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Cross border seminar

Career management skills



NATIONAL SURVEYS



National surveys

Career management skills

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Other participating countries:

Austria, Czech Republic, Croatia, Germany, Hungary, Poland education sector, Poland employment sector, Romania, Slovakia and Switzerland



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

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FOREWORD



Foreword

*»Now is not the time to think of what you do not have.
Think of what you can do with what there is.«
(Ernest Hemingway)*

The idea of the Cross Border seminars came into existence in 2005 as an initiative of the Euroguidance centres of three neighboring countries – Austria, Czech Republic and Slovakia. The main objectives were not only joining EG centres and their cooperation in a common activity but also organising meetings and networking possibilities for practitioners and policy makers from the field of guidance from the cooperating countries. To provide the participants of the seminar with broader possible perspective on the chosen topics, all centres were involved in the process of program planning and preparations. This way the seminar could get together national experts and offer presentations of trends and topics actual in all countries. In the years 2005-2008 three Cross Border seminars were realised within this cooperation with the following topics: *Psychological methods in career and vocational guidance* in 2005, *Transition from secondary schools to the world of work* in 2006 and *Guidance in institutions of higher education* in 2007. In 2009 three other countries – Germany, Hungary and Slovenia – were involved in the preparation and organisation of the Cross Border seminar with the title *Career guidance without barriers*. This broadening of the cooperation proved to be meaningful as more interesting workshops, speeches and discussions could take place.

Therefore, we continued this cooperation also for the Cross Border seminar 2010 when another new country – Poland – joined this initiative. The Cross Border seminar this way became an event involving the majority of Central European countries. The participants could profit from exchange of information, experience and good practice that was based on mutual understanding as the situation in the participating countries is quite comparable due to common grounds in guidance and somewhat similar social-historic development. The Cross Border seminar 2010 was dedicated to professional care for counsellors with the subtitle *Who cares for those who care*. More information about this seminar is available at http://web.saaic.sk/nrcg_new/crossborder2010.html.

In 2011 Hungary organised the annual Cross Border Seminar with the title *Innovative tools and methods in career guidance and counselling*. The main topic was the introduction of innovative tools, focusing on the development of psychological and ICT tools. The event provided an opportunity for the 65 participating professionals from seven countries for intensive professional dialogues and international exchange



of experience. More information about this seminar is available at: www.npk.hu/public/tanacsadoknak/konferencia_2011/.

In 2011 Euroguidance Slovenia organised Cross border seminar with the topic *Career management skills* and 3 new countries joined Cross border seminar initiative: Croatia, Romania and Switzerland.

This publication of national surveys is based on the responses of the national surveys relating to the Cross Border Seminar organised in Bled, Slovenia. By collecting the responses received from the Euroguidance centres of the participating countries this document intends to provide readers with an international overview regarding career management skills in participating countries.

It is important to note that the national survey reflects only upon the views of the respective authors (Euroguidance centres and/or experts involved in the work).



NATIONAL SURVEY GUIDELINES



National survey – guidelines

This survey aims at collecting information about the main topics of the Cross border seminar **Career management skills**.

- National definition of CMS (according to understanding in participating countries).
- Methods used in the educational sector (kindergarten, primary, secondary, higher education, adult education) with concrete examples.
- Methods used in the employment sector with concrete examples.
- Methods used for target groups at risk of social exclusion or disadvantage groups with concrete examples.



AUSTRIA



Austria

Karin Hirschmüller

Definition of CMS

The term “Career Management Skills” is primarily used in Austria at the political-administrative implementation level (e.g. ministries, research). In practical occupation and education consultation, many modes of operation can be assigned to Management Skills, although the term is only slowly gaining significance for practitioners.

One definition of Career Management Skills in Austria is: Career Management Skills means “the basic skills necessary to meet independent educational and occupational decisions”.¹

The development and support of career management skills is one of five principal goals defined by the national steering group to the Lifelong Guidance Strategy Development. This goal strives to implement basic education and life planning skills in all curricula.²

Austrian debate focuses on the following basic skills:

- Ability to self-reflect (regarding skills, interests, achievement potential, desires)
- Ability to decide (including the formation of decision-making processes, handling of complex and sometimes contradictory input for decision making)
- Information investigation and evaluation
- Ability to define and pursue personal goals

¹ Krötzl, Gerhard: “Career Management Skills” – Ein Kernelement der Strategien zu Lifelong Guidance. In: Magazin Erwachsenenbildung.at, Guidance und Kompetenzbilanzierung. Nr. 9, February 2010, p 08-5

² Krötzl, Gerhard: “Career Management Skills” – Ein Kernelement der Strategien zu Lifelong Guidance. In: Magazin Erwachsenenbildung.at, Guidance und Kompetenzbilanzierung. Nr. 9, February 2010, p 08-5



In the following, Best Practice examples are illustrated from the educational sector, employment sector and in the field of guidance for target groups at risk of social exclusion or disadvantaged groups.

Educational sector

■ “KL:IBO: Learning competence through individualization and occupation orientation”³

The “KL:IBO” project is devised for the 7th and 8th grade school classes. A substantial strength of this concept is the redefinition of roles: Instructors have the role of coaches and tutors, students are investigators of their areas of competence and planners of their own development. This concept leads pupils from the general to the individual. The general raising of awareness and information from the first year forms the basis for the pupil’s further individual processing regarding their vocational decisions.

Essential elements of the process:

*) Production of portfolios and dossiers relating to school and extracurricular skills, interest profiles and the results from individual subject studies. Apart from their own estimation, pupils obtain outside appraisals from instructors and peers.

*) Discussions between students and instructors (partly also integrating parents): Over the course of two years some clearly defined discussions take place. During orientation and evaluation discussions, an agreement on objectives for an individualized working plan is determined.

*) Individualized instruction in the second year: in order to make it possible for each student to undertake the work specific work for their own development, there must be open and alternative learning possibilities (workshops, joint projects, elective subjects).

The “KL:IBO” concept offers a full range of didactically prepared documents. In addition, “KL:IBO” also specifies the structural measures required at schools: The linking of subjects and cooperation in teaching teams are substantial factors influencing success using “KL:IBO”.

■ „Study checker“⁴

The project “Study checker” assists adolescents in their pre-final and final school years (approximately 17–18 year olds) in adapting their educational choices to better suit their inclinations and abilities. The concept is comprised of two phases (each lasting one year) and defines steps to be taken by responsible bodies. The webpage

³ <http://bo-hs-gemeinsamlernen.bmukk.gv.at/default.aspx..>

⁴ www.studienchecker.at.



www.studienchecker.at offers material and measures to guide the decision-making process, as well as useful addresses of external experts and networking partners.

Phase 1 introduces students to the topic of career management and supports their decision-making skills: Each student develops his/her own student portfolio, fills in a questionnaire of interests called “explorix”, and interprets the outcomes. Additional psychological group counseling can be provided by student counselors.

Phase 2 focuses on the individual development of each student based on the results generated in phase 1. Individual encounters with “real-life situations” are part of this phase, as well as individual coaching by guidance coaches.

■ “Stop Dropout”⁵

The project “Stop Dropout” offers an early recognition and support system for pupils who are in danger of prematurely ending their education. School dropouts generally disconnect themselves gradually from school; the earlier a potential dropout is identified, the more effectively action can be taken to stop it from happening.

Early recognition system: The “risk check” (an online based test instrument) supports counselors in their identification of students in danger of dropping out. On the basis of scientific theories and experience-based data, the essential risk factors have been identified: social background, family support, previous school experience, participation in instruction and psychological adaptation. If a counselor recognizes an endangered pupil, he or she can approach this student and offer counseling. With the help of the “Stop Dropout” counseling profile, all the relevant elements of a cluster are taken into account (lifestyle, family, strengths and weaknesses, etc.).

Support network: A network of relevant organizations offers appropriate support based on the needs of people with the potential to dropout or who have already dropped out. By building up a support network, the creation of active cooperation and coordination between structures in the local environment (like schools, family, employment agencies, political and social infrastructure) becomes the focal point.

Areas of for improvement in the educational sector:⁶

- Coordination and cooperation between responsible organisations, in order to better connect the many good individual projects
- Establishment of obligatory occupation orientation instruction for all students, and/or the clear fixing of available time in the curricula for this area
- Strengthening of instructor skills through improved education and further education

⁵ www.stop-dropout.eu/

⁶ Lifelong Guidance Fachtagung: Career Management Skills in allen Lebensphasen, 2010, p 33-34



- Strengthening of the responsibility taken by schools for the vocational orientation of students
- Establishment of more supportive measures for potential dropouts

Employment sector

■ Solution-focused skill-oriented education and career consultation⁷

This consulting approach connects quantitative and qualitative methods, and makes it possible to identify not only existing skills, but also potential skills.

After a self-assessment of skills via questionnaires, identified abilities are examined and supplemented in a subsequent consultation. Through this process, the advisor works with four basic areas: personal, activity oriented, social-communicative and technical-methodical competences.

Basic skills are compiled to be used in several contexts:

- *) Present work context: skills which are already used in the job
- *) Spare time: revealed abilities also come to the fore in the vocational context
- *) Ideal job: the possible application of skills in the imagined ideal job in contrast to the present work situation

A substantial component of consultations is solution-focused questions, through which in addition to existing skills, potential skills are also brought to light. This information forms a basis for the derivation of concrete and realistic education and career goals.

■ „Compact“⁸

The “Compact” project supports apprentices in shaping their vocational path. The project is carried out in cooperation with training enterprises.

A coaching team accompanies apprentices for the entire period of their training (three years). Essential elements of the monitoring and consulting process are:

- *) Workshops, concrete job assignments, self-organised exercises
- *) Implementation of team projects for the promotion of social and cooperative abilities and personal projects with an individual focus
- *) The writing of and reflection on study diaries
- *) Individual development discussions

Participants learn how to formulate concrete goals and how to take responsibility for their own learning. The independent realization of challenging projects strengthens

⁷ Steinkellner, Peter / Czerny, Elfriede: Lösungsfokussiert-kompetenzorientierte Bildungs- und Laufbahnplanung. In: Magazin Erwachsenenbildung.at, Guidance und Kompetenzbilanzierung. Nr. 9, February 2010, p 11-1ff

⁸ www.zukunftszentrum.at/projekte/bildung-wissen/kompakt.html



participants' faith in their own abilities and the conviction that they are able to master difficult situations. Through individual and group reflections, apprentices develop a realistic awareness of their own skills. The goal is to lead apprentices step by step to the point where they take direct responsibility for their vocational decisions. In addition, the "Compact" project offers seminars for trainers in firms and makes a manual available to them.

Areas of for improvement in the employment sector:⁹

- Improvement of the work situation of education and vocational advisors in implementing institutions
- Improvement in the training of counselors
- Expansion of further education offers in information and communication technology and new developments in the job market

Target groups at risk of social exclusion or disadvantaged groups

- "Learn forever"¹⁰

The Austria-wide network "Learn forever" generates proposals for education-disadvantaged women in order to open possibilities to them for lifelong learning. Teaching contents include, among other things, basic knowledge in information and communication technology. Self-directed learning and work in different learning environments (both in adult education facilities during fixed times, as well as at home in the context of autonomous learning phases) are further essential elements of the "Learn forever"-concept. Through this process, women receive support in strengthening relevant career-management skills as following:

*) Self-directing skills: Participants have a crucial influence on the contents and basic parameters of learning and are actively involved in their design.

*) Cooperative skills: Learning during fixed times at a facility takes place in groups and is strongly team-oriented.

*) Media skills: Abilities in handling information and communication technology and new media are strengthened and connected with information collection and evaluation skills.

Concrete implementation takes place in learning arrangements: a group of 8 participants is overseen by two learning tutors over a maximum time of 12 weeks.

⁹ Lifelong Guidance Fachtagung: Career Management Skills in allen Lebensphasen, Dokumentation, 2010, p 33-34

¹⁰ www.learnforever.at



■ “SQuP”: Language and qualification portfolio for migrants and refugees¹¹

The target groups of this portfolio are migrants and refugees who want to develop concrete goals for their vocational future and re-entry into the job market. The portfolio contains about 60 papers, checklists and documents. Content topics focus on the areas of establishment, goal alignment, and planning measures to achieve objectives. The approach is essentially resource-oriented; clients are seen as people with rich experiences.

The documents are available in German and English as well as five other languages and can be used in both individual work and group settings. For those aiding in this process, the manual offers relevant portfolio references.

Areas of for improvement in the field of disadvantaged target groups:¹²

- Decreasing the obstacles that make it more difficult for people with disadvantages to access education and vocational guidance (e.g. the dismantling of spatial obstacles, strengthening of advisors’ intercultural consulting skills)
- Creation of easily accessible consultation offers (e.g. new consulting formats for sought-after consultation, mobile offers in rural areas)
- Intensive advertising of free consultation offers for all groups within the population

¹¹ www.integrationshaus.at/portfolio/squp/Englisch/SQuP_englisch.pdf

¹² Lifelong Guidance Fachtagung: Career Management Skills in allen Lebensphasen, Dokumentation, 2010, p 33-34



CROATIA



Croatia

Euroguidance Croatia

National definition of CMS

Career guidance, as defined in Croatian Act on Employment and Rights during Unemployment Period¹³, refers to different procedures and activities with the aim to identify possible interests and competences of the clients in order to make decisions on further education and employment possibilities and to manage their own career development. According to the same Act, career guidance activities include informing, counselling and follow up support activities on career development. Ordinance on active job search and work availability¹⁴ states that the aim of career guidance is to make assessment and to further develop and support career management skills.

