



TRANSITION AS A PROCESS

THE ROLE OF GUIDANCE COMPENDIUM

CROSS BORDER SEMINAR PORTUGAL 2020





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Foreword

Euroguidance Cross Border Seminars(CBS) is an initiative started in 2005 by three Euroguidance centres (Austria, Czech Republic and Slovakia) who decided to organize an event dedicated to practitioners, experts and decision makers in the field of career guidance in order to discuss current trends and to share good practices and innovation in the field. Currently 11 European countries participate in this event and by rotation, each year one Euroguidance centre hosts the event.

In 2020 CBS was organized by Directorate General of Education that coordinates Euroguidance Centre Portugal. It took place on November 26th and 27th, on line. The theme of this Cross-Border Seminar was “Transition as a Process: The Role of Guidance”. The agenda comprise plenary sessions by Prof. Alexandra M. Araújo and Prof. Jérôme Rossier and workshops held by experts from Austria, Croatia, Czech Republic, Germany, Hungary, Portugal, Romania, Serbia, Slovenia and Slovakia.

The rapid technological evolution, with the growth of robotics and artificial intelligence, as well as demography raise new challenges to education and employment systems. Permeability and alternation in educational and professional paths are a structural reality. Linear educational and professional trajectories with well-defined, predictable and easily planned stages belong to the past. Changing professional activities several times throughout life, going through periods of unemployment and needing to acquire new knowledge are challenges that face young people and adults. The transition from school to labour market is repeated over the course of life, transitions from job to job is increasingly assumed to be structural. In this context, career guidance reinforces lifelong approach, not only as a strategy for empowering individuals to cope positively with the discontinuous and non-linear pathways they will face throughout their life, but also as a right to assure equality and equity and promoting decent work for all.

The objectives of this year’s seminar were to point out the current status and developments to prepare citizens to face the transitions through life. Even online it was an opportunity to create a friendly and practical framework for participants to exchange their professional experiences, find out about good practices from different countries, discuss new ideas and network together.

This compendium contains the articles from workshop leaders and keynote speakers as well the national surveys from all participating countries.

More CBS outputs could be find in: <https://www.cbs2020.euroguidance.gov.pt/en/>



KEYNOTE

Facilitating Successful School and Career Transitions: A Strengths-Based Approach

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Abstract

Life in school and at work is marked by many transitions, some more expected than others, through development and between contexts. Preparedness is key in managing such transitions. Personal resources, such as career adaptability, in the interaction with the elements of the environment, influence the quality and outcome of these transitions. Positive transitions are supported by optimal human strength and well-being. This chapter presents the elements that describe school and career transitions, explores the factors that influence such transitions, and presents a strengths-based approach to the study and intervention for successful transitions. Career counsellors assist in the quality of developmental and contextual transitions when they pay attention to students' preparedness for the transition and assist in building students' strengths.

School and Career Transitions

Students experience various transitions as they move through their formal education, and from education to work. Some transitions are related to the structure of school systems: the transition from parental care to school, from elementary to middle school, from middle school to secondary school, and from secondary school to higher education or work. Other transitions are related to development, and marked by physical, intellectual, and emotional changes. Often, these two types of transitions are intertwined. For example, the transition from middle to secondary school is closely followed by the transition from childhood to adolescence; in this transition, the development of the adolescent identity can be paired with institutional transitions to different schools which differ in their size, social interactions, and pedagogical environments. Other example is the transition to higher education, which is related to the transition into young adulthood for traditional students; the transition to college or university (with larger classes, new peer groups, more distant teachers, academic programs in specific scientific domains) is followed by increases in autonomy, shifts in personal relations with the family of origin and friends, and the implementation of important career plans for the future. In both cases, these transitions are fairly predictable events and occur as the individual moves across their development and across contexts. However, there are other shifts which are not normative and do not occur for every student (e.g., dealing with serious illness), making the developmental path more unique and also placing additional risks to the student (Hendry & Kloep, 2002).

Transitions have been conceptualized in different ways. For example, Baltes (1979) identified three types of influences on transitions: normative influences related to age (biological and environmental changes related to the chronological age), normative influences related to history (events connected to change and experienced by the cohort), and non-

normative influences (the environmental and biological determinants which influence individual paths and histories and which are not experienced by the cohort). Therefore, while specific transitions, such as from school to work, are seen as predictable developmental tasks that challenge individual actors as well as institutional regulations, other transitions across contexts or in life roles are less predictable. On the other hand, based on a sociocultural perspective, Beach (1999) described four types transitions, which can also be applied to the study of school and career transitions:

- a)** Lateral transitions, which involve changes between activities and/or contexts. In these transitions, there is progression in a single direction, such as from middle-school to high-school, or from high-school to university; in these transitions, the participation in one activity is substituted by the participation in another activity.
- b)** Collateral transitions, which involve participation in two related activities or contexts, such as the transition between different subjects at school or participating in formal extracurricular activities while studying at university.
- c)** Encompassing transitions, which involve changes in an activity itself, while the person is adapting to changing circumstances, such as students adapting to online learning, or workers adapting to changes in their work environments.
- d)** Mediation transitions, which bridge the participation in a current activity to one that is expected to be experienced in the future, such as vocational education programs and internships.

Transitions are influenced both by personal resources (e.g., ability, motivation, aspirations), but also by opportunities and constraints presented by the sociohistorical context and economic condition, including the macroeconomic conditions, institutional structures, social background, gender, and ethnicity (Schoon & Silbereisen, 2009). Development takes time and the transition patterns are seen to reflect cumulative experiences (e.g., the accumulation of educational experiences). Transition experiences are embedded within social contexts, from interactions with significant others to macro-social circumstances, including the system of available opportunities. Elements of the context that have mapped such opportunities include the level of technological development of societies, the participation of women in the labour market, employment rates, and the stability of jobs.

Transitions are dynamic processes, which include the movement of age-related growth and between various contexts (e.g., home, school). Therefore, the study of transitions should take into consideration the continuous interactions between the person and the environment (Crafter et al., 2019). Personal resources (e.g., knowledge, attitudes, relationships with others) for transitions are always situated within a social and cultural context. In such transitions, individual decision-making, educational achievement, and career planning and development are bounded by social institutions and the wider macrosocial conditions. Based on the work of Vondracek and colleagues (1986), the study of career transitions may be facilitated from a developmental-contextual perspective, in which career development across the lifespan is understood on the basis of the dynamic interactions between the individual and the context over time. Therefore, the development of self-career identity, decision-making, and career maturity occur as a function of such interactions.

For some students, transitions may be difficult, and they may experience declines in

achievement, motivation, and engagement. These declines may persist into late adolescence and adulthood and have a significant impact on self-concepts. Difficulties in transitions are related to personal and contextual factors, such as gender, prior problem behaviours, low academic achievement, low socio-economic status, lack of parental and teacher support, and poorer quality of friendships and peer acceptance (Anderson et al., 2000; Benner, 2011; Frey et al., 2009; Kingery & Erdley, 2007). Due to difficult school transitions, some students may experience significant social and emotional health struggles, such as loneliness, bullying, depression, anxiety, conduct and peer problems, and a level of disengagement that leads to dropping out of school or higher education (Alexander et al., 2001; Casanova et al., 2018; Ferreira et al., 2007; Waters et al., 2012).

It is important to acknowledge that preparing for transitions should be viewed as a normative task in development (Havighurst, 1948), and that successful accomplishments of normative developmental tasks as well as the importance given to achieve such task leads to improved personal and social adjustment, well-being, and satisfaction, and increases the likelihood of success with later developmental tasks and transitions (Benner, 2011; Graber & Brooks-Gunn, 1996; Seiffge-Krenke et al., 2010). In this case, continuity in development is represented by the influence of previous mastery on present development. Although transitions may be normative, the time frames for accomplishing tasks may have variations: for example, attaining the developmental tasks expected for adolescence can occur earlier for some (e.g., girls tend to experience earlier maturation than boys) than for others, and developmental tasks of young adulthood may be postponed for many, nowadays (Arnett, 2000; Seiffge-Krenke & Gelhaar, 2008).

In some cases, transitions are marked by discontinuities in the environment and/or in the role the student or worker plays. Discontinuities in transitions may impose significant challenges for students. Discontinuities include social aspects (such as changing peer groups, changing norms for behaviour, changing the quality of relations with teachers) and organizational dimensions (such as changing school environments) (Benner, 2011; Rutter, 1996). Dealing with both continuities and discontinuities in transitions may be facilitated by readiness. School readiness, which is highly dependent upon the context, includes the students' ability to prescribe to the school's rules and expectations and to adjust to the school environment (Dockett & Perry, 2002; Graue, 1992).

Successful transitions are a result of the interaction between personal resources and environmental resources and demands. For example, the transition to higher education is influenced by the interaction between the institution's characteristics, teachers' support, pedagogies and expectations for students' work, and a combination of pre-entry student attributes and personal characteristics, such as the family's background skills and abilities, personal expectations for higher education, age, gender, prior schooling, optimism, academic engagement, and positive relationships (Araújo et al., 2019; Casanova et al., 2018; Gabi & Sharpe, 2021; Páramo-Fernández et al., 2017; Thomas, 2002; Tinto, 2017; Zepke & Leach, 2010). On the other hand, literature reviews of factors that facilitate the transition to secondary school also show that this transition is influenced by both personal and contextual variables, such as gender, family background, perceived social support (parent support, peer acceptance, and sibling support), school factors (perceived teacher support, school belonging), involvement in extracurricular activities, spirituality, psychological factors (temperance, intellectual and

interpersonal strengths, agreeable personality), and communication between stakeholders (Benner, 2011; Bharara, 2020; Hanewald, 2013; Rens et al., 2018). Both transitions may be challenging, but with the support of personal strengths and environmental supports, students can experience positive and successful transitions, leading to long-lasting effects on their academic, social, emotional, and career development.

Based on the review of research that clearly identifies the influence of contextual, as well as personal factors, the study of contexts should be encouraged when analysing transitions. Bronfenbrenner's (1979) ecological model of human development and the later bioecological model (Bronfenbrenner & Morris, 2006) are tried and tested models that can help our understanding of educational and career transitions. Bronfenbrenner's ecological theory (1979, 1988) emphasized understanding the relations of the individual with their multiple environments, organized in a system of interdependent levels of context, and the active role of individuals in the dynamic interactions within and across the contexts and time. Ecological transitions are normative changes that occur in life and that require adaptation both by individuals and by the environment. On the other hand, the bioecological model (Bronfenbrenner & Morris, 2006) identified four elements – person, process, context, and time – which influence human development, and therefore transitions. Personal characteristics may influence the ways individuals engage in transitions. Such characteristics, which are based on biology and experiential history, include demand characteristics (e.g., gender, age, temperament), resource characteristics (e.g., past experiences, skills, abilities, social supports), and force characteristics (e.g., curiosity, motivation, risk-taking traits). When referring to the process dimension of development, Bronfenbrenner and Morris (2006) described the influence of proximal processes, which are complex, regular, and reciprocal interactions between the person and the objects, symbols, and other persons in the immediate environments, which happen over time. Such proximal processes may include aspects such as the interactions between the student and teachers and peers, between the student and their study materials, or between the student and online information about education paths and employment opportunities. The influence of such proximal processes may be mediated by the involvement of adults who encourage, care for, and participate in the same activities in which the student is involved in. The third aspect of the bioecological model, context, is a major element of the theory, and is operationalized in micro-, meso-, exo-, and macrosystems, which are organized in hierarchical levels. Finally, time is presented as an influential aspect of development, and includes the chronosystem, in terms of both time and timing of events, and elements of continuity and discontinuity in change, both of the person and of the contexts. Regarding career development and transitions, the element of timing can be understood as the person's resources to match decisions, commitments, and career transitions to life goals, to other transitions, and to opportunities and constraints in the environment (Reitzle & Vondracek, 2000). Studying the structural characteristics, processes, and connections between sociocultural contexts in transitions is advisable, although many studies on specific school and career transitions have failed to acknowledge the dynamic relations between the person and the environment, the importance of timing in transitions, the influence of changing environments in transitions, and the influence that the larger developmental context plays on these transitions (Benner, 2011).

Based on the Bronfenbrenner's ecological perspective (1979) as well as life-course

theory (Elder, 1994, 1998), Vondracek et al. (1986) formulated the developmental-contextual model of career development, which can play a particularly useful role in the study of school and career transitions, as the model emphasizes the multiple levels of influence on career development and examines the dynamic and interactionist nature of career development and transitions. Therefore, although individual characteristics, such as values, attitudes, motivation, planfulness, and coping styles influence career transitions, these transitions occur imbedded in structures of the environment, such as the current economic situation of the country, social expectations for education, unemployment rates, and the opportunities provided by the educational system for training and skills development.

A Strengths-Based Approach to The Study of Transitions

Understanding the dynamics of school and career transitions is crucial to exploring effective ways to promote resilience, development, and competency across the lifespan and life contexts. A strengths-based perspective can be particularly useful in supporting interventions to promote successful transitions, moving from a deficit orientation, which focuses on abnormality, problems, or difficulties, to a concern with optimizing students' skills, competencies, self-efficacy, and supports. Such a perspective recognizes the importance of individual strengths in the facilitation of transitions, by reinforcing protective factors and promoting students' personal and environmental resources. The strengths philosophy or perspective has its foundation in the positive psychology movement (Aspinwall & Staudinger, 2003; Linley & Joseph, 2004; Rath & Clifton, 2004; Seligman & Csikszentmihalyi, 2000). This perspective emphasises the personal resources or competencies that each and every person has, and explores ways to empower students and workers by accentuating personal resources and competencies rather than by investing time and effort on overcoming personal weaknesses (Clifton & Harter, 2003).

A strengths-based approach to the study of educational and career transitions assumes that every person has resources and competences that can be activated toward success in educational and career development. In this perspective, counsellors aim to empower individuals by focusing on the person's qualities rather than on personal weaknesses or deficiencies (Clifton & Harter, 2003; Seligman & Csikszentmihalyi, 2000). The aim is to help students identify personal talents, realize their potential, and increase self-efficacy and motivation to learn. Assessment of personal resources such as curiosity, hope, optimism, and engagement is key in interventions. Counsellors guided by such an approach strive to go beyond simplistic records of academic achievement and behavioural data, such as attendance.

Strengths are often described as talents that lead to success. Talents include naturally occurring patterns of interacting with others, processing information, and responding to the environment (Hodges & Clifton, 2004). Strengths can also be conceptualized as virtues, such as wisdom, courage, humanity, justice, temperance, and transcendence, and also as elements of character, including social intelligence, spirituality, and humility (Peterson & Seligman, 2004). Specific patterns of behaviours or thoughts may lead to manifestations of character

strengths in given situations.

In using the strengths-based approach to school and career transitions, educators and counsellors can identify the following aims, according to Lopez and Louis (2009):

- a)** individualize assessment and intervention in order to act upon the strengths, interests, and needs of each student. Such individualization includes the identification of qualities and personal goals, which are crafted by and with the student, the design of activities and experiences in which the student can apply such qualities, and timely feedback about the degree of success in the pursuit of personal goals and needs.
- b)** promote networking with personal supporters of strengths development. The strengths-based approach emphasizes the relational nature of personal competence: strengths help to establish meaningful relations and social networking. A particular focus of a strengths-based approach to interventions in career development is seeking to leverage the competence of others to overcome personal difficulties. Moving from an individualistic perspective to a relational outlook helps the person to understand that sharing competences and resources is an effective approach in problem-solving.
- c)** identify secure contexts for application and development. Educators and counsellors should aim to increase students' awareness of personal strengths and cultivate a greater future orientation, by identifying contexts and moments when students' strengths have been applied or can be applied in the future. Students should also be mentored in identifying opportunities to leverage and practice personal strengths.
- d)** placing a focus on personal responsibility in developing strengths, deliberately through practice and engagement in school and career activities, by proactively seeking experiences that will help to expand existing personal strengths. Such proactivity is informed by students' beliefs about the potential of growth in their competences. A growth mindset, which enacts on a developmental perspective of personal resources and capacities, will help students' efforts in intentionally developing their competences.

Developing Strengths for Successful Transitions

Enhancing successful transitions can be achieved by means of a proper preparation, so that the individual can make the most out of the existing opportunities and deal with barriers and obstacles. Such preparation is related to individual resources of career adaptability, which are the self-regulation strengths that the person uses to cope with the familiar or unfamiliar, predictable or complex tasks of preparing for and participating in the work role (Savickas & Porfeli, 2012). Career adaptability is defined by four dimensions: career concern (looking ahead to one's future, linking present activities to the desired future, and planning), control (taking responsibility for making career-related decisions, by using self-discipline, effort, and persistence), curiosity (exploring knowledge, skills, and abilities, exploring the work world, seeking and interpreting occupational information), and confidence (having the self-efficacy to undertake activities needed to solve problems, overcome obstacles, and implement

life design) (Savickas, 2005; Savickas & Porfeli, 2012). Career adaptability is, therefore, key to successful career transitions in formal education and in the transition to employment (Creed et al., 2003; Germeijs & Verschueren, 2007; Patton et al., 2002; Savickas, 2005). Career adaptability is malleable (Savickas & Porfeli, 2012) and can be trained through intentional and structured interventions, with positive results in the long-term (Koen et al., 2012).

Building strengths based on the promotion of adaptability and the reinforcement of resilience is a promising line for intervention. Strengths interventions have the main goal of increasing well-being and personal achievement through the identification and development of strengths. The use of personal strengths leads to feelings of engagement, fulfilment, self-esteem, and well-being, which may sustain positive and meaningful change (Littman-Ovadia et al., 2014; Quinlan et al., 2012).

Strengths-based interventions set their foundations on adequate assessments, which identify areas of strength to capitalize upon. When using strength-based assessments, educators and counsellors recognize the importance of contextual variables, which may, in turn, result in a more appropriate understanding of youths and their resources, as well the active engagement of families and teachers in supporting and monitoring students' success (Jimerson et al., 2004). In addition, identifying strengths that are the focus of intervention and enacting positive individual characteristics (such as hope, which can be seen as the effort to attain a goal) also helps to maximize contextual supports, deal with contextual barriers, positively influence the work context, and promote fulfilling work (Owens et al., 2019; Owens et al., 2019). Strengths-based counselling may include focuses such as identifying strengths, clarifying concerns, instilling hope, framing solutions through solution-focused strategies, and building empowerment and resilience to pursue goals (Smith, 2006). Research about interventions in this domain, as reviewed Louis and Lopez (2014), suggests that optimal strengths interventions have the following characteristics: a) they describe strengths as features that can be developed; b) they present strengths as related to one another and as existing in varying degrees; c) they identify desired outcomes first, then integrate evidence-based strategies to achieve the interventions' goals; and d) they reinforce learning over time.

Seligman (1998) proposed the construction of a science of building human strength that will foster virtues such as courage, optimism, interpersonal skill, hope, perseverance, and a work ethic. Aligned with such a perspective, Savickas (2003) acknowledged that counselling psychology is active in developing models and interventions that build human strength, and proposed a taxonomy of human strengths, which are the focus of career researchers and counsellors. This taxonomy includes six major strengths: **a)** becoming concerned about the future, **b)** increase personal control over one's own activities, **c)** form convictions about preferred roles and goals, **d)** acquire the confidence that supports self-esteem and productive work, habits, and attitudes, **e)** commit oneself to an occupation, and **f)** find effective ways to connect with one's co-workers and community. The construction of a career relies on developing these six human strengths, and preparing for and dealing with educational and career transitions is supported in large by such strengths.

a) Hoping: developing career concern. In Savickas' taxonomy, the first strength is becoming concerned about the future and is related to the question "Do I have a future?". Career development is facilitated by acknowledging that the present vocational situation is related to past experiences, and linking those experiences with the present and the preferred future. If the present moment is disconnected from the future, then the person feels helpless and will not invest efforts in the present moment as a way to prepare for the future. The connection between present experience and dreams of the future will help to engage in preparing for tomorrow. Career counselling fosters the development of a forward looking orientation by increasing individual's planfulness and supports individuals in designing their lives, by promoting career awareness, inducing a future orientation, promoting optimism, reinforcing planning behaviours and skills, and helping in linking the present moment activities and events to future outcomes.

b) Willing: Developing career control. The second strength proposed by Savickas (2003) is career control and is related to the question "Who owns my future?". Perceptions of control over one's career are largely influenced by the person's culture and should be taken into consideration in career counselling, as people from individualistic cultures believe in personal ownership of their careers, while individuals from collectivistic cultures believe in following expectations and guidelines set by the family or by elders. Regardless of the culture, a sense of career control is related to optimism about the future and should be fostered in counselling, by supporting a sense of agency, decisional competencies, assertiveness, and attributions to effort.

c) Purposing: Developing career convictions. The third strength in Savickas' taxonomy is career conviction and is related to the question "What do I want to do with my future?". Purposing involves exploring convictions about the meaning of work, interdependence with other people, and a willingness to contribute to the well-being of the community. Positive conceptions about the career choice process are related to viable choices in one's career and the pursuit of intrinsic gratification in career development. Purposing, i.e., the construction of a purpose in life, can be supported by promoting exploration of the environment and personal values, including information-seeking behaviours, the clarification of values, and goal setting.

d) Endeavoring: Developing career competence. The fourth strength in the taxonomy (Savickas, 2003) is endeavoring, i.e., feeling confident about meeting the demands of one's vocational future. This strength is related to the question "Can I do it?". After establishing career convictions about purpose in life and setting goals, individuals inquire if they are capable of reaching such goals. Career confidence helps in moving goals to executing courses of action to implement educational and vocational choices. Facilitating endeavoring in career counselling involves encouraging a focus on efforts, behaviours and actions, and promoting beliefs that one can solve problems.

e) Committing: Developing career choices. The fifth strength presented in Savickas' taxonomy is committing, which focuses on identifying and selecting social roles that enable the purposeful pursuit of life goals. This strength is related to the question "Which roles enable me to pursue my life goals?". Career counsellors help individuals answer such a question by supporting the commitment to a self-chosen identity

through the choice of an occupation. By committing to an occupational choice, individuals establish their identity in relation to society. Fostering career commitment includes promoting learning about abilities, vocational interests, and work values.

F) Relating: Developing partnerships. The sixth strength presented by Savickas (2003), relating, refers to the implementation of the vocational self-concept by means of relations with the community and co-workers. This strength is related to the question “With whom will I pursue my goals?”. Career counsellors facilitate career connections by supporting the development of social skills and the ability to form effective relationships that are key to the establishment in an occupation. This support may include mentoring, peer support, social skills training, and career coaching, and focus on communicating appropriately, developing friendliness and tolerance in work relations, and dealing with diversity.

The six strengths presented in Savickas’ (2003) taxonomy can be used to develop a framework to analyse and promote career adaptability, diagnose career decision-making difficulties, and promote work adjustment. Concentrating on building career concern, control, conviction, competence, commitment, and connections in career education and counselling will help to support the virtues listed by Seligman (1998), including courage, optimism, hope, interpersonal skill, perseverance, honesty, and a work ethic. In this sense, individuals are seen as decision-makers, capable of choices, preferences and mastery, and the role of counsellors should be one of fostering and amplifying strengths.

Conclusion

School and career transitions, both normative and non-normative, present significant challenges to students. To make successful educational and career transitions (within the educational system and from the educational to the occupational world), students should be encouraged to develop their personal strengths. Such strengths include emotional and behavioural skills, competencies, and personal characteristics that contribute to personal achievement, positive relations with peers and the family, enhance the ability to deal with stress, and promote well-being and personal, academic, and social development. These personal strengths will help students manage predictable developmental, educational, and vocational tasks related to expected developmental paths, but also unpredictable, complex and ill-formed problems that they may encounter in their lives. Therefore, the work of career counsellors goes beyond providing assistance in choosing an academic program or occupation, getting a job, or placing students in a training program. Successful transitions can be facilitated by the intentional development of students’ strengths, which will include building a positive self-concept, developing social skills, understanding the relations between emotions and behaviour, developing curiosity and skills in exploration, acknowledging with realism the relations between academic achievement and career planning, developing positive attitudes towards work and learning, building proactivity in learning about educational and occupational opportunities, and understanding the relations between life goals and life contexts. These strengths will act as buffers against adversity, equip students with resources

to show resilience and face challenges presented by transitions, and promote development and self-actualization.

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KEYNOTE

The Importance of Providing Life-Long Career Guidance for All in an Uncertain World

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Abstract

In our contemporary societies, careers are characterized by unpredictability and frequent and increasingly complex work transitions. The implications of these transformations and the ensuing uncertainty have been amplified by the demographic, the climatic, and the COVID-19 pandemic crises. All these evolutions put our societal structures under pressure and induce a feeling of insecurity. In this context, we need to combine life-long learning and life-long career guidance, make career guidance accessible to all (within our countries and around the world), have a holistic understanding of career paths, provide interventions that allow people to develop their personal sense of agency, diversify our interventions (preventive, digital, etc.), and contextualize our interventions (for underserved people or for people with specific needs). This is, however, not enough, we also must make collective actions, in order to have an influence on the policies that are developed in our countries

Keywords: lifelong counseling, lifelong learning, decent work, social inclusion, social justice

Introduction

As maybe never in the past, our societies have to face many challenges that may have long-term impacts on our lives and our ways of living together. Since almost two hundred years we have been experiencing a demographic boom, with a population that has grown from one billion at the start of the 18th century to nearly 7.8 billion in 2020 and could reach 11 billion in 2100 according to the United Nations. In addition, in most western countries the population is aging, putting our social security system under pressure. In other countries, in particular in Africa, the population is very young. We also observe in the last fifty years an increase of migration (Rossier, 2021). And we are facing major global climate change and global warming that will force our societies to drastically modify the ways we are living. In Switzerland, we observe the melting of our glaciers and in other countries some regions are becoming arid and less fertile.

We also observe important changes to our social and physical environments. Our societies are characterized by a massive globalization of markets, knowledge and exchanges. We are facing rapid technological evolution, and the robotization and digitalization of our means of production has large impacts on the structure of the labor market. In some Western countries, such as the United States, we observe a polarization of the labor market with an increase of the number of high and low skilled jobs and a decrease of the medium skilled and routine jobs. In Europe, on the other hand, the number of high and medium skilled and non-routine jobs has increased, while the number of routine jobs has decreased, and number

of low skilled jobs remained stable. We observe precarization for many workers, with an increase in the non-standard employment which leads to dualization of the labor market, with some workers still benefiting from stable and secure employments while others are in more precarious situations. Our societies offer less structured social spaces, and a diversification of social norms. More diverse and weaker social norms means more freedom for individuals to develop their singularity as encouraged by our individualistic social culture, but it also means less structure and security.

COVID-19 as an Additional Crises

The cumulative disadvantage theory states that inequalities in terms of capital, be they financial, social, psychological, or in terms of health, tend to increase over time (Dannefer, 2003). Thus, disadvantages tend to cumulate and to increase exposure to risk. According to this theory, the COVID crisis can be conceived as an additional load to all the changes mentioned above, which puts our societies under pressure and amplifies social inequalities, the precarization of some workers, the dualization of the labor market, etc. Even in a country like Switzerland where the state has taken many social and economic measures, such as offering bridging credits for companies in need, financial support for self-employed people, and partial employment measures allowing people to get 80% of their salary, the most precarious part of the population has the most difficulties in facing this crisis. For example, getting only 80% of your salary is most problematic for people with very low incomes. Moreover, the unemployment rate increased and the Swiss gross domestic product decreased by about 5% in 2020.

Increase of non-standard employment

The International Labor Organisation (ILO; 2016) has observed a large increase in non-standard employment around the world. The ILO distinguishes 4 types of non-standard employment: 1. Temporary employment (fixed-term contracts or casual work); 2. Non-desired part-time or on-call work; 3. Multi-party employment relationship (often implying subcontracting or crowdworking); 4. Dependent self-employment. For example, temporary work increased in the last 20 years and now accounts for 10 to 20% of employment in most European countries, with slightly higher rates in the Netherlands, Poland, Portugal, and Spain. The development of digital labor platforms contributes to the increase of non-standard employment (ILO, 2019). Digital labor platforms concern many sectors, including accommodation, transportation, and household services. In some cases they give work to selected individuals and sometimes to the cowed. This work can be web-based (e.g. translation services) and or location-based (e.g. delivery services). In many cases social security benefits are not payed and people have no social protection. It is a kind of informal economy of the post-modern society.

This changing world is very complex. The complexity of the educational system, the labor market, and of the social norms seems to have increased. Moreover, this complexity is amplified by the rapid social evolutions, which appear to increase inequalities in the

distribution of wealth within and across countries. In this context, the job of career counselors also becomes more complex. For example, she or he must work with a much more diverse population in a constantly changing environment.

Pluralization of Career Paths

Developmental theories in our field have usually conceived of career paths as being quite linear, for example in Super's (1980) life-span life-space theory. However, since several years we know that careers are not as linear as modeled in the 1950s and 60s, and several updated sources and theories have been proposed. Arthur and Rousseau (2001) defined boundaryless careers, where work has an impact on all life spheres (even family and leisure time). In addition to the dissolution of the boundaries between the life spheres, we also observe a diversification of professional and life paths. To describe this diversification, Hall (1996) has spoken of Protean careers and Sullivan and Mainiero (2007) of kaleidoscope careers. Indeed, due to the economic, cultural and social changes mentioned above, we observe fewer linear careers and more diverse career paths. For this reason we may speak of a pluralization of career paths (Urbanaviciute, Bühlmann, & Rossier, 2019).

This pluralization of career paths implies that people are facing more transitions and sometimes more challenging transitions. The school-to-work transition is still a major issue in our societies and this has become more complex because the educational system has become more complex in response to a more fragmented labor market characterized by higher expectations in terms of skills and competencies in most Western countries. Career paths are also likely to include several transitions that can be vertical or horizontal. Vertical transitions imply a move in the same economical sector and can be either an advancement or a downgrading, when workers must accept a position with lower salary or less responsibility, common when older unemployed workers must find a new position (Oesch, 2020). Horizontal transitions suggest a repositioning on the labor market, which can imply a need for guidance, counseling and possibly retraining (Rossier et al., 2020). Finally, the transition to retirement seems to have also become more diverse and many retirees continue to work in some form (Froidevaux & Hirschi, 2015). To manage these transitions, people and counselors need to take into account the type of transition: events or non-events, expected or non-expected, the context (age, sector of activity, etc.), contextual constraints, and the type of change anticipated, in a process that Schlossberg has described as the 4 S's (situation, self, support, and strategies) (Anderson, Goodman, & Schlossberg, 2012).

In our Western societies some people seem to be more vulnerable during transitions. I will only mention three populations, each with specific needs that suggest different types of interventions. First we can mention young people not in education, employment, or training (NEET). In many countries the school-to-work transition has become more difficult and the rate of NEET is correspondingly high, even though it appears to be decreasing in these last years. In 2019, 10.6% of young people in France, 5.7% in Germany, 18% in Italy, and 8% in Portugal were still considered NEET and this population remains an important challenge for our societies in terms of inclusion. The ILO estimated that the rate worldwide was about 21% in 2018 (see www.ilo.org/ilostat). In Switzerland, educational trajectory (not having

completed compulsory school successfully, odds ratio ≈ 12) was the main risk factors for being NEET, with a second but less strong factor being poor social integration (odds ratio ≈ 4), in particular for young people who immigrated recently (Handschin et al., submitted). Another population that has difficulties to enter the labor market are migrants and asylum seekers with low educational levels or traumatic trajectories. Finally, workers aged 50 or higher also have more difficulties to manage career transitions (frequent long-term unemployment), even if unemployment rate among this population remains relatively low in Switzerland (Oesch, 2020).

