

National surveys

“Professional Care for Counsellors – – Who Cares for Those Who Care”

Cross Border Seminar



euro|guidance

Cross Border Seminar

“Professional Care for Counsellors –

– Who Cares for Those Who Care”



Vzdelávanie a kultúra

Program celoživotného vzdelávania

National surveys

Professional Care for Counsellors – – Who Cares For Those Who Care

Cross Border Seminar 2010, Bratislava 15 – 16 April

Euroguidance network
Austria, Germany, Hungary, Czech Republic, Poland, Slovenia
and Slovak Republic



Education and Culture DG

Lifelong Learning Programme

This network has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be held
responsible for any use which may be made of the information contained therein.

© Slovak Academic Association for International Co-operation, Euroguidance centre,
Bratislava 2010

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.

Table of Contents

Foreword by Euroguidance centre Slovak Republic.....	5
Austria	7
Czech republic.....	13
Germany	21
Hungary.....	25
Poland.....	31
Slovak Republic.....	41
Slovenia.....	49

Foreword by Euroguidance centre Slovak Republic

Idea of Cross Border seminars came into existence in 2005 as an initiative of Euroguidance centres of three neighbouring countries – Austria, Czech Republic, and Slovakia. Main objectives were not only joining EG centres and their cooperation in common activity, but also meetings and networking of practitioners and policy makers from the field of guidance from cooperating countries. To provide participants of the seminar with the broadest possible perspective on chosen topics all centres were involved in programme planning and preparation. This way, seminar could get together national experts and offer presentations of trends and topics actual in all countries. In years 2005 – 2008 three Cross Border seminars were realized within this cooperation with 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 preparation and organization of Cross Border seminar with the title Career guidance without barriers. This broadening of cooperation proved to be meaningful as more interesting workshops, speeches and discussions could take place. Therefore we continued in this cooperation also for Cross Border Seminar 2010 and another new country – Poland – joined this initiative, too. Cross Border seminar became this way an event involving majority of Central European countries. Participants could profit from information, experience and good practice exchange 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.

Traditionally also this year’s seminar interconnected not only different countries but was an opportunity for bringing together policy makers, decision makers from ministries, experts from research institutions and universities as well as guidance counsellors and other practitioners. The content of the seminar was therefore as usually diverse and parallel workshops with discussions occupied most of the working time. This year the seminar was enriched by special workshop targeting directly policy issues. Representatives of National Guidance forums and ELGPN presented actual developments in their countries and proposed common goals for further cross-border cooperation regarding research and professionalization of guidance counselling.

Cross Border Seminar 2010 was dedicated to professional care for counsellors with subtitle Who Cares For Those Who Care. Professional care for those who daily deal with problems and needs of others (such as guidance practitioners, school counsellors, psychologists, etc.) is often neglected as it is seen as secondary to field of guidance. However, personnel are the core essence of all these services. Also professionalization of guidance counselling is not possible without paying particular attention to training, education and personal needs of practitioners. We also focused on mapping of current situation in this area in all involved countries.

This publication offers national surveys produced by involved Euroguidance centres. Each EG centre prepared a short survey on four main topics: supervision, further training, well-being, and intervention resources. It is necessary to say that surveys represented

views of their authors (EG centres and/or involved experts) and are not official documents representing countries.

National survey – Professional care for counsellors

For this survey we gathered information on the formal state of professional care for counsellors in 7 European countries – Austria, the Czech Republic, Germany, Hungary, Poland, Slovakia, and Slovenia.

Supervision for counsellors

Is supervision within institutions that offer counselling obligatory? What forms does it take? How often is it offered? Are there differences between the labour and education sectors? Who may provide supervision for counsellors? Is there a sufficient supply of supervisors? Is “intervention” a method utilized in counselling facilities?

Further education

What are the regulations regarding the further education of counsellors? How are counsellors encouraged to become involved in lifelong learning (courses during work time, financial allowances from an employer, etc.)? Is there a sufficient number of learning opportunities? Are there opportunities for learning mobility for counsellors?

Well-being at work

What measures are taken to contribute to the counsellors’ well-being in the workplace? What initiatives operate in different areas – 1) harmonizing family and work life, 2) work time, workload and work pace (work hours, holidays, balancing direct work with clients and administration), 3) work space, 4) security and protection, 5) employee benefits, 6) other?

Intervention resources

What measures are taken to deal with stress and work related problems? What programmes, training courses, and education on topics such as burn out, stress disease, etc. are available to counsellors? Are services providing help in these areas readily available to counsellors?

National survey

Austria



Austria

Guidance in schools

In principle, **career guidance in Austrian schools** is organised on a three-level model:

1. Career education lessons (*Berufsorientierungsstunden*) are provided by teachers responsible for career counselling, "career teachers" (*Berufsorientierungslehrer*). (providing curriculum delivery);
 "Career teachers work with all pupils in one classroom. They usually provide one lesson a week to 13 and 14 year olds in the 7th and 8th grades. They can also schedule project days, or offer block lessons when those options make sense to them." (Fritz S., 2010)
2. Individual advice is provided by **student advisors** (*Schüler- und Bildungsberater*) (individual attention to students and possibly their parents);
 "Student advisors offer personal and career counselling. They work individually with students and their parents, and discuss students' abilities with colleagues. They do not provide lessons, but they have office hours. (...) (Fritz S., 2010)
3. Both of these are supplemented by a **School Psychology Service** (*Schulpsychologie-Bildungsberatung*) that can offer specialised assistance.
 "School Psychology services support teachers when specific questions/problems occur as part of their job and also offer assistance in planning further training at the regional level." (Fritz S., 2010)

These are supplemented by classroom teachers and a **wide range of other individuals and agencies** outside the school.

In 2003 there were approximately 150 school psychologists in Austria, not all full-time and permanent, compared to approximately 2,370 student advisers.¹

Guidance by the Austrian Public Employment Service (PES) (Arbeitsmarktservice, AMS)

Under the Public Employment Service Act of July 1, 1994, the Labour Market Administration Authority AMV was spun off from the Federal Ministry of Employment, Health and Social Affairs, and the new Public Employment Service AMS was set up as a service agency under public law.²

The Austrian Public Employment Service offers its services through some 110 local offices, using a common, integrated three-tier model.

The first level is known as the **self-service area**, and is available to all: the employed, job seekers, and those not in the labour market. At this level, basic information and job vacancy information is available, with all job vacancies available on-line. At the next level – the **service area** – personal advice, information, job placement and unemployment benefit counselling is available to job seekers. The third level of service is known as the **counseling area**. It involves more intensive counselling and advice for those with particularly dif-

1 source: http://www.schulpsychologie.at/oecd/Country-Note_en.pdf, 2004

2 see <http://www.ams.at/english/14595.html>

difficult labour market problems. Some special target groups – for example women returning to work after parental leave, disabled persons and older job seekers – are automatically referred to the counselling area. Others are referred there if they're still jobless after three months in the service area. At any one time roughly 25%–30% of job seekers are in the counselling area.³

Supervision for counsellors

Supervision is not offered for student advisors; instead intervision is carried out. In intervision sessions, exemplary problem cases in schools (such as bullying among students, drug abuse, student learning problems, etc.) can be discussed within a student advisor peer group. Only in special cases, such as in crisis situations, is supervision offered by the school psychology service.