In July 2010 the Ministry of Science, Education and Sports of the Republic of Croatia developed the National Curriculum Framework for Preschool Education, General Compulsory and Secondary School Education¹⁵. This document defines knowledge, competences, success and competitiveness as the strategic goals of the Republic of Croatia. The National Curriculum Framework lays down a framework for the acquisition of key and professional competences, identifies career management skills as an important part of entrepreneurial competences and defines learning outcomes on different educational levels. These outcomes include: gaining knowledge about labour market issues (LMI) and about different occupations, gaining skills for assessment of personal interests, abilities and competences, gaining self-confidence based upon vocational competences in order to satisfy career goals, making decisions on personal education and training possibilities, as well as on personal career development, identifying personal potentials and talents for a certain educational and occupational field, etc.

The importance of career management skills is recognized in many strategies. Thus, the Strategy for entrepreneurial learning 2010-2014 explicitly states that one of the most

¹³ Act on Employment and Rights during Unemployment Period, Official Gazette of the Republic of the Croatia, number 80/09, 94/09, 121/10, 24/12. (NN)

¹⁴ Ordinance on active job search and work availability, Official Gazette of the Republic of the Croatia, number 80/08, 39/09. (NN)

¹⁵ NCF is based on the **Strategy for the Construction and the Development of the National Curriculum** for Preschool Education, General Compulsory and Secondary School Education, issued in 2007, by the Ministry of Science, Education and Sports, Republic of Croatia.



important issues would be to implement entrepreneurial competence into career planning and developing career management skills.

The existing coordination and cooperation mechanisms in Croatia support cross-sector approach and define career management skills on the basis of the relevant EU strategies, programs and flagship initiatives relevant for the field of employment, education and social inclusion. Partnership-based projects and practices identify career management skills as a whole range of competences which enables individuals and groups to gather, analyse, synthesize and organize educational and occupational information, as well as the skills to make and implement decisions and transitions. CMS enables individuals or groups to make individual, learning, professional and educational decisions during their life and to set their employment and professional goals.

With respect to the international cooperation mechanisms and partnerships it is important to highlight that Croatia is a member country of the European Lifelong Guidance Policy Network (ELGPN) and is participating in two work packages – Career management skills (WP1) and Co-operation and Co-ordination Mechanisms (WP2).

Methods used in the educational sector

The main lifelong career guidance stakeholders in educational sector are: Ministry of Science, Education and Sport, Agency for Vocational Education and Training and Adult Education, Agency for Science and Higher Education, Education and Teacher Training Agency, Chamber of Commerce, Chamber of Crafts, schools, other educational institutions, companies and non-governmental organizations.

The issues of career guidance and career management skills are elaborated in relevant legislation – in the Primary and Secondary School Education Act, the Vocational Education Act and in the Adult Education Act.

The National Curriculum Framework for preschool education and general education (NCF) is compulsory and as such implemented in primary and secondary schools. The curriculum policy shifts from the idea of knowledge transfer to that of development of competences, including career management skills.

Particular goals in enhancement of CMS and expected educational outcomes are:

- in preschool education - openness to new learning experiences, creating a sense of security and self-confidence, developing working skills and stimulating proactive and social inclusion behaviour,
- in general compulsory education - critical thinking and problem solving capabilities, self-organized - learning competence, entrepreneurial competence, decision making regarding personal and career development, self-confidence and self-awareness development,
- in secondary school education - acquired vocational competences, understanding the meaning of work for an individual and for community, entrepreneurial competences developing, personal and social responsibility and independence/autonomy, capacity to recognize and solve problems, capacity for self-organized study, to find solutions and



opportunities for oneself and for the others, and the capacity to accept and practice lifelong learning.

Methods used in CMS implementation are informing, self-informing, group counselling, brochures, websites, occasionally individual counselling, etc. Also, “Career Guidance Days” and other events for pupils/students, at which one can get information on educational offer, grants, labour market needs and career guidance services, are organized throughout the year (e.g. Schools’ Open Days, University Reviews, etc.).

At this point it is also important to mention one of the successful methods used in CMS implementation in the elementary education. Career search and the selection fitted to the individual need and potential are approached in the last years of the elementary education, at the student’s age of 13 - 15. Their wishes and aspirations are then collected and analysed through questionnaire prepared and collected by the state central Croatian Employment Service (CES).

With respect to the field of higher and adult education, at some of the universities (e.g. Zagreb, Rijeka, Split and Dubrovnik) Student Counselling Centres have been set up in order to improve implementation of CMS. Through career guidance methods individuals have the opportunity to assess and analyse their competences needed for career development and to choose educational programs and occupations that will optimize utilization of their own potentials, taking into account labour market needs. The services are aimed at harmonization of labour market needs and educational opportunities and supply. The awareness of partnership based models of cooperation in life-long learning and life-long career guidance as an instrument for employment and social inclusion is arising.

Good practice example: *Agency for Vocational Education and Training and Adult Education – national events supporting the lifelong learning*

Agency for Vocational Education and Training and Adult Education is featuring activities such as International Conference for the Andragogical Profession and Competences of the Experts in Adult Education, with related topics such as “Key Competencies of Career Advisor for Adult Students at the University in Global Crisis”¹⁶ and The Lifelong Learning Week¹⁷ - national educational campaign which, in a simple way, directly addressing the citizens, encourages promotion of the lifelong education and learning.

Methods used in the employment sector

Croatian Employment Service (CES) has been identified by the European Training Foundation (2005, 2011) as the main stakeholder of “systematically organized 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”.

¹⁶ Book of Proceedings of the 5th International Conference *Andragogical Profession and Competences of experts in Adult Education*, issued by the Agency for the Vocational Education and Adult education, 2011.

¹⁷ www.cjelozivotno-ucenje.hr



Employment preparation in CES includes career guidance services, learning methods and techniques of active job seeking, training for employment and vocational rehabilitation. Quality Standards on Career Guidance Services in the Croatian Employment Service (2005, 2012) define career guidance “as a set of different procedures to identify possibilities, interests and competences of users in order to make decisions on education, training and employment, and manage their own career development”.

CES supports the importance of entrepreneurial competence development through career management skills; the customers are offered workshops, individual counselling, self-informing and self-counselling. These procedures and activities are mostly focused on self-evaluation, active job search skills and gaining different domains of career management skills, as earlier described. They are especially needed for citizens in the so-called transitional periods, such as school-to-school, or school-to-university-to-labour market. Competences to manage one’s career contribute to employability and encourage social equality and inclusion.

Career guidance services are provided using the so-called “tiered services”, starting from the fact that the largest number of persons need to be informed about their future possibilities in order to make decision; some of them need additional counselling and are included in group counselling sessions and the smallest number is offered the most intense and complex services which could include psychological-medical assessment and support (for pupils/students with risk of being early – school leavers - having learning difficulties, behavioural disorders, health and social problems, disabled and other vulnerable groups). A key feature of the Croatian model is client-oriented, partnership based approach aiming at providing tailor-made services for target groups.

Informing relevant targets for decision-making on further education, training and/or employment possibilities, financial and other support is provided by CES and other employment and educational institutions. Depending on the users' needs, more than 100.000 different leaflets and brochures on career guidance are being published each year. “Moj izbor” (My Choice) is a computer software for lifelong career guidance, used in the Croatian Employment Service, schools and other private and civil organizations.

Group counselling of the unemployed/job seekers is performed for improving the skills of active job seeking. Apart from standardized workshops for the improvement of active job seeking skills (writing cover letters and resume, active job seeking techniques, preparing for interviews, self-assessment of career possibilities, etc.), depending on the needs of the regional labour markets, CES also offers workshops for different target groups – long-term unemployed, youth, persons with disabilities and other vulnerable groups. It is based on interactive approach and includes group discussions, role plays and presentations of good practice. Individual career counselling includes assessment of working and personal abilities (educational, psychological, medical and social aspects) for target groups which are most in need of comprehensive vocational and career guidance services.

Since 2003 the Informing and Career Counselling Centre (CIPS) in CES regional offices offer information on employment opportunities, labour market situation, occupations and education opportunities. In order to improve the access and availability of career guidance services to public, setting up of such Centres is planned to take place outside the premises of the Croatian Employment Service and would be on local-partnership basis.



The importance of private and civil sector in career management skills development is growing - independently or in cooperation with public sector. Apart from workshops for the improvement of active job seeking skills in CES, civil sector and private organizations offer workshops for different target groups as well – the long term unemployed, youth, persons with disabilities and other vulnerable groups. The awareness of partnership based models of cooperation in LLCC starts to take place on national, regional and local levels.

Methods used for target groups at risk of social exclusion or disadvantaged groups

Act on professional rehabilitation and employment of persons with disabilities and other hard-to-place¹⁸ emphasize that career guidance measures and services are among the most important factors in rehabilitation process, i.e. the assessment of the work abilities and competences, career management skills development through individual and group counselling methods, including job search methods, self-assessment; individual and group programs aimed at improving work and social inclusion in community; programs for maintaining and further developing of work and social skills and competences as preparation to approach labour market.

One of the good practice examples regarding the work with the disadvantaged groups is the University of Zagreb which set up a counselling centre for students with disabilities.

In Croatian Employment Service special attention is given to development of career management skills of persons with disabilities and other vulnerable groups (hard-to-place) as well as to career guidance of students with disabilities. Individual and group informing and counselling are being organized upon different possibilities to return the unemployed back to education and/or to labour market. According to the content, different types of “active job search workshops” are being developed and adapted to the needs of persons with disabilities, such as: “How to Search for a Job?”, “Self-Assessment Workshop”, “How to Introduce Myself to an Employer”, etc. Methods and techniques of active job search refer to gaining knowledge and skills necessary to increase employability and facilitate career development.

Depending on specific nature of labour markets in certain regions, the Croatian Employment Service also organizes various educational workshops for specific target groups (Roma, ex-drug addicts, disabled persons, victims of family abuse etc.). The educational programs for unemployed are focused on increasing the competitiveness on the labour market; increasing their career management skills, life-long learning skills and their mobility in the education system and labour market.

Individual holistic approach in Croatian Employment Service is encouraged for the target groups at risk of social exclusion and/or disadvantaged groups. Stronger cooperation with the other relevant partners in the field of career guidance and employment of disabled persons is being developed. All of the activities in vocational rehabilitation are effective tools for development of career management skills of persons with disabilities.

Good practice example: *New model of vocational rehabilitation in Croatia – improvement of career management skills for persons with disabilities*

¹⁸ Act on professional rehabilitation and employment of persons with disabilities and other hard-to-place, Official gazette of the Republic of the Croatia, n. 143/02. (NN)



In line with measures and activities of the National Strategy of Equalization of Possibilities for Persons with disabilities (2007-2015) which emphasize the importance of access to career management for persons with disabilities and determine development of new employment models for persons with disabilities, Croatian Employment Service in cooperation with URIHO (Institution for Rehabilitation of Disabled Persons by Vocational Rehabilitation and Employment) have recently implemented new model of vocational rehabilitation.

The objective of the new model is to enhance the employability of persons with disabilities by improving their career management skills, using tailor made work-related and social activities. Applied model for long-term unemployed persons with disabilities is enabling participants to expand their knowledge and skills necessary for effective integration into the working environment by updating their professional knowledge and developing their career management skills. The new model of vocational rehabilitation includes activities lasting for 6 months which include the assessment and upgrading of their key competences for lifelong learning (communication in the mother tongue, mathematical and digital competences, sense of initiative and entrepreneurship), their basic competences, social skills, employability and job-searching skills (CV writing, interviews).

The process of developing career management skills takes place in group settings, individual approach and different social-related and planned activities. The programme that includes group work is organized once a week (1,5 hour) and is focused on key themes such as: communication and presentation skills, non-violent conflict resolution, recognition and expression of emotions, stress management, decision-making, creative and critical thinking, building effective relationships, team work, self-assessment, etc. Group work is based on interactive approach which includes group discussions, role plays, working in pairs, presentations.



CZECH REPUBLIC



Czech Republic

Euroguidance Czech republic

National definition of CMS

There is no official national framework for CMS. We (at the Euroguidance Center) consider the ELGPN definition of CMS to be the most appropriate one, i.e. *Career Management Skills (CMS) are a range of competences which provide structured ways for individuals and groups to gather, analyze, synthesize and, educational and occupational information, as well as the skills to make and implement decisions and transitions.*“ However other projects and activities in the field of career counseling could have a different point of view on CMS.

In the year 2011 CMS was the theme of a contest called National Career Counseling Award which is one of the significant activities of the Euroguidance Center. Apart from awarding good practice the competition contributes to charting the situation in the area of career counseling in the Czech Republic and also to acquiring the necessary information. The contestants had to answer the following questions:

*What transferable expertise is supported by the service you provide and in what way?
What in particular do you think increases the capability of clients to independently manage their own life?*

The content analysis of respondents' answers shows that there is no significant difference from the above definition of CMS. Here is an example of the content analysis of the responses:

- **Self-awareness and positive self-image** (Identifying the possibilities and limitations for work; their awareness of individuality and self-esteem; self-reflection and self-confidence; knowledge of their own priorities and objectives).
- **Activity and Responsibility** (Supporting clients in decision-making; ability to make decisions and set goals; responsibility for their decisions; activity, independence and setting other goals; strengthening decision-making and responsibility for that; becoming active and getting a sense of power over their lives and greater responsibilities; own responsibility; assuming responsibility for their activity).



- **Learning** (the skill of "learning to learn"; motivation to study; knowledge in what area and how to be further educated; enhancing adaptive capacity).
- **Working with information** (ability to retrieve information and interact with it; ability to find information and navigate within it; ability to gather information; finding and working with information; using information and communication technologies).
- **Communication skills** (communication and networking, communication skills).

Methods used in the educational sector

There is no framework in the Czech Republic like blueprint in Canada for example. But there is part of the curriculum at elementary schools and high schools, which is called Man and the world of work (Člověk a svět práce). It is a cross-subject in which the main issues related to the educational and work path are defined. The approach of this subject is long-life but it is focused only on pupils at schools. This subject could be the base for the development of CMS.