The pluralization of career paths and the multiple transitions that it implies also begs the question how we can secure sustainable careers in these conditions. If we consider sustainable careers as a “sequence of career experiences [...] over time, [...] crossing several social spaces, characterized by individual agency, herewith providing meaning to the individual” as defined by Van der Heijden and De Vos (2015, p. 7), the interaction between the context and a person is evolving continuously and requires proactivity and adaptability to reach a satisfactory level of fit that promotes happiness, health, and productivity. However, this model does not really indicate how people with difficulties managing their career transition should be supported, even though this number seems to increase in our contemporary social and economical context. Given this context, we believe that to be sustainable, career transitions between sequences need to be secured (Urbanaviciute et al., 2019). In an economically challenging environment or for older unemployed workers, entrepreneurship has sometimes been presented as an option. The model of entrepreneurship intentions of Liñán (2004) suggests that these intentions depend on the knowledge people have of entrepreneurship, and its perceived desirability and feasibility. In this context, some entrepreneurship modules have been developed for older workers or young people. However, in adverse social and economic situations as in some African countries, the perceived desirability is low because entrepreneurship gives so little access to social security and health care insurance (Atitsogbe et al., 2019). So while entrepreneurship can contribute to economic growth of a country, it should not be seen as the only solution to labor market integration difficulties, and measures to promote entrepreneurship should not lead to an overall increase in the number of non-standard employments as defined by the ILO (2016).

Career guidance to promote social justice and access to decent work

Since the beginning of career guidance and with the contributions of Parsons (1909), our field has developed to help the most vulnerable to enter the labor market. For example, the statutes of the International Association for Educational and Vocational Guidance states that “[...] the mission of the [association] is to (c) contribute to addressing diversity and social justice issues in education and work.” Several books have been recently published on this issue (Hooley, Sultana, & Thomsen, 2018). However, career guidance should not only help individuals get access to the labor market but also allow help them access work of quality. The importance of providing decent work was already included in the UN’s Universal Declaration

of Human Rights of 1948 (art. 23, al. 1 and 3): “Everyone has the right, [...] to just and favorable conditions of work [...].”

More recently, access to decent work and its four pillars—access to work, social protection, rights at work, and social dialogue, as defined by the ILO (1999)—have become central elements of the 2030 Agenda for Sustainable Development of the United Nations (2015). This is also a central element of the psychology of working theory (Duffy et al., 2016), which links contextual constraints, including economic constraints and marginalization factors, individual resources, access to decent work, needs fulfillment and well-being outcomes. This model suggests a series of antecedents, moderators, and outcomes. Several personal and contextual moderators are also taken into account. Of course, this model is not exhaustive and several additional constraints, resources and outcomes can be considered. In particular, the choice of work volition and career adaptability as resources seems to be limited and many other resources could be considered (Rossier, 2015). Moreover, the ways this model suggests assessing decent work may not adequately address objective work conditions, instead focusing on subjective perceptions of them, perceptions that can be influenced by cultural factors. For example, in Burkina Faso decent work was described as

“work that allows a decent life without contravening social norms. Decent work is connected with the notion of social dignity; it should be an honest occupation. This characteristic, as mentioned, might be linked with the more prevalent social norms of a collectivistic culture. It also suggests the ways in which work allows people to be socially situated beyond their achievements. This social component of decent work seems to be especially important in this West-African context. (Rossier & Ouedraogo, 2021)

The psychology of working theory has been partially validated in various cultural contexts (e.g., Atitsogbe et al., 2020; Ribeiro, Teixeira, & Ambiel, 2019; Masdonati, Schreiber, Marcionetti, & Rossier, 2019), but it would merit further development to allow the relationships between its numerous constructs to be more dynamic and subtle and to evolve across time. Moreover, recursive processes might be in play between the contextual factors, resources, and outcomes (Rossier & Ouedraogo, 2021).

Implication for career guidance

In order to be prepared to face a changing world, life-long learning has been recognized as of crucial importance by many states and international organizations. Life-long learning has several implications if we want it to be fully effective. First, it should imply, as requested by the UN Convention on the rights of the child (1989), that compulsory education should be free and available for all; second, continuous and further training should also be available for all, allowing each person to continue to develop their skills in their professional sector in order to remain employable; finally, life-long learning should help people to maintain their employability in a specific sector (Guilbert et al., 2016). However, when social and economic conditions are constantly evolving, people may face major horizontal transitions and have to retrain or work in a totally new sector of the economy. Public policies should create

conditions in which retraining is accessible. In an unstable world, when work conditions are insecure, retraining should be available to facilitate the potential for individuals to reposition themselves on the labor market. For this reason, we believe that life-long guidance and counseling for all should be promoted in addition to life-long learning (Rossier et al., 2020).

In a globalized and unstable world, career guidance professional will have to work with diverse populations with quite different careers. In order to understand this diversity of situations and be able to contextualize our interventions, we need to rely on **holistic theoretical frameworks**, which can consider the cognitive, social, emotional, subjective aspects of a person's career and life path. Several perspectives in our field have been proposed. The life design approach, for one, attempts such a holistic perspective, integrating many dimensions of the personal and social reality of a counselee (Savickas et al., 2009; Nota & Rossier, 2015). As suggested by Super (1980), people develop over time and are active simultaneously in different life spaces or spheres. However, this development is not linear and can take various—sometimes unpredictable—forms. The life sphere is also sometimes difficult to distinguish, as the border becomes less clear and stable (Hall, 1996). In addition to evolution in a two-dimensional space, we need to take into consideration a third dimension to account for the different layers of the self, as modeled by McAdams (2013). According to McAdams, we can distinguish the self as both an actor, who expresses traits and endorses social roles, and as an agent who follows goals according to personal values, as well as an author who narrates his or her own life. According to these views, career interventions should increase counselees' reflexivity (to respond to their need for meaning), intentionality (to respond to their need for continuity), and agency (to respond to their need for resources) (Rossier, 2015b). These interventions also aim to strengthen counselees' resources, as career adaptabilities, career self-efficacy, and other resources can be social, behavioral, cognitive, narrative, or meta-cognitive (Rossier, 2015a).

If we want to provide career guidance and counseling for all, in particular the underserved and the most vulnerable, we need to **diversify our interventions**. Preventive interventions for less privileged groups could be developed and offered by schools, at the workplace by unions, and by social services for people with low income, disabilities or diseases, and for dependent young and older workers. We need to keep in mind that the most vulnerable sometimes seek less actively for support. Group or community-based interventions that are known for being cost-effective could be developed for groups sharing a similar disability or facing a similar situation (Bakshi & Joshi, 2014). Learning from the COVID-19 crisis and considering also populations that are geographically more distant, online distance interventions (face-to-face, per chat, or via specialized internet platforms) could also be useful to reach a broader population. However, part of the population has little access or difficulties to use digital means and thus fully online career guidance and counseling would only increase inequalities in regard to the access of services. For this reason, digitalization should go along with digital inclusion strategies.

Contextualizing interventions means taking the cultural, social, economic, and political situation into consideration and also implies adapting interventions to the beneficiaries. For example, in Switzerland special programs for young NEET are long-term, lasting several months to a year; they use group settings to sustain social integration, are managed by a multidisciplinary team (social workers, career counselors, etc.), include activities that help

participants develop their self-esteem and self-efficacy (artistic activities, work under supervision, etc.), include career information and planning activities and internships, and also offer continuous coaching. Programs for young NEET are thus very different from regular career counseling (usually done in 3 to 8 sessions) but include career counseling modules in a more comprehensive psychosocial intervention (Handschin et al., submitted). Another example of a contextualized intervention is the recently developed intervention for young asylum seekers in Switzerland (Udayar et al., 2020). Indeed, public authorities have emphasized the importance of a rapid social integration of this population to avoid long-term dependence on social welfare. For this reason, a new intervention has been developed that aims at reinforcing language learning and rapid and sustainable socio-economic integration of newly arrived immigrants aged 19 to 25. The program includes individualized coaching (health, housing, personal issues, internship, vocational training, education), language classes (French), and career counseling (aimed at identifying competencies and assessing the professional potential and developing a training plan). This intervention has been seen to be quite effective, because it can be adapted to the need and situation of the beneficiary.

Considering all the aspects mentioned above, we believe that we should promote career guidance and counseling for all. Career guidance for all also implies **promoting guidance all over the world**. Educational and vocational guidance has long been recognized as important in helping young people make the transition to employment. The Convention on the Rights of the Child states (UN, 1989, art. 28, para. 1, 1a, 1d) that “States Parties recognize the right of the child to education [...]. Make primary education compulsory and available free to all; [...] Make educational and vocational information and guidance available and accessible to all children; [...]” Because it is not yet a reality everywhere, we need to continue to promote career guidance for all in all countries, and not only for children. In order to have an impact on our societies and to contribute to managing the challenges of our contemporary world (including all aspects linked with the future of work), we need to develop more collective actions (Carosin et al., submitted). If we want our countries to make a move toward more justice, we need to join forces. For this reason, national and international association of professionals, and international organizations are very important.

In order to promote access to education, guidance, decent work, and sustainable careers, **we need to take macro-, meso-** (e.g., at the level of organizations), and micro-level actions (Urbanaviciute et al., 2019). On the macro-level, we need to promote the development of social and economic policies to promote work security, life-long learning and guidance for all, diploma recognitions, etc. In order to transform non-standard employment into decent and dignified work, the ILO (2016) suggests combining legislative, collective, social, and employment actions in order to better regulate these types of jobs. It is of course challenging for contemporary societies to define how to adapt labor rights to this new reality of platform work and non-standard form of employment (De Stefano & Aloisi, 2019). Meanwhile, at the meso-level we need to promote work settings allowing people to use their skills, competences and employability, and to engage in sustainable career development, etc.

We also need to take community actions to promote equality and inclusion. Finally, at the macro-level we need to provide career guidance, re-training opportunities, entrepreneurship training, etc.

Conclusion

Our world is uncertain and careers are uncertain and non-linear. This uncertainty can increase social inequalities, as we have seen with the COVID-19 pandemic, which has increased disparities in many countries. Globalization also tends to increase the number of non-standard employments. All these factors contribute to the number of transitions workers face, some of which are very challenging. For this reason, if we want to promote sustainable careers, we need to combine life-long learning and life-long career guidance, make career guidance accessible to all within our countries and around the world, have an holistic understanding of people career paths, and provide interventions that allow people to develop their personal sense of agency. We need to diversify our interventions (preventive, digital, etc.), and contextualize them for underserved people or for people with specific needs. Finally, all this is not enough, as we must also make collective actions, to influence the labor policies and support that are developed in our countries.

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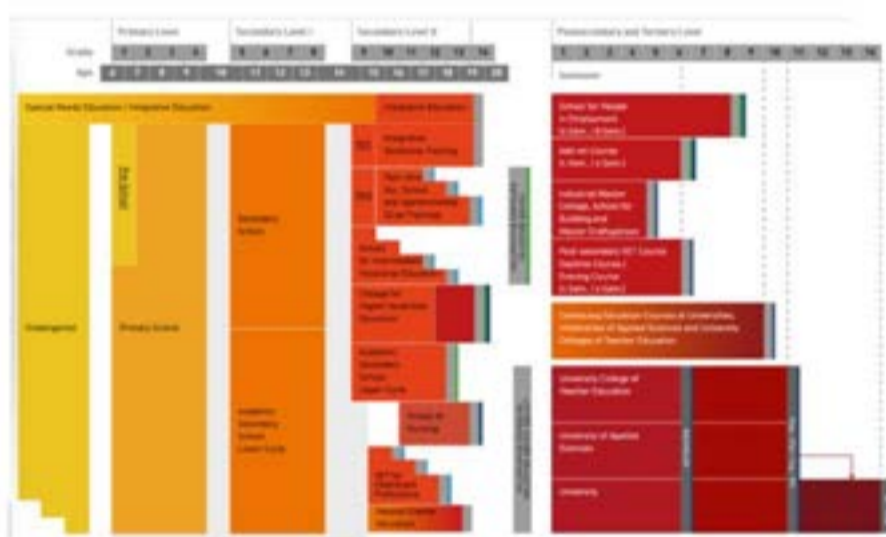
National Survey

General remarks on transition and guidance in Austria

Austria's education system faces a unique situation with regard to transitions and points of interface. In scarcely any other European country do so many consequential decisions regarding various education and training paths have to be made during the education phase beginning with initial entry into extrafamilial institutions such as crèches, nurseries, pre-school and elementary educational institutions and extending to the end of the upper secondary level, as in Austria.

One look at the diagram below immediately underscores the diverse segmentation of the system, both along the timeline as well as across the several age groups.

Figure 1



Source: <https://www.bildungssystem.at/>

While education systems in countries such as Denmark, Finland, and Sweden cultivate a high degree of intrinsic pedagogical differentiation while maintaining a common structure from the primary level through the completion of lower secondary education, the Austrian system is marked by a high level of external, institutional differentiation. In Austria, as many as four major decisions have to be taken in the educational process by children and adolescents between the ages of 6 and 16, and these decisions can involve a change of educational institutions. In the northern European countries mentioned above, young people in this stage of their education remain in a single educational institution.

The advantages and disadvantages of external systemic and intrinsic pedagogical differentiation can be debated. There can be no doubt, however, that the aspect of “guidance” is profoundly important in Austria even at this early stage, as the trajectory determined at these points of transition and interface can significantly impact an individual’s further education, career, and life path, even if the overall system is fundamentally permeable.

One of the strengths of the Austrian educational landscape is the vocational education and training at the upper secondary level. Some 75% of 15–19-year-olds in Austria choose one of the two vocational training paths, in-company vocational training or full-time school-based vocational training. That figure is among the highest in the European Union as well as in the

OECD. More than 200 dual job profiles, over 200 different vocational school curricula, new apprenticeships, as well as options such as apprenticeship with a school leaving certificate (Matura) and apprenticeship after the Matura continue to pose a challenge in terms of guidance and also in the context of transition processes. Today's educational landscape is considerably more diverse than it was 20 or 30 years ago. There is also a strong demand for information and advice among parents and guardians. This demand is even greater for individuals from diverse intercultural, social, and migratory backgrounds.

Naturally this continues to be the case beyond the upper secondary level. The post-secondary and tertiary sectors of the Austrian education system have experienced dynamic changes in recent years. The establishment and expansion of universities of applied sciences, the formation of teacher training colleges, and the area of private universities have broadened the decision-making spectrum, as has the range of programmes and courses offering master's degrees and other similar qualifications.

But "transition" are not only a phenomenon of the progression from initial education and training to further education and employment. Transition is a dynamic process that continues over the course of one's entire life. The Austrian labour market is one of the most dynamic in Europe, with one in three employment relationships undergoing a change every year due to new entrants, retirement transitioning, job changes, unemployment, and seasonality¹. This tendency is exacerbated by the current impact of COVID-19, which, though seemingly paradoxical, actually serves to foster stability in general in that it encourages flexible adaptation to changes. However, as with the education sector, stability in the face of transition requires effective guidance.

Austria's strategy for lifelong guidance

Austria has been addressing this issue head-on since at least the end of the 1990s. The large-scale OECD project "Transition from Initial Education to Working Life"² from 1997 to 2000 was the first such project in which Austria took an active part. The implementation of obligatory vocational orientation during the period of compulsory schooling also coincides with this period.

OECD's subsequent project, "Career Guidance and Public Policy"³, was the springboard for a development that led first to an Austrian lifelong guidance strategy, which has also been incorporated into the Austrian Lifelong Learning Strategy – LLL:2020, as well as to the creation of "Information, Advice, and Guidance for Education and Career", acronym in German "IBOBB". Today, IBOBB serves as the "brand" for the comprehensive approach of all of the

Ministry of Education's guidance measures and programmes in Austria.⁴

Since then, Austria has participated in all major European and international activities and networks that deal with the issue of guidance. These include ELGPN – European Lifelong Guidance Policy Network,⁵ ICCDPP – International Centre for Career Development and Public

1 Knittler K. (2018): "Dynamik des österreichischen Arbeitsmarktes". In: Statistics Austria, Statistische Nachrichten 10/2018 Vienna.

2 Lassnigg L./Schneeberger A. (1997): "Thematic Review of the Transition from Initial Education to Working Life". OECD Background Report. Vienna.

3 <http://www.oecd.org/education/innovation-education/34050171.pdf>

4 <https://erwachsenenbildung.at/themen/bildungsberatung/governance/strategieentwicklung.php>

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

Policy⁶, as well as numerous projects and cooperation initiatives in the European Erasmus+ programmes. Through regularly held symposia that have helped to establish an Austrian community for guidance, Euroguidance has an important role to play in this context⁷. The cross-border seminars have been contributing to a dynamic exchange on the topic of guidance and related issues for many years.

Impact at the national level

Participation in European and global initiatives is never an end in itself and always entails at least two objectives. The first is to gather input from other parts of the world, to collect information about examples of successful developments, about effective solutions and examples of good practice, while at the same time, as a second objective, to present and discuss situations and approaches to solutions from one's own country on an international level, to learn from feedback given from the perspectives of other countries and other systems, and to draw both encouragement and the necessary course of action from this experience. When it comes to the aspects of transitioning and guidance, Austria has been leveraging the benefits of both of the objectives outlined above intensively for many years now.

Through services offered by schools and supplementary offerings from external providers, major efforts have been initiated in the school sector in recent years to facilitate successful transitions for young people, both as they move between different school types and levels within the school system as well as the transition from initial education to further education and training as well as to career pathways in the world of work. For that the Cross Border Seminar Compendium – Bucharest 2018⁸ provides an in-depth account of developments up to 2018. Of particular importance in this regard are professional services that take into account the long-term process of transition; in other words, services that commence and support transition at an early stage, well in advance of the transitions after the 4th grade and at the 8th and 9th grades, especially in terms of the choice between full-time school-based education and dual apprenticeship training that combines in-company vocational training with vocational school. The transition from general education and vocational schools leading to the school leaving examination and further education at universities, universities of applied sciences, teacher training colleges, colleges and training programmes or direct entry into a profession is also highly relevant.

The Austrian Public Employment Service, with its statutory mandate to implement the federal government's labour market policy, is the main actor in the context of interfaces and transitions on the labour market and the provision of guidance surrounding these issues. A detailed description of the developments up to 2019 is presented in the National Survey Austria for the Euroguidance Cross Border Seminar 2019 in Slovenia⁹. Due to the impact of COVID-19, the demands in this field have increased dramatically since March 2020. It should be noted that consequences of this kind cannot be addressed by guidance and job placement alone; rather, what is required is a bundle of measures that have been initiated in Austria

⁶ <https://www.iccdpp.org/>

⁷ <https://bildung.erasmusplus.at/de/policy-support/euroguidance/>

⁸ https://bildung.erasmusplus.at/fileadmin/Dokumente/bildung.erasmusplus.at/Policy_Support/Euroguidance/Produkte/Compendium_and_national_survey_CBS_2018.pdf

⁹ https://bildung.erasmusplus.at/fileadmin/Dokumente/bildung.erasmusplus.at/Policy_Support/Euroguidance/Produkte/CBS_2019_National_survey.pdf

through a combination of direct payments to companies, compensation for lost sales, and regulations for extended forms of short-time work.

If unemployment cannot be avoided, the ensuing disposable time is used to obtain higher qualifications or retraining wherever possible. Such measures are designed to make “transition” possible again; supportive advisory services play a decisive role in this context.¹⁰ For adults, receiving counselling in the event of job loss or during a job search is not the sole issue of concern. Guidance is also an essential component during ongoing employment, periods of non-employment, or in post-professional phases. These, too, are transition processes during which guidance plays an indispensable role.

In this field since 2011, an effective, provider-neutral educational information and guidance system has been in place nationwide under the initiative of the Ministry of Education, drawing on funding from the European Social Fund and offering cost-free counselling for adults as a first point of contact for individuals with an interest in education. These guidance services are offered by cooperative project networks that have been established in the Austrian federal provinces to ensure the broadest possible range of access to target groups, educational opportunities, and types of counselling and guidance.¹¹

An advanced type of guidance that is particularly well suited to the ongoing nature of transition and guidance is “competence counselling”, which combines several formats – group counselling, individual work, and one-on-one counselling – to facilitate a deeper exploration of one’s own skills and how they can be fostered and applied personally and professionally.¹²

The fact that an online consulting service that is being used virtually nationwide was established in 2014 is particularly beneficial for clients and providers in the era of COVID-19.¹³

Austrian national lifelong guidance forum

In early December 2020, the annual meeting of the steering group of the Austrian national lifelong guidance forum will convene for the 19th time. This forum is a prime example of how European and international involvement and cooperation can achieve sustainable impact.

For the first time, the recommendation to establish national forums for lifelong guidance was formulated in the 2004 Resolution of the European Council and the European Commission¹⁴. Austria coordinated one of the two joint action projects that dealt with this issue and laid the groundwork for establishing the European Lifelong Guidance Policy Network – ELGPN – which has produced policy documents and practical guidelines for lifelong guidance over many years, and also provided support for the development of systems, structures, and policies for lifelong guidance in the European member states.

Austria has focused on the cooperative integration of all major national actors since preparing the National Report as part of the OECD project “Career Guidance Policies”¹⁵ in

10 <https://www.ams.at/unternehmen/personal--und-organisationsentwicklung/schulungskostenbeihilfe-covid-19-kurzarbeit#steiermark>

11 https://erwachsenenbildung.at/themen/bildungsberatung/angebot/initiative_eb.php#ueber-die-initiative

12 Brandstetter G./Kellner W. (2014): *Die Kompetenz+Beratung. Ein Leitfaden. A project publication of Ring Österreichischer Bildungswerke and the Austrian Institute for Vocational Training Research as part of the “Bildungsberatung Österreich – Querschnittsthemen” project network. Vienna.*

13 <https://www.bildungsberatung-online.at/startseite.html>

14 <https://data.consilium.europa.eu/doc/document/ST%209286%202004%20INIT/DE/pdf>

15 Härtel P. (2001): *National Report Austria “Career Guidance Policies”, OECD, BM:UKK Vienna*

2000. This group, which worked initially at an operational level, subsequently developed into the Austrian national lifelong guidance forum, in which representatives from all federal ministries, authorities, social partner organisations, practitioners' associations, research institutions, and other parties that play a key role in guidance are involved. Over the past 20 years, the structured dialogue that takes place in this forum – which has always been held in person at least once a year – has made a decisive contribution towards creating a common information base and achieving multifaceted approaches to cross- sectoral developments and a shared understanding of the role of guidance, including matters relating to transition.

However, it has also heightened awareness of the specific roles that different actors and stakeholders play in guidance in view of their particular responsibilities as well as ways to leverage the benefits collectively.

At the 18th meeting of the steering group of the national forum for lifelong guidance in late November 2019, reports were submitted by

- **the Federal Ministry of Education, Science and Research**

on national developments such as how IBOBB – information, advice and guidance for education and career are anchored within school governance

- **Euroguidance**

about news from Erasmus+ and Euroguidance at the European level

Furthermore, the following institutions have exchanged knowledge and experience

- The Federal Ministry of Education, Science, and Research, School Psychology Service – health promotion and psychosocial support, educational guidance
- University College of Teacher Education Styria
- Lower Austrian Board of Education and the University College of Teacher Education in Lower Austria
- The Federal Ministry of Education, Science, and Research – special education/inclusive education
- Public Employment Service
- Federal Ministry of Social Affairs, Health, Care and Consumer Protection
- Austrian Federal Chancellery – youth policy
- Federal Ministry of Education, Science, and Research – psychological counselling for students and information about study programmes
- Austrian Federal Economic Chamber WKO – Department for Education Policy
- ibw Austria – Research & Development in VET
- Austrian Institute for Research on Vocational Training – öibf
- Federal Institute for Adult Education – bifeb
- Euroguidance – network for educational and career guidance in Europe

as well as on special topics from

- CareersNet/Cedefop
- ICCDPP – International Centre for Career Development and Public Policy – symposium, Tromsø

Details of the knowledge sharing and exchange have been documented extensively for the participating institutions.¹⁶

The lasting achievements of the Austrian national lifelong guidance forum prompted the chairperson for the international ICCDPP symposium in Tromsø to make this public statement underscoring the country's efforts as an example of good practice:

“Austria's national forum has been in existence for 17 years and has strong connections with social partners and the entire guidance community . . . cooperation is an essential element of the social fabric and culture of Austria . . . Many countries might wish for this to be bottled and sold!” (Lynn Bezancon, Chairperson for the ICCDPP symposium in Tromsø, 2019).

Current developments and challenges

Major new developments have unfolded since the steering committee of the national lifelong guidance forum met last.

The new Austrian government programme¹⁷ includes numerous approaches to transition and guidance, among them the following explicitly worded examples illustrating the active role of guidance in the process of transition:

“Creation of an interface survey that maps the interfaces between kindergarten and university as well as a plan of action based on the survey and aimed at reducing interface problems”

and

“Improve vocational and educational guidance for young people and implement Austria-wide talent checks as part of the curriculum for all 14-year-olds in various school types, supported by counselling for parents. . .”

(from the 2020–2024 government programme).

Inevitably, some of the developments are now being impacted by COVID-19-related lockdowns. Many projects, however, are being resolutely pursued, such as the redesign of the curricula for educational, vocational, and personal orientation that is being implemented in the compulsory schooling period in all school types, as well as efforts to raise the profile of the “overarching themes”, which are to be firmly integrated into all subjects, in all school types, and at all school levels.

This also includes the aspect of guidance, which will strengthen the transition process considerably.

¹⁶ Marterer M. (2019): Dokumentation des Nationalen Forum Lifelong Guidance 18. Treffen der Steuerungsgruppe, 25 November 2019. Vienna.
¹⁷ <https://www.bundestkanzleramt.gv.at/bundestkanzleramt/die-bundesregierung/regierungsdokumente.html>

Additionally, the ongoing dialogue within the national lifelong guidance forum will be instrumental in achieving the objectives. The same applies to the exchange of ideas and information in the Euroguidance Cross Border Seminars!

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Links

- <https://www.ams.at/unternehmen/personal--und-organisationsentwicklung/schulungskostenbeihilfe-covid-19-kurzarbeit#steiermark>
- https://bildung.erasmusplus.at/fileadmin/Dokumente/bildung.erasmusplus.at/Policy_Support/Euroguidance/Produkte/CBS_2019_National_survey.pdf
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- <https://www.iccdpp.org/>
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Peter Härtel/Michaela Marterer

18 November 2020



AUSTRIA

Yes, I can. Competency Mapping, Validation and Career Guidance. A Report from Practice

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Introduction

Migrants are facing various challenges when arriving in a new country. Besides language deficits and cultural barriers, there are also many structural differences and differences in the legal framework concerning the labour market.

The workshop offered an overview of some of the activities of migrare – centre for migrants Upper Austria, specifically the ones centred around competences and access to the labour market. This text will give a brief summary of some of the topics discussed during the session.

Overview of the activities of migrare

“Migrare – Zentrum für MigrantInnen OÖ” is a NGO founded in 1985. It has its roots in the trade unions and was founded as an answer for some pressing questions rising in the mid to late 1980s. The reason for those questions dates back to Post-World War II economy in Central and Western Europe, especially in Austria, Germany and to a smaller degree in Switzerland.

As a result of the massive devastations in vast parts of Austria and Germany and the lack of (male) labour force following World War II, the booming economies in the 1950s and 1960s were in desperate need of work force. As a result, agreements were reached with former Yugoslavia and Turkey and men were brought into Austria from these countries to work on construction sites and factories all over Austria, mostly as unskilled workers. Questions of integration or language training had never been on the agenda for the politicians reaching those deals. The idea was to bring the people in, let them work for a few years and then they would move back to their country of origin. But things went quite differently. The foreign workers stayed in Austria, got married here and had children or brought their families in from abroad. The “Gastarbeiter” were no guests anymore – they came to stay.

As a result, in the mid 1980s questions of retirement, labour rights and other social issues arose. As mentioned before, question of integration or language barriers had never been asked in the first place. So then, there was a group of the population in Austria who did not have access to information on the social system because of language barriers and structural racism.

So, in 1985, “migrare” was founded from dedicated members of the trade unions and children of the first wave of “Gastarbeiter” from the early 1960s, to offer multilingual counselling (first in Turkish and Bosnian-Croatian-Serbian) to those in need. Over the past 35 years “migrare” has grown and now has over 60 employees with permanent offices in two mayor cities in Upper Austria, Linz and Wels and temporary local offices in 9 other districts. The organisation consists of three branches or departments, the counselling department, the projects department and the competence department, each with its distinct assignments and functions.

The counselling department is the oldest and most comprehensive branch. Our colleagues there cover a wide variety of topics from questions on social issues, housing, debt, family and relationship issues to questions on social service, unemployment and state aid and many more. We offer counselling in more than 15 languages, with counsellors rooted in their respective communities and cultural networks. One important part of this work is psycho-social counselling offered in Bosnian-Croatian-Serbian, Turkish and Arabic.

The projects department is our “lab” here at “migrare”. It is the place where most of the new and adventurous ideas are born, some short-term projects are carried out and all of our events are planned and coordinated. Apart from this, the colleagues from this department also plan and hold workshops and courses for schools and other institutions and organisations. The projects department is our innovation factory.

The competence department is the youngest, but also the largest and fastest growing of the three departments. This department deals with all questions relating to competences, qualification, education and labour market integration. It consists of three different projects, AST, BiBer and KomIn all aim to help migrants with the integration into the labour market as well as the educational system.

Development

After the brief overview of the activities of “migrare” and its history, the participants of the workshop were invited to share some of their thoughts and experience. In a quick round of questions, some of the main obstacles to migrants trying to enter the job market were collected. Some of the most common topics when it comes to barriers that hinder successful labour market integration were mentioned there.

