zaposlitev. Posamezniki nenehno izpopolnjujejo svoja znanja in pristojnosti in jih prilagajajo trenutnim potrebam.

To so tako imenovani idealni tipi kariernih vzorcev, ki se pri posamezniku pogosto pojavljajo v različnih zaporedjih.

Turnšek (2009) uvaja še dva pojma: »karierni prelom« in »karierni prehod«, in sicer zato, ker oba pomenita diskontinuiteto v odnosu do dotedanje kariere in ker postavljata potrebo po novem osebnem kariernem načrtu. S stališča osebnega kariernega načrta je posebno zahteven karierni prelom, ko se kariera, najpogosteje zaradi nenadne brezposelnosti ali zdravstvenih težav, nenadoma prekine. To je trenutek, ko je treba kariero znova načrtovati in se nanjo ustrezno pripraviti (pridobivanje novih znanj in pristojnosti). Take trenutke neredko spremljajo psihične travme.

Karierni prehod pa Turnšek (2009) opredeli kot zavestno in pravočasno pripravo na popolnoma novo kariero. Izhodišče je spoznanje, da določene kariere v doglednem času ne bo več mogoče nadaljevati. Posameznik si postavi nov osebni karierni načrt in se pripravi (pridobi znanja in pristojnosti) na novo zaposlitev oziroma delo. Položaj je podoben kot pri kariernem prelomu, le da v tem primeru posameznik daleč vnaprej predvidi spremembo kariere. Karierni prehod bi lahko imeli tudi za zaščitni ukrep, da ne bi prišlo do kariernega preloma (str. 17–18).

S hitrim spreminjanjem tehnologij, strukture gospodarstva, organizacijskih oblik, zaposlovalnih politik in trga delovne sile bo karierni prehod vse bolj postajal del vsake kariere in usmerjevalec vseživljenjskega učenja. Že več kot deset let je bilo znano, da se bo število delovnih mest v določeni panogi, recimo v tekstilni industriji, drastično zmanjšalo, pa vendar ni nihče razmišljal o no-

vih karierah za množice pozneje brezposelnih. Drug tak primer so, kot pravijo Turnšek, Kerševan in Bajuk (2009), določeni poklici, na primer poklic vojaka. Vojak je lahko zaposlen najdlje do svojega 38. leta. Ko konča vojaško kariero, ostane brez poklica. To je značilno za vojsko, podobne primere pa srečujemo tudi v drugih poklicih, na primer v profesionalnih športih. Gre za poklice s kratko zaposlitveno dobo, zato bi morala organizacija obvezno predvideti pripravo na novo kariero zaposlenih, enako pa velja za zaposlene same (str. 8–9).

S podaljševanjem delovne dobe bo vedno več poklicev, ki jih zaposleni zaradi staranja in upadanja določenih psihofizičnih sposobnosti ne bodo mogli več učinkovito opravljati. Tudi v takih primerih bo karierni prehod postal nujnost, saj bo le tako mogoče doseči podaljševanje poklicnega dela kariere.

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The Essence of Career Contemplation in the 21st Century

A new career is a process led by the individuals themselves, not their organisation. It consists of all the different experiences of a given person in the area of education and training, their work within various organisations, changes in the professional field, etc. For the individual, each new career does not necessarily evolve within the same organisation as the previous one. Individuals strive to make their own professional choices and pursue self-realisation, as they coordinate and correlate the elements of their personal abilities and peculiarities that influence their life. The measure of success is the internal (psychological) rather than external success. A career path is a sequence of career events. It extends over the entire working period of the person. Whatever happens in a year or during one of the events is just a tiny piece in the mosaic of a rich career path. The success of a career depends on the individual. Since the new kind of career implies a more continuous process of learning, the learning individuals will develop their own knowledge and skills more and more and become more adaptable. The beginnings of an increased interest in employees and the study of their behaviours are closely interlinked to improving organisational efficiency and performance, to what people in the organisation do and how this influences organisational performance. Human resources are gaining strategic importance; people and their personal abilities, have become the paramount resource and the employees the most important capital the organisation has. Essentially, it is about connecting employee development to the strategic leadership of the organisation. The process of career management can be defined more precisely as career self-management, which includes a strategy of individual behaviour (career improvement of the situation, learning new skills) or joint actions in cooperation with another person (e.g. mentoring relationship, cooperation in career counselling), behaviours that ensure positive impact (e.g. self-promotion). Everyone plans their personal development for themselves. In order to reach the set growth goal, they also devise a plan based on which they achieve it.

Keywords: career, new perspectives on career, models of development, career self-management, career plan

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Career Guidance als personalwirtschaftliche Querschnittsdimension in Schulen

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Das Konzept von Career Guidance wurde in den letzten Jahren als wichtiges Thema von verschiedensten Organisationen anerkannt. Auch die EU hat diesem Thema etliche Programme gewidmet, welche versuchen Menschen bei neuen Herausforderungen, die in unserer sich ständig wandelnden Welt auftreten, zu unterstützen. Der Bildungssektor mit allen Beteiligten muss sich neuen Herausforderungen stellen und kann deshalb von der Implementierung von Career Guidance auf verschiedenen Ebenen profitieren. Es kann als Werkzeug für Personalmanagement und Organisationsmanagement im Schulkontext eingesetzt werden. Career Guidance unterstützt sowohl Lehrerinnen bei Entscheidungsfindungen welche sowohl ihre Karriere, als auch ihr Leben beeinflussen sowie das Schulmanagement bei der Betreuung seines Personals.

Schlüsselwörter: Career Guidance, Schulentwicklung, Personalentwicklung, Personalmanagement, Leadership

Problemaufriss

Career Guidance wird seit vielen Jahren auf unterschiedlichen Systemebenen diskutiert. Das von der Europäischen Union 2007 initiierte »European Lifelong Guidance Policy Network (ELGPN)« verfolgte beispielsweise das Ziel, die Mitgliedsstaaten in der Entwicklung einer europäischen Kooperation für das Thema Career Guidance in den Bereichen Bildung und Arbeitsmarkt zu unterstützen (Vuorinen, McCarthy und Ruusuvirta 2015; Bengtsson 2015; McCarthy 2007). Career Guidance kann als mögliche Antwort auf die sich verändernden Lebensbedingungen und die damit einhergehenden Herausforderungen, vor denen sowohl die einzelnen Bürgerinnen als auch die verschiedenen Organisationen wie etwa Schulen oder Unternehmen stehen, verstanden werden: »Vor dem Hintergrund des lebensbegleitenden Lernens er-

streckt sich Beratung auf eine Vielzahl von Tätigkeiten, die Bürger jeden Alters in jedem Lebensabschnitt dazu befähigen, sich Aufschluss über ihre Fähigkeiten, Kompetenzen und Interessen zu verschaffen, Bildungs-, Ausbildungs- und Berufsentscheidungen zu treffen sowie ihren persönlichen Werdegang bei der Ausbildung, im Beruf und in anderen Situationen, in denen diese Fähigkeiten und Kompetenzen erworben und/oder eingesetzt werden, selbst in die Hand zu nehmen« (Rat der Europäischen Union 2004, 2). Organisationen unterschiedlichster Art kämpften in den vergangenen Jahren zunehmend mit der Herausforderung, qualifizierte Mitarbeiterinnen zu gewinnen bzw. diese auch halten zu können. »Verläufe mit langjähriger sozialversicherungs-pflichtiger Vollzeitbeschäftigung sind seltener geworden und die vormals relativ hohe Homogenität, die vor allem männliche Erwerbsverläufe lange Zeit aufwiesen, weicht zunehmend diskontinuierlicheren und brüchigeren Karrieren« (Simonson 2013, 273). Dieses Phänomen kann auf unterschiedlichste Gründe zurückgeführt werden, wie zum Beispiel die demographische Entwicklung und deren Auswirkungen auf den Arbeitsmarkt (bspw. Fuchs 2013), die erhöhte (geforderte) Flexibilität (bspw. Sennet 1998) oder das damit einhergehende Beschleunigungsphänomen (bspw. Rosa 2005). Aber auch die zunehmenden Belastungen, die Menschen nicht zu Letzt auf Grund dieser Erscheinungen auch an ihren Arbeitsplätzen erfahren, führen häufig zu Erkrankungen, die oftmals das Ausscheiden aus der Organisation oder lange Zeiten der krankheitsbedingten Abwesenheit nach sich ziehen (Schnetzer 2014, 1f.).

Von diesen Entwicklungen sind auch Schulen und somit Lehrerinnen, Schulleitungen und Schülerinnen betroffen. Eine Befragung von 3.743 Lehrerinnen aller österreichischer Sekundarschultypen im Jahr 2010 brachte das Ergebnis, dass 27,5% der befragten Hauptschullehrerinnen burnoutgefährdet sind und sich nur etwas mehr als die Hälfte aller Lehrpersonen vorstellen können, bis zum gesetzlichen Pensionsantrittsalter ihren Beruf ausüben zu können (Hofmann und Felder-Puig 2014, 276f.).

In den Jahren 2010 bis 2016 haben etwa in Tirol 883 Pflichtschullehrerinnen den Beruf des Lehrers bzw. der Lehrerin aufgegeben (Amt der Tiroler Landesregierung, mail 13. März 2017) und wurden entweder arbeitssuchend, gingen in Mutterschutz und kamen aus diesem nicht mehr zurück oder üben mittlerweile einen anderen Beruf aus. Das entspricht rund 90 Personen pro Schuljahr, was eine überschaubare Zahl an Lehrpersonen ist,

die sich einer neuen oder anderen beruflichen Herausforderung gestellt haben. Dies ist einigermaßen erstaunlich, insbesondere vor dem Hintergrund der rund 50% (Hofmann und Felder-Puig 2014, 277), die daran glauben, als Lehrerin in den Ruhestand zu gehen. Diese Zahlen öffnen Raum für folgende Fragen: Warum glauben diese Lehrpersonen nicht, dass sie das gesetzliche Pensionsantrittsalter erreichen? Wie erleben diese Lehrpersonen ihre Arbeit in der Schule? Gibt es für diese Lehrpersonen alternative Berufswünsche? Wie können sie in der Entfaltung ihres Potenzials unterstützt werden? Wie können diese Lehrpersonen darin unterstützt werden, das Pensionsantrittsalter zu erreichen? Aus Organisationsperspektive, unabhängig davon, ob es sich hier um einen Betrieb, ein Non-Profit-Unternehmen oder den öffentlichen Dienst handelt, zählen die Entwicklungen der sich verändernden Erwerbskarrieren und die daraus resultierenden Fragen zu den zentralen Themen des Personalmanagements.

Die zahlreichen neuen Herausforderungen und Entwicklungen erfordern zusätzliche Konzepte, mit denen Personalmanagement um Überlegungen angereichert wird, welche die Perspektive des Individuums und jenen des Selbstzwecks von schulischer Arbeit und deren Weiterentwicklung gleichermaßen berücksichtigt (Kansteiner und Stamann 2015, 274f.). Der Ansatz des Career Guidance – verstanden als personalwirtschaftliche Querschnittsdimension hat – hier sowohl für die Schulleitungen als auch für die Lehrerinnen das Potenzial, einen Mehrwert zu bringen. Es ist eine besondere Form der biographischen Bildungs(laufbahn)beratung (Schiersmann und Remmele 2004, 12) von Mitarbeitern und Mitarbeiterinnen, die zu den zentralen Aufgaben von Schulleitungen gehören. Die kontinuierliche Weiterentwicklung der Beratungskompetenz von Führungskräften stellt nach wie vor ein Desiderat in der Aus- und Weiterbildung von Schulleitungen dar (Schnebel 2015, 216). Career Guidance kann als ein besonderes Beratungsverständnis konzeptualisiert werden, welches die Bereiche Bildung, Beruf und Beschäftigung und alle mit dem Bildungs- und Erwerbsverlauf verbundenen Beratungsaktivitäten umfasst (Schiersmann et al. 2008, 11). Dieses Konzept kann künftig zunehmend mehr an Bedeutung gewinnen, wenn es beispielsweise für Lehrpersonen darum geht, unabhängig von institutionellen Einschränkungen und Kompetenzen die richtige schulspezifische Fortbildung zu finden, die Schule zu wechseln oder möglicherweise auch generell einen anderen Beruf zu wählen. Career Guidance ist eine Fülle von Aktivitäten, die Personen ungeachtet des

Alters an jedem Punkt ihrer Karriere darin unterstützen, die eigenen Kapazitäten, Kompetenzen und Interessen zu identifizieren. Außerdem sollen diese Aktivitäten darin bekräftigen, sinnvolle Ausbildungs- und Berufsentscheidungen zu treffen und die individuellen Lebenswege zu gestalten (Jackson 2014, 14).

Vor diesem Hintergrund geht dieser Beitrag der Frage nach, inwieweit der Ansatz der Career Guidance einen möglichen Beitrag zum schulischen Personalmanagement darstellen kann. Zunächst werden in der gebotenen Kürze verschiedene ausgewählte Funktionsbereiche des Personalmanagements skizziert und hinsichtlich ihrer Einsatzmöglichkeiten für schulisches Personalmanagement reflektiert. Daran anschließend werden künftige Entwicklungen und die damit einhergehenden Entwicklungschancen für Lehrpersonen beschrieben. In einem weiteren Schritt werden theoretische Wurzeln von Career Guidance diskutiert und der mögliche Beitrag dieses Beratungsverständnisses als personalwirtschaftliche Querschnittsdimension für strategische Schulführung dargestellt. Der Beitrag endet mit einem zusammenfassenden vorläufigen Fazit.

Career Guidance als personalwirtschaftliche Querschnittsdimension

Schulpädagogische Arbeiten, die sich mit der Frage des Personal(management)s als Element von Schulentwicklung auseinandersetzen, stellen häufig die Funktion der Personalentwicklung ins Zentrum bzw. weisen dieser im Sinne eines Professionalisierungsprozesses eine bedeutende Rolle zu (bspw. Schratz 1998; Dalin und Rolff 1990; Schreyögg und Lehmeier 2003; Meetz 2007; Buhren und Rolff 2010; Kansteiner und Stamann 2015). Schley (1998, 32) versteht die Personalentwicklung sogar als Basisebene der Schulentwicklung. Das Konzept des integrierten Personalmanagements sieht für Schulen die Personalgewinnung, die Personalbeurteilung, die Personalbesoldung und die Personalentwicklung im Sinne von Personalführung und Personalförderung als Aufgabenbereiche im Bereich Personal vor, wobei auch hier die Funktion der Personalentwicklung als Kernstück des Personalmanagements betrachtet wird. Integriert in diesem Kontext bedeutet, dass die gesamten personalbezogenen Maßnahmen aus einem ganzheitlichen Schulleitbild hergeleitet werden (Buhren und Rolff 2010, 228f.). Diese Fokussierung auf den Bereich der Personalentwicklung erscheint vor dem Hintergrund der verschie-

denen Aufgabenbereiche und den diesbezüglichen Kompetenzen, die in den Einzelschulen vor Ort den Schulleitungen zugestanden werden, nicht verwunderlich. Es kann sehr plausibel argumentiert werden, dass systematische Personalentwicklung einen zentralen Pfeiler von schulischer Transformation darstellt und für die Erreichung gemeinsamer Ziele wichtig ist. Dafür braucht es zunächst keine Gesetze, Verordnungen oder Dienstanweisungen. Personalentwicklung kann – einem Potemkinschen Dorf gleich – von Schulleitungen oder einzelnen bzw. auch mehreren Lehrerinnen durchgeführt werden: Teamentwicklungstage, die Organisation von Weiterbildungen oder Potentialanalysen stehen stellvertretend für mögliche Instrumente der Personalentwicklung, die schnell und ohne große Systematik eingesetzt werden können und somit organisationsintern und – extern sichtbar werden. Die Frage der langfristigen strategieorientierten Wirkung ist in vielen Fällen oftmals zweitrangig. In der nicht stattfindenden Abstimmung von personalen, interpersonalen und auch apersonalen Aspekten kann häufig auch die fehlende Nachhaltigkeit gesehen werden (Neuberger 1991, 15). Dies liegt oftmals daran, dass das gestalterische Potential von Personalentwicklung und die diese begleitenden Maßnahmen nur bedingt bei den Bedürfnissen der Mitarbeiterinnen ansetzen (Kansteiner und Stamann 2015, 274). Strategisches Personalmanagement geht über einzelne Personalentwicklungsmaßnahmen hinaus und kann in mehrere Funktionsbereiche ausdifferenziert werden.

In Summe werden aus einer organisationalen Perspektive drei verschiedene Ebenen definiert, denen unterschiedliche Aufgabenbereiche zugewiesen werden können. Auf der Ebene des strategischen Personalmanagements kann die Personalpolitik, das Personalmarketing und das Personalcontrolling verortet werden. Auf der Ebene des taktischen Personalmanagements werden Fragen des Personaleinsatzes, der Personalführung und der Personalentwicklung angesiedelt. Personalverwaltung, Personalentlohnung und Personalbetreuung sind letztlich Themen des operativen Personalmanagements (Huber 2011, 4).

Die so vorgenommene Unterteilung in verschiedene Managementebenen erscheint aus einer organisationalen Perspektive für Schulen und das Schulsystem nur wenig tragfähig, wenngleich die Aufgaben auch für Schulen keine anderen sind. Schulleitungen stehen vor der Herausforderung, dass sie sich – betrachtet man die so beschriebenen Aufgabenbereiche – unabhängig der jeweiligen Managementebene mit allen diesen Fragen konfrontiert

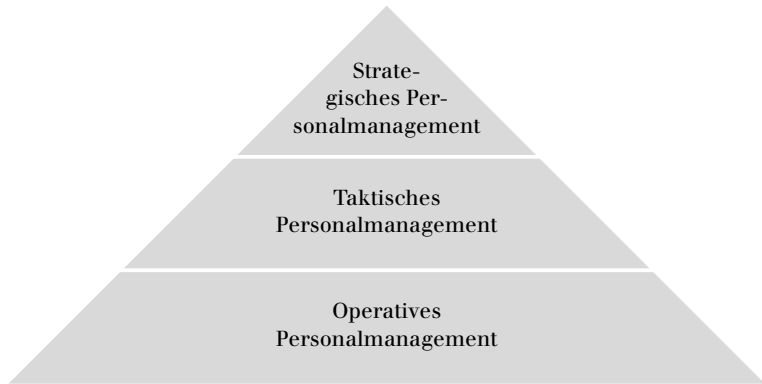


ABBILDUNG 1 Differenzierungen des Personalmanagements
(angepasst von Huber 2011, 4)

sehen, aber nur begrenzt tiefgreifende Ermöglichungs- und Entwicklungskapazitäten etwa im Sinne der besseren Entlohnung, der Beförderung, des Personaleinsatzes, der Führung oder generell der Personalpolitik haben. Darüber hinaus erreichen derartige Maßnahmen nicht immer die Ziele, die mit ihnen verbunden werden. »Die zum Teil stark [...] betriebswirtschaftlich angereicherten Überlegungen zu einer gelingenden Personalentwicklung sehen sich Strukturen der Organisation Schule und Erwartungen an den Erfolg ihrer Mitglieder gegenüber, die nicht immer gänzlich übereinstimmen« (Kansteiner und Stamann 2015, 274). Diese betriebswirtschaftliche Orientierung ist angesichts der langen Tradition und Erfahrung, die erwerbswirtschaftlich orientierte Unternehmen im Bereich Personalmanagement haben aber auch nur wenig verwunderlich.

Ausgewählte Funktionsbereiche des Personalmanagements zählen in erwerbswirtschaftlich geführten Unternehmen schon seit Ende des 19. Jahrhunderts zu den ureigenen Aufgaben des Managements (Meetz 2007, 40). Definiert werden kann Personalmanagement als »[...] Aufgabenbereich eines Unternehmens, welcher der Steuerung menschlicher Arbeit und der betrieblichen Leistungserstellung durch Humanressourcen dient« (Huber 2011, 3). Hierbei standen ursprünglich Fragen mit normativer Orientierung des optimalen Zusammenspiels zwischen Menschen, Sachmittel und betrieblichen Einrichtungen im Mittelpunkt der Überlegungen (Kosiol 1959, 73). Im Jahre 1911 veröffentlichte bspw. Frederic Winslow Taylor (Taylor 1913) sein Managementkonzept,

welches als »Scientific Management« in der Literatur verhandelt wird. Im Kern der Überlegungen steht die Annahme, dass es ein optimales Arbeitspensum gibt, welches sich positiv auf die Gesundheit der Arbeiterinnen auswirkt, aber auch in direktem Zusammenhang zu einer optimalen Produktionsmenge in einem Betrieb steht. Mit wissenschaftlichen Experimenten wie einer Zeit- und Bewegungsstudie versuchte er, Bewegungsabläufe von Arbeitskräften zu optimieren (Kieser 2014, 80ff.) und somit Produktionsprozesse in Teilschritte zu unterteilen, die entweder von mehreren Personen nacheinander durchgeführt werden oder auch mehrere Schritte von einer Person. Zusätzlich lassen sich Arbeitskräfte über ein sogenanntes Pensum, welches als monetärer Anreiz dient, motivieren (Marcus 2011, 27). »Dieses Pensum bestimmt nicht nur was, sondern auch wie es getan werden soll, und setzt genau die Zeit fest, die zur Vollbringung der Arbeit gestattet ist« (Taylor 1913, 41). Derartige Ansätze der Standardisierung von Produktions- und Dienstleistungsprozessen finden sich bis heute vor allem in diversen Produktionshallen oder der Systemgastronomie (Morgan 2002, 38). Dieser Betrachtungsweise, die zunächst von den Interessen des Unternehmens ausgeht und Personal als Produktionsfaktor wahrnimmt, wurde sowohl in der praktischen als auch in der wissenschaftlichen Diskussion um Perspektiven ergänzt, die ein anderes Verständnis der Mitarbeiterinnen und somit auch von deren Zielen und Bedürfnissen zu Grunde legen (Meetz 2007, 42).

Mitarbeiterinnen handeln demzufolge nicht ausschließlich im Sinne der Unternehmensinteressen sondern auch im Sinne der vielfältigen individuellen Interessen, die über ausschließlich monetäre Erwartungshaltungen hinausgehen und von diesen ausbalanciert werden (müssen). Aus einer Außenperspektive führen diese individuellen Interessen zu nicht immer rational nachvollziehbaren Entscheidungen. Es handelt sich hier um eine Rationalität eigener Art, für die eine Mitarbeiterin jederzeit in der Lage ist, zu begründen, warum er oder sie auf die eine und eben nicht die andere Art gehandelt hat (Giddens 1997, 53). Diese individuellen Interessen sind auch für verschiedene Funktionsbereiche im Personalmanagement von Bedeutung, um »[...] institutionelle und individuelle Ziele in den Unternehmen gleichermaßen zu erreichen bzw. in Konfliktsituationen Kompromisse anzustreben [...]« (Meetz 2007, 43), mit denen sowohl die Führungskräfte als auch die Mitarbeiterinnen einverstanden sind. Derartige Interessen können in der Erweiterung oder des Erhalts des eige-

nen Einflussbereichs oder der eigenen Karriereplanung liegen. Im betrieblichen Personalmanagement fanden diese Phänomene unter anderem über andere Formen der Arbeitsgestaltung in Form von Job Rotation, Job Enlargement oder Job Enrichment Berücksichtigung (Neuberger 1991, 200). Aber auch Fragen des »sinnvollen« gesellschaftlichen Beitrags der eigenen Arbeitsleistung bis hin zur Vereinbarkeit von Beruf und Freizeit gewannen immer mehr an Relevanz und Bedeutung. Übertragen auf die Organisation Schule können diese anderen Formen der Arbeitsgestaltung etwa als Wechsel zwischen den Jahrgangsstufenleiterin von der Ober- in die Unterstufe oder auch in Form eines Wechsels der Schule im Sinne von Job Rotation verstanden werden. Job Enrichment würde sich in der Bestellung zum bzw. zur Leiterin einer Projektarbeitsgruppe oder über die Mitarbeit in der Steuergruppe zeigen. Job Enlargement könnte bei Lehrpersonen beispielsweise das Absolvieren einer Zusatzausbildung zum bzw. zur Berufsorientierungslehrerin oder zur Betreuungslehrkraft bedeuten (Buhren und Rolff 2006, 504). Die so dargestellten unterschiedlichen »Job-Veränderungen« zeigen bereits die zentralen Einschränkungen im Bereich des Personalmanagements vor denen Schulen bisher weitestgehend standen. So ist – um nur ein Beispiel zu nennen – der Wechsel eines Schulstandortes für Lehrerinnen immer mit Unsicherheit, Aufwand und Neuorientierung verbunden.

Personalmanagement in Schulen – neue Chancen und Herausforderungen

In einigen deutschen Bundesländern wurden über entsprechende Gesetzesänderungen im Jahre 1997 zunehmende Kompetenzen – wie Personalbeurteilung oder die Ermöglichung von schulscharfen Ausschreibungen – an die Schulleitungen übertragen. Derartige ausgewählte Kompetenzen greifen allerdings im Sinne eines umfassenden strategischen Personalmanagements zu kurz (Buhren und Rolff 2006, 454) und werden den eingangs skizzierten aktuellen Anforderungen und Entwicklungen nicht mehr in vollem Umfang gerecht. Darüber hinaus scheinen diese nur schwer, den Weg in die Einzelschulen vor Ort zu finden. So stellte Buhren im Jahr 2010 noch fest: »Personalmanagement scheint sich als zentrale Führungsaufgabe dem öffentlichen Dienst und damit auch Schule nur langsam anzunähern« (Buhren 2010, 225). Am Beispiel der leistungsgerechten Entlohnung und jenem der Freisetzung von Mitarbeitern und Mitarbeiterinnen wird deutlich, dass

klassische personalwirtschaftliche Instrumente, wie sie in etwa in erwerbswirtschaftlich geführten Unternehmen funktionieren, für die Schule als pädagogische Organisation nur begrenzt geeignet sind bzw. einer grundlegenden Adaption bedürfen. Die Evaluation des sogenannten »merity pay« mit welchem bspw. die USA und Kanada bereits in den 1970er Jahren Erfahrungen machten brachte das Ergebnis, dass »[...] die lohnwirksame Leistungsbeurteilung in den meisten Schulbezirken relativ schnell wieder abgeschafft wurde, da die negativen Auswirkungen dieses System weitgehend überzeugten. [...] Lehrpersonen, die eine tiefere Bewertung erhielten als sie erwartet hatten, reagierten darauf durch verminderte Arbeitsleistung und eine deutlich geringere Arbeitsmotivation.« (Buhren 2001, 41). Berger (2016, 49) kommt etwa zum Schluss, dass das Hervorheben einzelner Lehrpersonen über finanzielle Boni, kritisch einzuschätzen sei. Vielmehr erscheine es notwendig, gute Ideen im Sinne einer zielorientierten Schulentwicklung etwa in Form von Bildungskarenzen oder der Ermöglichung von passenden Fort- und Weiterbildungen zu unterstützen (Berger 2016, 49). Fragen der Entlassung von Lehrpersonen, über die sich Beschwerden von Schülern und Schülerinnen, Eltern oder Kollegen und Kolleginnen häufen, sind vor dem Hintergrund des pädagogischen Auftrags, den Schulen und somit Lehrpersonen zu erfüllen haben, von besonderer Brisanz. Buhren und Rolff schlagen (2006, 467) in ihrem Ansatz der »anderen Schule« vor, dass eine Entlassung erst nach umfassenden Unterrichtsbesuchen und einem umfassenden Coaching inklusive entsprechender Fort- und Weiterbildungsmaßnahmen bei nicht sichtbarer Verbesserung möglich sein soll. Aber auch andere Formen der Arbeitsgestaltung sind für den Beruf der Lehrerin bzw. des Lehrers nur zum Teil umzusetzen. Es zeigt sich an diesen Beispielen deutlich, dass sich personalwirtschaftliche Fragestellungen in Schulen entlang der besonderen institutionellen und organisationalen Rahmenbedingungen dieser orientieren.

Die Gründe dafür liegen insbesondere auch in den Kompetenzen, die den einzelnen Schulen und somit den Schulleitungen diesbezüglich vor Ort zugestanden werden. Schulen zeichnen sich über besondere Charakteristika – pädagogischer Auftrag – als besondere Organisationen aus, die sie von anderen, insbesondere erwerbswirtschaftlich geführten Organisationen nicht zu Letzt in der nicht vorhandenen Gewinnorientierung unterscheiden (bspw. Weick 1976, 1ff.; Krainz-Dürr 1999, 22ff.; Ammann 2009, 263ff.; Feldhoff 2011, 18 ff.; Eikenbusch 2016, 147).