According to the curricula reform it is up to teachers to decide how to implement the goals of this subject. Some of them try to cooperate with the regional stakeholders and enable pupils to gain new information from the labor market. This reflection of the "real world" can help them identify and develop their own skills. Some schools are in touch with the regional Labor Offices and their counselors or some of the schools very closely cooperate with employment agencies (pupils are offered to attend free-of-charge mock interviews, or to receive CV consultations etc.).

In recent years university counseling centers have been established, which, inter alia, also provide students with career counseling, including psychological methods application, assessment and development centers, and individual or group coaching opportunities. Such university counseling centers also host workshops on various aspects of careers, particularly job search or career development. Some schools have included in their curriculum subjects that are focused on the issue of the CMS.

Methods

- Career management skills workshops (model selection process, drawing up CVs, model AC);
- Individual career counseling (face-to-face consultation focused on transition learning);
- Individual career coaching (coaching focused on developing decision-making related to career development);



- Psychodiagnostic targeting personality and performance characteristics related to the future career;
- Developing career supporting courses as a part of the University curriculum;
- Orientation on the labor market (information on its operation, on the possibilities for conducting a job search, on the ways of finding work as well as on various and innovative career concepts);
- Mentoring – to learn the job description of a selected employee in a selected company - find out what it takes to load a specific job, e.g. <http://mentoring.cvut.cz/>;
- Some universities provide courses for students, e.g. *Individual career development for students*.

Areas of improvement concerning CMS in your country

- Common understanding of the definition of CMS and recognition of its potential and value for Czech society.
- Development of methods and good examples to be integrated into the educational programs!
- Initial and further training of teachers in this field!
- Applying a systematic approach for developing CMS across all educational levels.

Methods used in the employment sector

In the mid-nineties a very modern and methodologically sophisticated guidance system for selecting and changing profession was built in the area of employment. The system was centrally fostered by the appropriate department of the Ministry of Labor and Social Affairs (for short MLSA). Support was not limited only to the physical aspect, but alongside the commencement of the IPS system was also created a staff training system, including internships abroad. Specific software applications and many other methodological tools were developed for IPS. For the purpose of guidance in selecting and changing occupation, foreign methods were adopted and incorporated in the Czech environment (e.g. the AIST test of the Austrian Schuhfried company). This system appeared to be a very good basis for integrating information in the field of career counseling. Unfortunately, with the advent of the new leadership of MLSA the development of the system was completely stopped. Presently, the system operates only in a significantly reduced form.

Some of employers work with their own competency models in the field of their employees' development (skills are included therein). These models are the base for further development (training schemes, sometimes evaluation and salary levels...). There has also been an attempt to set up a “universal competency model” under the



Ministry of Labor and Social Affairs but it has not been broadly used yet. These types of competency models could serve as an inspiration for creating our own blueprint and incorporate it in the educational system.

Methods

- Needs analysis, individual action plan;
- Consultancy - an incentive program, individual and group counseling, educational seminars, balance diagnostics; preparation for work, retraining, vocational guidance, mediating appropriate jobs;
- CH-Q (Management of Competencies for adults) is one of the methods the Euroguidance Center has brought to the Czech Republic which is being adopted in the field of career counseling.

Areas of improvement concerning CMS in your country

- Common understanding of the definition of CMS and its potential and value for society.
- Initial and further training of PES counselors!

Methods used for target groups in risk of social exclusion or disadvantage groups

As the mission of NGOs is generally about helping people with special needs or those living in problematic areas, they understood early that the problems of the users of their services are often linked to users' work or unemployment. For that reason NGOs have been developing different approaches to strengthen their clients' position in the labor market. The services provided are implemented under various projects which could be their disadvantage related to their sustainability.

The services for these disadvantage groups in the field of development of CMS are usually tailored to and built on the needs of clients and based on an individual approach. The proof is the winners of last year's National Career Counseling Award Contest.

The winner was a NGO called "Šance na vzdělání" (Chance for Education). Their service is about supporting clients after heavy accidents that are undergoing physiotherapy. They offer them career guidance and further re-training to find a job in accordance with their new health state. The second prize also went to a NGO – DROM, Roma center, providing a career guidance service for drop-in center clients. The Roma children from problematic areas have an easy access to that center, and the social workers offer them various creative activities to motivate them to learn, part of which is career guidance.



Supported employment includes many sub-processes and methods and is directly connected to the transit program that is another useful method in the employment sector. Concrete examples are listed on the website of Czech Union of Supported Employment and Assistance NGO.

- Balancing work and diagnostics, educational activities, motivational events, individual counseling, needs analysis, individual action plans, job clubs (group counseling), seminars on career success, e.g. Chance for Education.

Areas of improvement concerning CMS in your country

- Better co-ordination of activities concerning the development of CMS.
- Establishing databases of good CMS practice for groups with special needs is necessary.



GERMANY



Germany

Euroguidance Germany

National definition of Career Management Skills

There is no official definition existing. One could be:

CMS is a cluster of different competences that empower individuals or groups to discover systematically information about themselves but also about the different opportunities in the field of education, professions, career and labour market. CMS also helps to analyze the different information to combine and structure them and to find a solution and realize it for the individual or the group.

Methods used in the educational sector

Kindergarten

Even in the kindergarten it is compulsory for the children to pass through different tests to find potential failings or strong point.

One of them is called Delfin-test, which is used in North-Rhine-Westphalia. This test was created to see if there are deficiencies in the faculty of speech. If a child fails the test, it gets a special training to reduce or solve this problem.

Primary education

There is no nationwide system know for CMS in primary education. Each school has the possibility to create own courses for the pupils like “How to build up and strengthen self-confidence” etc.

Secondary education

Pupils in school have the possibility to get help from guidance counselors in the local agencies of employment especially if they need guidance in the field of vocational training, modern apprenticeship or study-possibilities. In a lot of cases, the client is not really aware of his strong and weak points, his own wishes, study possibilities etc.

The guidance-counselors in the agency of employment use different tools to help the client for the self-orientation:



“Orientation and Decision-making Counselling“(OEB) and “Integration Accompanying Counselling” (IBB).

The differentiation enables different priorities and targets to be considered from a content perspective, and the relevant specific contribution made by counselling in solving the problem to be described. In concrete terms, this means that the OEB in its framework of reference is oriented to “career choice dimensions”, such as problem awareness, career self-assessment and ability to make decisions, while the IBB is directed towards the development of the client’s profile and the drawing up of concrete integration strategies.

The counselling formats are based on a common basic process taken from „situation analysis“, “targets” and “solution strategies”. The concept thereby positions itself in the problem-oriented approaches by treating counselling as a methodically guided intervention project for problem solving. The client is the central focus in each of the three phases. He is encouraged to contribute his own ideas before specifications take place with the help of the counsellor and the specific starting points are finally agreed on for further processing. The underlying counselling approach is reflected not least in so-called “general principles”, which shape the entire counselling process and can only be described here in key words: openness to the concerns of the customer and providing the best possible support, the client as an active partner, resource orientation, transparency, result orientation, commitment through agreement and arrangements. These general principles supplement the principles already fixed by SGB I and SGB III for the BA’s work – confidentiality, individuality and impartiality to give a few examples.

ICT tools in guidance:

ICT-tools are often used in the field of career guidance in Germany. Especially students often use them before starting a vocational educational training/modern apprenticeship or academic studies.

Which organisations offer such tools in guidance?

Guidance counsellors in the agency of employment in close cooperation with the psychological division of the agency of employment often use special programs for the analysis of strengths and weaknesses of the students. Some of these programs are used to elaborate general skills in logical reasoning, general knowledge, mathematics etc. Some were especially developed to discover the competence of the students for the different fields of studies.

For example: Tests for studies in the field of engineering, economics, mathematics and physics, languages etc. Such tests are also offered by several universities and colleges on their websites.



Psychological tools:

During the counselling-process the guidance counsellor is using different methods and tools to help the client to find the best individual way for his personal development. For example: If the client doesn't know how he can discover his strong and weak points, talents and individual character, but also the opportunities regarding vocational educational training, academic studies or career, the counsellor can help him. After analysing the current situation of the client and fix the targets together with him, the counsellor uses different strategies to reach to best individual targets for his client like self assessment, decision making and realisation strategies etc.

Higher education

As for pupils at schools also for students exists different possibilities and organizations regarding CMS. The agencies of employment have special educated guidance-counselors to work with students.

They are using the same tools as they use for the pupils. But normally the task is different. For example: If the students have problems with their academic studies, the guidance counselors are giving advice how to manage these problems to solve drop out from university. In many cases the Universities in Germany have their own counselors to advice the students. Another example: A lot of students finish university and don't know how to integrate in the labour market. In this cases the counselors try to help the client in giving him an overview of the different possibilities on the labour market including the clients ideas and wishes, course-specialization, needs on the labour market etc.

Adult education

One example of many others in the field of adult education in Germany is the so called Profilpass.

This tool was developed from experts in the field of guidance to empower people to assess their own competences. Special about this tool is that the client can also include non-formal competences to his portfolio. It does not depend on any official certification or diploma. For example language and management skills without any certifications. This tool should also enable the client to develop targets for his future education, career, aim in life etc.

This tool is available for adults but also for young people (www.profilpass.de and www.profilpass-online.de).



Methods used in the employment sector

To help unemployed people to find a job, several different tools are existing.

Individual counseling, special trainings for different target-groups like low-skilled people, job-returnees, graduates, trainings for applications etc.

The organizations who are involved are the agencies of employment, private agencies which are often paid by the agency of employment for their work, the ministry of labour etc.

Methods used for target groups at risk of social exclusion or disadvantage groups

There are a lot of methods and tools existing to help these groups.

One of them in Germany is called **IdA (Integration through exchange)**:

To support the vocational integration of groups of individuals with difficulties in entering the labour market by means of practical occupational experience in other EU countries the "IdA - Integration through Exchange" program fosters transnational mobility and exchange projects. Support is only provided to project networks that work together with at least one transnational partner from at least one EU member state. The involvement of the local bodies responsible for basic income support is of central importance. Each project cooperates with the local and regional employment agencies, the job centers, joint agencies or optional communities in order to find tailored solutions for each individual jobseeker.

Target groups: IdA is targeted in particular at the following groups of persons who have difficulties in gaining access to the job and training market: Disadvantaged young people, unemployed young adults and young lone mothers as well as persons with disabilities.

Objectives and priorities: Using stays abroad to enhance the chances of disabled students and school leavers of finding a training place, pre-vocational training, short-term qualifications and traineeships in other EU countries are used to help young disabled students and school leavers to develop the maturity necessary for training and employment and to improve their employability. Using traineeships in other EU countries to help young unemployed persons with disabilities make the transition from initial training to employment. After having completed vocational training young adults with disabilities rarely have a smooth transition to employment. Gaining practical work experience through traineeships in other EU countries can help to ease the transition to employment. The whole program also includes a very intensive coaching of the participants to help them finding a job or a place for vocational training/apprenticeship/academic studies after finishing the IdA-project.



HUNGARY



Hungary

Euroguidance Hungary

National definition of CMS

Career management skills are essential for the citizens to be able to manage their own educational, training and professional pathways. Career management is a lifelong process and career management skills are based upon various competences, such as social and citizenship competences, intercultural competences, motivation and entrepreneurial competences and the ability to learn. Career management skills include the following:

- Ability to gather information in connection with the economic environment, enterprises and professions,
- Increased self awareness, description of different competences acquired through formal, non-formal or informal education,
- Awareness of the educational, training and qualification systems,
- Increased self-awareness, realistic evaluation of one's own physical and mental strengths and weaknesses,
- Ability to set short and long term goals and define different steps to accomplish these goals,
- Ability to subordinate one's actions to goals and define individual learning pathways,
- Ability to recognise and evaluate one's own actions and achievements throughout all stages of life,
- Flexibility to correct pathways if necessary,
- Ability to make decisions.

One of the most important sub-programmes of Human Resources Development Operational Programme realised within the Hungarian National Development Plan (HEFOP 3.1.1.) included the development of 39 competence-based methods used in education. The development, which was managed and implemented by a nationwide institution called Sulinova and its consortium partners, was centered on six different areas, including career management competencies. Competence based teaching means developing competences, skills and focusing on applicable knowledge making possible for the core competencies to become an integral part of the students' skills, which they can use throughout their lives. In order to achieve this goal, it is crucial to renew



pedagogy and its methodology. The activities under this measure included developing and introducing new teaching programme packages, teaching materials and methodology as well as in-service training for teachers on skills and competency based education.

Source: http://www.sulinet.hu/tanar/kompetenciateruletek/5_eletpalya/index.html

Methods used in the educational sector

HIGHER EDUCATION: PROGRAMMES INTEGRATED INTO THE CURRICULUM AND SOME EXTRACURRICULAR SERVICES

Service offered by Eötvös Lóránd University's Centre for Student Life-course and Career Counselling, which received the award "Mit díjaz a munkaadó?" (What is that employers appreciate?) of the Tempus Public Foundation.

1. Career management course: credit based academic subject during which the students are familiarised with all steps of the job search process. Besides acquiring knowledge in connection with the labour market, students experience their strengths, find answer to their questions and develop their career management competences. The participants of the course get a picture of their personal level of employability and adaptability, since, according to relevant studies, both pieces of information are of crucial importance when designing career path. By the end of the course students are equipped with some knowledge on how they can be successful and what their qualification is worth on the labour market. The course, which is offered for all students of the university regardless of their form of education, faculty, academic major and phase of study, is optional and taught in scheduled blocks. While organising this training course, besides the effective transfer of knowledge, the active and conscious use of different social media networks turned out to be good practice. The sessions are based on experiential learning, the participants are provided the possibility to test the knowledge already acquired in a safe environment. By the end of the course students prepare their own application materials, to which they receive detailed and personal feedback. The course methodology also includes a lot of practice. Besides the good atmosphere and the possibility of experiential learning, the training course also motivates and inspires the students. With their questions and comments they only contribute to the course but also form its content according to their own needs and interests. Preparing the written application materials (American style CV, Europass CV and a motivation letter) for a specific job advertisement or study scholarship is the prerequisite of the course's successful completion.

