



euro | guidance

# All for Guidance and Guidance for All: Enhancing the Career Guidance Services through Cooperation

Compendium | Cross-Border Seminar  
in Belgrade, Serbia, 2024



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# FOREWORD

Since 2005, Euroguidance Cross-Border Seminar (CBS) has been bringing together guidance counsellors, policy makers, experts and other practitioners from different European countries, with the aim of exchanging their expertise and innovative guidance practices. Today, this initiative includes 11 countries – Austria, Hungary, Germany, Poland, Latvia, Slovakia, Slovenia, Serbia, Portugal, Croatia and the Czech Republic. Experts lead thematic workshops on current European guidance topics and guidance methods during a two-day seminar.

In 2024, the Cross-Border Seminar All for Guidance and Guidance for All: Enhancing the Career Guidance Services through Cooperation was held in Belgrade on 24–26 September for more than 80 participants. The coordinator was the National Euroguidance Centre in Serbia, which operates within the Foundation Tempus – the Serbian national agency responsible for implementing the Erasmus+ programme.

Considering that career guidance and counselling (CGC) services are usually provided by organisations and institutions in the education, youth and employment sectors, cooperation is embraced as a crucial mechanism for overcoming challenges in the constantly changing world and meeting the needs of clients from various backgrounds. Recognising the importance of cooperation, this cross-border seminar turned the spotlight on joint initiatives and examples of best practices in cross-sectoral and cross-institutional cooperation, as well as intersectoral activities designed to enhance the quality of CGC services through developing local partnerships, international projects, digital and/or other tools and platforms for communication and cooperation among guidance practitioners, policy documents, etc.

Over two and a half days, participants had the opportunity to exchange and explore tools, manuals, documents and other resources developed through various forms of cooperation established to improve the quality of career guidance and counselling services.

This compendium presents short articles summarising the content and insights shared during the seminar in plenary sessions and workshops, so as to benefit not only seminar participants but also anyone interested in this topic. This publication is also available on the Euroguidance website at [www.euroguidance.eu](http://www.euroguidance.eu).

Euroguidance Serbia and the participating Euroguidance centres from Austria, Croatia, the Czech Republic, Germany, Hungary, Latvia, Poland, Portugal, Slovakia and Slovenia, would like to thank all the authors who have contributed their expertise to this compendium. We sincerely hope that all readers will find valuable insights and inspiration for their work.

For more information about the CBS 2024, please visit the official event website: [https://euroguidance.rs/aktivnosti/prekogrnicni\\_seminar/euroguidance-cbs-belgrade-2024/](https://euroguidance.rs/aktivnosti/prekogrnicni_seminar/euroguidance-cbs-belgrade-2024/)





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## KEYNOTE SPEECHES



**Aleksandra Pejatović, PhD, from the University of Belgrade – Faculty of Philosophy, and Kristina Robertson, PhD student and teaching assistant at the University of Belgrade – Faculty of Philosophy (Serbia),** presented the results of national research conducted in Serbia during 2023 by a team of eight researchers from the Institute of Pedagogy and Andragogy, Faculty of Philosophy in Belgrade.

The subject of the research was “Implementation of career guidance and counselling services (CGC) in the education sector (at all levels of Serbia’s NQF, including adult education), employment, and the youth sector”, considering “the application of CGC standards defined by a bylaw during the implementation of CGC services.”

Segments covered in the research included: the legislative framework of CGC in the Republic of Serbia; CGC activities conducted by specific ministries, services, agencies, organisations and projects; competencies of career practitioners; standards for CGC services, including areas, competencies (indicators and outcomes); evidence, career management skills, and several others.

Respondents were employees from different sectors: education, youth, employment, the youth-education-business connection sector, market/economy, as well as NGOs.

The conclusions derived from the research led to defining the areas within which the improvement of cross-sectoral cooperation is possible.

Participants of the CBS had the opportunity to be involved in the research through a practical assignment. Having in mind the sector they work in, they needed to think about areas of CGC in which their organisations could contribute to improving cross-sectoral cooperation and types of cross-sectoral support that their organisations would need in order to improve their work in CGC.

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**Gordon Purvis from the European Training Foundation,** gave a lecture about cooperation and collaboration as the foundation of career guidance systems. Speaking about career management skills, he made a comparison of the traditional and extended CMS learning models and explained the need for strategic partnerships.

He highlighted that building strategic partnerships is essential for establishing a quality lifelong guidance system and presented a roadmap for guidance system development.



Additionally, participants had the opportunity to hear about key findings from the reviews of national career development support systems by the ETF. They were introduced to the ***Excellence Model in Career Guidance***, also developed by the ETF, with a particular focus on the dimension of coordination, cooperation and organisational framework, which aligned closely with the topic of this year’s CBS.



# AUSTRIA

BANK

MÜHLEN  
BROT

OPTIK

VIENNA

new balance

Marc O'Polo

STPA

Wienerwald  
Restaurant

RESTAURANT

Sperry's

plastic  
house

DESIGN FOR LIVING  
since 1955

SALEWA





# Youth Coaching as Part of NEBA – Vocational Assistance Network

In this article, you will get an overview of Youth Coaching and a glimpse of what was offered to the participants in the workshop.

First, we focused on the essentials and framework of Youth Coaching. The second part was about networking and cooperation – at micro, meso and macro levels – and highlighted some best practice examples. Finally, participants were introduced to a practical approach to individual guidance for young people and adults and had the opportunity to actively engage with some examples of tools in practice.

## Youth Coaching

Youth Coaching is an Austrian programme for young people aged 15 to 19 (or up to 24) at risk of dropout and exclusion. It is free and voluntary and offers counselling, support and case management. It aims to ensure that all young people complete post-compulsory education, to increase young people's chances of participation and to prevent early school leaving.

Since 2013, it has been funded and implemented throughout Austria by the Service Agency of the Ministry of Social Affairs (SMS). Youth Coaching is part of NEBA – Vocational Assistance Network (also financed by the SMS) and is based on the law on compulsory education and training until the age of 18.

In Youth Coaching young people identify their personal skills, discover their professional interests, receive information about their vocational and educational options and receive support in the application process. Youth Coaching also contributes to personal stabilisation and adopts a case management approach.

We distinguish between 3 stages:

**Stage 1** – Initial consultation – general information;

**Stage 2** – Advice – counselling with a case management approach;

**Stage 3** – Support in the form of case management.

Everyone starts with stage 1 and then moves on to stage 2 or 3 if necessary. A significant number of young people only complete stage 1, while those with special support needs stay in Youth Coaching for up to a year and at the end receive an individual report with recommendations for the future.

Youth Coaching can take place in individual meetings at schools, in class workshops, at youth centres and other institutions or organisations in the field of youth work, at job fairs and events, and through individual appointments at the offices of our organisation.

# Networking and cooperation

On a micro level, BIFO's team of approximately 20 counsellors with different qualifications and professional backgrounds who work with different target groups, ensures cooperation and exchange within the institution. In team meetings, joint training, etc., there are professional exchanges on topics relating to education, training, careers, professions and counselling.

On the mezo level, we have close cross-institutional cooperation with our partners in Youth Coaching, including schools, KOST (Regional Coordination Unit – Education up to 18), institutions within NEBA (Vocational Assistance Network), the Public Employment Service Austria (AMS), the Chamber of Commerce (WKO), open youth work organisations, and others.

On the macro level, we closely collaborate with Youth Coaching and NEBA Austria as well as various counselling services in Austria.

## Tools in practice

Some examples include:

- Interest profile at [www.bic.at](http://www.bic.at) in different languages;
- Business cards with QR codes leading to an electronic pin board with information and contact details
- Career choice questionnaire – a systemic and resource-oriented method for self-perception and external perception of strengths, qualities and career ideas. ...