During their initial training, student advisors are offered reflection seminars to accompany their practical training (*Praxisreflexionsseminare*), which cover 4 half days.⁴

Next to additional training and organisational development **supervision** is one of the means to enhance the efficiency of the School Psychology Service.⁵

Within the realm of **Public Employment Services (AMS)** supervision and coaching is offered to advisors free of charge. It is also possible for advisors to take part in group coaching and special courses as well as job shadowing.

Further education

Schools

1. Initial training for **career teachers** takes 4-6 semesters (12–20 ECTS) at universities specializing in the continuing education of teachers. Further training and updating knowledge is also organised by universities offering teacher education. Seminars, workshops, etc., are generally offered several times a year.⁶
2. Initial training for **school advisors** consists of 4-5 semesters (min 12 ECTS) at universities of education in the form of ongoing teacher training. Further training and updating of knowledge is organised by a coordinating team at the regional level (1- 3 times a year) in cooperation with universities of education and school psychology services.
3. Staff members of the **School Psychology Service** have to be university graduates of psychology. (see http://www.schulpsychologie.at/uploads/media/aufgaben_struktur.pdf)

3 http://www.schulpsychologie.at/oecd/Country-Note_en.pdf

4 See <http://www.schulpsychologie.at/schuelerber/qualifizierung/>

5 see http://www.schulpsychologie.at/uploads/media/aufgaben_struktur.pdf on the structure and tasks of the School Psychology Service

6 See http://www.schulpsychologie.at/schuelerberatung/sbb_lehrgang.pdf

Public Employment Services

Prior to beginning work, new staff members of Public Employment Services undertake internal basic training (Grundausbildung) which is modular and occurs in two locations (at the workplace and in the central training unit in Linz, Upper Austria). A new curriculum has been offered since 2007, comprised of 40 training weeks (max. 23 weeks in the central unit, 288 hours ICT training, minimum of 17 weeks of practical training in the local unit)⁷

This basic internal training is supplemented by additional in-service training each year.

Well-being at work

Student advisors can make use of the available options to further develop their teaching knowledge and skills that are open to all teachers and offered by Universities of Education.

Within the framework of annual additional training programs, they can request further (group) training on topics such as avoidance of “burnout”.

Intervention resources

Teachers and especially career teachers can take advantage of the services of the School Psychology Service.

References

Fritz, S. (2010). Training and further training of careers teachers on Sek I and SEK II, example of the federal province of Styria, Austria. *Professional Care for Counsellors – Who Cares For Those Who Care, Conference contributions, Cross Border Seminar 2010.*

⁷ See http://www.abif.at/deutsch/news/events2007/bildungsmassnahmen/Ernst_Winter_22-06-07.pdf

National survey

Czech Republic

Veronika **Nürnberg**erová

Czech Republic



This report offers a brief overview of the current level of professional care for Czech guidance counsellors and practitioners in the education and labour sectors. In order to outline the current state of affairs, we first identified and studied relevant sources of information. A research study on the education of guidance counsellors⁸ published in 2004 is the only study of this subject to have appeared in recent years. It was necessary to verify and update the findings of this study for the purposes of this report. Based on research gleaned from relevant sources, this report follows a sequence of established questions that target main points and offers answers to those questions informed by research findings. The findings presented in this paper were verified by two distinguished counsellors, one an educational counsellor and the other a vocational guidance counsellor.

Education and employment sectors in the Czech Republic have identified responsibilities for providing guidance services, and the counselling system is developing in two "streams", the function and effectiveness of which are far from optimal. The way these two sectors function together is likewise problematic.

The Education sector focuses on preschool children and school-age children, while the labour sector focuses on the economically active population and young people concluding their required course of studies and deciding whether to continue as students or enter the labour market. However, the career guidance and counselling services in place is not yet very effective at providing specific information tailored to the needs of a particular client or offering solutions to broader issues related to a client's career development and fail to cover the needs of all existing target groups.

Supervision for counsellors

Supervision is not explicitly covered by any legislative or binding document. Consequently, supervision is not obligatory and is not a systematic part of the education and training of guidance counsellors.

In the education sector, pedagogical centres offer supervision courses to a limited extent and supervision is an even more limited subject in educational and psychological counselling centres.

Still, supervision does take place, however rarely, and most often as part of larger projects such as *"Further education of employees of schools and school facilities in Zlín region"* (project no. CZ.1.07/1.3.09/01.0028 co-financed by the European Social Fund). Providing supervision for educational staff, including educational counsellors at the Guidance and Consulting Centre in Valašské Meziříčí, is a central element of this project. Another project (no. CZ.04.1.03/3.2.15.1./0149) administered by the Academic Centre of Guidance and Supervision at the Faculty of Arts, Masaryk University in Brno (www.acps.cz) also provides for supervision, among other functions of the center.

8 L. HLOUŠKOVÁ a kol. Vzdělávání poradců v České republice: výzkumná zpráva. 1. vyd. Praha: Národní vzdělávací fond – Národní informační středisko pro poradenství, 2004. 118 s. ISBN 80-86728-15-3.

As supervision for counsellors is very rarely provided, consequently there is a significant lack of information about it. Therefore, within this brief overview, it is not possible to offer detailed information on the form and frequency of supervision.

The situation in the labour sector is even more unsatisfactory than in the education sector. Qualification standards for guidance counsellors in the labour sector – counsellors in Information and Career Guidance Centres in Labour offices and job brokering and retraining specialists – have not yet been established. Consequently, further training requirements and counselling support to vocational guidance personnel (including supervision) is not guaranteed or routinely provided. Guidance and counselling services in the labour sector suffer from the lack of a legislative and a methodical structure and an efficient system for further training.

Supervision can be provided by a psychotherapist and/or a psychologist certified for supervision by the Czech Institute for Supervision.

There is not currently a sufficient supply of supervision providers even though it seems certain promising resources exist which have not yet been exploited.

There is the Czech Institute for Supervision (<http://www.supervize.eu>) which provides education in supervision and development of supervision activities as a tool for professional and personal development.

The only information available about the use of intervention in support of counselling is a project called *“What is also going on at school”* co-financed by the European Social Fund and implemented by the Centre of Services for Schools in Uherské Hradiště: <http://www.zkola.cz/zkedu/blogy/projektyrealizovanestrediskemsluzebskolam/ocoveskoleta-kejde/15928.aspx>

Further education

In the Education sector there are several pertinent decrees involving further training for educators. Decree no. 317/2005 of the Ministry of Education, Youth and Sports discusses in-service training of educational staff, the formation of an Accreditation Commission and a career scheme for educational staff. Decree no. 412/2006 is a revision of decree no. 317/2005.

Czech government decree no. 1004/2005 of 17.8.2005 created a learning programme for educational counsellors so that they could potentially become service providers for health disabled pupils. Qualification prerequisites of educational counsellors, school prevention specialists, school psychologists and special needs teachers are defined in law no. 263/2004 on educational staffing.