- Lack of knowledge about the system
- Lack of confidence
- Prejudices and xenophobia
- Problems with validation of foreign education

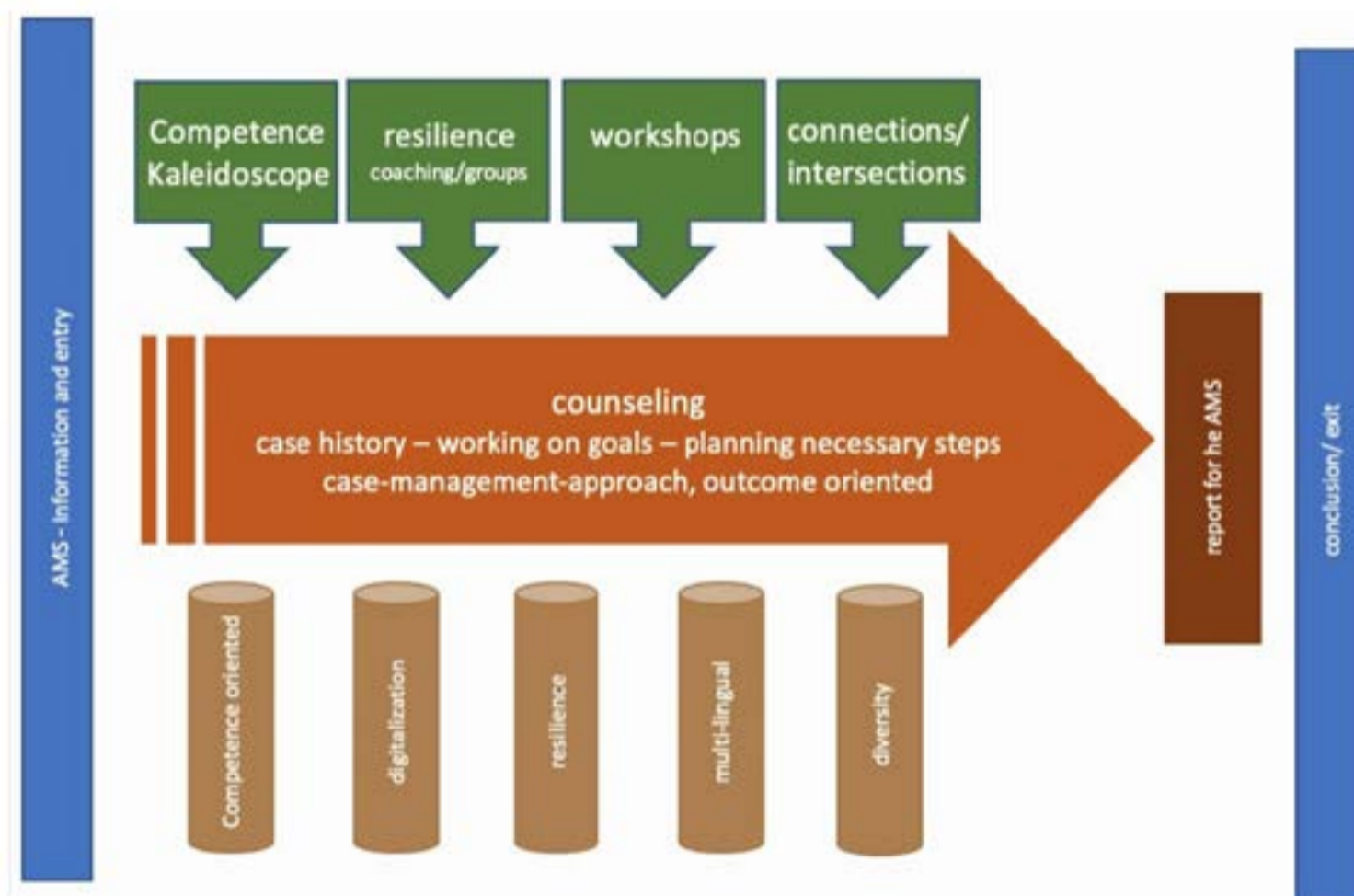
In the next part of the presentation there was offered an insight into some of the services we provide at “migrare” to tackle the above-mentioned problems. We dug deeper into the question of a successful transition into a new system and labour market.

“The AST – Anlaufstelle” is the official contact point for people who gained professional formal qualifications abroad. As there are vast differences between various educational systems in different countries, questions of validation and allowance of degrees and diploma can be very complicated and require long and difficult formal processes. Our colleagues at AST offer support and guidance throughout the whole process. They begin with a first clearing phase on the possibilities and necessities of validation, followed up by detailed information on all the necessary documents. Migrare also helps with translations and can even cover some of the costs. People are guided through the process and supported on the way to validation. This service is offered in German, Turkish, Kurdish, Bosnian-Croatian-Serbian and English.

“BiBer” is a one-woman-unit offering help and advice on questions on the educational system in Austria. People with questions on certain educational paths for themselves or their children get information and guidance for decisions and support in the “institutional jungle” of the rather complicated Austrian school system. Moreover, information on further education, language classes and various courses for professional qualification are offered.

“KomIn – kompetenzorientierte Intensivberatung” which can be translated as competence oriented intensive counselling, is the biggest branch of the competence department. At the moment 15 people are working on this project at two permanent locations in Upper Austria, one in Linz and one in Wels, the two largest cities in this part of Austria and part of a highly industrialised and economically well-developed region. “KomIn” is financed by the local public employment agency (AMS) and offers multilingual counselling for people trying to (re)enter the labour market. We offer our services in the following languages: German, English, Turkish, Kurdish, Arabic, Pashto, Dari/Farsi, Slovenian, Slovak, Bosnia-Croatian-Serbian, Albanian, Russian, Chechen, Hungarian and Romanian.

The following graph shows a schematic illustration of the project structure:



All participants have to be registered at the local AMS in order to join the project. After a brief first information on the project and its goals a first appointment with one of our counsellors is made. Each participant has a personal counsellor who guides them throughout the entire process. We follow a case-management approach, which means that all the steps taken are planned and coordinated by one person for each participant.

The first step of the process is to dive into the case history, the biographical path of each participant and the current state and challenges they face. Process goals and a plan with concrete steps towards them are set together with the client. One step that has to be made with each client is to update and improve the application documents and the CV. This requirement is set up by the AMS.

Besides the individual counselling sessions, clients can also take part in various other segments of the “KomIn-process”. We offer workshops on a wide variety of topics. These range from labour law, job application trainings, the use of digital tools to tips for improving language skills. Additionally, we offer resilience trainings in group settings as well as intensive individual coaching. These services help unemployed persons facing multi-dimensional forms of discrimination in order to cope better with the situation and master these difficulties with strength and a positive attitude.

Another very important part of our service is the competency mapping method “Competence Kaleidoscope”. This method was developed especially for our target group in an Erasmus+ project, together with colleagues from Slovakia and the Czech Republic. A lot of people moving from one country to another have difficulties in using their knowledge and competences in new (institutional and structural) surroundings. Often degrees and professional experience are not formally recognized, which often drives migrants into unskilled labour and de-qualified working situations. This situation leads to frustration and a lack of self-confidence.

Consequently, one of the main goals of “Competence Kaleidoscope” is to strengthen participants and give them confidence and certainty in their abilities and chances. The CK-course consists of 8 modules, each lasting 4 hours and concluding with a self-presentation done by each participant, where they present themselves to the group with all their strengths and abilities. During the process we want to help people to shift their focus from deficiencies and failures to accomplishments and abilities. We do this by broadening their view, taking into account all aspects of life as potential learning opportunities and sources of competences. At the end of the CK-process participants receive a written profile of their core competencies which they have worked out during the course.

All information gained from the various parts of the project are collected by the personal counsellor of each participant. He or she keeps the overview over the whole developmental plan and guides the participant through the process. The process finishes with a written report containing information on all project activities and steps taken as well as some recommendations on further steps for participants after the completion of the “KomIn” process.

The written report, all documents and the recommendations are forwarded to the AMS.

In the year 2020 more than 1400 clients went through the process even though we had to deal with complications and delays due to the CoVid19 situation in Austria. These challenges were met with creativity and new approaches to counselling. We had to switch to counselling by phone or video-tools twice due to shutdowns of the Austrian economy. The first lockdown phase in spring left us wondering on how we would be able to keep up our services and

required a great deal of creativity and improvisational talent, but also taught us very important lessons. These experiences helped us immensely during the second lockdown in autumn and offered a push for innovation and made us to rethink some of our concepts. We updated some of our services and introduced technological innovations, which prepared us better for the ever changing world we live in today.



CROATIA

National Survey

What important changes (legislation, for instance) have taken place, in your country during the last few years, to guarantee a good service to the citizens regarding the new conceptualization of the careers paths?

Key policy changes and aims for career development in Croatia are set down in the Strategy for Lifelong Guidance and Career Development in the Republic of Croatia 2016-2020. There are four main aims to guarantee good service in terms of coordinated provision of guidance to citizens: **1.** Establishment of lifelong career guidance system; **2.** Encouraging lifelong career guidance according to labour market and economy needs; **3.** Quality assurance in lifelong career guidance services; **4.** Raising awareness on the need for lifelong career guidance services and development of career management skills.

The Strategy was created as a result of the work of the Forum for lifelong career guidance and career development of the Republic of Croatia, a strategic body that deliberates further development of lifelong career guidance and monitors implementation of lifelong career guidance services. The main activities carried out by the Forum are aimed at coordination of activities and cooperation between stakeholders of the lifelong career guidance system, thus achieving the necessary level of collaboration and cohesion among the various stakeholders of the labour market and improving lifelong career guidance services for different user groups. Euroguidance Croatia is an active member of the Forum and cooperates with Forum members in a number of activities related to competence development and mobility of guidance practitioners.

What measures/actions, within the context of career development, are being implemented in order to address contextual and societal issues related to diversity?

An important career guidance service is established within the Croatian Employment Service (CES). It offers organised activities of information, guidance and counselling aimed at different users, especially in situations of transition (from education to employment, from unemployment to employment and from one employment to another) – from pupils and students in their finishing years of basic and secondary school to different groups of adults, the unemployed persons and job seekers, as well as the employers. Employment preparation in CES includes lifelong career guidance, learning methods and techniques of active job seeking, training for employment and professional rehabilitation. The education system in cooperation with CES starts implementing career guidance activities for eight-grade primary school pupils, as well as third-grade and often again for fourth-grade secondary school pupils. With its activities, the CES also tries to increase the level of employability of the unemployed persons by matching the competences of the unemployed with the competences needed in the labour market. The most frequent activities are group informing, self-informing and using on-line tools (all the relevant information on choosing educational programmes, better planning of career, job search, setting and accomplishing career goals in one place and making them easily attainable), education programs, financial support and services of other education/ employment institutions, information and counselling for the purpose of identifying individual professional plans for active job search and increase employability, assessment of competencies, determination of areas for improvement, career

and active job search. A smaller group of clients attend individual and group counselling on career management skills development and improvement of active job seeking skills. Finally, an individual multidisciplinary approach is followed through individual informing and counselling services, which, if necessary, can include the entire procedure of psychological and medical evaluation and counselling for persons with disabilities, persons “hard to place” and other disadvantaged groups. Special attention is given on identifying students with health difficulties as well as those facing social exclusion. The purpose is to develop individual career plans aimed for the active job seeking and increasing employability. The emphasis is on individual and holistic approaches to the person.

In addition to the CES, important stakeholders in the career development area include the Ministry of Labour and Pension System, the Ministry of Science and Education and agencies such as the Education and Teacher Training Agency, Agency for Vocational Education and Training and Adult Education, Agency for Science and Higher Education and Agency for Mobility and EU Programmes, as well as primary and secondary schools and universities.

The Ministry of Science and Education has an overall responsibility of drafting and implementing laws and by-laws which regulate system of pre-school, primary school, secondary school and higher education, including regulations related to delivery of career development services in schools and universities.

The Ministry of Labour and Pension System is in charge of overall coordination of the implementation of the Strategy for Lifelong Guidance and Career Development in the Republic of Croatia 2016-2020, as well as the institution coordinating the work of the Forum for lifelong career guidance and career development of the Republic of Croatia.

Career development services in schools are most often provided by professional associates (psychologists, pedagogues and education and rehabilitation professionals) and teaching staff. Principals, especially in secondary schools, who are mainly involved in planning activities and realizing co-operation with the CES, have an important role in providing professional information and counselling services. Activities in primary and secondary schools are usually linked to informing or introducing students with opportunities to continue education, facilitating decision-making on the choice of occupations, information and counselling of vulnerable groups, and to a lesser extent on the development of skills and examination of educational intentions and interests. Individual counselling is most often carried out with students from vulnerable groups, undecided students and parents, while group activities often include workshops, parental meetings related to the topic of career choice/continuation of education, and presentation of enterprises and educational institutions to students. The topic of career development is more significant in the final grades of primary and secondary schools when educational institutions mainly organize activities where students are provided with information on continuing education and/or employment opportunities.

In the field of higher education career guidance services are provided within the Career Centres established at a number of universities. Centres most often provide students with information and counselling services related to the proper selection of studies, study

programs, employment planning and career management skills development. Some of them also provide counselling services in the process of recognition of knowledge acquired through an informal and/or informal way, allowing students to be exempted from a specific part of the study program.

The Euroguidance Centre that operates within the Agency for Mobility and EU Programmes, monitors the current state of career guidance in Croatia, on the basis of which it generates promotional and educational activities aimed at people who are engaged in professional orientation in education or employment, provides information on novelties and examples of good practices in this area, and encourages cooperation and mobility of professionals at national and European level. Operating as part of the National Agency for the implementation of the Erasmus+ Programme in Croatia, Euroguidance Croatia strongly supports a more active involvement of guidance practitioners in European learning mobilities through Erasmus+ and through Euroguidance's own funding. In this respect, Euroguidance Croatia has supported competence development of career counsellors in the higher education sector through its annual job shadowing and study visits to leading European higher education institutions. Career counsellors in higher education have also had the opportunity to participate in education, training and networking activities which brought together members of the academic community and the business sector aiming to provide a platform for mutual learning and cooperation. In addition, counsellors from all education sectors can participate in Cross Border Seminars, transnational education and networking events organised annually by one or more national Euroguidance centres on a relevant topic in the field of lifelong guidance. Euroguidance Croatia also organises seminars on career guidance that are intended for subject teachers and expert associates - pedagogues and psychologists in primary and secondary schools, for the purpose of expanding the knowledge of counsellors relating to the provision of support to pupils in developing skills and work habits in order to develop future career and long-term employability, i.e. improving psychologists' knowledge required for the career guidance and counselling of pupils and the provision of support to teachers and parents in developing pupils' skills and work habits in order to develop work values, career management skills and lifelong employability.

How are the different players and stakeholders involved in?

Coordination between different stakeholders is achieved through the Forum for lifelong career guidance and career development of the Republic of Croatia. The Forum was established in 2014 for the purpose of more effective development of career guidance policies, measures and activities and more consistent delivery of career guidance services. The activities of the Forum are focused on coordination of activities and cooperation among stakeholders in the lifelong career guidance system to ensure the required level of cooperation and connectivity among the various stakeholders in the labour market and the improvement of the career development services for the most diverse groups of users. The Forum is also the coordinating body responsible for the full monitoring of the implementation of the Strategy for Lifelong Guidance and Career Development in the Republic of Croatia 2016-2020. Members of the Forum are representatives of the Ministry of Labour and Pension System; Ministry

of Economy, Entrepreneurship and Crafts; Ministry of Science and Education; Ministry for Demography, Family, Youth and Social Policy; Croatian Employment Service; Agency for Vocational Education and Adult Education; Education and Teacher Training Agency; Agency for Science and Higher Education; Agency for Mobility and EU Programmes; Institute for Expert Evaluation, Professional Rehabilitation and Employment of Persons with Disabilities; Croatian Employers' Association; Independent Croatian Trade Unions; Alliance of Independent Trade Unions of Croatia; Croatian trade unions; Croatian Chamber of Trades and Crafts; Croatian Chamber of Commerce; University of Rijeka and Professional Human Resource Management Association - HR Centre.

What measures/actions are being implemented to prepare practitioners to develop their activity in this context?

Professional associations such as the Education and Teacher Training Agency and the Croatian Psychological Chamber have associations of experts in professional guidance which handle various modes of competence development of practitioners.

Euroguidance Croatia also offers a number of learning opportunities for counsellors to learn from their peers, at national and international level. In the field of primary and secondary education, Euroguidance Croatia promotes the involvement of school counsellors in international Erasmus+ projects on guidance-related topics together with their peers from different European countries. In the field of higher education, Euroguidance Croatia organises annual study visits and job shadowing mobilities to career centres operating within leading higher education institutions in European countries (so far, visits have been organised to institutions in Germany, the Czech Republic, Ireland and Denmark). Higher education career counsellors can also participate in education, training and networking activities with their peers from other HEIs and members of the academic community. In addition, career counsellors from HEIs can attend a series of annual workshops organized by the Agency for Science and Higher Education on various topics related to guidance provision and networking with relevant stakeholders.

Provide overview of career guidance intervention, which help citizens to manage the transitions through their careers? What is the role of CMS?

All people have access to career development services through the Centres for Career Information and Counselling (CISOK) which are currently established in different locations in Croatia. CISOK centres offer a variety of customized career guidance services including self-help tools, individual and group counselling and e-services that are intended for everyone (pupils, students, employed and unemployed persons), including persons who are not registered with the Croatian Employment Service. Special attention is focused on young people who are out of the education system and are unemployed. The key function of CISOK is coordination and cooperation with numerous partners (youth associations, local self-government units, schools, universities, employers, etc.) in informing and encouraging inactive young people to improve their (re)integration into the labour market, education and training or participation in other activities that will improve their employability.

As mentioned above, another important career guidance service is established within the Croatian Employment Service (CES), which offers activities of information, guidance and counselling aimed at different users – from pupils and students in their finishing years of basic and secondary school to different groups of adults, the unemployed persons and job seekers, as well as the employers.

Examples of initiatives tailored to foster networking among different services in order to ensure coherent interventions via the lifespan.

Cooperation and networking between different guidance providers and other stakeholders, such as employers, trade unions, NGO's is accomplished through the work of Forum for lifelong career guidance and career development of the Republic of Croatia.

In the higher education sector, career centres operating at higher education institutions establish and maintain their own databases of employers as well as communication channels with employers which serve to provide of work-based learning for students as well as internships or employment to the students and alumni.

Apart from its cooperation with the members of the Forum, Euroguidance Croatia holds regular bilateral and multilateral partner meetings with stakeholders in guidance, education and employment – universities, research institutes and a number of other stakeholders from the employment and NGO sector. The purpose of such partner meetings is to plan and deliver a more comprehensive set of activities and events for guidance practitioners through quality exchange of information on relevant new developments in lifelong guidance.

Links and references:

- Strategy for lifelong career guidance in the Republic of Croatia 2016-2020;
- <https://epale.ec.europa.eu/en/resource-centre/content/strategy-lifelong-career-guidance-republic-croatia-2016-2020amended-version>



CROATIA

“10 Things”

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Introduction

10 things¹ is an educational tool for tracking one's learning. The tool is made of two lists created by the young person on a weekly basis. The two lists are - "10 things I did for the first time" and "10 things I learned".

Development

Through a week's time frame the users write, process and reflect on their learning process: all the things that have happened, things they were thinking about, things they realized about themselves, others, life or anything they are going through. At the end of the week they send the two lists to their mentor.

They meet with the mentor every week and talk about their observations and the mentor facilitates the learning process. Through the role of the mentor the lists become a tool not only for tracking events or reactions, but also a tool to track learning. The mentors also help young people to recognize their own capacities and learning needs, make space for the young person to talk and write freely about things that interest them and to realize their own uniqueness. The mentor facilitates the process from simple sentences to learning outcomes, empowers young person to go and learn at their own pace and to love it. The mentor empowers the users not to compare themselves with others or judge others, but to stay busy discovering and learning about themselves. Finally, the mentor encourages users to review all the lists at the end of the process and to celebrate the progress.

The Tool

The purpose of the tool – to record one's learning process in an easy and fun way, to make young people reflect on everyday things and make them owners of their learning processes. It motivates the youth to live a more active lifestyle and empowers each individual to learn at their own pace.

Some features of this particular educational tools are:

- Simplicity.
- Inclusiveness – everybody can use it, there is no previous knowledge required.
- Requires active participation of the user.
- Encourages to get of comfort zone.
- Independence – can be used as a single tool or in combination with other tools.

¹ The tool creator is Zrinka Suk, working currently as a supervisor for local and international volunteers, mentor for local and international volunteers, project coordinator for ESC and Erasmus+ projects

- Visibility – has potential for the content to be presented in many interesting ways.
- Possibility to use in different contexts.
- Adaptability – can be easily altered and used for promotional purposes, for team buildings, for reflection etc.
- Validated – the tool was presented at the National Tool Fair in Croatia from 29th - 31st of May 2019, Info Day on EU Networks and Initiatives, online 26th of October 2020 and Cross border seminar Portugal 26th and 27th of November 2020.



CZECH REPUBLIC

National Survey

What important changes (legislation, for instance) have taken place, in your country during the last few years, to guarantee a good service to the citizens regarding the new conceptualization of the careers paths?

New policy initiative In the field of education is the Strategy for Education Policy of the Czech Republic 2030+. The Strategy is aimed to develop key competences and reduce inequalities, supporting teachers and school heads and transforming the content and methods of education. There is a plan to improve curriculum through all school levels mainly by supporting competences, reducing content of expected knowledge outcomes, and strengthening individual personal and social development approach. Career guidance mainly on secondary level of education is one of the priorities involved in strategy.

The National Institute of Education (NPI) has been currently working on a revision of the Framework Education Programme (RVP) for kindergarten, primary and secondary schools, with implementation planned for 2023. The NPI intends to align expected learning outcomes with the National Register of Qualifications, provide schools with more time for curricular innovation and embed 21st century competencies alongside traditional subjects. The work plan for the first phase (2017-20) details three steps for the development of each curriculum area: **1)** assess current national and international curricula and propose modifications. The research work for each subject area was published; **2)** establish expert groups, with representatives from across the education sector, who engage in multi-round discussions to formulate the learning outcomes, and; **3)** regularly consult groups with opposing views, formed mainly of teachers, and integrate their responses. The process is open to online public consultation.

There is a Strategy for Employment Policy too Aimed to improving a good network of public employment services, which will sufficiently bring the provided services closer to those who need them, but also the need to ensure sufficient space and time for individual work with clients by making available personnel capacities. The fulfilment of the measures proposed under this Strategy will also require some innovative approaches to clients, which will also require investment in equipment – especially the rebuilding of information and counselling centres for career choice and change as centres of lifelong career guidance.

What measures/actions, within the context of career development, are being implemented in order to address contextual and societal issues related to diversity?

In recent years it was the Czech Republic's Operational Programme Research, Development and Education, co-financed by the EU, as multilevel topical programme supporting projects addressing key challenges in education and research. Through current European Social Funds are supported Regional Action Plans for the Development of Education 7 areas of intervention, according to the Operational Plan for Research, Development, and Education (OP RDE):

Quality of collaboration between schools and employers;

- Polytechnic education – curriculum shall be also prepared for kindergartens and primary schools[1];

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

Similar ESF Operational Programmes »Employment« is supporting such priorities as:

- Providing consultancy to identify individual characteristics and qualifications of young people for career choice, for arranging suitable employment (using the matching of vacancies with the job seeker's qualification profile) and the selection of appropriate active employment policy tools.
- Support for young unskilled candidates to acquire certified professional qualification and the promotion of recognition of non-formal education by employers.
- Support for linking retraining with professional qualifications and Licensed Trades Act, so that young people have the opportunity to obtain a certificate, thereby increasing their prospects in the labour market.

Through the programme is supported Information and counselling centres connected to PES focused on young people to offer them friendly space in 90 local centres in all Czech regions.

How are the different players and stakeholders involved in?

Main platform for stakeholders' cooperation is the National Guidance Forum as a place for dialog about developments, sharing practices, also Euroguidance is supporting networking. The members are ministries, associations, public bodies, NGOs. The National Guidance Forum (NGF) was established in 2010 by mutual agreement between the Minister of Education, Youth and Sports and the Minister of Labour and Social Affairs. The NGF is an advisory body for both ministries in lifelong career guidance and counselling and shall ensure the inter-ministerial coordination of activities and project plans implemented in the field of lifelong guidance.

What measures/actions are being implemented to prepare practitioners to develop their activity in this context?

Regional action plans are supporting a lot of trainings for practitioners in career counselling. Some regions improved their regional public guidance centers open for all citizens. A lot of web based tools were developed for citizens helping them with their careers.

As a part of ESF project focused on improving local information and guidance centers under the Labour Offices (IPS) was created systematic training for guidance counsellors. Euroguidance is supporting a part of the trainings by modules on guidance for mobility and European dimension of career guidance. Euroguidance is also organizing webinars on e-guidance and European conference on new trends in career guidance, also is awarded good

practices and sharing them among counsellors for their professional development.

In-service training courses for educational counsellors and school prevention specialists at schools are provided by higher education institutions or by institutions providing in-service training for educational staff. Career counsellors can use several specialised courses and seminars offered by educational institutions (NGOs, adult education organisations, associations etc.).

Provide overview of career guidance intervention, which help citizens to manage the transitions through their careers? What is the role of CMS?

Recent guidance services in the Czech Republic are provided by several stakeholders. The most important are the Ministry of Education, Youth and Sports and the Ministry of Labour and Social Affairs. Both ministries operate networks providing day-to-day career guidance and counselling. In recent years, the role of non-governmental organizations (NGOs) grows steadily as a key player, specifically as a provider of guidance services to disadvantaged and specific target groups.

From the school level up to the tertiary professional level, the Education Act, the Government Decree on the Provision of Counselling Services in Schools and School Guidance Facilities, the Act on Teaching Staff and other related legislation, regulates career guidance and counselling services. Under the Higher Education Act, universities are required to provide candidates, students and other persons with information and counselling services relating to their studies and to employment opportunities for graduates of study programmes.

Guidance and counselling services are required by law to be provided at all basic schools, secondary schools and tertiary professional schools. Guidance and counselling services at all basic and upper secondary schools and school guidance and counselling facilities are provided by: educational counsellors and school prevention specialists– teachers with a further qualification obtained through in-service training. At some schools, psychologists and special educational needs specialists also provide guidance and counselling support. The most important individual professional as regards career counselling is the educational counsellor. The position of an educational counsellor is taken by a school teacher with the necessary qualifications. Part of school curriculum is a “working competence” including CMS. Guidance and counselling for tertiary professional education is organized by the same bodies and institutions and in the same way as at secondary schools. Some higher education institutions offer academic guidance service centres. Most public universities provide their service through in-house Career Counselling Centres.

The Labour Office provides career guidance and counselling for a wide range of issues such as searching a job, psychological support, exploring client’s working potential, guidance for retraining, guidance for work rehabilitation and transnational guidance within the EURES network. Jobseekers are guided by employment brokers, they can obtain individual or group career guidance.

Examples of initiatives tailored to foster networking among different services in order to ensure coherent interventions via the lifespan.

Regional action plans involved all relevant stakeholders in the field. Concerning Career counselling are created huge regional networks for supporting pupils, students and adults through improving synergies between various guidance services, PES, schools, employers, others.

One of many examples is networking in Moravian region supported by the Moravian-Silesian Employment Pact as systematic connection between schools, companies and individuals in the region. The organization also conducts labour market analyses, surveys and forecasts, supports the introduction of innovative new systems for the labour market, offers methodological support for vocational training, coordinates cooperation between schools and companies, helps organize career advisory services, and contributes to the development of strategic processes and networks of services for the labour market.

The product of such cooperation in regional level is the web application “My life after school” - new online tool, which provides primary and secondary schools pupils in the Moravian-Silesian Region in the Czech Republic basic information about jobs/professes and also basic information about living costs. Pupils can find there for example information about the job description, earnings, employment, suitable education in our region. During the second part of the application, they will get to know with prices of living, food, transport and rest of costs like holidays, culture and so on. Through this app, pupils get to know the relationship between incomes and costs in life and they can try their ability to manage with money.

The target group is not only pupils but also teachers and career counsellors who can use the source of current information from the labour market. The web application is a ready tool for making teaching more attractive and the possible outcome of career counselling. The application is free and includes working papers that can be used as a basis for working with this tool.

Links and references

- <https://www.euroguidance.cz/publikace/sbornik-2018-aj.pdf>
- <https://www.euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-the-czech-republic>
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CZECH REPUBLIC

Influence of Career Development Programme:
Forming Professional Career

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Introduction

Perspective Career Future is based on believe in the key role of career development of students to continue shaping and supporting their perspective career future. To promote such beliefs to successfully deal with career-related challenges, is offered students an interactive and practical Career Development programme, as one of the different formats of career guidance and counselling interventions. Based on an assessment by an external panel of experts, the practice won one of the main national career guidance prizes, for developing career management skills of students. Career management skills contribute to developing students' skills and making them employable in the labor market; respectively, to one's own path of leading and managing one's satisfied and happy life.

Career Development Programme

The 13-week curriculum aims at gaining skills and information necessary for timely labour market entry preparation and for labour market orientation. The programme is focused on job search based on students' vocational background and personal characteristics. It leads students towards a systematic, responsible approach to forming their own professional career, and lays stress upon practically applicable outputs.

The programme is designed and opened for 30 full-time bachelor students. The total capacity per school terms 90-120 individuals. Students attended a 13-week intervention comprising 13 sessions of four hours duration per week: the total attendance at the workshops during the school term is 52 hours, 24 hours are expected for workshop preparation, 40 hours for term paper preparation and 40 hours for another workload. In total, the time dedicated to the program is 156 hours during the school term.

The main areas of the 13 week curriculum:

- Career
- Self-assessment
- Labour Market
- LinkedIn
- Ways to Find Job
- Study Abroad
- Curriculum Vitae
- Cover Letter
- Assessment
- Center
- Interview

Types of learning activities

The group and individual activities guides students to apply and further develop those skills within social and group interaction. The interactive and practical activities concentrate on developing and improving students' career management skills and essential competencies needed for the school-to-work transition. The group-work activities (62% of time allocation) focus on adaptability, communication and cooperation. The individual work (38% of time allocation) concentrate on critical thinking, planning and organizing work, representing and self-presenting.

Outline of Career Development Programme

Week	Topic (Time)	Learning Goals	Individual Activities Pre-work	Individual Activities Session	Group Activities Session
1	Introduction (4h)	Welcome Brief contents Goals and outcome expectations Methods and criteria of evaluation Lectures and students		Lecture support Feedback	Frontal presentation (by lecture) Interactive presentation (by lecture) Team preparation and presentation Plenary discussion
2	Career & Career plan (4h)	Modern career concepts Subjective and objective careers Career planning Career achievement assessment Self career management	Outside reading Paper preparation Self-assessment	Individual work Self-assessment Lecture support Feedback Individual consultation	Frontal presentation (by lecture) Interactive presentation (by lecture) Team preparation and presentation Discussion in pairs Plenary discussion Interactive teamwork Lecture support and feedback
3	Key competencies (4h)	Self-understanding Assessment instruments World of work Identification of career opportunities	Outside reading Paper preparation Self-assessment	Individual work Self-assessment Lecture support Feedback Individual consultation	Frontal presentation (by lecture) Interactive presentation (by lecture) Team preparation and presentation Discussion in teams Plenary discussion Interactive teamwork Lecture support and feedback
4	Labour market (4h)	Czech labour market Youth employment Structure of labour market Trends and labour market dynamics	Outside reading	Lecture support Feedback Individual consultation	Frontal presentation (by lecture) Team preparation and presentation Interactive team work Discussion in pairs and teams Plenary discussion Interactive teamwork Lecture support and feedback

The team of lectures

The lecturers hold a master's or Ph.D. degree and are experienced professionals with a background and competencies in career management, human resources, coaching and psychology within different business fields and non-profit organizations. They have been continuously developing their soft and hard skills to be able to promote the actual trends in times of volatile labour markets.