## References:

[www.bifo.at](http://www.bifo.at)

[www.kost-vorarlberg.at](http://www.kost-vorarlberg.at)

[www.neba.at](http://www.neba.at)

[www.neba.at/jugendcoaching](http://www.neba.at/jugendcoaching)

[www.bic.at](http://www.bic.at)





- At youth centers
- At Youth Coaching partner institutions
- At other institutions or organizations in the field of work
- Education Fairs, events
- appointments at
- ces





# CZECH REPUBLIC





**Lucie Václavková, career counsellor and lecturer**

## Online Community for Career Counsellors

During the workshop, Lucie Václavková introduced an online community that connects career counsellors, trainers, coaches, and other professionals involved in career counselling in different institutions (schools, labour offices, NGOs, or the commercial sector).

At the very beginning, Lucie Václavková explained what makes a community a community. She spoke about people and fellowship, common space, shared values and visions, social relations, interaction (real or virtual), and a sense of belonging. She also shared her personal story of how she went from being a mere observer to becoming a founder and administrator of an online community for career counsellors.

The Facebook group was established six years ago and currently has nearly 1,600 members from across the Czech Republic and even Slovakia. The Facebook group environment offers its members the opportunity to connect 24/7, from anywhere with Internet access, using PCs, laptops, tablets, or mobile phones, all for free. Counsellors appreciate updates on career counselling and the labour market, especially methodologies for working with pupils, students, or other clients. They also find out about training opportunities, such as courses, conferences, and study programmes. Additionally, they often take the opportunity to ask their colleagues some questions and appreciate the sharing of know-how across different organisations.



It has succeeded in creating a space for sharing experiences, networking and cooperation, peer-to-peer learning, and co-careering, as well as education and personal development for career counsellors. Several in-person meetings have also taken place, and more are planned for the future. However, there are also some requirements and limitations, such as digital competences (admin, members), usage of social media (admin, members), information overload (admin, members), or dependency on the platform (environment, updates, exit ...).

During the workshop, participants also discussed various platforms and spaces for reaching and connecting colleagues, career counsellors, and professionals from different fields and sectors. We spoke about live events and sessions (conferences, courses, intervention/supervision, and informal networking and sessions). Participants also shared their experiences with other online communities, professional associations, and other professional networks (both online and offline). Toward the end, workshop participants tried to find ways to ensure the longevity and sustainability of the online community, for example, using other platforms and tools, inviting more admins, or finding some funding.

Lucie Václavková concluded the workshop with a summary of the impact of the online community on Czech career counsellors: the way they learn, the way they share their experiences, the way they showcase their work, the way they cooperate, and the way they feel.



# CROATIA





# **Maja Parmač Kovačić, Department of Psychology, Faculty of Humanities and Social Sciences, University of Zagreb**

## **New Trends in Career Development**

The modern workplace is undergoing a dramatic transformation. New jobs are emerging, some existing ones are “disappearing”, often leaving individuals with skills that are no longer in demand. This constant evolution necessitates a higher level of academic skills and adaptability than ever before. Gone are the days of lifelong employment with a single company; projections indicate that the average individual will experience multiple career shifts and work for numerous employers throughout their working life. This dynamic reality necessitates a proactive and flexible approach to career development, moving away from passive acceptance towards active career management.

This workshop directly addressed these shifts by re-evaluating career guidance in the context of this changing environment. We introduced key concepts – the “boundaryless career” and the “protean career” – to provide participants with a framework for understanding and thriving in this new world of work. A boundaryless career transcends traditional organisational and geographical limitations, encouraging mobility, extensive networking, and continuous learning. It emphasises adaptability and the willingness to pursue opportunities beyond the confines of a single organisation or even industry. In addition, a protean career emphasises self-direction and personal growth, encouraging individuals to define their own career paths aligned with their evolving values, interests, and skills. It prioritises personal fulfilment alongside professional success.

## **Workshop Content & Outcomes**

The workshop offered an overview of modern career paradigms, equipping participants with essential knowledge and tools to navigate a dynamic environment. We explored Super's career development theory, emphasising that career choices are a lifelong process rather than a single event. The session highlighted practical aspects of career management, focusing on self-awareness, job exploration, and strategic goal setting. Participants learned about personalised career planning and the importance of setting short-term, medium-term, and long-term goals. They also explored how to create SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals to make challenges more attainable.



# Conclusions

The evolving nature of work demands a paradigm shift in career guidance. The traditional linear career path is no longer the norm; individuals must actively manage their careers, embracing flexibility, continuous learning, and proactive adaptation. By understanding concepts like boundaryless and protean careers, and by mastering effective career management techniques, individuals can navigate the complexities of the modern workplace and achieve both professional success and personal fulfilment.



## Further Resources

- **Super's Career Development Theory:** Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown, L. Brooks, et al. (Eds.), *Career choice and development* (2nd ed.). Jossey-Bass.
- **Boundaryless Careers:** Arthur, M. B., & Rousseau, D. M. (Eds.). (2001). *The boundaryless career: A new employment principle for a new organizational era*. Oxford University Press.
- **Protean Careers:** Hall, D. T. (2004). The protean career: A quarter-century journey. *Journal of Vocational Behavior*, 65, 1-13.
- **SMART Goal Setting:** Maya, L. (2019). *Smart Goals Expertise Training Guide*. Estalontech.









# GERMANY





## Alice Braun, Federal Employment Agency

# Unlocking Success: The Power of Collaboration in Career Guidance

SCHULEWIRTSCHAFT

Deutschland

(School-Business-Network Germany), a nationwide, cross-sectoral network to which I was seconded from the Federal Employment Agency almost two years ago, was naturally a perfect fit for the programme. I had the opportunity to conduct two workshops where I presented our approach at School-Business-Network and our offerings, engaging in discussions with participants about networks and organisations in their countries.

School-Business-Network is a network fostering partnership-based collaboration between schools and businesses, dedicated to high-quality career orientation in schools and close cooperation between educational institutions and companies. Nationally, the network is supported by the Confederation of German Employers' Associations (BDA) and the German Economic Institute (IW), and at the state level by umbrella associations and employer education organisations in partnership with ministries. We also maintain a close partnership with the Federal Employment Agency.

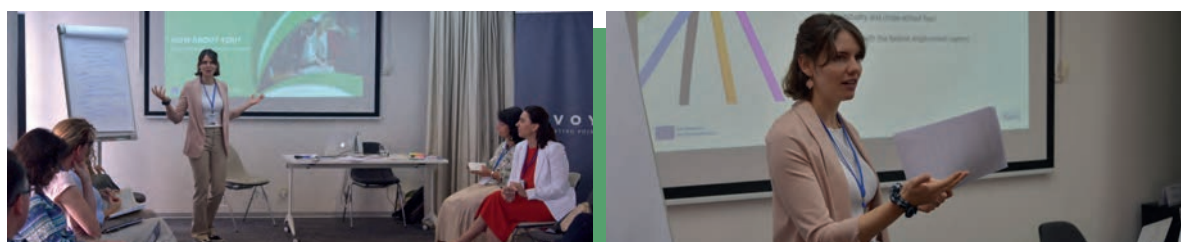
The network's goal is twofold: to support young people in their transition from school to working life and to provide companies with the opportunity to get to know and prepare potential future employees early on. We facilitate networks between schools, businesses, and employment agencies, and offer projects, materials, and networking events to strengthen school-business collaboration. We are especially proud of the [Berufswahl-SIEGEL](#), a seal recognising schools that make an exceptional effort in career guidance for their students. To date, we have certified over 1,700 schools nationwide.

As a team leader for career counselling at the Federal Employment Agency, I have been seconded to School-Business-Network for two years, and it was particularly valuable for me to engage in meaningful exchanges with career guidance professionals from Cyprus, Croatia, Serbia, Hungary, Latvia, Austria, Poland, Portugal, the Czech Republic, and Slovakia during the Cross-Border Seminar.

In my conference workshops, we not only delved into the structures and offerings of School-Business-Network but also discussed how career guidance is organised in other countries. It was fascinating to hear about different models and approaches in other regions and to brainstorm ways to further develop our work in order to provide young people with the best possible career orientation. I especially appreciated the open exchange and active participation of the attendees. The discussions in the workshops were vibrant and dynamic, with everyone sharing ideas and bringing in new perspectives.