The prerequisites for performing the specialised methodological activity of an educational counsellor are professional teaching qualifications for the relevant type or stage of school and the completion of a programme of study for educational counsellors organized

by universities as part of their life-long learning programme and consisting of at least 250 hours. The tasks of an educational counsellor are specified in more detail in decree no. 72/2005 on providing guidance services at schools and school guidance facilities.

In the labour sector, there is no binding or legislative document regulating further training of vocational counsellors.

Educational counsellors occupy a higher salary category than other teachers, a fact which might serve to motivate more educators to consider further training.

In the labour sector, there is no similar inducement to encourage vocational counsellors to get involved in lifelong learning.

In the education sector, the database of accredited programmes for further training of educational staff (<http://www.uiv.cz/clanek/150/1786>) lists 4 seminars, 3 courses, 1 round of lectures and seminars and 1 study programme specifically for educational counsellors. The study programme (<http://www.phil.muni.cz/wupv/home/News/informace-pro-zajemce-o-kvalifikacni-studium-vychovneho-poradenstvi>) is offered by The Institute of Educational Sciences of the Faculty of Arts at the Masaryk University in Brno.

The National Institute of Technical and Vocational Education (www.nuov.cz) runs an e-learning training programme for educational and career counsellors called *eKariéra*. The course was developed as part of the *VIP Kariéra* project (<http://ekariera.nuov.cz>) co-financed by the European Social Fund.

The accreditation database of the Ministry of Education, Youth and Sports (<http://www.msmt.cz/vzdelavani/databaze>) which offers data on accredited retraining programmes lists one course for vocational guidance counsellors provided by MARLIN, s.r.o. in Uherské Hradiště.

To implement additional training of guidance counsellors, there are three key training providers:

- 1) educational centres which significantly participate in providing further training,
- 2) educational and psychological counselling centres which participate only marginally in providing further training,
- 3) The Institute of educational and psychological counselling (www.ippp.cz) which is a central resource for further training of guidance counsellors, but which lists no information about training opportunities on their website.

The Czech Euroguidance Centre organizes and/or arranges the participation of guidance counsellors from the education and labour sectors in various domestic and international training sessions. For example, the Centre currently offers a Distance course in career counselling (<http://www.euroguidance.cz/cz/akce/distancni-kurz-karieroveho-poradenstvi.html>).

In the labour sector, the Employment Services Administration organizes further training sessions usually in the form of seminars for vocational counsellors. The training sessions

have been offered since 1994 in three Learning centres in Olomouc, Pardubice, and Písek. Introductory and advanced training sessions are offered as in-person, distance, and e-learning courses. Learning centres organize courses such as: communication skills for cooperation with a client from a labour office, helping a client who is in crisis, burn-out syndrome, taking appropriate action in difficult situations, preparing individual action plans, group counselling for job clubs, working with groups, basic socio-psychological training for counsellors, basic and advanced training in computer-based occupational diagnostics of COMDI B for counsellors and job brokering specialists.

The current qualification structure for guidance counsellors at labour offices varies significantly from office to office regarding the counsellor's level of education and education field. At this time there are still no binding qualification standards for guidance counsellors in the labour sector. There are only established qualification criteria for the positions of vocational counsellor and job brokering specialist at employment services, criteria which reflect the current state of affairs rather than setting any higher standards. In 2006, the Ministry of Labour and Social Affairs offered a public contract to a consortium consisting of KPMG ČR, Gradua-CEGOS and OKsystem, s.r.o. in order to design and launch an on-line information and guidance system including a training program for vocational counsellors. This information and guidance system was officially launched in July 2008. However, its training program, named Counsellors Academy (Akademie poradců), has not yet been put into operation.

Since 2000, Academia, a European mobility project for guidance counsellors, has been organised annually. It is a reciprocal, usually week-long exchange for guidance practitioners. The exchange is being organized for educational (education sector) and for vocational counsellors (labour sector).

Well-being at work

There are no special measures currently in place that contribute to counsellors' well-being in the workplace. Guidance counsellors are subject to the Labour code like any other employee. Educational counsellors at schools are primarily teachers; therefore they enjoy the same working conditions (incl. work schedule, workload, work hours, work space, employee benefits) as other educational staff.

Security and protection issues are important to consider, since guidance practitioners work with confidential data on pupils and their students, they have to ensure that they are in compliance with law no. 101/2000 concerning personal data protection.

An educational counsellor is a teacher appointed to his or her position by the head of school. His/her direct teaching responsibilities are reduced according to a government decree which regulates the extent of direct teaching, educational and special educational needs activities and pedagogical-psychological activities of educational staff. Direct teaching is reduced in proportion to the number of pupils offered counselling services. The reduction represents 1 to 5 lessons a week for a teacher who acts as an educational counsellor:

- a) at elementary and secondary schools with
 - up to 150 pupils – 1 hour a week
 - up to 250 pupils – 2 hours a week
 - up to 550 pupils – 3 hours a week
 - up to 800 – 4 hours a week
 - over 800 – 5 hours a week
- b) at special schools with
 - up to 7 classes – 1 hour a week
 - up to 12 classes – 2 hours a week
 - over 12 classes – 3 hours a week

Guidance counsellors at labour offices are employees of the state and they enjoy the same working conditions as other state employees.

In principle, guidance counsellors do not enjoy any special measures that contribute to, improve, or significantly vary from the workplace well-being of other educational staff or regular state administration staff.

Intervention resources

A limited number of educational and psychological counselling centres provide courses focused on various risks of guidance and counselling work such as burn-out syndrome or work stress.

There is an occasional course offered for guidance counsellors focused on the demands of the counselling vocation, the counsellor's personality and the possible psychological risks of the vocation. For example, the Information and Guidance Centre of Charles University in Prague offers a course for university guidance counsellors titled "The Counsellor's personality and development" (<http://ipc1.cuni.cz/poradenstvi/13.htm>).

The Institute of Educational and Psychological Counselling (www.ippp.cz) operates an anonymous counselling Helpline to serve educational staff in particular (incl. educational counsellors). It also assists pupils and their parents in finding solutions to difficult situations arising from the school environment. The Helpline operates at + 420 841 220 220 (under regular tariff conditions) from 8 AM to 4 PM every work day.

In the labour sector, the Employment Services' Learning Centres organize courses on burn-out syndrome. There is no information on the availability of a service providing help to counsellors in case of special need or emergency.



National survey

Germany



Clarissa **Cordroch**

Germany

This report offers an overview of professional care within the Federal Agency of Employment for counsellors in Germany. Note: The vocational guidance monopoly of the Federal Agency of Employment ended in 1998. Nevertheless, the Federal Agency of Employment remained the most important institution for vocational guidance within the German guidance system because it reaches all age groups.

Supervision

Per circular decree (Runderlass 66/200) both supervision and coaching were introduced as counselling tools within the Federal Agency of Employment in 2000. However, the design for staff development has changed since their introduction 10 years ago. By order of the agency this decree was cancelled in 2008. Supervision is now offered only to trainers. Co-workers such as counsellors with client contacts are supported via "practice-oriented counselling," an element of staff development designed to help them manage personal and professional requirements along with the personal strain that can arise from consulting work.