Learning Outcomes and Competences

Upon successful completion of this programme, students are able to:

1. describe their personal and vocational characteristics and key competencies relevant to the labour market needs,
2. develop their career plan including alternative career objectives and aspirations,
3. prepare curriculum vitae and cover letter in Czech and English that relate to a specific job available on the labour market,

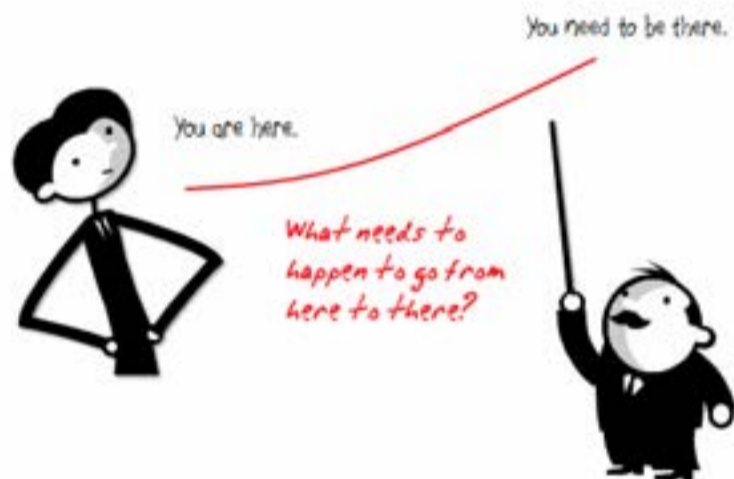
4. utilise professional social media tools and explore LinkedIn and
5. act during job interview and assessment centre in a way that maximizes their chance to succeed.

Students should accomplish:

- Compulsory participation in classes (max. 2 absence)
- Activity (exercise, team work, feedback on presentations)
- Team presentation (about 15 minutes on selected topic in given week)
- Career reflection and selection of job offers
- CV and cover letter (cz & en)
- Recruitment interview, incl. feedback

Reflection from learning activity “My Career”:

- What do you hope to achieve in life?
 - What is your main goal in your life?
 - Why do you want build a career?
 - What will be the next steps?
- How will you rate your career success?



Career Planning Structure:

- Analysing what I can do
- Know what I want (and don't want)
- Know your options (and society)
- Make SMART/ER goals
- Plan your way to a given destination
- Ask for support
- Hit the road

From the other learning materials:

Job Search – Knowledge

- Information on where to look for job offers
- Labour market orientation

- Knowledge of terms used in job adverts
- Information on the necessary documents and their particulars (CV, cover letter)
- Possibilities of selection process

Job Search – Skills

- Finding matching job offers
- Using specialized ad servers
- Communication skills
- Writing the right CV and an adequate cover letter
- Managing appropriate interview behaviour
- Expectations of Employers
- Higher standards even for graduates and juniors
- Need to know foreign languages – globalization
- Computer and information literacy required
- Requirements for flexibility (overtime), activity and autonomy
- Co-responsibility for meeting the organisation’s objectives
- Interest and drive for personal development
- Staff selection by attitudes and values

Candidate Approach

- Growth in activity and professionalism of job seekers
- Focusing on own perspective, changing attitudes and values
- Continuous maintenance and expansion of qualifications
- Increased use of modern technologies and networking
- More choice also according to the company’s prestige as an employer

Values as example of learning activity

Values are relatively constant, although they may change over the course of a lifetime (in the context of personality maturation). They’re something we’re extremely touchy about. They are our benchmark against which we map our surroundings and make important decisions. They are our essence, they cannot be “traded,” they cannot be changed according to the demands or offers of the surrounding area. They can therefore be a source of conflict. In order to be satisfied in life in the long term, our goals, values and behaviour should be consistent.

Instruction for learners:

1. 16 values that appeal most to you
2. From these 16 values, select the 8 you consider the most important
3. From the selected 8, decide on 4 really key values
4. Specify the order of 4 selected values according to how important they are to you in life
5. Reflection
 - What is it like for you now that you have the results?
 - What do you do to fulfill the values in your life?
 - How does this affect your plans? How does that affect your decision-making?

- Which way do you go now?
- How could the order change in 5, 10 years?

Conclusion

As a part of Ph.D. research were indicated the benefits of 13 week career development program for the transition from university to working life. The group intervention increased

- career adaptability and cooperation,
- career construction and
- career maturity of students and graduates.



GERMANY

National Survey

What important changes (legislation, for instance) have taken place, in your country during the last few years, to guarantee a good service to the citizens regarding the new conceptualization of the careers paths?

The new lifelong guidance policy of the German federal employment Service is being implemented as part of its strategy 2025.

The labour and training market is changing:

- Demographic change is leading to a decline in the labour force. Older generations are retiring more frequently than younger people enter the labor market.
- Digitization and Work 4.0 are changing, job profiles and jobs may be lost and / or replaced.
- Structural change and individualization mean that work is becoming increasingly flexible and working hours and locations are adapted to the individual needs. In addition, there are hardly any employment biographies that have remained stable for a long period of time in terms of employer and occupational profile.

Against the background of these framework conditions, qualification and further training are important instruments for employees to meet the challenges that may arise from structural change and digitization.

At the same time, both continuous training and the start of young people's careers on the basis of a sound training or completed studies help to tap all potential to counteract the existing shortage of skilled workers.

The Federal Employment Agency (BA) is meeting these challenges in the following fields of action of the Strategy 2025:

Improving the transition from school to work, securing employment and skilled workers, reducing long-term unemployment and attractive digital offers.

What is lifelong career guidance?

Lifelong career guidance consists of 3 modules:

Careers guidance before working life is intended to open the way to training, studies or employment for young people. No young person should be lost in the process.

This should be achieved by:

- Expanding or establishing the range of professional orientation and counselling for school children at all schools, vocational schools and for students
- Strengthening the local presence at all type of schools
- Earlier and more inclusive professional orientation
- a more intensive cooperation with network partners to improve the effectiveness of individual counselling
- Organizational strengthening of professional support in the career counseling as well as the own professional, labor market and methodical training for the career

counselors to ensure the quality

- Close interlocking of the elements in the process of career orientation and counselling (orientation event, counselling time, online offers - especially self-exploration tool - and personal counselling).

Career guidance before working life is already being implemented. Starting with the 2019/2020 school year, career guidance and orientation was initially introduced at general schools from the pre-school class onwards and at upper secondary schools from Year 9 onwards. In the next two school years, counselling at vocational schools and universities will be intensified and a focus will be placed on those young people who are currently not in school or vocational training (out-of-school-pupils).

Career guidance in working life is an offer for people who are already in employment and have reached a point in their employment biography where there is an increased need for guidance.

The support offer consists of:

- Expansion of the counselling services for low skilled, , for people starting and returning to work, for jobseekers, employed and unemployed people as well as for graduates at vocational schools and universities with a need for orientation,
- Topic-specific, career-oriented events in modern, attractive formats for these target groups,
- Personal counselling and counselling hours at places where customers are located and which are made accessible through networking.

Career guidance in working life was introduced on 01/01/2020. It is implemented in a network system based on the labor market regions determined by the Institute for Employment Research (IAB). The interagency setting up of counselling teams is intended to ensure that counselling services can be provided where it makes sense in terms of the labor market situation and that, where there is a corresponding need, the offer can be concentrated and focused. The full range of career counselling services in working life is provided to all PES within specialized teams.

Self-exploration tool

Introduction of a freely accessible online offer for professional orientation for young people and, in the future, for adults. The online offer is closely linked to the personal offers for professional orientation and counselling.

The self-exploration tool (CHECK-U) is available online for the areas of training and studies with and without a higher education entrance qualification (HZB).

A CHECK-U-E for people in working life is currently being planned.

What measures/actions, within the context of career development, are being implemented in order to address contextual and societal issues related to diversity?

“Germany as a whole is a diverse country and a great deal of our performance capability is derived from this diversity. We must see it as a chance to realise our potential”

Dr. Angela Merkel Patron of the Diversity Charter

Social and legal framework

German society is shaped by a pluralism of lifestyles and ethno-cultural diversity. Legislation passed in recent years ensures social openness and acceptance, alternative ways of life and different sexual orientations. As a result of inclusion measures, people with disabilities are taking an ever greater role in social life.

The General Equal Treatment Act (AGG)

In Germany, the General Equal Treatment Act (AGG) prohibits discrimination on grounds of religious affiliation, including at the workplace. Companies have a duty to protect employees from discrimination.

Example: The protection granted by the General Equal Treatment Act also applies to the laws on vocational training. This includes access to all types and at all levels of vocational guidance, vocational training, advanced vocational training and retraining, including practical work experience. This protection also applies if the training is to be completed during a period of unemployment or a reduction in earnings. Anyone taking part in vocational training or apprenticeship in the context of an employment relationship already benefit from the comprehensive protection that the law provides to employees. This includes access to employment, termination of employment and all other working conditions.

The German Diversity Charter

No person shall be favoured or disfavoured because of sex, parentage, race, language, homeland and origin, faith or religious or political opinion. No person shall be favoured or disfavoured because of disability.

Article 3, Paragraph 3, Basic Law for the Federal Republic of Germany

The Charta der Vielfalt is a corporate initiative to promote diversity in companies and institutions.

The initiative aims to promote the recognition, appreciation and integration of diversity into Germany's business culture. The core idea of the initiative is a certificate, a charter. This is the Charta der Vielfalt in the literal sense, and a voluntary commitment on the part of the signatories to promote diversity and appreciation in business culture. Over 3,500 companies and organisations with a total of more than 13.4 million employees have already signed, and new signatories are continually being added.

The National Integration Plan

The National Integration Plan was jointly drawn up by the German federal government, the German states, municipal umbrella organizations, numerous civil society organizations, the media, academics and migrant organizations. Its aim is to bundle the integration policy measures of all the actors involved on the basis of joint analyses and target definitions and thus to achieve synergy effects for better integration of migrants living in Germany. To this end, all participants have agreed on a total of more than 400 measures and voluntary commitments.

One focus is to improve the offer of language and integration courses for migrants, to improve the opportunities for professional qualification and to increase the proportion of migrants in the public sector. In addition, binding and measurable targets are to be set for integration policy in Germany.

Example:

The Career Orientation for Refugees (BOF) programme has been developed by the Federal Ministry of Education and Research (BMBWF) in order to help young refugees and immigrants to find suitable training positions.

BOF courses last up to 26 weeks, during which the participants learn the specialist terminology and knowledge that they need for the training occupation they wish to pursue in combination with individual social and educational support.

How are the different players and stakeholders involved in?

Every stakeholder and player – whether organization or employer – must follow the general treatment act. Since diversity is a common philosophy (see words of Chancellor Merkel in previous question) each stakeholder tries to take advantage of the benefits of diversity among employees and in cooperation partners. This includes regulations for human resources departments in their recruitment activities and governmental regulations and support in the recruitment of disadvantaged people, up to competitions between companies for a prize for best diversity management (eg. <https://diversity-preis-bremen.de/>).

What measures/actions are being implemented to prepare practitioners to develop their activity in this context?

“Career planning is life planning - Partnership for competent professional orientation by and with young people “

Declaration by the partners of the National Pact for Education and young skilled workers in Germany, the Federal Employment Agency, the Conference of Education Ministers and the Conference of Economic Ministers

Career planning is life planning. Under this motto, the partners of the national pact for training and young skilled workers in Germany together with the Federal Employment Agency, the

Conference of Ministers of Education (KMK) and the Conference of Economic Ministers (WMK), support young people more specifically and precisely than before when choosing a career.

The vocational orientation of young people is to be further strengthened so that they are enabled to make career choices. That is why the signatories of this declaration stand up for this common concept “career path planning is life planning”. Such a concept aims to help young people to plan their lives and careers independently.

Schools, employment agencies, businesses and parents bear this shared responsibility.

The approach

The partners in the Training Pact expressed the importance of being well advised and of choosing and pursuing well-prepared educational and training pathways.

This is the only way to make better use of educational and employment opportunities, to ensure an independent lifestyle and to avoid dependence on social benefits.

The signatories of this declaration advocate an overall concept of “Career planning is life planning”. With the extension of the “National Pact for Education and Young skilled workers in Germany” in March 2007, it was agreed to draw up such an overall concept. The aim is that all secondary general schools should have one common concept:

- A systematic concept that is concrete, binding and designed to cover several school years.
- Develop and implement measures for the vocational orientation of pupils together with non-school partners such as companies, associations, chambers, youth welfare, employment agencies and universities.

“School and companies as partners - a guideline for strengthening training maturity and career orientation”

Provide overview of career guidance intervention, which help citizens to manage the transitions through their careers? What is the role of CMS?

Pupils, trainees, students and university graduates can get advice. In addition, everyone who is seeking vocational training for the first time or wants to reorient themselves professionally.

Career counseling can help you with this, for example

- to find a suitable job or study,
- to clarify questions about the content of an apprenticeship or course of study,
- to find an apprenticeship place and to apply for it,
- to develop alternatives if the desired job is not available,
- use of funding opportunities
- obtain information on the training or labor market.

This also applies to all adult citizens with the new lifelong guidance approach.

(<https://www.arbeitsagentur.de/bildung/berufsberatung>)

Praelab project:

<http://www.praelab-hdba.de/>

The innovative project PraeLab (prevention of apprenticeship drop-outs) was part of the EU program “Leonardo da Vinci” from 2010 to 2012 and pursues the goal of reducing educational disruptions by establishing an “early warning system” by enabling people in educational and career counseling to identify young people who are at risk of dropping out of training more quickly and to offer effective advice and support measures.

To this end, the partner organizations involved developed and tested the transfer of an instrument that facilitates the diagnosis and feedback of interdisciplinary skills in vocational training, as well as other innovative methods for holistic advice to trainees who are at risk of dropping out.

The EU funding phase was completed in October 2012. Since then, PraeLab has been continued at the HdBA as a separate research and development project in close cooperation with the headquarters of the Federal Employment Agency and its regional directorates and agencies. In the long term, the aim is to consistently optimize the networking and cooperation of the institutions and specialists involved in vocational training and counseling throughout Germany and to improve the qualifications of the relevant specialists.

In addition, PraeLab qualifies precisely these training and advisory staff in order to identify young people with a risk of dropping out of training more quickly through innovative and efficient survey procedures and to support them with individually tailored advice.

Prevdrop project:

<http://www.prevdrop.eu/de>

Detecting and Preventing Drop out from Higher Education or Supporting Students to Switch Successfully to VET

The Erasmus-funded PrevDrop project, addresses the situation of university students at risk of dropping out. These can be divided into two groups: a) students who are likely able to continue their studies successfully, and b) students who are very unlikely to continue their studies successfully. While the measures for the first group promote the successful continuation of studies, the measures of the second group aim at integration into vocational training or the labor market.

In the course of the project, the partners trained student advisors at universities and colleges, advisors for academic professions in employment agencies and advisors working for both groups. In order to offer the best possible support to those who have doubts about their studies, holistic integration and careers path must be developed and (closer) cooperation between the advisory institutions must be promoted.

Peres Plus project:

<https://www.projekt-peres.de/>

Goals and priorities of the PereSplus project

- Advice and support for small and medium-sized companies on the attractiveness of training courses with a focus on the target group of those who drop out
- Early identification and addressing of those who have doubts about their studies and those who drop out
- Establishment of an early warning system in the event of late studies in MINT subjects at the Friedrich Schiller University Jena
- Establishment of a central contact point especially for those who have doubts about their studies and those who drop out at the Ernst Abbe University of Jena
- Advising early on for those who have doubts about their studies and those who drop out
- PereSplus (perspective for dropouts - specialists for Thuringia) is a joint project of the Jenaer Bildungszentrum gGmbH Schott Carl Zeiss Jenoptik, the Friedrich Schiller University Jena and the Ernst Abbe University Jena.

ZAV – Artists Service - Transition Consulting – Because perspectives can change

https://zav.arbeitsagentur.de/SharedDocs/Downloads/DE/Flyer/KV_Flyer_Transition.pdf?__blob=publicationFile&v=9

ZAV-Künstlervermittlung is well-known as a reliable provider of agency and consulting services in the field of the performing arts.

Transition Consulting provides an additional service for artists who are looking for a change in their career.

Professional Reorientation

Our three experts at the ZAV-Künstlervermittlung in Cologne provide professional, free and entirely discreet consultation in this matter.

The Transition team operates throughout Germany and constitutes a juncture with the Employment Agency offices and job centres.

The range of consulting services includes individual consultations as well as cross-divisional workshops.

Contents of the consultation:

Assessment of the artist's skills, Skill transfer for the potential target career

Orientation consulting, Presentation of possibilities for further training and development, as well as ways of financing these possibilities, Support in the job search, Mentoring during the career start

Examples of initiatives tailored to foster networking among different services in order to ensure coherent interventions via the lifespan.

1. Example

Network work and education

The Work and Education Network (NAB) would like to provide all citizens of the Lake Constance-Oberschwaben region with offers of vocational and social rehabilitation as well as education, employment and work or participation positions.

The cooperation partners take on the responsible supply in the region and participate actively and bindingly in the technical development of a decentralized, needs-based range of services for education and participation or work and employment.

<https://arbeit-bildung.net/>

2. Example

Criteria for the formation and work of regional networks of the Offensive Mittelstand

Basics

The work of the regional networks of the Offensive Mittelstand is primarily aimed at

- To reach companies and to support them in using demographic change and digitization (Mittelstand 4.0) as an opportunity,
- to make the national practice standards for medium-sized businesses known to companies as an aid to self-help,
- to make the variety of support and advice offers of the intermediary organizations and advisors visible,
- to promote the cooperation of these intermediary organizations and actors in the region.

The basis of the work of the regional networks are the contents of the national practice standards for medium-sized companies (such as the INQA company check), the basic principles of the SME offensive, these criteria and the charitable purposes of the "Mittelstand" foundation.

Like all partners, the regional networks of the Mittelstand Offensive work on a voluntary basis and in the interests of the Mittelstand Foundation.

The regional networks commit themselves to high quality of their work (see appendix: "Quality criteria for regional networks of the SME offensive").

The following criteria are intended to give the regional networks the greatest possible scope for action. At the same time, they form a binding framework for joint work in the networks and for cooperation between the networks. They concretise and explain the points "Offensive-Mittelstands-Networks" of the basic principles of the "Offensive Mittelstand - Gut für Deutschland".

Links and references

- Bundesagentur für Arbeit – Strategie 2025 – Lebensbegleitende Berufsberatung (LBB) Konzept
- https://www.charta-der-vielfalt.de/fileadmin/user_upload/Studien_Publikationen_Charta/Diversity_in_Germany_2016_en.pdf
- http://www.antidiskriminierungsstelle.de/SharedDocs/Downloads/EN/publikationen/agg_wegweiser_engl_guide_to_the_general_equal_treatment_act.pdf?__blob=publicationFile
- <https://www.offensive-mittelstand.de/netzwerke/kriterien-fuer-die-bildung-und-die-arbeit-von-regionalen-netzwerken>
- <https://arbeit-bildung.net/>
- <http://www.praelab-hdba.de/>
- <http://www.prevdrop.eu/de>
- <https://www.projekt-peres.de/projekt/ziele-und-schwerpunkte/>
- <https://www.arbeitsagentur.de/bildung/berufsberatung>
- https://zav.arbeitsagentur.de/SharedDocs/Downloads/DE/Flyer/KV_Flyer_Transition.pdf?__blob=publicationFile&v=9



GERMANY

Drop out and drop dead or Are there better solutions when aborting a study?

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Introduction

Goal of the Workshop is to gain an understanding of our project's target groups: small and middle-sized enterprises (SME) trying to fill in their vacancies and students who are struggling during their study at university and already dropped out or are about to do so. In this workshop we want to enable an active discussion about those groups and how they are perceived from a consultant's point of view. Drop out students have great potential for the job market but often lack experience in practical work. We want to know how they are perceived in other European countries. Regarding the increasing number of (international) students who drop out or struggle during their study in Germany we consult about dual vocational education and training as an alternative to academic careers.

Development

28% of all German students drop out of university in Germany every year. What happens to those young people? And how can we support the need for professionals of the labour market?

The Project PereSplus in central Germany, Thuringia, is trying to provide drop out students with a new job perspective. The help the project offers includes counselling activities, advice, orientation and support with application documents or during the application process. There are also events for example a speed dating especially for drop out students.

There are about 20 other projects like PereSplus throughout Germany. The best alternative to a university degree is becoming a professional through dual training or vocational training. After 1 to 3,5 years (depending on the profession and personal requirements) of training they can participate as professionals in the job market and start building their career with further education or even a new study. The possibilities are huge. Moreover, drop out students are a special target group. They are in most cases more independent, more determined and therefore most likely to finish their training successfully than younger trainees. In some cases, they even bring their knowledge from university to good use during training.

In the workshop the project and its target groups drop out students and small and middle-sized enterprises were presented. There were options for discussion about reasons for drop out, expectations of vocational training and in the end a change of perspective. This last point of discussion was very new for the participants because they mostly support drop out students or pupils. It was about how small enterprises can be supported in the recruiting process. Results and solutions of the project were presented in the end as an example of how to deal with these points of discussion in Thuringia.

The workshop took place twice, on Thursday and Friday with about 10 participants each time. It was a harmonic and interesting atmosphere among the participants and the workshop leader enjoyed her role and the discussion very much!



HUNGARY

National Survey

Q1. What important changes (legislation, for instance) have taken place, in your country during the last few years, to guarantee a good service to the citizens regarding the new conceptualization of the careers paths?

Hungary has been building a workfare state since 2010. The learning and work obligations of individuals and families are decisive in today's Hungarian career guidance system. Early engagement with work and work-based learning became a dominant public policy goal.

Responsibilities for the national career guidance system have been shared between Emberi Erőforrások Minisztérium (Ministry of Human Capacities: MoHC) and the Innovációs és Technológiai Minisztérium (Ministry for Innovation and Technology: MoIT). Currently there is no cross-sectoral forum for lifelong guidance strategy, system or service developments. Different government bodies have been implementing their own sectoral guidance projects including service delivery.

After the latest general elections (April 2018), the Nemzetgazdasági Minisztérium (Ministry of National Economy: MoNE (existed from 2010 until 2018) was reconverted to Pénzügyminisztérium (Ministry of Finance: MoF) and until December 2019 was responsible for employment policy as well as supervising the National/Public Employment Service (PES) of the country as part of the government territorial government offices. A newly formulated Innovációs és Technológiai Minisztérium (Ministry for Innovation and Technology) is currently responsible for higher education (after 1st of September 2019), vocational and adult education (since the latest general elections) as well as employment policy (since 1st of January 2020), these policy fields include different sectoral forms of lifelong guidance such as; vocational, adult and employment career guidance/counselling. Since January 2020 most of the skills anticipation related activities are under the MoIT. This portfolio includes; employment, adult education, vocational education and higher education policies. MoIT also manages the Youth Guarantee initiative at national level and is responsible for labour market services, including career guidance (30/2000, Edict of the Ministry of Economy).

The Ministry of Human Capacities (MoHC) kept its responsibilities for public primary (grade 1-8), general secondary (grade 9-12) education, youth and culture policies. Pre-schooling including (up to the age of 6) nursery school and kindergarten are the responsibilities of the local authorities.

Under the ministries there are currently two traditional and one newly-founded relevant national authorities/institutions concerning lifelong guidance; the Oktatási Hivatal (Education Authority: EA) is under the Ministry of Human Capacities, responsible for career education in primary and general secondary schools and higher education as well as higher education alumni and guidance projects.

A separate Government Committee, Oktatás 2030¹ (Public Education 2030), was commissioned to draft the new country National Core Curriculum (NCC), the fifth since 1995, chaired by Prof. Valéria Csépe. The last NCC finally was realised on the 31st of January 2020 (5/2020. (I. 31.) Gov. ed.) and it stipulates career education mainly in the scope of resupply of STEM occupations. The daily management and maintenance of primary and general secondary schools is run by the Klebersberg Központ (Klebersberg Centre School District Offices). The

¹ <https://www.oktatas2030.hu/>

school system is under the new National Public Education Act (2011 CXC).

Secondary vocational education schools are managed by the Ministry of Innovation and Technology through the Nemzeti Szakképzési és Felnőttképzési Hivatal (National Office of Vocational Education and Training and Adult Learning: NOVETAL). This office supervises the 41 VET training centres in the country, including any career guidance related activities of these centres. The VET system was under the new Vocational Education Act (2011 CLXXXVII) but in late 2019 a newer one was passed by the Parliament (2019 LXXX). From the school-year of 2020-21 this stipulates the I-VET system. A medium-term strategy was adopted in March 2019 to reform the national VET system from the school year of 2020-2021. The so-called Szakképzés 4.0 Stratégia² (Vocational Education and Training 4.0 Strategy) has a sub-chapter about guidance related activities. The strategy aims to make vocational education and training more attractive, further develop the dual-training approach and reduce early school leaving. It summarizes the challenges of the relationship between career education and vocational education in 9 points (Stratégia, p 19.; Government Edict 1168/2019 (III.28.).

These issues are the followings;

1. primary school teachers do not support entry into vocational education, ...
2. the current national VET system cannot provide an effective response to the challenges of Industry 4.0 ...
3. the VET system is still supply-driven ...
4. so far not enough companies have been engaged in the dual-training system ...
5. in career guidance service delivery several parallel providers are engaged using significant amount of resources with a low outcome...
6. the structure of the VET programmes is still not flexible enough, does not always meet (with) the needs of the supply and the demand sides ...
7. secondary VET system does not have an adequate level of cooperation with higher education ... this is one of the reason why students are eager to take general secondary schools instead of VET.
8. the professional skills of the VET instructors are not in line with the latest industrial developments and know-how, higher wage opportunities in the industry pull out the best trained VET teachers from the VET system, the ageing cohort of the VET instructors will risk the functionality of the VET system.
9. the government had recently invested heavily in VET school infrastructure, including refurbishment and workshop developments but these schools and programmes are still not attractive enough for pupils and families.

Adult education is being regulated by the Adult Education Act (2013. LXXVII). A brand new national closed LTD.; Innovatív Képzéstámogató Központ Zrt. (IKK) (Innovative Education Support Centre: IESC) was set up under the command of the MoIT. The national vocational qualification registry (VQR) had been changed as well recently (229/2019 (IX.30.) Gov. Decree. The new legislation came into force from 1st of September 2019. The New Vocation Act and the new legislation about the VQR rearrange the structure of the I-VET system of the country

as well as the structure of the VQR. From 1st of September 2020 basic professional vocational programmes are the sole responsibility of the state VET Centres. Adult education companies are authorized to launch VET programmes according the previous regulation until 31th of December 2020. The clear idea is that from 2021 state VET Centres keep the responsibility for I-VET (initial) and adult education companies will play a role in C-VET (continuous VET) only.

Outside the state administration important strategic partners are the chambers; the Magyar Kereskedelmi és Iparkamara Hungarian Chamber of Commerce and Industry (HCCI) and the Agrárkamara (Chamber of Agriculture) and the county chambers. HCCI operates the network of vocational career advisers through the country and is also deeply involved in the Euro/World Skills movement.

Regional, county level or local coordination and cooperation are based on projects and the different managerial structures. Key initiatives concerning school-age population in career guidance methodological developments have been targeting the popularisation of STEM occupations and VET more generally, as well as drop-out prevention. Concerning the adult guidance activities labour market integration is the primary priority where the Belügyminisztérium (Ministry of Interior: MoI) as it is responsible for public work as a labour market programme.

Q2. What measures/actions, within the context of career development, are being implemented in order to address contextual and societal issues related to diversity?

National core curriculums describe career education; the focus is more on the content of the French word professional l'orientation and the secondary school choosing mechanism rather than the development of lifelong career development competencies. In the current context, the regulations of the National Education Act and Vocational Education Act together provide understanding on the country's career education concept in childhood and in the school system. The Education Act covers the age group 6 to 16 as well as general secondary and the Vocational Act covers age group 14 to 19. There is overlap in the legislations as usually grade 8 (age 14) is a turning point in pupils' life; enrolment in secondary education is a must at this early age. Early tracking is a general issue in the Hungarian education system. Currently two thirds of those enrolled in Hungarian secondary education, by number of students, are in vocational education.

From the school year of 2020/21 within vocational education VET Centers (currently at 22 vocational schools of 19 Centres) offer so-called career orientation classes at grade 9. The one-year program addresses the reinforcement of the students' fundamental skills and provides access to workplace experiences.

The third version of the Nemzeti Pályorientációs Portál (National Lifelong Guidance Portal) is also available under the NOVETAL's domain. This development is also part of the Gazdaságfejlesztési és Innovációs Operatív Program (Economic Development and Innovation Operational Programme: EIDOP central project Measure 6.2.4. The project has been developing a closed Facebook group mainly for guidance professionals and makes some of

the previously developed guidance self-service tools available for the citizens.

The Ministry of Human Capacities commissioned several local small-scale career education projects, at a main focus on STEM occupations (Emberi Erőforrások Fejlesztési Operatív Program / Human Resources Development OP Measure 3.2.13.) where the target groups are primary and secondary schools with the involvement of the county specialized pedagogical services. Most of these projects will come to the end in 2021 or in 2022 (in case of possible extensions).

The third important youth guidance service providers, alongside the school and VET systems, are the county chambers. Hungarian Chamber of Commerce and Industry had developed the concept of career guidance trucks which bring occupational and educational information closer to the pupils. These trucks are often part of the regional/local career guidance fairs.

Adult guidance services are either a part of the PES in-house services or are commissioned services from various private and NGO service providers.

The Piarista Kilátó Központ "Viewpoint" Piarist Career Orientation and Labour Market Development Methodological Center was also established through the financial resources of the European Social Fund. Its main aim is the development of an inclusive career development program and also to provide services first in the Central-Hungary region for students with special needs.

Q3. How are the different players and stakeholders involved in?

As it was mentioned before the country has no single lifelong guidance strategy but more sectoral strategies which include guidance. Policy design and implementation are very much centralized, social partners, local authorities are more engaged in service delivery than system design or policy reconciliation. State-recognized churches (based on the 2011. CCVI Act) has been playing a significant role in educational, social service deliveries including school-based and youth guidance.

Q4. What measures/actions are being implemented to prepare practitioners to develop their activity in this context?

Currently there is no national, cross-sectoral credential system for guidance practitioners, though the country has a well-established higher education institutional background in the field. The Eotvos Lorand University in Budapest and St. Stephan University in Godollo have long-standing tradition in professional training, in both directions for the school-system and for adult counselling. After the Bologna System was introduced, another five universities (Pécs, Debrecen, Győr, ELTE Budapest, Metropolitan University Budapest) became trainers in career guidance. National or sectoral quality assurance has been missing.

Under the Ministry of Human Capacities another Ministerial Edict (13/2013 (II.23.), annex No. 6. describes the qualification criteria. According to this regulation any psychological or

pedagogical degree is adequate.

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

Most of the continuous training is provided by different ESF-financed projects at temporary bases. Currently, the Economic Development Innovation And Operational Programme - EIDOP (GINOP: Gazdaságfejlesztési és Innovációs Operatív Program) central project measure 6.2.4. run by the National Office for Vocational Education and Training and Adult Education (NOVETAL) provides short training and local workshops for the teaching and guidance staff of the State complex vocational training centres between 2018 and 2021. Another central project run by the National Education Authority will provide short training exercises for teachers and will develop a syllabus for the State schools.

An MA in human resource counselling is also available in five different universities, which partly focus on career counselling and guidance. The curriculum includes modules on guidance in EU, career-planning, career theories, counselling techniques, conflict management, problem solving, employment policy, ICT and research methodology. Relevant issues related to social inclusion are also taught, addressing disadvantaged groups, andragogy, equal opportunities adult education services, and ethics. The MA programme has the duration of four semesters, 120 ECTS.