We agreed that successful career orientation is only possible when all stakeholders in the school-to-career transition collaborate. Only through this cooperation can we ensure that students, teachers, and the critical parent target group maintain clarity amid the plethora of options and really benefit from our support.

Personally, I came away not only with valuable professional insights and contacts but also with new inspirations and ideas for my own work. The intensive dialogue reaffirmed that career orientation and collaboration among schools, businesses, agencies, and government bodies are topics of international significance. It is essential to learn from and inspire each other across borders. I look forward to nurturing these new connections in the future.



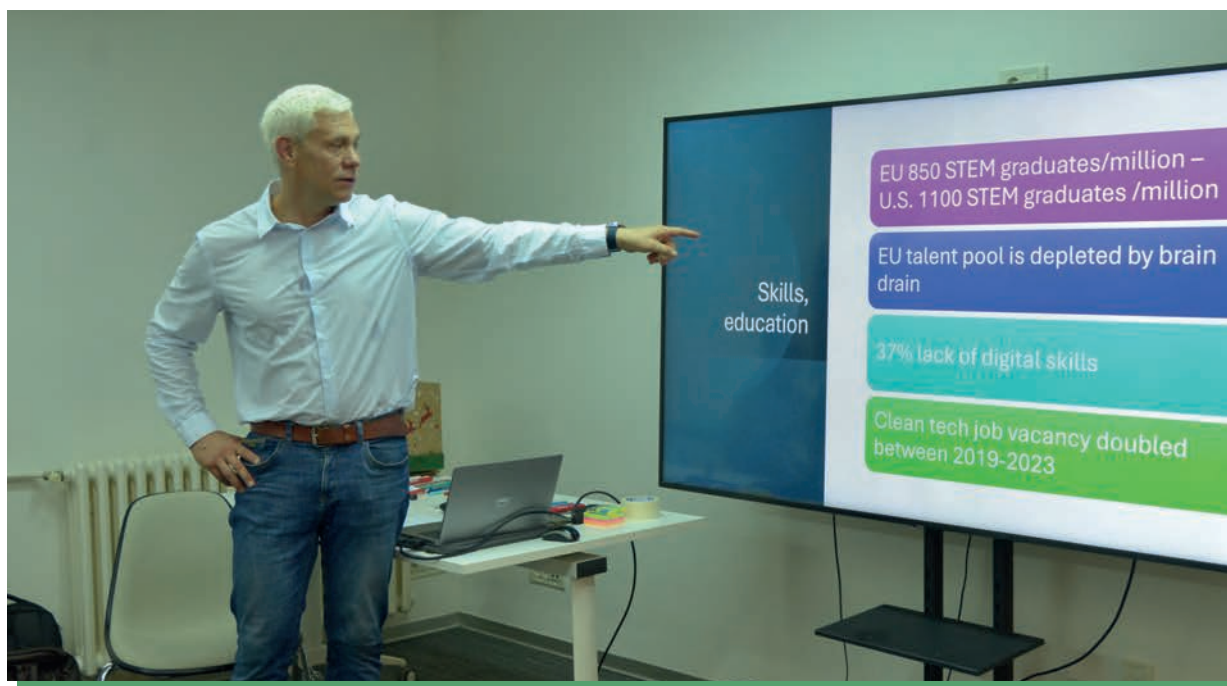
# HUNGARY





## Rabb Szabolcs and Piacsek Laszlo Zoltan, Chamber of Commerce and Industry of Pecs-Baranya County

# Skills Competitions for the Workers of the Future



The aim of the workshop was to present the unique cooperation between the Chamber of Commerce and Industry of Pécs-Baranya, the Vocational Centre and the businesses of the county, which has been established over the past 15 years to support the career orientation of young people. The aim of the competitions, coordinated by the Chamber, is to enable primary school pupils in grades 6–7, who are about to choose a career, to get to know professions, jobs, activities, technologies and leading companies in Baranya County through practical tasks and experiences in 6 sectors (mechanical engineering, electronics and electrical engineering, construction, tourism and catering, and specialised mechanical and automotive engineering). The competitions aim to foster the availability of skilled professionals by encouraging sound career guidance. Their aim is to minimise dropouts from secondary school and career dropouts in adulthood.

During the competitions, the organisers raise awareness of the opportunities offered by vocational education and training and give participants the opportunity to get to know companies, their services and products in Baranya County. The competitions are held in 3 rounds over 2 months, with teams of 3 pupils. In 2024, 609 pupils across 6 sectors (203 teams in total) entered the competitions.

The first half of the workshop featured two presentations. The first lecture focused on the economic situation and outlook in the world and Europe, as well as on the facts and trends affecting the labour market (e.g. demography, migration, changing skills requirements, AI, etc.). The second lecture focused on a detailed and illustrative presentation of the vocational competitions and their organisation, in addition to the Chamber's career guidance services.

Following the presentations, the workshop leaders divided the participants into three small groups, who had to address the following questions:

- Which sector or professions would you create a skills competition for and why would you choose them?
- Do you have any ideas on how to incorporate modern digital platforms and tools into the competition (AI, robotics)?
- Who would be the target group? (primary school students, secondary school students, university students, adults)?
- What would be the aim of the competition?
- How would the competition be structured (rounds, task types, etc.)?
- Who would be the partners with whom you would work to implement the competition?
- How would sponsorship be arranged?
- How would you adapt what you have heard to make it applicable in your country?

After a quarter of an hour, the teams presented their ideas and reflections on the questions and the presentations.

The workshop confirmed to the speakers and participants the importance of experiential career guidance events and highlighted the need for advisors and professionals to place greater emphasis on the use of modern technologies (IT, robotics, automation, AI, etc.), and the importance of aligning career guidance with challenges and expectations of the labour market.

## References/resources for further information:

- <https://palyavalasztasbaranya.hu/>
- <https://palyavalasztasbaranya.hu/szakmaismereti-versenyek/>









# LATVIA





# The Collaborative Thread in Career Guidance for VET Students

The workshop, “The Collaborative Thread in Career Guidance for VET Students”, explored the transformative power of collaboration across organisational, national, and international levels to enhance career guidance for vocational education and training (VET) students. This session provided an interactive and practical framework for career support specialists, offering them strategies to build effective partnerships. Facilitated by an expert in vocational rehabilitation with extensive experience in cooperation building, the workshop provided participants with a toolkit of collaboration techniques tailored to diverse career guidance scenarios.

## Aim and Content of the Workshop

The workshop aimed to empower career guidance specialists to deepen their collaborative efforts across various levels of professional engagement: within their organisations, with other institutions nationally, and with global stakeholders. The content addressed these “micro”, “meso”, and “macro” levels of collaboration, guiding participants through exercises that unravelled the complexities of cooperative engagement and strengthened competencies in creating cohesive, impactful partnerships.

On the micro (organisational) level, the workshop focused on fostering seamless communication and teamwork within organisations, including enhancing collaboration between departments, engaging management in joint efforts, and establishing specialist networks to encourage cross-functional alignment. Key success factors, such as promoting open communication, setting clear goals, and avoiding siloed practices, were emphasised.

On the meso (national) level, participants examined building networks among similar organisations, leveraging public-private partnerships, and creating standardised frameworks that foster consistency and synergy across sectors. The workshop explored strategies like forming formal partnerships and sharing best practices through government and municipal support, while addressing challenges such as competition and inconsistent standards.

On the macro (international) level, participants explored avenues for cross-border partnerships, participation in EU initiatives, and engagement with international associations. This segment covered practical tips on joining international networks, applying for European funding, and implementing effective communication protocols, along with the importance of cultural awareness and managing potential overreliance on external funding.