2. Apart from the possibilities integrated into the curriculum, the students are offered personal and free of charge counselling. The participants' immersion in one specific field is ensured by free of charge trainings. Students can register for Assessment Centre trainings, career planning sessions, job interview trainings, personal brand building, trainings for teachers' job interview and creating an online profile. These sessions are



held in cooperation with the university's labour market partners; the lecturers invited include public relations experts, headhunters, human resource experts and psychologists.

Areas of improvement:

- The different Hungarian terms and concepts used in relation with career management skills development lack unambiguous definition and meaning,
- Although some attention has been given to vocational orientation and career management skills within the school curriculum, the students get advice mainly from the form teachers,
- The majority of teachers lack lexical knowledge and methodology necessary to lead training sessions,
- Teachers often do not have a good grasp of labour market realities,
- The schools do not have strong enough social networks to be able to provide regular out-of-school career development activities (organised visits to companies, career and vocational education fairs, vocational schools, job shadowing, etc.),
- Career management skills development lacks interdisciplinarity. It results from the fact that the legislation concerning guidance and counselling in Hungary lacks agreement between sectors,
- Developments within the education sector do not take into accounts the developments within the employment sector,
- ICT based information on career management has to be developed,
- Although the number of career centres at higher education institutions is growing, they work with limited staff.

Source: A.G. Watts: *Developing a Lifelong Guidance System in Hungary*, downloadable from http://www.afsz.hu/engine.aspx?page=full_tamop_222
http://www.borbelytiborbors.extra.hu/PALYAORI/BPTB_JKA2010_korr.doc

Methods used in the employment sector

“GUIDANCE FOR THOSE IN EMPLOYMENT” (GUTE)



The Hungarian Southern Great Plain Regional Labour Centre has successfully finished a project in cooperation with Swedish, Spanish and Greek partners. The financial background of the project entitled 'Guidance for Those in Employment (GUTE)' was provided by the Leonardo da Vinci Transfer of Innovation sub-programme. The background of the project was the Swedish Guidance Merger 1 project (more



information can be found at <http://www.guidancemerger.org/PDFs/A5-bok.pdf>), which was adapted and further developed to Hungarian needs. The result of the GUTE project is a model system, which is sustainable, can be disseminated and implemented at international level too.

The objectives of the project were to increase the number of employees taking part in training programmes and guidance counselling offered at the workplace. The aim of the service offered was to prevent the employees from losing their job and equipping them with the skills and competences necessary to remain employed for a long term. Being currently employed nowadays does not ensure long term employment on the labour market since more and more people face the challenge of poor educational background and low skills. Without further training and development these people will find it difficult to adapt to the fast changing labour market needs. For this reason the development of career management and lifelong learning skills are extremely important for those in employment, which is the target group of the GUTE project.

The counselling methodology worked out within the Swedish Guidance Merger 1 project proved to be useful in the Southern Great Plain region because the number of low skilled and unskilled employees is relatively high compared to other regions of the country. The GUTE project contributed to the development of expertise and skills of the target group, preventing them from losing their job. The need for workplace guidance was also an important issue in the partner countries since little attention is paid to training own staff in all four countries. Consequently, guidance and counselling provided by external specialists or organisations at workplaces are extremely useful and needed.

The main target group of the project was experts and counsellors already working in the field of lifelong guidance. Other target groups included the employers who let their staff be trained within the project, and those skilled, low-skilled or unskilled employees who profited from the training programmes offered at their workplace. The employers represented various fields, such as construction, agriculture, catering and hospitality, commerce, transport. The project also focused on networks set up during the implementation of the project, including various actors from different fields: employers, training organisations, experts and counsellors, as well as trade unions and social partners.

The project started with situation surveys to collect information about the training and counselling system of each participating country. The English version of the questionnaires for counsellors, employers and the analysis of the surveys conducted in Hungary, Greece and Spain can be downloaded from the following link: http://gute.hu/index.php?option=com_docman&task=cat_view&gid=7&Itemid=54&lang=en



The project included counselling sessions in the three participating countries, it involved 21 employers, the counselling sessions were delivered by 8 counsellors for 66 employees. One person participated in 3-5 sessions. The documents used in counselling were counselling diaries, case descriptions and case studies. Guidelines and templates for case studies and case descriptions can be downloaded from the project website:

http://gute.hu/index.php?option=com_docman&task=cat_view&gid=7&Itemid=54&lang=en

The most important result of the GUTE project is a guidebook entitled “*Guide Preparing for Lifelong Learning – for professionals providing guidance in employment*”. The guidebook is a useful manual to prepare adult training professionals, institutions and counsellor for counselling and career orientation at the workplace. The guidebook is useful for counsellors working in NGOs and Labour Centres and employers, too. It includes the recommendations and requirements for further implementation for both the counsellors and institutions. The manual presents the selection process of the employers and gives useful tips for building relationships between the employers and its employees. It also elaborates on every detail the counsellor should do or consider doing before establishing relationship with the employer and employees. Among many other things, chapters include useful tips on collecting information, self-marketing, and how to cope with reluctance received from the employer. The case studies of the Hungarian, Spanish and Greek counselling sessions are also presented together with some useful background information, such as information on the client, the counselling process, its effects and results. The English version of the manual can be found at http://gute.hu/images/docs/Gute_guide_angol_20110203.doc.

The project website contains all documents of the project in English, Hungarian, Spanish and Greek as well, and this way makes it possible to follow the project through all stages of its implementation.

Source, more information: www.gute.hu

Areas of improvement:

- There is some support for schools from the National Employment Service, e.g. students can visit Employment Information (FIT) centres,
- The information content of the tools used need to be updated,
- ICT based information on career management has to be developed,
- Adult guidance is underdeveloped, they often focus only on unemployment.

Source: A.G. Watts: *Developing a Lifelong Guidance System in Hungary*, http://www.afsz.hu/engine.aspx?page=full_tamop_222



Methods used for target groups at risk of social exclusion or disadvantage groups

“DOBBANTÓ” (“Springboard”) PROGRAMME



Hungary, like many other European countries, has been facing the problem of disengaged youth at schools. Due to the fact that the estimated rate of drop-outs in vocational education rose to about 30% in the first decade of the 21st century, new solutions had to be searched for handling this hot issue.

One possible option was meant to be “Dobbantó” (Springboard), a project managed by the Public Foundation for the Equal Opportunities of People with Disabilities between early 2008 and the end of 2011 with the aim of making 15 schools throughout Hungary able to support young people (aged 15 to 24), being at risk of social exclusion because of leaving mainstream education too early, and/or having learning disabilities/difficulties. With the help of this programme early school-leavers were given a second chance through one extra school year during which they were prepared for re-entering education or the labour market and being successful in either of the settings.

To achieve the goal mentioned above, two tracks had to be followed simultaneously, one of which was a careful preparation of the participating vocational schools for handling „difficult” students, while the other field was to design and work out a challenging curriculum with new content appropriate to raise the interest of the young people concerned, and keep them inside the school as a first step and then empower them to make plans for their own future and make commitments.

The preparation of the schools was achieved by a complex system including the individual support of school leaders provided by business coaches called “educoaches” in the programme for being able to change institutional level on the one hand, and the support of teacher-teams provided by facilitators to learn new pedagogical approaches and to change classroom management on the other hand. The idea of engaging business coaches in education was unique in the project being also the first pilot in Hungary, and often a very strong point because coaches were meant to bring business knowledge and entrepreneurial thinking into the life of schools. This element was also suitable to facilitate partnership building between schools and the world of work.

The latter is especially important as a core responsibility of the program concerns the establishment of employability of students. Competences to be developed within the “Dobbantó” year were defined, on the one hand, upon the basis of the European Framework for key competences for lifelong learning (2006), which identifies and



defines the key abilities and knowledge that everyone needs in order to achieve employment, personal fulfillment, social inclusion and active citizenship in today's rapidly-changing world, on the other hand on the basis of a number of surveys made with employers about their expectations against employees. Students' development was to be built on their strengths, applying as much group work and cooperative learning as possible. Parallel with developing basic skills, career management skills, including social skills were emphasized. Among others positive self-image, improved cooperation and communication or decision-making skills were important features that could be a good basis for developing entrepreneurial skills later, as well.

Beside the up-to-date, interesting curriculum and learning material and the application of new pedagogical approaches a key element was the complex change of the learning environment, which had a really great impact on the re-engaging process of "Dobbantó"-students. Participating schools received financial support to build a pleasant and challenging learning environment meaning an attractive classroom with non-traditional school equipment, a corner for relaxation and privacy, a tea kitchen, mobile furniture and a learning resource centre for their "Dobbantó"-group.

The pilot of "Dobbantó" covered two full school years during which altogether 394 young people finished the program successfully in the fifteen participating schools. According to the follow-up of the Hungarian Gallup Institute, 89 % of the students from the school year 2009/2010 continue attending some educational institution, and the proportion of the pupils from 2010/2011 is as high as 92,4 %. „Real” drop-outs were only five young people during the two school years of the project.

Although the project finished in November 2011, twelve out of fifteen schools carry on using the program (two of them even with two "Dobbantó" groups and one school has even extended this activity in a juvenile prison) without the financial or professional support giving many more young people a chance to start a successful career.

The following website contains case studies, the teachers' experience, observations and comments in connection with the teaching activities or the modules used in the programme: <http://www.fszk.hu/moodle/> . Access is free for all after registration.

Contact details:

FSZK Dobbantó (*Public Foundation for the Equal Opportunities of Persons with Disabilities – Springboard project*)

4-6 Pap Károly str.

Budapest 1139, Hungary

E-mail: bognar.maria@fszk.hu, Web: www.fszk.hu/dobbanto



Further information:

<http://studyvisits.cedefop.europa.eu/assets/upload/supervisors/seminars/2011SynthesisSeminarbooklet11March.pdf>

<http://studyvisits.cedefop.europa.eu/index.asp?cid=3&artid=8051&scid=77&artlang=EN>

http://www.tpf.hu/upload/docs/konyvtar/egyeb/Publication_school_leadership_2010_borito.pdf

Positive methods used for target groups at risk of social exclusion and disadvantaged groups:

1. Positive examples
2. Mentoring
3. Emphasis on good examples

1. Positive examples

In 2004 a nationwide programme started: each county labour centre took a Roma employee with a college or university degree, who was employed with a permanent civil servant contract later on. The aim of the programme was placing people with Roma origin in offices, hereby making the authorities more attractive for Roma clients. The attitude of the disadvantaged groups (in the fields of employment, education and socialisation) is more positive if their contact person at the authorities is Roma as well. They think the clerk's origin is the same as their own; therefore they are able to make contact with him/her easier, they listen to and trust him/her better.

2. Mentoring, follow up

In many cases young Roma people do not finish the school for not attending enough schooldays, girls having babies, etc. The mentor is responsible for constantly following and assisting the client to make him/her able to meet the criteria by the end of the programme. The aim of the Cultural Methodological Offices for Minorities was to solve the problems of Roma people at the labour market, to improve their employability, to decrease inactivity, to promote their attendance in adult education, and to restrict discrimination in employment. The office operated at different places in the counties where mentors could get closer to participating clients at local level.

3. Emphasis on good examples

Considering the fact that groups at risk of social exclusion usually face negative approaches, are in bad situations and have in their minds the following sentence: "I will not be successful", during each programme, both in employment and education, it is essential to emphasize positive examples. If the positive example is mentioned in connection with a person or a problem, it can help people who find themselves in bad situations for their own faults or other circumstances. They are not able to solve their problems at all or they need a lot of assistance, understanding and cooperation.



Areas of improvement:

- Although there are several ongoing national and regional programmes providing specialised services for the Roma and people with disabilities and some non-governmental institutions offer services for people with learning difficulties or mental health problems, some risk groups do not receive enough attention in terms of career guidance

Source: A.G. Watts: *Developing a Lifelong Guidance System in Hungary*, downloadable from http://www.afsz.hu/engine.aspx?page=full_tamop_222



POLAND



Poland

Euroguidance Poland

National definition of CMS

The concept of career management skills has not been defined in Poland, but in the field of vocational guidance, the range of services aimed at children and adolescents, as well as adults, contains the elements of career planning, and thus persons trained acquire the skills to manage their own careers. In accordance with the applicable law, the education system should prepare the students for choosing their profession and further education. The classes are introduced in order to assist students in lower secondary and upper secondary schools in making educational and career decisions using active methods of work. During the meetings with the guidance counsellor, students learn the skills of career planning and taking the professional role by carrying out accurate and honest self-assessment, recognizing their professional aptitudes and interests, preparing application documents and learning appropriate behaviour during a job interview.