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

Q5. Provide overview of career guidance intervention, which help citizens to manage the transitions through their careers? What is the role of CMS?

The concepts of career management skills (CMS) as well as other models such as the development of self-efficacy or system-theory approach are well-known by the trained Hungarian guidance professionals. The overall education and employment strategies however have been emphasizing the work first approach and early engagement with the labour market. Under each sector; public education, vocational education, adult education, employment services ect. there are different sub-definitions and professional "way of doing" (knowhow) (are) in place. There were efforts taken in the 2010's (Borbely-Pecze et al. 2009, Burányiné&Kun, 2015) in order to develop a national protocol or Code of Ethics (Adequo, 2014) for career guidance professionals but so far this is still in progress.

In the public education system (up to the age of 14 or in case of 18) the main emphasis is on "schooling-in" and to support the (possible) most successful transition of the student from primary to secondary or secondary VET education.

Q6. Examples of initiatives tailored to foster networking among different services in order to ensure coherent interventions via the lifespan.

There are several local, regional networks of professionals in the field of career guidance. Just to mention a few; The Young Enterprise Alliance (FIVOSZ Fiatalközvetők Országos Szövetsége) organisation created a network of entrepreneurship teachers focused on exchanging good practices about teaching of entrepreneurship. The European Business Association and the Shell Foundation collaborate on developing entrepreneurship training programmes for career guidance professionals.

The National Office of Vocational Education and Training and Adult Learning (Nemzeti Szakképzési és Felnőttképzési Hivatal, NOVETAL) has also developed an entrepreneurship training programme for VET teachers. The curriculum includes courses on entrepreneurial competences, business planning and didactics. Currently as was mentioned already, NOVETAL has been developing a closed Facebook (Pályáori Klub) group for guidance professionals. In summer 2020 the group has over 500 signed members. NOVETAL is also responsible for EPAL, the Electronic Platform for Adult Learning in Europe, (national management). In this platform a group for Hungarian guidance professionals was also recently established.

KONTAKT Foundation provides access to data on careers and labour market for all guidance professionals from schools, universities and PES. Information on how to develop career guidance activities for ESL, NEETs, people from disadvantaged groups, and older workers is also included.

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HUNGARY

The “3 p”-s and the roles, responsibilities of guidance professionals and other stakeholders

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Introduction

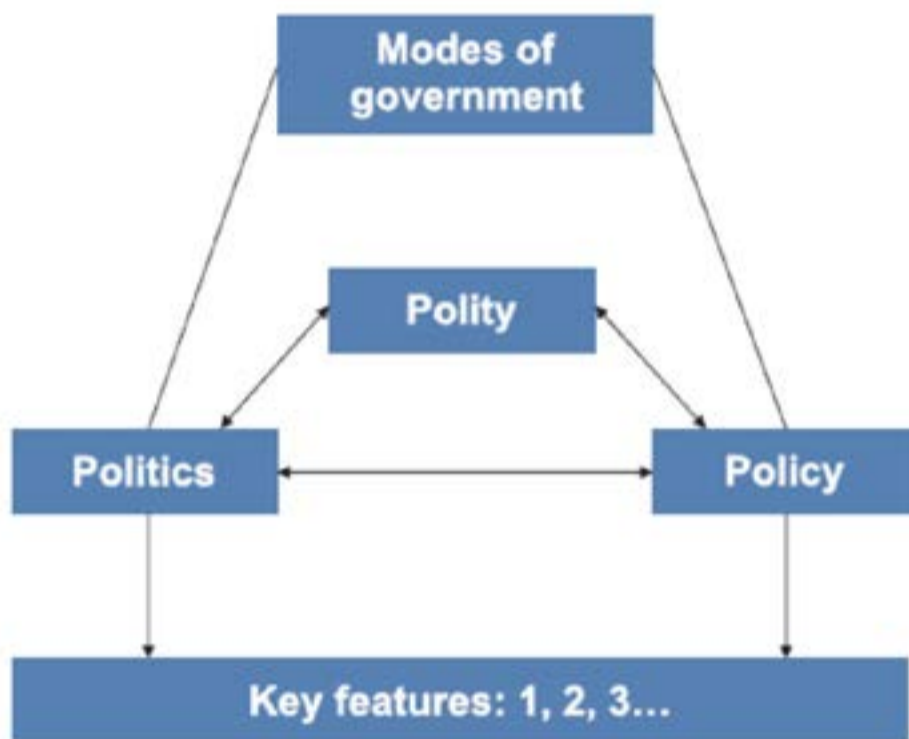
As an activity, career guidance can be viewed from several different perspectives. Traditionally, we have discussed career development of individuals but thoroughly elaborated theories of career counselling were missing until the 1990s (Swanson & Fouad, 1999). Career guidance, however, can be observed as both a policy and a system (Organisation for Economic Co-operation and Development [OECD], 2004; European Centre for the Development of Vocational Training [Cedefop], 2005; European Lifelong Guidance Policy Network [ELGPN], 2012) and therefore it has its own polity, entities or institutional settings, as well as power games taking place around these institutions. The ELGPN was in operation at the policy and system-design levels between 2007 and 2015 in Europe, but ultimately the ELGPN Resource Kit (2012) was never tested. This article not only takes into account a few reference points which were identified already in the reports mentioned above but also seeks to go deeper in certain categories such as the professional background of employees, institutional settings, etc. As career guidance also forms part of public policy (OECD, 2004; Watts, 2002; ELGPN, 2014, pp. 75-77), its content can also be circumscribed upon the “conventional triad” of politics-policy-polity as well as politicking and politicization. “Policy refers to a regulating aspect of politics. Politicking alludes to a performative aspect; polity implies a metaphorical space with specific possibilities and limits, while politicization marks an opening as something is political, as playable” (Palonen, 2003). This well-elaborated literature of political science is rarely reflected in the literature of career guidance. However, many career guidance roles cannot be observed without these relations, for example, the advocacy role of guidance links it with social mobility, and social justice and development of Career Management Skills (ELGPN, 2013) with the school system, etc. Therefore, how guidance has been recognized and put into practice by different governments in different historical periods is also linked with the emerging theory of guidance, career development, and with how social peace has been maintained over decades. International best policy practices get transferred from one country/region to another, facing various challenges. Sultana (2009) made a distinction between policy lending and borrowing, arguing that happenstance in policy development is also often a reason for policy improvement as travellers contribute fresh know-how from time to time.

The Conventional triad

The triad was originally designed by Lange, Driessen, Sauer, Bornemann, and Burger (2013), who described processes of the EU environmental policy, but it can also be used to investigate the relationship between different political processes and the improvement of career development, guidance practice and theory, as well as interdependencies between them. Here, three main definitions will be used, all borrowed from political sciences and infrequently

used by career guidance specialists:

- Polity is a form or process of civil government or constitution.
- The word goes back to the mid-16th century as derived from the obsolete French word *politie*, via Latin, from Greek *politeia*, meaning “citizenship, government,” from *politēs* (citizen) and *polis* (city).
- Politics is the activities associated with the governance of a country or area, especially the debate between the parties in power.
- Policy is a set of ideas or a plan of what to do in a particular situation, agreed upon officially by a group of people, a business organization, a government, or a political party



The workshop

The workshop during the Cross Border Seminar 2020 (CBS 2020) in Lisbon addressed the “3 p” model in relation of the roles and responsibilities of career practitioners. Through different tasks we listed and grouped the different ‘building blocks’ of public policy. The aim of the exercise was to teach professionals how to make distinctions between the different features of public policy in relation to career guidance.

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PORTUGAL

National Survey

What important changes (legislation, for instance) have taken place, in your country during the last few years, to guarantee a good service to the citizens regarding the new conceptualization of the careers paths?

In Portugal the Ministry of Education has been adopting a set of actions that converge to the development of quality learning and that are effective responses to the needs of all students, having as main goals i) to promote the educational success, reducing early school leaving; ii) to ensure secondary education as a minimum level for the qualifications of young people and adults; and iii) to improve vocational and educational training. The legal diplomas that frame and support the new educational paradigm, stressed out the significant role the guidance intervention may have in promoting quality and the educational efficiency of all students.

A crucial document in the context of education, “The Students’ Profile by the End of Compulsory Schooling” (2017), defines student’s profile for the 21st century. The Students’ Profile leads to a school education in which the students of this global generation build and settle a humanistic-based scientific and artistic culture by mobilising values and skills that allow them to act upon the life and history of individuals and societies to make free and informed decisions about natural, social and ethical issues, and to carry out a civic, active, conscious and responsible participation. Contents as autonomy, critical thinking, responsibility, curiosity, problem solving, interpersonal relationship become crucial in the curriculum.

The National Strategy for Citizenship Education (ENEC) includes a set of rights and duties that must be present in citizen education of the Portuguese children and youth. The aim is to have in the future adults with civic conduct that fosters equality in interpersonal relations, the integration of difference, the respect for Human Rights and the enhancement of concepts and values of democratic citizenship, in the framework of the education system. The National Education Strategy for Citizenship created a mandatory teaching area – Citizenship and Development- integrated throughout curriculum from early childhood education to upper secondary education. The focus is on ensuring a quality inclusive education which will support learning lifelong opportunities for all by involving students in the daily practices of school life and the community life (Decree-Law No. 55/2018, of July 6). Contents as education for the development of entrepreneurship and education for work are embedded in the curriculum. These contents aim to encourage students to know, reflect and discuss essential concepts related to decent work; occupational safety and health; work, equal opportunities, and non-discrimination; individual factors and group relationship in an organization; transition to the labour market.

In the same line of action Decree-Law No. 54/2018, of July 6, on Inclusive Education, reinforces the importance of supporting all children and youth in order to enhance their learning results and guarantee their personal and social well-being, promote and support access to training, higher education and integration into post-school life.

Another diploma is Decree-Law No. 232/2016, of August 29, which regulates the creation and the regime of organization and operation of the Qualifica Centers, namely the information,

guidance and referral for professional education and training offers and the development of processes of recognition, validation, and certification of competencies. These Centers, some of which are based in schools, cover only adults aged 18 years or up who are seeking for a qualification and, exceptionally, young people still in compulsory schooling, but who are not attending education or training or are not included in the labour market.

In the scope of labour the Decree-Law No. 140/2015, of May 20, regulates the functioning of the Professional Insertion Offices (GIP) that provide support to unemployed young people and adults, in the path of insertion or reintegration into the labour market, in close cooperation with the local units of the Public Employment Service.

What measures/actions, within the context of career development, are being implemented in order to address contextual and societal issues related to diversity?

Since 2018, Decree-Law No. 54/2018, of July 6, which establishes the legal regime on Inclusive Education, reinforces the importance of valuing students' interests in order to enhance their learning achievements and ensure their personal and social well-being, in particular when it refers to guiding principles of Inclusive Education "Customization, the pupil-centred educational planning, so that measures are decided on a case-by-case basis according to their needs, potential, interests and preferences, through a multilevel approach;" and a: "Self-determination, that is, the respect for personal autonomy, taking into account not only the needs of the student but also their interests and preferences, and the expression of their cultural and linguistic identity, creating opportunities for the realization of their right to participate in decision-making".

Also in the scope of the same Decree-Law, they were created Learning Support Centers, in each school cluster, as a support structure that aggregates human and material resources, knowledge and skills, and competencies of the school, aiming, among others, to support the definition of the Individual Transition Plan with a view to facilitating the transition to post-school life. Individual Transition Plan is conceived three years before the limit age of compulsory schooling, for each young student who attends school with significant curricular adaptations, and it must be designed according to the interests, competences and expectations of the student and his / her family. The Individual Transition Plan complements the Individual Educational Programme so vocational guidance is a fundamental process in the construction of the Individual Transition Plan, as it covers a set of activities developed with the student within the community, which aim to support the student to identify his/her skills, interests, as well as to make decisions in the transition phases in education subjects, training and employment.

Very recently, and regarding actions /measures to promote the inclusion of all, in the context of career development, Portugal has committed to Greece, to take in 500 Unaccompanied Foreign Minors (MENA) by 2021, in a phased and gradual manner. To speed up the inclusion of these children and young people into our educational system, extraordinary educational measures were authorized, in terms of the granting of equivalences, the progressive integration into the curriculum and the strengthening of learning of the Portuguese language, as well as the school social assistance, to be considered in their vocational and professional guidance.

A protocol between Public Employment Service (PES) and the High Commission for Migration (Alto Comissariado para as Migrações, ACM) supports a network of professional insertion offices (GIP) promoted by associations for the integration of immigrants and ethnic minorities.

The National Roma Communities Integration Strategy has guidelines that define guidance as a priority.

Civil society has been playing an important role, especially the Calouste Gulbenkian Foundation (CGF). The Foundation's main purpose is to improve the quality of life through art, charity, science and education. In 2018, the CGF launched a national network composed of up to 100 'knowledge academies' that support locally designed and evidence-based programmes promoting social and emotional learning of children and youth (aged up to 25) in school, family and community settings.

How are the different players and stakeholders involved in?

There are several actors and stakeholders involved. Understanding as "actors" those who have a direct intervention in the field, that is, in the educational community, either by their practice or as consultants or decision-makers, can be indicated: guidance professionals, teachers, parents/guardians. Regarding stakeholders, i.e., partners of the local community, stand out: Qualifica Centers, municipalities, higher education institutions, PES and entities of the business fabric.

Involvement and cooperation take place at various levels, from involvement at local and regional level more focused on operationalization to inter-ministerial cooperation, with organizations overseen by different ministries. An example is the National Agency for Qualification and Vocational Education and Training overseen by the Ministry of Labour, Solidarity and Social Affairs and the Ministry of Education, in conjunction with the Ministry of Economy.

This Agency has the responsibility to implement the Qualifica programme, a government initiative with the aim of improving adult levels of qualifications and the employability of individuals by using a qualification strategy. Centros Qualifica, specialised adult qualification centres, can be set up by public or private bodies (providers), such as public primary and secondary education school, directly or partially managed vocational training centres from the network of the Institute for Employment and Vocational Training, companies and associations or other bodies with significant territorial or sectorial importance.

A closer cooperation among the different organisations of central administration, Directorate General of Education (DGE), National Agency for Qualification and Vocational Education and Training (ANQEP) and Institute for Employment and Training (IEFP), and the Portuguese Psychologist Association, through the joint organisation of national events that promote sharing and foster synergy among the different players.

At a local level there are different types of cooperation among schools, public employment service, municipalities, business community, vocational schools (VET) and universities. The main collaboration between schools and the different partners includes:

- a) Qualifica Centres: participating in sessions and events related to education and training, transition to the job market, and transition between education and training pathways;
- b) local authorities: participating in events about education and training provision as well as about other initiatives focused on children and young people;
- c) higher education: collaborating in organizing activities that support the transition to higher education; collaborating in research projects;
- d) business community: collaborating in organizing work-related trainings, internships, and events in the field of school, and student capacity building in terms of work.

Most of VET schools are owned by companies, business associations, foundations, cooperatives, trade unions and local authorities. Professional schools support development strategies in their contexts, actively working with regional and local authorities and other economic and social stakeholders and establishing close links with the business environment and employers, enabling on-the-job training as a strong component in the education.

It is also important to underline the paradigm of “the whole school approach” since it is the model that frames the guidance intervention in schools. The role of teachers, parents, and peers is fostered.

What measures/actions are being implemented to prepare practitioners to develop their activity in this context?

The measures and actions to prepare professionals in these contexts are diverse and promoted by several entities, both public and private. This involves the provision of continuous training and skills development for professionals, thematic events such as seminars/thematic days, creation and dissemination of guidelines, documents, publications, and resources for best practices and professional guidance, support and formal recognition.

The most important providers, DGE, ANQEP and IEFPP, offer regular training courses credited by the Order of Portuguese Psychologists (OPP), addressed to career counsellors from its units.

Portuguese Psychologists Association (OPP) create a system of specialization for its members that aims to contribute to the promotion of quality in professional practice in different areas of Psychology and, consequently, to the Psychologist’s Professional Development. To be qualified for the title of Specialist in Psychology, Portuguese Psychologists must have the acknowledgement of training and qualification in a specific field of Psychology, as well as of their professional expertise, legitimizing and valuing their professional exercise with clients, entities, and society. The specialization system contributes for the promotion of quality in the professional practice in Psychology’s different fields, being one of those areas the advanced specialty of Vocational and Career Development Psychology that, in the present context of complexity and change, constitutes a fundamental area of intervention, supporting individual’s attainment of success and satisfaction in their careers and normative and non-normative periods of transition.

In parallel with the specialization system, it is available on OPP the Accreditation

System for Training Initiatives for psychologists. This accreditation system consists in the formal acknowledgement of quality for a training initiative, awarded through the fulfilment of requirements at the operational, pedagogical, scientific and training staff levels. Entities can submit their training initiatives to OPP, being those initiatives examined by a technical commission that will assess the fulfilment of certain requisites, being this accreditation process an attribution system of a scientific-pedagogical “quality assurance stamp” for the professionals, certifying training in the Vocational and Career Development Psychology.

Another project is the OPP’s training platform “Valorizar.me”. This project aims to provide training permanently adjusted to the needs of Portuguese psychologists and aims to anticipate the needs and challenges of the job market, employers, and the society including in the emerging areas of Psychology. Soon OPP will launch a psychology literacy website (eu sinto.me) that includes a section dedicated to information about job search, self-employed work, and professional competencies development. These resources are meant to be used by the population, that can be in different moments in their life and career path.

The Portuguese Association for Career Development (Associação Portuguesa para o Desenvolvimento da Carreira, APCD) provides supervision for guidance and career counsellors. Every year APCD organizes an international seminar where researchers and practitioners present innovative practices in career guidance and counselling. APCD also develops courses addressing the development of digital skills, such as the course Vocations in digital era. All these initiatives are credited by the Order of Portuguese Psychologists.

Universities and the Order of Portuguese Psychologists develop several courses helping career counsellors to upgrade their knowledge.

Provide overview of career guidance intervention, which help citizens to manage the transitions through their careers? What is the role of CMS?

Guidance and counselling services are mainly organised under the responsibility of the Ministry of Education and the Ministry of Labour, Solidarity and Social Affairs. Guidance is referred to in many documents on lifelong learning, education, social inclusion, training and labour market policies. The main goals of guidance are to reduce school dropout, improve school engagement, increase the number of students in VET courses, support smooth transitions between school levels, from school to labour market and during the labour path. Guidance is free of charge when delivered in the public services. Currently, guidance services are delivered by diverse providers, in a wide variety of contexts, throughout the lifespan of clients. The psychology and guidance services in schools, the Qualifica centres, the public employment services, career centres in universities and other entities from the public and private sector, develop information and guidance actions for qualification and employment. These actions should take the beneficiaries’ profile and needs into account, and should be coherent, integrated, systematic, continuous and complementary, according to the competences of each service.

In schools guidance is undertaken by psychologists together with the education community, teachers, principals, parents and guardians. The main tasks are to: support students in the process of developing their identity; foster autonomy in information research; support the

acquisition of career management skills; carry out information actions on the education and training system and on the existing offer at national and community level; collaborate in the organisation and follow-up of study visits and activities to approach the labour market; support mobility experiences; prepare the transitions along the educational and professional path; encourage learning initiatives in concrete contexts of activity, such as volunteering, internships and job shadowing; supporting information and awareness raising activities among parents and guardians and the community in general, on aspects inherent to career decision-making.

The National Agency for Qualification and Vocational Training (through Qualifica centres provide support in validating prior learning and support adults to face challenges in their daily lives regarding the progression or reorientation and/or entering the labour market. In March 2013, the “Methodological Guide for the application of the Lifelong Guidance Framework in The Centers for Qualification and Vocational Education” was published, having been updated in 2017 to be applied to the Qualifica Centers. This document is an instrument to support technical guidance, recognition, and validation of competencies (TORVC), supporting the operationalization of the stages of “diagnosis” and “information and guidance”. The construction and career management objectives established in the Reference Guide are as follows: **(a)** to develop the self-concept; **(b)** to interact effectively; **(c)** to manage information **(d)** to manage change/transitions; **(e)** to decide; **(f)** to access to qualifying routes and to prepare for the insertion and maintenance in the employment market.

Also, within the scope of the Qualifica Centers, the Qualifica Passport, a digital tool, which allows the recording of the training, skills and qualifications obtained by the individual throughout his/her life, and also simulate possible paths or organize others, carried out or to be carried out, depending on the qualifications that the individual can obtain and the school and professional progression that he can achieve.

In November 2018, ANQEP published the document “Activity Exchange”, to be indexed to the “Methodological Guide of the OLV Reference”, which presents for each objective of construction and career management proposals of activities, whose description is subject to a given organization. This document has forty-eight proposals of activities, whose purpose is to support the Guidance and Prior Learning recognition Technicians in the operationalization of the stages of diagnosis and information and guidance.

Recently, aimed at secondary school youth attending professional courses, the STEP 1 project was promoted. Each partner school developed a vocational guidance programme, considering the purpose and 11 steps proposed in this project, namely: Purpose: to support young people in the transition phase from school to the world of work and in designing strategies to outline subsequent qualification paths.

VET institutions known as professional schools organise career guidance for VET students. Beyond their core activity, professional schools also provide training for adult education and qualification, skills recognition and accreditation (RVC), and take part in projects aimed at helping people with disabilities, enhancing equity and fighting social exclusion.

The Careers Office, in High Education promotes Academic Volunteering, coordinates

transferable skills programme, internship programme and Mentoring Programme. Monitoring of transitions between secondary education and higher education and from there to the labour market. The new graduates are continuously monitored by their mentor during their process of integration into the labour market, so that they can prepare for their future, extending their learning process, acquiring and improving skills. The mentor has the opportunity to “sponsor” someone with less experience, sharing his vast professional experience, creating the basis for professional success.

In PES “The Orientation Space” offers a set of resources to support career management. It is addressed to adults and youth who are looking for a job, thinking about creating a business project, re-considering professional project, moving from one cycle of studies or training to another or even planning to move to the retirement situation. The Space is organized in four different paths:

- a) working competences: users identify their competences through self-diagnosis tools and identify how to improve relational, creative, information management, time management, decision making and learning skills with the goal to fit labour market;
- b) exploration: users define their skills and qualifications, to be informed on matching professions and discover correspondent training and job opportunities in Portugal and Europe;
- c) entrepreneurship: entrepreneurs discover their entrepreneurial profile and learn how to develop an enterprise;
- d) professional network: users learn how to respond to a job vacancy, how to prepare a job application and how to react during a job interview.

It is also important to note that the global expansion of the labour market and its new requirements have led to the need to create career management models. We are gradually moving from stable, linear, and vertically structured careers to transitory and dynamic careers. This situation increasingly requires that everyone become responsible for their own career management, building and rebuilding training and work paths. In this sense there are already some consulting companies that help to design professional paths in a more effective and coordinated way with the interests and expectations of each one.

Examples of initiatives tailored to foster networking among different services in order to ensure coherent interventions via the lifespan.

Some of the initiatives that we can refer are:

The Psychology National Forum with all the 31 Higher Education Institutions, that deliver Psychology courses in Portugal, and other organizations, with the aim to a progressive actualization of Psychologists’ core training that, in the future, will make career interventions. The Education Framework for the World of Work is the result of a partnership between the Directorate-General for Education (DGE), the Authority for Working Conditions, the Office of the International Labour Organization in Lisbon, the National Agency for Qualification and the Vocational Education, IP, and the Institute of Employment and Vocational Training, IP.

The national conference on Psychology and Guidance organised each year, bringing together practitioners (schools, public employment services and universities), researchers, municipalities, employer representatives, practitioner's representatives and parents to discuss the role of each one in guidance processes.

Every two years, OPP organizes its Congress, being this an event that not only includes lectures about Vocational and Career Development Psychology, but also facilitating networking between Psychologists and other entities. OPP cooperates with NGO and other Associations on this area, as well as with Portuguese Government Entities with responsibilities in this area.

Links and references

- <http://www.anqep.gov.pt/default.aspx>
- <https://cidadania.dge.mec.pt/boas-praticas/mundo-do-trabalho>
- <https://gulbenkian.pt/academias/>
- <https://www.acm.gov.pt/68>
- <https://www.iefp.pt/>
- <https://iefponline.iefp.pt/IEFP/web/op/sobre-orientacao-profissional>
- <https://www.ilo.org/global/lang--en/index.htm>
- National Education Strategy for Citizenship
- Recommendations for Intervention in Vocational and Career Development Psychology Recommendations for an Inclusive Education directed to the Educational Community
- Recommendations for interventions in the field of employability School transitions – Recommendations for professionals
- The Students' Profile by the End of Compulsory Schooling



PORTUGAL

“The space between” - the family role in times of transition in school and post-school life and the share of good practices in guidance.

Introduction

One of the biggest challenges on school guidance activities is the 'action-reflexion' concerning the importance of family/parental engagement in the period of school transitioning and their impact in making decisions:

- What is the role of the family in making career decisions throughout life?
- And when it comes to decisions by young people, what is the role of the family?
- What will be the 'perfect' space between parents and young people at the time of decision making?

Contextualization

Even though our experience in the field, it's crucial to revisit some of the base ideas that support any vocational and school orientation program. Many of the jobs that will run the world in 2050 are yet to be created. Developments in genetics, artificial intelligence, robotics, nanotechnology, 3D printing and biotechnology, to name just a few, are all building on and amplifying one another. While the impending change holds great promise, the patterns of consumption, production and employment created by it also pose major challenges requiring proactive adaptation by corporations, governments and individuals (World Economic Forum, 2016). While some jobs are threatened by redundancy and others grow rapidly, existing jobs are also going through a change in the skill sets required to do them.

More than studying for a job that you are going to work on for the rest of your life, one should focus on the development of specific skills, tools able to support my path and career. This 'soft skills' refer to a cluster of personal qualities, habits, attitudes and social graces that make someone a good employee and compatible to work with (Vasanthakumari, 2019).

In this context, the development of the so-called social and soft skills is the foundation stone on our guidance activities. As Majid et al (2012, p.1036) state: "Appropriate soft skills play an important role in a successful career as well as during social interactions in the society. These skills are also highly sought after by employers recruiting fresh graduates (...). While it is now a well-established fact that employers are increasingly putting more emphasis on soft skills, it is equally important that students should also adequately appreciate the value of such skills and make deliberate efforts to acquire them."

But if, where do we learn this soft skills? With whom do we learn them? When do we develop them? For sure, school plays an important role: peer interaction is, definitely, an important learning ground. But we must not forget the role of a student's family not only in school training- students from more stable and supportive home environments show less academic difficulty as they progress through the transition (Rice, 1997), but also structuring of character and personality. This dimensions of 'being', for sure, is the dimension with the

major impact in the process of decision making as well as the student's personal performance. Self-confident, independent and assertive young people tend to show more easiness in the decision making process; young people with a good self-esteem tend to recognise their own talents and their family play a central role in the process of building a self-knowing guidance throughout life. So, we may say that the career decision-making process is like a ball of wool that begins to be woven very early in the person's life story – is a process.

Two years ago, my 11 years old daughter Matilde asked me “Mom, what's my talent? One of my cousins is a brilliant singer, the other one draws and paints so well... When you were my age you were good at sports. What about me? What is my talent?”. So I explain her that there are many types of talents and that art is not always the only expression of talent. I reminded her how she is speaking in public, how perceptive, fair and a good at speaking her mind and defending her reasons. I think she thought about it for a while. Last summer, out of the blue, she asked me “Mom, remember when I asked you about my talent? I thought about it and I like to give orders, having things organized with post-its, wondering if something is fair or unfair... and I know. I want to be a judge”. Since then, every time she hears some news about court cases, she stays alert.

This personal reference... why did I brought it up? It aims to focus in the importance of family. Not just in career guidance but, above all, on the development of personal and social skills that will impact the decision making processes. Who does it? When? How?

In Agrupamento de Escolas de Cister, we have a multidisciplinary team of psychologists and social workers, working on an universal and joint action focused on capacitation and on the development of skills with significative adults (such as teachers, but most of all, parents). On the other hand, we follow science, particularly in what concerns the moments of transitions in school for children and young people, across all their path at the school, in a longitudinal perspective and following a multilevel intervention's model.

Most research into transition, focuses on the move from scholar contexts. Facilitating successful transitions requires that attention be paid to students' preparedness for the transition and the kinds of support students need before, during, and after the this moments (Andersson et al, 2000; Blyth et al,1983). We know, by scientific evidence, that children who do not make early positive transitions to school are the ones who are most likely to become inattentive, undisciplined and deviant and those who are likely to drop out of school (Ramey & Ramey, 2010). Never the less, thinking about the transition process is essential in all year groups. Transition puts enormous demands in children – socially, linguistically, emotionally, academically and practically, but also in families. This “institutional discontinuities”, as termed by Rice (1997), interrupt the continuity of life in an organizational and social perspective. Some children will inevitably find transition more difficult than others, however this can be mitigated (and the family background it's vital). Whether children are moving between year groups at the same school, or moving to another setting entirely, transition needs to be a top priority.

So, how can we work on supportive transitions? It's critical studying our context and needs; defining objective and realistic goals and priorities; planning activities according to the needs of our heterogenous 'public'; carry out activities aimed at families, students and/or teachers and paying attention to students' awareness of transition and the kinds of support students and their families needs before, during and after the transition process.

We also know that it has been well-established in countless studies that parents who are warm, responsive to children's questions and emotions, provide structure, set limits and make demands for competence, have children who are more likely to succeed.

From kindergarten to primary school

Following this principles, our priority is to develop parental training sessions for our kindergarten children's families (one session per trimester). In this sessions we focus on topics such as: the importance of affection, rules and limits or the development of conscious and positive parenting strategies. In the same way, we develop, each year, a session aiming at the importance of the basic skills (cognitive, linguistic, social, attention and concentration, tolerance to frustration, ability to work autonomously, ...), before entering primary school (specially, for those who are just 5 years old). With our young students, we have developed:

- Emotional education programs in four kindergarten classes, as well as an activity of emotional education by art - «EmocionArte», involving all the students of our primary schools;
- We promote a visit to the further school (if it's not in the same building), in order to know their routines as well as the key adults from that context;
- We offer a 'one-day-experience' amongst the 1st year classmates to allow them to understand the working methodologies and rules of the new context to be faced in the near future;
- Encouragement to carry out activities at school, involving the family (e.g. 'the jobs go to school' - with the participation of parents / family members who will present their jobs to the class);
- Support for specific cases (anticipating or postponing access to school).