## Outcomes of the Workshop

Participants left the workshop with:

- A clear understanding of collaboration techniques for each level, tailored to the unique needs of VET students and career guidance frameworks.
- Practical tools for fostering internal cooperation within their organisations, including methods for establishing cross-functional teams and overcoming the silo mentality that can hinder progress.
- Effective strategies for building national partnerships that benefit career guidance programmes, along with insights on avoiding common challenges like competition and misalignment.
- A foundation for international collaboration, including insights into EU funding opportunities, the benefits of joining international career guidance associations, and strategies for managing cultural and procedural differences.

# Conclusions

The workshop underscored that effective career guidance relies on strong, adaptable partnerships at every level. From internal collaboration among departments to cross-national networks and international alliances, the quality of career guidance for VET students can be significantly enhanced through well-structured, purposeful cooperation. Key conclusions highlighted the importance of clear communication, shared vision, trust-building, and a collaborative mindset. Acknowledging and mitigating challenges, such as power dynamics, overcomplicated processes, and dependency on external funding, are essential to fostering long-term, sustainable partnerships.

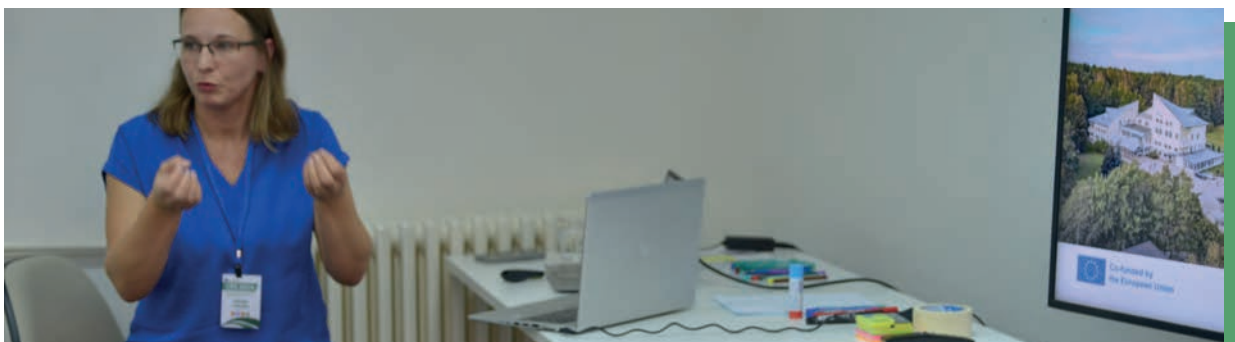
The workshop also emphasised that continuous monitoring, evaluation, and a willingness to adapt are vital to maintaining productive relationships. Career guidance specialists left with a mindset focused on sustaining partnerships that extend beyond organisational borders, equipped not only with strategies but also with a commitment to effective, long-term collaboration.

This workshop has provided participants with a fresh perspective on the power of collaboration in creating sustainable, effective career guidance for VET students.

# References/Resources for Further Information

For those interested in further exploring these themes, the following resources provide valuable insights:

- Dai X., Snidal D., Sampson M. (2010). International Cooperation Theory and International Institutions. Available from: <https://oxfordre.com/internationalstudies/display/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-93>
- European Platform for Rehabilitation (EPR) – Offers resources and networking opportunities for organisations involved in rehabilitation and integration services. [www.epr.eu](http://www.epr.eu)
- Erasmus+ and European Social Fund Programmes – EU initiatives that fund cross-border educational and vocational training projects, fostering cooperation across Europe.
- Gardner A., Griffin A.S., West S. (2009). Theory of Cooperation. Available from: [https://www.researchgate.net/publication/228018300\\_Theory\\_of\\_Cooperation](https://www.researchgate.net/publication/228018300_Theory_of_Cooperation)
- International Association for Educational and Vocational Guidance (IAEVG) – An international body supporting the development of guidance services and research in career guidance. [www.iaevg.com](http://www.iaevg.com)
- Latvian Career Development Support Association – An association supporting national career guidance initiatives and the professional development of career support specialists. [www.lkaaa.lv](http://www.lkaaa.lv)
- Milner H. (2011). International Theories of Cooperation Among Nations: Strengths and Weaknesses. Available from: <https://www.cambridge.org/core/journals/world-politics/article/abs/international-theories-of-cooperation-among-nations-strengths-and-weaknesses/F6C92B44FE37760AA063F1486A68CD84>
- State Education Development Agency (SEDA) – A direct administration institution which is subordinated to the Ministry of Education and Science. SEDA's mission is to implement the national policy in the development of higher education, lifelong learning system, vocational education system and general education system and to implement and monitor projects financed by European Union (EU) Structural Funds, education innovation projects, EU programmes and other financial instrument programmes, projects and initiatives. [www.viaa.gov.lv](http://www.viaa.gov.lv)











POLAND





## Natalia Klubko, Europass & Euroguidance Ambassador

# Social Media Power

In today's digital landscape, social media platforms offer vast opportunities for professionals to not only connect but also to establish a powerful presence. The focus of the workshop was to equip career advisors with the knowledge and skills necessary to effectively utilise social media—especially LinkedIn—for promoting their services and building impactful collaborations with other organisations.

## Aim and Content of the Workshop

The core objective of the workshop was to empower career advisors to harness the potential of social media for enhancing their services and networking. We explored key aspects of social media management, including:

- The Role of Social Media: Understanding the importance of platforms like LinkedIn as professional networking tools.
- Building Professional Online Relationships: Techniques for connecting with other organisations and industry experts.

- Creating a Personal Brand: Guidance on developing a professional image that is authentic, consistent, and aligned with individual career goals.
- Content Creation: Crafting engaging digital content to showcase expertise and attract potential clients or partners.

Additionally, we delved into strategies for building partnerships through social media. By connecting with relevant organisations, career advisors can tap into new resources, expand their referral networks, and ultimately offer more comprehensive support to their clients.

## Key Outcomes

One of the key takeaways from the workshop was the understanding that personal branding is not just for celebrities or influencers. Every career advisor can, and should, cultivate a strong personal brand to stand out in a competitive field. This idea resonated particularly in our discussions on LinkedIn, where building a professional profile is crucial for:

- Enhancing visibility in search engines (thanks to the Google effect).
- Establishing credibility through recommendations and showcasing skills, endorsements, and professional experience.
- Networking more effectively with peers, organisations, and potential clients.

Moreover, attendees recognised the potential of social media in opening new doors for professional development, with over 5.04 billion social media users worldwide. LinkedIn, as one of the most prominent professional networks, offers a unique space to establish a career-related presence.

# Conclusions

The workshop successfully highlighted how critical it is for career advisors to integrate social media strategies into their daily work. By building a robust online presence, advisors can enhance their credibility, reach, and influence. The ability to showcase expertise, engage with a broader audience, and cultivate professional relationships are invaluable skills in today's market.

Moreover, we concluded that content creation is at the heart of successful social media use. Advisors who regularly share valuable insights, articles, and resources on platforms like LinkedIn not only elevate their profiles but also position themselves as thought leaders in their field.

## References/Resources for Further Information

For participants interested in further expanding their knowledge, I recommend exploring the following resources:

- Books: *Me 2.0: Build a Powerful Brand to Achieve Career Success* by Dan Schawbel
- LinkedIn Learning and Groups: A range of courses on social media management and personal branding.
- Online courses: Platforms like Coursera, Udemy, and LinkedIn Learning offer a wide range of courses on personal branding and social media.
- Blogs and websites: Follow industry experts and influencers in the personal branding space for the latest trends and tips.

In summary, building a strong personal brand is an ongoing process. By consistently creating high-quality content, engaging with your audience, and leveraging the power of social media, you can establish yourself as a thought expert in your field and build professional relationships.







## Marlena Pujsha-Kunikowska, Euroguidance & Europass Ambassador

# Unlocking Potential Through Metaphoric Cards in Career Counselling

In an ever-changing career landscape, professionals are continually seeking innovative methods to guide clients through their career journeys. At the recent Cross-Border Seminar in Belgrade, Serbia, I had the privilege of leading a workshop that introduced a dynamic tool to career counsellors: metaphoric cards. This workshop explored how to integrate metaphoric cards into career counselling for different target groups, including children, youth, students, and adults. The session was designed to inspire career advisors with a creative approach that fosters deeper understanding, self-reflection, and effective communication with their clients.