Moreover, the Ordinance of 23 December 2008 on the core curriculum of pre-school and general education in particular types of schools (Dz. U. of 2009, No. 4, item 17) defines the scope of educational curricula in order to effectively support the development of students' predispositions and abilities. According to the core curriculum for high schools, in Part III - Planning and career, students learn to describe their strengths, analyse the opportunities on the labour market focusing on their skills and career plans. The detailed content of education indicates that the student after completing the fourth stage of education (secondary school):

- 1) knows the benefits of planning own activities and investing in oneself;
- 2) examines the career of a person who, under the rules of ethics, succeed in life;
- 3) takes rational decisions based on information possessed and evaluates the effects of one's actions;
- 4) uses various forms of verbal and nonverbal communication in order to present oneself and one's views;
- 5) shows the path for claiming one's rights as a team member, employee, consumer;
- 6) explains the motivation of human professional activity;



- 7) examines one's own job opportunities at the local, regional, national and European market;
- 8) finds job offers, taking into account own abilities and aptitudes;
- 9) distinguishes between forms of employment and interprets basic provisions of the Labour Code, including duties and rights of an employer and of an employee;
- 10) prepares application documents for a specific job offer;
- 11) prepares for interview and participates in it in a simulated environment.

Methods used in the educational sector

In schools and educational institutions, in addition to group activities and direct meetings with counsellors, vocational and educational counselling is also implemented to a greater or lesser extent by teachers, depending on the subject taught. These contents derive from the core curriculum of general education. This subject is often discussed during general educational classes. Elements of educational and vocational counselling appear in almost every class and the role of the teacher is to highlight the importance of this issue and direct students to seek additional information, indicating the source or give them answers to their questions.

The predominant methods used in vocational guidance in the education sector are group work activities (workshops, mini-lectures, meetings with professionals, visits to factories, etc.). In individual counselling great importance is attributed to consultations. Among the various forms of training oriented at professional advisers in the education sector, recommended ones are those based on consultation and holistic approach to the customer. Moreover, both in group and individual counselling one makes use of questionnaires, tests of interest and tools for self-examination.

As a result of the competition announced by the Ministry of Education, diagnostic tools and teaching material have been developed to support the process of recognition of vocational aptitudes and interests of students, which can be used by people performing tasks in the field of vocational guidance. The nine different tools are among other things: tests for self-examination tailored to individual age groups, multimedia guides, job specifications, multimedia career information resources. One of the developed diagnostic tools is educational computer game designed in 3D, the "TalentGame", which relates to professional counselling and professional aptitude tests of children and youth in different age groups (7+, 12+, 16+).

An innovative activity encouraging students to improve knowledge and skills related to career management undertaken in the department of education is the Olympiad in knowledge of planning and managing careers. The initiative of this kind of Olympiad also helps to mobilize interested students to the intellectual activity and creativity in making career and education decisions. During the Olympiad, the students work on



solving problems associated with difficult decisions regarding planning and management of a career.

Methods used in the employment sector

Many EU Member States have already developed a curriculum designed to help young people in planning and managing changes in education, training and employment. Career Management Skills (CMS) are also promoted among the unemployed; public employment services, implement, or ensure the implementation of programs aimed at developing the skills of adults to increase employment opportunities in a highly competitive labour markets.

The law on employment promotion and labour market institutions of 20 April 2004, which among other things defines the tasks of our country for the promotion of employment, alleviation of unemployment and occupational activation, does not contain the concept of CMS. One of the basic labour market services is the assistance in active job search, which is to prepare the unemployed and job seekers to better deal with finding and taking up employment, in particular through:

- participation in trainings on job seeking skills,
- participation in activation classes,
- access to information and electronic databases to obtain job seeking and self-employment skills.

Assistance in active job seeking is be provided by Poviats Labour Offices as part of job clubs and through information and career planning centres of Voivodeship Labour Offices.

The costs of establishing and operating job clubs are financed from the resources allocated for the functioning of Poviats Labour Offices, and from the Labour Fund for the operation of club facilities and the cost of classes conducted by persons other than employees of Poviats Labour Offices.

Methods used for target groups at risk of social exclusion or disadvantage groups

At present there has been a tendency to reduce the risk of social exclusion. Even at an early age pupils with special educational needs are supported by teachers, educators and specialists, including counsellors. According to the amendments regarding the



implementation of educational and vocational counselling in schools, which occurred in 2010, these persons form a team that is responsible for providing support to students. The main tasks of the team include:

- determining the extent to which the student needs psychological and pedagogical help due to individual development and educational needs and psycho-physical capabilities, including special abilities;
- determining recommended forms, methods and time periods for providing psycho-educational assistance to the student, taking into account individual developmental and educational needs and student's mental and physical capabilities, and in the case of a student with a certificate or opinion – also taking into account the recommendations contained in the certificate or opinion;
- planning activities in vocational education and counselling and methods of their implementation - in the case of secondary school and post-secondary school students;
- assessment of the effectiveness of psychological and educational assistance provided to the student, including the effectiveness of the activities concerning the forms of psychological and educational assistance after completing its provision as well as psychological and educational assistance provided in the given school year, before the organisation worksheet for kindergarten, school or institution for the next school year is developed;
- undertaking mediation and intervention in crisis situations.

In addition, under activities to familiarise counsellors with the subject of working with students with special needs, the National Centre for Supporting Vocational and Continuing Education has prepared a publication on guidance for people with disabilities "ABC of guidance counsellor. Vocational guidance for the disabled. Materials for school guidance counsellors", as well as a course on the subject.



SLOVAKIA



Slovakia

Euroguidance Slovakia

National definition of CMS

In Slovakia there is no more widely accepted model of competences and skills where CMS could be found as part of the model. CMS is still quite a fresh topic and term in Slovakia and it can hardly be found in any policy paper in both key sectors, educational and employment. Therefore there is no definition of CMS that would be used in these areas. The reason might be in the fact, besides others, that there is no relevant research in the field, and no relevant institution that would deal with this topic.

Nevertheless, some elements of CMS, as defined by the ELGPN Expert Group, can be identified in both sectors.

In the educational sector elements of CMS are hidden or indirectly mentioned in the so called “educational areas” or “transversal themes/topics” in state educational programmes defining what skills and competencies graduates of primary, lower and upper secondary education should have (ISCED levels 1, 2, 3, and 4; ISCED 2011).

In the employment/ public employment services (PES) sector the occurrence of CMS or some of their elements is even less obvious. In the Act on Employment Services (2004, with several amendments) only “vocational skills” as a term can be found, no “key skills/ competencies”, “career management skills” or other similar terms are mentioned there (even the word “career” is not used in this document).

Some development might be seen in the context of the National Qualification Framework (as national initiative of the European Qualification Framework, 2008) approved by the Government in January 2009. The National System of Occupations (NSO) together with the National System of Qualifications (NSQ) is currently being developed. In the NSO “general competencies/ capabilities” as a part of the overall competence model are defined as those *“representing complex abilities of an individual unrelated with his/her specialisation, which are transferable to various occupations; they refer to various areas of personality combined with practice within performance of an occupation and acquiring certain attitudes and experience (ways of expressing ideas, feelings, opinions, facts, manifestations relating to expression of*



empathy, tolerance, assertiveness, co-operation, sense of initiative, entrepreneurship, creativeness and the like).” Currently there are 21 various general competencies defined (Dealing with people; Organisation of work; Leading and motivating people; Presenting; Cultivated written communication/expression; Cultivated oral communication/expression; Team work; Information literacy; Problem solving; Decision making; Flexibility; Creativity and innovation; Independence and personal development; Communication in a foreign language; Technological literacy; Digital literacy; Mathematical literacy; Financial and economic literacy; Environmental literacy; Manual dexterity; Physical robustness), but nothing like CMS. There is a chance, however, that similarly like in the ESCO transversal skills and competencies model, where CMS will be probably included in so called “applied skills and competencies”, the same solution will be applied in our national competence model.

For the Euroguidance centre Slovakia the CMS is a key agenda in 2012. CMS is the topic of our National Career Guidance Award 2012, which we are organising for the first time in cooperation with the Czech Euroguidance centre. For the purpose of this activity we used the following definition of CMS (based on the proposal of the ELGPN and also that of Jasmin Muhič): “*Career management skills (CMS) refer to a whole range of competences which provide structured ways for individuals and groups to gather, analyse, synthesize and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions.*” (Report on the work of ELGPN 2008-2010)

Methods used in the educational sector

As was already mentioned in the first part, there is no national framework/ model related to Career management skills in Slovakia. But: In state curriculum for primary, lower secondary and upper secondary general education, are defined “Educational areas” and “Transversal themes”. Some of these areas and transversal themes operate with skills and competencies that are similar to CMS. Educational areas are areas based on the definition of the curriculum and core competencies. They are not linked to one specific subject, but are divided into the selected subjects. Transversal themes are mandatory parts of the curriculum and usually overlap across educational areas. These themes can be applied several ways - as an integral part of educational curriculum; as a separate subject in the elective hours; as a project, etc.

In state curriculum for upper secondary vocational education is part dedicated to “Profile of graduate”, where key competences and professional competences are defined. There is also topic of world of work mentioned in the description of educational standards.

Primary education and lower secondary education (single structure) – ISCED 1, ISCED 2:



The content of primary education is divided into seven educational areas and content of lower-secondary education into eight education areas. One of these areas, in both primary and lower-secondary education, called “Man and the world of work” (Človek a svet práce) is related to CMS.

In primary education this educational area includes proposals for work activities and technologies that should lead students to acquire basic skills in various fields of human activity and contribute to their respect for the work. This area consists of subject “Work education” (Pracovné vyučovanie), which focuses on practical work habits. It consists of creative use of technical materials, basics of construction, food preparation, caring for the environment, folk traditions and crafts.

In lower secondary education this educational area aims to prepare students to be able to apply in the future labour market and to access the results of work activity not only in terms of quality, but also in terms of functionality, economic and social importance. It leads towards the development of core competencies of students and develops understanding of the work activities as opportunities for self-realization, self-education and developing their entrepreneurial thinking. Students are learning basic working skills and habits in different areas of work, basics of time-management and the use of appropriate instruments, tools and resources at work and in everyday life. They might apply their own creativity and ideas during work activities and efforts to achieve quality results, strengthen their consistency and perseverance, responsibility, self-confidence, attitudes and values in relation to the human work, technology and environment. They are learning about various categories of human activity, forms of work and necessary knowledge and skills relevant to their own possible career choices and for their future life and career direction. This educational area consists of subjects: “World of work” (Svet práce) and “Technology” (Technika) aimed on development of general and basic working competencies. Subject “Technology” is partly focused on problem solving, creativity, self-knowledge, self-development, knowledge of workplace safety, environmental issues, basic entrepreneurial knowledge, etc. Subject “World of work” uses the knowledge students have acquired and further develop new knowledge, creates positive attitudes toward nature and environment, enables self-realization of students and supports development of creativity. Subject forms the basis for further studies, entrepreneurial activities, but also for active development and protection of the environment.

Eight transversal themes are defined at the primary and lower-secondary education. Two of them (in both levels) are related to CMS: Personal and Social Development; Creation of project and presentation skills. These themes are integrated into all areas of education and achievement of their objectives must be defined in more subjects. The aim of the transversal theme Personal and Social Development is to increase self-reflection, self-knowledge, self-esteem, confidence and to learn pupils to take responsibility for their actions, personal life and self-education, to teach them to know



and use their rights, but also to respect the views, needs and rights of others, to help them to gain and maintain personal integrity, cultivate good interpersonal relationships and support prevention of socio-pathological phenomena in school.

Transversal theme Creation of project and presentation skills develops pupils' competences so that they know - to communicate, argue, use information and work with them, to solve problems, work in a group, etc. The main objective is to teach students through their own organization of work to manage themselves and team, establish a schedule of their activities, to obtain the necessary information and process them, to find the problems that need to be solved, etc. Students should learn how to present their work, also with using ICT.

Upper secondary general education:

The content of upper secondary general education is divided into seven educational areas. Educational area "Man and the world of work" is not part of this education.

Curriculum of upper secondary general education consists of six transversal themes. Two of them (same as in the primary and lower-secondary education) are related to CMS: Personal and Social Development; Creation of project and presentation skills. These themes are based on the same themes as were at lower-secondary education, but the aims and content of them are deepened.

Upper secondary vocational education and tertiary education:

In state curriculum for *upper secondary vocational education* is part dedicated to "Profile of graduate", where key competences and professional/ vocational competences are defined – some of them similar to CMS. At this level there is also topic of world of work mentioned in the description of educational standards. State Educational Programs for upper secondary vocational education are currently evaluated and in June 2012 will be submitted for approval to the Ministry of Education, Science, Research and Sport of Slovak Republic.

System of vocational education and training (VET) in Slovakia is not dual, but practical training is an integral part of it. The main forms of practical training are: vocational training (subject of vocational/ professional practical training), vocational/ professional practice (subject realised through practical training - may be conducted during holidays) and practical exercises. Practical training is carried out by schools, centres of practical training in schools, individually in the workplace, etc. It provides students with practical skills, habits and develops necessary skills for the work activities.

Through subject "Training Firms" students develop skills and knowledge useful for their entrance into labour market (it helps them in establishing and managing small and medium firms).



Some schools have optional subject “Introduction to the world of work”. It is up to school if it will be implemented as separated subject or integrated in more different subjects.

Career guidance and counselling also gradually becomes a topic at *higher education* institutions. Some HE institutions offer to their students services of counselling or career counselling centres. Some of them also offer subjects related to career counselling and the topic of CMS.