From primary school to the 5th grade

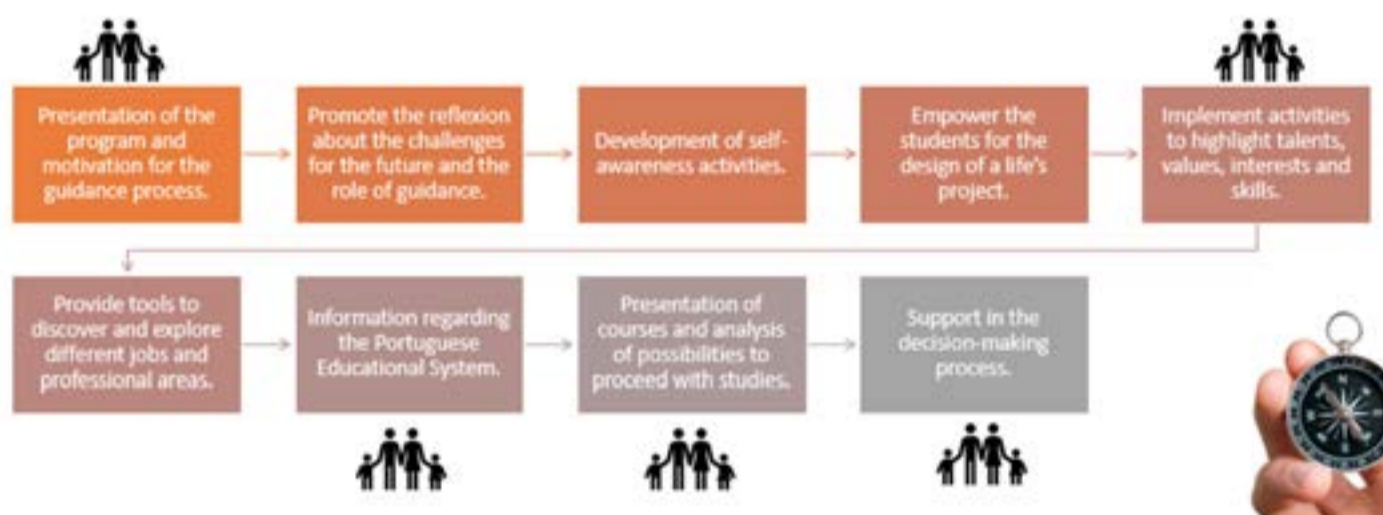
In the transition between the primary school and the 5th grade, we find a 'dramatic' change: a bigger school, more subjects, new working methods, more teachers, new routines, new friends, greater responsibility and challenges. So, what can we do?

- Focus on the students and families' welcome on the first day of school (5th grade);
- Hold parental training sessions on topics such as: the development of conscious and positive parenting strategies, the promotion of new habits and methods of study as well as the promotion of autonomy, through the workshop: «Let go of my hand», and the creation of positive expectations about each student's future;
- Encourage family involvement in students' school life (motivation, positive expectations);
- Families are invited to participate in school activities. There are some projects in which the cooperation is constant (autonomy and curriculum flexibility);
- Development of emotional education programs in all the classes of the primary level (as a Curriculum Enrichment Activity), in order to develop skills of self knowledge and emotional management;

- Promotion of a visit to the further school, in order to know their routines as well as the key adults of that context, services, rules, spaces;
- Offer mentoring programs between students of the 5th grade;
- Support for specific cases and, in case of need, to provision of psychological aid.
- Organize training sessions for Head Teachers, dealing with verbal and non-verbal communication.
- Support the school-family communication process.
- Cooperate in the design of each class project (Plano de Trabalho da Turma), at the beginning of the 5th grade.
- Encourage teachers to carry out activities at school, involving family.
- Implement activities and projects in the classroom, so as to develop personal and social skills, from the beginning of the 5th grade.

From 5Th grade to 9th grade

When students attend the 9th grade (the final year of the elementary school), the Psychological Services implement a Guidance Program. This program is composed of 9 sessions, involving all the young students of each class. As a final stage, there is an individual interview/appointment/meeting held with every student and his/her parents (whenever possible), in order to discuss and support the final decision. These activities are designed to involve the family structure (and teachers) in this process from the first moment:



In addition to the steps previously described, we usually take our students to a National Guidance Fair, where they are able to contact with universities level schools. We also open the door to other vocational and secondary schools as we are aware of not being able to offer all possible courses - the communication between schools it's vital to promote a smooth transition from the elementary school to a secondary level, and also the presence and involvement of parents in this process makes the student feel more secure and able to make a decision.

In fact, the notion that involving parents in careers, education and guidance is highly desirable is neither new nor innovative (Birk & Blimline, 1984; Laramore, 1994), but it steels a challenge to promote this parental engagement in order to facilitate and expand opportunities

for young students to draw upon a variety of sources and experiences to help with their career decisions (Barnes, et al, 2000).

From the elementary school to a secondary level

And what about your work in the secondary level? For those students who follow vocational courses, all the students participate in the ANQEP's program «Step one: planning your future», held by us with the cooperation of Centro Qualifica and other external partners. This project is developed in 10 stages of training, all with the same goal: to increase skills in active job search. It starts with a first pitch, where students are invited to talk a little about themselves, and it ends with a final pitch where they can demonstrate, after the STEPs, a new perspective on themselves, as youngsters in transition to the labor market or further studies. It's a great program with great results with our students:

Step 1 - planning your future

Step 1.0	First individual Pitch
Step 1.1	Self development activities: interests, values, expectations
Step 1.2	Individual interview
Step 1.3	Information session
Step 1.4	The impact of social activities
Step 1.5 e 1.6	Searching a job: skills
Step 1.7	Towards success: networking
Step 1.8	Towards success: Entrepreneurship
Step 1.9	Take the opportunity: the change
Step 1.10	Final Pitch's training
Step 1.11	Final Pitch's Presentation



But for the students of scientific-humanistic courses (accessing higher education), the Guidance Process is an option. Few students look for help and guidance (less than 20%) and it is rare to have a request for guidance / information from parents.

What reasons can we find for that? Our perception, in our context, tell us that, with the time, some parents become distant and apart from the teenagers/young adults' decision-making process; maybe parents think their sons are 'old enough' to make their own decisions; maybe youngsters feel themselves as adults who don't need any help to take their decisions about the future. Some times, we feel that many families are no longer the lighthouse/guides they should be... and some students are more lost than before ... others have never met themselves. Our role, with/in guidance, is to light them (students and families), across the happiness and self fulfillment road. What a great challenge!

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ROMANIA

National Survey

1. Important changes that have taken place, in your Romania during the last few years, to guarantee a good service to the citizens regarding the new conceptualization of the careers paths

The strategy for tertiary education in Romania for 2015-2020 includes: important programs and legislative initiatives with high impact on tertiary education. The main objectives are to increase participation in Lifelong Learning (LLL) and to improve the relevance of education and training systems for the labor market. The main aspects detailed in this strategy are: to increase participation in tertiary education, to promote the development of high-quality programs and strategic engagement for the economic sector¹.

The national strategy for youth policies 2014-2020 targets young people between 14 and 35 years old and includes 4 main intervention areas: culture and non-formal education, health, sports and recreation, participation and volunteering, work and entrepreneurship. The main responsible for implementing this strategy is the Youth and Sports Ministry. The strategy aims through the specific objectives and its directions of action to improve the participation of young people in the labor market, to develop and capitalize their professional potential, to develop young people's ability to search and find suitable jobs for their professional skills, to support them in setting up and developing their own business, to support in starting a family and create conditions for a harmonious balance between professional and family life and for a wide participation in social, cultural, civic and political development of the country and Europe. The Strategy pays special attention to young people who for various reasons may have fewer opportunities and provides directions of action for young people at high risk of becoming economically inactive and facing different difficulties as disadvantaged families, poverty, vulnerable communities, low access to education and work.

The strategy addresses specific problems of the Romanian labor market, such as massive employment in the informal sector, false employment through employment in subsistence activities on self-employment, job insecurity, wage poverty, limited access to continuous training for the labor market and other forms of occupational exclusion. As a result of implementation of the strategy it is expected a decrease in the incidence of these phenomena².

As for the dual education system, the Ministry of National Education strengthens the professional and technical education, through various legislative initiatives. The reforms in this domain are built on two interacting levels: the requirements of the labour market and social and personal development. The dual/apprenticeship programs are intended to consolidate the professional and technical education in Romania. A practical example is the project Systemic Development of TVET in accordance with the socio-economic development needs at national, regional and local levels. The organizations that bring an important contribution to implementation of the Master Plan of dual/ in the initial VET in Romania for the period 2015-2020 and the Strategy for the development of dual VET education in Romania for the period 2019-2023 are: National Authority for Dual Vocational Training in Romania (ANFPISDR), National Centre for Development of Vocational and Technical Education (CNDIPT), National

¹ https://www.edu.ro/sites/default/files/fisiere%20articole/Strategie_inv_tertiar_2015_2020.pdf

² <http://mts.ro/wp-content/uploads/2016/02/Strategia-tineret-final.pdf>

Qualification Authority (ANC), Chamber of Commerce and Industry of Romania (CCIR) etc. The partnership agreements aim to optimize the skills of apprentices and improve the transitions from the 8th Grade to high school/vocational school and finding a job in accordance with their interests³. The economic agents facilitate pupils' transition from education to the labour market by agreement for the practical training in dual education through OMEN No 4798/2017 and provide quality education, making possible for the graduates to get employment.

The NEETs benefit from the A Second Chance Program which is an important initiative of the Ministry of Education and Research. Also at the national level, in recent years there were elaborated Counselling and Guidance Curricula in the Context of the Educational Reform. The new guidance and counselling curriculum in Romania contains the following documents: Personal development curriculum 2013 (primary), Counselling and personal development 2017 (lower secondary), Guidance and counselling 2014 (vocational). These documents play an important role in preparing students for life transitions by understanding and identifying personal resources, abilities, talents and objectives, future career decisions and a successful integration on the labour market and in society.

2. Measures/actions, within the context of career development, which are being implemented in order to address contextual and societal issues related to diversity

There are special programs that target refugees. Transition is a topic congruent with immigration, refugee flow, involving the necessity to provide support services to the people affected. One such program is offered by General Inspectorate for Immigration: *The program of social integration of foreigners who have a right to stay in Romania*.

The social integration of foreigners who have acquired the right of residence in Romania and of the citizens of Member States of the European Union and of the European Economic Area is done through participation on demand to cultural accommodation activities, counselling and learning the Romanian language. The integration programs for these categories of foreigners and the activities facilitating the integration are developed and implemented based on the needs of beneficiaries⁴.

Courses of Romanian language are organized by the Ministry of Education in collaboration with the General Inspectorate for Immigration and are aimed at familiarizing the participants with the Romanian language. At the end of the course the participants' knowledge is evaluated by a committee appointed by the MEC which assesses the level of knowledge of participants and grants them a certificate of participation⁵. The perspective of socio-cultural transition requires the transformation of schools into inclusive environment based on social justice, acceptance and respect for diversity, and thus schools become an extended community in a sustainable way. In the Refugee Centre, transition as a constructive approach is restored and facilitated from the perspective of inclusive strategies based on extended community. Planning the future, self-knowledge communication and conflict negotiations, learning motivation highlight the positive premises of transition. Promoting a culture of trust is the

3 https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-vocational-education-and-training-and-adult-learning-56_en

4 <http://www.ise.ro/educatia-copiilor-refugiati>

5 <https://www.unhcr.org/ro/101-educatia-copiilor-refugiati.html>

expected result of the guidance and the personal development activities with major role in supporting the targeted beneficiaries.

There is a rise in interest for minority groups, gender equity and social inclusion for Roma community and other vulnerable groups in our country. UNICEF Romania implemented educational programs which aim to develop resources in children by accessing quality education. For example: Quality Inclusive Education (QIE), The minimum package of services, Hai la școală Campaign and others propose solutions which emphasize the necessity that all children go to school, stay in school and learn to their maximum potential, to be prepared for life and employment through the best use of existing local resources, and creating stronger links between families, schools and communities⁶. The project Trust-ED- Quality Inclusive Education in Bacău county especially supports the transition from lower secondary school to high school of students in a partnership that intelligently promote activities such as: leadership and management in schools, training of teachers, role model of success, parental education, school and career counselling/ personal development, grants for school and scholarships, educational resources.

3. Involvement of different players and stakeholders

Career guidance supports citizens' pathways through learning and work, and therefore involves different actors and stakeholders. The Ministry of Labour and Social Protection, the Ministry of Education and Research through the County Resource and Educational Assistance Centres (CJRAE/CMBRAE) and university counseling centres provide career guidance programs to different categories of beneficiaries.

Also, the National Employment Agency and the County Employment Agencies (AJOFM) play an important role in the delivery of career guidance services, assisting unemployed people in developing skills and supporting them in their effort to integrate/reintegrate on the labour market. They also provide information regarding labour market at local and national level.

Other stakeholders involved in career guidance services are different employers who have a direct interest in developing motivated and skilled workforce and therefore provide opportunities for initial and continuing training. There are also different education and training institutions and associations which provide career guidance services, ensuring easier transitions between different levels of education and training, and between education and training, and work and therefore can be considered important stakeholders.

Pupils in school represent a significant target group that benefit from career guidance activities. Counselling and guidance is part of the National curriculum and has allocated 1 hour/week at each level: primary level (grades preparatory, 1, 2), lower secondary level (grades V-VIII) and 3-year vocational schools (grades IX-XI).

Counselling and guidance curricular area is based on the following key principles: career

⁶ <https://www.unicef.org/romania/quality-inclusive-education-package>

guidance must be available at all relevant decision points and on exit; career counselling programs have a significant role, as they contribute to preparing pupils for future career decisions and supporting the transferability of their learning. A special attention is dedicated to the development and improvement of career management skills.

Parents usually have the most important influence on the career choices of young people and are often involved in their career decision-making, and thus can become significant actors and resources in the career guidance process.

Other important stakeholders are represented by student youth counseling centres within universities and student associations that involve students in different programs, offering guidance and feedback. Alumni students can turn into significant resources for career guidance in schools, high schools and universities. Also, some universities offer master degree programs in career counseling. An example is the School Counselling and Career Development, Master Degree Program offered by the Faculty of Psychology and Sciences of Education, University of Bucharest.

Other associations promote the interests of particular groups (for example persons with disabilities, Roma people and other vulnerable communities) providing information and guidance according to their specific needs for a better integration in society and on the labour market.

The Association of Romanian Counsellors (ACROM)⁷, founded in 2010 is involved in all the aspects regarding career guidance and counselling, being directly interested in developing expertise in the field and thus becoming a relevant stakeholder. The main concern of ACROM is to support the transition from counselling as an occupation to counselling as a profession, from a qualitative perspective.

EUROGUIDANCE Romania is another important stakeholder, promoting the European dimension in the career guidance and counselling field and supporting transnational mobility for education and work. The main target group is represented by counsellors from the educational system (schools, universities), as well as counselors from the county employment agencies.

4. Measures/actions implemented to prepare practitioners to develop their activity in this context

Training of the practitioners is an essential factor for connecting specialists with the development of competencies linked to transition as a process. The role of guidance and career counselling in a smooth transition is very important because the beneficiaries and stakeholders can anticipate changes and face challenges.

The measures/ actions which are being implemented to prepare practitioners to develop their activities in this context are related to:

- Academic education that encourages innovative ideas in this field (Bachelor`s,

⁷ <http://www.acrom.org.ro/english/>

Master`s and Doctoral Program)

- Training programs delivered by the Teacher Training Centres
- Relevant projects at the administrative/ public level
- Projects regarding the opportunity for promoting and transforming competencies linked to transitions
- Suitable formulas and initiatives developed by the NGO-s, companies, networks, other organizations
- Active measures/ legislation and good practices with different solutions (on-line, blended learning, face-to-face training and courses)
- Educational events to support transition and educational/ career choices (Open Doors Day- preparatory class, grade 5, grade 9, Career Fair or educational offer for different pathways of personal/ professional development)
- Internships or practical stages as activities which facilitate the transition of graduates to the labour market, involved contractual agreements with universities/ companies/ dual education

In Romania, through these implemented measures/actions, the practitioners become more proactive and better prepared for the future. The specialists have the opportunity to improve the transition by participating at training programs. With critical thinking, positive and inclusive attitude, engagement, diversity of styles approach, trust and good abilities on all levels, the transition is made easier. Also, the actors involved in the process of a successful transition learn to deliver information about career and personal competencies, support students during transition helping them to discover their dream about the future, design and guide transition activities, for example connecting to different network in educational/work field, monitor the progress and achievement of the transition plan.

5. Overview of career guidance intervention, which help citizens to manage the transitions through their careers - the role of CMS

In Romania, career guidance and counselling for people experiencing career transitions are provided by institutions such as Ministry of Labour and Social Protection, the County Employment Agencies (AJOFM), the Ministry of Education and Research through the County Resource and Educational Assistance Centres (CJRAE/CMBRAE) and through the university counselling centres. These entities aim to assist people in their approach to build a happy, satisfactory life, to better adjust to different challenges and changes they encounter during lifespan (transitions from education to work, job change, unpredictable contexts etc.).

There are also a number of initiatives and projects in the area of career guidance and career counseling involving a close cooperation between NGO's and governmental institution which are active in the field of education, labour market, employment and social inclusion.

Career counselling services for adults are very important in the context of a rapid changing labour market due to the development of new technologies. These services are intended to help people adjust to career changes, transitions from a job to another, according to the

evolution and the needs of the labour market at a specific moment. In the context of lifelong learning reality and a high dynamic of jobs on the labour market (jobs disappearing and new jobs emerging at a fast pace), professional reconversion becomes more and more a necessity.

A good, effective professional reconversion requires transferable skills (qualities which can be transferred from a job to another). Usually, people experiencing career transitions, already have certain transferrable skills, some of which are highly valued by employers (communication skills, organization, adaptability, teamwork, technology literacy, artificial intelligence etc.). Within career guidance programs mainly delivered by the County Employment Agencies, Human Resources Department/Division from companies etc., people can be assisted in building on the existing skills or in developing new ones so that they can successfully integrate/reintegrate on the labour market, and adjust to a new job.

A good practice example is 4CAREER⁸- an association for adults career counselling which aims to form and develop competences of the beneficiaries in areas like: self-knowledge (personal skills, clarification of professional interests, history of work experiences) educational and occupational exploration (looking and interpreting information regarding educational paths and labor market), and career planning (short-term, medium and long-term career goals; steps to be taken etc.). Beneficiaries receive an individualized counselling program tailored according to their specific needs, interests, skills and preferences in order to achieve the proposed career goals.

There has been an increasing emphasis on CMS lately, as they are important skills which enable people to manage their own learning trajectories and career during lifespan, as well as adjust to a very dynamic labor market, with rapid changes and transitions and job insecurity. Effective career guidance is based on developing Career Management Skills (CMS)⁹. These skills are seen more and more as an essential tool in career planning, employment and career transitions.

For adults facing career transitions, CMS development is focused on reflection and evaluation of the career competences they have already acquired. The career guidance and counselling of these adults begins with identification of needs followed by a process of building on their existing CMS and capacities¹⁰. CMS are considered to increase employability and promote social equity and inclusion. Developing CMS is very important because there is a need for skills in managing one's career pathways in a very dynamic labor market with frequent jobs changes. A systemic development of CMS in citizens is necessary because they have impact in all areas: school, vocational education and training, adult education, employment and social inclusion.

6. Examples of initiatives tailored to foster networking among different services in order to ensure coherent interventions via the lifespan

In Romania there are many lifespan career counselling projects carried out in partnership

⁸ <https://www.4career.ro/>

⁹ <http://www.leaderproject.eu/news/item/19-career-management-skills-a-key-concept-for-lifelong-guidance-systems.html>

¹⁰ <http://www.elgpn.eu/publications/elgpn-concept-note-cms>

between governmental and non-governmental institutions, active in the education field, the job market field and the social inclusion field.

In Romania, the Ministry of Labour and Social Protection and the other institutions mentioned above provide counselling and guidance networks to assist citizens all throughout their life in their endeavour to build a happy and gratifying life, to adapt to change and have a proactive attitude at the same time.

Within the Ministry of Education there are firstly, the County/ Municipal Centre of Resources and Educational Assistance (CJRAE/CMBRAE) which, through school counsellors, ensure counselling and career education within the Education Psychology Offices, which function at a pre university level, assisting pre-school children and students aged between 2 and 20. Secondly, there are the Centres for Information and Career Counselling (CIO) developed in universities.

For three years, in Romania, the curriculum for counselling and guidance has been implemented, with weekly hours dedicated to counselling and personal development being introduced in students' timetable. School counsellors and teachers work together to offer counselling services. The activities take place in counselling centres within Universities, AJOFM, governmental or non-governmental youth counselling centres and there are many projects developing in partnership among these institutions.

These projects aim at facilitating the transition from one age stage to the other and the developing of self-management abilities, career management, learning management, developing of effective communication skills, but also the forming of life skills to approach a healthy lifestyle and the prevention of adopting a risk behaviour. Of particular importance is the contact with the world of professions and the job market, as well as the development of an entrepreneurial spirit. These activities are held in partnership with economic agents from a diverse range of sectors, especially for young people who are finishing their studies professional or technical studies.

The projects aim at assisting children/ young people during the passage from one stage of learning to the other, with the help of activities that prevent school failure and untimely school dropout. Moreover, they focus on assisting people from disadvantaged groups and those who are reintegrating into the country after having spent a period of time working abroad. Another aim is monitoring the socio-occupational insertion of graduates (focusing on the professional insertion and the continuation of formal education), as well as the assisting of people belonging to the NEET's category (identifying, monitoring and profiling them).

We present below some projects with a good impact at the national level that can be considered good practices for tackling the transition.

The POCU- INTESPO project (SMIS code 113589) refers at registration of young people into the public service of occupation¹¹. The implementation period 2018-2021, which generally

11 <http://www.mmanpis.ro/intespo-inregistrarea-tinerilor-in-evidentele-serviciului-public-de-ocupare-pocu13523113589/>

aims at increasing the number of inactive NEETs young people registered to The Public Service of Occupation, as well as the establishing of a support network at a local level and of a working mechanism with young people with the aim of offering counselling services for career development or mediation of work.

The regional project POS-DRU/90/2.1/S/55475, the monitoring of the socio-professional insertion into the job market of graduates from the professional and technical education MISS and many other similar projects conducted in all developing regions of Romania, which aimed at identifying the reached level of socio-occupational insertion of graduates from the professional and technical education and identifying the characteristics of the transition process from school to the job market, as well as the development of a new working methodology.

Romania Secondary Education Project/ROSE, of the Ministry of Education and Research, total value of 200 million Euros, financed by the International Bank for Reconstruction and Development (IBRD), running from 2015 to 2022, aims at offering grants to high schools for a period of 4 years, in order to reduce the rate of school dropout, increase the rate of graduation and improve performance at the national baccalaureate exam. Within the project there are pedagogical and support activities, extracurricular activities constituting remedial activities, tutoring, counselling, coaching, personal development of graduates, career guidance, development of socio-emotional skills, as well as specific activities destined for students coming from disadvantaged groups. The second group of activities encompasses visits or documenting trips, internships, participation in different competitions, actions targeted at developing school networks etc. The grants are also offered to universities which then finance the grant scheme for high schools with the aim of conducting activities organized especially in campuses for high school students (especially those who are in a risk situation; live in a low-income household; belong to national minorities-including Roma people; live in rural areas or other areas where there are no schools in close proximity; have one or both parents abroad; have special educational needs). This grants scheme offers these students an early university experience, meant to familiarize them with the academic world and to initiate a development of skills relevant for their success in higher education.

There are many local projects and initiatives developed in the ERASMUS+ projects by Non-Governmental Organizations, schools, universities, companies, Institute of Science Education (ISE/ CNPEE) etc. which aimed at career counselling and assisting people through periods of transition, be it transitioning from an age stage to the other, from an education level to another or to the job market.

Another example is an Erasmus project WOW¹² developed by a Comenius Network "School and the World of Work" with partners from: Austria, Czech Republic, Denmark, Finland, Germany, Greece, Italy, Poland, Netherlands, Slovakia, Spain and Romania. The project targeted aspects for a successful, easy transition of young people from school to the world of work in a smooth and sustainable way by improving policies, strategies, structures and processes, involving

12 <http://www.school-wow.net>

evidence-based research, exchanging experiences. Thus, all students are granted a chance to choose the appropriate pathway from education to work and employment.

A successful transition from school education to the world of work involves proactive processes and attitudes.

An important research developed by The Institute of Education Sciences/ Institutul de Științe ale Educației entitled Acomodarea copilului cu trecerile de nivel din învățământul obligatoriu/ Adjustment of the child to the level crossings from compulsory education is focused on preparing the child for transition, for a good adjustment to the changes involved in moving to a new school year. Also, from the perspective of transition the research identifies difficulties and proposes measures to improve the school environment¹³. Beginning of school is a very important stage in the child's life and therefore needs to be prepared and supported accordingly. The entering in school depends on the openness and involvement of the school and parents' attitudes¹⁴. As adults involved in education, we have the responsibility to create a positive learning environment for our children with direct impact on their development.

Another aspect to be considered is the support for teachers and school counsellors, consisting in educational resources and training packages at local, regional and national level. For example, a practical and effective tool is a guide¹⁵ which facilitates the understanding and application in the classroom at the 5th grade of Counselling and Personal Development curriculum. Elaborated in 2017 and validated by counselling practitioners, the guide provides theoretical information, examples of learning units, learning activities and worksheets that can be used by teachers, complementary to the manual used in current classroom and other types of auxiliary resources, useful for an easier transition for a new curriculum.

The national project Relevant curriculum, open education for all/ Curriculum relevant, educație deschisă pentru toți- CRED (acronym) brings a big contribution to transition at new National Curriculum at lower secondary school¹⁶. It aims to empower by training 55,000 primary and secondary school teachers for a methodological approach focused on key competencies. The new curriculum refers to adapting learning activities to the specific needs of each student, including those at risk of school dropout. Also, new school curricula consists of relevant documents related to the educational policies, methodological guides for the various disciplines, including Counselling and Personal Development and Open Educational Resources (RED).

In the pandemic context, it's worth underlining the crucial role of guidance and counselling to support students, teachers and parents, helping them to better cope with transition, in fact for all the crisis situations: emotional difficulties, stress, resilience, social challenges, new learning, on-line or hybrid, synchronous and asynchronous, new world of work approach etc. In a rapidly changing society and job market under new technologies, the deficit in counselling programs/ career management in Romania is recorder for the age segment of the population who is considered active in the old models/perceptions/ theories regarding life cycles and

13 <http://www.ise.ro/acomodarea-copilului-cu-trecerile-de-nivel-din-invatamantul-obligatoriu>

14 <https://speranta.farca.ro/intrarea-la-scoala-a-copilului-partea-i-importanta-familiei/>

15 <http://www.ise.ro/consiliere-si-dezvoltare-personala-clasa-a-v-a-ghid-pentru-profesori>

16 <https://www.educred.ro/eu-sunt-cred/despre-proiectul-cred/>

career development (30/55-60 years of age) and for the part of the population considered inactive (60+ years of age). There are a number of reasons why there is a lack of counselling programs and coaching for aiding people with building and developing their career, one of which being the technology which majorly impacts society, rapidly changing the job market, which has a high level of unpredictability. The focus in the future should be on projects which develop career management skills to offer supportive reference points for the suitable management of uncertainty.

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ROMANIA

FACE TO FACE with unpredictability in the transition process through certainties of guidance and career counselling

Introduction

In this paper we will reflect on a few questions:

- What are the factors which determined a higher uncertainty level in present and in a future?
- What are the career counselling challenges and difficulties in transitional periods with a higher level of uncertainty?
- What are the unchangeable/main skills of guidance and career counselling and how can we manage our fears?
- What are the “risks” and the “gifts” of unpredictability?

Change, transition, uncertainty

We all now that a lot of changes happened in our society under the impact of technology. It seems that 85% of the jobs in 2030 haven't yet been invented. By 2030, over 800 million jobs will be replaced by machines, according to a study by McKinsey Global Institute and 65% of future work places will be different from today's. Children and young people who are now in school will be looking for jobs in a human, technological, industrial and commercial context not only different from today, but also hard to predict.

Naturally, a few questions arise:

Will robots replace us? Are we going to have to interact exclusively online? Will all jobs requiring physical interaction disappear?

In these days we have become what we call **Homo Transitus**. The word transition comes from the *latintransitusmeaning* passage, referring to a threshold separating two spaces. Our whole personal and professional universe is changing, it seems as if everything is continuously evolving and we no longer have the time to breathe, get accustomed and rooted. There is a huge pressure to adapt, change, learn, transform and evolve. Whether we want it or not, we live in a permanent transition. It is paramount to learn how to foresee and live through these transitions in order to not suffer from them. Uncertainty means doubt, hesitation and insecurity. **Uncertainty is certain**. The world we live in is and will be an unsafe place, no matter how much we try to convince ourselves otherwise. Regardless of all efforts, things will never go as planned.

Transition periods during schooling

The transition from family education to preschool

Difficulties

- **of children** difficulties in accepting rules, separation anxiety, the emotional costs which come with learning responsibility and autonomy;
- **of parents** frustration about parenting skills, concerns resulted from a lack of trust in teachers and caretakers, poor hygiene conditions or infrastructure;
- **of teachers** lack of experience, changing of curriculum, changing of rules/legislation which impacts the organizing of activities, different changes of environment- social/natural/epidemiological

The transition from Preschool to Primary School to Middle School

Difficulties

- **of children** the learning environment is too formal, expectations are too high, and not adapted to the child's potential or background;
- **of parents** perceiving school as a competitive environment in which their child has to successfully perform; unrealistic expectations regarding their involvement in school
- **of teachers** school infrastructure and curriculum which doesn't allow for differentiation/ personalised learning

The transition from Middle School to High School

Difficulties

- **of preteens** inadequate education offer; admission process which doesn't consider students' interests and career plans
- **of parents** financial difficulties used as motivation to pull children out of school, to not value formal education
- **of teachers** the gap between students regarding their skill level and their social and educational needs; the impact on teachers' career of the decreasing school population, truancy and school abandonment; the curriculum not adapted to the reality of the labor market.

The transition from High School to higher education/job market

Difficulties

- **of teens** low offer on the job market for the jobs they specialised on; not feeling ready to enter the workforce; wanting to continue their studies/ finding a job in another sector than what they trained for; unrealistic perspective on work/ the 'mirage' of finding success with minimum effort;

- **of parents** overprotective attitude and the continuous offer of financial support coupled with low expectations (favors the increased number of NEETS people); poverty, unemployment, being part of disadvantaged groups, not being able to financially support their children to continue their studies.
- **of teachers** preserving students' motivation to finish studies and pass exams or to obtain qualifications; not receiving enough support from the community to facilitate the insertion into the workforce

Types of support/ facilitating the transition

For Students

- Familiarising with kindergarten/school/high school through visits; conducting preparation activities with parents and teachers from the new school
- Designing learning spaces to be attractive/ personalised
- Support counseling to facilitate integration
- Getting informed about the educational offer, visiting and meeting with students and teachers from another level of education
- Counseling to develop one's marketing abilities, interview preparation, writing CVs, cover letters, etc.

For Parents

- Counseling in regards to how they behave with their children
- courses of personal development and parental abilities

For Teachers

- Organising attractive activities in close connection to home routines
- Using behaviour anchors in order to reduce anxiety of preschoolers
- Informal educational activities, counseling activities
- Involving parents in school's activity

Concepts, models, theories in career counseling regarding change

Career management skills

What are the main career management skills which will be relevant in a unpredictable world?

The target concept is essential when it comes to most approaches regarding career counselling, but in an ever changing world it is difficult to establish career goals. The higher the level of information about the impact of technology and the changes happening in the job market rises, the more difficult it is to make choices regarding an occupation, a school, or to build a career project. The switch from one level of education to another and the entering of the job market is a period of time filled with difficulties, because any change involves coming out of one's comfort zone. These aspects are difficult even when they are predictable.