The primary goal of the workshop was to demonstrate how metaphoric cards—visual, symbolic representations of thoughts and feelings—can be a powerful tool in career counselling. This method enhances the emotional and cognitive engagement of clients, allowing them to explore their inner thoughts, feelings, and career aspirations in a non-verbal, creative manner.

Participants were introduced to:

- **What metaphoric cards are:** Illustrated or abstract images that help clients connect emotionally with their career challenges or decisions. They had the opportunity to see many different cards and to understand their learning role.
- **How to use them:** Techniques for incorporating metaphoric cards into counselling sessions, particularly focusing on how to guide clients in interpreting and using the images to reveal personal insights.
- **Adapting to different age groups:** How to tailor the use of cards for children, youth, students, and adults. For example, children may relate to simpler, more colourful cards, while adults may resonate with abstract or symbolic images.
- **Practical exercises:** Participants were actively involved in hands-on exercises. They used metaphoric cards to explore various career-related questions, such as “What motivates me?”, “Who am I and Who am I not?” and many more.





The use of metaphoric cards in career counselling offers numerous benefits, and workshop participants gained valuable insights into potential outcomes, including:

- **Enhanced self-awareness:** Clients can uncover unconscious motivations or fears related to their career choices. The visual stimulus allows them to articulate thoughts they might struggle to express verbally.
- **Increased engagement:** For younger clients, such as children or teenagers, metaphoric cards can transform a counselling session into an interactive, enjoyable activity. This helps them open up more easily and engage in the process.
- **Emotional clarity:** Clients often confront complex emotions during career transitions. Metaphoric cards provide a safe way to explore these emotions without the pressure of direct verbal expression, enabling the counsellor to address deeper issues.
- **Versatility across age groups:** The method is flexible enough to be used with all demographics. Children may use cards to express what career roles they see for themselves, while adults might use them to reflect on their career trajectory or a mid-life career shift.

The workshop highlighted the versatility and effectiveness of metaphoric cards in career counselling. Participants left with a clear understanding of how to integrate this tool into their practice, adapting it for various client groups and situations. The use of metaphoric cards encourages creativity, breaks down barriers, and deepens the counsellor-client relationship, allowing for more meaningful exploration of career aspirations and challenges.

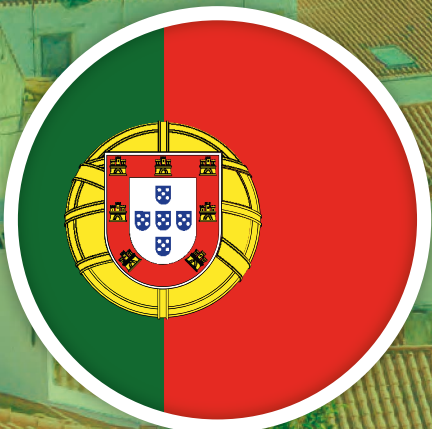
For children, metaphoric cards stimulate imagination and help them dream about future careers. For youth and students, they provide a creative way to discuss complex decisions around education and professional choices. Adults, on the other hand, benefit from using metaphoric cards to reflect on their careers, manage transitions, and prevent burnout.

Additionally, counsellors who participated in the session expressed enthusiasm for incorporating metaphoric cards into their daily work, recognising the potential to enhance both one-on-one counselling and group workshops. This tool helps address the emotional and psychological dimensions of career counselling, making it an invaluable resource for professionals looking to offer more holistic guidance.





# PORTUGAL





**Silvia Oliveira, Municipality of Póvoa do Lanhoso  
and Ana Martins, Póvoa do Lanhoso School Cluster**

## Empowering Futures: Exploring Careers with Cooperative Solutions

The inter-institutional cooperation between the “CIM do Ave”, an inter-municipal network of school psychologists from the Northern Zone, with a particular focus on the Portuguese city of Póvoa de Lanhoso, reflects a joint effort to develop and implement career intervention tools aimed at nine-graders and secondary school students.

At its core, this project seeks to provide young people with essential skills to make well-informed, conscious decisions about their educational and professional paths. An adaptable, evidence-based model for career intervention has been developed through effective collaboration among school psychologists, educators and various local institutions including schools, universities, and businesses. This model aims not only to address immediate guidance needs but also to evolve with the changing dynamics of the job market, ensuring that students are prepared for future challenges and opportunities.

The intervention framework encompasses a range of activities: interactive workshops, personalised guidance sessions, and the creation of supportive materials that encourage students to explore their interests, understand their aptitudes, and gain insights into the labour market. Each element is designed to foster curiosity, self-awareness, and a deeper understanding of potential career paths. By actively engaging students, the model strengthens their support networks within the educational environment and lays a foundation for lifelong personal and professional development.

During this workshop, participants learned about the career intervention model that has been implemented in the region, which is an example of inter-institutional cooperation, aimed at career guidance for students from various schools in the region, where school psychologists, professionally integrated into schools, develop and share common programmes and methodologies for career guidance interventions, with the support and supervision of an academic specialist, who is also responsible for the external evaluation of the results of the programmes.



The model that was presented as an example, adaptable and replicable across different contexts, highlighted effective techniques for guiding students through the career exploration process, ensuring that they feel supported and empowered to navigate the uncertainties of their future.

During the model presentation, the participants were challenged to engage in the “six thinking-hats dynamic” and each of them assumed a different-coloured hat with a specific role and a task that guided the work that followed of the five distinct groups in which the participants were divided. Their task was to analyse the cooperative model example from various perspectives and reflect on its possible applicability and integration within the career interventions that are already being put into practice on other territories.

This activity was a remarkably enriching experience, bringing together vocational guidance specialists from diverse backgrounds to explore and discuss effective career intervention practices. As part of the broader Cross-Border Seminar, this session stood out as an invaluable opportunity for professional exchange and growth. Active participation of attendees fostered dynamic discussions that deepened our understanding of career guidance methodologies, equipping us with new insights to apply in our own work with students.

The workshop provided a platform for exchanging innovative ideas and best practices that have been successfully implemented in different regions. These shared experiences highlighted how adaptable and culturally responsive career intervention models can be, reinforcing the value of collaborative, cross-border approaches for preparing young people for their academic and professional futures. Moreover, the interaction with international experts broadened our perspectives, enabling us to consider varied approaches to vocational guidance and build a more robust, globally informed support network.









# SERBIA





## Milena Rajčević and Marija Jovanović, Centre for Career Development and Student Counselling, University of Belgrade

# Where Do the Needs of Students and Employers Meet?

During this workshop, participants had the opportunity to work in groups with colleagues from different countries and institutions and take an active part in developing ideas and activities for different career guidance and counselling programmes which meet the needs of students and employers described in several case studies from practice.

The participants were asked to discuss topics that their clients are mostly interested in and concerned about, challenges they are facing when students approach the end of their studies, and challenges employers come across when they work with recent graduates entering the world of work. After the fruitful discussion, the participants worked in groups on the creation of a micro action plan for the implementation of a new programme for students and employers to be carried out by a university career centre. With the facilitators' help, each group went through a creative process when creating a career guidance programme for students. Close to the end of the workshop each group presented their plan within 3-minute presentations, followed by questions and discussions. Advantages, challenges and boundaries in the context of career guidance and counselling services were discussed and the value and importance of the creative process and cooperation were pointed out.

Since the same vision and mission regarding the role and significance of career guidance and counselling were shared among participants of the CBS, it was truly a very pleasant experience to exchange ideas and know-how with colleagues from Austria, Hungary, Germany, Latvia, Poland, Slovakia, Slovenia, Serbia, Portugal, Croatia and the Czech Republic.

The goal of the workshop was to inspire the participants to think creatively about using all resources, especially cooperation with all stakeholders at their disposal.