Content of "practice-oriented counselling":

Practice-oriented counselling deals with questions and problems that might arise during the day-to-day work of a counsellor. It takes place within a group. The focus is on working with clients and reflecting on one's own actions and responses. The process includes looking for new ways to improve the management of professional requirements and the personal strain caused by consulting work.

The participants

- look at problems from different viewpoints in order to find new solutions;
- pause and re-orient themselves in order to look at their own actions without pressure to perform;
- look to find their own path instead of solely gathering tips from colleagues;
- develop their own professional, methodical and social abilities;
- develop the means to become more content and less frustrated at work.

Time Frame

Practice-oriented counselling takes place once a month during the work schedule for 2.5 to 3 hours. 8 meetings are planned.

Trainers

Trained co-workers provide praxis-oriented counselling. The training lasts one year. Pre-requisite: experience in guidance counselling and successful completion of a qualification or vocational training in the field of guidance counselling.

Further Training

There are no specific regulations regarding further education for counsellors.

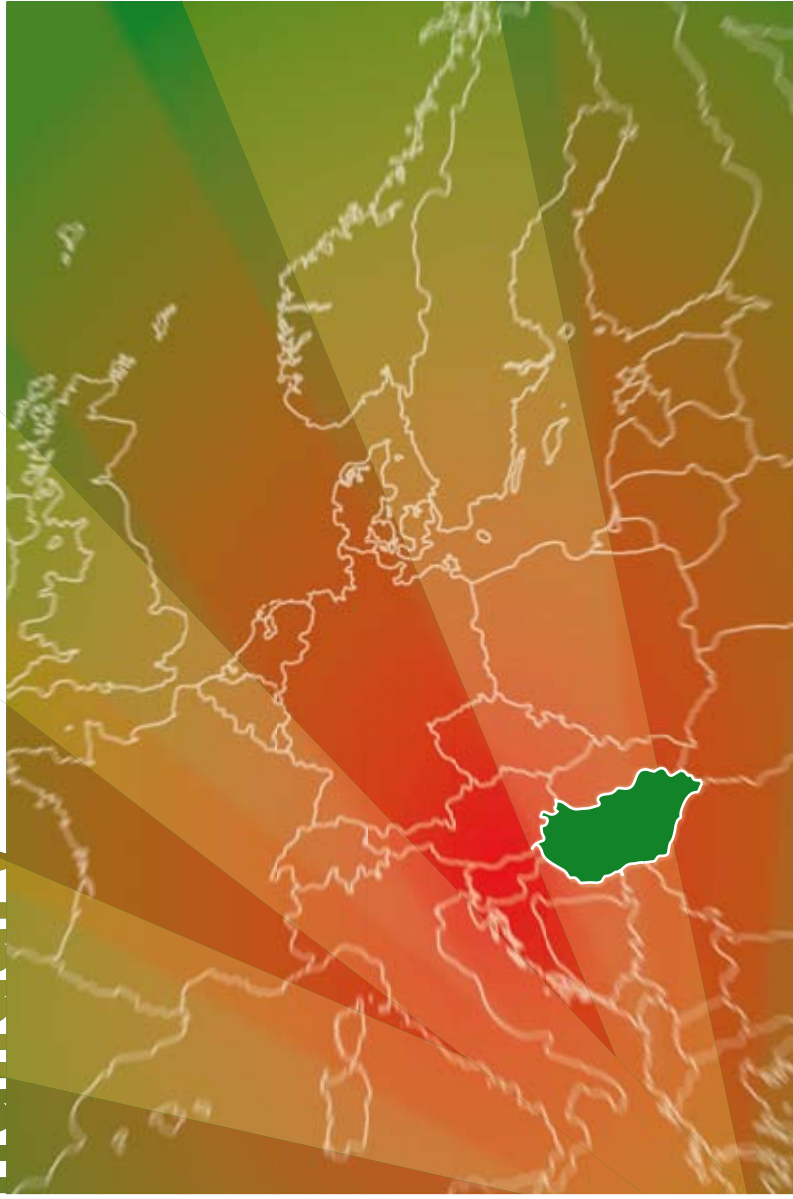
Well-being at Work

The Federal Employment Agency has implemented an internal health management program for all co-workers rather than one especially designed for counsellors. The objectives were developed in response to a framework agreement

- ▣ to further motivation and contentedness at work;
- ▣ to provide working conditions which are beneficial to the co-workers' health;
- ▣ to provide information on the topic of "health," including the subject of cause and effect that is a part of the organisational culture;
- ▣ to develop a health-friendly attitude toward work and the operations of the entire organization;
- ▣ to maintain optimal performance and work capability of all co-workers;
- ▣ to develop the effectiveness of the managerial staff;
- ▣ to position the Federal Employment Agency as an attractive and competitive employer offering desirable programs in the field of health promotion;
- ▣ to build up a network for the exchange of best practice methods and to optimize collaboration.

National survey

Hungary



Hungary

ELGPN – Hungary

This survey offers information on the formal state of professional care for counsellors in Hungary. We have focused especially on legal regulations and recognized rules as they apply to varying aspects of professional care as well as taking account of available data sources and websites germane to our subject.

Supervision for counsellors

One of the elements of the central program for the development of the Hungarian LLG system (TÁMOP 2.2.2) in the Social Renewal Operational Program in Hungary provides supervision for 50 LLG counsellors during the program period. As part of this program, members of the counsellors' network in each region are supervised as part of 5 – 9 person groups. Along with group supervision, these counsellors receive monthly case management reviews.

Supervisors are all psychologists and professionally trained counsellors; most have supervisor qualifications as well.

Further education

Initial training

Requirements for qualifying practitioners who provide career guidance/counselling services are regulated only in the cases of career planning teachers employed in the public education sector and counsellors providing services supported by the labour organisation.

Pursuant to Act LXXIX of 1993 on Public Education, teachers providing career planning counselling in VET schools must have either a relevant teacher qualification or a relevant higher education degree and qualification. With respect to the initial training of guidance professionals, independent BA level degrees have been available since 1992 and psychologists may also apply for a 2.5-year-long training in the field of career guidance. School counselling for teachers as a special 2-year degree course has been available since 1999. Approximately 1500 people have been trained in this field but there is no reliable data on the percentage of those who do not pursue work in this field after training or who leave this it. The Bologna process has fundamentally changed the training system for counsellors. For the past three years a BA qualification in the field of ****86 andragogy*** with a specialisation in career guidance has been available at 19 colleges, and 4 universities offer MA qualifications in the field of HR – career guidance. Under the new system, teachers will be required to study career counselling as well during their pre-service training. Currently the typical career counsellor is a vocational trainer.

The development and provision of further training opportunities for teachers of career counselling in vocational schools was an integral part of the career orientation project of the Vocational School Development Programme (Szakiskolai Fejlesztési Program, see section 2.1.1).