Methods and examples:

- Cooperation and partnerships: Teachers in position of educational counsellors (in all primary and secondary schools), special educators and school psychologists (school psychologists are not common in all schools) closely cooperate with centres for educational and psychological counselling and prevention. Very important for the development of relevant skills and competences are partnerships and cooperation between schools, PES and the world of work, etc. As school leavers in Slovakia are in a high risk of unemployment and are one of the disadvantaged groups on the labour market, Euroguidance centre Slovakia organised in 2009 competition for schools preparing their pupils for labour market. Examples of good practice regarding help and support of these pupils were collected and disseminated (in form of compendium). In 2011 Ministry of Economy of the Slovak republic organised competition focused on the successful cooperation of secondary vocational schools with employment sector in preparing students for the world of work. In April 2012 economic journal Trend awarded prizes for the most active upper-secondary and tertiary schools in cooperation with companies in the development of educational activities. Concrete examples:
 - Partnership of Secondary Vocational School of Electrical Engineering in Trnava and Ekofond (won second prize in competition of Ministry of economy). EkoFond, n. f. (non-investment fond of SPP, a.s.) in collaboration with three secondary vocational schools opened new classrooms for practical teaching in the new field of study "Technology in Energy Facilities of Building" (these schools also won prizes of journal Trend). This is a unique school project - as a stimulus to the establishment of this branch of study has come from practise (from the partners of SPP). Ekofond also created multimedia online platform for students and teachers with interactive content and e-learning for teachers (www.platforma.ekofond.sk).
 - Partnership of Secondary vocational school in Púchov and employer Continental Matador Rubber, s.r.o. (CMR) won third prize in competition of the Ministry of Economy. CMR provides possibilities for vocational training of students, contributes to the curriculum, defines specific actions that students should perform during the training, participates on final exams, informs students about their possibilities for the application, provides summer jobs for students, enables pupils to attend the practice in foreign companies in the group, provides continuous training of teachers, etc.



- Business Academy in Poprad organizes Contracting day of training firms (with cooperation of other schools and local Office of labour, social affairs and family). This event has been organized by students already for 4 years. School also organizes unconventional managerial course for their students which aims to provide knowledge about market economy through business games.
- Studio of transportation design at the Academy of Fine Arts and Design (VSVU) in Bratislava (won prize of journal Trend) cooperates in research projects with automobile employers (Volkswagen, Audi, Škoda, BMW, Ford and Renault). Students visit and work for innovation centres of these companies and graduates are working in top positions.
- Unconventional textbook “Introduction to the world of work” focused on themes related to the world of work (legislative, employment, unemployment, entrepreneurship, workplace safety etc.), but also on self-knowledge, decision making, etc. Practical exercises develop communication skills, critical thinking, etc.
- The Slovak Centre for Training Firms (<http://siov.cmsromboid.sk/slovenske-centrum-cvicnych-firiem/9429s>) supports vocational education through the simulation of a firm life (it acts as state administration authorities, helps in establishing and running firms and organises expert events and international fairs for training firms)
- Some higher education institutions offer subjects focused on career guidance and counselling (e.g. “Career counselling” at FSES, Comenius University in Bratislava) or self-knowledge (e.g. “Self-knowledge and self-assessment” at VSZASP of St. Elisabeth in Bratislava).
- IUVENTA - Slovak Institute of Youth (<http://www.iuventu.sk/en/>) has realised National project KomPrax (Competences for practice) since March 2011. The project activities are: definition of standards of quality of work with youth in order to verify and recognize the key skills and competences that young people acquire in the activities of non-formal education and thereby improve their employability in the labour market. Each participant will strengthen already acquired competencies through education program and also through the realization of a small project in which they develop and verify acquired competencies.

Areas of improvement concerning CMS:

- In 2011 a survey in project NAFORFIL was conducted in both educational and labour sector. The survey detected the existence of cooperation of schools, employers, recruitment agencies and other subjects. Together three quarters of schools cooperated with employers and half of employers said that they collaborate in planning and opening study programmes. More and more employers should cooperate and actively engage. Close cooperation during preparation of educational programs and in lecturing about new methods and technologies is needed, etc. Practical training in VET is usually very short and sometimes not as much practical as it should be, therefore is the cooperation between schools, PES and the world of work very important. More opportunities should be created and employers should be more motivated to involve.



- Systematic development of CMS and also standardized evaluation of these skills. Educational area “Man and the world of work” should be elaborated and improved and it should be also included in the upper secondary general education. Although in the State Educational Program are described some competencies similar to CMS, they are not exactly defined. Subject “Introduction to the world of work” should be compulsory on primary and also secondary educational level (at this time only in some school it is separate subject). Textbook of this subject also should be actualised and innovated.
- Adequate staffing of career guidance (educational counsellors on primary and lower and upper secondary schools, school psychologists) and also further training of them (also in the field of CMS).
- Development and use of new methods and tools (including ICT) related to CMS.

Methods used in the employment sector

As already mentioned above, only some elements of CMS development are implemented in active labour market policy measures, especially in career guidance and counselling. These measures are described in detail in the Act on Employment Services, where the focus – from the CMS point of view – is on career information provision and career guidance on one hand, and career counselling on the other. Two specific measures might be identified here as quite closely linked to CMS development activities – preventive career guidance, and individual action plans (IAP).

The main aim of the preventive guidance as provided by offices of labour, social affairs and family is to help pupils of primary and secondary schools to make their career decisions easier, mainly by providing appropriate information on labour market situation, occupations, training possibilities, career paths, etc. Group and individual sessions either in schools or in Information and Guidance Centres are organised in close cooperation with school guidance practitioners, and are usually accompanied – once or twice a year - by job and/ or VET & higher education opportunities fairs.

Individual action plan is a specific measure intended mainly (but not only) for disadvantaged registered job seekers – long-term unemployed (i. e. registered by labour office for more than 12 months), school leavers and graduates under 25, people above 50, people with disabilities, etc. Based on examination of personal prerequisites, abilities and professional skills of a job seeker, the IAP determines the type and extent of the assistance needed to ease his/ her way in finding a job and for this purpose it stipulates specific process steps. Some of them might include elements of CMS development. The ultimate objective of the IAP is a personal development and preparation of the job seeker for finding a place on the labour market by formulating the most optimal steps with the clear aim of getting a job.



Methods and examples:

- Computer program “Guide to the World of Occupations” (Sprievodca svetom povolani; www.povolania.eu, English and other languages versions are available at www.gwo.cz) is designed for users who need assistance in their occupational choices and in seeking employment. It offers support in all phases of the career guidance process: from self awareness, awareness of labour market opportunities and career decision making, to implementing decisions and getting appropriate employment. Some parts of the program (e. g. how to apply for a job, write a CV or succeed at an interview; starting one’s own business) have a potential to develop also some CMS. There are also some modules focused more specifically on needs of selected target groups (graduates, unemployed people).
- Another computer program, the “Integrated System of Type Positions” (Integrovaný system typových pozicií; www.istp.sk), contains two sub-programs that have some elements for CMS development:
 - The aim of the “Individual Potential Analysis” (<http://www.istp.sk/aip/>) is to collect information on individuals’ skills, personal qualities, health conditions and personal preferences (special interests, talent, career ideas and future job expectations, etc.) and compare the client’s profile based on these findings with thousands job positions described in the system, as well as to offer information on what qualifications, skills, or competencies are missing or not adequate enough for selected positions.
 - The "Career Planning" (<http://www.istp.sk/kp/>) enables to estimate client’s ability to do a certain job, as well as provide information on client’s strengths and weaknesses. The first step is to choose a field of work and then some occupation that user would like to test himself in. The client creates his own profile by completing several questionnaires (such as level of education, experience, state of health, working skills, etc.). The system compares the data with occupation requirements and describes differences between client’s abilities and job requirements. Personal profile of each individual not only shows an integrated view of general education, personal and professional level but also opportunities for further education and information about other qualifications that are necessary for the occupation.

Relatively independent part of the presented web site is the video/ DVD “World of Work” (Svet práce; downloadable at <http://www.istp.sk/ktp/svet-prace.php>) presenting (in a funny way and in language appropriate for the aimed target group) information on about 900 occupations from 35 occupational areas (at the end of each there is a short quiz allowing to “measure” what the pupil has learned). This tool is free and school guidance practitioners may use it in career guidance activities, usually with groups of pupils. It might be used, of course, also at home, which seems to be quite interesting option.



- Information Youth Centre in Tvrdošín (Informačné centrum mladých, ICM; <http://icm.sk/index.php/or/>), a non-profit organisation providing a variety of information services in many areas including career guidance, offers two training courses both for young people and for unemployed people registered by the local labour office:
 - “Managing your own career” (30 hrs) is focusing on topics like personality, self-development, social communication, planning and management of one’s own career, career profile development; personal management and motivation; labour market, preparing for European labour market; how to prepare for an interview, career guidance.
 - “Career Development” (40 hrs) has five areas of topics – Career profile; Labour market and career; How to find a job; Basic documentation for LM; Company culture. There can be found topics like personality tests and characteristics; personal SWOT analysis; individual action plan; auto-regulation of behaviour, defining career goals and how to reach them, system of personal values, career in a life span perspective, job search activities.

Areas of improvement concerning CMS:

- Including CMS development as a legitimate activity of public employment services and subsequently provide adequate training for the PES staff

Methods used for target groups at risk of social exclusion or disadvantage groups

ESF projects (aimed at increasing employability and improvement of education) are often used to address the issues of these target groups, but they are mostly not sustainable. There are also some more systemic solutions:

For pupils and students with disabilities there is a possibility to turn to special educational counselling centres. These centres provide special pedagogy counselling in order to achieve optimal personal development and social integration of its clients. Some of them have designed special programs for these groups.

Offices of labour, social affairs and family are responsible for preparation of Individual Action Plans for disadvantaged registered job seekers and also for identifying appropriate training for them (although these trainings are currently reduced due to the economic saving). People with disabilities are addressed within some anti-discriminatory measures.

The target group at risk of social exclusion is dominantly composed of Roma. Office of the Plenipotentiary of the Government of the SR for Roma Communities (Úrad splnomocnenca vlády SR pre rómske komunity) identifies possible measures, designs and implements them. In cooperation with other institutions prepares and evaluates programs to improve the situation of Roma communities in a society with a focus on:



raising the educational level and vocational training, raising legal awareness, increasing the active participation in public life and governance, the use of human and employment potential, etc. This office also coordinates Roma Education Fund (REF) - grant foundation, which connects and supports programs and projects aimed at improving Roma education.

Some NGOs are addressing issues of target groups at risk of social exclusion or disadvantage groups. They realise projects or offer services which are partly focused on CMS.

Methods and examples:

- Some schools are focused on special target groups, target groups at risk of social exclusion or disadvantage groups - e.g.:
 - Institute for the work rehabilitation of persons with disabilities and Secondary vocational school for students with disabilities in Bratislava (www.iprba.sk).
 - Secondary vocational boarding school, Technical secondary school and Grammar boarding school (gymnasium) for pupils with hearing impairments in Kremnica (www.gymspmkr.edu.sk).
 - Private integrated school (pre-primary and primary education) with teaching in Roma language in Kremnica - pioneering school in inclusive education.
 - Institute of Roma Studies at Constantine the Philosopher University in Nitra - unique educational institution. Since 1990 it has prepared qualified Roma intelligentsia, as well as students from the majority society in order to optimize the socio-cultural conditions of Roma people in Slovakia. It offers program Social services and counseling (Bachelor, Master, PhD.). (<http://www.urs.fsvaz.ukf.sk/>)
- In 2012 Office of the Plenipotentiary of the Government of the SR for Roma Communities with cooperation of other subjects realises 4th annual awards "Gypsy Spirit" on topic Work with the Roma community. Aim of The Gypsy Spirit project is to present work and results of all those who contribute to improving the situation of Roma in Slovakia, to create a public platform for the presentation of positive results and to award work with the Roma community. (<http://www.romovia.vlada.gov.sk/>)
- Civic Association Ternipe with support of Roma cultural program of the Open Society Foundation realises Mentoring project for Roma. Project promotes cultural participation of Roma, emphasizes acceptance and recognition of the Roma culture, and wants to change the attitude of the majority of the Roma. The aim of the project is to bring together established and successful Roma professionals with groups of children in marginalized groups in schools and community centres and provide them with opportunities to develop personal skills and social skills through a series of regular and structured extracurricular activities with cultural focus. It puts emphasis on experiential learning methods. (www.ternipe.sk)



- Civic association Wild Poppy (Divé maky) gives a chance for Roma children through education, motivates them to better performance, teaches them purposefulness and perseverance. Since 2009 they have been realising a long-term project Jarovnice. Its main idea is education and integration of Roma children and young people (from the settlement in the village Jarovnice) that have the potential and motivation to continue in education at secondary school. Tutors and art educators have been working with them. Up to one hundred families have (on the basis of this project) enabled their children to continue in education. (<http://www.divemaky.sk/>)
- People in Need Slovakia (Člověk v tísni), Slovak branch of Czech non-profit organisation, the winners of the 2010 competition of career counselling services organised by Euroguidance centre Slovakia, realises Program DoT = individual tutoring of children, support of inclusive approach in schools. This program helps children at risk of social exclusion to remove barriers in education and personal development. It has been realised in community centres (<http://www.clovekv tisni.sk/index.php?clanok=11>).
- Some NGOs also addresses their projects and services partially related to CMS to people over 50 years - e.g.:
 - The Women's Association of Slovakia (Združenie žien Slovenska): Leonardo da Vinci project "Impulse 50+",
 - Voices: project "Baterka" aimed to improve social competencies and skills of women and men aged 45 + who have lost their jobs or feel threatened by job loss.
 - Forum to help the elderly (Fórum pre pomoc starším) seeks to promote (among the other things) integration of the elderly into social and public life.
- Civic association ANNWIN (<http://www.annwin.sk/page.php?1>) is one of the six partners in the Leonardo da Vinci project "The COMPASS" (2010-2012). This project directly works with juvenile migrants and minority youth (between 15 and 25 years of age) with a low education and supports them to get into vocational training and find a job. The main objective of the project is to support the career management skills, so that young people from disadvantaged backgrounds are able to realise autonomous and realistic decisions about their careers. The project will develop tools to promote CMS and appropriate methods to increase empowerment of young people. The target group will be supported to acquire basic competences leading towards autonomous and realistic vocational and educational decisions (such as skills for self-knowledge, skills for labour market research and job search, decision making skills, etc.). The innovative method in the project is an "urban orienteering race" for young people seeking help in their job decision process. It is a structured orientation course through the city and



communities and it will offer direct access to institutions, companies and training centres. (<http://www.compass4youth.eu/>)

Areas of improvement concerning CMS:

- Better co-ordination of activities for target groups at risk of social exclusion or disadvantage groups.