In the context of uncertainty in the contemporary the abilities which remain decisive are those

closely related to facing change. The people can be able to say: I can cope with challenges and changes which take place in life, I can cope with changes in the world of work.

Change Model(Cynthia Scott and Dennis Jaffe 1988)

The Scott and Jaffe Change Model doesn't deal with how to manage the change itself. Instead, it focuses on the people impacted by the change.



The Change Grid

Their model owes much to the work of Elisabeth Kübler-Ross, who had researched the way people deal with tragedy, bereavement and grief. Her five-stage grief model is widely used:

Denial, Anger, Bargaining, Depression, Acceptance

Our evolution did not take place among shifting organisational structures and operational processes. The changes our ancestors encountered were often life threatening. So, the responses that Dr Kübler-Ross described served them well.

Now, the same underlying physiology and brain chemistry has to cope with serious emotional trauma and trivial organisational changes alike. So that when Scott and Jaffe researched responses to organisational change, they found a similar pattern to Kübler-Ross.

Scott and Jaffe's model describes a progression through four stages of change

Denial

Initially, the meaning of the change fails to sink in: we act as if nothing has happened. This denial may take **several forms**: Completely ignore the change, pretending it isn't happening; Downplay the impact of the change on us; Act as though the change will never happen.

Resistance

Once we start to recognise that change will happen, we start to resist it. We do this at an emotional level; we show anger, anxiety, bitterness or fear, for example. But we also oppose the change rationally, and often take active steps to frustrate it. Organisations tend to see increases in sickness, absenteeism, and turnover, along with more general drops in efficiency. This resistance comes from our fear of loss and our aversion to this fear. We focus

on what we will lose and the value this has to us. We will be angry, frustrated, unwilling to engage with the change, and highly critical of the change.

Exploration

When the organization faces up to the inevitable resistance, and engages with it in a positive way, then people can start to focus on their future. They will Explore the implications of the change for them, and look for ways to move forward. This can be a chaotic time, but it can also be exhilarating for the change leaders. This is especially so when the benefits of the change are significant.

Eventually, when we can resist no more, and we start to accept that the change is actually happening, we enter the exploration phase. We also begin to explore what this change means.

Commitment

Eventually people start to turn their attention outward as they Commit to their new future. In this phase, we begin to feel empowered and we turn our attention outward towards the future. We take ownership of our future and commit to making it happen. This phase can even be fun as we learn new skills, new ways of working, and look forward to the future.

The DOTS Model implies more types of learning/ exploring:

- Learning about Self- Who am I? - Self awareness
- Learning about Opportunities -Where am I? - Opportunity awareness
- Learning about Decision making- What will I do? - Decision making
- Learning about Transitions- Where will I do it? - Transition skills

The four facets of the DOTS model imply reflecting on the reasons behind obtaining a diploma (Why am I doing this degree?), on the type of studies necessary (How can I make the most of my studies?), on the ways of reaching career goals (How can I determine the best pathway for me?, How can I achieve my career goals?), and what are the best ways to enter the workforce (How can I exploit my talent in the workforce?).

Contextual Action Theory (CAT) is an innovative theory in career counselling

Much career research and the theories on which it is based is ultimately oriented toward assisting clients with occupational and educational decision making or work adjustment concerns.

Contextual action theory is particularly suited as a conceptual framework for career counselling contextual action theory provides a conceptual link between career counselling and mental health counselling (Valach& Young, 2017).

This framework reflects the way that clients and counsellors experience and understand their own and others' lives, as well as the basis for change in those lives.



Change scares us almost always. It means getting out of one's comfort zone, and moving to the growth zone is done by going through a fear zone, as well as a learning zone.

We live in a culture of discontent. We are scared that the feeling of happiness will not last. That we will not be happy for long enough. That passing from discontent to disappointment will be too difficult. We define happiness as being exposed to disappointment or even a disaster. Do we deserve happiness when we are imperfect and have so many shortcomings? Do we have a right to be happy when in the world there is so much suffering, when children are dying of hunger?

We can count multiple factors which determined a higher uncertainty level in present and in the future: development of technology/ artificial intelligence, globalisations, over population, climate change, the pandemic–social isolation, limited migration, extremism and ethnic/religious radicalisation, relativisation of moral standards. These have a major influence on social life, the job market, economic structures, political structures.

Change and uncertainty- suffering or opportunity?

If you're like most people, you most likely don't like life's inevitable uncertainties, which may cause you a lot of anxiety. Why? Because uncertainty equals danger. If not aware of what's there before turning a corner, your brain will want to keep you at a safe distance from a potential danger.

When safety is questionable, the primitive areas of the brain light up instantaneously, just like a Christmas tree, and they give you a kick in your gut to get you moving and send you towards a safer place. You feel like the earth was pulled from under your feet. Your calm is definitely disturbed but you are safe and sound, right?

The brain is a scared parent. Our brain hates uncertainty and makes up a lot of worst-case scenarios. The brain prefers to create horror stories rather than be in a state of uncertainty. Our brain constantly scans our environment and updates our information, making predictions about what is certain and what is not. In a state of permanent awareness, it evaluates, processes and alerts. The cerebral sensors are set to be hypervigilant. Same as a parent who, wanting to protect their child, can go too far, stopping the child's healthy development, their mind's vigilance. No matter how well intentioned, it can keep you from following your path.

The uncertainty scanner

Try and evaluate your uncertainty level in different areas of your life, on a scale of 1 to 10:

1. What form does your uncertainty take?
2. How does it make you feel?



It is important to realise that your “uncertainty scanner” could remove any trace of happiness from your life.

Researchers of neurosciences from Yale University discovered that uncertainty can even be healthy for your brain. In crisis situations we learn much more than in ordinary ones. In a predictable setting, the brain has no need to put in as much effort and it becomes somewhat lazy. When the situation gets out of control, it immediately fires up. Prof. Daeyeol Lee from Johns Hopkins University said that: ‘When you access a new and volatile environment, your brain’s tendency to absorb as much information increases.’

These findings suggest that it is very important to extend beyond your comfort zone, to cultivate a mental frame open to development, to develop resilience and to prosper.

Positive uncertainty

“Creating a new theory is not like destroying an old barn and erecting a skyscraper in its place. It is rather like climbing a mountain, gaining new and wider views, discovering unexpected connections between our starting points and its rich environment.”

-Albert Einstein

We live in changing times, we view the past differently with each day that passes, the future can’t be anticipated, the present is changing at a bewildering speed, even the status quo is in a fluctuating state. The basis of the laws of physics isn’t rooted in the matter’s particles, but rather in our minds. What a person observes seems to depend on what they choose to, rather unconsciously, observe. The order of the Universe turned into the order of the mind, the place where decisions are formed. Lately, the cosmic space gets a lot of attention, but the interior space (the human mind) will be the new territory to be explored.

POSITIVE UNCERTAINTY (H. B. Gelatt)

- A psychology branch which helps us to adapt to change and ambiguity.
- It proposes to make use of the irrational and intuitive side of thinking and choice making.
- It encourages the forming of new positive attitudes and paradoxical methods to combat rising uncertainty.
- Our ability to make choices today has to come from both cerebral hemispheres, we need to be 'ambidextrous' and multi-faceted.
- Although it seems paradoxical, it is necessary to learn how to stay positive in the face of ambiguity, doubt, and inconsistency.

Even though the feeling of uncertainty is the one keeping you safe, the glass box that your mind builds around you can turn into a prison. The paranoid episodes which keep you far from risks are influencing all the spheres of your existence. The mind which is fooled by the survival instinct can make you believe that you're safe, turning life into perceived reality. So, to have moments from which you can learn you have to first give up all preconceived ideas, to empty your mind from expectations and to make room for the new.

Assuming your own vulnerability! How openly are you saying:

I don't know; I need help; I'd like to give it a shot; It's important to me; I disagree - can we talk about it?; It didn't work, but I learned a lot; Yes, I did it; Here's what I need; Here's how I feel; I'd like some feedback; Can I get your take on this?; What can I do better next time?; Can you teach me how to do this?; I played a part in that; I accept responsibility for that; I'm here for you; I want to help; Let's move on; I'm sorry; Thank you.

We should cultivate, including within counseling, a new attitude and to look at *"The Gifts of Unpredictability"*

- Cultivating Authenticity: Letting Go of What People Think;
- Cultivating Self-Compassion: Letting Go of Perfectionism;
- Cultivating a Resilient Spirit: Letting Go of Numbing and Powerlessness;
- Cultivating Gratitude and Joy: Letting Go of Scarcity and Fear of the Dark;
- Cultivating Intuition and Trusting Faith: Letting Go of the Need for Certainty;
- Cultivating Creativity: Letting Go of Comparison;
- Cultivating Play and Rest: Letting Go of Exhaustion as a Status Symbol and Productivity as Self-Worth;
- Cultivating Calm and Stillness: Letting Go of Anxiety as a Lifestyle;
- Cultivating Meaningful Work: Letting Go of Self-Doubt and "Supposed To";
- Cultivating Laughter, Song, and Dance: Letting Go of Being Cool and "Always in Control".

David Rock's SCARF Model

Using Neuroscience to Work Effectively With Others

SCARF stands for the five key “domains” that influence our behavior in social situations.

These are:

- **Status** – our relative importance to others.
- **Certainty** – our ability to predict the future.
- **Autonomy** – our sense of control over events.
- **Relatedness** – how safe we feel with others.
- **Fairness** – how fair we perceive the exchanges between people to be.

The model is based on neuroscience research that implies that these five social domains activate the same threat and reward responses in our brain that we rely on for physical survival.

Status

- **Eliminate Threats:** mishandling feedback can threaten someone's sense of status, and may even cause him or her to become angry and defensive. A gentler approach could help here. For instance, you could offer the person the chance to evaluate his own performance first, or try to reframe your feedback in a more positive way. You can avoid this kind of self-sabotaging behavior by facing your fears and challenging them.
- **Maximize Reward:** give your groups members regular praise when they perform well, and provide them with opportunities to develop their skills and knowledge.

Certainty

- **Minimize Threats:** when we're uncertain of something, the orbital frontal cortex of our brains starts to work overtime as it attempts to make sense of the unknown. This can cause us to feel threatened and to lose focus. Reduce the likelihood of this happening by breaking down complex processes into smaller, more understandable chunks. And, to help people to cope better with uncertainty, encourage them to develop their flexibility and resilience .
- **Maximize Reward:** the human brain prefers predictability. When we know what to expect, we feel safe. This safety is a reward in itself, and you can maximize it by being clear on what you expect from your team member. This will give her direction, and she'll feel safe in the knowledge that she's on the right track, no matter how uncertain the wider environment is.

Autonomy

- **Minimize Threats:** micromanagement is the biggest threat to autonomy. Try to avoid getting too involved with people's day-to-day work. Instead, show that you trust their judgment by including them in decision-making processes, and be sure to delegate tasks instead of holding onto them.
- **Maximize Reward:** encourage your people to become more autonomous by

allowing them to take on more responsibility, and to use their initiative. Give them the freedom to try out new ideas.

Relatedness

- **Minimize Threats:** a lack of relatedness can leave us feeling isolated and lonely. This can reduce creativity, commitment and collaboration. Combat this by introducing buddy systems or mentoring arrangements. And take particular care to check in regularly with vulnerable team members, such as virtual workers.
- **Maximize Reward:** when we connect with others, our brains release the hormone oxytocin (also known as the “love hormone”). The more oxytocin that’s released, the more connected we feel. So, work to build up strong team bonds by scheduling in regular one-on-ones, or by organizing a team lunch or team-building event.

Fairness

- **Minimize Threats:** if someone believes something to be unfair, it will activate her insular cortex – the region of the brain that is linked to disgust. This results in a powerful threat response. Minimize the impact of this by being open and honest with the person about what’s going on, and why (insofar as it is appropriate or ethical to do so). Most importantly, make sure that you treat everyone fairly. Encourage mutual acceptance, and never show favor or exclude people on purpose.
- **Maximize Rewards:** unfairness will more likely occur where there is a lack of rules, expectations or objectives. Setting up a Team Charter, which clarifies individual goals and roles, team hierarchy, and day-to-day operations, can remedy this. But remember to get your people’s input and approval before you introduce it!

During times of uncertainty and transition we should not forget about the 3 lesson of the Joy of living

1. FOREBODING JOY

-Live joy in simple, common, daily moments: Joy comes to us in ordinary moments. We risk missing out on joy when we get too busy chasing down.

2. PRACTICING GRATITUDE

-Be grateful for what you have. Don’t take what you have for granted—celebrate it! Don’t shrink away from the joy of your child because I’ve lost mine. Don’t apologize for what you have. Be grateful for it and share your gratitude with others.

3. DON’T’SQUANDER JOY

- We can’t prepare for tragedy and loss. Yes, softening into joy is uncomfortable. Yes, it’s scary. Yes, it’s vulnerable. But every time we allow ourselves to lean into joy and give in to those moments, we build resilience and we cultivate hope.

It is necessary to develop a new set of abilities for adults, as well as for children

Adults – parents and teachers should:

1. Acknowledge that we can't give our children what we don't have and so we must let them share in our journey to grow, change, and learn
 2. Recognize our own armor and model for our children how to take it off, be vulnerable, show up, and let ourselves be seen and known
 3. Honor our children by continuing on our own journeys toward wholeheartedness
 4. Parent from a place of "enough" rather than scarcity
 5. Mind the gap and practice the values we want to teach
- Dare greatly, possibly more than we've ever dared before.

Children should:

1. Engage with the world from a place of worthiness
2. Embrace their vulnerabilities and imperfections
3. Feel a deep sense of love and compassion for themselves and others
4. Value hard work, perseverance, and respect
5. Carry a sense of authenticity and belonging with them, rather than searching for it in external places
6. Have the courage to be imperfect, vulnerable, and creative
7. Don't fear feeling ashamed or unlovable if they are different or if they are struggling
8. Move through our rapidly changing world with courage and a resilient spirit

Doing Transition successfully is about finding a balance between these:

- The Head: we act on the basis of the best information and evidence available and apply our collective intelligence to find better ways of living;
- The Heart: we work with compassion, valuing and paying attention to the emotional, psychological, relational and social aspects of the work we do;
- The Hands: we turn our vision and ideas into a tangible reality, initiating practical projects and starting to build a new, healthy economy and community in the place we live.

So, let's get started, shall we?

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SERBIA

National Survey

What important changes (legislation, for instance) have taken place, in your country during the last few years, to guarantee a good service to the citizens regarding the new conceptualization of the career's paths?

The most important new legislation change was in 2019 when the Bylaw on Standards of Career Guidance and Counselling Services was adopted. The Bylaw provides a guideline for the improvement and further development of career guidance and counselling system on every level. Alongside those guidelines, every system relevant for career guidance has its own set of quality guidelines and there is coherence among them. Career guidance and counselling is a relevant topic for educational policies, youth and employment policies that ensure that all relevant stakeholders understand the importance of having continuous support for career development. In Bylaw on Standards of Career Guidance and Counselling Services the important part is that providers have a guideline for the tangible outcome- contribute to the development of users' career management skills (CMS) as a key outcome. By adding CMS as a one of the key elements in policies and practices, there is the aim to establish the framework that will ensure communication and understanding among different stakeholders and target groups which will lead to continuous career guidance support to the individual.

What measures/actions, within the context of career development, are being implemented in order to address contextual and societal issues related to diversity?

Question of diversity is an important topic for many national educational and employment policies. The Bylaw on Standards of Career Guidance and Counselling Services also emphasize the importance of having services accessible to all users from different target groups and aim to assure the quality of the relevant services, activities, and approaches provided. Other important documents are:

- Law on Employment and Insurance in Case of Unemployment (2017) - define the role and the activities of professional orientation and counselling in choosing a profession through employment policy, measures of active employment policy, as well as particular services provided to clients.
- The Law on Professional Rehabilitation and Employment of People with Disabilities (2013) that defines incentives and supportive measures in the labor market provided to this vulnerable group. Career guidance and counselling is here stated to be one of the most important mechanisms of professional rehabilitation and aid to people with disabilities. It is mostly carried out through The National Employment Service network of local offices- they provide professional orientation and counselling and professional rehabilitation in this sector.

How are the different players and stakeholders involved in?

Having a career guidance as a topic in most relevant policy documents enables practitioners to cooperate and use a similar framework. So far, most of the stakeholders mainly are focused on their part of the responsibility and next step of the individual- For example, high school informs on further educational opportunities, the company informs on opportunities

within the company. The policy encourages cooperation but how the cooperation will be implemented depends on specific organizations and the local community. There are some nice examples of local cooperation, for example, National Employment Service, organizational representatives, and other relevant stakeholders cooperate with schools and as a result of students now what they can expect from them as support for their career development and where to get specific support they need at that moment (for example, more information about a specific job, evaluation for their skills, financial support for education).

What measures/actions are being implemented to prepare practitioners to develop their activity in this context?

There is no specific study program at the university level for career guidance practitioners. Career guidance services in Serbia are provided by many different professionals (psychologists, pedagogues, teachers, youth workers, etc.) who learn about career guidance while working, on-site training, and through the continuous professional development (CDP) trainings. For example, the National Employment Service have in house training for their employers depending on their role and the target group they work with.

Primary and secondary school teachers provide some activities and they have CPD programs available as a way to learn about career guidance. Those programs are delivered by different NGOs and non-profit organizations such as Euroguidance center, Belgrade Open School, Inventiva Centre, and others. Currently, 10 CPD programs for guidance practitioners in schools have been accredited by the Institute for Improvement of Education for the 2018-2021 accreditation period. Similarly, CDP programs are available for practitioners who work with other target groups such as youth. Those training are periodically organized and some of them are part of various project-based activities. Some organization as Euroguidance center and Belgrade Open School have training for career practitioners that work with different target groups (teachers, youth workers, etc).

Provide overview of career guidance intervention, which help citizens to manage the transitions through their careers? What is the role of CMS?

Career management skills have significant role since they are recognized in our policies as a key element. The Bylaw on Standards of Career Guidance and Counselling Services defines following CMS areas: development of self-assessment of competencies, competencies to research and understand different possible career paths and competencies for developing one's own career. Most of the stakeholders tend to communicate with their clients what they can expect as an outcome of the service and many of them tend to that so that it corresponds to the CMS. Specifically, there are various services developed for transition phases:

- Schools and University Career centers are attentive toward first and final years students needs – they answer to their transition period by providing workshops and written materials. Many of them organize specific support for students from vulnerable groups where they explain them possibilities, motivate them to continue their education and be part of the job market.
- There are many youth organizations that organize activities and services that help

young people to transit from education to the job market. Most of those activities are project-based and there is a constant challenge to establish sustainably activities and services.

- The National Employment Service has specific actions for people that have lost their job- financial support and different training and consultation that they can use as a support while they look for a new job.
- There are some projects that target specific target group, for example, Foundation SOS children's villages that work with youth in foster care, organization that works with older women that lost their job, etc.

Examples of initiatives tailored to foster networking among different services in order to ensure coherent interventions via the lifespan.

So far cooperation was mainly focused on connecting different stakeholders on a local level with the aim to support individuals at some specific career transition, for example for high school to higher education/job market. There is a coherent message from different stakeholders to their clients that career development is a lifelong task and that they will need different activities from different organizations. activities of national Euroguidance center contributes to the cooperation by creating opportunities for different stakeholders to meet at events, such as national conference, study visits, training, etc.

Links and references

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- Inventiva Centre - <http://centarinventiva.com/>
- Belgrade Open School (BOS) - <http://www.bos.rs/>
- "Professional orientation in primary schools" (2011-2015), German Agency for International Cooperation (GIZ) - <http://profesionalnaorijentacija.org/>
- National Employment Service (NES) - <http://www.nsz.gov.rs/>
- The Institute for Improvement of Education - <https://zuov.gov.rs/>
- Example of the project: Foundation SOS children's villages: <https://sos-decijasela.rs/en/our-programs/program-strong-young-people-social-inclusion-and-economic-sustainability-of-young-people-in-risk/>
- Example of the project: organization that works with older women that lost their job: <http://www.zenenaprekretnici.org/>



SERBIA

Career guidance for young adults in education to work transition – model of educational support

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Introduction

Topic of this workshop was career guidance for young adults in transition from education to work. It was intended for practitioners in the field of career guidance and counselling, especially to those dealing with young adults. The aim of the workshop was acquiring knowledge related to this target group (young adults) in terms of the specifics of their undergoing transition, their needs for career support (based on the researches made with this target group); and acquiring skills related to designing and delivering educational activities as part of guidance programs. Through this workshop, models of educational support were presented and offered to the participants, as well as some of the activities and tools, which were used and proved as useful when working with this target group and which are supported by the results of researches related to this target group (which show what kind of support students expect).

Development

Careers today belong to a concept of dynamic careers, which are delivering complex tasks to different target groups. Those groups are dealing with many developmental tasks and numerous life and career transitions. All this is happening in a surrounding in which is expected from people to be proactive about their own career. Young adults are one category which has complex tasks related to their career development. Their career development is unfolding in a complex world of work, and only some additional problems are increased unemployment of young adults, long term unemployment, inadequate first job, insufficient educational preparation...Some of these challenges are recognized as general problems and some are nations-specific.

Beside general context and some issues related to Serbian labor market, there are some additional challenges, which are rising when working with young adults and those are the characteristics of the young adults. This category is in the stage of expected transition, and that means that soon they will step out from context of formal education to the world of work. Beside this, the word which describes best this challenge is diversity. There are many diversities related to this target group which could be further analyzed, but two which are also important when creating some educational program of support are different previous experience which young adults have with career guidance and which we have addressed during this workshop. Beside having a different experience (which goes from highly positive to highly negative one), there is a great number of students which didn't had an opportunity to be involved in career guidance and counseling activities. All these issues were important topic of our workshop and we have tried to address the question of how all this can be taken into account when making a guidance program for this target group.

Activity 1

• Please finish this sentence:

Career is...

Context and target group | Researches | **Activity** | Results | Models

Activity for CBS workshop participants 1 - PPTslide

In this workshop two researches conducted with this target group were presented (Pejatović, Mihajlović&Kecap, 2016, 2018, 2020). Several research studies were done starting from 2016 with University of Belgrade students. They are focused on examining young adults in terms of their career development. Our research work was focused on young adults - students of the final year of BA, MA, PhD studies. One research was done with 204 students of the final year of BA studies of the University of Belgrade-participants of the course Career Management Skills. It had aim to examine how students of the final years of BA studies perceive career, as well as what kind of support they expect from courses designed to support their career development (Mihajlović, Pejatović&Kecap, 2019). When analysing results of this part of research, we have discovered different categories of answers to a question what career is:

- SUCCESS “success”, “being successful” (f52)
- JOB – “Career is a job” (f23)
- JOB WITH CERTAIN CHARACTERISTICS -“Career is a job which is good paid” “... which has a meaning” “...in which you can progress” f(22)
- METAPHOR: “path” “road” “interesting journey” (f20)
- A COMBINATION OF SUCCESS AND FAILURE (f17)
- LIFE/ASPECT OF LIFE- “Career is life” “aspect of life” “professional aspect of life” “One part of our lives” (f19)
- FIELD OF LEARNING AND DEVELOPMENT- “Career is gaining of knowledge” “space for development” (f14)
- RESULT OF- “...effort” “...” “commitment” “active role” (f13)
- IDENTITY: “strong part of identity” “Identity” (f12)
- INSTRUMENT FOR- “accomplishing others (more important) goals”(f8)

When talking about what kind of support students expect what kind of help they expect from courses designed to support their career development, we have discovered 5 categories of answers which were also presented and discussed during this workshop:

1. Gaining “technical” skills **2.** Making connection with the world of work **3.** Compass for the world of work (when they become employed) **4.** Building professional identity **5.** “ME”

Activity 2 - group work

- Based on your experience in working with this target group, please define:
 - 1) What characteristics of modern world of work they fear the most?
 - 2) What kind of support do they expect from programs aimed at supporting their career development?

Context and target groups	Researches	Activity	Results	Models
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Activity for CBS workshop participants 2- PPT slide

Second research had aim of identifying learning needs of the students in the pre-transition period between education and work. It was based on the level of their concern expressed in relation to certain global characteristics of the world of work. A scale was made consisting of 26 characteristics, which were further explained. By numbers from 1 to 3 the students indicated the level of concern they felt in relation to each item, with 3 being the highest level of concern. The sample included 192 students from various faculties belonging to one of the four faculty groups from the University of Belgrade: socio-humanistic, natural-mathematical, technical-technological and medical (Pejatović, Mihajlović&Kecap, 2018). Research results were presented and discussed in the context of Standards of career guidance and counseling services in Serbia (2019).

Research results - towards models

Standard of career management skills	Characteristics of the modern world of work
The competence of researching oneself in the context of personal and professional development	Diversity of working conditions
Considering the possibilities of the world of education and the world of work	Rising unemployment A shift from the industry to the service sector in terms of job offers Relocation of production work from developed countries to developing countries
Career creation skills	Reducing the number of permanently employed, with the increase of engagement through more flexible forms of work engagement Changes in security concept Changes in career concept Frequent changes of jobs and occupations A tendency to do more parallel jobs

Context and target group	Researches	Activity	Results	Models
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Activity for CBS workshop participants 3- Presentation of research results

MODELS OF EDUCATIONAL SUPPORT

At the end of the workshop, two models were represented to participants, models, which were used for working with two groups of young adults:

- 1) Students of different faculties at University of Belgrade (final years of BA and MA studies) – Career management skills course¹
- 2) Students of Andragogy (Faculty of Philosophy, University of Belgrade) – Multiphase model of career support for students (Pejatović, Mihajlović & Kecap, 2014).

The aim of the Career Management Skills course is to empower students to have an active role in their career development. Optional course for students in their final years of BA, MA, or doctoral studies. Course is organized in 6 weeks sessions (18 contact hours) with different topics:

- Theories of career development
- Self-assessment
- Making of career plan
- Job application – meetings with professionals within the field

Multiphase model of career support for students starts at third year of their BA studies and has the following steps and stages:

1. Courses Andragogy of work and Career guidance and development (learning from course content)
2. Active job search - training (16 working hours)
3. Study visits
4. Encounters with practitioners
5. Volunteering
6. Professional practice
7. Involvement in the work of Institute of Pedagogy and Andragogy

Participants were engaged in discussion and reported at the end of the workshop that they can recognize achieving following workshop outcomes: know some specifics of transition of this target group; know and understand what (typical) kind of support this target group needs when dealing with transition; know how and when to use some tools and activities which support students (young adults) dealing with transition; understand meaning of comprehensive support for students (young adults) in career transition.

Sources and further reading:

- Mihajlović, D., Pejatović, A. & Kecap, E. (2019). Concept of dynamic careers from student's perspectives – I will try it by myself, but don't leave me alone. In A. Pejatović & N. Koruga (Eds.), *Book of Abstracts- Adult Education Research and Practice: Between the Welfare State and Neoliberalism* (pp. 37-38). Belgrade: Institute for Pedagogy and Andragogy, Faculty of Philosophy, University of Belgrade, European Society for Research on the Education of Adults, Adult Education Society – Belgrade.
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Further info on Course can be found at Website of Centre for Career development of students, University of Belgrade: <http://www.razvojkarijere.bg.ac.rs/>

- Pejatović, A., Mihajlović, D. (2016). Counselling/Guiding Adults through Life Transitions; in Sava, S., Novotny, P. (Eds.): Researches in Adult and Learning Education: the European Dimension (69-79). Firenze: Firenze University Press ISBN 978-88-6453-424-4 (print) ISBN 978-88-6453-425-1 (online PDF) ISBN 978-88-6453-426-8 (online EPUB)
- Pejatović, A, Mihajlović, D, Kecap, E. (2018): Global Characteristics of the World of Work and Young Adult Learning Needs, in: Antonela Marjanušić, Andrej Marušić, Marijeta Mašić (eds), Conference Programme Book Education 2030 & Adult Learning: Global Perspectives and Local Communities - Bridges or Gaps? Agendas, praxis and research: BGL-ALC 2018, 7-10 June, Opatija, Croatia pp. 68-70
- Website of Centre for Career development of students, University of Belgrade: <http://www.razvojkarijere.bg.ac.rs/>



SLOVAKIA

National Survey

What important changes (legislation, for instance) have taken place, in your country during the last few years, to guarantee a good service to the citizens regarding the new conceptualization of the careers paths?

Despite the fact that Slovakia is deeply affected by the ongoing automatisisation, robotics and reconceptualisation of how careers are perceived, there seems to be lack of strategic leadership and coordinated national response to address this radical transformation. In the national lifelong guidance system, sectoral approach is still prevalent, i.e. each sector/organisation is adapting its sectoral policies and practices to reflect this new reality.

Over the last few years, series of policy measures have been adopted to address the change in the overall paradigm in the provision of career guidance:

In 2017, Central Office of Labour, Social Affairs and Family in Slovakia (PES) introduced an integrated framework of career guidance services oriented on development of learning outcomes (career management skills) and employability factors of jobseekers. The framework was employed in all local PES offices and integrated into 3 different phases of guidance process: 1) initial analysis of jobseeker's situation; 2) career planning; 3) evaluation of outcomes of guidance service. In addition, the Central Office introduced new counselling services and active labour market policies (e.g. 'bilan de compétences'), especially for long-term unemployed.

In the sector of education, the major legislative changes were introduction of a new (voluntary) position of 'career counsellor' among school personnel as well as introduction of 'career coordinators' in each counselling centre (Centres for educational and psychological counselling and prevention) according to the Act No. 138/2019 on pedagogical employees and professional employees. These legislative changes were further supported by the launch of a national ESF-funded project 'From standardization of the consulting system and prevention to inclusion and success in labour market' (2019 – 2023) which falls under the authority of the Research Institute of Child Psychology and Pathopsychology (public research agency). The goal of the project is to elaborate process standards for school counselling and prevention in the Slovak educational system as well as to introduce innovative methods and approaches into provision of career counselling for pupils (e.g. multidisciplinary career guidance; creation of collaborative teams; inclusive career guidance). In order to support the project implementation, series of training courses were launched in late 2020 for career counsellors in schools and counselling centres.

As for response to rapid changes in the labour market, one of the main policy instruments to map labour market demand and supply and address skill mismatch in the economy has been a robust national project 'Forecasting of Developments of Labour Market Needs' (2014-2015: I. phase, 2017-2020: II. phase)¹. The project introduced a system of monitoring and forecasting labour market needs, developments in skills mismatch and skills supply and demand. All the tools produced in the project (e.g. Odborogram; Profesiometer) are relevant to end-users as well as to career counsellor and available free at www.trendyprace.sk. The website includes information on national and regional labour market trends including comparison of wages, open vacancies, employment rates and graduate employability data.

Attempts to reinstate the strategic leadership in the lifelong guidance system were

¹ <https://www.cedefop.europa.eu/en/tools/matching-skills/all-instruments/national-project-forecasting-developments-labour-market-needs>

initiated in 2018, but to no avail. New strategy of lifelong learning and lifelong guidance which would lay the groundwork for citizens' entitlement to lifelong guidance services is still yet to be adopted by the authorities. Although there is no cross-sectoral coordinating public body in place at national level at the moment (2021), several bottom-up initiatives in the form of professional organisations operate in multi-disciplinary and cross-sectoral manner (e.g. Association for Career Guidance and Career Development).