Practitioners providing services supported by the labour organisation are required to have the qualifications (mostly higher education degrees and qualifications) defined in 30/2000 (IX.15) Decree of the Ministry of Economy by the nature of services and in some cases work experience as well. These qualifications require providing information and career counselling. The list of qualifications contains professionals ranging from teachers to career and school counsellors. This regulation was too broad to adequately define the qualification requirements for particular services given the low number of newly trained professionals in Hungary.

The regulations concerning accredited adult training programmes and organisations prescribe the provision of other services related to adult education, with guidance services being one such service. However, the provision does not define the qualification requirements of those providing such services within the accredited organisations, nor is there supervision of the services provided.

In-service training

In-service training is not compulsory for guidance counsellors. In-service training opportunities for counsellors are available through various courses and further training sessions, conferences and international study trips (e.g., within the framework of the Leonardo da Vinci programme).

Specialised further training programmes currently offered to counsellors by universities include:

- a) Career planning teacher (postgraduate specialisation programme)
- b) Learning and career counselling (postgraduate specialisation programme)
- c) Psychology of counselling (postgraduate specialisation programme)
- d) Student counselling (postgraduate specialisation programme)
- e) Social inclusion counselling (postgraduate specialisation programme)
- f) Career planning consultant training (course-based training)

Well-being at work

According to measure 2.2.2 of TÁMOP the LLG, the working schedule of counsellors is organized in order to create a balance between work, counselling periods, and family life. As part of this program, Counsellors are distributed across the country and furnished with well-equipped offices.

Intervention resources

Programme TÁMOP 2.2.2 supports development in the areas of IT and methodology. In the area of IT development, the programme plans to implement the development of a new national guidance website targeting youth, adults, and professionals/experts and offering integrated, up-to-date, and user-friendly information related to education and the labour market. The webpage will also offer a link for career guidance professionals including all information and tools regarding the project which has four main functions:

- Social networking: to establish and keep connected the community of guidance professionals (e.g. experts from given areas) and to give them the opportunity to share aspects of their practices
- Information repository: news, activities, LLG subjects and journals, document storage, storage of lifelong guidance-related links, professional forum, collection point for off-line questionnaires
- Special functions: online storage of counselling case diaries, anonymous statistical treatment of case facts, tools that make it possible to analyse off-line questionnaires
- Administrative functions

This site will also assist greatly in establishing a closely linked network for professionals in the field. Team building training for counsellors will help professionals deal with stress. These programmes encourage members in the field to get to know one another better, to share experiences, and to increase the efficiency of the team.

Proactive human relations efforts can help to prevent counsellor burn-out as part of the professional coordinators' mandate to support counsellors.

National survey

Poland



Labour Market Department, Ministry of Labour and Social Policy

Poland

The fundamental legal act which mandates the organisation and support of career guidance by the Polish government is the Constitution of the Republic of Poland of 2 April 1997 (Dz. U. of 1997, No. 78, item 483).

Career guidance in Poland is undertaken by institutions belonging to the ministries of education, labour, national defence as well as institutions in the private sector. The Ministry of National Education (MNE) is responsible for ensuring that children and young learners receive career guidance. Beginning in the lower grades of secondary school, psychological and pedagogical counselling centres and schools offer career guidance. The Ministry of Labour and Social Policy (MLSP) is responsible for ensuring career guidance for adults and youth at risk of social exclusion. Career guidance within the labour sector is carried out by the poviats labour offices, information and career planning centres operating within the voivodeship labour offices, the Voluntary Labour Corps as well as employment agencies working in the field of career guidance.

In the Polish private sector there are career guidance agencies as well as non-governmental organisations and associations which include career guidance among their activities. Many educational institutions, such as Continuing Education Centres and Vocational Education Centres employ career guidance counsellors who help learners choose appropriate training courses. Vocational counsellors also operate within Academic Career Centres found in both public as well as private higher education institutions.

- ▣ Individual ministries issue legal acts that regulate career guidance services offered by subordinate institutions.
- ▣ Legal acts regulating issues concerning career guidance within the scope of the government department of education:
 - ▣ Act of 7 September 1991 on School Education (uniform text Dz. U. of 2004, No. 256, item 2572, as amended).
 - ▣ Act of 26 January 1982 on Teacher's Charter (Dz. U. of 1997, No. 56, item 357, as amended).
 - ▣ Ordinance of the Minister of National Education and Sport of 7 January 2003 on the rules for providing and organizing psychological and educational support in state kindergartens, schools and educational institutions (Dz. U. of 2003, No. 11, item 114).
 - ▣ Ordinance of the Minister of National Education and Sport of 11 December 2002 on the detailed rules concerning the operation of public psychological and educational centres, including specialist centres (Dz. U. of 2003, No. 5, item 46).
 - ▣ Ordinance of the Minister of National Education of 12 March 2009 on detailed qualifications of teachers and specification of schools and identification of cases when teachers without higher education degree or a degree from teacher training centre may be employed (Dz. U. of 2009, No 50, item 400).

Legal acts regulating issues concerning career guidance within the scope of the government department of labour and other institutions of the labour market:

- ▣ Act of 20 April 2004 on promotion of employment and labour market institutions (uniform text Dz. U. of 2008, No. 69, item 415, as amended).
- ▣ Ordinance of the Minister of Labour and Social Policy of 2 March 2007 on standards of services in the labour market (Dz. U. of 2007, No. 47, item 314).

- Ordinance of the Minister of Labour and Social Policy of 2 March 2007 on detailed rules for providing labour market services by public employment services (Dz. U. of 2007, No. 47, item 315).
- Ordinance of the Minister of Economy and Labour of 20 October 2004 on the mode of granting professional licences to placement officers and vocational counsellors (Dz. U. of 2004, No. 238, item 2393).
- Ordinance of the Minister of Economy and Labour of 30 December 2004 on detailed tasks and the organization of the Voluntary Labour Corps (Dz. U. of 2005, No. 6, item 41).
- Ordinance of the Minister of Labour and Social Policy of 14 October 2008 on the adaptation period and the aptitude test throughout the procedure of recognition of professional qualifications for pursuing placement officer and vocational counsellor positions (Dz. U. of 2008, No. 185, item 1148).
- Ordinance of the Minister of Economy and Labour of 13 October 2006 on additional remuneration for workers of the public employment services (Dz. U. of 2006, No 186, item 1373).

Supervision for counsellors

In Poland, there are no legal provisions concerning supervision and intervention for vocational counsellors within the education and labour sectors.

Area of education

Participation in supervision of vocational counsellors employed in psychological and pedagogical counselling centres and in schools is voluntary. Nevertheless, the issue of supervision is taken into consideration in the efforts of the state administration regarding education. In 2008, an initiative entitled “Establishment and development of supervision and coaching in psychological and pedagogical counselling” was carried out under the programme “Safe and Friendly Schools”. The aim of the task was to promote supervision and coaching among workers of psychological and pedagogical counselling centres, teachers as well as school counsellors and psychologists. Activities aimed at standardising supervision and coaching and preparing training materials were also included.