To advance planning and strategic partnerships, stakeholder mapping has been advised as a useful tool and the participants were given at the end of the session additional slides to help them guide their decisions on how to include different stakeholders in projects and programmes and establish long-lasting mutually beneficial cooperation and save energy and resources invested in communication and collaboration with various partners.



## Marija Milosavljević and Marina Lukić, NGO Belgrade Open School

# A Step forward towards Comprehensive Career Guidance Services: Partnership between Counsellors and Employers

The workshop named „A step forward towards comprehensive career guidance services: partnership between counsellors and employers“ focused on the following topics:

- Best practice examples among countries on cooperation between career counsellors and employers;
- Career guidance and counselling (CGC) services as support to the business sector;
- Career guidance as the support mechanism during the process of employment intermediation;
- Career guidance services and activities in the workplace.

The workshop was developed and conducted by Marija Milosavljević and Marina Lukić, project managers from Belgrade Open School, in the programme area Employability and Career Guidance and Counselling.

The aim of the workshop was to recognise different possibilities of career guidance and counselling services for adults in the context of lifelong learning and guidance.

During the workshop, the participants:

- were informed about different models of cooperation,
- recognized the benefits and opportunities for cooperation,
- defined road maps towards new cooperation with the business sectors.

The workshop started by mapping the key needs and requirements of career guidance counsellors and employers. During the discussion, the participants shared experiences from their countries on what career guidance counsellors need from business sectors and vice-versa. Workshop facilitators also mapped key situations in which CGC counsellors and employers collaborate: recruitment of new employees, development and organisation of training programmes for unemployed adults, informing beneficiaries on key requirements on the labour market.





After that, the facilitators shared the experience of developing and providing training programmes for the representatives of the National Employment Service (NES) in Serbia and employment agencies. During the 3-year period, more than 140 participants were involved in the programme aiming to get acquainted with the standards of CGC services, harmonisation of work with defined service standards and its improvement, positioning career practitioners in relation to defined competence standards and identifying ways for further improvement to provide good quality services of CGC.

In the next part, the facilitators presented research for professionals in the field of career support of adults. The research focused on mapping key practices and needs of and requirements for professionals in the field of career guidance and human resources management. The key inputs were related to the following:

Both HR professionals and CGC practitioners consider their role to be important in the domain of integration of (new) employees and the development of personal and social competences.

Some groups of people are not recognised as beneficiaries by either HR professionals or career guidance practitioners: persons with disabilities, elder employees, employees preparing for retirement, employees who returned from parental leave.

Career practitioners expressed the need for deeper cooperation with the members of enterprises and access to examples of best practices and resources for providing career development support to employees.

At the end of the workshop, in small groups, the participants created different roadmaps of cooperation between employers and career counsellors.

## References:

- <https://connect-erasmus.eu/>
- <https://www.bos.rs/rs/publikacije/20/1405/prirucnik-za-karijerne-practicare-2023.html>



# Marija Jovanović and Lidija Bukvić, CEPORA – Center for Positive Youth Development

## The Circle of Support

The aim of the workshop was to present our employability support programme, with the focus on a holistic approach to supporting youth in discovering and achieving their career goals. It involved a series of demonstration exercises with the group, through which we presented our principles, challenges faced by the youth we work with on their career path, benefits young people gain when participating in our activities, and our approach to fostering intersectoral collaboration in the mission of supporting each young person that interacts with us. The second part of the workshop involved a presentation of our services, our collaboration with the community and our results.

CEPORA developed a specialised programme to enhance the employability of youth from diverse vulnerable groups (youth in foster care, youth in NEET situations, youth at risk, etc.). The programme involves group training and one-on-one career guidance and counselling. The group activities are highly interactive and based on experiential learning. The key topics of the workshops include self-assessment and skills presentation, decision-making, job-seeking skills, CV writing, preparation for the interview and development of career management skills.

The specifics of our programme include the possibility for young people to join other support services when needed, which can greatly help foster their employability and personal and social skills related to success in the job market. They can join any services in our Centre for Youth Support: Youth Club, social skills training, individual psychological counselling, mentoring, sports and reading section. Experts who lead the programmes are special educators with years of experience in supporting youth from diverse backgrounds and providing additional education in diverse areas.

We have strong cooperation with social protection institutions, with over 50 schools in Belgrade, and we have a strong connection with the scientific community, assuring that all our activities are scientifically based and fostering the connections of theory, research and practice. Our work is recognised and supported by the City of Belgrade and the Municipality of Vračar, as well as the Ministry of Tourism and Youth of the Republic of Serbia. We are often a bridge between our users and other institutions, a bridge between institutions and between the civil and the public sector. We often see our role in supporting the system to support the youth.

We are extremely proud of our employability programme, as results so far have shown that 80% of our participants made a positive change in their careers. Our programme received the first award for raising the employability of youth from vulnerable groups in the 2023 Euroguidance contest of best practices in Career Guidance and Counselling. Currently, CEPORA is opening the Belgrade Job Info Centre.

During the workshop, participants gained a fresh perspective on raising the employability of youth from diverse groups, gained inspiration in possibilities of organising new support services and raised their motivation in fostering intersectoral collaboration, each through the prism of their role in the support system for youth.

One of the conclusions of the workshop was that each young person could find their place in the world and could receive an individualised yet holistic support treatment in reaching their personal and professional goals.

For additional information, check out our website: [www.cepora.org](http://www.cepora.org), or contact us directly. We are always happy to collaborate and share ideas!

Contact: Marija Jovanović, [marija.jovanovic@cepora.org](mailto:marija.jovanovic@cepora.org)

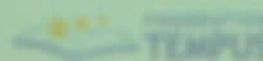




# Circle of support

Marija Jovanović

Lidija Bukvić



# SLOVAKIA





## Katarína Medzihorská, Secondary School of Transport in the city of Zvolen

# How to Be OK in Cooperation, When It Is Difficult to Be OK (How to Be Good to Yourself, and Then to Others)

We take care of others – our clients, teachers, parents, colleagues etc. Sometimes we forget which person is also important in the process of cooperation. It's us – we are that important person. If we want to provide support, express empathy, understand others, we need all these first. As we are good at what we do, we can provide support to ourselves – but maybe we have to learn first and realise that we are an important person to take care of.

The workshop aimed to introduce the Transit programme “From School to Life” and to provide the participants with an opportunity to experience the technique of how to take care of yourself.

## The Transit programme “From school to life”

The workshop brought about the information on the Transit programme “From school to life” – providing support for young people with disabilities when they finish school and become adults, providing support for them on their way to independent life. The target group are young people (from 17 to 29) with mental, social and physical disabilities. The main goal of the Transit programme is a young person, who does not need this service at the end of cooperation.

The main principles in the Transit programme are as follows:

- Partnership – I am your partner in this cooperation.
- Leading the client one step behind – a client is an expert on their life.

- Focused attention – we focus on the preferred future and strength of the client, not on the obstacles.
- Celebrating small steps – a small step and an effort to manage something difficult is also a success.
- Client resources – inner, outer – an adventure of searching for client's skills and other resources.
- We do what the client needs – practical staff, financial literacy, career counselling, travel training, shopping practice, job interview training etc.

### ***Theoretical background of the service of the Transit programme:***

Cooperation with clients in the Transit programme is based on a solution-focused approach and the Kids' Skills method. The counsellors also use coaching methods and individual planning.