Die Arbeit in der Organisation Schule kann nicht ausschließlich über Effektivitäts- und Effizienzkriterien bewerten werden, die in erwerbswirtschaftlich geführten Organisationen vielfach handlungsleitend und somit auch impulsgebend sind (Kansteiner und Stamann 2015, 274f.). Vor dem Hintergrund der zunehmenden regionalen Vernetzung von Schulen und Bildungseinrichtung (bspw. Chrispeels und Harris 2006; Jackson 2006; Fullan 2010; Otto et al. 2015) besteht allerdings die Chance, dass verschiedene Funktionsbereiche des Personalmanagements an Bedeutung gewinnen und somit auch zu zentralen Aufgaben der Schul- und Clusterleitungen werden. Diese zunehmende Vernetzung verspricht in vielen Fällen auch »echte« Personalhoheit an die Schulen bzw. in die entsprechenden Bildungsregionen zu bringen.

So sieht das von der österreichischen Bundesregierung verabschiedete »Autonomiepaket« über den Zusammenschluss von zwei bis maximal acht geographisch benachbarten Schulstandorten zu einem Bildungscluster, bei denen sogenannte Clusterleiterinnen die Führung übernehmen, einige Neuerungen im Bereich Personalmanagement vor. Zu den wichtigsten personalwirtschaftlich relevanten Maßnahmen zählt die Auswahl der Lehrkräfte durch die jeweiligen Schulleitungen, mit dem Ziel »[...] die richtigen Personen für den richtigen Beruf zu begeistern und stärkegerecht einzusetzen« (Bundesministerium für Bildung 2016, 8). Darüber hinaus wird eine Trendumkehr von der angebotsorientierten hin zur bedarfsorientierten Fort- und Weiterbildung angekündigt, wobei die Schul(cluster)leitung die Verantwortung trägt und diese lokal nach dem tatsächlichen Bedarf erfolgt. Außerdem sieht das Paket die Stärkung der Managementfunktion der Schul(cluster)leitungen vor, welche u. a. auch die Entscheidung über das am jeweiligen Schulstandort benötigte Unterstützungspersonal trifft (Bundesministerium für Bildung 2016, 8f.). Hier liegt eine bedeutende Chance für strategische, taktische aber auch operative personalwirtschaftliche Entscheidungen, die in den Aufgabenbereich des Netzwerkmanagements und in letzter Konsequenz der Netzwerkleiter – im eingangs zitierten Autonomiepaket Schul(cluster)leitungen – fallen. Zunächst ist dieser Beruf eine zusätzliche und neue Stufe auf einer möglichen Karriereleiter, die Lehrerinnen anstreben können. Die mit der Position eines bzw. einer Clusterleiterin verbundenen Aufgaben können aber auch als multiprofessionelles Handlungsfeld charakterisiert werden (Otto et al. 2015, 31), welches auch dementsprechende Fort- und Weiterbildungen im Bereich der pädagogischen,

organisatorischen und personellen Steuerung von Schulclustern erfordert.

Chancen liegen zudem in der Implementierung eines regionalen mittleren Managements, welches gemeinsam mit der Clusterleitung – ähnlich einer Steuergruppe in der Einzelschule – pädagogische und allokativ-administrative Fragen berät und entscheidet. Ein solches mittleres Management kann durchaus als mögliche Weiterentwicklung im Sinne einer individuellen Karriere für die einzelne Lehrperson gedeutet werden. Darüber hinaus sind abhängig von der jeweiligen Schulclusterentwicklung noch zahlreiche andere mögliche schulübergreifende aber auch schulinterne Aufgabenveränderungen bzw. Neuschaffung von Handlungsfeldern vorstellbar, die von einzelnen Lehrpersonen als Entwicklungschance gesehen werden können.

Eine weitere Chance besteht in der zunehmenden Veränderung der Personalstruktur als Ergebnis der intensiven Schulentwicklungsprojekte der vergangenen Jahre, die sich sowohl auf den Ausbau von Ganztagschulen als auch auf die skizzierte Entwicklung von Schulclustern bzw. regionale Bildungsnetzwerke zurückführen lassen. Ganztagsschulen haben eine lange Tradition, die Ende der 1980er Jahr im deutschsprachigen neu belebt wurde (Dollinger 2014, 15). Ungeachtet dessen, ob es sich um eine Ganztagschule handelt oder nicht, und ob diese in einem Schulcluster bzw. einer regionalen Bildungslandschaft vernetzt ist, wird das Schulleben zunehmend von anderen Professionen mitgestaltet, die ihr Handeln auch entlang der strategischen Gesamtausrichtung orientieren (sollen). Künftig werden Personengruppen, wie Betreuungslehrpersonen, die sich um soziale und emotionale Anliegen kümmern, oder für die Verpflegung zuständiges Personal zur Zielgruppe der verschiedenen Funktionsbereiche des Personalmanagements zählen und somit auch in den Verantwortungsbereich der jeweiligen Schul(cluster)leitungen fallen (Schnebel 2015, 216).

Zusammengefasst erfordern die künftigen intendierten schulischen Transformationsprozesse, die auch Teil der sich ständig verändernden Lebensbedingungen und gesellschaftlichen Entwicklungen sind, erhöhte Sensibilität hinsichtlich der aktiven Gestaltung der Erwerbskarriere des schulischen Personals. Career Guidance erscheint hier ein wirkmächtiger Ansatz im Sinne einer personalwirtschaftlichen Querschnittsdimension zu sein, der es Schul- und Clusterleitungen ermöglicht, unabhängig von institutionellen und organisationalen Strukturen auf die Karriere des

oder der Einzelnen zu blicken. Es handelt sich dabei um eine Form der Beratung, die eine wichtige Führungs- und Leitungsfunktion ist und die dafür notwendigen Beratungskompetenzen erfordert (Schnebel 2015, 216).

Career Guidance als Aufgabenbereich für Schulleitung

Strategieorientiertes Personalmanagement erfordert lebens- und berufsbiographische Überlegungen, die sowohl personale, interpersonale als auch apersonale Aspekte (Neuberger 1991, 13) betreffen und somit verschiedenen Bereiche des strategischen Personalmanagements aber auch des taktischen und operativen Managements betreffen. Im Kern dieser Überlegungen steht in der Schule die einzelne Lehrperson oder wie es Neuberger (1990) pointiert: »Der Mensch steht im Mittelpunkt« und eben nicht »Der Mensch ist Mittel. Punkt!« Im Ansatz von Career Guidance ist dies mehr als das Emporsteigen auf einer Karriereleiter und ein möglicherweise damit verbundenes höheres Gehalt. »Career guidance refers to services intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves« (OECD 2004, 19). Traditionelle Betrachtungsweisen sehen für Lehrpersonen auf Grund der flachen Hierarchie der Organisation Schule nur wenige Karrierechancen, die sich darauf beschränken, die Schulleitung zu übernehmen, ins mittlere Management aufzusteigen, in die Schulbehörde bzw. Schulaufsicht zu wechseln oder in der Lehrerinnen Aus- und Fortbildung tätig zu werden. Diese Betrachtungsweise greift vor dem Hintergrund der Entwicklungen der vergangenen Jahre aber auch vor den künftigen – oben dargesellten – Entwicklungen zu kurz, da sich hier vielfältige neue Aufgabenbereiche erschlossen haben und gleichzeitig noch öffnen werden. Darüber hinaus bedeutet »Karriere« aus der Perspektive von Career Guidance deutlich mehr. Die »Zufriedenheit« der Mitarbeiterinnen mit der Gesamtsituation, die berufliche und private Umstände berücksichtigt, steht bei diesem Beratungsverständnis im Mittelpunkt.

Der theoretische Rahmen von Career Guidance kann in den verschiedenen Ansätzen zu Career Theory, die sich in ihren Traditionen auf das beginnende 20. Jahrhundert zurückführen lassen,

gesehen werden. In diesen rund 100 Jahren haben sich viele verschiedene Theorieansätze und Modelle entwickelt, von denen sich die meisten auf den Ansatz der »Matching Theory« von Parsons (1908) oder jener von Ginzberg et al. (1951) und Super (1953) beeinflussten »Developmental Theory« zurückführen lassen (Van Esbroeck, Tibos und Zaman 2005, 6). Für den Begriff »Karriere« und »Erfolg« lassen sich vielfältige Definitionen finden, wie in etwa das »traditionelle Verständnis«. Dieses geht davon aus, dass vom Eintritt in das Berufsleben bis zum Austritt nur wenige Wechsel der Arbeitgeber stattfinden sowie eine Veränderung in einer Karriere innerhalb desselben Unternehmens auf einer vertikalen Ebene erfolgt (Arthur und Rousseau 1996, 3). Das Konzept der »Boundaryless Career« bricht mit dieser traditionellen Vorstellung von Karriere und geht davon aus, dass Karriere nicht mehr nur in einem einzigen, sondern vielmehr mehreren Arbeitsverhältnissen stattfindet. Die Akteure versuchen selbst über ihre Karrieren zu bestimmen und suchen daher ein Angestelltenverhältnis, das es ihnen ermöglicht, sehr gute Leistungen in Tätigkeiten zu erbringen, diese als sinnvoll erachten (Banai und Harry 2004, 98). Oftmals steht die Unabhängigkeit von traditionellen Übereinkünften im Vordergrund, was zum Beispiel auch ein Verzicht auf eine berufliche Weiterentwicklung zu Gunsten von Familie oder Kindern bedeuten kann (Arthur und Rousseau 1996, 4f.). Das Verständnis der »Protean Career« verfolgt einen noch umfassenderen Ansatz und beinhaltet alle Stationen einer Biografie, und bezieht diese auch explizit in das Verständnis von »Karriere« mit ein. Diese Betrachtungsweise rückt die individuellen Interessen des einzelnen Akteurs ins Zentrum. Die Karriere wird nicht vom Unternehmen sondern vom Individuum beeinflusst und gestaltet. Es versteht die Karriere als Gesamtheit der Entscheidungen und Erfahrungen des Arbeitgebers in Bezug auf Ausbildung, Weiterbildung, Berufswechsel und Veränderungen in der Anstellung sowie Themen wie Vereinbarkeit von Beruf und Familie bzw. Arbeitszeit und Freizeit (Hall und Moss 1998, 25).

Nicht der berufliche Aufstieg um jeden Preis, sondern die individuelle Zufriedenheit mit dem Gegebenen umreißen in diesem Verständnis die Konturen einer erfolgreichen Karriere (Sotz-Hollinger 2009, 12f.). Hinsichtlich der Betrachtung des Erfolgs einer Karriere wird in den verschiedenen Ansätzen in individuelle und strukturelle Determinanten unterschieden. Die Ansätze, welche sich der individuellen Faktoren annehmen, berücksichtigen Merkmale wie Geschlecht, Nationalität, soziale Herkunft, Bildung,

Mobilität, Berufserfahrung, Kooperationsaktivität oder Reputation. Ansätze, welche die Struktur ins Zentrum setzen, betrachten die Nachfrageseite des Arbeitsmarktprozesses wie die vorhandene Branchen in einer bestimmten Region oder freie Stellen am Arbeitsmarkt (Schlüter 2010, 70f.).

Das diesem Beitrag zu Grunde liegende Verständnis von Career Guidance setzt beim Ansatz der »Protean Career« an, bei dem zunächst die individuelle Perspektive und die damit einhergehenden Wünsche, Bedürfnisse, Vorstellungen oder Interessen des einzelnen Akteurs ins Zentrum der Betrachtung rücken. Karriere ist demnach »the interaction of work roles and other life roles over a person's lifespan, including how they balance paid and unpaid work, and their involvement in learning and education« (Jackson 2014, 11). Es ist dies eine Form der biographieorientierten Beratung (Herbrich und Jurkeit 2004, 17), bei der zunächst ein Bezug zwischen generellen Lebensperspektiven und möglichen Entwicklungsfragen hergestellt und dann von Schulleitung und Lehrperson bearbeitet wird. Bei Career Guidance kommen abhängig vom jeweiligen Ansatz und der Fragestellung Kompetenzprofile ebenso zum Einsatz wie Potentialanalysen u.Ä. (Schreyögg 2014, 25). Career Guidance hat das Potential, sowohl Fragen des Personaleinsatzes, der Personalführung, der Personalentwicklung als auch der Personalbetreuung anzusprechen. Tabelle 1 enthält mögliche Beiträge von Career Guidance zu ausgewählten personalwirtschaftlichen Bereichen in der Schule, die von Schulleitungen – die dem Beratungsverständnis von Career Guidance folgen – gemeinsam mit den Mitarbeitern und Mitarbeiterinnen erarbeitet werden können.

Tabelle 1 bringt zum Ausdruck, wie Career Guidance einen möglichen Beitrag zum Personalmanagement einer Schule leisten kann. Zunächst kann plausibel argumentiert werden, dass es sich hier um ein zusätzliches Instrument handelt, welches im Bereich der Personalentwicklung zum Einsatz kommt. Diese Perspektive ist allerdings zu kurz gegriffen, da die verschiedenen in Tabelle 1 abgebildeten Beiträge weit über jene der originären Funktion der Personalentwicklung hinausgehen. Eine Zuordnung der verschiedenen Beiträge zu den unterschiedlichen Funktionsbereichen des Personalmanagements erscheint aus einer analytischen Perspektive vereinzelt möglich aber wenig zielführend. In der Praxis wirken die einzelnen Beiträge über verschiedene Bereiche hinaus. So ist zum Beispiel der Aufbau einer »Employer Brand« – ein Thema, welches im Bereich des schulischen Personalmanagements bisher

TABELLE 1 Career Guidance als personalwirtschaftliche Querschnittsdimension

Ebene	Bereich	Beitrag von Career Guidance zum Personalmanagement
Strategie	Personalpolitik	• Aufzeigen bisher unbekannter personenbezogener Einsatzbereiche (bspw. Projekte, andere Standorte in der Bildungsregion, neue Aufgabenbereiche)
	Personalmarketing	
	Personalcontrolling	• Unterstützung in der Analyse des eigenen Werdegangs und in der Planung der eigenen Zukunft
	Personaleinsatz	
	Personalführung	• Identifikation möglicher Fortbildungen • Steigerung der Beschäftigungsfähigkeit
	Personalentwicklung	
	Personalbetreuung	• Umfassende Potentialanalyse • Entwickeln von möglichen Zukunftsszenarien und Strategien, wie diese erreicht werden können
	Personalentlohnung	
Strategie	Personalverwaltung	• Unterstützung in der Entscheidungsfindung bezüglich der eigenen Zukunft • Reflexion der eigenen Bedürfnisse, Wünsche und privaten sowie beruflichen Möglichkeiten
		• Unterstützung in der kontinuierlichen Reflexion persönlicher Ziele, Werte und Interessen • Ausgewogenes Verhältnis zwischen Beruf und Freizeit
		• Unterstützung in der Bewältigung von schwierigen Situationen • Entwicklung einer salutogenetischen und resilienten Haltung
		• Aufbau einer »Employer Brand« • Bewältigung von Übergangsphasen (bspw. Pensionierung oder Wechsel des Arbeitsplatzes)
Strategie		• Weiterentwickeln des Professionsbewusstseins • Erkennen und Nutzen der eigenen Netzwerke
		• Stärken-Schwächen-Analyse • Reflexion der gemachten Erfahrungen

maximal ein Schattendasein führt – sowohl für eine strategisch orientierte Personalpolitik als auch für das Marketing und auch Personalbeschaffung im Sinne der Aufwertung einer Einzelschule von Bedeutung.

Career Guidance fokussiert zunächst auf das Individuum – in der Schule auf die einzelne Lehrperson – und erst in einem zweiten Schritt auf die strategische Gesamtausrichtung. Dieser Zugang ermöglicht es, im Sinne einer stärkeorientierten Schulführung und konsequenterweise Schulentwicklung dort anzuknüpfen, wo der oder die Einzelne steht und diesen im Sinne eines mitarbeiterorientierten Bottom-Up Prozesses zu starten. Career Guidance geht somit explizit über den Arbeitsplatz und das ausschließliche Erreichen von beruflichen Zielen hinaus und unterscheidet sich auch von Zugängen, die etwa davon ausgehen, dass es Aufgabe der Schulleitung sei, »[...] die Anforderungen mit den Fähigkeiten und Fertigkeiten der Personen abzugleichen. Aus der Differenz zwischen gewünschtem SOLL in Form von konkreten Anforderun-

gen und dem aktuellen IST als Ausprägung der beruflichen Handlungskompetenz und Schlüsselqualifikationen leitet sich der individuelle Personalentwicklungsbedarf ab« (Zimmer 2013, 591). Eine derart eingenommene Perspektive entspricht mehr einem Top-Down Zugang, der, so zu Ende gedacht, einer Lehrperson mögliche Weiterbildungen vorschlägt, die von dieser absolviert werden können oder auch nicht. Career Guidance hingegen ist aus einer personalwirtschaftlichen Perspektive dann erfolgreich, wenn das zwischen Schulleitung und Lehrperson gemeinsam erarbeitete Ergebnis sowohl für die Systemziele der Schule als auch für die einzelne Lehrperson zufriedenstellend ist (Huber und Bartz 2013, 546).

Vorläufiges Fazit

Die Steuerung und Gestaltung von Bildungssystemen und somit in letzter Konsequenz Schulen ist seit einigen Jahren geprägt von Themen wie Bildungsstandards, Zentralmatura oder der PISA-Studie. Bildungsstandards können gewissermaßen auch als eine Form des Controllings betrachtet werden, als eine Kennzahl über das Ergebnis des Zusammenwirkens von Schulleitungen, Lehrpersonen, Schülern und Schülerinnen, und Eltern. »This can, for example be seen in the pressure that governments of many countries put on the educational system to improve its performance, which more often than not means a requirement to deliver specific, predetermined outcomes« (Biesta 2006, 73). Insbesondere der Rückgriff auf Ergebnisse der zahlreichen PISA-Studien, Überprüfungen von Bildungsstandards u. Ä. erscheint vielerorts als valides und wirkmächtiges Argumentationsrüstzeug für die Gestaltung und Entwicklung von Schule und Unterricht zu gelten. Zwischenzeitlich ist es kaum mehr möglich, die verschiedenen damit verbundenen Konzepte und Bedeutungszuschreibungen von Input, Output, Outcome, Qualifikation, Kompetenz oder Performanz zu fassen (dazu bspw. Slepcevic-Zach und Tafner 2012, 27). Biesta (2010) spricht in diesem Kontext von einem »Age of Measurement« und stellt der ausschließlichen Ergebnisorientierung ein kritisches Zeugnis aus. »The problem, however, is that the abundance of information about educational outcomes has given the impression that decisions about the direction of educational policy and the shape and form of educational practice can be based solely upon factual information« (Biesta 2010, 12). Diese kritische Einschätzung soll keinesfalls die Relevanz von Kennzahlen in Abrede

stellen, die hohes Potential für evidenzbasierte Schul-, Personal und Unterrichtsentwicklung bergen. Dennoch negiert die »Kultur des Messens« generell wichtige Bereiche schulischen Handelns.

Dieses schulische Handeln umfasst die unterschiedlichsten Gruppen von Akteuren, die mit verschiedenen – oftmals auch von außen nicht nachvollziehbaren Interessen – agieren. Career Guidance als Querschnittsdimension eines entlang einer Strategie ausgerichteten schulischen Personalmanagements geht über die Produktion von Kennzahlen hinaus und schließt an einer »Pedagogy of Well-Being« an. Hierbei wird die Zufriedenheit der Schülerinnen sowie der anderen Stakeholder in den Vordergrund gestellt. Positive Emotionen im Arbeitsprozess sind verbunden mit persönlichem Wachsen, Weiterentwicklung sowie Gesundheit (Scoffham und Barnes 2011, 535). Insbesondere die Zunahme von Erkrankungen am und durch den Arbeitsplatz führt zu einer zunehmenden Sensibilisierung hinsichtlich des Stellenwerts von Freizeit und einer ausgewogenen sogenannten »Work-Life-Balance«. In dieser so geforderten Balance zwischen Arbeit und Leben wird – implizit – die Annahme verpackt, dass es einen Unterschied zwischen Leben und Arbeit gibt. Zugespitzt und durchaus provokant formuliert, könnte der Schluss gezogen werden, dass Arbeit nicht Leben sei. »Well-Being« als mögliche Zieldimension von schulischen Transformationsprozessen versteht Schule hingegen auch als Lebensraum für alle dort handelnden Akteure wie etwa Schulleitungen, Lehrpersonen, Schülerinnen, Eltern aber auch Verwaltungspersonal und anderes pädagogisches Personal. Die Trennung zwischen Leben und Arbeit erscheint vor diesem Hintergrund in der Form nicht mehr notwendig. Über die Lehrpersonen, die mit dem Konzept Career Guidance vertraut sind und oftmals für Schülerinnen und Eltern auch in beratender Funktion tätig werden (Huber, Schneider und Hader-Popp 2013, 414), besteht die Chance, dass Career Guidance auch auf diese Ebene des Systems durchdringt. In letzter Konsequenz kann dies ein möglicher Beitrag zu einer Antwort auf die eingangs skizzierten Entwicklungen und die aus all diesen Phänomenen resultierenden, zunehmend brüchigen Erwerbskarrieren auf allen Ebenen des Systems sein.

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Career Guidance as a Tool for Human Resource Management in Schools

The idea of Career Guidance has in recent years been acknowledged as an important issue by different organisations. Also the EU has dedicated

several programmes to this topic which aims to help people with new challenges that have occurred in our everchanging world. The educational sector with all its stakeholders has to deal with new challenges too and can therefore benefit from an implementation of Career Guidance on various levels. It can be seen as tool for personal management as well as organizational management in the context of school. It therefore supports teachers when it comes to making decisions that effect their career as well as their life but it is also a tool for the schoolmanagement to manage their staff members.

Keywords: career guidance, school development, human ressource development, human ressource management, leadership

Karierna orientacija kot medsektorska razsežnost upravljanja človeških virov v šolah

Pojem karierne orientacije so kot pomembno temo v zadnjih letih prepoznale najrazličnejše organizacije. Tudi EU ji je namenila številne programe kot prizadevanje za zagotavljanje opore ljudem pri novih izzivih, ki se pojavljajo v našem nenehno spreminjajočem se svetu. Izobraževalni sektor se mora z vsemi deležniki spoprijeti z novimi izzivi, zato lahko z izvajanjem karierne orientacije pridobi na raznih ravneh. V šolskih okvirih jo lahko uporabi kot orodje za upravljanje kadrov in organizacije. Karierna orientacija je v oporo tako učiteljem pri odločanju, ki vpliva na njihovo kariero in življenje, kakor tudi vodjam šole pri skrbi za zaposlene.

Ključne besede: karierna orientacija, razvoj šol, razvoj človeških virov, upravljanje človeških virov, vodenje

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The Work of European Lifelong Guidance Policy Network

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This article outlines the activities of the European Lifelong Guidance Policy Network (ELGPN), which was active from 2007 to 2015 and importantly contributed to promoting awareness regarding the importance of lifelong career guidance across the EU member states and beyond. Based on a 2015 source, the first part summarises the work of the ELGPN and the results of its work. Within this framework, an Erasmus+ project took place that was aimed at designing a curriculum for enhancing competences for the career development of educational staff. This curriculum represents a significant step in implementing the EU recommendations in the area of lifelong guidance.

Keywords: ELGPN, lifelong career guidance, guidance policy, curriculum for the career development of educational staff, Erasmus+

Toward Common EU Guidance Policy: European Lifelong Guidance Policy Network

The European Lifelong Guidance Policy Network (ELGPN)¹ assisted the European Union member states (and the neighbouring countries eligible for the Lifelong Learning Programme and the Erasmus+ Programme) and the European Commission in developing European co-operation on lifelong guidance in both the education and the employment sectors. It promoted co-operation and systems development at member-country level in implementing the priorities identified in the EU Resolutions on Lifelong Guidance (Council of the European Union 2004).²

¹ This text is based on ELGPN 2015b, with the permission of authors.

² 'Resolution of the Council and of the Representatives of the Governments of the Member States, Meeting within the Council of 21 November 2008 on Better Integrating Lifelong Guidance into Lifelong Learning Strategies.' *Official Journal of the European Union*, 13 December 2008, c 319.

The Network was established by the member states; the Commission supported its activities under the Lifelong Learning Programme 2007–2014 and Erasmus+ programme in 2015. As a member-state driven network, it also represented an innovative form of the open method of co-ordination within the European Union (EU).

In 2015, the ELGPN has consisted of 30 member countries (AT, BE, BG, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IS, IT, LV, LT, LU, MT, NL, NO, PL, PT, RO, RS, SE, SI and SK), with one additional observer country (CH).

Through appropriate liaison arrangements, the Network ensured regular contact with other relevant bodies and networks at European and international levels: with International Association for Educational and Vocational Guidance, the European Forum for Student Guidance, European Association for International Education, European Centre for the Development of Vocational Training (CEDEFOP), European Training Foundation, the International Centre for Career Development and Public Policy, the Public Employment Services (PES) Network, Euroguidance, the European Trade Union Confederation (ETUC) and the European Youth Forum. During its five phases (2007–2015), the ELGPN was co-ordinated by a team from Finland. The Finnish Ministry of Education and Culture and the Finnish Ministry of Employment and the Economy assigned the co-ordination task to the Finnish Institute for Educational Research at the University of Jyväskylä. This unit convened the Network and supported the implementation of its initiatives. The ELGPN members appointed a Steering Group in accordance with the EU Presidency arrangements to ensure effective management of the Network and to support the Co-ordinator in defining the priorities and budget allocation within the Work Programmes. ELGPN liaised closely with the European Commission and also utilised the support of a number of contracted consultants.

The Network has promoted lifelong guidance, particularly through the open method of co-ordination. As the EU member states are responsible for their own lifelong guidance policies and systems, the Network members jointly identified and defined the objectives to be achieved, with the Council Resolutions of 2004 and 2008 as their basis. They used jointly agreed on tools to support and measure progress in lifelong guidance policy and systems development. The members stimulated innovation and convergence through peer learning and the exchange of best practices.

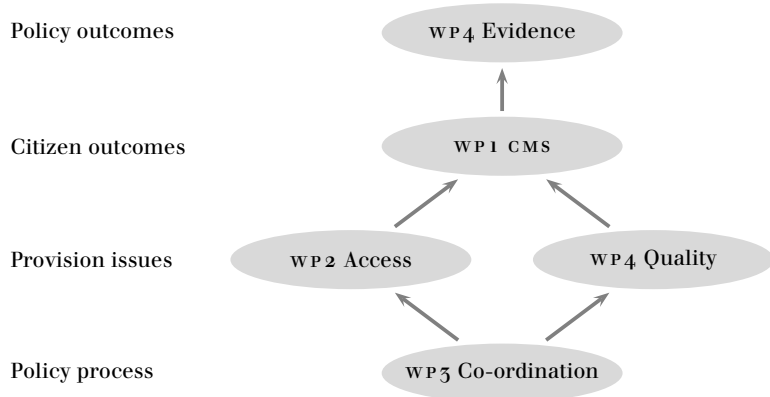


FIGURE 1 Model Indicating the Relationship between the Work Packages

The Network was developed on a step-by-step approach. The long-term goal was to promote co-operation in the development of policies and systems for lifelong guidance provision at national and regional levels through European co-operation. This includes policy sharing, promotion and support for the development of a broader EU policy framework for lifelong guidance. The main aim during the initial phase (2008) was to establish the network infrastructure and through peer learning activities to identify in more detail the areas of guidance where national developments could be enhanced through the ELGPN.

The mandate of the ELGPN was formally endorsed in the 2008 EU Council Resolution on better integrating lifelong guidance into lifelong learning strategies, which invited the member states and the Commission, within their respective competences, to strengthen European co-operation on lifelong guidance, in particular through the ELGPN, with the support of the Lifelong Learning Programme, and in liaison with CEDEFOP. In 2008, the ELGPN consisted of 26 member countries, with 3 additional countries as observers (Belgium, Bulgaria and Ireland). During the 2009–2010 Work Programme, the focus shifted to implementing the thematic activities around the four themes identified in the 2008 Resolution (figure 1).

The activities were linked to a range of different working methods: four plenary meetings, peer learning activities within field visits, task groups (6–8 members), commissioned technical work, and technical work funded from other sources.

The European Lifelong Guidance Policy Network (ELGPN) developed a comprehensive range of EU reference tools and publications for European lifelong guidance policy and systems developments at EU and national levels through systematic policy sharing and learning. The utilisation of this toolbox by the member states will support all engaged partners of the European Semester to have an even stronger and cross-cutting impact on different and related policy areas: education, training, employment, youth and social policies.

The ELGPN member-countries have translated many of its tools and concept notes into their national languages. The most translated publication is the ELGPN Resource Kit, which is available in 18 languages. The ELGPN *Tools*, *Concept Notes*, and *Policy Briefings* and their translations to 27 languages can be found on the Network website.⁵

ELGPN Tools

ELGPN Tools are designed to help policy-makers and other stakeholders at EU and national levels to:

- Enhance the efficiency and comprehensiveness of the EU and national policies for education, training, employment, youth and social inclusion, and their interactions, by providing policy-makers and developers with expert knowledge and inspiration;
- Review existing national and regional lifelong guidance provision with a view to their improvement;
- Identify policy issues requiring attention and gaps that need to be addressed at the EU, national and regional levels, drawing on the knowledge and learning experiences of other European countries.