The plan includes provisions for supervision throughout a teacher’s career as well as an introduction to the obligations for participating in the supervision of psychologists and persons conducting group and individual therapy. The plan also contains guidelines for a project to introduce a certification process for supervisors.

We believe these plans should also take into account the individual initiatives of vocational counsellors who create support groups, similar in character to those used in intervention, and help to develop informal networks. There is no detailed data concerning the use of intervention as a method within the profession of counselling services. Counsellors sometimes create support groups or informal networks on their own initiative. One form of intervention which has potential to be useful involves discussions on internet forums, e.g. on the website of the National Centre for Supporting Vocational and Continuing Education or on independent websites.

Area of labour

As we have already noted, there are no legal provisions in the labour sector concerning the supervision of vocational counsellors in labour offices. In labour offices superiors supervise the work of vocational counsellors. Substantive support is guaranteed by law only to those who are employed in labour offices as vocational counsellors where interns perform their duties under the supervision of a licensed vocational counsellor or superior. Furthermore, vocational counsellors have at their disposal an internet forum operating within the "Counsellor 2000" (Doradca 2000) programme, where they can share experiences.

In the labour sector, the profession of vocational counsellor of the public employment service is a "regulated" occupation, which means that it is regulated by law.

The provisions of the Act of 20 April 2004 on the promotion of employment and labour market institutions (Dz. U. of 2008 No. 69 item 415, as amended) regulate the granting of licences to practice the profession of a vocational counsellor in the public employment service (poviat labour offices as well as information and career planning centres). The Act determines the basis for the function of this professional group, conditions for performing the role of a professional counsellor, requirements concerning the level of education, qualifications, and necessary length of service to serve in such a capacity. According to the Act, counsellors employed at the labour offices are obliged to hold a professional licence. Licences are granted by the Voivodes who operate licence registries at the level of the voivodship (regional government).

The introduction of licences was precipitated by the need to motivate the professional development and upgrading the skills of vocational counsellors working at labour offices. Moreover, a vocational counsellor may receive additional remuneration depending on the level of his/her licence.

What should be underscored here are the particular conditions for performing the duties of a vocational counsellor at labour offices under the legal provisions concerning standards of and conditions for performing labour market services that are currently in force. According to these standards, counsellors are obliged to cooperate with other experts employed at the poviat labour office, e.g. employment agents, professional development specialists as well as the leaders of Job Clubs. From the organizational point of view, the situation is different in the case of vocational counsellors employed at information and career planning centres at voivodship labour offices. Such centres usually employ several counsellors, the majority of whom has professional expertise and significant experience. Therefore, such teams may discuss so-called "difficult cases" in a different manner.

According to available data acquired from, for example, evaluation questionnaires filled out by vocational counsellors after completing training courses organized by Euroguidance Poland, counsellors working in the labour administration are in need of professional training in the domain of supervision, for example, an area which was of particularly interest to beginner counsellors.

The Polish training market offers training courses on supervision organized by commercial institutions as well as by non-governmental organisations. However, there is no data that would allow us to calculate the number of certified supervisors with the requisite preparation to supervise vocational counsellors. In Poland, the greatest number of certified supervisors is trained for the field of psychotherapy. Although several universities in Poland offer courses in vocational counsellor training, only the University of Szczecin offers workshops on supervision for counsellors as part of career guidance post-graduate studies.

Further education

Area of education

Working teachers – vocational counsellors can upgrade their skills by enrolling for second-cycle Master's degree studies (most often in the extramural system).

Teachers who undertake a course of further study to upgrade their skills are usually active teachers; therefore they must undertake studies or training courses without interrupting work and benefit from being granted leaves for training to which they are entitled.

The motivation for teachers-counsellors to upgrade their professional skills include the possibility of attaining higher levels of career advancement in accordance with the Ordinance of the Minister of National Education and Sport of 1 December 2004 on career progression levels for teachers.

Training for counsellors in the education sector includes diverse subjects and types of professional training. Counsellors are eligible to take training courses organised by the central teacher training institution - the National Centre for Supporting Vocational and Continuing Education, those offered at regional centres free of charge, as well as training courses conducted by training companies that charge tuition (e.g. obtaining a licence for performing diagnosis according to a selected method or postgraduate studies). Training courses that are entirely or partly free of charge (e.g. postgraduate studies or coaching courses) are also organized within programmes co-financed by the EU.

A variety of training courses are available on suitable dates both on working days as well as during the weekends all around Poland. Furthermore, on-line courses are also available. Counsellors have choices regarding the time and date of training courses.

For the past few years, several projects co-financed by the European Social Fund have been implemented in Poland. They include special-focus workshops which allow counsellors to augment their qualifications as well as postgraduate studies that prepare teachers for the profession of vocational counsellor.

Area of labour

Voivodeship and poviát self-government are responsible for carrying out tasks related to the organization and financing of training programmes for the staff of labour offices, in-

cluding vocational counsellors. As previously noted, the aim of introducing licences for vocational counsellors working at labour offices was to activate this segment of public employment service workers and motivate them to develop their skills and qualifications. The provisions on additional remuneration which link the level of remuneration with the development of professional skills constitute another incentive for vocational counsellors in public employment services to continue their education.

Regarding education and the development of professional skills, vocational counsellors at labour offices have the following options:

1. Bachelor's degree, Master's degree or postgraduate studies offered by higher education institutions. At present, several universities in Poland offer studies in the field of career guidance. Within university curricula, career guidance is usually linked with psychology, pedagogy or sociology as well as marketing and management. Many higher education institutions offer postgraduate studies for vocational counsellors free of charge by making use co-financing available from the European Social Fund for the European Union's resources.
2. Training courses organised by the Department of Labour Market of the MLSP, financed by resources from the Labour Fund and the Euroguidance Poland project.
3. Training courses offered by voivodship labour offices which organize training courses for vocational counsellors with the help of resources from the Labour Fund. Training courses are prepared on the basis of needs assessments carried out among counsellors employed at labour offices.

All vocational counsellors can benefit from numerous training courses available from public as well as private institutions.

Moreover, all vocational counsellors in Poland can develop their professional knowledge thanks to a series of publications, "Methodology and information books for vocational counsellors", present consisting of 45 books, which is available in hard copy as well as in electronic form on the website of public employment services under the link for the Euroguidance Poland project: www.praca.gov.pl/eurodoradztwo/publikacje.html.

The above-mentioned publications concern both the methodological issues, e.g. the vocational interview, communication problems, dealing with difficult situations by means of negotiation, working with long-term and discouraged unemployed persons, as well as issues concerning the quality of career guidance, vocational counselling services for disabled persons, assisting employers in the selection of candidates for a given job, etc. According to surveys carried out by the Department of the Labour Market, vocational counsellors constitute a group of labour offices' employees who often participate in available training courses.

Well-being at work

Area of education

Legal provisions in force grant the basis for employing vocational counsellors at schools and in care and education centres as well as defining rules for the operation of institutions engaged in providing services in the field of career guidance in of the education sector. They do not, however, oblige institutions managing schools to hire vocational counsellors. This is why the responsibility of preparing students to choose their career and education paths is often carried out by tutors, psychologists or teachers.