# The technique entitled “How to take care of yourself”

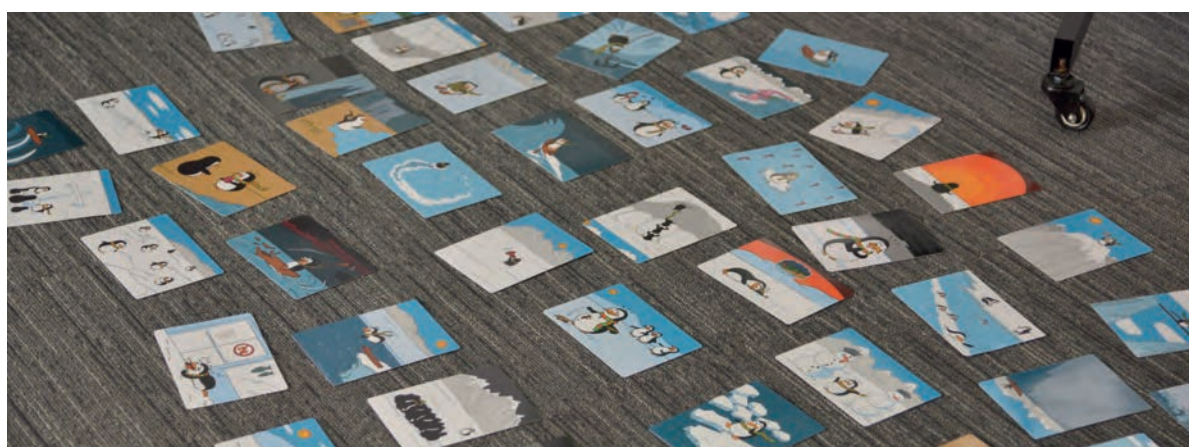
The workshop participants had the opportunity to think about their own way of thinking about others in the process of cooperation – what they can do for themselves in the process of working with others (institutions, social workers, teachers, parents and also with clients). The workshop participants discussed their next steps and their strengths in this process which can be helpful.

The workshop participants created their own book about their preferred future – when they are successful in cooperation and in taking care of themselves. They could think about their strength and the people who could support them. They also had a possibility to take care of themselves.

We discussed the importance of taking care of ourselves – it is our responsibility, and it is necessary to be supportive of others. It all starts inside us.

## References:

- *Flowerpot theory (30 min, English and Turkish subtitles) – YouTube*
- <https://www.sfontour.com/simplyfocuspodcast/>
- [www.dalet.cz](http://www.dalet.cz)
- <https://www.alternativacentrum.sk/>
- [www.kidsskills.org](http://www.kidsskills.org)





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# SLOVENIA





## Julija Milović, employment rehabilitation counsellor, Public Employment Service

# Inclusive Connections: Collaborative Pathways - Working with Difficult-to-Employ People

During this participatory workshop, I introduced the international COM-IN project, which involved nine partners from three countries: France, Italy, and Slovenia as the lead partner, and an associated partner from Belgium. The project starts by recognising that counsellors who work in employment offices, vocational and training organisations, NGOs, municipalities and other organisations and who deal with work and social integration, lack competences in the work integration of difficult-to-employ people (DTE\*).

The main goals of the project were as follows:

- To empower counsellors in employment offices, vocational and training organisations, NGOs and local communities to make better use of methods and approaches to work integration of DTE people.
- To promote the exchange of experiences and best practices among counsellors coming from different organisations in the field of work and social integration of DTE people.
- To empower a “community coordinator” to coordinate community activities – measures for the social and work integration of DTE people. The community coordinator better coordinates the activities of counsellors in the process of work integration of DTE people in the local community.
- To improve collaboration and networking among different organisations in the process of work and social integration of DTE people.
- To prepare a programme for integrating prepared training programmes and methodology into the curriculum of VET and other organisations operating in work and social integration of DTE people.
- To prepare methodologies for identification and certification of informally acquired knowledge for a new professional profile – “Counsellor for DTE people”.



The workshop participants gained insights into a specialised training programme for “Counsellors for Difficult-to-Employ People” and “Community Coordinators for Difficult-to-Employ People”. This interactive workshop underscored the critical role of cooperation and networking with other institutions and employers to foster more inclusive and supportive communities and workplaces.

The participants gained practical insights and acquired tools to enhance their career counselling services by sharing best practices, analysing specialised case studies, brainstorming new ideas for cross-institutional collaboration, and developing targeted action plans.

The outcomes of the project, including handbooks and training programmes, are available also in English via this QR code.



Considering that the Social Chamber of Slovenia certified the programme “Counsellor for Difficult-to-Employ People”, professionals such as social workers, career counsellors etc. will have the opportunity to be officially certified as “Counsellor for Difficult-to-Employ People” in 2025.









## EXPERT PROFILES

### Keynote speakers

**Ms Aleksandra Pejatović**, PhD, is a full professor at the University of Belgrade (Serbia) – Faculty of Philosophy, Department for Pedagogy and Andragogy. Her studies and lectures primarily focus on the following areas: the educational needs of adults; skill and training needs analysis; vocational adult education and training; the quality of life of adults; evaluation in adult education; the quality of adult education; career counselling and guidance in adulthood and value orientations of adults.

**Ms Kristina Robertson** is a PhD student and teaching assistant at the University of Belgrade (Serbia) – Faculty of Philosophy, Department of Pedagogy and Andragogy.

**Mr Gordon Purvis** joined the European Training Foundation as a Human Capital Development Expert in April 2023. Immediately prior to this, he worked in Brussels as part of the European Commission's negotiating team in the context of Montenegro's and Serbia's ongoing accession process. That role focused on managing EU financial assistance for the two states as well as focusing on education systems, including VET, and addressing labour market reform. Since joining the ETF, Gordon has assumed the role of country liaison for Türkiye and Serbia, in addition to following several projects and regional and sectoral issues, including those related to the Danube Strategy and Erasmus+. Over the last 25 years he has lived and worked in various countries in the Western Balkans and Türkiye, Eastern Europe, the Middle East and North Africa.



# Workshop leaders

## **Austria** | Klas, Christine

Christine Klas has been working as an educational and vocational guidance professional for more than 20 years at „BIFO – Beratung für Bildung und Beruf“ (counselling for education and career) in Vorarlberg, Austria. Her professional background includes the following tasks and functions in particular:

- Career guidance and counselling for young people and adults from 13 to 65;
- Head of department of guidance and counselling at BIFO;
- Project manager of different projects;
- Project manager and coordinator of the educational and vocational guidance network Vorarlberg as a part of the Austrian educational and vocational guidance network;
- Member of the educational and vocational guidance network of the chamber of commerce;
- Project manager of the Vorarlberg platform for further education and training.

## **The Czech Republic** | Václavková, Lucie

Lucie Václavková is a freelance career counsellor and lecturer who mainly works with women, students and career counsellors. In addition, she is a publicist and an educator in the field of career counselling. She regularly writes the Career Newsletter and co-authors a podcast on women at work entitled “Pay Gap” and a webinar entitled “Ask a Career Counsellor”.

## **Croatia** | Parmač Kovačić, Maja

Maja Parmač Kovačić is an associate professor at the Department of Psychology, Faculty of Humanities and Social Sciences at the University of Zagreb. She teaches several courses in the area of work and organisational psychology at the undergraduate, graduate, and doctoral levels. She designed and has taught the course entitled “Theory and Practice of Career Guidance”, which is conducted in psychology at the graduate level.

One of her primary professional interests revolves around career counselling and career development. She has conducted numerous lectures and workshops in this field. To date, she has co-authored a book and published a substantial body of research papers, some of which have been featured in globally recognised journals (e.g. International Journal of Selection and Assessment, Journal of Personality Assessment, Personnel Psychology). Moreover, she has designed and adapted various measurement tools and actively participated in numerous international scientific and professional conferences.

## **Germany** | Braun, Alice

Alice Braun – Studies of International Management and Business Psychology, initial work experience in a global corporation, several years as a career counsellor and then a team leader at the Federal Employment Agency Düsseldorf.

In February 2023, she was delegated to “SCHULEWIRTSCHAFT Deutschland”, a German network of schools and companies.

## **Hungary** | Szabolcs, Rabb and Zoltán, Piacsek László

Rabb Szabolcs is a qualified teacher with an MBA (Master of Business Administration). He has experience in vocational and adult education, as well as 19 years of professional experience as a project manager. Since 2016, he has served as head of the Chamber's office.

Piacsek László Zoltán is a teacher of andragogy with 23 years of professional experience in vocational and adult education and 7 years of professional experience in career guidance.