ELGPN Tools 1: A European Resource Kit

The European Resource Kit (European Lifelong Guidance Policy Network 2012) was developed during the ELGPN Work Programme 2011–2012 to help policy-makers and other stakeholders to review existing lifelong guidance provision within their country or region, and to identify issues requiring attention and gaps that need to be filled, drawing from practices in other European countries. Its specific focus was the four priorities for action identified in the

⁵ See <http://www.elgpn.eu/publications>.

Council Resolution 2008: Career Management Skills (CMS), Access, Cooperation and Co-ordination, Quality Assurance and Evidence. These priorities were examined from sectoral perspectives. The Resource Kit provides suggestions for policy improvement. It can be used for policy review and peer learning processes both within and between countries.

ELGPN Tools 2: Lifelong Guidance Glossary

The ELGPN Glossary was developed during the 2011–2012 Work Programme to provide a common set of definitions for lifelong guidance (LLG) policy development and related guidance terminology (European Lifelong Guidance Policy Network 2014c). It provides a set of definitions that have been agreed on by the members of the ELGPN to support the use of ELGPN Lifelong Guidance Policy Development, a European Resource Kit.

A critical issue for the Glossary was to define a set of terms, many of which are used in the Resource Kit, in a lifelong guidance context and thus facilitate dialogue on LLG policy development across the EU. As far as possible, the Glossary uses existing EU definitions, but these have been supplemented and extended where necessary to provide definitions that are relevant in a contemporary guidance context. However, certain terms, which have been defined in EU resolutions and directives, have not been changed.

ELGPN Tools 3: The Evidence Base on Lifelong Guidance; A Guide to Key Findings for Effective Policy and Practice

The purpose of the Evidence Guide, developed during the 2013–2014 Work Programme, is to present the existing international research base on the impact of lifelong guidance, including its educational outcomes, economic and employment outcomes (European Lifelong Guidance Policy Network 2014d). It builds on the existing work by the European Lifelong Guidance Policy Network (ELGPN), including the Quality Assurance and Evidence (QAE) Framework (2009–2010) which provides an approach for policy-makers to address quality assurance and evidence-based policy and system development. The Evidence Guide synthesises the existing evidence on the impact of lifelong guidance and suggests how policy-makers might want to make use of this evidence and contribute to its development. The guide draws together what is already known and aims to present it in a way that is accessible

to policy-makers. In order to do this, the main messages are summarised and illustrated with examples drawn from the literature.

ELGPN Tools 4: Designing and Implementing Policies Related to Career Management Skills (CMS)

This ELGPN tool (European Lifelong Guidance Policy Network 2015a) is addressed to policy-makers who wish to further develop a comprehensive national guidance policy with the focus on the acquisition of CMS. It proposes 11 questions to be considered by policy-makers and provides elements of answers to those questions based on the combined knowledge and experience of ELGPN members and other international sources. The CMS tool is intended to support policy-makers in considering each of these important questions by sharing insights, good practice and conclusions across the ELGPN member countries.

ELGPN Tools 5: Strengthening the Quality Assurance and Evidence-Base for Lifelong Guidance

The aim of this tool (European Lifelong Guidance Policy Network 2015c) is to stimulate stakeholder discussion and action for the continuous improvement of lifelong guidance policies and practices, focusing on strengthening quality assurance and evidence-based policy systems development. Five key quality elements, criteria, indicators and examples of possible data emerged in 2008–2012 from extensive ELGPN reviews of national, EU and international quality assurance and evidence-base frameworks, including global professional standards. These key quality elements include: practitioner competence, citizen/user involvement, service provision and improvement, cost benefits to governments, cost benefits to individuals. By drawing upon these, it is possible to identify a common language, to examine opportunities and challenges with a collective ambition for continuous improvement, in line with regional, national and European targets on education, employment, poverty and social exclusion.

ELGPN Tools 6: The Guidelines for Policies and Systems Development for Lifelong Guidance: A Reference Framework for the EU and for the Commission

These Guidelines (European Lifelong Guidance Policy Network 2015d) provide a comprehensive framework that links together

the ELGPN tools and products listed below. The Guidelines cover transversal (common to all sectors) issues e.g. funding, ICT, and sectoral (i.e. specific to a sector) issues e.g. schools, unemployed, disadvantaged groups. Each guideline explains its importance and gives suggestions for improving policies. The Guidelines were developed by the European Lifelong Guidance Policy Network in 2013–2015. They are informed by its experience supplemented by international best practice.

The ultimate goal of the Guidelines is to help improve the quality and efficacy of the career learning experience of all EU citizens. They contribute to improving the consistency of such experience across the education, training, and employment sectors and to strengthening the professionalism of services, tools and products.

ELGPN Concept Notes

ELGPN Concept Notes explore and debate emerging EU and national issues from a career guidance perspective. They are intended to inform and inspire policy-makers and developers at EU and national levels, demonstrating how lifelong guidance provision contributes to the successful implementation of pertinent policy measures. The Concept Notes are as follows:

- ELGPN Concept Note No. 1 – *Flexicurity: Implications for Lifelong Career Guidance* (Sultana 2012)
- ELGPN Concept Note No. 2 – *Youth Unemployment: A Crisis in Our Midst; The Role of Lifelong Guidance Policies in Addressing Labour Market Supply and Demand* (Hughes and Borbély-Pecze 2012)
- ELGPN Concept Note No. 3 – *Career Management Skills: Factors in Implementing Policy Successfully* (Gravina and Lovšin 2012)
- ELGPN Concept Note No. 4 – *The Youth Guarantee and Lifelong Guidance* (Borbély-Pecze and Hutchinson 2013)
- ELGPN Concept Note No. 5 – *Work-based Learning and Lifelong Guidance Policies* (Borbély-Pecze and Hutchinson 2014)
- ELGPN Concept Note No. 6 – *Early School Leaving and Lifelong Guidance* (Oomen and Plant 2014)
- NVL/ELGPN Concept Note – *A Nordic Perspective on Career Competences and Guidance* (Thomsen 2014)
- ELGPN Research Paper No. 1 – *An Analysis of the Career Development Items in PISA 2012 and of their Relationship to the*

Characteristics of Countries, Schools, Students and Families
(European Lifelong Guidance Policy Network 2014a)

ELGPN Policy Briefings

Policy Briefings focus on relevant EU policy developments in education, training, employment, youth and social inclusion from a lifelong guidance perspective. They are intended to inform national and EU stakeholders. From 2010 to 2012, five documents were published.⁴

ELGPN Website

The ELGPN website acted as an effective communication channel to inform ELGPN collaborators, the wider guidance community and other interested parties about the Network and its activities and publications. The ELGPN website was visited over 31,000 times from 145 countries between 1 January 2013 and 30 September 2015. The total number of unique visitors was 4,861 in 2013, 6,845 in 2014 and 8,803 in 2015 (by the end of September 2015).

A large majority of website visitors came from the ELGPN member countries, but a significant number of visits also originated from non-member countries. For example, the ELGPN website was visited over 2,300 times from the United States, Australia and Brazil.

From the beginning of 2013 until the end of September 2015, the number of visits to the ELGPN website also increased from the ELGPN member countries. The number of visits clearly rose in the second half of the 2013–2014 Work Programme in all member countries with few exceptions (e.g. France, Lithuania, Poland and Turkey). In some countries, the total number of visits to ELGPN website doubled (e.g. Bulgaria, Czech Republic, Iceland and Switzerland) or almost tripled (e.g. Croatia, Norway and Slovakia) in 2014.

ELGPN LinkedIn Group, Newsletter and Mailing List

The ELGPN LinkedIn group acts currently as an important communication channel to engage and inform the wider professional community about the Network and latest developments in lifelong guidance policy. In March 2017, the ELGPN LinkedIn group had

⁴ See <http://www.elgpn.eu/publications/policy-briefings/>.

approximately 1,100 members, a large majority of whom were not formally members of any ELGPN national delegation. The ELGPN Newsletter containing periodic updates was published 2–4 times a year. It provided information to Network members and other interested parties about national developments and events as well as reports related to the ELGPN Work Programmes. In addition to email and mailing list distribution, the Newsletter was also made available on the ELGPN website. The ELGPN open access mailing list was launched in January 2013. Before its closure in December 2015, it had 190 subscribers. A majority of these subscribers were not formally engaged in ELGPN activities. Materials disseminated through the mailing list included the ELGPN Newsletter and alerts about relevant developments in the guidance policy.

ELGPN Contribution to International, National, Cluster and Cross-Border Events

The ELGPN national delegations, consultants and the Co-Ordination Unit contributed to a large number of international, national, cluster and cross-border events. They reported and discussed the development, adaptation and dissemination of ELGPN outputs in various national and international events. The ELGPN Steering Group members and consultants also represented the ELGPN in Commission Working Groups, workshops, seminars and EU Presidency events.

The ELGPN Co-Ordinator has been a member of the Commission Working Group on Quality on Adult learning (2012–2014) and ET 2020 Technical Working Group on Adult Learning (2014–2015). He has also provided inputs to the ET 2020 Working Groups on Early School Leaving and VET, PES Network meetings and PES to PES dialogue meetings and CEDEFOP Peer Learning Activities. The Co-Ordinator discussed potential use of ELGPN outputs in 19 EU-funded project meetings, in 28 invited lectures in career practitioner training programmes, in 10 presentations to cross-border or ELGPN cluster events and in 86 national level lifelong guidance policy events in 24 ELGPN member countries and in six non-member countries.

The ELGPN Co-Ordinator has also been invited to present ELGPN outputs in 37 international conferences, including the International Symposia on Career Development and Public Policies and at the annual conferences of international associations such as International Association for Educational and Vocational Guidance,

National Career Development Association (a founding Division of the American Counseling Association), Career Development Association of Alberta and Asia Pacific Career Development Association.

Learning Outcomes from the Network Activities

In general, the participants have been very satisfied with the opportunities to participate in the activities, as well as with the principles of equity and respect among the Network members. The outcomes that emerged during all Work Programmes were perceived to be in accordance with the agreed frameworks. Generally speaking, the participants were satisfied with the work carried out in the Thematic Groups in all Work Programmes. A large majority of national teams agreed that the outcomes achieved in their respective Work Packages or Policy Review Clusters had been of high quality. Overall, the outcomes have met the members' expectations at least to some extent.

The first two Work Programmes focused primarily on sharing good practices and peer learning activities. The general outcome of the ELGPN Work Programme 2008–2010 among the ELGPN members appeared to be a better understanding of their own national guidance systems, as well as of guidance practices and systems in other European countries. This provided valuable ideas and inspiration for the further development of national guidance systems. During the 2010–2012 Work Programme, the Thematic Activities and Field Visits were reported to have given the Network members opportunities to learn more about lifelong guidance systems and different options for organising the services. According to the findings, the members had become more aware of the challenges and factors which influence lifelong guidance policy development and successful implementation of national initiatives. Members also felt that interaction in the thematic groups had given them an opportunity to review their national lifelong guidance systems, as well as to explore what worked and why in particular contexts. The field visits of the 2011–2012 Work Programme had helped them to reflect on the relative progress of their country in developing a national lifelong guidance system and on the level of engagement of national stakeholders in this process.

The findings of the initial evaluation of the ELGPN Work Programme 2013–2014 and ELGPN Work Programme 2015 indicated

that the national delegations' expectations for the 2013–2014 ELGPN Work Programme could be divided into two groups: some country teams were most interested in the adaptation and implementation of the ELGPN Resource Kit, while others planned to focus more on general information, knowledge and experience sharing. In general, countries with the more developed guidance systems were in the former group, and countries placing a greater emphasis on the development of their guidance systems were in the latter.

The last two Work Programmes appear to have supported the Network members in meeting these aims, as in the mid-term and closing evaluations the respondents reported they had learned about different practices and challenges faced by other countries. The findings of the closing evaluation of two last Work Programmes indicated that through Peer Review Cluster activities the country teams succeeded in the adaptation and implementation processes of the ELGPN Resource Kit in their country satisfactorily. Some reported that participation in the ELGPN Work Programmes 2013–2014 and 2015 functioned as an inspiration for them. A majority of the respondents reported that they had successfully translated and disseminated the ELGPN Resource Kit and other ELGPN publications. A majority of the respondents were also content with the transition from the 2013–2014 Work Programme to the 2015 Work Programme. The process of developing the 2015 outputs was mainly perceived successful in all three Work Streams (i.e. Guidelines, CMS, and QAE). Similarly, the respondents generally felt that the ELGPN Work Streams consolidated the achievements of the Network to a large extent (European Lifelong Guidance Policy Network 2015b).

The evaluation findings suggest that the means of sharing information gained in ELGPN within each member-country did not vary significantly during the 2013–2014 Work Programme and 2015 Work Programme. In the initial evaluation, almost all respondents noted that they planned to use their national guidance forum to share knowledge and to distribute the ELGPN Resource Kit.

In the mid-term evaluation and in the 2013–2014 Progress Report (European Lifelong Guidance Policy Network 2014b), several country teams reported that they had also shared information and knowledge gained in ELGPN work in different regional and national meetings, seminars and workshops. The most common means of involving other national actors in ELGPN work was in-

deed through the national forums. In general, it was reported that participation in ELGPN has helped emphasise the importance of LLG-related issues in national policies.

Overall, the ELGPN members appear satisfied with the organisational and co-ordination aspects of the ELGPN. They value the outputs and outcomes of the work and see their participation in the Network and its activities as being worthwhile. A challenge for the future is to ensure the dissemination, sustainability and further enhancement of the Network outcomes beyond 2015.

To avoid fragmentation and to maintain and strengthen the political momentum of LLG policy development, it is necessary to further enhance synergies between and among the different guidance actors and stakeholders at national, regional and local levels. The ELGPN as a member-state driven network has been an agent for innovation and peer learning in the field of LLG policy development and implementation, helping its member countries as well as European stakeholders in human resource policy developments. This feature needs to be sustained in whatever the model for systematic European co-operation in lifelong guidance policy development evolves in the future.

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Delo Evropske mreže za politike v vseživljenjski karierni orientaciji

V članku je predstavljeno delovanje Evropske mreže za politike v vseživljenjski karierni orientaciji (ELGPN), ki je delovala od leta 2007 do leta 2015 in bistveno prispevala k spodbujanju ozavešanja o pomembnosti vseživljenjske karierne orientacije v vseh državah EU in širše. V prvem delu so po viru iz leta 2015 povzeti njeno delovanje in rezultati dela. V ta okvir je bil umeščen projekt programa Erasmus+, katerega namen je bil zasnova kurikula za krepitev zmožnosti strokovnih delavcev za karierni razvoj. Ta kurikul pomeni velik korak

k uresničevanju priporočil EU na področju vseživljenjske karierne orientacije.

Ključne besede: ELGPN, vseživljenjska karierna orientacija, karierna politika, kurikul za krepitev zmožnosti strokovnih delavcev za karierni razvoj, Erasmus+

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Implementation of the concepts of European Lifelong Guidance Policy Network in Austria, Croatia and Slovenia

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This article brings an overview of activities that are based on the work of European Lifelong Guidance Policy Network (ELGPN). It introduces the insights of the work that was accomplished in terms of policies, research and lifelong guidance programmes in the educational field in Austria, Croatia and Slovenia.

Keywords: ELGPN, lifelong career guidance, Austria, Croatia, Slovenia

This article briefly delineates the activities that were carried out in this field by Austria, Croatia and Slovenia, in the time period from 2007 onwards. This framework included the designing of a curriculum for teachers and other educational staff, which was developed as part of Erasmus+ by a team of developers from the three participant countries in the years 2015–2017. Throughout the process, the three countries differed considerably in their approaches to implementing the policies of lifelong guidance into their respective documents and practice, which is why the passages that highlight this field in each of the countries differ as well. For each of the three countries, the paragraphs below show what work has been done regarding policies and research in the field of lifelong career guidance, and how the content of lifelong guidance has been embedded into the education and training of experts, headteachers, teachers and other educational staff.

Austria

Austria, particularly the former Ministry of Education, Science and Culture (now the Austrian Federal Ministry of Education and Women's Affairs), started to work towards the achievement of those goals that the EU set for lifelong guidance in 2005. A group of re-

searchers began to develop a system for lifelong career guidance and counselling service (IBOBB). As a first step, it was evaluated how many projects that had already been running met the demands of the EU policy, in order to identify the gaps that needed to be bridged by the implementation of new programs.

In 2006, a task group developed a national strategy with the following goals:

- Implementing basic competences in all curricula
- Focus on process and guidance
- Professionalisation of counsellors and trainers
- Quality assurance and evaluation of processes and structures
- New offers for other groups

This national strategy focused on students and adult education. In 2011, the group of experts managed to integrate their lifelong guidance policy into a policy paper that dealt with lifelong learning. This paper, ratified in July 2011, considers lifelong guidance as one of the five main principles of the Austrian LLL strategy. All in all: ‘The co-operation and contributions of Austrian ELGPN delegates and their communication, dissemination and co-operation in their respective fields in Austria have had significant influence on developments in Austria. All ELGPN work has been discussed, reflected on and respected in relevant policy processes, as in developing Guidance Steering Groups and to make regional governmental policy programmes (2008–2013, 2013–2018), National Strategies (LLL 2020), ESF Programme Planning Documents (2013–2020), and others, in several policy areas and chapters,’ (European Lifelong Guidance Policy Network 2015, 28).

Educational Staff Career Development

Headteachers in Austria, in accordance with the national Education Act, are tasked with several duties they have to fulfil. In addition to shouldering organisational and administrative responsibilities, headteachers are also accountable for staff management at their school. It is stipulated that teachers are to be counselled by the headteacher in their instructional and educational activities. The wording of the Act does not specify in what way this can or should be accomplished. It can involve yearly talks with teachers, but the implementation of the activities themselves very much depends on the individual headteacher. Suggestions encouraging

additional training that could help a teacher achieve a better position within the school or lead them to the career of a headteacher are likewise optional. What is fostered is the kind of training that might benefit the school in the future.

One activity that is mandatory is the monitoring of teachers at the start of their career. This involves a visit to classroom lessons and a subsequent interview. Headteachers have to evaluate young teachers in their first five years of teaching and file a report, which is submitted to the local educational government. This report can be decisive for the future employment of young teachers.

There is also an additional mechanism that requires all teachers of primary and lower secondary schools to attend a yearly set of further training provided by various educational institutions.

Croatia

At the beginning of 2011, the Croatian Employment Service was designated the national representative and activity co-ordinator in the European Lifelong Guidance Policy Network (ELGPN), which aims at establishing co-operation in the area of lifelong professional guidance and proposing suitable support structures and mechanisms for the implementation of priorities as defined within the EU Council resolutions on lifelong guidance (Council of the European Union 2004).¹ Furthermore, the Ministry of Science, Education and Sport also acts as a partner of the Croatian Employment Service in Croatia's ELGPN membership.

The Republic of Croatia actively participated in the work carried out by two working groups: 'Career Management Skills' (WP1) and 'Mechanisms of Co-Operation and Coordination in the Policy of Professional Guidance and System Development' (WP2). The results of both working groups have been used to improve the system of lifelong career guidance in the fields of employment, education and social integration.

There have been several important outcomes of Croatian membership in the ELGPN, for example: the establishment of a national strategy for career guidance, the development of the Croatian model of quality assurance in career guidance and the establishment of a national guidance forum.

¹ 'Resolution of the Council and of the Representatives of the Governments of the Member States, Meeting within the Council of 21 November 2008 on Better Integrating Lifelong Guidance into Lifelong Learning Strategies.' *Official Journal of the European Union*, 13 December 2008, c 319.

Terminology

According to available study findings, career guidance in the Republic of Croatia has often been viewed as a lifelong process involving the personal and career development of groups of teachers, students and professors based on two documents: the Strategy of Education, Science and Technology² and the Strategy for Lifelong Career Guidance in the Republic of Croatia 2016–2020 (Ministarstvo rada i mirovinskoga sustava 2015).

The terms which have been closely used in the area of career guidance are that of ‘lifelong guidance’ and ‘professional guidance,’ which are also integral part of the Strategy for Lifelong Career Guidance in the Republic of Croatia 2016–2020 (Ministarstvo rada i mirovinskoga sustava 2015, 5). These terms are the closest to the definition of career guidance related to career in the Lead-Career project.

The term *lifelong guidance* signifies a range of activities through which the citizens of all ages at any given point in their life have an opportunity to: identify their own capacities, abilities and interests; make decisions regarding their education, career development and life management through learning, work and other circumstance in which these opportunities and competences are learnt or/and used. *Professional guidance* (career development), on the other hand, is defined as different activities by which citizens of all ages in any given period of life can determine their own capacities, competences and interest; make rational decisions regarding their own education, career development/training and vocation; life management, professional management in which these capacities and competences are gained/used (Ministarstvo rada i mirovinskoga sustava 2015, 5).

Within the Croatian business sector, the most widely used term for dealing with career guidance issues is that of ‘life coaching,’ which covers all types of profiles working in career development and pertains more specifically to managers who are confronted with ever-growing organisational changes and their own career developments, small company owners and managers who are looking for new approaches to personal development and coping strategies to deal with everyday pressures. In the public sector, we can therefore witness a systematic strengthening of career guiding competences in terms of increasing flexibility in new career directions. Some of the agencies involved in providing ca-

² ‘Strategija obrazovanja, znanosti i tehnologije,’ *Narodne novine*, no. 124/2014.

reer guidance and counselling in Croatia are as follows: National Employment Service, CISO K – Lifelong Career Guidance Centers (part of Croatian Employment Services), Agency for Mobility and EU Programmes, Euroguidance Croatia, Leadership Academy by Velimir Srića etc.

In terms of the strategy of the Republic of Croatia in general, it can be concluded that there are various strategic documents that approach career guidance, but so far there has been no evident systematic work regarding this particular issue from the point of view of directors who are in control of the career management of their employees. Although the system provides opportunities for education sector employees to complete their internship for license approval or to advance to the title of mentor or counsellor within their own vocation, the head also has a certain role defined in this process. Still, it cannot be maintained that this support is systematically provided for education sector employees, even though, from a director's perspective, organised career guidance activities do exist: trainings, programmes. Some of the main institutions involved in providing career guidance within the educational system of the Republic of Croatia are: Education and Teacher Training Agency (ETTA); Agency for Vocational Education and Training and Adult Education; Agency for Science and Higher Education.

Educational Staff Career Development

When 'career' is discussed as a term in education, researchers and experts (Rijavec 1999; Marušić 2001) often cite Hargreaves and Fullan (1992), who define career as:

- knowledge and skills gained by education, training and career development;
- person with her/his own values, beliefs, ideas and experience;
- the context (institution or sector) in which the person works.

Under the term of 'career development,' Staničić (2006) refers to a continuous process that is an integral part of school programs and contributes to the development of the competences of individuals and working school teams for a more successful accomplishment of their tasks.

Among the activities related to the topic of career guidance, various conference meetings co-organised by the Agency for Edu-

cation and the Agency for Mobility and EU Programmes can be highlighted. For instance, conference meetings on the topic of professional guidance were held on several occasions for primary and secondary school psychologists in Zagreb. The purpose of career development in this field of professional guidance was to improve the knowledge that psychologists in primary schools need for student guidance and counselling. Psychologists in schools play an important role in providing support to teachers and parents for developing those skills and work habits in elementary school children that promote work values, skills, career planning and overall lifelong employability.

This field has not yet been given adequate attention to in terms of professional specialisation, the preparation of working materials for students (workshops for elementary and secondary schools) and a questionnaire that would serve as a guide in the choice of career. The researchers and experts who have studied this area include: Vlasta Vizek Vidović (Institute for Social Research), Darja Maslić Seršić, Maja Parmač Kovačić (Department of Psychology, Faculty of Humanities and Social Sciences, University of Zagreb), Iva Šverko and Toni Babarović (Institute of Social Sciences Ivo Pilar).

In addition, ETTA provides courses on professional career based on the work of foreign authors (Hargreaves and Fullan 1992; Day 1999; Northouse 2008). Professional training shows a lasting positive impact on teachers at all stages of career development. Research carried out by Marušić, Ivanec and Doolan (2011) suggests that school mentors constitute an important element of support in career development. The authors also highlight priority areas: the application of social learning principles (modelling) in a demonstration of good teaching practice, the grasp of observation techniques and methods, organisational skills, the assessment of teacher competence level, the critical analysis of trainee practices and the evaluation of their achievements and communication skills. As the preferred modes of training, the authors point out professional training programmes in the field of mentoring and the insurance of favourable self-education conditions (literature, meetings and lectures).

In terms of career development and its indirect impact on expanding opportunities for individuals in general, it can be pointed out that the education system in the Republic of Croatia is one of the few in Europe that takes into account the scientific knowledge regarding the quality of early education as a prerequisite

for academic success. Since 1997, the early nursery and preschool programs in the Republic of Croatia are not part of its social welfare framework, but instead fall under its education system. From 2014 onwards, a mandatory free preschool program has been implemented for preschoolers, i.e. the children in the year of their school-entry. The preschool system is co-financed by the government, requiring only a partial financial participation of parents in kindergarten-related expenses. All competences defined by European strategic documents, such as language competences and others, have been taken into account. Professional training is compulsory and free. Since 2005, a higher education is required for preschool teachers. Kindergartens and schools can become centres of excellence, which in itself can be called career guidance, because only a director with excellent human resources can achieve this level of performance. Expert opinion on their programmes of work is provided by the Agency for Education and verified by the Ministry.

Headteachers in Croatia are exclusively covered by professional training within the Education and Teacher Training Agency (ETTA). Based on unsystematic observations and interviews carried out with headteachers, it can be said that they take care of their career on their own in terms of formal (required qualifications), non-formal and informal learning. As for career guidance, there are large differences in awareness, the interpretation of the term and the need for it.

In terms of providing career guidance for other educational staff, this is more related to the possibility of the staff being promoted to the status of mentor or counsellor, and less to the strengthening of headteachers' capacity for managing their own careers and the careers of other educational staff members at the institution they work in.

In Croatia, the career development of educational staff is regulated by the Preschool Education Act,³ Primary and Secondary Education Act⁴ and other regulations. For example, in the case of preschool staff, there are the pedagogical state standards of preschool education⁵ and the regulations on the methods and conditions of taking a professional exam for preschool educat-

³ 'Zakon o predškolskom odgoju i obrazovanju,' *Narodne novine*, no. 152/1997

⁴ 'Zakon o odgoju in obrazovanju u osnovnoj i srednjoj školi,' *Narodne novine*, no. 87/2008.

⁵ 'Državni pedagoški standard predškolskog odgoja in naobrazbe,' *Narodne novine*, no. 63/2008.

ors and other preschool professional staff⁶ as well as the rules on the methods and conditions of promotion within the profession and title promotion for preschool educators and other preschool professional staff.⁷ Headteachers have great influence on the advancement process of their educational staff, as this advancement depends on the headteacher's decision, assessment. Headteachers are the ones who decide what education and training courses are to be attended by teachers (as part of the process of learning and improving their personal skills so they can do their job better) or evaluate educational staff when these want to become mentors or counsellors (in the book of regulations).

Slovenia

Through European initiatives, Slovenia has been participating in the field of career guidance since the formal beginnings, the establishment of the European Group for Lifelong Guidance (ELGLG) network in 2002. It has heeded the majority of recommendations by the ELGPN. It has adopted the guidelines and documents developed at the level of 30 European countries and reshaped them to fit the Slovenian context.

The chronology of events from the perspective of policies and research can be seen in the review below.

- 2003: A project within the Institute for Vocational Education and Training led to the development of a concept for the integration of LLG in vocational school programmes, which was titled the 'Concept of Integrating the Key Qualification of Career Planning and Guidance into Secondary Vocational Education Programmes.'⁸
- 2006: Within the framework of Slovenian participation in the European Commission's Joint Actions project, Leonardo da Vinci, Socrates and Youth, the Slovene national forum for career guidance was established.

⁶ 'Pravilnik o načinu i uvjetima polaganja stručnog ispita odgojitelja i stručnih suradnika u dječjem vrtiću,' *Narodne novine*, no. 133/1997.

⁷ 'Pravilnik o načinu i uvjetima napredovanja u struci i promicanju u položajna zvanja odgojitelja i stručnih suradnika u dječjim vrtićima, *Narodne novine*, no. 133/1997.'

⁸ 'Koncept vključevanja ključne kvalifikacije načrtovanje in vodenje kariere v izobraževalne programe srednjega poklicnega izobraževanja,' see <http://www.cpi.si/strokovna-podrocja.aspx>.