Activities carried out under the “Safe and Friendly Schools” project, aimed at incorporating supervision and coaching into the work of teachers – vocational counsellors, will enable them to achieve a better balance between their personal and professional lives.

In the area of education, the Teachers’ Charter offers teachers – vocational counsellors the opportunity to obtain incentive pay as well as periodic rewards for significant achievements at work. According to the Teachers’ Charter, a teacher – vocational counsellor is granted the protection offered to public officials consistent with the requirements of the Penal Code in the course of performing professional duties. This document stipulates that the school’s headmaster is obliged to defend ex officio the teacher – vocational counsellor.

Area of labour

Vocational counsellors at labour offices have the status of self-government employees. Detailed provisions concerning such workers are included in the Act of 22 March 1990 on self-government employees (Dz. U. of 2006, No. 170, item 1218). The Ordinance of the Minister of Labour and Social Policy on the standards of services in the labour market, which entered into force in 2007, regulates many issues concerning the optimization of the organisation of vocational counsellors’ work by describing in detail the procedures concerning individual and group counselling.

Furthermore, provisions included in the Ordinance on the detailed rules for providing labour market services by public employment services, which was also adopted in 2007, guarantee vocational counsellors appropriate equipment for providing career guidance and vocational information at the workplace, access to tools and methods necessary to offer career guidance as well as appropriate conditions for assuring confidentiality while providing service. The above-mentioned provisions concerning the acquisition of professional licences contribute to the vocational development of counsellors and to their eligibility for additional remuneration. Thus, existing provisions secure counsellors’ professional development along with guaranteeing additional remuneration and providing for the necessary material requirements to provide effective guidance to their clients.

Intervention resources

In Poland there is no institutional support in place to support vocational counsellors in the education and labour sectors who experience professional burnout syndrome. Vocational counsellors who encounter this problem may turn to the Medical Service and its mental

health centres. However, the access to such centres is often limited and they sometimes lack necessary specialists.

Education sector

It is worth noting that informal, self-development groups as well as psychological support groups which allow counsellors to counteract professional burnout and contribute to their professional growth operate in some psychological and pedagogical centres employing vocational counsellors.

In the area of education, vocational counsellors can benefit from psychological counselling free of charge and training courses organised for school employees. They may also participate in support group meetings organised by NGOs and trade unions. Paid private psychological services are also available. Training courses devoted to burnout syndrome, working with difficult clients or dealing with stress are organised as part of internal courses at schools or Teacher Training Centres. Paid training courses in this area are also available.

Labour sector

Labour offices offer internal training courses which focus, among other topics, on counteracting burnout syndrome, working with difficult clients, dealing with stress, and solving team. On the basis of needs assessment, the director of a labour office may order a certain type of training course to be organised for his/her workers – vocational counsellors. Vocational counsellors employed at labour offices may also participate in paid training courses.



National survey

Slovak Republic



Labour, social affairs and family sector: Štefan **Grajcár**, Ivan **Valkovič**
Education sector: Alžbeta **Dianovská**, Viera **Hybenová**

Slovak Republic

Supervision for counsellors

In the labour sector, within the framework of the employment service, the organisational structure in force is established by Act No. 453/2003 Coll. on public service bodies in the field of social affairs, family and employment services. Activities such as “supervision” or “intervention” are neither included in this Act nor in mandatory employment service regulations. However, certain activities related to the process of helping new civil service employees adapt to their new positions may be considered supervisory in simple terms. According to an internal regulation that came into effect on 1 February 2009, the rule pertains only to those working for the Central Office of Labour, Social Affairs and Family (it’s necessary to mention that Central Office employees do not work directly with clients; that is the domain of the Labour office). The adaptation process involves follow-up activities to help new employees master the elements of their jobs more quickly and allow them to identify the scope of their work along with facilitating their connection to their coworkers and the organisation generally. Participants in the adaptation process are: a new employee (an individual starting his/her employment in the Civil service), adaptation supervisors (persons responsible for managing the adaptation process, usually the immediate superior of a new employee), adaptation guarantor (a person responsible for some aspect of the professional adaptation process who cooperates with the adaptation supervisor in drafting an individual adaptation plan).

In counselling centres organised by the social affairs and family section (counselling and psychological services offices [RPPS] established at labour offices) supervision is an obligatory part of training, i.e. during the first two years of work. Supervision is carried out either individually or in groups. Individual sessions are available as often as necessary and groups training is offered once a month. Supervision can be provided by graduates of accredited training courses for supervisors. Such training was offered by the counselling and psychological services offices of labour offices (RPPS UPSVaR) from 2006 to 2008 and required a course consisting of 100 hours.

In the education sector supervision is regulated by Act No. 317/2009 Coll. on pedagogical staff and specialists that was put into force last year. Guidance counselling in schools is carried out by pedagogical staff (teachers in the role of educational counsellors), as well as specialists (mainly psychologists in Centres for Education and psychological counselling and prevention (CPPPaP)). There are a number of various binding regulations relating to these services. In accordance with the law a supervisor and supervision are introduced for specialists. Specialists who have concluded their adaptation training, i.e. those who have acquired the professional competencies necessary for carrying out the duties of an independent specialist, can become supervisors. The supervisor “coordinates and professionally supervises individual professional activities according to § 4 and participates in on-going training and the acquisition of other professional competencies of school specialists.” (Act No. 317/2009 Coll. on pedagogical staff and specialists). Before this Act came into effect, supervision was carried out by counsellors – beginners worked for a certain period of time under the supervision of an appointed specialist with greater experience. Supervision took the form of practical training in certain situations and for certain activities, consultations, case analysis, Balint groups for a given problem or client, etc. Supervision was available on

a regular basis in some centres while in others it was available only in cases where it was deemed necessary and in some places there were no supervision at all. For certain kinds of approaches to clients intervention was carried out.

There are additional aspects of educational counselling that come under their purview. An educational counsellor in Slovakia is a teacher who may but is not necessarily required to complete specialised training and further education in the field. He/she is nominated to the position by a head of school. Supervision as such is not a part of an education counsellor's training. Comprehensive supervision should be provided by district Centres for Education and psychological counselling and prevention (CPPPaP) via a practitioner of educational counselling. In some CPPPaPs a practitioner works full-time, in others only part-time and in some counselling programs there is no practitioner in place to provide comprehensive supervision of educational counsellors. However, in situations where practitioners work part-time there is not sufficient supervision to assure the integrity of the counselling system. Intervention – the process of mutually sharing opinions on practical problems – is a common method education counsellors employ in meetings. Present education legislation does not categorize CPPPaP practitioners as specialists or pedagogical staff. In practice, this means that educational counselling practitioners – teachers are considered to be unqualified employees in counselling establishments and it is the head of institutions/schools who decide whether their role in a given counselling centre is appropriate or not. There are other problems in the field of educational counselling in Slovakia which arise from the lack of clearer guidelines, namely the high turn-over rate of educational counsellors and the lack of experienced and expert professionals resulting from it.