## **Latvia** | Sevruka, Katrina

With a bachelor's degree in psychology and an ongoing pursuit of a master's degree in Sociology, coupled with a decade-long tenure in vocational rehabilitation, I bring extensive expertise to the intersection of psychology, sociology, and professional development. Over the past decade, my focus has been on empowering individuals with disabilities and health challenges to gain new skills and qualifications, effectively integrating them into the labour market.

My professional journey in the public sector has equipped me with a robust skill set in leading departmental initiatives, facilitating collaborative efforts among different stakeholders, and overseeing the intricacies of project management and administration. Moreover, my proficiency extends to nurturing synergistic relationships between organisations at both national and EU levels and fostering partnerships between our agency and various public and non-governmental entities, alongside organising impactful events to further advance the agency's collective objectives.

## **Poland** | Klubko, Natalia

Natalia Klubko is an experienced HR Specialist, Career Development Consultant, and Digital Personal Brand Consultant. Holding dual master's degrees in Sociology with a specialisation in Multimedia Communication from the AGH University of Science and Technology in Krakow, she possesses extensive academic expertise. Additionally, she earned a postgraduate diploma in Human Resource Management from WSE Krakow and was a member of the Society for Human Resource Management (SHRM) in 2015. Drawing from her international HR experience in Poland and Dubai, she demonstrates expertise in recruitment and HR management. Since 2018, she has been providing guidance on career development strategies. Currently pursuing her PhD studies at the Rzeszow University of Information Technology and Management, her research focuses on social sciences, specifically new media, digital communication, and artificial intelligence. Leveraging her corporate background and proficiency in mentoring and digital marketing tools, she effectively supports others in managing their career development and online presence.

## **Poland** | Pujsza-Kunikowska, Marlena

Since February 2022, Marlena Pujsza-Kunikowska has served as a migration specialist and intercultural advisor at the Foreigners Integration Centre in Leszno, under the auspices of the Regional Social Policy Centre in Poznań. She is also an expert in evaluating applications for the European Solidarity Corps and Erasmus+ Youth at the Polish National Agency – Foundation for the Development of the Education System. Since April 2024, she has taken on the role of the Ambassador for Europass & Euroguidance, focusing on sustainable career processes and human capital management in sustainable development conditions. Additionally, she serves as an expert in the working group on activism and volunteering under Minister Agnieszka Buczyńska for Civil Society Affairs.



From 2008 to 2021, Marlena was the founder and president of the Creative Activity Centre Foundation, overseeing local and international projects. She holds a degree in Pedagogy specialising in vocational and personal counselling from Adam Mickiewicz University in Poznań. She completed postgraduate studies in NGO management at the Lower Silesian School of Public Administration – CHANGE LEADERS – NGO management. Marlena is a licensed vocational counsellor practising the BMI method by M. Achtnich. She gained experience as an intern at the Parliamentary Office of the late MEP Jan Kułakowski, the EU Ambassador in Brussels, and worked at a local office in Poznań from 2008 to 2009. She was also an intern at the Volunteer Centre in Hanoi, Vietnam. She has received several awards. She won the Eduinspirator 2020 in the category of non-formal education for youth by the Foundation for the Development of the Education System. In 2007, she received an internship at the European Parliament in Brussels. She was honoured by the Mayor of Leszno in 2014 and 2017 for her cultural & social contributions to the city.

## **Portugal** | Oliveira, Sílvia and Martins, Ana

Sílvia Oliveira holds a master's degree in psychology from the University of Minho and is a member of the Portuguese Psychologist Association. She specialises in Community, Educational and Clinical Psychology and works as a psychologist at Póvoa de Lanhoso Municipality, where she coordinates the Northern Zone of the School Psychologists Intermunicipal Network, from CIM do Ave. Additionally, she chairs the local Child Protective Services and directs a Parental Support Service, actively enhancing community and support systems.

Ana Martins obtained a PhD in Child Studies from the University of Minho and she specialises in Developmental Psychology and Education. Her research, funded by the Foundation for Science and Technology, centres on childhood cognitive abilities. She is interested in career development and counselling as strategies to combat school dropout rates and promote educational success. As a member of the Portuguese Psychologists Association, she has published nationally and internationally. Currently, she works as a school psychologist.

## **Serbia** | Rajčević, Milena and Jovanović, Marija

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

Milena Rajčević is a Programme Coordinator and a Career and Psychological Counsellor at the Centre for Career Development at the University of Belgrade, where she's been working for ten years. She graduated from the Faculty of Philosophy, University of Belgrade, Department of Psychology. She has experience in conducting soft skills training and career management skills workshops and courses, as well as individual work with students. Milena is also a gestalt-oriented certified psychotherapist.

## **Serbia** | Milosavljević, Marija and Lukić, Marina

Marija Milosavljević is a project manager at Belgrade Open School. She graduated from the Faculty of Philosophy in Belgrade and, at the same faculty, she completed a master's degree in the adult education department. She also works as a career practitioner with youth and is experienced in working with socially marginalised groups (refugees, ethnic minorities, people with disabilities, and youth in NEET situations). In the past years, she has been involved as a trainer for career practitioners in secondary education and the field of employment.

Marina Lukić is a project manager within the Improvement of Employability programme area. Marina is engaged in national and international projects in the field of education, employment, career guidance, and counselling. She graduated in adult education from the Faculty of Philosophy in Belgrade. She gained her experience by engaging in non-governmental and business sectors in the areas of social inclusion of youth with disabilities, professional orientation, and human resources. She coordinated Career Sector at the Centre for Career Development of the Faculty of Philosophy and worked as a learning demonstrator on the course entitled Recruitment and Selection in Human Resources.

## **Serbia** | Jovanović, Marija and Bukvić, Lidija

Marija Jovanović and Lidija Bukvić are special education teachers with proven experience in supporting young people from vulnerable groups. They work in CEPORA – an organisation specialising in developing interactive programmes for fostering social and emotional development of children and youth without parental care. Recognising career guidance as a social inclusion mechanism, CEPORA developed a specialised service for youth from vulnerable groups called “Service for Career Development” which won the first award at the Serbian National Career Guidance Awards in 2023.

## **Slovakia** | Medzihorská, Katarína

She is a psychologist, psychotherapist, hypnotherapist, coach and lecturer specialising in Solution-Focused Therapy, the Kids' Skills method and career guidance. She implemented the Transit Programme “From School to Life”, a pilot project in Slovakia, which provides career guidance and support for young people with special needs and collaboration with employers. She worked as a school psychologist in both Slovakia and the Czech Republic, in both general education and special education settings. Currently, she serves as a school psychologist at the Secondary School of Transport. Being a lifelong advocate against labels, she is passionate about supporting those who care for others (teachers and helping professionals).

## **Slovenia** | Milović, Julija

Julija Milović is a social worker with extensive experience in career counselling and social inclusion programmes. She previously served as the manager of the “Lifelong Career Orientation” programme and was professionally engaged in the “Social Inclusion” programme, focusing on individuals facing permanent unemployment.

Julija has dedicated several years to working within Roma settlements, supporting adolescents facing emotional challenges and has been involved in the Employment Centre for the Disabled.

Since 2012, she has transitioned to a career counsellor role and has developed and facilitated workshops on soft skills development.

Recognised as a certified eFacilitator, Julija possesses specialised expertise in online facilitation skills.

Since 2021, she has actively participated in international projects, delivered lectures and conducted workshops for various events, further enhancing her global perspective and professional reach.





## PUBLICATION DETAILS

### **Coordinating country**

Serbia

### **Participating countries**

Austria, Croatia, Czech Republic, Germany, Hungary, Latvia, Poland, Portugal, Slovakia, Slovenia

The Euroguidance Network is a network of national career guidance resource and information centres. It is a cooperation of centres in all European countries linking career guidance systems in Europe. Euroguidance promotes lifelong guidance and educational mobility in Europe.

[www.euroguidance.eu](http://www.euroguidance.eu)

### **Publisher**

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[euroguidance.rs](http://euroguidance.rs)  
[tempus.ac.rs](http://tempus.ac.rs)









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