What measures/actions, within the context of career development, are being implemented in order to address contextual and societal issues related to diversity?

Over the last decade, the portfolio of career guidance services in Slovakia has widened considerably to address the diversity and needs of various target groups including socially and physically disadvantaged individuals, people on parental leave, refugees and people with migrant background, individuals aged 50 and over etc. These services were initiated by different institutions, predominantly from nonprofit sector, with mixed sources of funding.

In the public employment services, several national projects were launched to cater for the needs of diverse clientele and to embrace more individualized approach in provision of counseling services. One of the key project in this respect was an ESF-funded project 'Support for individualised counselling for long-term unemployed jobseekers' (2017 – 2021)² which started a nation-wide service of individual and group counselling session for long-term unemployed based on the 'bilan de compétences' (skills audit) method³.

In the sector of education, the legislation (Act no. 245/2008 Coll. on education and training) guarantees equal access to quality education including counselling (social, psychological, career). School guidance personnel (school counsellor, school psychologist) cooperate closely with Centres for educational and psychological counselling and prevention which help pupils to cope with transitions and guide them to a better self-awareness and responsible decision-making with regard to their educational and career path through psychological examination and diagnostics. Counselling services for pupils with special educational needs or physical handicaps are provided by the Centres for special educational counselling. In order to support inclusive education and guidance, the Research Institute of Child Psychology and Pathopsychology launched an ESF-funded project which aims at establishing process standards in counselling at schools and counselling centres based on inclusive and multidisciplinary approach (see above).

How are the different players and stakeholders involved in?

Due to lack of coordination and strategic leadership in the area of lifelong guidance in Slovakia, national response to the reconceptualisation of career paths is not systematic, but rather takes form of sectoral policies. Generally, actors in lifelong guidance system in Slovakia can be aligned along 2 main axes – education (schools, counseling centres, educational and academic institutions) and world of work (local PES offices, enterprises, professional associations, trade unions, chambers of commerce). The educational sector falls under the authority of

² https://www.upsvr.gov.sk/sluzby-zamestnanosti/odborne-poradenske-sluzby/narodny-projekt-podpora-individualizovaneho-poradenstva-pre-dlhodobu-ne-zamestnanych-uoz.html?page_id=762754

³ <https://bilanciakompetencii.sk/wp-content/uploads/2014/05/FECBOP-QA-Bilan-de-comp%C3%A9tences-complete-EN.pdf>

the Ministry of Education, Science, Research and Sport which delegates implementation of education policies to its contributory organisations (e.g. Research Institute of the Child Psychology and Pathopsychology, State Vocational Education Institute, Methodological and Pedagogical Centre, National Institute for Education).

The Ministry of Labour, Social Affairs and Family is responsible for social and labour market policies and coordinates public employment services. These services are organised under the Central Office of Labour, Social Affairs and Family which oversees functioning of 46 regional PES offices. PES offices are the key providers of career guidance services for both employed and unemployed adults. Besides career information and guidance for jobseekers, offices of labour, social affairs and family provide counselling services for disadvantaged groups (long-term unemployed, NEETs, jobseekers with disabilities). Local PES offices usually.

Over the last decade, there has been a significant rise in counselling services provided by non-governmental organisation and social enterprises. These services are usually region-based and financed through various national and international funding schemes. They are oriented primarily at disadvantaged groups (e.g. people with migrant background, refugees, people on parental leave, NEETs). The only platform that enables dialogue among all these different career guidance providers are professional associations (Association for Career Guidance and Career Development, Association of Lectures and Career Counsellors) and national Euroguidance coordination point.

What measures/actions are being implemented to prepare practitioners to develop their activity in this context?

Training of career guidance counsellors in Slovakia is somewhat scattered as formal education offer in career guidance and counselling in Slovakia is very limited. Currently, there is only one accredited academic programme offered by higher education institutions - Psychological and Career Counselling for Individuals with Disabilities (Bachelor level) at the Faculty of Education of the Comenius University in Bratislava. Multiple Slovak universities, however, offer optional courses on counselling and vocational psychology as part of more general Psychology academic programmes.

Further training and competence development of guidance personnel is, therefore, provided mainly within each sector/institution internally ('on-the-job training'). One of the main trainings providers are also professional associations and government institutions (project-based training).

Research Institute for Child Psychology and Pathopsychology is currently impenting an ESF-funded project 'Standards' 2019-2023. One of the project outputs will be framework of continuous training and competence development of career counsellors in the educational system. In order to support the project implementation, series of training courses were launched in late 2020:

- 'Innovative elements in career education and counselling in schools' (for school personnel)⁴
- 'Innovative approaches in career education and career guidance' (for practitioners in counselling centres)⁵

⁴ <https://vudpap.sk/x/projekty/standardy/vzdelavanie-a-rozvoj-ludskych-zdrojov/innovativne-prvky-v-karierovej-vychove-a-poradenstve-v-skolach/>

⁵ <https://vudpap.sk/x/projekty/standardy/vzdelavanie-a-rozvoj-ludskych-zdrojov/innovativne-pristupy-v-karierovej-vychove-a-karierovom-poradenstve-v-sys->

Learning content of the abovementioned training courses is centred around collaborative approach, multidisciplinary career guidance and inclusive education. The courses involve training in innovative counselling methods and postmodern approaches as well as in supervision, facilitation and leadership techniques.

In 2019, a first-ever quality standard⁶ for career guidance and counselling services in Slovakia was developed by the Association for Career Guidance and Career Development (output of an international Erasmus+ strategic partnership). As of 2020, career guidance providers (both institutions and individuals) have the possibility to go through the certification and mentoring process in the new quality standard to become certified career guidance providers. Chapters of mentoring process include: Goals and vision, Ethical standards, Planning, Resources, Multidisciplinarity, Cooperation, Tools and Methods, Client-centred approach, Analysis of client's needs, Career Management Skills, Quality Management and Continuous Improvement. Based on the certification process, the Association is developing an accredited training course for career guidance practitioners which should be available by mid-2021.

Provide overview of career guidance intervention, which help citizens to manage the transitions through their careers? What is the role of CMS?

In 2017, Central Office of Labour, Social Affairs and Family in Slovakia (PES) introduced an integrated concept of career guidance services oriented on development of learning outcomes (CMS) and employability factors of jobseekers.

The framework was divided into four main areas:

- a)** Identity and motivation: perception of one's own situation, understanding of importance of work, ability to identify own motivations and advantages resulting from a change/transition
- b)** Strengths / potential: ability to identify one's own strengths and competencies and to back the selection of career goals, ability to create a CV, fill in a job application and jobseeker's profile in an integrated job portal
- c)** Horizons and career planning: ability to follow and understand information related to the labour market, knowledge of active labour market policies and existing support schemes, ability to set career goals, draw up an action plan and identify obstacles
- d)** Networks and relationships: ability to communicate and identify resources, willingness to approach a potential employer

These areas were further sub-divided into specific indicators, against which jobseekers can be assessed.

The career (development) programme for jobseekers is based on the list of these indicators and consists of different sets of modules (individual and group sessions) oriented thematically on the four main areas. Practitioners of the public employment services possess a handbook for each individual and groups session activity. The handbook contains expected outcomes of counselling process as well as instruments and resources for achieving them.

teme-vpap/

6 <https://rozvojkariery.sk/kvalita/>

The framework is integrated and employed into 3 different phases of guidance process:

- 1) initial analysis of jobseeker's situation;
- 2) career planning;
- 3) evaluation of outcomes of guidance service.

Examples of initiatives tailored to foster networking among different services in order to ensure coherent interventions via the lifespan.

In 2020, the Development Agency of the Banka Bystrica Region launched a regional project to create Regional Career Centres. First such centre was established in October 2020 in the city of Zvolen and similar centres in other cities will be opened in the course of 2021. The main goal of the Regional Career Centres is to support networking of regional career guidance actors (schools, counselling centres, PES offices, regional companies and enterprises, NGOs) and improve coordination and accessibility of counselling services in the region. The centres will also focus on strengthening ties between schools and regional companies (e.g. through promotion of the Dual VET System).



SLOVAKIA

The adventure of discovering your strenght
Transit program “From school to life”

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Introduction

Workshop introduced the process of career counselling in the transit program „From school to life“ where the target group are young people with disabilities. In the second part of the workshop, a practical career counselling activity was introduced.

The Program

The main goal of the transit program is to support young people with disabilities in their transitions from school to adult and independent life. The target group are young people with either mental, social or physical disabilities aged 17 to 29. The workers in the project are social workers, psychologists and career counsellors.

The theoretical background are the postmodern approaches:

- Solution focus approach
- Systemic approach (K. Ludewig)
- Kids' Skills – coaching for children and young people
- Individual planning

In the beginning of the cooperation with clients (young people), the key is to establish a partnership between the counsellor and the client. This partnership should define the main goal of this cooperation and ways of achieving it. Work with every client is very individual and reflect client's needs and aspiration. For instance, the main goal can be to find a job, to complete a study, to find an accommodation after clients leave a foster home. To this end, an individual plan is set up with each client. This plan contains mainly:

- the main goal of the counselling process;
- list of strengths of the client;
- list of support people for each client;
- list of past achievements
- the next steps (what the client would and could do in next days or next weeks).

The counselling process in the Transit program follows 'one step behind' approach which leaves the decision on which career or life path to take on clients. Clients are experts on their lives whereas the counsellor is an expert on the process and is responsible for the effectiveness of cooperation with clients. Moreover, the counsellor asks clients continuously if they are going in the right direction, if it is still useful to them or if they should do something differently.

Key part of the Transit program is searching for strengths and uniqueness in each client. When reflecting on the clients' past, the counsellor is helping them to identify resources which helped them to handle difficult situations and obstacles in the past. These resources can be inner and outer:

- inner resources are clients' abilities and skills
- outer resources can be important people in clients' lives (i.e. they support clients in their independent life)

The counselling work combine elements of career and social counselling and address many aspects of clients' lives, e.g. day-to-day duties, financial literacy, travel training, shopping practice, practice of the job interview etc. Given the the target group – young people with disabilities, it is essential to recognise each small step of clients towards achieving the goal. This, in turn, helps clients to stay motivated and boosts their self-confidence.

The best outcome of our partnership with each client is a young person who no longer needs our support – who is able to live an independent life in spite of his or her handicap or social situation.



SLOVENIA

National Survey

What important changes (legislation, for instance) have taken place, in your country during the last few years, to guarantee a good service to the citizens regarding the new conceptualization of the careers' paths?

Labour Market Regulation Act enables all individuals to access to information provision and job broking with registration in database of the Employment Service of Slovenia. The Labour Market Regulation Act provides better flexibility, support to the cooperation with all stakeholders on the labour market and regulates work of the Slovenian public employment service as well as the work of the concessionaries of the Ministry of Labour, Family, Social Affair and Equal opportunities and has been changed several times since 2011. One of the important changes was already made in 2013, when the previously obligatory registration and publishing of job vacancies on the Employment Service of Slovenia by the employers has no longer been obligatory since 2013 and consequently previously centralized database of all vacancies for jobseekers is no longer available on. Also other legislation regulating the labour market and contractual relationship between employers and employees has been changed in the last decade significantly, such as Employment Relationships Act in 2013 for the first time and now provides more flexibility with employment and job contracts. Additionally, legislation regarding retirement is set to prolong working period.

In addition to the mentioned changes of the national legislation Slovenia also adopted several EU proposals and recommendations. Two of them had a direct and significant impact to our work and service delivery: Youth Guarantee and the Council Recommendation for the integration of the long term unemployed into the labour market.

The Conclusions of the Employment Committee's multilateral surveillance review on youth employment from October 2019 (<http://ec.europa.eu/social/BlobServlet?docId=13660&langId=en>) state that the implementation of the **Youth Guarantee in Slovenia** is advanced, with noticeable improvements and a comprehensive approach of bringing together different programs whose target group is young people. There are challenges in reaching out to hard-to-reach young people with multifaceted problems, who require personalised guidance and closer cooperation between public employment services, social workers and schools.

In Slovenia several changes were done since 2016 also in accordance with the adopted **Council Recommendation on the integration of the long-term unemployed into the labour market**, which recommends to

- encourage registration of jobseekers with an employment service;
- increasing individualised support for the long-term unemployed through a detailed assessment of needs and prospects for employment (at the latest by 18 months);
- ensure delivery of a Job Integration Agreement (at latest by 18 months) in writing that defines the relevant services and measures that will be offered by different organisations to facilitate return to work, with mutual obligations of employment service and jobseeker;

- improve the continuity of support by coordinating the provision of the various services available to the long-term unemployed (e.g. relating to their social, health and housing as well as employment situation) through a single point of contact;
- encourage and develop partnerships between employers, social partners, employment services, government authorities, social services and education and training providers, and developing services for employers.

White book on education (2011) defines one of strategic challenges that all individuals must have access to lifelong career orientation during their life. National Education Institute Slovenia is updating the Guidelines for school guidance service in elementary and upper secondary schools that will focus on modernisation of definitions of basic content areas of career orientation as well as definition of basic activities of career orientation according to Interservice guidelines about information, assessment, learning about career management skills, independent career management and planning, basic and in-depth career counselling. Employment Service of Slovenia's project National Coordination Point for Lifelong Career Orientation's expert group with experts from education and employment sectors prepared proposal for curriculum based optional subject Career orientation that is currently under consideration.

Rapidly changed labour market situation because of the Covid-19 pandemic and confinement measures taken on a national level in 2020 resulted in **5 new anti-corona legislative packages in Slovenia** for a rapid financial assistance to the population after epidemic was announced in March, April and October 2020. Just a few measures (next to many others) aimed to protect existing workplaces (temporary lay-offs wage compensation scheme, additional childcare, partly salary compensation, compensation of all social security contributions, additional unemployment compensation, subsidies for short-term work).

What measures/actions, within the context of career development, are being implemented in order to address contextual and societal issues related to diversity?

All Slovenian primary and secondary schools have a school counseling service organized in the school, whose field of work is, among other things, career orientation. The aim is for students to become properly acquainted with the field of career planning, career choice, educational program, especially those in the transition from lower to higher education or in search of employment. In kindergartens or schools, the counseling service works with pupils, apprentices, students, parents and teachers, and last but not least with the school management. They plan, monitor and evaluate work in kindergarten or school, and provide education in collaboration with preschool teachers, teachers and school management, and provide career guidance. The counseling service also participates in the development and implementation of individual programs for children with special needs.

The Labour Market Regulation act defines core activities of the Slovenian public employment service, which are lifelong career guidance and job brokerage. Important for career development

is to have continuity in cooperation with career counsellor and on this basis every unemployed person and job-seeker in Slovenia gets his/her own case manager. To provide quality counselling and to lower too high counsellors' caseload 65 counsellors working with the long term unemployed have been employed within European Social Found project in 2016 until October 2022, next to already existing counsellors-specialists (rehabilitation counsellors, in-depth counsellors, psychologists, medical counselling, Eures advisers, advisers for refugees). All order to provide quality counselling all employees working with clients must regularly attend professional trainings and are involved in internal coaching and supervision in order to develop their professional skills.

Next to already mentioned services the Active Labour Policy measures are another important support to career development of the unemployed people and jobseekers. There are five groups of the ALPMs in Slovenia:

- Training and education (On-the-job training programmes, Work Trial, Institutional training programmes and obtaining National Vocational Qualifications, Workshops for enhancing job searching skills).
- Job sharing and job rotation (at the moment the performer of this measure is: Public Scholarship, Development, Disability and Maintenance Fund of the Republic of Slovenia).
- Promoting employment (Subsidies for employment of hard-to-employ people and Reimbursement of wage costs).
- Creation of new jobs (Public works and promoting employment of long-term unemployed).
- Promoting self-employment (Preparation for self-employment and subsidies for self-employment).

Active Labour Market Policy programs in the Employment Service of Slovenia support the unemployed to become more employable and also to gather skills, which are needed on the job market and is focused mainly on long-term unemployed and other vulnerable groups that need more help to enter the labour market. For the most vulnerable unemployed persons a new pilot project began 2 years ago already, which step by step provides a support to person in need; **Learning workshops** (https://www.ess.gov.si/delodajalci/financne_spodbude/razpisi/ucne-delavnice-2020-prakticno-usposabljanje-1) include 6 months practical training of long term unemployed, older than 55, with handicap or individuals without education in social entrepreneurship. The training increases their practical skills and competences under supervision of mentor in the company and with goal to be able to independently work after the completion of the training.

EMCO 2018 review of the implementation of the Council Recommendation on the integration of the long-term unemployed into the labour market's in the context of Multilateral surveillance self-assessment form for Slovenia indicates that certain unemployed cannot follow the changes and challenges of the labour market and that they need additional support. Consequently, additional measures for social activation were implemented to assure the joint handling of the long term unemployed in cooperation with Employment Service of Slovenia

and Social Services in 2017 already. At the Employment Service of Slovenia the information on the support available to seek a job has been improved regularly and it will also be improved in the future with a focus to channel the digitally literate unemployed persons to use as much on-line services as possible.

This is especially important now, because of the Covid-19 pandemic the Employment Service of Slovenia provides the majority of its services through online platforms and by phone.

The Employment Service of Slovenia provides Occupational barometer (<https://www.ess.gov.si/obvestila/obvestilo/kaj-napoveduje-poklicni-barometer>), which forecast deficit, balance and surplus of professions on the national level.

How are the different players and stakeholders involved in?

Stakeholders are involved by networking and included according to needs. The relevant stakeholders are Ministry of Education, Science and Sport, Ministry of Labour, Family, Social Affairs and Equal Opportunities, Employment Service of Slovenia, MoLFSA concessionaries, Centres of Social Welfare, school counselling service, career centres for youth, adult education guidance centres and other relevant institutions.

As it was proposed in the Council Recommendation for the integration of the long term unemployed into the labour market to connect different stakeholders on the labour market and provide a unique single point of contact, in Slovenia, a single point of contact exists as a coordinated cooperation between institutions with some elements of integrated IT data exchange between different institutions. Individuals with multiple obstacles towards labour market are registered with Centres of Social Welfare, the cooperation between the Employment Service of Slovenia and Centres of Social Welfare is progressing, especially through the implementation of pilot project for Social activation of long term unemployed and inactive. Individuals with multiple social obstacles and still registered with public employment service are included in a special procedure with “inter-institutional PES-CSW commissions” to assess their current ability to search for a job and to decide which institution is, according to the assessment, appropriate for addressing the person’s needs. Employment Service of Slovenia is developing new online support services for job seekers and employers.

What measures/actions are being implemented to prepare practitioners to develop their activity in this context?

Slovenia does not have education program in career guidance at the university level. Our school counsellors have university degree in psychology, pedagogy, social pedagogy, social work or relevant social sciences. In adult education centres guidance counsellors usually have university degree in pedagogy and andragogy. However, all career counsellors have to pass the professional exam; in case of working in educational they pass the Professional exam in education and training, in case of working in employment they first must pass the Professional exam in a lifelong career guidance and job placement services.

The Slovenian Institute of Adult Education provides special training for counselors who help mostly unemployed adults and employed people in education planning.

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

Guidance counsellors in employment sector and with private concessionaires can be all the profiles above but also lawyers, economists, teachers and other. They must have professional certification exam for lifelong career orientation and employment. Additionally, guidance counsellors' training is provided by different organisations, regarding recognizing mental health issues, coaching, in-depth counselling, working with employers, education system, new Europass platform and as well as dangers of online addictions (video games or internet). The Employment Service of Slovenia is managing several projects in order to strengthen competences of its career counsellors especially working the young unemployed aged 29 or less and long term unemployed to enhance the accessibility of services and contribute to higher employability of the registered unemployed and job seekers.

Provide overview of career guidance intervention, which help citizens to manage the transitions through their careers? What is the role of CMS?

School counselling service is coordinating guidance and counselling, that are not included in the school curriculum as subject-based career education but integrated with other subjects as cross subject activity integrated in all subjects, including interest activities and projects. All school staff (school guidance counsellors, class teachers according to goals in the learning plans for the specific subjects and other teachers) implement career education. It includes planned activities for career and educational development of students, such as connecting careers with learning contents, seminar and project papers on the topic of choosing career, employment possibilities and labour market, sports and nature days, workshops on career wishes, self-knowledge, discovering interests and careers, visits to the employers, individual counselling with students about further education and their future, forwarding information to students and their parents about enrollment, scholarships applications, etc. Guidance and counselling are tasks of school counselling service as well as all teachers.

Higher vocational colleges provide career guidance for their students by providing career counselling, workshops and is connecting with employers.

Career centres on universities are responsible for career development of students. They provide several services to students including personal counselling, workshops (self-evaluation, job search, career plan, job interview, etc.), career camps, events to the topic of obtaining work experiences, apprenticeship, entrepreneurship and challenges abroad, career days, speed dates with employers, presentations of employers, students' visits to real working environments and counselling by counsellors from abroad via Skype.

Online guidance programme Where and How (Kam in kako) is online guidance programme updated and managed by The Employment Service of Slovenia, Euroguidance Slovenia for different target groups in 2 specialized versions for students in primary schools, VET schools, general upper secondary schools and their guidance counsellors as well as for higher education students, the unemployed and all other individuals interested in career change. Online guidance programme Where and how is used by guidance counsellors in employment and education sectors as well as youth and adults to help them in achieving informed career decisions in the times of their career transitions.

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

eSvetovanje (eCounselling) is self-evaluation guidance tool for effective career planning and job searching that can be used independently since it provides access to several guidance tools which guide individual through the key points of career planning. Several questionnaires lead the user to discover more about own personality, abilities, motives, values, lifestyles and their importance for career planning. Additionally, one can discover more about interests, competences and vocations as well as learn about labour market, job searching, job applications, CV and activation plan.

Service development of Lifelong career guidance and further strengthening of National coordination point for Lifelong career guidance at the Employment Service of Slovenia (<https://www.vkotocka.si/>) develops and provides guidance tools, recourses and trainings for guidance practitioners. Compendia Spleti svojo kariero (https://www.ess.gov.si/iskalci_zaposlitve/pomoc_pri_iskanju_zaposlitve/samostojno_vodenje_kariere/eprirocnik_spleti_svojo_kariero) are guidance resources for independent job searching and career planning.

Moja izbira is online portal for guidance counsellors, students, and parents that provides the most important information on over 500 vocation descriptions provided by The Employment Service of Slovenia, Euroguidance Slovenia as part of database of vocations (<https://www.ess.gov.si/ncips/opisi-poklicev>) and over 350 movies on vocations as well as learning opportunities from all levels of vocational education (upper secondary general, technical and vocational,

short-cycle higher vocational education and adult education institutions and programs). It has been developed by Institute of The Republic of Slovenia for Vocational Education and Training in cooperation with partner organisations, including The Employment Service of Slovenia, Euroguidance Slovenia.

Possible career paths tool has been provided by The National Coordination Point of the Slovenian and European Qualifications Frameworks (NCP SQF-EQF) <https://nok.si/en>. The presentation of a possible career path with related qualifications of the selected field in the SQF enables users to more easily plan the further steps in their own career development. This functionality lays out qualifications that are in the same ISCED field over all SQF/EQF levels and each qualification is also linked to its own page, where users can see information about that qualifications, such as learning outcomes, admission requirements, awarding body, etc.

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

Examples of initiatives tailored to foster networking among different services in order to ensure coherent interventions via the lifespan.

Career centres of the Employment Service of Slovenia offer guidance and information needed when planning career path for further education or employment. Career centres are open to the unemployed, looking for information or career counselling when searching for job or deciding for further education, and employees, who are at risk of being made redundant, in order to avoid transition in the unemployment. Moreover, these are open also to young dropouts and young students in transition to a higher level of education as well as to parents, teachers and guidance practitioners, who are helping with decision making regarding career path. There are currently 12 career centers, 34 career corners, 6 career corners at outside providers around Slovenia. Career centre Ljubljana of Regional office of Employment Service of Slovenia hosts also Euroguidance Slovenia library that provides information on career descriptions, education and training possibilities, financial support for education and training, employment possibilities and labour market as well as ICT guidance tools for independent career planning. Students and school guidance counsellors of elementary and upper secondary schools regularly visit career centres as part of their career orientation.

Career centres for youth (6 to 19 years old) provide free information, individual career counselling and workshops for development of vocational interests and effective career planning. Additionally, they provide services for parents and school counsellors that help young people in decision making about their careers. There are career centres in Western Slovenia (<http://www.karierniplac.si/>) and Eastern Slovenia (<http://www.fundacija-prizma.si/index.php/zaposlovanje-in-trg-dela/450>). Career centres for youth were active also during the pandemic. For example to help parents and youth coping with home schooling they designed video contents that provide youth with advice on how to organise their day, to plan study, to calm themselves, motivate and focus. The contents are presented user friendly for young people and prepared with ambassadors of vocations, one of them is a winner of Slovenian Masterchef 2018. They are preparing additional inspiring stories from local environment such as interviewing people with interesting vocation or career path as well as webinars for parents are practitioners. Additionally, they started writing blogs with topics such as distance counselling, realizing our advantages and potentials, the role of parents in career decision making of their children. Individual career counselling for youth is provided online and in the preferred forms of the young people such as ZOOM, Skype, Hangouts, Messenger, WhatsApp, email, telephone, etc.

The Slovenian Institute of Adult Education is developing a model of the information-guidance activity in adult education, which is incorporated into the network of **guidance centres for adult education** (<https://www.acs.si/en/fields-of-work/guidance/>). They are developing professional materials, guidance, databases and tools for quality and effective work of adult education counsellors.

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

The Employment Information Service at Ljubljana city library is helps job seekers with providing information about employment, education, social services and free legal assistance as well as assistance in writing job applications and CVs, workshops, lectures, and motivational meetings on how to enhance one's employment possibilities.

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SLOVENIA

Career guidance and its role in the career management process (in the times of the Covid-19 pandemic)

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Introduction

In the last decade, the world of work has been reshaped largely due to technology, globalisation, demographic change, and new business models. Latest trends toward greater labour market flexibility suggest that the labour market transitions in the framework of the future world of work will increase even more in numbers. For this reason, the individuals' career management process has become more important than ever before.

Career guidance services in a time of strict confinement

All above mentioned is even more true in the time of the Covid-19 pandemic, when suddenly the transition to the future of work has been accelerated enormously and the jobs of tomorrow may be coming sooner than anticipated, while on the other hand some skills and jobs may become obsolete. Many active people in the labour market, the employed and the unemployed found themselves in a great transition of a labour market in an unexpectedly short period of time. Of course, those changes demand individuals to be extremely flexible and, for successful performance in the labour market, well-developed career management skills have become more important than ever before. Quality career guidance could empower individuals through their career management process so they could adopt changes successfully and face those shifts of the labour markets smoothly.

But how could we offer such career guidance services in a time of strict confinement measures when traditional ways of individual or group counselling aren't possible because personal contacts are not recommended, or are even prohibited? This has been the burning question that the Employment Service of Slovenia has faced after 14 of March 2020. Strict confinement measures took place in Slovenia that day and an epidemic was proclaimed on a national level. For the first period it lasted until 31 of May 2020 and for the second stage the lock down began on the 19 of October 2020 and still lasts. I am not going to talk about all the measures taken on a national level to support the labour market stakeholders within the time of pandemic at this point, because there are too many to be described in such a short article. But for sure I should mention that the work of a public institution such as Employment Service of Slovenia has changed enormously. All communication had to be shifted to other channels, digital communication became the norm and to fulfil the needs of the unemployed, all career counsellors have been available online via an employment platform, by email, traditional letters or by phone. Digital communication offered us a means to share all needed information with our clients, also tele-communication is very successful and a fast way of sharing information to individuals in need. And like many other public employment services

across the EU also Slovenian PES increased the number of career counsellors in Career Centre by a factor of five for a while (OECD, 2020). But the career management process is much more than just sharing the information in which career guidance practitioners support their clients on an individual level with individual career counselling and on a group level with different workshops and through group counselling.

According to Greenhaus, Callanan, & Godshalk (2019) a career management model the following steps should be done when managing our career:

- awareness: deep knowledge of oneself and an accurate picture of the environment;
- goal setting: development of realistic conceptual and operational goals;
- strategy: a development and implementation of appropriate career strategies;
- continuous feedback: a continual feedback process.

To provide career guidance services in the times of strict confinement measures, of course the public employment services needed to become more flexible and take a step forward. Online tools may prove effective when personal interaction is not possible. In Slovenia, an E-counselling platform, which was developed by the Employment Service of Slovenia, offers jobseekers or any other interested person to follow the Greenhaus career management process as described above. In the time of a pandemic the visits to this website increased significantly. A person could move through eight essential steps of the career management process, which are combined in 7 modules as follows:



Source: Employment Service of Slovenia (2021)

- Who I am (all what I want to know about my personality),
- What am I interested in (my interests),
- What do I know (my competences),
- What should I do (about occupation),
- Where should I search for a job (job-search),
- How should I apply for a job (successful presentation),
- How should I be active (action plan).

Public employment services in several countries have used digital channels in creative ways to provide timely and relevant training. The availability of existing online training solutions has enabled many countries to continue the provision of training measures (on a selected set of skills that is possible to teach online) with a minimal investment (OECD, 2020). Similarly, Employment Service of Slovenia decided to offer online workshops for improving career guidance skills of jobseekers. This was possible only because even before the pandemic a model of so called “short modular workshops” (henceforth, SMW) was presented. The key feature of these workshops is flexibility and immediate responsiveness to the labour market needs when they are detected and since they are very short workshops, some of them were possible to be moved online instantly. When deciding about the workshop, the local offices can create and offer a workshop immediately when the need is detected, but every workshop should fit into the frame of 6 modules:



Source: (Employment Service of Slovenia, 2021)

1. Labour market (Eures labour market, National labour market, Local labour market, Portal PoiščiDelo.si),
2. Self-assessment (e-counselling, e-tools),
3. Employment goals (it is always recommended after 1. and 2. module is done),
4. Job-searching skills (My written presentation, application, CV, My “creative” presentation, Creative CV, CV business card, self-promotion, Examination of the employment documentation in the group - pre-prepared documentation is a condition, Preparing for a job interview, Training in a job interview, Elevator pitch),
5. Activation and information (workshops aimed at informing and activating certain target groups, depending on the needs of the local and national labour market such as young people, elderly, LTU and people with disabilities or pre-retirement activities),
6. Lifelong career guidance for youth (workshops for primary and secondary school students).

Workshops are implemented by the qualified career counsellor since they usually last 1-2 hours and they are done in small groups from 6 to 15 participants, so this way they are ready to be shifted into online form very quickly. Next to what has already been mentioned, such a concept of short workshops offers a flexibility for local labour offices to a great extent, immediate answer to job-searchers needs is assured, the exchange of knowledge and experience between counsellors and participants is achieved, and counsellors can be very creative and make a really wide range of different workshops.

Conclusion

The health-crisis is not over yet, but it already is time to think ahead about how we want to organise our work in the future, what “business as usual” will look like in the post-COVID-19 world. For sure our work has been different, reorganising work routines to limiting interpersonal contact seems to be have become our reality and the role of career guidance may become even more important especially for those groups of people who are the most vulnerable in the labour market and who couldn't adapt to those changes we have witnessed.

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