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ROMANIA



Romania

Euroguidance Romania

Introduction

In the Romanian context, there is not a precise definition of the career management skills. Practitioners are using different frameworks which explain the skills needed by pupils, students and adults in order to successfully manage their life and career. The most known definitions are those of CEDEFOP (2010): “Career management skills refer to a whole range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information as well as the skills to make and implement decisions and transitions” and the one on which the Australian Blueprint for Career Development (ABCD 2003 <http://www.blueprint.edu.au/>) is based, which is more a descriptive one rather than a synthetically one: “To do well in today’s work environment, people need to be self-reliant managers of their own careers. As well as having the technical skills and abilities needed to work in a particular role, people also need the skills, knowledge and attitudes to make good career moves. The skills, knowledge, and attitudes people need to manage their own careers can be understood as a set of competencies that can be developed and strengthened over time”. According to the Australian framework, when referring to the career management skills, one should take into account 11 competencies:



AREA A	Personal Management	<ol style="list-style-type: none"> 1. Build and maintain a positive self-concept 2. Interact positively and effectively with others 3. Change and grow throughout life
AREA B	Learning and Work Exploration	<ol style="list-style-type: none"> 4. Participate in lifelong learning supportive of career goals 5. Locate and effectively use career information 6. Understand the relationship between work, society and the economy
AREA C	Career Building	<ol style="list-style-type: none"> 7. Secure/ create and maintain work 8. Make career-enhancing decisions 9. Maintain balanced life and work roles 10. Understand the changing nature of life and work roles 11. Understand, engage in and manage the career-building process

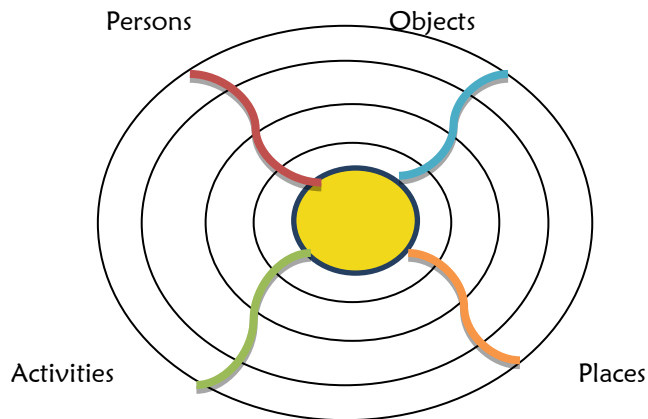
Curriculum developments around career management skills

Recognising the importance of educational guidance and counselling, in 1999 the Ministry of Education allocated a distinct place in the national curriculum for Guidance and Counselling. In 2004 the first guidance and counselling school programs have been put in force: for the high school (9th grade) and for the Arts and Crafts School (9th and 10th grade) so that tutors and counsellors had a clear idea on what themes to address within this hour and how to structure their Guidance and Counselling activities according to specific objectives. Starting with the 2006-2007 school year, the name of the tutoring hour has been changed in “Guidance and Counselling” and guidance and counselling school programs have been developed for all compulsory education (grades I-XII). Beside this, many schools have an optional curriculum (Curriculum at the School Decision- CD§) focused on the guidance and career counselling/career management skills - themes established following the students and parents needs analysis. The training for these skills at the early age is very important. For example, in the private kindergartens and schools the students can participate in activities on entrepreneurship and business themes.

One example of activity included into the Guidance and counselling curriculum is *The Social Atom*. Children from the VI-th grade are asked to write in the middle of the



circle their names. Then they have to put on each branch the persons, the activities, the objects and the places they like (close to the middle are the ones they like most). They can write specific names or can draw something instead.



After 10 minutes, children are asked to reflect on the following aspects:

- Is your personal map crowded or not? Are there similarities or differences between your maps?
- Which branch comprises many elements and which comprises less?
- With which branch was the first you filled in?
- Which was the most difficult to fill in? Which was the easiest to be filled in?
- On the branch "Objects" you put objects you already have or objects you dream of? Are these objects expensive?
- On the branch "Persons" are there girls or boys? Are they young or old? Are there also relatives? Are there also characters from movies or books?
- On the branch "Activities" are there school or leisure activities? Are there indoor or outdoor activities? Can you do alone or together with others these activities? When was the last time you did them?
- What have you chosen to put on the branch "Places"? Are there places from your house or nice places you have visited? Are there places you have already been or places you wish to be? Are there real or imaginary places?

In the Romanian context there is a need for guides, brochures, manuals, leaflets, inspirational posters and learning packages for career management activities. Some initiatives have been made, but taking into account the new curriculum which will be implemented starting with the 2012-2013 school year, there is a need for updated resources on themes like: self-knowledge (interests, skills, values, attitudes, beliefs, lifestyle, decisions), significant relationships (expectations of others, family traditions, interpersonal relationships, socioeconomic status, important people), career information and personal marketing (structure, employment, labour market, economic, myths about career training opportunities). Career management skills are in correlation with Maslow's Hierarchy of Needs and they correspond to the superior levels (for example: self-actualization (personal growth and fulfillment), self-esteem



(achievement status, responsibility, reputation), belongingness (family, emotions, affection, relationships, work group).

A guide developed recently is *Drept la țintă,. Dirigenția/ consilierea (Right to the target. Tutoring and counselling)*. It comprises many practical worksheets for students with didactical scenario for each activity. An example included into this guide is the activity: *The Fountain* (activity dedicated to 7-10 years old): Imagine that in front of you is a fountain. Take a look to the clear, clean, cool, very good to drink water. Analyze your face and the whole personality reflected in it. What can you see? Who you are? How can you characterize yourself? Please write an “essay” on this topic of only 5 rows.



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Professional training for counsellors

The professional training for all teachers who apply the Guidance and Counselling school program was compulsory at national level (2006). Due to the fact that the topics proposed in the Guidance and Counselling school programs were complex and psychological oriented, tutors and counsellors had to attend a three-day training on educational guidance and counselling. The themes of the training sessions were structured on: personal development, communication and social skills, learning and decision making, planning your career, the quality of life. The training empowered teachers and counsellors to identify their strengths, maximizing their potential, improving the relationship with the students and parents. In the context of a new curriculum (2012-2013 - for the primary classes) there is a need for continuous training



of counsellors in guidance and counselling.

Young people and careers

Some innovative projects have been implemented in Romania in order to support teenagers to identify their existing skills and necessary learning and career goals. One example is the practical tool developed in 2004 within an international partnership (10 European countries): *Guide to the world of occupations* <http://www.occupationsguide.cz/en/> (English version) and www.go.ise.ro (Romanian version). Teenagers can search professions using different criteria; they can learn how to write a CV, hints to present an interview, they can apply themselves questionnaires and find occupations that match their interests and aptitudes.

Guide to the World of Occupations

START MAIN MENU SITE MAP YOUR FAVORITES ABOUT GWO HELP

Questionnaires

- Interests Questionnaire
- Skills Questionnaire

Search by

- School subjects
- The clothes you wear at work
- The type of work activity
- What (or who) you want to work with
- The work environment
- The alphabet

Others

- Have you got a health problem?
- Looking for related occupations
- Writing a job application
- Writing a CV
- Succeeding at an interview
- Starting your own business
- Are you unemployed?

Training

- Training module GWO

123610

CLOTHES MAKE THE MAN (OR WOMAN)

MY WORK IS CONNECTED WITH OVERALLS OR SIMILAR WORKING CLOTHES, AS WELLAS WITH DEXTERITY

The distinctive feature is working with your hands, usually using different machines and equipment, or tools and utensils. However, non-manual, mental work is often also important, especially in some occupations requiring high qualifications.

The scope of work environment is very broad: manufacture and repair shops, factory workshops, metal works, mines, quarries, building sites, as well as retail shops, stores, fields, forests, etc.

Would you like to look like this?

YES NO

Another interesting initiative was the project *Career Dream* (2001-2004) in which XIth grades pupils were trained in how to develop self esteem, conflicts solving, assertive communication, teamwork, decision making. One example of activity included into training for teenagers was the team activity: *The world in which we are living*. The children had to create the magazine with the same title: designing its format, finding the appropriate content, identifying the relevant images. The aim was to enable pupils to search for relevant information and to think to the most appropriate format to offer it to peers. Art-creative techniques were used (drawing, painting, collage) but also ICT skills were needed for those choosing to create an online magazine.



Starting a business is an initiative aiming at developing the entrepreneurial skills of high school pupils and students. Since 2008 the network of these businesses created by teenagers has been growing faster. Even if the businesses are only simulations, teenagers are encouraged to work in teams in order to develop as real as possible their business. Job shadowing and exchanges of experiences with real entrepreneurs are encouraged. Yearly children are organizing presentations of their businesses within schools or at regional/ national level.



Counselling in Higher Education settings

One of the oldest Career Counselling Centre from Romania is the one hosted by the Bucharest University. Beside the regular face-to-face or distance individual counselling, the centre is yearly organizing the Educational Fair <http://www.studentub.ro/>: here all the Universities can promote their offer in an attractive way. Over 10.000 visitors are coming each year in contact with Higher Education institutions within the 3 days Fair.

Labour market reality for young people

Active measures in the employment offices are targeting adults and unemployed in order to motivate and inform them to find a job according to their interests and skills. Each county organizes annually Job fairs (general job fairs or targeting different disadvantaged groups) and trainings for developing career management basic skills - like writing a CV, finding relevant job offers using the Internet), but also developing adults` entrepreneurial skills. A lot of projects have been developed in the framework



of European Funds in order to train either the counsellors, or the beneficiaries in career management techniques with the aim of raising the quality of services offered or reducing the unemployment rate.

The Romanian EURES national network (<http://www.anofm.ro/eures>) was established within the National Agency for Employment (ANOFM). Partners of public services within the network are trade unions, private organizations and other different actors on the labour market.

Persons with special needs

A lot of efforts have been made lately in order to support the people with special needs to find a job on the Romanian labour market. One initiative in this respect are *the Second chance programs* offered according to law for those who have not finished the formal education. Curriculum is available for primary and secondary educational levels and Career Counselling is one topic among others by which the Second chance programs try to come near the beneficiaries` needs.

The National Agency for Employment (ANOFM) established 8 pilot centres in Romanian regions through a national programme called “Services for people with special needs” (2004-2008).

The private sector has been involved in several projects in this area: *Start for success* – a project for preventing truancy and school failure (www.cedu.ro), *Together on the labour market* – a project for people with minor mental disability, *Violence against Women* – a project aiming to increase the information and awareness level regarding the consequences of the violence against women, *Boys and girls – all equal, all different, partnerships in private and public life* (www.cpe.ro). The concept of Social Economy started to be implemented in large European Funds projects aiming at helping persons with disabilities to find a job and to earn their living. Other projects developed by NGO-s are targeting unemployed people, women, persons who have over 45 years, single parent family, vulnerable groups (roma people).

Parents` counselling

Within the *European Priority Area* project developed by UNICEF, Institute of Educational Sciences, Ministry of Education and other NGOs active in the social field - support has been offered to teachers and parents from socio-economically disadvantaged areas, with the aim of making the school offer more open to parents` need and to motivate them to send their children to school. The ultimate aim of the project is to reduce the drop out in the 103 schools participating into this programme by an integrated approach oriented to managers, children, teachers and parents. 37 school counsellors are actively involved in working with parents under the Parents Counselling component within this project.



Research

The Career Counselling research is strongly supported by the Guidance and Counselling research department within the Institute of Educational Sciences Bucharest (www.ise.ro). The latest researches comprise valuable information about tools like the Educational Portfolio (2009, 2010) or Methods and techniques to be used in career Counselling (2006).

Also school counselling centres at county level are research oriented: they organize yearly a research related to further educational options of the VIIIth grade graduates in order to support by research evidence the policies in the educational area.

Validation of competencies

In 2012, 3 validation centres of the non-formal learning are running in Romania in relation to the Career Counselling occupation. Those without a relevant initial education can apply, for a certain fee, for accrediting their Career Counselling competencies. Under the international IMPROVE project (2011-2012, www.improveguidance.eu) is was piloted a performed focussed methodology for validating the competence of guidance practitioners, based on the 2009 CEDFOP guidelines for validating the non-formal and informal competencies.

The business sector - the social corporate responsibility

More and more the Romanian business sector became interested in guidance and counselling issues. Companies like Coca-Cola invest in the training of their own employees and participate in Career Counselling projects like: *It is your turn to change the world* - a project dedicated to teenagers encouraging them to develop career management skills in order to become the tomorrow leaders. Junior Achievement is organizing job shadowing events like: *One day in a company* – addressed to high school pupils or students interested to gain professional experience and to exercise the abilities needed to work in a successful business.

Strengths and best practices

- Awareness regarding the importance of the concept “Career Management Skills” for the integration and success on the labour market
- The national curriculum, the optional curriculum and the second chance curriculum comprise topics devoted to Guidance and counselling
- Publishing learning resources for educational area and the employment sector
- Identification the real needs of the clients (pupils/students/adults)
- Development of the career counselling centres



Areas of improvements

- Practical approaches
- Social Economy
- Business put into practice
- Integration of the results of the projects on the career guidance counselling into research and public policy
- Attitude and leadership (spread enthusiasm, inspire confidence, demonstrate integrity)

Why are career management skills so important and why do I need them? The world is changing. The career is changing. Career management skills are a key to take the responsibility for each of us and personal development. “We must be the change we wish to see.” *Gandhi*

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SLOVENIA



Slovenia

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National definition of CMS

The term **career management skills** (slo. *veščine za načrtovanje in vodenje kariere*) is not used or it is used exceptionally in Slovenia. The term CMS is not used at all in our schools where we use only the term **career education** (slo. *poklicna vzgoja*). Career education is part of the official program of school counsellors and is defined in **Guidelines for School Counsellors**. Nowadays career education is a marginal activity in Slovenian schools.