- 2007: Slovenia entered the ELGPN. The country participated actively in the Network till its resolution in 2015. It followed the Network's directions in setting up its own national policies and strategies.
- 2008: The Ministry of Education, Science and Sport established a cross-sectoral (transversal) expert group for lifelong career guidance.⁹ The group convenes on a regular basis from the start. So far, its members have discussed various documents concerning LLG (White Paper, Labour Market Regulation Act, abolishment of the mandatory statistics regarding labour market needs), engaged in the organisation and implementation of conferences and participated in the ELGPN events, which have taken place in Slovenia.
- 2010: Within the ESS 2007–2013 project, the Employment Service of the Republic of Slovenia set up its National Coordination Point for Lifelong Career Guidance (NCP LLG). The NCP LLG has collaborated with all national institutions that are active in this field with the aim of a co-ordinated implementation of programmes and quality assurance, which must be given a greater prominence.
- 2011–2012: Tools No. 1 – A European Resource Kit was translated into Slovene. It is available under its Slovene title of *Razvoj politike za vseživljenjsko karierno orientacijo: evropski nabor orodij*.¹⁰ In regard to career management skills, the European Resource kit highlights the following (European Lifelong Guidance Policy Network 2014, 17–18):
 - Citizens are provided with opportunities to learn how to make meaningful educational and occupational decisions and how to manage their progression in learning and work.
 - Programmes to develop such career management skills are provided to all young people as part of compulsory schooling.
 - The continued development of these career management skills is the focus for all subsequent guidance provision.
- 2011: Tools No. 2 – Lifelong Guidance Glossary. Slovenia produced its own glossary of career guidance terminology (Ko-

⁹ See http://www.ess.gov.si/o_zrsz/projekti_zavoda/nkt.

¹⁰ See <http://www.elgpn.eu/publications/browse-by-language/slovene/razvoj-politike-za-vsezivljenjsko-karierno-orientacijo-evropski-nabor-orodij/>.

hont idr. 2011), which contains updated common terms related to LLG.

- 2011–2012: Tools No. 3 – The Evidence Base on Lifelong Guidance: A Guide to Key Findings for Effective Policy and Practice. At the time, two studies were carried out in Slovenia on the topic of the lifelong guidance of adults:
 - 2011: Mojca Polak Williams (2011) published a review of the current education for career guidance.
 - 2009: Saša Niklanovič (2009) published a review of theoretical bases for building a systemic approach to LLG within the operational program for the development of human resources. In 2012, a document on the analysis of quality assurance systems in the field of lifelong career guidance (Niklanovič 2012) followed. The analysis of educational programmes for teaching staff in education showed that, on the one hand, as a norm there were no courses in their undergraduate studies (i.e. also in the undergraduate education of headteachers) that provided training in terms of career guidance competences, while on the other hand both the additional training and support for career guidance remained rare and/or with poor attendance.
- 2014: The cross-sectoral expert group for lifelong guidance compiled a brochure titled *Moja kariera* (My Career) which provides an overview of the availability of lifelong career guidance services for users of all ages (Ažman and Lovšin 2014). The overview of the services is intended for different users, from children to the elderly. It considers various public institutions, including the Institute for Vocational Education and Training, National School of Leadership in Education, Slovenian Institute for Adult Education, etc. as the key providers of LLG.
- 2015: Tools No. 4 – Designing and Implementing Policies Related to Career Management Skills (CMS). The cross-sectoral expert group for lifelong guidance published a publication on career guidance policies with recommendations for a cross-sectoral, interministerial approach to lifelong guidance (Ažman et al. 2015). This publication seeks to provide policy- and decision-makers with recommendations for a cross-sectoral approach to regulating the area of career guidance in Slovenia, as based on European guidelines and the overview of the current situation in Slovenia.

- That same year saw the development of Cross-Sectoral Guidelines for Quality in Lifelong Career Guidance (or simply lifelong guidance, LLG), which places the National School for Leadership in Education within the structure of LLG organization in Slovenia (Bandelj et al. 2015). The central part of the document discusses 15 guidelines that enable different sectors to effectively monitor the quality of LLG implementation:
 1. Ensure a proper inclusion of LLG in legislation and relevant policies;
 2. Recognise LLG as a process within a given organisation;
 3. Ensure a partnership approach in securing LLG quality;
 4. Define the modes of implementation of Cross-Sectoral Guidelines in practice;
 5. Integrate LLG Quality Guidelines into the existing quality assurance systems;
 6. Provide professional training to counsellors and other staff implementing the LLG Guidelines;
 7. Pursue compliance with LLG ethical standards;
 8. Ensure suitable resources and conditions for the quality provision of LLG services;
 9. Provide relevant LLG services for individual target groups;
 10. Provide LLG services fitting the needs of individuals;
 11. Make LLG services accessible;
 12. Increase LLG competence in individuals;
 13. Determine the effects of LLG;
 14. Seek flexibility of quality assurance systems;
 15. Aim for a minimal administrative burden to the LLG provider.

The above-mentioned documents constitute a suitable basis for the implementation of LLG-related content in the training of teachers, counsellors, headteachers and other professionals in this field. Let us take a look at what has already been achieved up until now.

Professional Education and Training for LLG

In Slovenia, there are but a few university programmes at the master's level that offer courses related to career guidance. Career guidance topics are incorporated into other subjects and the curriculum does not specify the exact number of hours dedicated to

career guidance specifically. Most of these courses could be found at the Faculty of Education, University of Primorska, and at the Faculty of Arts, University of Ljubljana.

In 2010–2014, attempts were made to implement a career guidance management programme called ‘Izvajanje karijerne orientacije’ on the master’s level at the Faculty of Education, University of Ljubljana. The programme offered 30 ECTS (900 hours – contact and self study hours). The programme was neither accredited nor put into the practice. As a result of this programme, in 2014–2015, an international project funded by the European Social Fund and called ‘Modular Training for Career Counsellors’ (MUKS) was implemented. It was a one year programme with 160 hours, but it was not accredited and it was also never incorporated into the system (Zavod Republike Slovenije za zaposlovanje 2015).

The same goes for the European Social Fund funded project of education and training of adult education professionals (Izobraževanje in usposabljanje strokovnih delavcev v izobraževanju odraslih) 2009–2011, carried out by the Slovenian Institute for Adult Education. Deriving from this programme, there were several learning packages that were put into practice in various training programmes in a number of institutions. In 2012, a questionnaire for the assessment of career management competences for adults was designed (Ažman, Jenko, and Sulič 2012).

For Slovenia, it can be therefore concluded that there are no programmes fully dedicated to the career guidance of teachers (or other educational staff members). There are only fragments of this scattered around Slovenian universities and international programmes (ESF). So unless Slovenian teachers are intent on studying psychology, they receive no training for career guidance.

However, career development (as part of career development) is both a right and a duty for headteachers in Slovenia. The amount of time dedicated to career development of headteachers is specified in the employment or special contract. The only obligatory training for headteachers is Headship Licence; it must be obtained by all headteachers within one year of their nomination at the latest. In order to support headteacher professional training, in 1995 the Government established the National School for Leadership in Education. In order to be appointed headteacher in Slovenia, the person is required to have obtained the professional title of ‘mentor’ and can be later promoted to ‘advisor’ and ‘counsellor.’ Upon the person’s renomination, professional training is not considered a criterion; the same is true for the assessment of headteachers by the school council.

Career development is a right and a duty for other members of educational staff as well. The Collective Agreement for the Education Sector provides that every member of educational staff has the right to up to 5 days of training a year or 15 days every three years. Based on regulations, educational staff members can be promoted and receive the professional titles of 'mentor,' 'advisor' or 'counsellor.' By law (Organisation and Financing of Education Act, Article 49),¹¹ headteachers are also obliged to promote the professional education and training of their educational staff, attend to their educational work, monitor their work and offer advice, recommend the promotion of staff to titles and decide on the promotion of staff to higher pay grades.

Curriculum for the career development of educational staff was designed within the framework of Erasmus+ funds. It builds on various findings that reveal that the educational staff require means of empowerment regarding their career management competences. The curriculum covers 40 hours and is available for implementation to all interested educators with adequate LLG training. This fills the gap that emerged between the already developed programmes for primary and secondary school students, unemployed adults and, in the case of modular educations, also the counsellors. This way, the authors of the curriculum add another stone to the mosaic of opportunities for enhancing the career building competences of educational staff. This way, the educational staff foster the awareness of the importance of being competent in this field and empower themselves for managing their own career. The programme enables them to reflect on themselves and to try out various method and forms of learning, which they can incorporate in their everyday work with pupils or students as content concerning lifelong career guidance. Let us recall a well-known fact that it is only through their personal experience that teachers can change their way of teaching and learning, in our case in order to advance student learning in regard to their own career planning and management.

Conclusion

The operation of the European Lifelong Guidance Policy Network followed the initiative of the European Commission, which therefore contributed significantly to the development of policies

¹¹ 'Zakon o organizaciji in financiranju vzgoje in izobraževanja (uradno prečiščeno besedilo) (ZOFVI-UPB5),' *Uradni list republike slovenije*, no. 16/2007.

and practice in the field of career orientation within the member states. It is precisely because of their participation in this network that all the three countries discussed here set up their national forums for lifelong career guidance, which has represented an important turning point for the development of national policies and practices. Career guidance is a distinctly cross-sectoral affair, and as such necessitates the co-operation of all stakeholders, and with it the planning and implementation of activities in the field of policies as well as practices.

While Austria and Croatia issued their own national strategies on career guidance, Slovenia compiled recommendations in the area of lifelong guidance policies. These are hence the key documents that represent the beginning of planned development in this field.

The key document of Lifelong Guidance Policy Development: A European Resource Kit was also translated by all three countries into their languages. This enables policy makers and other stakeholders to monitor and update the services of lifelong career guidance as well as to identify any potential improvement opportunities. Despite the fact that the work of ELGPN came to its end in 2015, it is in the form of national forums for lifelong career guidance that the legacy of the network lives on. Likewise, there are numerous challenges for career guidance that remain for the future, such as extending transfer between education and work, improving career transfers, minimizing dropout rates and improving social and migrant integration, to only mention a few.

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Izvajanje konceptov Evropske mreže za politike v vseživljenjski karierni orientaciji v Avstriji, na Hrvaškem in v Sloveniji

V sestavku prinašamo pregled dela, ki temelji na delovanju Evropske mreže za politike v vseživljenjski karierni orientaciji (ELGPN).

Predstavljamo spoznanja iz dela, ki je bilo opravljeno v zvezi s politikami, raziskovanjem in programi vseživljenjske karierne orientacije na področju izobraževanja v Avstriji, na Hrvaškem in v Sloveniji.

Ključne besede: ELGPN, vseživljenjska karierna orientacija, Avstrija, Hrvaška, Slovenija

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Recommendations for Policy Makers

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The following recommendations for policy makers represent the Intellectual Output (IO) 4 of the Erasmus+ project LeadCareer. They are based on three previous outputs: Comparative Study (IO 1), Curriculum (IO 2) and Educational Material and Sample Activities (IO 3). More than a decade ago, the EU as well as other organisations came to acknowledge the importance of career guidance. Various programmes fostering this idea were established at different levels, including at the European Council and Parliament. In 2007, the European Lifelong Guidance Policy Network (ELGPN) was incorporated into this effort. It aimed to assist member countries and the European Commission in the development of a Europe-wide cooperation in lifelong guidance within the education and employment sector. Career guidance is an important issue in various areas and for different professions at all career stages. It is a way of dealing with newly arising challenges in a changing world. Pressing issues, like unemployed youth, employees who want to change their profession or find new or different ways of handling different challenges in life, are being addressed. The recommendations herein address the abovementioned key issues and encourage the implementation of the *I Am a Teacher – I Create My Career* curriculum at the supranational

as well as national, the organisational as well as individual levels. These recommendations are intended to convince policy makers on these different levels to advocate changes concerning career guidance policies and take actions for the implementation of the curriculum. The main part of the article describes the potential use of the curriculum for different key stakeholders. Furthermore, the most relevant issues related to the underlying assumptions, effects on and roles of key stakeholders, as well as the implications of issues are discussed. The recommendations follow a specific structure which divides them into four chapters: Abstract of the Curriculum, Aim of the Curriculum, Content of the Curriculum, Stakeholders and Potential Users of the Curriculum.

Keywords: policy, recommendations, career development, curriculum

I Am a Teacher – I Create my Career! Curriculum

In 2007, the European Lifelong Guidance Policy Network (ELGPN) was established. It aimed to assist the EU member countries and the European Commission in the development of a European co-operation concerning lifelong guidance in the education and employment sector. The programme is now closed and it is necessary that these ideas and recommendations are implemented at the national levels. On this level, the implementation of the ELGPN results has proceeded differently across member states.

In the course of their career, headteachers as well as teachers and other educational staff experience challenges they have to overcome. These include the challenges of improving their career competences, finding a good work-life balance, developing their own career, finding new ways for their career development if they want to leave the profession, taking responsibility, managing transitions or bringing about decisions.

Therefore the LeadCareer project, funded by the EU, was established within the Erasmus+. It focuses on the educational sector with all of its stakeholders and aims to help spread knowledge and skills for the career development of educational staff. The main goal of the project was to develop a curriculum which fulfils these special requirements by building up participants' competences regarding their career.

These recommendations constitute the Intellectual Output No. 4 of this project. They address policy makers on all levels of the system in order to implement the proposed curriculum and describe the benefits of such implementation for all system levels. The curriculum is designed for every educational staff mem-

ber, from pre-school up to secondary school and even beyond, for everyone who is willing to reflect on their current career regardless of their career stage or years of experience. The *I Am a Teacher – I Create My Career!* curriculum is at the core of the Output.

Aim of the Curriculum

The main aim of the *I Am a Teacher – I Create My Career!* curriculum is to increase participants' career competences regarding the guidance of their career so that they see it as 'a continuous process that enables citizens at any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used'.¹

The curriculum is based on the belief that the kind of educational staff member who has the basic up-to-date knowledge of career decisions, is regularly gathering information on the labour market and actively comparing information to his or her career situation, makes not only better career decisions for himself or herself but also provides better support for developing the career competences of his or her students. The idea is to guide participants through different challenges in their career, which might also have an effect on their private life.

Content of the Curriculum

The *I Am a Teacher – I Create My Career!* curriculum consists of five modules. Each module is further divided into two or three topics.

The title of the first module is *My Career – My Dream*. Module 1 provides an introduction to the topic in general, an overview of the structure of the curriculum, and enables a deeper understanding of the present situation of participants' careers. At the beginning of Module 1, participants get a general introduction to the curriculum. It outlines the curriculum and explains the outcomes

¹ 'Resolution of the Council and of the Representatives of the Governments of the Member States, Meeting within the Council of 21 November 2008 on Better Integrating Lifelong Guidance into Lifelong Learning Strategies.' *Official Journal of the European Union*, 13 December 2008, c 319.

that the participants will achieve. In this module, the focus is on ‘me’ and ‘my career’ over the course of time.

The title of the second module is *I Am the Leader of My Career*. Module 2 introduces participants to the basics of career guidance and career management skills. Relevant theoretical models are presented, basic terminology is explained and applicable skills for a 21st Century career management are described. Participants are informed about contemporary career guidance policies and the labour market. They relate the received knowledge to their own career development.

The third module is titled *My Personal Mastery*. Module 3 aims to empower its participants in their career development. Each participant identifies values, skills and goals in relation to his or her career development, then compares and contrasts them with the findings of the self-analysis. Participants use these insights to enhance their future career path.

The title of the fourth module is *I Plan My Career*. Module 4 is based on the previous modules (1, 2 and 3). In this one, participants work with the current concepts of career guidance. They focus on the specific planning of their career and personal planning, while keeping in mind the work-life balance aspect. In addition, Module 4 approaches the different activities of a potential transition.

The title of the fifth module is *My Learning Process*. The main content of Module 5 lies in the evaluation of participants’ learning path throughout the curriculum and the possible transfer of knowledge and skills.

Stakeholders and the Potential Users of the Curriculum

The curriculum is important for different organisations, groups and people on all levels of the educational system. Below, its use for selected target groups on the national, supranational, organisational and individual levels is presented.

Supranational and National Level

On the supranational and national levels, the curriculum *I Am a Teacher – I Create My Career!* tackles those issues that were raised by the OECD and EU institutions and governments in the past. The curriculum contributes to good career decisions by headteachers, educational staff in schools and students, and therefore helps to improve employability in all areas of the society from young

people to older generations. Additionally, the issue of early school leavers is worked on by teachers who support these people in their career decisions.

Being able to influence or decide about career decisions is important to prevent burnouts and other illnesses, which happen very often within this profession due to several challenges. Good career decisions are important for a clear work-life balance and therefore for the health and satisfaction of different people in the society. All of this is consequently significant for national budgets due to a reduction in costs for unemployment benefits and the health system.

Recommendations: Austria

In Austria, the government is the first contact at the national level when it comes to the implementation of international initiatives. In this case, the matter concerns the Ministry of Education (Bundesministerium für Bildung), which has the power to implement this curriculum through law proposals and decrees. Financial support, the encouragement and possibility of the participation of headteachers and educational staff would also be helpful.

Moreover, by encouraging those who want to take part in a career guidance programme, the Federal Ministry of Labour, Social Affairs and Consumer Protection (Bundesministerium für Arbeit, Soziales und Konsumentenschutz) can support people who are unemployed and looking for work.

Recommendations: Croatia

It can be claimed that rich countries are groups of successful individuals. At the European and global levels, it is important for every country to have successful individuals who can manage their career for their own good and the prosperity of the state they live in. The main purpose of the *I Am a Teacher – I Have a Career* curriculum is to improve teachers' competences for leading their own career. It is therefore important that the Ministry of Science and Education and the Education (Ministarstvo znanosti i obrazovanja) and Teacher Training Agency (Agencija za odgoj i obrazovanje) both support such a career curriculum. Its use and dissemination should also be fostered because one of the main aims of the curriculum is to strengthen teachers' competences in leading their career in the educational and private context. Again

we can point out that a successful career on the individual level has a great impact at the supranational level: employment, national budget, prosperity etc.

An approval on the supranational level opens the way at other levels.

Recommendations: Slovenia

In Slovenia, the Ministry of Education, Science and Sport (Ministrstvo za šolstvo, znanost in šport) is the authority responsible for the implementation of teacher and headteacher education and training initiatives at the national level whenever in-service training is required due to reforms or substantial changes in curricula. The Ministry needs to establish the newly designed 5-day curriculum as compulsory or recommended, and through this classification insert the programme in the so-called commissioned and priority programmes of in-service training for teachers and headteachers.

In addition, the National Professional Commission for Lifelong Career Guidance (Nacionalna strokovna komisija za vseživljenjsko karierno orientacijo) is responsible for the implementation of quality assurance guidelines related to lifelong career guidance which exist nationally. The Commission shall be informed about the newly proposed curriculum and trigger the initiative for its implementation.

Furthermore, the Ministry of Labour, Family and Social Affairs (Ministrstvo za delo, družino in socialne zadeve) is, in accordance with the law, responsible for strengthening and enhancing career management competence for adults, especially adult employment seekers. The curriculum can serve as an encouragement for the competent Ministry to allocate financial means to support the implementation of the curriculum in public institutions responsible for training and education of employed and unemployed adults.

Organisational Level

Recommendations: Austria

In Austria, it is the University College of Teacher Education (Die School of Education – Fakultät für LehrerInnenbildung) that is responsible for further teacher training. It would prove favourable if it included this curriculum in its yearly advanced trainings, so that school staff members can enrol in this class.

The Public Employment Service (Arbeitsmarktservice) provides, in cooperation with other private institutions, numerous workshops for people who seek new jobs. This curriculum would act as an enrichment for these institutions, since it helps work applicants reflect on their past career in order to adopt new possibilities or readjust to follow a new direction.

Another related institution is the BFI institute (Bildung. Freude Inklusive) that is run by the Austrian Trade Union Federation (Österreichischer Gewerkschaftsbund) and the Chamber of Labour (Arbeitskammer). This institute also provides advanced trainings in all sorts of fields across Austria. The employment of this curriculum in this context would mean having an advanced nationwide option for all workers and employees in the field of career guidance.

Recommendations: Croatia

According to the available findings of different studies on career development in the Republic of Croatia (Strategy for Lifelong Career Guidance in the Republic of Croatia 2016–2020), there is a need for a career curriculum aimed at teachers, educational staff and citizens.

Such a curriculum offers a chance to different organisations to draw benefit from it. Preschool institutions and schools can be identified as the main beneficiaries. The identification of the strengths and weaknesses of their staff will help headteachers delegate tasks and activities better and plan teacher career development. This should lead to a more conscious approach in career guidance and to a better recruitment of teachers. Headteachers can use this curriculum as a source for strategic and career planning. All of this together can contribute to an enhancement of the school culture and therefore to school improvement aimed at school excellence, especially in regard to students' outcomes.

Additionally, the curriculum offers a chance to be implemented as a whole or in parts in the curricula of other organisations, e.g. at universities in teacher training courses to improve the career competences of future teachers. Other organisations, like the National Association of Headteachers (Hrvatska udruga ravnatelja), could use the curriculum to offer seminars to headteachers, teachers and interested freelancers to improve their career competences and to empower them to become more confident with career guidance. It could also be used by private organisations for

further education or by public institutions e.g. the National Employment Service (Zavod za zaposljavanje).

On the organisational level, the career curriculum can facilitate changes in educational institutions, support quality management in organisations, help set goals in the organisations that deal with the career development of staff, etc. In Croatia, this curriculum can be used by teachers, preschool and school staff, who want to change their job or career. It should be emphasised that teachers are not simply invited to change their career because of burnouts or illness. Many are not running away from their current jobs – the primary purpose of the curriculum is the development of their own career. Headteacher or educational staff associations as well as the institutions (preschools and schools) themselves can use this career curriculum for their own development and improvement.

Recommendations: Slovenia

The National School for Leadership in Education (Šola za ravnatelje) is the institution that develops and implements trainings for (aspiring) headteachers in Slovenia. The proposed curriculum could be adapted by the School to build leadership capacity in terms of career management skills. Also, the School can establish a new ‘train the trainers’ (i.e. train the headteachers) programme for the use of the curriculum with the educational staff in schools and kindergartens. Additionally, the School can establish closer links with the already existing programmes for headteachers, e.g. offer certain parts of the curriculum as elective subjects within the Headship Licence Programme.

The National Education Institute of Slovenia (Zavod RS za šolstvo) and the Institute of the Republic of Slovenia for Vocational Education and Training (Center za poklicno izobraževanje RS) are both development, consultancy and training institutions for the members of the educational staff in kindergartens, primary schools, secondary schools and colleges of higher education. They can adapt and use the curriculum in their training programmes in order to strengthen the career management competences of educational staff and thus support the implementation of career management skills in kindergarten and school curricula.

The Slovenian Institute for Adult Education (Andragoški center RS) offers trainings in basic competences that are necessary for adult life and work in the 21st Century. One of the basic com-

petences relates to career planning and other career management skills. The institution can adapt and use the curriculum within the framework of their existing programmes.

The Employment Service of Slovenia (Zavod RS za zaposlovanje) is the key Slovenian labour market institution. Its main activities include employment advice, job broking and lifelong career guidance. The curriculum can be used by the Service in parts or as a whole for implementing the measures of active employment policy and programmes for the unemployed. In the recent years, they have also been actively involved in trainings for career counsellors (funded through the European Social and Structural Funds); the curriculum can be partly included in the existing training curriculum and, in the future, in close cooperation with other institutions serve as a means to establish a competency framework for career counsellors.

The newly established curriculum can also serve the faculties who are responsible for pre-service teacher training. Parts of the curriculum (e.g. in the form of obligatory or elective subjects) would be an enrichment for the students to get to know and become trained in career management.

Another beneficiary of the curriculum are career centres at universities and faculties. The majority of them organise workshops, conferences, fairs, career days, networking activities, speed dating with employers, etc., all with the aim to help students manage their career paths and facilitate transitions to employment. The curriculum and the materials can be adapted and used by the centres' career counsellors and trainers in their training and counselling sessions with students.

There are also a number of various associations who can benefit from the use of the curriculum or promote the initiatives for the spread of career management knowledge and skills. In Slovenia, such associations include:

- Association for Lifelong Career Guidance (Društvo za karierno orientacijo), who can inform its members about the curriculum, form ideas for the further use of the curriculum (e.g. organise professional discussions), disseminate the curriculum and materials through their official communication channels (e.g. through its membership in national working groups).
- Associations of (kindergarten, primary school, secondary school) headteachers, who organise conferences and train-

ing for headteachers; the curriculum and materials can serve as a starting point for discussion with their representatives to organise trainings and conferences related to the development of teacher and headteacher career management skills.

- Association of Parents Councils (Zveza aktivov svetov staršev), which is very active in forming positions regarding several issues and collaborating in the preparation of school legislation. Informing the Association about the newly established curriculum in career management skills and the provided materials can be a means of dissemination and could lead to an enriched discussion among the Association members regarding the strengthening of career management skills in schools (with teachers and students).

Last but not least, there are numerous private organisations offering trainings in career management skills. The curriculum and the materials enable them a direct access to the content and the materials necessary for the implementation of their training programmes.

Individual Level

Recommendations: Austria

It is recommended that headteachers complete a course following this curriculum, so that they become more knowledgeable in the field of career guidance. Moreover, at any given school, there should be at least one educational staff member who has completed this curriculum, in order to make sure that each location has at least one ‘expert’ available.

Recommendations: Croatia

By knowing and using the curriculum, headteachers get a chance to learn more about career guidance, which in turn enables them to design and advance their own careers. Furthermore, they are empowered to help their teachers develop their own career competences. Headteachers as responsible school leaders subsequently benefit from an improved (job) satisfaction of the staff.

Teachers who participate in the curriculum learn to handle their own career and gain a better insight into the basics of guidance, which gives them a chance to plan and manage their careers in order to achieve a good work-life balance. They are further enabled to develop their own career, find new ways for their career

development if they want to leave their profession or to manage the transitions.

These teachers' career management skills are then passed on to pupils to support them in managing their own career paths. This is especially important considering the current issue of high youth unemployment rates in Europe.

The curriculum envisions different activities by means of which teachers and other citizens of all ages and at any given period of life can: determine their own capacities, competencies and interests; make rational decisions regarding their own education, career development and training; take steps to change their own career. For example, if you are a pedagogue, psychologist, social pedagogue, teacher, headteacher, etc. an individual approach in the career curriculum can help you understand where your career is at this point in time, what is influencing your career, whether your wishes are realistic or not, how you can improve your competences in decision making, set goals etc.

Recommendations: Slovenia

Headteachers who are trained and qualified in career management skills can use this curriculum and its materials to develop and train their educational staff in career management skills. The list of 21 competences within the curriculum ideally serves as a suitable starting point for needs analysis. Whenever need be, headteachers can also seek support from external qualified trainers.

Headteachers and other members of educational staff can become trained and qualified in career management skills if the institutions mentioned at the organisational level provide the implemented curriculum through courses and trainings.

In addition, trainers and lecturers from other public and private institutions (who are responsible for the implementation of career management skills) can become trained and qualified in career management skills if the institutions mentioned at the organisational level provide the implemented curriculum through courses and trainings.

Conclusion

The aim of this paper has been to provide a short introduction to outline and illustrate the recommendations of three participating

countries – Austria, Croatia and Slovenia. This shows that the different governmental institutions have to acknowledge the need for and, as their next step, approve a sustainable implementation of the curriculum. What is particularly necessary is to establish support on supranational and national levels so that, subsequently, a broad variety of institutions as well as individuals can benefit from the implementation.

Priporočila za oblikovalce politik

Obravnavana priporočila za oblikovalce politik tvorijo Intelktualna spoznanja (1s) 4 projekta Lead Career v okviru programa Erasmus+. Temeljijo na treh prejšnjih sklopih spoznanj: Primerjalna študija (1s1), Kurikul (1s2) in Izobraževalno gradivo s primeri aktivnosti (1o3). Pred več kot desetletjem je EU skupaj z drugimi organizacijami prepoznala pomen karijerne orientacije. Razne programe, ki to idejo razvijajo, organizirajo na različnih ravneh, tudi ravni Evropskega sveta in Evropskega parlamenta. Leta 2007 se je prizadevanjem pridružila Evropska mreža za politike v vseživljenjski karierni orientaciji (ELGPN). Njen namen je bil pomagati državam članicam in Evropski komisiji pri razvijanju vseevropskega sodelovanja pri vseživljenjski orientaciji v sektorju izobraževanja in zaposlovanja. Vprašanje karijerne orientacije je pomembno na številnih področjih in za razne poklice v vseh obdobjih kariere. Gre za način spopadanja z izzivi, ki se v spreminjajočem se svetu na novo pojavljajo. Loteva se perečih vprašanj, kot so nezaposlenost mladih, zaposleni, ki želijo spremeniti poklic ali najti nove ali drugačne načine ravnanja z raznimi izzivi v življenju. Priporočila v članku načenajo omenjena ključna vprašaja in spodbujajo izvajanje kurikula Učitelj sem – ustvarjam svojo kariero na naddržavni kot tudi državni ravni, ravni organizacije in posameznika. Namen priporočil je prepričati oblikovalce politik s teh različnih ravni k zavzemanju za spremembe v zvezi s politikami karijerne orientacije in k ukrepom za izvajanje kurikula. V glavnem delu sestavka opisujemo možnosti uporabe kurikula za različne ključne deležnike. Obravnavamo tudi relevantna vprašanja, povezana z domnevami deležnikov, z vplivi na deležnike in njihovimi vlogami, pa tudi posledice vprašanj. Priporočila so organizirana v štiri poglavja: Abstrakt kurikula, Namen kurikula, Vsebina kurikula, Deležniki in Možni uporabniki kurikula.