There is **no common national definition** of CMS in Slovenia. Different terminology is used such as career planning skills, CMS, career education, personal skills, self-management skills (self-knowing and accepting decisions), skill transitions (higher employment, manageability) and skills of collecting, selecting and defining of information (mostly recognizing opportunities in environment), etc.

The project **National coordination point for lifelong career guidance** was launched in October 2010 with the goal of encouraging professional development in this field. The first step relates to terminology. A working group of experts from different fields of career orientation defined approximately 40 terms in the field of career orientation in a special English-Slovenian dictionary. According to this dictionary CBS are defined as „**a set of competences, that enables individuals and groups that they can gain, analyze, synthesize and organize information about themselves, their education and vocations, as well as set of skills for decision making**”.

Labour market regulation act defines CMS for the employment sector with services for labour market and active politics of employment with career guidance as one of the activities. This is implemented by The Employment Service of Slovenia and the concessionaires, for which **Work doctrine for the unemployed and jobseekers** is used and includes also CMS. Career management skills include ways, which purpose is to acquire skills for knowing one's own interests and competences, knowing one's options and realizing one's employment and career goals. Career counsellors are mostly psychologists. Trainers for some other workshops, that are included in CMS, have additional training and expert exam in employment is obligatory.



Methods used in the educational sector

CMS is integrated in school subjects as part of life skills as cross curriculum theme but is rarely implemented in the everyday practice and it depends on personal initiative of school counsellors. Career guidance in Slovenia is largely based on career counselling (schools counselling service in each school) and other guidance activities (information about occupations, visits to secondary schools, visit to employers, short visits to career centres etc). Many schools use guidance tools produced by The Employment Service of Slovenia, such as ICT tool **‘Where and how?’** (slo. *Kam in kako?*) and **Vocational signpost folder** (slo. *Poklicni kažipot*), the later in cooperation with The National Education Institute and The Institute of the Republic of Slovenia for Vocational Education and Training.



School counsellors use the manual **Career planning and management** and method called **learning achievement portfolio** (slo. *Mapa učnih dosežkov MUD*). With help of a learning achievement portfolio, students can discover strengths and weaknesses, plan personal and learning goals, become familiar with various learning techniques, monitor personal and intellectual growth and observe vocational progress. Using a special European form, they also can prepare a CV (<http://www.cpi.si/files/cpi/userfiles/Publikacije/MUD-ang.pdf>).



Slovenian universities have a network of career centres offering students and graduates support during their studies and career planning. Students gain CMS through:

- Individual career counseling.
- Workshops and seminars: employability skills (CV writing, interview skills, job search skills, setting career goals, career portfolio), soft skills (time management, teamwork, business protocol and communication, stress management, motivation for study), self management skills (decision making skills).
- Simulation selection process: solving the most common psychological tests used by HR managers at job interviews. Students were given feedback about their test results, the interview simulation and their CVs.
- Employers' advices to students how to improve their employability (for example volunteer work, student work, practical tasks, practical training, case studies).



Methods used in the employment sector

Work doctrine for unemployed and jobseekers includes CMS in employment and vocational guidance; most often it is included in group workshops, depending on the clients' needs (short and longer workshops). The Employment Service of Slovenia provides information and basic as well as in-depth career guidance:

- **Basic career counselling** for the unemployed, job seekers and job seekers the employment of which is at risk. All who register to database get their own employment adviser who is case manager. Depending on individual needs, employment adviser can refer a client to other guidance counsellors. **Open system – Career centre** is intended for direct employable individuals without risk long-term unemployment. The first profiling, determining employment goals, action plan soon after the registration is provided as well as motivation, activation and learning them of job searching skills. The Employment Service of Slovenia provides basic information on all levels: about training (AEP), employment, activation, workshops and especially informing and referral for employment – information about vacancies.
- **In-depth career counseling for the unemployed and students** includes: Rehabilitation counselling (the handicapped), Career guidance, Employment advisers (for long-term unemployed and unemployed with some obstacles) and Eures advisers (employment abroad). In-depth counselling means that every counselor also has scheduled clients for longer time. These clients usually need more support at finding out what they can do in their current situation, since they often need advice and support for overcoming situational obstacles like – spatial immobility, poor social conditions, family duties etc.

There are also long-term unemployed (health problems, addicts, disabled, older, etc.). Employment counselors often refer them to rehabilitation counseling, doctor for medicine of work, inter-institutional commission, career counselor or other relevant professional.

Employment Service of Slovenia provides different **workshops for the unemployed** to enhance CMS:

- Short workshops:
 - Informative-motivational seminar.
 - After study – into employment.
 - Different views of vocations.
 - New beginnings.
 - Employment as a priority.
 - Effective performance at the labor market.
 - Career fifties.
- Long term workshops:
 - Counselling for successful performance in the labor market.
 - Job seekers club – advisory modules.

The Employment Service of Slovenia offer **workshops** for acquiring job searching skills, courses for foreign languages or computer skills. Additional field is intended mostly to those without any education: National vocational qualifications are usually fast courses where clients get vocation as it is (e.g. welder).



Some **innovative methods** used by career counsellors as part of different workshops can be found here:

<http://www.youtube.com/watch?v=DaQc5KAgGug>
<http://googlepleasehire.me/>
<http://www.youtube.com/watch?v=uWTHP8zT28Q&feature=related>
<http://dzineblog.com/2010/04/27-examples-of-impressive-resumecv-designs.html>

Adult Education Institute has project **Guidance in the workplace** (<http://www.guidanceintheworkplace.eu>) for learning about the different ways of offering advice and guidance to those in employment. Main focus is that guidance can make a major contribution to the development of lifelong learning for those within employment by encouraging those in employment to take up learning opportunities.

Personal marketing in job searching is interesting innovative method, developed by the one of the unemployed, who after 6 months of conventional methods of job searching developed new approach. With the help of social networks she posted **Employee hiring Employer m/f** vacancy position where he advertised her own skills and knowledge in order to find employment (<http://www.barbarakotlusek.com/employee-hiring-employer/>).



Methods used for target groups at risk of social exclusion or disadvantage groups

The **MAKE project (Measures for achieving knowledge and employment)** is addressing the problem of early school leavers (www.makeproject.eu). The main focus of the project is to combat the social exclusion of young people who have left school without sufficient skills. The ultimate aim is to integrate these young people in society and in to the labour market.

Most pupils leave school during lower vocational education (almost 14% after 1st and 25% after 2nd year). There is less early abandonment of school in technical (around 7%) and general (5%) upper secondary education. Most youth don't know the institutions which can help them with the exception of Employment Service of Slovenia where they register in order to obtain certain social rights.



Project learning for the youth (<http://www.zavod-bob.si/aboutus.php>) is ensuring active participation of young drop-outs with developing innovative and quality support for youth activities and guidance, promoting critical and proactive thinking among youth, educating youth for successful self-management, the key to the creation of independent living objectives and acquiring functional skills. The main target group is young people between the ages of 13 to 30 years (regardless of status) and adults.

The Employment Service of Slovenia participated in **SIPA project – social entrepreneurship**. The main purpose of project was to train and recruit vulnerable groups of the unemployed women. On the other hand to help households with young children, the elderly, and people with disabilities – the clients demand such help. The main goals are the creation of new jobs and employ the unemployed vulnerable women.

The Employment Service of Slovenia participates in **S project (social entrepreneurship project)**, which gives younger unemployed the possibility to gain skills and employment in the field of catering and culinary (<http://www.facebook.com/sproject.slovenija>). The project is based on the example and license of Jamie Oliver Foundation. Young unemployed will live 6 months together and train in restaurant.

The Employment Service of Slovenia had a project **Proactive response of Regional Office of Ljubljana on labour market needs – reducing structural discrepancy and increase employability and employment**. The purpose of the project was – to fill the gap between educational structure of the unemployed and needs of employers. There were a lot of employers searching for welders and cnc-operators. School centre of Ljubljana performed a presentation of skills and training program for National Vocational Qualification for welder and cnc-operator and exam at Welding institute. The Employment Service of Slovenia included all interested in training program and informed employers about our project and number of enrolled candidates and they were very interested to fill their demand. One third of the group has already agreed upon the employment after passing the exam. Others will find the job as soon as they finished the program. There is a demand for those skills. Similar project will be carried out for new hotel which is under construction, since there will be need for maids.

In the year 2011 we got new legislation Labour Market Regulation Act which has enacted also lifelong guidance. It is consisted by providing labour market information, independent career guidance, basic and in-depth career counselling and as well career management skills.



SWITZERLAND



Switzerland

Marc Chassot

National definition of CMS

Switzerland is a federal state in which each canton enjoys considerable autonomy in the education sector. Strictly speaking, no national definition of Career Management Skills exists.

The cantons are responsible for vocational, academic and career counseling services which are accessible to all and correspond to the needs of the public. The goal of vocational counseling is to assist the young people and adults to choose a profession or course of studies as well as to elaborate a career plan. Individualized counseling helps establish the basis, which allows individuals to take decision based on the interest and aptitudes.

Basic skills that enable people to manage their career path are part of the compulsory schooling system. The framework programmes devised at national level define the skills to be attained in the sphere of careers counselling. These programmes are applied to all young people who attend the basic education system.

Aspects such as self-awareness, knowledge of the professional environment or the ability to make decisions fall within the scope of Career Management Skills.

Methods used in the educational sector

At kindergarten and primary school, there is no systematic approach to raising awareness of the world of work and such activities depend primarily on the interest and motivation of the teaching staff.

At secondary level I, the compulsory teaching programme includes preparing pupils for making career choices. There are specific methods for preparing pupils for career decisions, which are described in teaching manuals. One example is the “One life,



several directions” file, published by the canton of Fribourg, and the Guide to career choices published by the S&B Institut.

Teachers are trained specifically to provide teaching on career choices. They can even attend training to “Certificate of Applied Studies CAS” level in order to qualify as specialist careers information teachers.

The Swiss Post and the canton of Berne recently developed special software called “MyOrientation”¹⁹, which describes the 7 stages involved in making a career choice and which can be used to support young people in their career path via the Internet and SMS. Support for parents in this process is also available under the programme.

At secondary II level, some cantons offer careers counselling services that are tailored to young people who wish to continue their studies. These primarily take the form of workshops based on the ADVP (Activation of Vocational and Personal Development) approach.

In adult education, some cantons have set up specific groups on the theme of changing career and career management. One prime tool is the skills assessment, which can be used at any age to take stock of one’s career path. The skills assessment is used mainly to validate experience gained, in order to put that experience to good use outside a formal apprenticeship setting. Since 2004, the Swiss federal law on professional education has made it possible to obtain a professional qualification in this way, without taking the standard exams.

Generally speaking, the emphasis is on information about professions and training routes. The development of career management skills is undervalued at present. The training system is supposed to be very pragmatic and horizontal skills should be emphasized more.

Methods used in the employment sector

Many cantons have formed partnerships with counselling services and employment services in order to help unemployed people find new careers. There are also lots of private coaching services available to help people set up their own business or reintegrate into another field of work.

One example of innovative offers is the « Cité des métiers »²⁰ created in the Geneva area recently. An open « marketplace », with free access even beyond usual opening

¹⁹ www.myBerufswahl.ch

²⁰ <http://www.citedesmetiers.ch/geneve>



hours, offers contact counters with all significant partners (public and private) of the local labor market. In particular, there are vocational counsellors « on duty » all the time, helping everyone directing their needs to the most appropriate partner on place or fix dates for individual or group counseling later on. The offer is free of charge, and can be used anonymously.

Nonetheless, the Swiss system of employment offices is still focused very much on finding a job fast and leaves little room for developing career management skills.

Methods used for target groups at risk of social exclusion or disadvantage groups

The authorities responsible for the Swiss education system have set themselves the target of 95% of young people obtaining a secondary II diploma. 10 to 15% of young people are unable to find apprenticeships when they leave compulsory education and 2 to 3% encounter considerable personal and social difficulties.

To avoid this category of young people becoming socially excluded, the Federal Office for Professional Education and Technology has developed the Case Management – Professional Education project.²¹

The aim of this project is to identify early on all young people who are at risk. With the aid of a specific “early warning” tool, teachers can identify young people who are experiencing a number of difficulties (poor grades at school, lack of family support, behavioural problems, etc.). A case manager takes responsibility for these young people and, with their consent and that of their parents, supports them until they enter employment.

The case manager has two roles:

- providing individual coaching with long-term follow-up
 - establishing coordination between the various authorities and bodies who are involved with the young person (schools, social services, psychologists etc.).
- Software is available for monitoring them right up until they enter the employment market. All the measures taken by the various partners are listed in that software and all the action taken is intended to enable the young person to gain a career foothold.

People with a disability also have the right to employment that is commensurate with their situation. Some cantons are currently working on the concept of an “Individual Transition Plan”, which should enable each young person with a disability to make plans for occupational integration at the end of their schooling. These people must

²¹ <http://www.bbt.admin.ch/themen/berufsbildung/01204/index.html?lang=de>



also have a career path based on flexibility and the ability to progress within the different structures that are in place.



CONCLUSION

“Single gram of practical knowledge is more than tone of theory.”

(Lao Tzu)



European Network to Support
Guidance and Counselling



For more information,
explore the Euroguidance website at:
www.euroguidance.net



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