Ključne besede: politike, priporočila, razvoj kariere, kurikul

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Educational Material with Sample Activities

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The following intellectual output (103) aims at enhancing the knowledge and skills for the career development of educational staff. The analyses of national and international policies, strategies and documents (101) led to the conclusion that there was no systematic capacity building of teacher career development. In order to address the existing void, a curriculum for teachers' career development (102) was developed. The target group of the curriculum ranges from preschool teachers to headteachers and should also involve other members of educational staff. The main aim is to encourage and motivate participants to use the theoretical and practical knowledge about career development to their personal benefit. All educational staff members are encouraged to provide information about the importance of career development to their students in order to motivate them to create and plan their own professional path early and systematically. The educational material is intended to help with the implementation of the curriculum.

Keywords: lead career, modules, educational material, sample activities

The following educational material with its sample activities serves as an example that can be used by trainers to create similar material, be creative and flexible in following and achieving the aims of the curriculum. Trainers are free to tailor the activities to participants' professional needs. It is recommended that the maximum number of participants in a group is 20. This ensures active involvement of all participants within the group. The optimal time for each activity is proposed, but trainers remain free to adjust the length of the activities depending on participants' professional experiences and needs. Three sample activities are presented for every module. The material covers all the aims but the first (to introduce the participants to the curriculum). The five modules with the names and aims of sample activities are presented in table 1.

Each module consists of three sample activities. The structure of each activity is the following: activity name, aims, description, time frame, resources and an example of a tool. The activities include, when appropriate, reflective questions for participants to deepen the understanding of the learning process.

Module 1: My Career – My Dream

Activity 1: Looking Back

Aim. To enable participants to reflect on their own career paths.

Description of Activity

Part A:

1. Each participant mimes what they wanted to be when they were a child. Other participants try to guess what it was. In small groups, they discuss what has happened to their wishes, why they have or have not changed.
2. Participants are encouraged to close their eyes and try to recall the reasons why they decided to become teachers. They discuss the topic in small groups. Participants put the reasons on five large size papers and are invited to tick what still motivates them.
3. The trainer invites participants to describe what has happened to their motivation in the course of time, and how that is related to their career.

Part B:

1. Each participant will draw a comic book of the 'Story of My

TABLE 1 Modules, Activities, Aims, and Topics

Module	Name of activity	Aims and topics
My Career – My Dream	Looking Back	To enable reflection on participants' own career paths.
	In My Shoes	To encourage reflection on participants' own career competences and career management skills.
	Take a Look Further!	To create a career vision.
I Am the Leader of my Career	I Am the Manager	To get basic knowledge about career management skills.
	Me, Myself and I	To be informed about national career guidance policies and the labour market. To assess own career management skills. To be able to relate the personal career development to career management skills.
	Happy Ending Story – Creating a Career Vision	To build on future directions.
My Personal Mastery	Challenging Life Incidents	To identify and analyse the most influencing factors in career planning.
	Affecting Factors	To link the identified factors to career competence.
	Transferring Tools and Techniques	To familiarise oneself with the tools and techniques needed for the identification of influencing factors in career planning.
I Plan my Career	Find Your Way	To help participants design/come up with different career goals.
	Boost Your Self-Esteem	To foster a resilient attitude towards unexpected events and show a variety of strategies.
	Time to Make a Change	To get introduced to job applications, assessment tools and techniques.
My Learning Process	My Learning Path	To reflect on and assess the learning process.
	Use of Career Knowledge and Skills, and the Role of the Headteacher	To analyse the gained knowledge and skills related to career development.
	The Role of the Headteacher	To identify possible future career scenarios.

Professional Life.' The trainer explains that the emphasis should be on symbols (expression of emotions).

- Each participant receives crayons and a blank comic book template with three to five sequences.
- The comic books are exhibited on the wall and discussed.

Part C:

- Participants choose a picture of vehicles that reflects their career journey. They discuss their choices in small groups.

2. After the discussion, they contemplate on whether or not they want to change this picture and explain the reasons why. The trainer can help with questions, such as: Do you think that your career needs gas or brake or should continue at the same pace? Do you think that you have the power to change its speed? How could you do this?

Suggested Time. 120 minutes.

Resources. Maps, papers, scissors, toy vehicles, working sheets, crayons, markers.

Tool. Comic book template.

Activity 2: In My Shoes

Aim. To encourage participants to reflect on their own career competences and career management skills.

Description of Activity

Part A:

1. Explain how to use the satisfaction thermometer to all participants. They have to indicate their level of satisfaction with their current job, using the following scale: 0 – extremely low level of satisfaction (I hate my job); 5 – moderate satisfaction; 10 – high level of satisfaction (I love my job).
2. Participants measure the levels of their satisfaction in their current jobs.
3. They discuss their satisfaction levels in small groups.

Part B:

1. Walk & Talk activity – participants take a walk in different directions within the room. When they meet another participant's eyes, they have to speak up about one problem they have at work (in one sentence), without discussion.
2. Discussion in small groups about the activity follows.
3. Participants brainstorm about the possible consequences of the different levels of satisfaction on the quality of life, stress levels, health ... Working in small groups, they write down the notes. The noted consequences are discussed. The trainer asks participants to think about what they could do in order to be more satisfied and less tense regarding their jobs, and to share their thoughts.

Part C:

1. The trainer introduces the term ‘career competences.’ Participants discuss in small groups and write down basic career competences. After the presentation of each group, all competences are written down on a large piece of paper. Participants then make a list of competences they have and competences they would like to have or develop.
2. The trainer introduces the term ‘career management skills.’ Participants are encouraged to think about and discuss what allows some people to manage their careers effectively. They group factors into two rows – internal and external factors – and discuss them.
3. Participants are encouraged to find a way to raise their level of satisfaction at work using their existing competences and career management skills, as well as planning to develop new career competences and career management skills. They create free form diagrams and discuss them in pairs.

Suggested Time. 60 minutes.

Resources. Working sheets, crayons, markers, large size paper.

Activity 3: Take a Look Further!

Aim. To create a career vision.

*Description of Activity***Part A:**

1. In small groups, participants discuss whether their careers simply happened or whether they actively planned their careers. The trainer stresses the importance of career planning.
2. They put on imaginary/paper ‘future reading glasses,’ and imagine where they see themselves in the future.
3. They write down their ‘dream jobs’ on a piece of paper. The trainer asks questions: Do you think it is possible to make your dream come true? Why would you like to do your dream job? What could you do to make your current job a dream job?
4. Place all the pieces of paper in a bag. Participants each take one piece of paper from the bag, read someone’s ‘dream job’

and try to figure out whose job it is. They answer questions: Would you like to keep your current job or trade it for the job written on the piece of paper? Why?

Part B:

1. Participants are encouraged to brainstorm about the ways of making their dream careers come true.
2. They write the ideas down and discuss them in small groups.
3. Group representatives recap the ideas. All the different ideas get written on a large piece of paper. Participants discuss the ideas and the potential to use them in real life.

Suggested Time. 60 minutes.

Resources. Small pieces of paper, large size paper, markers, bag and glasses.

Module 2: I Am the Leader Of My Career

Activity 1: I Am the Manager

Aim. To gain basic knowledge about career management skills.

Description of Activity

1. Put yourself in others' shoes. The presentation of five national and/or international famous career stories (written story or video) follows.
2. Participants work in small groups. Every group gets one career story and participants have to analyse the career path – what led to the success, which career competences and management skills they can recognize in a specific successful person, and try to find similarities and differences in comparison to themselves. Group representatives present the 'personal profile analysis' of the successful person to all participants.
3. After hearing all personal profile analyses, the groups deliberate on what the key career management skills are.
4. Group representatives present the key career management skills that participants named and key competences for career development.
5. The trainer writes down the different career management skills and competences, and guides participants to add one more important aspect they did not mention.

6. Participants compare career management competences with their own and discuss the possibilities to improve the shortcomings.

Suggested Time. 60 minutes.

Resources. Video or written materials, large size paper, crayons.

Activity 2: Me, Myself and I

Aims. To be informed about national policies regarding career guidance and the labour market; to assess career management skills; to be able to relate their personal career development to career management skills.

Description of Activity

1. In small groups, participants discuss important personal characteristics for career development. The trainer adds those that participants have not mentioned. He or she invites them to think about their personal strengths and weaknesses for career development.
2. Each participant notes their own top three to five personal attributes, and three to five potential weaknesses.
3. Participants discuss their values: Why am I working? What is important to me about work? What do I value most?
4. Participants discuss their interests: What would you be willing to do for free? What causes do you really care about? If you could do anything to earn money, what would it be?
5. They complete the online 'Skills Assessment' at 'Employability Skills 2000+' and analyse their results.
6. The trainer provides information about national strategy, labour market and useful national documents.
7. Participants are encouraged to think and discuss how the national strategy and labour market characteristics could influence their career development, and how to overcome potential barriers.

Suggested Time. 120 minutes.

Resources. Worksheets, papers, markers, questionnaire.

Activity 3: Happy Ending Story – Creating a Career Vision

Aim. To build on future directions.

Description of Activity

1. The trainer encourages participants to use the insights, information and knowledge they received during the activities until now, in order to develop their own career vision.
2. On a large piece of paper, participants make their career visions materialize in the form of a mental map: they draw symbols and directions, write steps, positive affirmations, reminders ...
3. Career visions are shown and discussed.

Suggested Time. 120 minutes.

Resources. Worksheet, papers, markers.

Module 3: My Personal Mastery

Activity 1: Challenging Life Incidents

Aim. To identify and analyse the most influencing factors in career planning.

Description of Activity

1. Each participant lists their key career information and incidents on the horizontal axis from their birth onwards. The distance between individual bits of career information/incidents should be as great as the participant feels or knows it should be. The career information and incidents are not necessarily related to participants' work life, but also include personal data and information that participants see as connected to their work life.
2. Participants are paired. They present and explain their career paths to each other and discuss them. They describe in detail to each other what they meant under each career incident – e.g. key people, associations – and what they notice in their career paths.
3. On the vertical axis (emotional curve), participants mark how they felt at that particular incident. These emotions are graded from 1 to 5 (1 meaning very bad, 5 meaning really well). Each incident should be accompanied with the key name of emotion. Participants are paired again to discuss the picture (e.g. Which incidents are emotionally potent/weak?).
4. At the final stage, each participant draws the incidents they would like to happen in the future on their career path (horizontal axis). They can include the timeframe component or

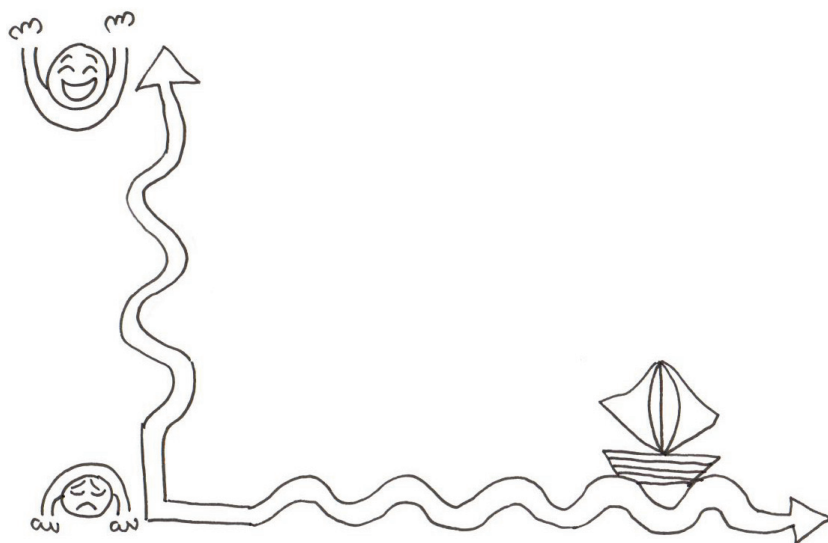


FIGURE 1 Career and Emotional Curve

not. Participants also indicate the level and type of emotion regarding the incident (vertical curve).

Suggested Time. 120 minutes.

Resources. The career and emotional curve tool.

Tools. Career and emotional curve (figure 1).

Activity 2: Affecting Factors

Aim. To link the identified factors to career competence.

Description of Activity.

1. Each participant chooses 3 career incidents that have influenced his or her life the most.
2. For each of the incidents, the participant completes a spider grid, labelling the 4 influencing factors (1 being not influential at all, 7 being the most influential).
3. The participant connects the identified factors and colours the grids.
4. At the final stage, participants compare the grids of all the incidents. They look for differences and similarities to find explanations.

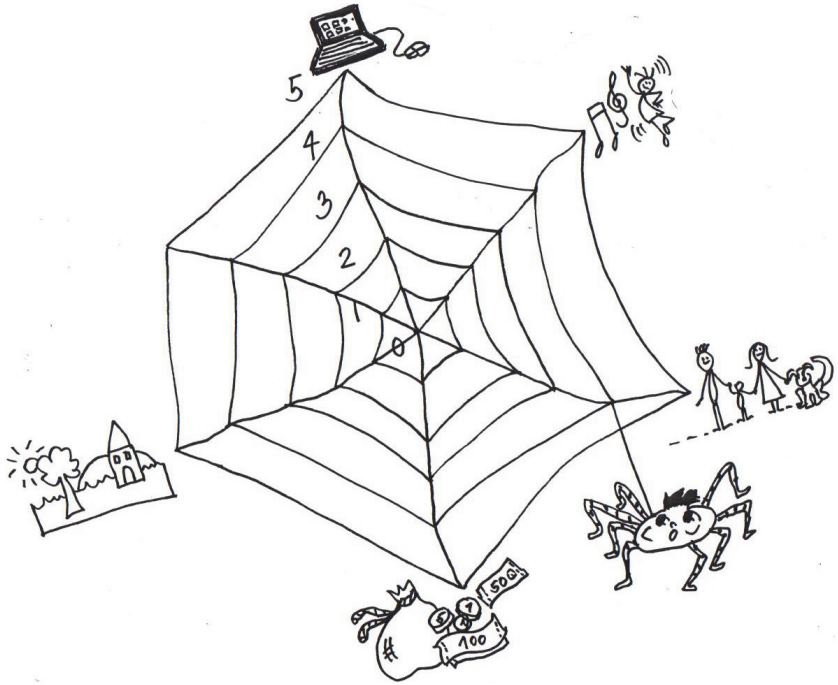


FIGURE 2 Spider Grid

Suggested Time. 90 minutes.

Resources. Spider grid (see inserted tools below).

Tools. Spider grid (figure 2).

Activity 3: Tools and Techniques

Aim. To familiarise oneself with tools and techniques for the identification of influencing factors in career planning.

Description of Activity

1. Participants assess and evaluate the tools (career and emotional curve, spider grid) used for the identification of influencing factors in career planning for potential use in practice (with their students or clients). They strive to find the answers as to where and how the tools can be used in their everyday practice.

Suggested Time. 30 minutes.

Resources. The tools (career and emotional curve, spider grid – from activities 1 and 2).

Module 4: I Plan My Career

Activity 1: Find Your Way

Aim. To help participants design or come up with different career goals.

Description of Activity

1. The trainer explains the term ‘goal’ and what qualities a goal should have. Participants are introduced to the concept of ‘SMART’ (Specific, Measureable, Achievable, Realistic, Time-Bound).
2. The trainer gives one good goal example and one bad one and lets participants discuss which goal is formulated well and why. This shows how goals ought to be formulated.
3. Then it is participants’ turn to formulate goals – at least 5 short term and long term goals.
4. The goals are presented in groups of four people. Participants give each other feedback on the quality of their goals.
5. This step is optional and depends on the time available: In small groups, the actions that need to be taken to achieve a certain goal can be identified and also discussed.

Suggested Time. 120–140 minutes.

Resources. No special material needed.

Activity 2: Boost Your Self-Esteem

Aim. To foster a resilient attitude towards unexpected events and get to know a variety of strategies.

Description of Activity

1. In order to come up with (new) coping strategies for unexpected events, participants are invited to have a look at their past and how they dealt with similar situations, by answering the following questions:
 - What kinds of events have been the most stressful for me?
 - How have those events typically affected me?
 - How was I able to overcome those events?

- To whom have I reached out for support in working through such an event?
 - What have I learned about myself and my interactions with others during difficult times?
2. In a Think-Pair-Share procedure, participants first reflect on these questions on their own. Then they share their thoughts with another person and later present one of the examples that they have been talking about to the plenum.
 3. After the presentations, different coping strategies are identified from the given examples and, if necessary, the strategies that have not been mentioned are added.

Suggested Time. 120 minutes.

Resources. None needed.

Activity 3: Time to Make a Change

Aim. To get introduced to job application and assessment tools and techniques.

Description of Activity

1. This part can be very extensive and, keeping timeframe limitations in mind, the trainer has to focus on one specific topic. It is possible to ask participants upfront which topic they are interested in and then focus on the chosen field of interest. In our example, we focus on writing an application letter.
2. After a theoretical introduction to the application process (finding a job ad, designing a cv, writing an application letter, getting a job interview, ...), participants will be confronted with a well written job application and a job application that is improvable.
3. In the first step, each participant goes through both applications and tries to find examples of good and bad practice. After correcting the improvable application, participants discuss the results of these application reviews in groups.
4. In the final step, each participant searches for one job advertisement on the Internet or in a newspaper and formulates an application for the job.
5. Applications are collected and the trainer gives a written feedback.

Suggested Time. 240 minutes.

Resources. Two applications, access to the Internet or newspapers.

Module 5: My Learning Process

Activity 1: My Learning Path

Aims. To reflect on and assess the learning process, analyse the gained knowledge and skills related to career development, and identify potential future career scenarios.

Description of Activity The trainer explains to participants that they will take a look at their career path as a whole, as seen through all the modules they have attended, from their personal and professional points of view (the trainer emphasises the importance of this). This will help them analyse their learning process and acquired knowledge in order to identify potential future career scenarios. Steps:

1. Participants individually draw a tree as a symbol of the learning process. Each branch is a symbol of new or gained knowledge or skills. They name each branch according to the knowledge they gained or received. They mark the activities already put into practice with green colour, and those that are still waiting to be integrated into their professional lives with black colour.
2. Participants complete the following task: Identify the 'dry' or 'wild branches' in your career tree. Which are they and was there any possible way to avoid them?
3. According to the picture of a tree, participants identify at least 2 possible future career scenarios (individual work).
4. At each table, participants present the identified career scenarios to each other. They discuss these scenarios, with the emphasis on gained knowledge and skills. At the end of the activity, the team choose at least one scenario that seems the most likely and present it. (pair work, 20 minutes).
5. A discussion about presented scenarios follows. The moderator is shadowing the presentation by putting the main ideas on a flipchart. Based on this, the moderator and participants draw conclusions together (group work, 20 minutes).
6. Conclusions made will be taken into consideration later, when putting together a model of support.

Suggested Time. 90 minutes.

Resources. A roll of paper (A3 paper) for each participant, flipchart, green and black markers.

Activity 2: Use of Career Knowledge and Skills, and the Role of the Headteacher

Aims. To reflect and assess the learning process, analyse the knowledge and skills gained in relation to career development, identify potential future career scenarios.

Description of Activity

1. In groups, participants brainstorm about potential career action steps.
2. They decide on the main, most important action steps – based on the agreement of the entire group (10 minutes).
3. Each group put together the guidelines that will help participants further develop their career (45 minutes).
4. The guidelines are presented and put on the learning wall. Time is accorded to look at the guidelines and reflect on them (30 minutes).
5. In groups, participants discuss these guidelines and each of the individuals reflects on their possible use (20 minutes).

Suggested Time. 115 minutes.

Resources. Worksheet, completed previous activity.

Activity 3: The Role of the Headteacher (Expectations, Experiences, Best Practices, Suggestions and Influences on Teacher Career Development)

Aims. To identify participants' (teachers') expectations and experience regarding headteachers' support for their career development.

Description of Activity

1. Before attending the module, participants write down a description of the support they have received from their headteachers so far. Is there anyone else in your life who can help you with your career decisions? This work is done at home.
2. Participants are divided into groups according to the school level. Each participant presents their description.
3. A discussion in groups follows. Each group make their own model (derived from their description) of the best practice as they perceive it (20 min).
4. Each group present their model (20 min).

5. A group discussion takes place. The main points for developing headteachers' support for teachers' career development are decided on.
6. Will you be able to incorporate these changes into your future career?

Suggested Time. 90 minutes.

Resources. Paper, pencils.

Izobraževalno gradivo s primeri aktivnosti

Opisana intelektualna spoznanja (1s3) so namenjena krepitvi znanja in veščin za karierni razvoj strokovnih delavcev v vzgoji in izobraževanju. Analize državnih in mednarodnih politik, strategij in dokumentov (1s1) so pripeljale do sklepa, da ni sistematičnega razvijanja kapacitet za razvoj kariere učiteljev. Za zapolnitev obstoječe vrzeli smo oblikovali kurikulum za karierni razvoj učiteljev (1s2). Ciljna skupina kurikula so strokovni delavci od predšolskih učiteljev do ravnateljev in drugih vzgojno-izobraževalnih delavcev. Glavni namen je spodbosti in motivirati udeležence, da uporabijo teoretično in praktično znanje o razvoju kariere sebi v dobro. Vse strokovne delavce spodbujamo, da svojim učence zagotavljajo informacije o pomembnosti razvoja kariere, da jih motivirajo k oblikovanju in načrtovanju lastne poklicne poti zgodaj in sistematično. Izobraževalno gradivo je mišljeno kot pomoč pri izvedbi kurikula.

Ključne besede: Lead Career, moduli, izobraževalno gradivo, primeri aktivnosti

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Edukacija o razvoju karijere odgojno-obrazovnih radnika: prikaz prvog modula kurikulumu

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U suvremenim uvjetima života i rada, koje odlikuju brze promjene, iznimno je važno aktivno raditi na planiranju i razvoju karijere. Edukacija u tom području može dovesti do pozitivnih pomaka u razvoju karijera odgojno-obrazovnih radnika, veće podrške ravnatelja, njihova uvida u značaj planiranja razvoja ustanova, a time i do veće kvalitete odgojno-obrazovnog procesa. Prikazat ćemo radionice koje čine prvi modul kurikulumu za razvoj karijere koje smo proveli s odgojno-obrazovnim radnicima i ravnateljima dječjih vrtića, osnovnih i srednjih škola u Zagrebu i Splitu.

Ključne riječi: razvoj karijere, odgojno-obrazovni radnici, radionice

Introduction

Istraživanja u području menadžmenta ukazuju da je najvažniji čimbenik koji vodi do zadovoljstva poslom sposobnost napredovanja i razvoja karijere (Norton 2008). Razvoj karijere možemo promatrati iz perspektive zaposlenika i iz perspektive organizacije. Definira se kao proces osiguravanja mogućnosti zaposlenika da unaprijede svoje znanje, vještine i rad u skladu s ciljevima i vrijednostima organizacije i u vezi s interesima i potrebama poslodavca. Dakle, osim osobnog angažmana zaposlenika na razvoju karijere, razradom vlastitih ciljeva i karijernog plana te konkretnim djelovanjem, važno je i planiranje te usmjeravanje unutar organizacije, na način koji je usklađen sa preferencijama i sposobnostima zaposlenika te potrebama organizacije.

U organizacijama je moguć vertikalni napredak, rotacija poslova, lateralne promjene, obogaćivanje. Organizacije će napredovati u mjeri u kojoj zaposlenici rastu i razvijaju se. Navedeno je poznata i uobičajena praksa u uspješnim tvrtkama, a pitanje

je u kojoj mjeri takav pristup primjenjuje rukovodstvo odgojno-obrazovnih ustanova.

Svjedoci smo velikih promjena u načinu života i rada zbog globalizacije, iznimno brzog razvoja komunikacijskih tehnologija i demografskih promjena. Poslove se češće mijenja, metafora *braka* između zaposlenika i poslodavca, koja podrazumijeva vjernost jednoj radnoj organizaciji cijeli radni vijek, zamijenjena je tzv. *uvjetnom privrženosti* koju karakterizira fleksibilnost i izostanak cjeloživotne odanosti (Baruch 2004). Uobičajen je postao rad na ugovor na određeno vrijeme ili rad na projektu. Promjena u makrokolini dovela je do razdoblja *uradi sam* menadžmenta (Patton i McMahon 2014). Zaposlenici imaju veću ulogu u konstrukciji razvoja svoje karijere nego u prošlosti, mogu se samoorganizirati i aktivni su. Savickas i sur. (2009) koriste termin *dizajniranje života* da bi opisali proces konstrukcije vlastite karijere. Sve je veća potreba fokusiranja na zapošljivost, a ne sigurnost posla, i uče se vještine koje će pomoći u preuzimanju odgovornosti za usmjerenje i razvoj svoje karijere. Patten i McMahon (2014) navode da siguran više ne treba biti posao, nego osoba.

Osim radnih vještina, potrebne su i komunikacijske vještine, vještine učenja, vještine rješavanja problema, timski rad te specifične osobine ličnosti kao što su prilagodljivost, otpornost, entuzijizam i otvorenost za nove ideje. Razvoj karijere povezan je sa svim aspektima života osobe i različitim ulogama, a ne samo s poslom. Potrebno je razumjeti i uzeti u obzir sve čimbenike koji su u interakciji, što upućuje na neraskidivu povezanost razvoja karijere i osobnog razvoja. Redekopp i sur. (1995) navode da su uspješne u razvoju karijere one osobe koje su svjesne svojih jakih strana i slabosti, slijede svoje snove i traže pomoć i podršku drugih u razvoju vlastite karijere. Mnoge osobe ne znaju kako voditi karijeru, ne snalaze se i potrebna im je edukacija. Cilj edukacije u području razvoja karijere je pomoći im da razviju vještine i znanja potrebna za razvoj karijere (McMahon i Tatham 2008). S obzirom na to da se današnji svijet rada brzo mijenja, osobe je potrebno osposobiti za razvoj karijere u uvjetima koji se kontinuirano mijenjaju. Dakle, edukaciju u području razvoja karijere možemo opisati kao proces učenja u kojem su sudionici edukacije aktivni, a ne pasivni sudionici, a voditelji su facilitatori procesa učenja. Upravo iz toga razloga je kurikulum za razvoj karijere *LeadCareer* kreiran tako da aktivnu ulogu imaju sudionici edukacije i osmišljen je kao niz radionica.

Karijera je jedan od najvažnijih životnih izbora, posao daje osje-

ćaj svrhe, samoispunjenja i osigurava prihode. Izvor je identiteta, kreativnosti, životnog izazova te statusa i socijalnog umrežavanja. Karijeru možemo usporediti metaforički sa životnim putovanjem koje može biti predvidljiva ravna crta ili niz uzbudljivih zavoja i uspona. Kakve su mogućnosti razvoja karijere u sustavu odgoja i obrazovanja? Postoje li krivine i usponi? Tradicionalno, u Hrvatskoj je put učitelja i odgojitelja bio pravocrtan, lišen zavoja i penjanja, najčešće u obliku stabilnoga braka koji se održavao do mirovine, a vjernost je izazivala osjećaj ponosa. Poslovna ambicioznost i inovativnost, čak i bez namjere vertikalnog napredovanja u karijeri, često je imala negativne konotacije zbog potrebe kolektiva za *mirnim morem*, stanovite sljepoće kolektiva na nesebične motive osobe usmjerene na poboljšanje kvalitete rada i nerijetko više ili manje svjesnog straha nekih ravnatelja da ambiciozni učitelj želi zauzeti njihovo mjesto. Danas neki mladi odgojno-obrazovni radnici imaju jasne vizije svojih želja i karijernog puta te u slučaju nezadovoljstva napuštaju mirne luke stabilnih poslova i otiskuju se u pustolovine razvoja nove karijere, nerijetko u inozemstvu.

Imaju li odgojitelji, učitelji, nastavnici i stručni suradnici prilike i mogućnosti napredovanja koje će izazivati njihovo osobno zadovoljstvo i činiti ih motiviranima? U Republici Hrvatskoj oni mogu napredovati u zvanje mentora i savjetnika, što utječe na visinu njihova osobnog dohotka. Mogu postati ravnatelji ili promijeniti karijeru, ali to se događa u vrlo malom postotku. Mogući su i neki oblici lateralnog ili vertikalnog napredovanja te razvoja paralelne karijere.

Mnogi odgojno-obrazovni radnici ne osjećaju se dovoljno osposobljenima za nove poslovne izazove. Uloga ravnatelja i kolega značajna je za poticanje njihova profesionalnog razvoja, a time i razvoja karijere. Spoznaja o značaju uloge pojedinca te uloge ravnatelja odgojno-obrazovne organizacije, dovela nas je do zaključaka da bi edukacija odgojitelja, učitelja i nastavnika te ravnatelja mogla dovesti do pozitivnih pomaka u razvoju karijera odgojno-obrazovnih radnika, veće podrške ravnatelja i njihova planiranja razvoja ustanova, a time i do veće kvalitete odgojno-obrazovnog procesa. Agencija za odgoj i obrazovanje u Hrvatskoj osigurava odgojno-obrazovnim radnicima profesionalni razvoj organizacijom stručnih usavršavanja koja su besplatna i svima dostupna. To nam omogućuje organizaciju edukacije o razvoju karijere u čitavoj zemlji, u dječjim vrtićima, osnovnim i srednjim školama. Prikazat ćemo primjenu prvoga modula kurikuluma *LeadCareer* s odgojno-obrazovnim radnicima i ravnateljima.

Razvoj karijere je složen proces upravljanja životom, učenjem i poslom tijekom radnoga vijeka. Radi se o jedinstvenom, individualnom, kreativnom procesu i zato je u edukaciji u području razvoja karijere nužan fleksibilan pristup. Proveli smo nekoliko radionica s ravnateljima i odgojno-obrazovnim radnicima u Zagrebu i Splitu, a pri tom smo poštivali načelo fleksibilnosti i modificirali smo radionice u skladu s potrebama svake pojedine skupine.

Radionice s ravnateljima

Skupinu ravnatelja s kojima su provođene radionice činili su ravnatelji dječjih vrtića, osnovnih i srednjih škola. Sastav je bio vrlo heterogen po dobi, radnom iskustvu i iskustvu u rukovođenju. Početni strah da ravnatelji neće razumjeti značaj vlastite uloge u razvoju karijere svojih zaposlenika, da će možda pretpostavljati da je njihova uloga isključivo vezana za poticanje profesionalnog razvoja odgojno-obrazovnih radnika te da je razvoj karijere nešto što je isključivo stvar zaposlenika, odmah je otklonjen. Pokazalo se da su ravnatelji vrlo senzibilizirani na potrebe odgojno-obrazovnih radnika. Njihova promišljanja, sugestije i reakcije u pilot-provedbi prvog i drugog modula kurikuluma pomogle su nam u završnom oblikovanju aktivnosti.

Edukacija ravnatelja obuhvaćala je teorijski dio o suvremenim modelima razvoja karijere, raspravu o ulozi ravnatelja u razvoju karijere svojih zaposlenika te primjenu prvog modula kurikuluma. Ravnatelji su pokazali razumijevanje važnosti vlastite uloge u razvoju karijere odgojno-obrazovnih radnika i spremnost na usvajanje novih znanja u tom području. Radilo se o selekcioniranim skupinama ravnatelja, jednu skupinu odabrale su više savjetnice Agencije za odgoj i obrazovanje, a sudionici ostalih skupina prijavljivali su se na edukaciju samoinicijativno, dakle radilo se o ravnateljima zainteresiranima za tu temu.

Prvi modul: Moja karijera – moj san

Ciljevi prvog modula *Moja karijera – moj san* jesu provesti refleksiju na vlastiti dosadašnji karijerni put, potaknuti sudionike da reflektiraju svoje karijerne kompetencije i vještine upravljanja karijerom te kreirati viziju svoje buduće karijere. Subjektivna dimenzija uspjeha u karijeri u suvremenoj literaturi smatra se značajnijom od objektivne dimenzije. Važnije od objektivnih čimbenika je ono što osoba osjeća vezano za svoju karijeru i kakva je

njezina percepcija uspjeha u karijeri (Breland i sur. 2007). Prilikom osmišljavanja aktivnosti rukovodili smo se subjektivnom dimenzijom i koristili smo u većoj mjeri ekspresivne, simboličke i projektivne metode s ciljem većeg upliva emocionalnog u odnosu na racionalno, osobito u početnim aktivnostima. U Hrvatskoj je većina odgojitelja ženskog spola, a veći postotak žena nalazi se i među učiteljima, nastavnicima i stručnim suradnicima. Više od 90% ravnatelja dječjih vrtića su žene. Naša iskustva ne ukazuju na veću otvorenost žena prema ekspresivnim metodama. Navedeno je vjerojatno posljedica izbora karijere odgojno-obrazovnog radnika i nije povezano sa spolom, barem u predškolskom odgoju i razrednoj nastavi. Intrinzične barijere uspjehu, kao što su strah od uspjeha i tzv. sindrom Pepeljuge, nalaze se češće kod žena nego kod muškaraca, a rezultat su niskog samopoštovanja i loše slike o sebi. Neke sudionice radionica pokazale su tijekom izvođenja aktivnosti svoje strahove i verbalizirale njihove izvore koji su najčešće bili povezani uz obiteljska vjerovanja i stereotipe. Uočili smo kulturološke regionalne razlike. Sudionici radionica u Splitu bili su otvoreniji i neposredniji od sudionika radionica koje su provedene u Zagrebu.

Prvi modul kurikulumu obuhvaća tri teme koje se obrađuju u radionici koja traje pet sati. Aktivnosti prvog modula su poticajne za razvoj opušteno atmosfere i grupne kohezije, omogućuju refleksiju te zahtijevaju kreativno izražavanje. U uvodnom dijelu daje se pregled kurikulumu i prvog modula, a nakon toga slijede aktivnosti koje daju vremensku perspektivu karijere, od prošlosti, preko sadašnjosti do budućnosti. Upoznavanje sudionika i voditelja edukacije provodili smo različitim aktivnostima u različitim skupinama. Jedna od uvodnih aktivnosti bila je predstavljanje, uz navođenje osobe čijoj karijeri se divimo, i objašnjenje zašto smo odabrali baš tu osobu. Varijacija te aktivnosti bila je igra u kojoj su svi sudionici i voditelji edukacije zapisivali na papirić ime osobe čija karijera ih fascinira. Papirići su izmiješani i svaki sudionik je vadio papirić iz vreće i pokušavao pogoditi tko je od sudionika odabrao osobu čije ime piše na papiriću te objasniti na temelju čega je to zaključio. Nakon toga je osoba koja je ispisala ime na izvučenom papiriću objašnjavala zašto je odabrala tu osobu. Ova aktivnost je omogućila sudionicima da saznaju nešto više o ostalim članovima skupine. Rezultati te vježbe su uvidi u vrijednosti sudionika koje nesvjesno slijede. Osvijestili su i po čemu prepoznaju da zaista u svom životu slijede vrijednosti koje su istaknuli i što bi još htjeli postići da budu sličniji svojim uzorima. Grupirali

smo uzore sudionika prema profilima njihovih profesija i izdvojile su se kategorije duhovnih vođa, znanosti, vlastitih obitelji, sporta, politike i obrazovanja. Zanimljivo je da ni u jednoj skupini nitko nije za svoj uzor odabrao bogataša.

Prošlost – pogled unatrag

Tri klasične faze planiranja karijere su razdoblje maštanja, razdoblje istraživanja i realistično razdoblje. Prva aktivnost, usmjerena na vraćanje u davnu prošlost, bila je vezana uz razdoblje maštanja. Izbori karijere u tom razdoblju su konkretni i uzbudljivi, odluke su emocionalne, a ne praktične. Svaki sudionik pantomimom pokazuje što je želio biti kao dijete, a ostali pokušavaju pogoditi o kojem zanimanju se radi. Nakon toga u malim skupinama raspravljaju što se dogodilo s njihovim željama i zašto su se promijenile ili su ostale iste. Neki sudionici nisu se usmjerili na fazu maštanja, već na fazu razdoblja istraživanja koja počinje s pubertetom i karakterizira ju veći stupanj realizma nego fazu maštanja. To su bili oni sudionici koji se nisu mogli sjetiti svojih ranih želja. Ova aktivnost nam se pokazala poticajnom i dinamičnom, reakcije sudionika su bile vrlo pozitivne, bez otpora i s lakoćom su ulazili u neverbalnu komunikaciju.

Nakon aktivnosti pantomime sudionici se potiču da zatvore oči i pokušaju se sjetiti zašto su odlučili postati odgojitelji, učitelji, nastavnici ili stručni suradnici. Odluku o izboru zanimanja donosi se u fazi istraživanja, tijekom srednje škole, kada se osvještavaju sposobnosti, interesi i vrijednosti, upoznaje se sa svijetom rada i razvija se doživljaj samoefikasnosti. Cilj je konačni odabir zanimanja. Sudionici su se s lakoćom vraćali u to razdoblje i dosjećali se svojih razloga za izbor zanimanja. Raspravljali su o tome u malim skupinama, a predstavnik svake skupine izvještavao je o razlozima te su oni ispisivani na plakat. Nakon toga sudionici označavaju što ih još uvijek motivira u njihovom poslu. Opisivali su što se s vremenom dogodilo s njihovom motivacijom i na koji način je to povezano s njihovom karijerom.

Sljedeća aktivnost također je usmjerena na prošlost, zadatak sudionika je kreativno se izraziti, nacrtati strip o svom profesionalnom životu. Dobivaju prazan predložak i boje te na jednostavan način, simbolima i tekstom popunjavaju predložak. Nakon toga raspravljaju o svojim stripovima u malim skupinama. Organizirana je izložba stripova, a sudionici koji to žele prepričavaju priču svim sudionicima. Sudionici su bili vrlo motivirani za ovu

aktivnost i spremno su opisivali svoje stripove, otvoreno govoreći o uspjesima i teškim trenucima u karijeri.

Posljednja aktivnost prvog modula koja je usmjerena na prošlost također ima simbolički karakter. Sudionicima su ponuđene slike vozila na različite vrste pogona koje dostižu različite brzine: čamac, jedrilica, gliser, daska za jedrenje, bicikl, romobil, automobil, kamion, formula, vlak, raketa, puž, kornjača, Kremenково vozilo i brojni drugi. Sudionici biraju vozilo koje simbolički predstavlja njihov karijerni put. Raspravljaju u malim skupinama o svom izboru. Nakon rasprave imaju mogućnost zamijeniti sliku vozila nekom drugom i objasniti zašto su to učinili. Voditelji ih potiču pitanjem treba li njihovoj karijeri gas, kočnice ili vožnja istom brzinom, pitaju ih tko mijenja brzinu, misle li da oni imaju moć promjene brzine i što je potrebno za dobivanje te moći.

Usporedbom s izborom drugih sudionika te uvidom u njihove karijere, neki sudionici su zaključili da je njihovo *vozilo* puno brže i odabrali su drugu sliku. Pitanja za refleksiju dovela su većinu do zaključaka da su oni ti koji određuju brzinu razvoja vlastite karijere.

Sadašnjost – u mojim cipelama

Prva aktivnost usmjerena na sadašnjost bila je označiti na *termometru zadovoljstva poslom* svoj stupanj zadovoljstva brojevima od nula do deset. Nakon toga sudionici su raspravljali o svojim stupnjevima zadovoljstva poslom i uspoređivali ih te navodili razloge koji su ih doveli do odabira određenog broja. Ova aktivnost omogućila im je uvid u tuđe problem na poslu i svoju poziciju u odnosu na ostale. Stupnjevi zadovoljstva prikazani su na grafičkom prikazu i provedena je analiza.

Slijedi *Walk & Talk* aktivnost, sudionici hodaju po prostoriji u različitim smjerovima i kada susretnu nečiji pogled izgovaraju jedan problem na poslu (jednu rečenicu), bez rasprave. Nakon aktivnosti raspravljaju u malim skupinama kako su se osjećali za vrijeme hodanja i izgovaranja rečenica, što ih najviše muči, jesu li primijetili razlike u načinu hodanja i s čime ih mogu povezati, kako su se osjećali kada im se drugi sudionik obratio i izgovorio svoj problem na poslu. Navode moguće posljedice različitih razina zadovoljstva poslom na kvalitetu života, razinu stresa i zdravlje. U malim skupinama zapisuju ideje, a nakon toga ih voditelji skupina prezentiraju svim sudionicima. Raspravljaju o posljedicama nezadovoljstva poslom općenito i na vlastitom primjeru. Voditelji traže

od sudionika da razmisle i podijele s ostalima što bi mogli učiniti da budu zadovoljniji na poslu. Uočava se proaktivan pristup sudionika, čak i oni sniženog doživljaja samoefikasnosti pokušavaju naći rješenja ili ih sugerirati drugim sudionicima.

U drugoj aktivnosti voditelji uvode termin kompetencija za razvoj karijere i potiču sudionike na raspravu u malim skupinama. Sudionici se trebaju dosjetiti ključnih kompetencija za razvoj karijere. Kompetencije za razvoj karijere se ispisuju na veliki papir, a voditelji potpitanjima i vođenjem potiču sudionike da se dosjete onih koje su važne, a nisu ih naveli. Nakon toga svaki sudionik u tablicu ispisuje kompetencije koje posjeduje i one koje bi želio ili trebao razviti. Sudionici međusobno raspravljaju o napisanom.

Voditelji daju uvodne informacije o vještinama vođenja karijere. Sudionici se potiču na razmišljanje i raspravu o tome što vodi do toga da neki ljudi efikasno upravljaju svojim karijerama. Navode se primjeri uspješnih karijera i analiziraju se u skupinama. Ovom vježbom ponovno se kristaliziraju bazične kompetencije za razvoj karijere. U završnom dijelu aktivnosti sudionici se potiču na pronalaženje načina kako podići razinu zadovoljstva poslom koristeći vlastite kompetencije i vještine upravljanja karijerom ili planiranjem usvajanja novih kompetencija i vještina za razvoj karijere. Pri tom im pomažu spoznaje koje su upravo stekli.

Budućnost – pogled unaprijed

Sudionici raspravljaju u malim skupinama kako je došlo do razvoja njihovih karijera, jesu li ih aktivno planirali ili su se samo dogodile. Voditelji naglašavaju važnost planiranja karijere. Sudionici stavljaju *naočale za gledanje u budućnost* koje su voditelji izradili od kartona i zamišljaju sebe u budućnosti. Ispisuju svoje poslove iz snova na papiriće. Voditelji im postavljaju pitanja: *Mislite li da je moguće ostvariti Vaš san? Zašto biste željeli obavljati taj posao? Što biste mogli napraviti da Vaš sadašnji posao postane posao iz snova?* Rasprava se odvija u malim skupinama.

Svi papirići s napisanim zanimanjima se stavljaju u vreću. Sudionici uzimaju papirić iz vreće, odabiru jedan i pokušavaju pogoditi čiji je. Odgovaraju na pitanja: *Biste li željeli zadržati svoj sadašnji posao ili ga zamijeniti s poslom na papiriću, zašto?* Objašnjavanje zašto ne žele drugi posao im dodatno osvještava zašto su odabrali određeni posao.

Sudionike se potiče na razmišljanje kako ostvariti svoju karijeru

iz snova. Ispisuju ideje i raspravljaju u malim skupinama. Potiče ih se da izrade mentalne mape ili na neki drugi način shematski prikažu svoje ideje. Predstavnici skupina predstavljaju ideje svim sudionicima. Ispisuju se na papir te sudionici raspravljaju o potencijalnoj koristi od pojedinih ideja u stvarnom životu. Ova aktivnost dovela je kod nekih sudionika do uvida koji prije nisu imali. Razmjena ideja i mišljenja bila je vrlo stimulativna i omogućila je zauzimanje šire perspektive.

Zaključak

Dosadašnje iskustvo u provođenju radionica na temu razvoja karijere pokazalo nam je da je takva edukacija odgojno-obrazovnih radnika iznimno važna, što su nam potvrdili i sudionici. Slična edukacija do sada nije provedena u Hrvatskoj. Smatramo da je uključivanje ravnatelja u edukaciju izrazito važno da bi im se osvijestila njihova uloga u razvoju karijere zaposlenika i da shvate koliko je to važno za radno ozračje i kvalitetu rada te stupanj zadovoljstva odgojno-obrazovnih radnika. U školskoj godini 2017/18. planiramo započeti sustavnu edukaciju odgojitelja, učitelja, nastavnika i ravnatelja u području razvoja karijere te postupno obuhvatiti sve županije Republike Hrvatske.

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Izobraževanje o razvoju kariere vzgojno-izobraževalnih delavcev: prikaz prvega modula kurikuluma

V sodobnih razmerah življenja in dela, ki jih zaznamujejo hitre spremembe, se je izjemno pomembno dejavno ukvarjati z načrtovanjem in razvijanjem kariere. Izobraževanje na tem področju lahko vodi do ugodnih premikov v razvoju kariere vzgojno-izobraževalnih delavcev, večje podpore ravnateljev, njihovega boljšega pregleda nad bistvom načrtovanja razvoja ustanov, in s tem do večje kakovosti vzgojno-izobraževalnega procesa. Predstavili bomo delavnice iz prvega modul kurikula za razvoj kariere, ki smo jih izpeljali z vzgojno-izobraževalnimi delavci in ravnatelji otroških vrtcev, osnovnih in srednjih šol v Zagrebu in Splitu.

Ključne besede: razvoj kariere, delavci v vzgoji in izobraževanju, delavnice

Education on the Career Development of Educational Staff: An Account of the Curriculum Module 1

In the current context of life and work, characterised by rapid changes, it is extremely important to actively work on career planning and development. Education in this area can lead to positive shifts in the career development of educational staff, a greater headteacher support, increasing their insight into the importance of the development planning of institutions and thus also raising the quality of the educational process. This article describes several workshops making up the first module of the career development curriculum as they were carried out with the educational staff and headteachers of kindergartens, primary and secondary schools in Zagreb and Split.

Keywords: career development, educational staff, workshops

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A Curriculum for Career Development of Educational Staff

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A curriculum is an intellectual output 2 (102) of the project. The curriculum consists of 5 modules that cover 21 basic career competences, supporting individuals in their career management. The aims, topics and expected outcomes are described for each module and, at the end of the document, recommendations for trainers are listed. The curriculum could be useful for all of those in the educational field who want to purposely develop their career competences. It specifically addresses headteachers as leaders who are partly responsible for the career development of educational staff members.

Keywords: educational staff, career, career guidance, career development, career competences, curriculum

Introduction

A curriculum for the career development of educational staff is one of the intellectual results of the Erasmus+ project LeadCa-

reer taking place from 2015 to 2017 in close partnership between Slovenia, Croatia and Austria. The idea of designing a curriculum for educational staff members arose from the analysis of recent national and international policy papers, other documents and practice related to life-long learning career guidance. The project group noted, and wanted to draw attention to, the importance of career development competences for educational staff members, as there are several indicators showing that training for educational staff career development has been neglected in most countries. 21 basic career competences supporting individuals in their career management have been assembled in the curriculum. It is intended for all those individuals in the educational field who want to purposely develop their career competences. It specifically addresses headteachers as leaders who are partly responsible for the career development of educational staff members. We believe that the educational staff who are well-educated and well-trained in career development are, in turn, going to be able to develop students' career competences, as they are the ones who will be facing difficult and important career decisions and transitions in their careers.

The curriculum consists of 5 modules. The aims, topics and expected outcomes are described for all five of them and, at the end of the document, recommendations for trainers are listed. The design of the curriculum is based on the most significant deficits that have been detected after analysing a questionnaire that asked questions in different fields of career competences (*basic knowledge, self-potential, self-leadership strategies and enactment*). This questionnaire was given to teachers (as potential participants) in three different countries. It was then agreed to use the above-mentioned fields of competences as a framework for the design of the curriculum. Module 5, *My Learning Process*, was added to provide time for reflection on the learning process and get feedback from the participants. Furthermore, the fields of competences were important for a more detailed description of the modules. A common scheme for the description of all modules was therefore developed. All modules include the following items: descriptions, aims, topics and the expected outcomes of learning. For a substantive elaboration of the curriculum, the different career competences within the fields were clustered and for each cluster categories were identified. Those categories represent the structure of each module in the form of different topics. The last stage of the curriculum design was the validation and review.

Aims, Topics, Expected Outcomes

The title of the curriculum is *I Am a Teacher – I Create My Career*. It is structured around basic career competences, arranged in four clusters: basic knowledge, self-potential, self-leadership, and enactment. At the beginning of the project, 40 important career competences were used as a starting point for the design of the questionnaire, the purpose of which was to measure the extent to which the teachers had already developed these competences. In the process of designing the curriculum, this set of competences was reconsidered by the project members again; some of these competences were rewritten in a more user-friendly language while others, if too similar to stand on their own, were combined into one. The curriculum covers 21 career competences for the 21st century (table 1).

The Curriculum

The curriculum is divided into five different modules as presented below. The curriculum is designed to be carried out in a timespan of five days. Approximately eight hours of work are foreseen for each module. It is understood that the various modules can also be taught individually over a longer period of time. The described curriculum is to be seen as a proposal and potential framework for training. It is the trainer who is responsible for the methodological and didactical implementation of classes. As a support sample, educational materials were developed for each module and can be used as a guideline in carrying out different modules (see Intellectual Output No. 3 for details).

The content of the curriculum is divided into five modules, as explained below. Each module follows an identical structure: the title of the module, an overall description, aims, the characterization of each of its three topics (Module 5 only has two topics) and expected outcomes.

The title of the first module is *My Career – My Dream*, the second *I Am the Leader of My Career*, the third is called *My Personal Mastery*, the fourth *I Plan My Career* and the fifth *My Learning Process*.

Module 1: My Career – My Dream

Description. Module 1 provides an introduction to the topic in general, an overview of the structure of the curriculum, and seeks a

TABLE 1 Career Competences for the 21st Century

Module	Career competences
1 Basic knowledge	I understand the recent theories and concepts of career development and their relation to local, national and global changes. I understand the different segments of the labour market and their influence on conducting my career development. I understand the meaning and the importance of my career development for my professional and personal life.
2 Self-potential	I improve and enrich my professionalism. I interact confidently and effectively with others to build networks. I develop a range of scenarios for my preferred future. I make effective career decisions. I follow my career path. I manage changes.
3 Self-leadership strategies	I am aware of how I change and grow throughout life. I am aware of my skills, strengths and achievements. I reflect on my needs, aspirations and opportunities. I continually reassess my goals, values, interests and career decisions. I learn from my own experiences, formal and informal learning opportunities to inform and support my career choices.
4 Enactment	I am able to set short-term and long-term goals for my career. I am able to develop strategies to reach short-term and long-term goals. I am able to acquire information that helps me in my attempt at changing jobs. I am able to manage the whole process of finding, applying for and getting a job. I am confident, resilient and able to learn when things do not go well or as expected. I am aware of what might interfere with my goals, and I am able to develop strategies to overcome these barriers. I use/am confident about using different (self-) assessment/(self-)evaluation tools and techniques.
5 Reflection on all competences	I reflect on my learning path through the lense of the 21 competences from the previous four modules. This enables and motivates me to consider potential future steps for my career path and take them. The last part of this module is dedicated to the evaluation of the curriculum.

deeper understanding of the present situation of participants' careers. At the beginning of this module, the participants acquire general information about the curriculum regarding the outlines of the programme and the outcomes that the participants will achieve. Within this module, the focus is on 'me' and 'my career' over the course of time. This means reflection on one's career, goals, decisions and future plans.

Aims. The aims of the module are:

- to introduce participants to the curriculum;
- to enable participants to reflect on their career path;

- to encourage participants to reflect on their career competences and career management skills;
- to create a career vision.

Topic 1: Introduction. The curriculum consists of 5 modules. In this introductory phase, the participants focus on the overview of the general aims of these modules. The main methods and techniques are presented. At the beginning, the participants are encouraged to express their expectations, needs and wishes regarding their careers. Opportunities for the transfer of acquired knowledge/skills are also discussed.

Topic 2: My Career Path. Within this topic, the participants reflect on their career path. The development and improvement of personal career planning skills are examined. This means reflection on one's own career, participants' motivation, dreams and future. Participants are encouraged to address the changes and goals of their future career.

Topic 3: Career Competences and Career Management Skills. The main purpose of this topic is to self-assess one's own career management competences. Strategies are introduced to help the participants become aware of the level of their own career competences and career management skills. They are encouraged to reflect on these in order to assess which one should be developed and worked on. This is a necessary prerequisite for starting a career planning process.

Expected Outcomes. After the completion of the module, the participants will be more:

- connected to their career vision;
- informed on the different modules of the curriculum as an overview;
- knowledgeable about their career path;
- aware of their career competences and career management skills.

Module 2: I Am the Leader of My Career

Description. This module introduces the participants to the basics of career guidance and career management skills. Relevant theoretical models are presented, basic terminology is introduced and applicable skills for the 21st century career management are presented. Participants are informed about the relevant career

guidance policies and the labour market. The participants relate the acquired knowledge to their own career development.

Aims. The aims of the module are:

- to obtain a basic knowledge of career management skills;
- to be informed about national policies regarding career guidance and the labour market;
- to assess their career management skills;
- to be able to relate personal career development to career management skills;
- to build on the future directions.

Topic 1: Basics of Career Management Skills. The main aim of the first topic is to familiarise the participants with the basics of career management skills. They get to understand different contemporary theories, learn about the best examples of practice and reflect on their career management skills. They are thereby actively involved in the process of improving their career management skills.

Topic 2: National Policies, Strategies and Labour Market. The main aim of this topic is to inform participants about national policies regarding career guidance and labour market. Participants reflect on the received information and compare it to the current state of their careers.

Topic 3: My Career Development in Relation to Career Management Skills. The aim of the third topic is to connect the knowledge of career management, national policies and current labour market and compare it with the state of participants' careers. Participants identify the gap between the current state of their management skills compared to its preferred future state and build on the steps, which leads towards future directions in one's career path.

Expected Outcomes. After the completion of the module, the participants will be more:

- aware of the meaning, notions and concepts of career management skills;
- informed about national policies and labour market;
- have a basic knowledge of the majority of relevant theories and concepts in career guidance and management;
- confident to build on the future career directions.

Module 3: My Personal Mastery

Description. Modul 3 aims to empower the participants in leading their career development. Participants identify values, skills and goals in relation to their career development, then compare and contrast them with the findings of the self-analysis. They use these insights to enhance their future career path.

Aims. The aims of the module are:

- to identify and analyse the most influencing factors in career development;
- to link the identified factors to career competences;
- to get familiarised with tools and techniques for the identification of influencing factors in career planning.

Topic 1: Identifying Factors That Influence My Career. The main aim of this topic is to make the participants aware of the factors that influence their career.

The four biggest influencing factors, i.e. the participants' personal characteristics (e.g. values, strengths, expectations), the participants' immediate surroundings related to family and friends and significant others, the participants' professional surroundings as well as the participants' broader social environment (national, international) will be addressed.

Topic 2: Assessing the Influencing Factors. The main aim of this topic is to enable the participants to use techniques and tools for assessing, identifying and analysing their values and skills in relation to the four biggest influencing factors.

Topic 3: Managing Change and Decision-Making in My Career. The main focus of this topic is on the evaluation of participants' goal achievement in order to make changes. The second focus is to reflect upon participants' past career decisions, transition factors and goals setting.

Expected Outcomes. After the completion of the module, the participants will be more:

- aware of the influencing factors in relation to identified career competences;
- confident in career decision and change making;
- aware of the use of tools and techniques for the identification of the influencing factors in career planning.

Module 4: I Plan My Career

Description. Module 4 is based on the previous modules. Participants work with current concepts of career guidance. The focus is on planning a specific career, while keeping work-life balance in mind. Module 4 also deals with different activities in relation to a potential career transition.

Aims. The aims of the module are:

- to help participants design and implement their own career decisions;
- to foster a resilient attitude towards unexpected events;
- to show a variety of strategies;
- to introduce the participants to job application and assessment tools and techniques.

Topic 1: Career Planning ‘Level 2.’ This part of the module encourages participants to set medium and long term goals for their career. In order to achieve them, different strategies are identified that fit the participants’ wishes, expectations and attitudes. Potential obstacles are identified, analysed, and measurements are discussed.

Topic 2: Using Skills. Participants are introduced to a broad variety of possibilities available in case they want to change or move on with their career. Strategies like acquiring information, networking or application processes are shared. The participants also question and evaluate possible decisions and consequences that have to be made in and/or result from the course of this decision-making process. The development of a resilient attitude towards failure or unexpected events is also fostered.

Expected Outcomes. After the completion of the module, the participants will be better:

- able to set short-term and long-term goals;
- able to develop strategies and make decisions to reach these goals;
- skilled in managing a successful application/transition process;
- skilled in using self-evaluation and self-assessment tools;
- able to deal with the unexpected and be resilient.

Module 5: My Learning Process

Description. The main aim of the module is to evaluate participants' learning path throughout the curriculum and their possible transfer of knowledge and skills.

Aims. The aims of the module are:

- to reflect on and assess the participants' learning process in the curriculum;
- to identify possible action steps and future support to develop colleagues' and students' career management skills;
- to evaluate the curriculum.

Topic 1: My Learning Path. Participants reflect and assess the learning process. They analyse the knowledge they have gained and skills related to career development, in order to identify potential future career scenarios.

Topic 2: The Role of the Headteacher. The role of the headteacher (expectations, experiences, best practices, suggestions, influences, etc. in participants' career development) is looked at.

Topic 3: Use of Career Knowledge and Skills. Participants reflect upon the opportunities of transferring the career knowledge and skills they have gained to their colleagues and students. The participants share ideas on how colleagues and students can be supported in their career management skills.

Topic 4: Evaluation of the Curriculum. Participants evaluate the curriculum by using different approaches and techniques in order to improve the curriculum.

Expected Outcomes. After the completion of the module, the participants will be more:

- aware of their career learning process;
- confident in supporting colleagues and students in career development.

Recommendations

This curriculum has been designed as a continuous process. This means that while the entire curriculum should be completed within a certain timeframe, the needs and availability of participants should be taken into account when planning the schedule. This training is not considered mandatory but instead intended as

a skill-enhancing programme that builds on the motivation and eagerness of the participants.

It is not only the participants who will benefit from the completion of this course. It will affect the entire educational community with all its stakeholders, from (preschool) teachers to headteachers, parents and students.

The curriculum was created with knowledge available in 2017. Since we are living in an ever-changing environment, the curriculum should also be constantly revised and amended. Its evaluation after the completion of the modules ensures this.

As a support to the curriculum, sample educational materials were developed and collected in Intellectual Output No. 3. The provided materials should be viewed as a guideline for curriculum implementation; however, the trainers should feel free to adapt this material to their professional needs.

Being a trainer of this curriculum requires a positive attitude towards career development and builds on previous knowledge, which could be acquired in a train-the-trainer programme.

Kurikul za karierni razvoj strokovnih delavcev v vzgoji in izobraževanju

Kurikul ima obliko intelektualni spoznanj 2 (1s2) projekta. Sestavlja ga pet modulov, ki zajemajo 21 osnovnih kariernih kompetenc, ki so v oporo posameznikom pri lastnem upravljanju kariere. Za vsak modul so opisani nameni, teme in pričakovani izidi, na koncu dokumenta pa so navedena še priporočila za vodje usposabljanj. Kurikul bi lahko bil koristen za vse na izobraževalnem področju, ki želijo namensko razvijati svoje karierne kompetence. Posebej se nanaša na ravnatelje kot vodje, soodgovorne za razvoj kariere strokovnih delavcev.

Ključne besede: strokovni delavci v vzgoji in izobraževanju, kariera, karierna orientacija, razvoj kariere, karierne kompetence, kurikul

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Razvoj evropskih programov sodelovanja na področju izobraževanja in usposabljanja ter učinki teh dejavnosti

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Erasmus+ je program Evropske unije (EU) na področju izobraževanja in usposabljanja, mladine in športa, ki izhaja iz tridesetletne tradicije in katerega namen je krepitev sistemov izobraževanja v Evropi. V prispevku predstavljamo zgodovinsko ozadje nastanka programov EU ter možnosti in priložnosti za šole, s poudarkom na pripravi projektov evropskega sodelovanja – ključni ukrep 2. Izpostavimo ključne faze projektnega upravljanja, ki so izredno pomembne za uspešno izvedbo projekta in prepoznavanje njegovih učinkov. V zaključnem delu prispevka se osredotočimo na učinke, ki jih mednarodno sodelovanje prinaša osnovnim in srednji šolam. Predstavljamo izsledke študij, s katerimi smo proučevali učinke in ki smo jih v centru opravili v letih 2013 in 2017. Rezultati kažejo, da sodelovanje v projektih EU pozitivno vpliva tako na šolo kot na delo učiteljev in učence/dijake. Največje premike na šolah smo zaznali v izboljšani klimi v organizaciji, pri profesionalnem razvoju učiteljev, povečali sta se motivacija in samozavest učencev/dijakov. Da bi bili učinki večji, sta nujno potrebni podpora vodstva in kontinuirana vključenost šole v tovrstne mednarodne projekte.

Ključne besede: program Erasmus+, izobraževanje in usposabljanje, mednarodno sodelovanje, učinki, osnovne in srednje šole

Uvod

Prve organizirano podprte evropske dejavnosti pod imenom ERASMUS so se začele daljnega 1987, torej pred tridesetimi leti. Zato je leto 2017 posvečeno tridesetletnici programov na področju izobraževanja in usposabljanja. Ustanoviteljem se niti sanjalo ni, kakšen uspeh bo žel program in da bo dejansko prvi med več programi, ki so še sledili. V tem obdobju je v mobilnostih sodelovalo devet

milijonov posameznikov, število držav, vključenih v program, pa se je z začetnih enajst povečalo na triintrideset.

Tibor Navracsics, komisar za izobraževanje, kulturo, mlade in šport, je dejal: »Vsaka izmenjava v okviru programa Erasmus+ prinese bogate življenjske izkušnje, tako strokovne kot osebne, prav tako pa je tudi Evropa v treh desetletjih mobilnosti in sodelovanja pridobila odprto in podjetno generacijo devetih milijonov ljudi, ki danes oblikujejo prihodnost naše družbe.« (Evropska komisija 2017b)

Slovenija v dejavnostih sodeluje od leta 1999, leta 2000 pa je z majhnimi sredstvi odobrila prve projekte tudi na področju šolskega izobraževanja (Comenius). Če so bile šole v tistem času do mednarodnih dejavnosti, ki jih niso poznale, skeptične, danes v programu Erasmus+ sodeluje že 76 % vseh osnovnih in kar 96 % vseh srednjih šol v Sloveniji.

V obdobju od 1999 do 2017 je v tujino odšlo preko 8.700 dijakov poklicnega izobraževanja, 27.200 učiteljev, izobraževalcev in mladinskih delavcev in 23.500 študentov. V zadnjih desetih letih (od 2007 do 2017) smo prejeli preko 106 milijonov EUR samo za področje izobraževanja in usposabljanja in s temi sredstvi smo omogočili sodelovanje 875 organizacijam. Nacionalna agencija programa je zabeležila visok delež (96 %) dejanske porabe pogodbeno dodeljenih sredstev (CMEPIUS 2017).

O uspešnosti programa govorijo že same številke, nas pa je zanimalo, kakšne spremembe, če sploh, prinaša mednarodno sodelovanje šolam in posameznikom. Odkar izvajamo program v Sloveniji, smo tudi pri nas zaznavali pozitivne učinke sodelovanja v mednarodnih projektih; o njih so poročali ravnatelji in koordinatorji projektov, navajale pa so jih tudi študije iz držav z daljšo tradicijo sodelovanja v programu EU (Francija, Velika Britanija).

Namen prispevka je pokazati možnosti in priložnosti, ki jih šolam ponuja trenutno aktualni evropski program Erasmus+, ter pozitivne učinke, ki jih šolam, učiteljem in učencem prinaša vključenost v te projekte.

Ozadje izobraževanja in usposabljanja v EU

Evropska unija, katere članica je Slovenija od 1. maja 2004,¹ vodi politike Unije na različnih področjih zelo različno. Kot unija su-

¹ V programih sodelovanja na področju izobraževanja in usposabljanja lahko države na podlagi določenih pogojev sodelujejo, tudi če (še) niso članice EU.

verenih držav zahteva bolj ali manj usklajeno politično delovanje, vendar je raven samostojnosti različnih politik zelo različna. Izobraževanje in usposabljanje, ki ju obravnavamo v članku, sta v polni pristojnosti posamezne države članice, kljub temu pa je zaradi delovanja znotraj Unije potrebno tesno sodelovanje med posameznimi samostojnimi politikami držav članic.

Do te – lahko bi rekli – soodvisnosti, je evolucijsko prišlo iz več razlogov. Zgodovinsko gledano je bil razvoj izobraževanja in usposabljanja zelo razpršen, politične oblike zgodovinskih skupnosti ga niso vodile centralno. Na eni strani je prihajala spodbuda od verskih združenj (zaradi širjenja pismenosti in filozofskih idej), kasneje se je z razvojem obrtništva in mestnih skupnosti krepila bolj poklicno usmerjena veja izobraževanja. Že v 11. in nato 13. stoletju so se oblikovali nekakšni centri odličnosti – prve univerze. To omenjamo predvsem z vidika mobilnosti, saj so posamezniki iz vse Evrope že takrat potovali do teh središč, njihov namen pa je bil pridobivanje znanja. Šele konec 18. in izraziteje v 19. stoletju je prišlo do vse bolj preglednega/načrtnega pristopa k izobraževanju – če pogledamo samo slovensko ozemlje, naj omenimo prvi osnovnošolski zakon (Splošna šolska naredba) iz leta 1774 in nato njegovo nadgradnjo (Politična šolska ustava) iz leta 1805 (Gabrič 2009). Zaradi omenjenih in številnih drugih okoliščin so se razvili različni nacionalni sistemi politik in organizacije izobraževanja in usposabljanja.

Na drugi strani sta, sploh z ustanovitvijo Evropske unije, na sisteme izobraževanja in usposabljanja začeli vplivati dve dejstvi, in sicer prosta mobilnost oseb in skupen pristop držav k reševanju bolj ali manj enake problematike. Prost pretok oseb je posameznikom z različnimi potrdili in izkazi o usposobljenosti dovolil, da iščejo zaposlitev v drugih sistemih, ki teh izkazov seveda niso avtomatsko prepoznali in so zahtevali vsaj preverjanje, če ne celo dodatnega usposabljanja. Prav tako so se želje po mobilnosti in možnosti zanj za posameznike povečale še v času izobraževanja in usposabljanja, da bi sledili najboljšemu razpoložljivemu znanju in stroki, četudi ta v domačih ustanovah ni bila na voljo. Seveda učeči se tega znanja niso hoteli pridobiti kar tako, želeli so, da bi ga upoštevali in priznali v okviru njihovega izobraževanja in usposabljanja. Te potrebe so pripeljale do vse več komunikacije med sistemi, do vse pogostejšega usklajevanja, sodelovanja. Individualni dogovori o upoštevanju oziroma priznavanju že drugje pridobljenih znanj so znotraj EU pripeljali npr. do evropskega sistema za prenos kreditnih točk.

Evropski programi s področja izobraževanja in usposabljanja

Vse omenjene okoliščine so v Evropski skupnosti prepoznali kot pozitiven prispevek k napredku v družbi; najprej to velja za udeležence, ki so zato politiki podali različne pobude, da bi to ne le načelno, ampak tudi finančno podprla. Najbolj dejavni so bili pri tem študenti, katerih mobilnost je Evropska komisija pilotno podpirala med letoma 1981 in 1986 (Phillips in Ertl 2007). Finančno podporo za mobilnost so dosegli že leta 1987, ko je bil vzpostavljen prvi program sodelovanja na področju visokega šolstva v Evropi ERASMUS (European Region Action Scheme for the Mobility of University Students). Leta 1994 so oblikovali širši program z imenom Socrates, ki je poleg sodelovanja na področju visokega šolstva podprl sodelovanje še na drugih področjih (splošno šolsko izobraževanje, izobraževanje odraslih ter poučevanje in učenje tujih jezikov). Vzporedno se je začelo sodelovanje na področju poklicnega izobraževanja in usposabljanja v okviru programa Leonardo da Vinci. Kot smo že omenili, so se različna področja izobraževanja in usposabljanja zgodovinsko razvijala zelo različno, s tem so povezani različni načini organiziranja in viri financiranja, posledica česar je različen pristop k nadaljnjemu razvoju (zato dva različna programa). Do združitve različnih pobud je prišlo leta 2007 z vzpostavitvijo programa Vseživljenjsko učenje, njegova nadgradnja pa je aktualni program Erasmus+, ki poteka v obdobju od 2014 do 2020.

Namen, cilji in osnovne strukture programov

V vsem tem času so se seveda nekoliko spreminjali ključni cilji dejavnosti, ki so jih posamezni programi ponujali. Osnovni cilji programa Socrates so bili širjenje evropske dimenzije v izobraževanju, izboljšanje znanja evropskih jezikov, spodbujanje sodelovanja in mobilnosti.²

Glavni cilj programa Leonardo da Vinci je bil podpora pri razvoju politik poklicnega izobraževanja in usposabljanja v državah članicah, da bi poklicno izobraževanje in usposabljanje postalo bolj privlačno, da bi se povečala usposobljenost delovne sile in s tem konkurenčnost evropskega gospodarstva.³

² »Decision No 253/2000/EC of 24 January 2000 of the European Parliament and of the Council Establishing the Second Phase of the Community Programme in the Field of Education ›SOCRATES‹.« *Official Journal of the European Communities*, 3. februar 2000, L 28.

³ »Council Decision No. 1999/382/EC of 26 April 1999 Establishing the Second Phase

Z gospodarsko krizo v obdobju po letu 2010 se je okrepila potreba po večji konkurenčnosti, po zadnji begunski krizi v letih 2015 in 2016 pa znova tudi vloga izobraževanja in usposabljanja kot socialnega dejavnika. Eden najpomembnejših ciljev trenutnega programa Erasmus+ je pomagati sistemom izobraževanja, usposabljanja in mladini pri prilagajanju hitro spreminjajočemu se svetu.⁴

Pomemben namen programa Erasmus+ je posodobiti izobraževanje in zagotoviti, da bosta poučevanje in naučeno ustrezni glede na spretnosti, potrebne za delovna mesta danes in jutri, ter za delovna mesta, ki si jih trenutno ne znamo niti predstavljati in se bodo razvila v bližnji prihodnosti (Evropska komisija 2017). Zakaj? Ker je aktivna vključenost posameznika v družbo preko dela ena ključnih pravic (23. člen Splošne deklaracije človekovih pravic).⁵ Poenostavljeno rečeno Erasmus+ pomeni večjo (40 % več kot prejšnji program) investicijo v sodelovanje in mobilnost v Evropi in širše, saj program zdaj podpira sodelovanje z vsemi državami sveta.

Program si je za obdobje sedmih let postavil zelo ambiciozne cilje. Med letoma 2014 in 2020 naj bi preko štiri milijone posameznikov sodelovalo v učnih priložnostih po Evropi in širše – ob tem naj poudarimo, da Erasmus+ ni namenjen le študentom, ampak se osredotoča tudi na učitelje oziroma izobraževalno in drugo osebje v šolah in drugih izobraževalnih organizacijah, na dijake, mlade prostovoljce, mladinske delavce in organizacije, dejavne na področju športa.

S sredstvi programa Erasmus+ bodo podprli:

- 650.000 dijakov v poklicnem izobraževanju in usposabljanju;
- 800.000 učiteljev, predavateljev, trenerjev, mentorjev in mladinskih delavcev;
- 2 milijona študentov (vključno s 450.000 praksami za študente v podjetjih);
- 500.000 prostovoljcev in mladih v mladinskih izmenjavah;

of the Community Vocational Training Action Programme Leonardo da Vinci.« *Official Journal of the European Communities*, 11. junij 1999, L 146.

⁴ »Uredba št. 1288/2013 Evropskega parlamenta in sveta o uvedbi programa »Erasmus+«, program Unije za izobraževanje, usposabljanje, mladino in šport, ter o razveljavitvi sklepov št. 1719/2006/ES, 1720/2006/ES in 1298/2008/ES.« *Uradni list Evropske unije*, 11. december 2013, L 347.

⁵ Glej <http://www.varuh-rs.si/pravni-okvir-in-pristojnosti/mednarodni-pravni-akti-s-podrocja-clovekovih-pravic/organizacija-zdruzenih-narodov/splosna-deklaracija-clovekovih-pravic/>.

- preko 125.000 organizacij bo sodelovalo med seboj, v Evropi in zunaj nje, njihov namen pa bo posodobiti izobraževanje in usposabljanje.

Izvedba dejavnosti sama po sebi seveda ni končni cilj. Pomembni so njihovi učinki, tako vsake posebej kot v sinergiji. Mobilnost ima največji učinek na posameznika (European Union 2014), projekti pa načeloma večji učinek na sodelujoče ustanove. Učinki dejavnosti vplivajo še veliko širše – na ustanove, ki sodelujejo v njih, kar bomo podrobneje obravnavali v nadaljevanju članka.

Enoten program vsekakor zagotavlja lažji dostop do dejavnosti, saj predstavlja eno vstopno točko za širok nabor možnosti. Zelo pomembno je, da povezuje različne deležnike, kar z izmenjavo znanja, informacij, izkušenj in praks krepi ne le samo izobraževanje in usposabljanje v Evropi, pač pa tudi gospodarstvo in družbo kot celoto (Evropska komisija 2017). Tesnejše povezave med izobraževanjem, odločevalci oziroma oblikovalci politik in gospodarstvom podpirajo poučevanje in učenje, ki je relevantno danes in bo tudi jutri.

Čeprav program Erasmus+ omogoča mednarodno sodelovanje z vsemi državami sveta, je pomembno razlikovanje dveh skupin držav, programskih in partnerskih. *Programske države* so članice EU, EFTA (razen Švice) ter države v pridruževanju (Makedonija in Turčija) in skupaj predstavljajo nekakšen »notranji prostor« programa Erasmus+. Kakršno koli sodelovanje z državami zunaj te skupine, razumemo kot mednarodno sodelovanje v Erasmusu+ (za ponazoritev: mobilnost iz Slovenije v ZDA je z vidika programa Erasmus+ mednarodna mobilnost, mobilnost iz Slovenije v Nemčijo pa ne).

Struktura programa je delno prilagojena naravi področja, ki mu je program namenjen, delno pa tipu dejavnosti, ki jih ponuja.

V osnovi temelji na treh stebrih:

- dejavnosti na področjih izobraževanja, usposabljanja in mladine,
- dejavnosti na področju športa in
- študije, katerih tema so evropske integracije – program Jean Monnet.

Znotraj vsakega stebra se tipi dejavnosti rahlo razlikujejo, vendar jih lahko v grobem razdelimo takole:

- mobilnost posameznikov (ključni ukrep 1);

- projekti sodelovanja ali razvoja inovacij (ključni ukrep 2);
- razvojni projekti (ključni ukrep 3).

Za sam program na ravni Evropske unije skrbi Evropska komisija – Generalni direktorat za izobraževanje, mladino, šport in kulturo. Komisija pripravi pravno podlago za program ter vso skupno razpisno dokumentacijo (vodnik za prijavitelje, letni razpis, prijavne obrazce, pogodbeno dokumentacijo ipd.). Od tod dalje pa dejavnosti potekajo po dveh poteh. Nekatere od njih Komisija prepuusti v izvajanje vsaki državi samostojno (decentralizirane dejavnosti), nekatere pa vodi sama neposredno (centralizirane dejavnosti). Decentralizirane dejavnosti se izvajajo preko nacionalnih agencij; vsaka programska država imenuje eno ali več organizacij – nacionalnih agencij, ki nato v imenu Komisije izvajajo decentralizirane dejavnosti programa Erasmus+ v tej državi: promovirajo razpis, usposablajo prijavitelje, opravijo izbor v svoji državi, upravljajo s sredstvi za decentralizirane dejavnosti na ravni države, spremljajo odobrene projekte itd. Vse nacionalne agencije sledijo enotnim navodilom Evropske komisije, seveda upoštevajoč nacionalno zakonodajo in posebnosti sistemov izobraževanja in usposabljanja. Centralizirane dejavnosti v celoti vodi in izvaja Evropska komisija oziroma Izvajalska agencija, ki jo je ta ustanovila.

Informacije, ki jih bomo navedli v nadaljevanju, se navezujejo zgolj na področje izobraževanja in usposabljanja, saj so dejavnosti, vezane na mladinski sektor, v pristojnosti druge nacionalne agencije.

Projekti mobilnosti (ključni ukrep 1)

Pomembno je vedeti, da posameznik kot fizična oseba ne more prijaviti projekta v programu. Projekt vedno prijavi organizacija/institucija, ki nato posameznika bodisi pošlje v tujino ali ga iz tujine sprejme. Projekt mobilnosti zajema organizacijo pošiljateljico, samega posameznika ter organizacijo gostiteljico. Dejstvo je, da je priprava na mobilnost eden ključnih elementov uspešne mobilnosti (študija, prakse itd.), zato je zelo pomemben čas pred mobilnostjo in po njej (priprava in reintegracija).

Projekti mobilnosti so vezani na področje izobraževanja, na katerem je prijavitelj dejaven:

- šolsko izobraževanje: vrtci, osnovne in srednje šole;

- poklicno izobraževanje in usposabljanje: poklicne šole in organizacije, ki izvajajo poklicno izobraževanje in usposabljanje;
- terciarno izobraževanje: višje strokovne šole in visokošolske organizacije;
- izobraževanje odraslih: ljudske univerze in druge organizacije, ki so del sistema izobraževanja odraslih.

Področja so enotna za vse sodelujoče države, vendar je treba vedeti, da je v vsaki od njih z nacionalno zakonodajo natančno določeno, katera je upravičena institucija za sodelovanje v programu. Zakonodaja je v državah različno stroga, zato podoben tip organizacije v eni od njih lahko sodeluje, v drugi pa ne more (predvsem velja to za področje poklicnega izobraževanja in izobraževanja odraslih).

V okviru projekta mobilnosti pa organizacija prijaviteljica lahko omogoči mobilnost različnih skupin in posameznikov. Mobilni so lahko dijaki, študenti, izobraževalno in drugo osebje (mentorji, trenerji, organizatorji praktičnega usposabljanja in drugi).

V skladu s ciljnimi skupinami so mogoči različni tipi mobilnosti posameznika. Načeloma velja, da se učeči se (dijaki ali študenti) vključijo v usposabljanje (praksa) oziroma izobraževanje (študij) na partnerski ustanovi, osebje pa ima možnost vključiti se v organizirano usposabljanje (tečaj), opraviti spremljanje na delovnem mestu, lahko pa izvaja poučevanje na partnerski ustanovi.

V okviru ključnega ukrepa 1 se dve dejavnosti izvajata centralizirano. Obe sta namenjeni izključno visokošolskim ustanovam in študentom, zato ju tu ne bomo opisovali. Več o tem je mogoče prebrati na spletni strani Evropske komisije.⁶

Projektno sodelovanje za inovacije in izmenjavo dobrih praks (ključni ukrep 2)

Pričakovani rezultati tega ključnega ukrepa so razvoj, prenos in/ali izvajanje inovativnih praks na organizacijski, lokalni, regionalni, nacionalni ali evropski ravni (Evropska komisija 2017a). Poudarek pri projektih v okviru ključnega ukrepa 2 je torej dvostranski – osredotočeni so na dejavnosti, ki se nanašajo na sodelovanje med organizacijami (ne na dejavnosti posameznika); glavni želeni učinek naj bi bil na ravni sodelujočih organizacij in tudi širše.

⁶ Glej http://ec.europa.eu/programmes/erasmus-plus/node_en.

Sam vodnik za prijavitelje v okviru te dejavnosti izpostavlja pričakovane rezultate na ravni organizacij in ne na ravni posameznika; na ravni organizacij pričakujemo (Evropska komisija 2017a):

- inovativne pristope pri obravnavi ciljnih skupin,
- bolj sodobno, dinamično in strokovno ter zavzeto okolje v organizaciji ter
- okrepljeno zmogljivost za delovanje organizacije v mednarodnem okolju (znotraj EU in širše).

Zaradi pričakovanega in mogočega učinka na organizacije in širše ter s tem na sisteme izobraževanja in usposabljanja je projektno sodelovanje še posebno pomembno za doseganje namena in ciljev programa Erasmus+. Če na vse dejavnosti v programu gledamo kot na gradbene zidake, so projekti za inovacije in izmenjavo dobrih praks nosilna struktura, ki bo pripomogla k učinkom programa Erasmus+.

Projekti so lahko usmerjeni

- v izmenjavo dobrih praks ali
- v konkreten, inovativen rezultat.

Decentralizirana dejavnost v okviru ključnega ukrepa 2 so strateška partnerstva (SP). Podobno kot pri projektih mobilnosti so projekti SP vsebinsko vezani na izobraževanje. Skupno jim je, da je lahko prijavitelj (razen v primeru SP samo med šolami) katera koli pravna oseba v državi prijaviteljici, opredelitev področja pa je vezana na vsebino projekta in področje, na katerem pričakujemo učinke. Prijaviti je mogoče strateško partnerstvo na naslednjih področjih:

- splošno douniverzitetno izobraževanje (ki zajema področje vzgoje in izobraževanja na ravni vrtcev, osnovnih in srednjih šol);
- poklicno izobraževanje in usposabljanje (začetno in nadaljevalno);
- terciarno izobraževanje;
- izobraževanje odraslih.

Zelo dobrodošli so *medsektorski projekti*, ki zadevajo prednostne naloge na dveh ali več različnih področjih. Pomembno je, da je rezultat projekta primeren za več področij in da torej projekt doseže izboljšave (ima učinek) vsaj na dveh različnih področjih.

V okviru letnega razpisa so določene *prednostne naloge*. Nekatere so prečne in mednje lahko sodijo projekti katerega koli področja, seveda vsak s svojega vidika, nekatere prednostne naloge pa so specifične za posamezno področje (npr. podpiranje prizadevanj za izboljšanje dostopa do predšolske vzgoje in varstva, ki sta cenovno dostopna in zelo kakovostna, je prednostna naloga zgolj za področje šolskega izobraževanja). Vsak projekt se mora nanašati vsaj na eno prednostno področje.

V okviru strateških partnerstev je vzpostavljena možnost *sodelovanja samo med šolami (strateška partnerstva samo med šolami)*, v okviru katerega zelo spodbujajo stike med vrtci in šolami po Evropi. Sodelujejo lahko le vrtci ali šole iz programskih držav, dovolj sta že dve šoli iz dveh držav. V okviru projekta SP je mogoča tudi mobilnost učencev (dejavnost usposabljanja, poučevanja in učenja – gostovanje skupine učencev), zato je ta tip dejavnosti med šolami izjemno priljubljen.

SP samo med šolami so omejena zgolj na izmenjavo dobrih praks; njihov osrednji namen je povezovanje šol in vrtcev in s tem prenos znanja, izkušenj, metod in načinov dela. Največji pričakovani učinek naj bi bil na ravni partnerskih organizacij, zaradi samega obsega tega sodelovanja (projektov takega tipa je v okviru decentraliziranih dejavnosti ključnega ukrepa 2 številčno največ) pa pričakujemo tudi učinek na sistemskih ravneh.

Centralizirane dejavnosti v okviru ključnega ukrepa 2 so ravno tako projektne narave, gre pa (v primerjavi s strateškimi partnerstvi) za projekte večjega obsega; vendar v njih šole kot prijavitelji ne morejo nastopati. Več je mogoče prebrati na spletni strani Evropske komisije.⁷

Podpora za reformo politik izobraževanja in usposabljanja (ključni ukrep 3)

Dejavnosti ključnega ukrepa 3 so v celoti centralizirane. V okviru tega ukrepa Evropska komisija ponuja možnosti za sodelovanje, ki prispeva k uresničevanju političnega okvira strategije EU 2020 in Izobraževanje in usposabljanje 2020, zato so nosilci večinoma oblikovalci politik in odločevalci.

Tudi v okviru teh centraliziranih dejavnosti šole kot prijavitelje ne morejo sodelovati, lahko pa sodelujejo kot partnerke organizacij, oblikovalk politike (nacionalne organizacije ali ministr-

⁷ Glej http://ec.europa.eu/programmes/erasmus-plus/node_en.

stva), in sicer na njihovo povabilo. Več informacij o teh dejavnostih je mogoče najti na spletni strani programa.⁸

Vodenje in upravljanje projektov (Erasmus+)

Ne glede na raznolike tipe dejavnosti in projektov moramo ome-
niti nekaj splošnih značilnosti. Te značilnosti oziroma priporočila
izhajajo iz izkušenj, pridobljenih pri spremljanju projektov, in iz
izvajanja programa Erasmus+ ter njegovih predhodnikov.

Izkušnje pri delu s prijavitelji kažejo, da si mora vsak, predno
prijavi projekt, odgovoriti na nekaj ključnih vprašanj ter razči-
stiti osnovne postavke, bolj ali manj vezane na njegovo vodenje in
upravljanje. Nekatere zadeve so splošne narave (nanašajo se na
kateri koli projekt), druge pa so specifične za dejavnosti v okviru
Erasmusa+.

Kaj je projekt?

Kot obstaja nešteto projektov, obstaja tudi zelo veliko definicij ozi-
roma opredelitev pojma »projekt«. Če izpostavimo nekaj najbolj
znanih in uporabljenih, je projekt:

- niz enkratnih, kompleksnih in povezanih dejavnosti, ki imajo skupen cilj in namen ter morajo biti končane v določenem času, v okviru proračuna in v skladu z zahtevami (Wysocki 2009 v Stare 2011);
- enkratna naloga, s katero bi radi ob vključevanju različnih virov v omejenem času dosegli želene rezultate (Andersen, Grude in Haug 2004 v Stare 2011);
- h končnemu cilju usmerjen, deloma enkraten proces, za ka-
terega je značilna koordinacija pri izvedbi povezanih dejav-
nosti (Frame 2003 v Stare 2011).

Zelo preprosta in nazorna pa je tudi opredelitev projekta v Slo-
varju slovenskega knjižnega jezika (2000): »kar določa, kaj se misli
narediti in kako naj se to uresniči, načrt«.

Še lažje pa je projekt opredeliti v razmerju do rednega dela.

Vse te razlike je zelo dobro ozavestiti, ko začnemo razmišljati o
kakršnem koli projektu. Večinoma se vsi zavedajo enkratnosti in
končnosti projekta, drugi vidiki pa žal postanejo pomembni šele,
ko se pojavijo težave. Poleg vsega omenjenega bi dodali še dejstvo,

⁸ Glej http://ec.europa.eu/programmes/erasmus-plus/organisations_en#tab-1-3.

PREGLEDNICA 1 Projekt v razmerju do rednega dela

Projekt	Redno (vsakodnevno) delo
Enkratna izvedba	Ponavljajoča se opravila
Končen	Nenehno izvajanje
Spremembe so revolucionarne	Spremembe so razvojne
Nestabilnost	Ravnovesje
Neuravnoteženi cilji	Uravnoteženi cilji
Začasni viri	Stalni viri
Poudarjanje ciljev	Opravljanje zadanih nalog
Tveganje in negotovost	Izkušnje
Nestandardiziran proces	Standardiziran proces

OPOMBE Povzeto po Stare (2011).

da organizacija projekt zelo velikokrat izvaja dodatno, ob rednem delu. To sicer ni nujno in tudi ni vedno tako, saj je mogoče določene naloge iz sklopa rednega dela povsem ustrezno izvesti tudi v okviru projekta (npr. obvezno strokovno prakso je mogoče izvesti kot mobilnost v okviru projekta – redno obveznost tako v okviru projekta izvedemo malo drugače).

Ključna vprašanja

Izhajajoč iz navedenih definicij in razlik med projektom in rednim delom je pomembno res jasno odgovoriti na nekaj ključnih vprašanj. Glede na definicijo v SSKJ je namreč, kadar »se misli *nekaj* narediti«, pomembno,

- *zakaj* je sprememba potrebna (analiza potreb);
- kaj je revolucionarna sprememba, ki naj bi jo projekt prinesel (učinek projekta).

Vprašanja nista razvrščeni po pomembnosti, med seboj sta enakovredni in stojita drugo drugemu ob boku. V bistvu bi se moral vsak projekt začeti z vizijo prihodnosti – kako bi radi, da bo čez dve leti, tri leta, pet let. Kolikor natančneje in jasneje definiramo to prihodnje stanje in kolikor bolje vizijo argumentiramo, toliko lažje je projekt definirati in ga nato izvesti. Zelena sprememba oziroma pričakovani učinek sta lahko zelo preprosta in majhna, lahko predstavljata prvega ali enega od korakov do znatnejše spremembe, izboljšave. »Revolucionarnost« spremembe se lahko pokaže na ravni posameznika in/ali na ravni organizacije in/ali celo širše.

Od jasne definicije, kakšno je stanje, ki si ga želimo v prihodnosti doseči, gremo nato z vprašanji »nazaj«:

PREGLEDNICA 2 Faze projekta pri različnih avtorjih

Burke (2003), Charvat(2002)	Snovanje	Začetek	Načrtovanje in razvoj proizvoda/ storitve, izvedba	Predaja
Frame (2003), Dinsmore in Cabanis-Brewin (2010)	Snovanje	Načrtovanje	Izvedba	Zaključevanje
Lewis (2007)	Snovanje	Opredelitev	Načrtovanje, izvedba	Zaključevanje
Meredith in Mantel (2009)	Snovanje in izbira	Načrtovanje	Kontroliranje/ nadzor	Ocena in zaključek
Thomsett (2002)	Študija izvedljivosti	Izdelava analiz	Načrtovanje proizvoda, gradnja in testiranje	Predaja
Moriss in Pinto (2007), Milo- šević (2003)	Začetek	Načrtovanje	Izvedba in kontro- liranje/nadzor	Zaključevanje
Wysocki in McGary (2003)	Opredelitev obsega	Razvoj načrta	Uveljavitev načrta, nadzor	Zaključevanje

OPOMBE Povzeto po Stare (2011).

- kaj za to, da bi dosegli cilj, ki smo si ga zadali, lahko naredimo mi, kaj je odvisno od drugih (in od koga);
- kako lahko to naredimo;
- kdo lahko to naredi;
- kdaj lahko to naredimo;
- kakšne vire potrebujemo (finančne, človeške, materialne idr.).

To je zgolj nekaj osnovnih postavk, ki se nanašajo na drugi del definicije pojma projekt iz sskj (»kako naj se to uresniči«) in ki nas vodijo k naslednji točki.

Glavne faze projekta

Podobno kot je veliko definicij pojma projekt, je veliko različnih definicij in pojasnil v zvezi z njegovimi fazami. Preprost prikaz tega je predstavljen v knjigi *Projektni management* (Stare 2011), iz katere povzemamo naslednjo shemo.

Če izhajamo iz ključnih vprašanj, je jasno, da je najpomembnejša faza projekta snovanje. Žal se vse prevečkrat zgodi, da se projekt začne z načrtovanjem dejavnosti ali včasih kar z izvajanjem. Če preskočimo fazo snovanja in ne oblikujemo povsem ja-

sne vizije (če ne odgovorimo enoznačno na vprašanje, kaj hočemo doseči in zakaj), imajo lahko sodelujoči v projektu (posamezniki in organizacije) različne vizije v zvezi s ciljem, kar posledično prej ali slej privede do težav in nesoglasij. To je nekako tako, kot če bi imel avtomobil več krmil in voznikov, ki bi se pred začetkom vožnje pogovarjali zgolj o cestnih predpisih in tehničnih značilnostih avtomobila, ne pa o cilju, kamor bi radi prišli.

Dejstvo je, da so vse faze projekta pomembne, so pa med seboj soodvisne in časovno zaporedne – ne moremo se dogovarjati o metodah evalvacije končnega rezultata, če rezultata nismo dobro definirali. Ne moremo načrtovati merjenja učinka, če ga nismo kvantitativno in kvalitativno opredelili (kako ga bomo merili – način in merilo, kaj je izhodiščna vrednost in kaj bo za nas merilo dobrega projekta). Če poenostavimo, bi bile faze projekta v okviru Erasmus+ naslednje:

snovanje → načrtovanje → izvedba in spremljanje →
zaključevanje in vrednotenje → uporaba rezultatov =
sprememba rednega dela.

Točke preloma

By failing to prepare, you are preparing to fail.

Benjamin Franklin

Kaj so najpogostejši razlogi za neuspeh projektov? Po navedbah spletne strani Project Insight⁹ so to:

1. Premajhna prepoznavnost projekta – vodstvo, projektni tim in drugi zaposleni imajo premalo informacij oziroma različne/neusklajene informacije, o projektu so prepozno obveščeni.
2. Nejasni (ali različni) cilji projekta.
3. Nepreglednost virov.
4. Slaba komunikacija.

Na podlagi dolgoletnih izkušenj ugotavljamo, da sta pri nas dva bistvena razloga za težave (ne nujno za neuspeh):

- neustrezno snovanje in
- slaba komunikacija.

⁹ Glej <https://www.projectinsight.net/white-papers/four-common-reasons-why-projects-fail>.

Oboje je pogojeno s preprostim dejstvom, da pri programu Erasmus+ ne gre za projekte posameznika, pač pa za projekte organizacij – torej skupin ljudi. Dejstvo je, da prav vsak posameznik znotraj organizacije razmišlja drugače oziroma samosvoje. Če si želimo skupaj doseči cilj, moramo vložiti trud in poskrbeti, da bodo skupne cilje, načrte in dejavnosti vsi v organizaciji videli enako. Naj poudarimo, da to ne pomeni, da različni pogledi na stvari niso dobrodošli, da različne ideje in ustvarjalnost odpadejo. Nikakor! Gre le za jasno definicijo dejstev: kaj je naša vizija, kaj bo po projektu drugače, kako drugače bo in kako bomo to dosegli.

Učinki sodelovanja v programih EU

Na centru nas je vedno zanimalo, kakšni so učinki sodelovanja šol v mednarodnih projektih. Ali se kaj spremeni, če je šola mednarodno aktivna, ali šole ostanejo enake? Ali zgolj izvedejo projekt in porabijo pridobljena sredstva? Kakovost projekta niso le kakovosten menedžment, kakovostni rezultati in poraba dodeljenih sredstev, temveč tudi predvideni in realizirani učinki. Ti učinki, to je spremembe na šoli, bodisi na ravni poučevanja in učenja – nove metode, novi pristopi, nova gradiva – ali na področju pedagoškega vodenja, klime v organizaciji itd., naj bi se obdržale še po koncu projekta. To je najpomembnejši in prednostni cilj programa, če hočemo krepiti kakovost sistema na nacionalni in evropski ravni. Glede na to, da trajnost učinkov z oddaljenostjo od konca projekta pada, je treba zagotoviti nenehen stik z mednarodnim okoljem (Sentočnik 2013).

Da se na šolah zaradi vzvodov iz programov EU nekaj dogaja, smo ob branju številnih vmesnih in končnih poročil, ob rednem spremljanju projektov ter z vsakodnevno komunikacijo z učitelji koordinatorji ugotavljali že več let. Naše ugotovitve so potrjevali posamezni ravnatelji in koordinatorji mednarodnih projektov, ki so poročali o izjemnih zgodbah, povezanih z mednarodnim udejstvovanjem. Zato smo se odločili ta opažanja podpreti s strokovno/znanstveno evalvacijo v vseh osnovnih in srednjih šolah, ki so sodelovale v programih EU. Že prva študija učinkov (Sentočnik 2013) je potrdila naše domneve ter izjave ravnateljev in učiteljev koordinatorjev, najnovejša analiza (Klemenčič v pripravi) pa je pozitiven vpliv sodelovanja v evropskih projektih znova potrdila.

Metodologija in vzorec

Za obe študiji (2013 in 2017) smo uporabili kombinirani kvantitativni in kvalitativni pristop. Da bi pridobili podatke, smo upora-

bili vprašalnik, za dodatno razjasnitev rezultatov pa smo opravili polstrukturirane intervjuje. Podatke smo obdelali s programskim paketom SPSS.

V prvi študiji 2013 so sodelovali ravnatelji in učitelji koordinatori osnovnih in srednji šol, ki so sodelovale v programu Vseživljenjsko učenje (podprogrami Comenius, Leonardo da Vinci, Študijski obiski in e-Twinning). Odzivnost je bila velika, saj je na vprašalnik odgovorilo 32 % ravnateljev in 56 % učiteljev koordinatorjev.

V drugi študiji 2017 so sodelovala le vodstva šol – večinoma ravnatelji. K sodelovanju smo povabili vse slovenske osnovne in srednje šole. Na vprašanja o vplivih mednarodnega sodelovanja na šole in delo učiteljev so odgovarjali le v šolah, sodelujočih v projektih; zabeležili smo 38-odstotno odzivnost ravnateljev osnovnih in srednji šol. V tej študiji smo rezultate preverili še s konsenzulano skupino.

Ugotovitve

Sodelovanje v mednarodnih projektih programa EU pozitivno vpliva tako na šolo kot na delo učiteljev in učence/dijake. To lahko podkrepimo z dejstvom, da so bile skoraj vse trditve, ki smo jih preverjali pri anketirancih, tako ravnateljih kot učiteljih koordinatorjih, ocenjene pozitivno. Po mnenju ravnateljev sodelovanje v projektih največ prinaša šoli in učiteljem, po mnenju učiteljev koordinatorjev pa učencem in šoli. Povezave med spremenljivkami so pokazale, da pozitiven vpliv na enem področju pozitivno vpliva tudi na drugo področje (Sentočnik 2013). Največji premiki, ki so bili posledica mednarodnega sodelovanja in smo jih zaznali na šolah, so bili *v izboljšani klimi v organizaciji, profesionalnem razvoju učiteljev ter nekognitivnem vidiku učenja učencev* (Sentočnik 2013). Študija iz leta 2017 ugotovitve potrjuje in dodatno ugotavlja še vpliv na internacionalizacijo šole (Klemenčič v pripravi). Šola se z mednarodnimi projekti spreminja v učečo se skupnost, ki je v današnjem hitro spreminjajočem se svetu nujna za ohranjanje kakovosti izobraževanja (Erčulj 2006).

Učinek mednarodnega sodelovanja na delovanje šole

Tako ravnatelji kot učitelji koordinatorji menijo, da sodelovanje v mednarodnih projektih *pozitivno vpliva na delovanje šole kot institucije*. Po mnenju ravnateljev mednarodno sodelovanje pozitivno

vpliva na ravnateljevo podporo učiteljem, na sodelovanje med učitelji in ravnateljem ter na stike učiteljev s tujimi učitelji. Učitelji koordinatorji pa največji vpliv pripisujejo stikom učiteljev s tujimi učitelji, ravnateljevi podpori učiteljem in možnosti mednarodnih poti za dijakе/učence. Bolj pozitivno kot učitelji so ravnatelji ocenili še trditve, vezane na prepoznavnost šole v okolju in odprtost šole v lokalno okolje, kolegialnost med zaposlenimi in občutek pripadnosti zaposlenih skupnim ciljem. Učitelji koordinatorji pa so le nekoliko bolj pozitivno ocenili stike učencev s tujimi učenci.

Vpliv na delo šole so nekoliko bolj pozitivno ocenili ravnatelji mestnih šol. Največja statistično značilna razlika se kaže pri oceni vpliva na stike učiteljev s tujimi učitelji. Pri učiteljih pa je viden obraten trend, saj so vplive na delo šole bolj ocenili koordinatorji podeželskih šol. Največja razlika se kaže v oceni vpliva na dialog med zaposlenimi, izvajanje dodatnih dejavnosti za učence, odprtost šole do lokalnega okolja, delovanje in usklajevanje med učitelji, kolegialnost med zaposlenimi in prepoznavnost šole v okolju. Učitelji mestnih šol so nekoliko višje ocenili le kriterij *stiki s tujimi učitelji* (Sentočnik 2013).

Ponovna izvedba ankete o učinkih sodelovanja v projektih EU leta 2017 (Klemenčič v pripravi) je potrdila pozitivne učinke mednarodnega sodelovanja na delovanje šole. Kot kaže preglednica 3, odstotki strinjanja s posameznimi trditvami v primerjavi z rezultati iz leta 2013 le nekoliko odstopajo. Po mnenju ravnateljev mednarodno sodelovanje še vedno najbolj prispeva k stikom učiteljev s tujimi učitelji – tako jih meni kar 95 % –, sledita prepoznavnost šole v okolju ter delovanje in usklajevanje med učitelji (projektno delo, medpredmetno povezovanje). Krepitev notranjih povezav med ravnateljem in učitelji je po mnenju ravnateljev rahlo upadlo, in sicer za 5 % (ravnateljeva podpora učiteljem in seznanjenost ravnatelja z učiteljevim delom), čeprav sta odstotka strinjanja s trditvijo še vedno zelo visoka (nad 80 %). Glede na velik vsebinski preskok pri pripravi projektov v okviru programa Erasmus+ za šole menimo, da so rezultati kljub rahlemu upadu zelo dobri, saj se šole v prvih letih prijavljanja na nove razpise niso najboljše znašle.

Ko primerjamo mnenja ravnateljev osnovnih in srednjih šol, lahko ugotovimo, da so si v ocenah posameznih kriterijev bolj ali manj enotni. Večja odstopanja smo zabeležili le pri kriterijih *izmenjava učencev/dijakov s partnerskimi šolami*, saj to trditev podpira 96 % srednješolskih in le 77 % osnovnošolskih ravnateljev, ter *uporaba IKT v šoli*, saj trditev pozitivno ocenjuje 80 % osnovnošolskih

PREGLEDNICA 3 Pozitiven vpliv mednarodnega sodelovanja na delovanje šole – primerjava med letoma 2013 in 2017 (v odstotkih)

Postavka	2013	2017
Stiki učiteljev s tujimi učitelji	96	95
Prepoznavnost vaše šole v okolju	93	93
Delovanje in usklajevanje med učitelji	95	92
Kolegialnost med zaposlenimi	91	91
Pripravljenost kolektiva za sodelovanje v novih projektih	87	91
Ravnateljeva podpora učiteljem	94	89
Zaposleni se lahko sporazumevajo v tujih jezikih	93	89
Občutek pripadnosti zaposlenih skupnim ciljem	89	89
Izvajanje dodatnih dejavnosti za učence/dijake	93	88
Pripravljenost kolektiva na navezovanje stikov s šolami v tujini	91	88
Stiki učencev/dijakov s tujimi učenci/dijaki	87	88
Sodelovanje med učitelji in ravnateljem	94	87
Odprtost šole do lokalnega okolja in širše	90	86
Izmenjava učencev/dijakov s partnerskimi šolami	84	85
Seznanjenost ravnatelja z učiteljivim delom	92	84
Dialog med zaposlenimi	90	84
Sodelovanje s starši učencev/dijakov	83	81
Ekскурzije učencev/dijakov v tujino	79	78
Uporaba IKT na šoli	81	75
Izvajanje obveznega programa šole	78	73
Sodelovanje z drugimi slovenskimi šolami	56	62

OPOMBE Povzeto po Sentočnik (2013) in Klemenčič (v pripravi).

in le 65 % srednješolskih ravnateljev. Statističnih razlik med mestnimi in podeželskimi šolami ni bilo zaznati.

Šole so prispevek k internacionalizaciji prepoznale predvsem v mednarodnem sodelovanju, kot so partnerstva, projekti mobilnosti učiteljev in dijakov. Med osnovnimi šolami so ravnatelji izpostavili še sodelovanje v projektih e-Twinning.

Na centru smo leta 2015 začeli razvijati koncept *internacionalizacije šole*, saj se moderni šolski sistemi nagibajo v to smer (Dear-dorff 2009 v Slapšak in Lenc 2016). Podlaga za prve razmisleke o tem so bili dokumenti, seminarji in strategija internacionalizacije na področju visokega šolstva ter pregled literature iz drugih držav o tej temi. Na teh temeljih smo na centru pripravili definicijo internacionalizacije institucije, in sicer: »Internacionalizacija je proces integracije mednarodne, medkulturne in globalne dimenzije v cilje in delovanje (poučevanje, učenje) šole.«

V vprašalniku za študijo leta 2017 smo anketirance povprašali

o tem, katere dejavnosti po njihovem mnenju prispevajo k internacionalizaciji šole. Po mnenju ravnateljev k njej največ prispevajo raziskovanje/projektna dejavnost, sodelovanje v mednarodnih projektih mobilnosti, mobilnost učiteljev, sodelovanje v projektih e-Twinning in pobratenje s tujimi šolami. Rezultati kažejo, da širine pojma internacionalizacija šole anketiranci ne poznajo dovolj dobro, saj menijo, da k njej prispevajo le mednarodne dejavnosti. V kontekstu termina internacionalizacija šole (Slapšak in Lenc 2016) so omenjene dejavnosti vezane na internacionalizacijo v tujini, čeprav lahko šole internacionalizacijo izvajajo tudi doma, v domačem, lokalnem okolju z vključitvijo tuje literature v pouk, gostujočih študentov in dijakov v dejavnosti na šoli, z organizacijo mednarodnih tekmovanj, srečanj in drugimi podobnimi dejavnostmi itd.

Ravnatelji se strinjajo, da internacionalizacija pozitivno vpliva tudi na sistem izobraževanja, in sicer na kakovost šol ter kakovost učenja in poučevanja.

Učinki mednarodnega sodelovanja na delo učiteljev

Pri učiteljih, ki so sodelovali v mednarodnih projektih, smo merili in ugotavljali, koliko in na katerih področjih njihovega dela je prišlo do sprememb. Največji vpliv smo zaznali med kriteriji, ki se navezujejo na krepitev medkulturnih kompetenc učiteljev in njihov profesionalni razvoj (Sentočnik 2013). Študija iz leta 2017 (Klemenčič v pripravi) je pozitivne učinke na delo učiteljev prav tako potrdila.

Kriteriji, ki kažejo na krepitev medkulturne kompetence, kot so spoštovanje različnih kultur, prizadevanje učiteljev za demokratičen dialog, pripravljenost za navezovanje stikov s tujimi šolami, na sporazumevalno zmožnost zaposlenih v tujem jeziku, vključevanje lastne kulture in dediščine v poučevanje ter evropske dediščine in vrednot, so med najvišje ocenjenimi, tako pri ravnateljih kot pri učiteljih samih. Leta 2013 je največ učiteljev (98 %) ter ravnateljev (92 %) kriterij *spoštovanje različnih kultur* ocenilo najvišje, podobno je bilo leta 2017, ko ga je najvišje ocenilo 96 % ravnateljev. Tudi druge kriterije s tega področja so anketiranci visoko ocenili; najnižje so leta 2013 ocenili kriterij *prizadevanje učiteljev za demokratičen dialog z dijaki oziroma učenci*, in sicer med 76 % pri učiteljih in 83 % pri ravnateljih. Iz preglednice 4 je razvidno mnenje ravnateljev leta 2013 v primerjavi s študijo, izvedeno leta 2017. Pozorni smo bili tudi na razlike med srednjimi in

osnovnimi šolami ter šolami, ki delujejo v mestnem ali podeželskem okolju. Izkazalo se je, da so učitelji s podeželja kriterije večinoma ocenili z rahlo višjim odstotki, vendar odstopanja niso bila znatna.

Dobro razvite medkulturne kompetence postajajo za učitelje nujne, če hočejo obvladati razrede, ki so tako v verskem, etničnem in kulturnem smislu vedno bolj heterogeni (Vrečar 2009). S pomočjo medkulturnega dialoga se borujemo proti stereotipom in predsodkom o pripadnikih drugih narodov, kultur in zmanjšujemo število konfliktov, povezanih s tem. Sodelovanje v mednarodnem projektu udeležence potisne v realno situacijo, v kateri se morajo tako sodelujoči otroci kot učitelji znajti v tujem okolju, se prilagoditi načinu komuniciranja, naravi dela. Kljub temu da gre običajno za kratkotrajne mobilnosti, te prinašajo dolgoročen učinek, verjetno ravno zaradi neposredne osebne izkušnje.

Za nas je bil še posebno pomemben podatek, da sodelovanje v mednarodnih projektih vpliva na sam način poučevanja, na pripravljenost spreminjati delovno prakso, sposobnost vodenja timov. »Precejšen delež učiteljev koordinatorjev (62,9 %) in nekoliko manjši odstotek ravnateljev (52,6 %) ocenjuje tudi, da ima delo v mednarodnih projektih *močan dolgoročen pozitiven* vpliv na izboljšanje organizacijskih veščin učiteljev, kar predstavlja pomemben prispevek k razvoju njihovih voditeljskih sposobnosti, ki postanejo nepogrešljive z uvajanjem inovativnih načinov vodenja šol (npr. razporejeno vodenje, deljeno vodenje) in s projektno timsko organizacijo kolektiva.« (Fullan 2004 ter Rupar in Sentočnik 2006 v Sentočnik 2013) O pomenu in potrebah vodstvenih sposobnosti učiteljev pišeta tudi Ažman in Zavašnik Arčnik (2017) v članku »Usposabljanje strokovnih delavcev za vodenje strokovnih aktivov z namenom ustvarjanja profesionalnih učečih se skupnosti kot temeljev za prihodnost šol«. Pri merjenju vpliva na pedagoško delo učiteljev ter tega, kako te spremembe vidijo ravnatelji in kako učitelji, se je pokazalo, »da individualna izpopolnjevanja učiteljev koordinatorjev največ prispevajo k širjenju njihovega pedagoškega znanja ter tudi k njihovi večji odprtosti do sprememb, ker si lahko novosti ogledajo v praksi in se o njih tudi pogovorijo z učitelji v tujini« (Sentočnik 2013). Tako na ravni učiteljev koordinatorjev kot na ravni ravnateljev so večji vpliv zaznali zaposleni na osnovnih šolah. Do izziva prihaja predvsem pri tem, kako novo pridobljeno znanje učinkovito posredovati kolegom, ki v projektne dejavnosti niso bili vpeti, in jih prepričati, da bi uporabili nove prakse.

PREGLEDNICA 4 Pozitiven vpliv mednarodnega sodelovanja na delo učiteljev – primerjava med letoma 2013 in 2017 (v odstotkih)

Postavka	2013	2017
Spoštovanje različnih kultur	96	92
Uporaba novih materialov in vsebin	90	92
Poznavanje in razumevanje sistemov izobraževanja	93	92
Organizacijske veščine učiteljev	95	92
Poznavanje tujih didaktičnih okolij	91	92
Motiviranost učiteljev za uvajanje sprememb in novosti v poučevanje	88	91
Izvajanje medpredmetnega povezovanja	96	91
Uporaba raznolikih metod in oblik poučevanja	86	89
Ozaveščenost o evropskih kulturnih in moralnih vrednotah	90	88
Seznanjenost z novimi oblikami in metodami poučevanja	83	88
Ozaveščenost učiteljev o skupni evropski dediščini	90	88
Sodelovanje in usklajevanje med učitelji	94	86
Odnos učiteljev z učenci/dijaki	92	85
Uporaba sodelovalnega učenja pri pouku	90	85
Usposabljanje učiteljev v znanju tujih jezikov	91	85
Socialne kompetence učiteljev	90	84
Vključevanje lastne kulture in dediščine v poučevanje	82	82
Usposabljanje učiteljev v uporabi novih metod in oblik poučevanja	75	80
Prizadevanje učiteljev za demokratičen dialog z učenci/dijaki	83	79
Poznavanje evropskih ustanov in njihovega delovanja	85	77
Razvoj računalniških veščin (veščin IKT)	73	73
Spodbujanje individualnega dela pri pouku	76	72
Usposabljanje učiteljev za uporabo IKT	67	69
Vključevanje učencev/dijakov v odločitve o poteku učenja	71	66

OPOMBE Povzeto po Sentočnik (2013) in Klemenčič (v pripravi).

Učinki mednarodnega sodelovanja na učence

Kakšen učinek imajo mednarodni projekti na učence, smo raziskovali v študiji o učinkih mednarodnega sodelovanja 2013, in sicer so svoja mnenja podali le učitelji koordinatorji. Po njihovem mnenju je mednarodno sodelovanje največ dodane vrednosti prineslo ravno učencem in dijakom. Sodelovanje v projektih pozitivno vpliva *predvsem na nekognitivne vidike učenja*, kot so samozavest, motivacija, zanimanje, spoštovanje različnosti zaradi ozaveščenosti o različnih kulturah. Ugotovitve lahko podkrepimo z izjemno pozitivno ocenjenimi trditvami, kot so samozavest pri uporabi in govorjenju tujega jezika, spoštovanje različnosti, zanimanje za druge države in njihovo kulturo, sodelovalne veščine in motiviranost za učenje tujih jezikov. Zaradi mednarodnih projektov

je moral pouk potekati bolj načrtovano, več je bilo povezovanja med različnimi učitelji in predmetnimi področji, kar je omogočalo bolj avtentično in s tem bolj produktivno učenje za učence/dijake. Sodelovanje v projektih je prispevalo tudi k njihovi ustvarjalnosti (Sentočnik 2013).

Zaključek

Obe študiji učinkov, ki smo ju izvedli na centru, sta potrdili pozitivne učinke mednarodnega sodelovanja na šolo kot ustanovo, na delo učiteljev in učence/dijake, vendar ti ne pridejo sami od sebe zgolj z odobritvijo mednarodnega projekta. Da bi dosegli ustrezne učinke, je nujna podpora ravnatelja in predanost, pozitivna naravnost učiteljev koordinatorjev, ki znajo združevati in povezovati sodelavce. Projekti morajo biti umeščeni v vizijo šole in letni delovni načrt ter povezani z njenimi prednostnimi nalogami. Le tako bodo vsi zaposleni vedeli, da gre za nekaj pomembnega, in bodo pri tem resno sodelovali. Da bi bili učinki projekta trajni, pa je treba zagotoviti nenehen stik z mednarodnim okoljem.

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Development of European Programmes in the Field of Education and Training and the Impact of These Activities

Erasmus+ is the largest EU programme in the field of education, training, youth and sport, aimed at enhancement of the education systems in Europe, this year celebrating its 30 years of existence. In this article we would like to portray the historical background in the development of EU programme and the opportunities for schools, with the emphasis on preparation of the cooperation projects, particularly in key action 2. We highlight the key phases of project management, which are crucial for the successful project implementation and identification of project impact. The last part of the discourse is dedicated to all the noted changes international cooperation brings to elementary and secondary schools. We present the findings of our impact studies carried out in 2013 and 2017. The findings namely show positive influences of the international cooperation on schools themselves as well as on teacher work and last but not least on learners. Most considerable positive progress was identified to be in the improvement of organisational climate, in professional development of teachers and in the enhanced motivation and self-confidence of learners. Behind all these positive results there is a need for strong and committed support of the school leadership and continuity in international cooperation as a necessary prerequisite of the desired impact.

Keywords: Erasmus+, education and training, international cooperation, primary and secondary schools

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VODENJE

v vzgoji in izobraževanju 2|2017

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Letnik 15



Erasmus+

Tematsko številko revije delno sofinancira ERASMUS+



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ISSN 1581-8225



9 771581 822503