Further education

The education of counsellors and other specialists working in the employment service was regulated solely by an internal regulation that came into effect on February 2007 and related to the development of qualifications for civil service employees. This internal regulation defines these qualifications in greater detail according to § 77 of Act No. 312/2001 Coll. on civil service. On 1 November 2009 a new Act on civil service (Act No. 400/2009 Coll.) came into force. It details in specific terms aspects of the education of civil servants. Education is defined as promoting a greater depth of understanding as well as increasing a civil servant's qualifications. The Act establishes the right of an employee to spend a minimum of 5 working days dedicated to increasing his or her qualification per year and stipulates that the civil servant's office cover the costs of this further education. The internal regulations concerning the education of Central Office civil servants have not yet been fully established or implemented.

There is an internal regulation concerning the training of new specialists for Counselling and psychological service offices (RPPS) and regulates the acquisition of further education particularly during the first two years of employment in the network of counselling centres. The course of study defined there is a two-year education programme organised for new specialists. All employees are provided with one-day methodological and consultation seminars, organised regularly once a month, and several day-long seminars on a variety of special topics (working with clients who are divorcing, couple therapy, children

with behavioural problems, etc.). An employee's desire for further education is also to be supported by an employer, especially by offering a wide range of special events and training sessions. Employers are also to allow employees to participate in a majority of events or training sessions during their normal work time. In some cases an employer will also cover the travel costs associated with attending such educational activities. However, an employer is not required to contribute financially to systematic long-term education, in the form, for example, of tuition for longer psychotherapeutic training. Employees must cover such costs themselves. A wide range of educational opportunities and training programs is available for counsellors. Committing to the vocation of counselling requires a desire for life-long learning and a good counsellor is motivated by his/her own need for professional growth. Recently labour offices have organised a number of training activities and seminars funded by ESF. In some cases counsellors are forced to participate in such training sessions, even if they are not relevant to their actual professional needs or duplicate training that they've already completed (a given training opportunity, for example, might be most suitable for someone who has never studied that particular subject, e.g. basic communication skills, even though a person who has already had extensive experience in that area may be nevertheless required to attend).

In the education sector the above mentioned Act No. 317/2009 on pedagogical staff and specialists has been in force since 2009 and regulates the continuing education of counsellors as well. There are several kinds of continuing education. By law, specialists and pedagogical staff have the right to take 5 working days to participate in continuing education courses and programmes. The Act also defines terms for the development and implementation of continuing education programmes. Counsellors are awarded credits for attending accredited programmes and consequently their salaries can increase by a certain percentage. Education programmes have just started to receive accreditation and at present there is no information available on programmes devoted to counsellors in the field of career guidance.

Before 2009 counselling psychologists in education (CPPPaP) educated themselves based on their own motivation, work requirements, specialisation and financial resources. Such education was not centralised and not statistically evaluated in terms of finance. In most cases further study was the result of the personal motivation of individual counsellors. Many training activities counsellors participated in were offered during the weekend. Further motivation for some counsellors was provided by employers who covered costs (partially or fully) for those who attended additional training sessions. Considering the size of the state budget, the educational opportunities in the past appeared to be rather limited in number and less diverse. There were a number of educational opportunities for counsellors; however they did not always correspond to the particular needs that arose in their field and practice. Therefore counsellors searched for educational opportunities in other sectors, such as the field of health and social care and in non-profit institutions, for example.

Teachers – educational counsellors may receive credits for continuing education even if they are graduates of other accredited programmes, e.g. the subject in which they gained a qualification. The head of school has discretion in allowing educational counsellors to

participate in further education, as there is no current legal requirement to allow educational counsellors at schools to undertake further study. In the future, there's a good possibility that educational counsellors will undertake specialised study in their field by taking 200 hours of training at the beginning of their careers. Currently up to 23% of educational counsellors have not had any specialised training and have not begun to study it even to a minimal degree. 10% of educational counsellors have completed less than 10 hours of training during their 6–15 years of practice. These statistics suggest how essential it is to develop a cohesive and comprehensive programme for educational counsellors and make completion of such a program obligatory.

Well-being at work

Concerning working conditions, much as it is in the case of supervision and further education, there are no specific measures in place which contribute to counsellors' well-being in the workplace. Any measures concerning workplace well-being that can be identified are not responsive to the particular needs of counsellors but apply to all employees. The nature and range of these initiatives depend directly on financial resources. There is neither a specific programme for the improvement of workplace conditions for counsellors nor are there any general initiatives that focus on counsellors or specialists in employment services.

In the field of social affairs and family (RPPS) it is up to individual counsellors to effectively balance their responsibilities with their working time. Employers do not generally resort to establishing a timetable for counsellors. As a rule, counsellors make their own appointments with their clients and can at least partially determine independently how many appointments to make each day and with what type of client to make them. In this way they can regulate their workload. However, administrative workloads are very demanding, too. There are also significant differences between various workplaces. In many cases the physical resources of a given workplace are quite problematic – there is usually just one room for private counselling and a waiting room shared with other departments. In most cases the workplace is arranged in a manner that allows the privacy necessary for meeting with clients. Even so, many counselling centres have become outdated and serve the needs of counsellors and clients provisionally at best. In the majority of cases, workplace conditions do not meet the standards necessary for counselling work with clients. Measures to protect counsellors against the potential aggressiveness of their clients such as the presence of a security officer or a signal system are not generally in place, making a counsellor vulnerable and creating an unsatisfactory work environment. In some cases the only protective measure is a room with 2 exits. We cannot provide statistics concerning the number of cases of aggressive behaviour exhibited by clients but the potential for such behaviour is a cause for concern. A few days ago in Prievidza, a client smashed equipment in several offices with a baseball bat and a number of women counsellors hid in fear in a locked room.

In the education sector, the situation is much the same as most working conditions are governed by the Labour Code which establishes no specific measures for counsellors. The equipment required for CPPPaPs is specified by a regulation of the Ministry of Education

of the Slovak Republic, No. 325/2008 Coll. According to this regulation counselling centres have to be equipped with copying and ICT equipment, an internet connection, and other unspecified equipment deemed necessary. Rooms should be barrier-free and equipped for specialised individual and group activities with children.

Work conditions for educational counsellors are established by school administrators. Only 62% of educational counsellors have their own counselling office, up to 30% of educational counsellors are without a PC, only 49% have access to additional allowances and specialised contributions are not established by law. The shortage of personnel in the field is largely responsible for a high turn-over rate. The workload of an educational counsellor is 1 to 4 hours a week, depending on the number of pupils at a given school. 43% of educational counsellors work overtime every week, without any financial compensation or the possibility of taking a day off in exchange for working overtime. Problems that concern educational counsellors, the scope of their professional activities, and their work conditions at schools have not been addressed for a long time; neither of the above mentioned Acts contains regulations that pertain specifically to their work.

Concerning additional benefits, the Act does establish grounds for a legal claim to recover costs relating to treatment and rehabilitation stays, depending on the length of a counsellor's practice. The Act also assigns specialists and pedagogical staff the status of protected persons in order to provide them with higher security status which is mainly established by means of the high degree of penalty in case of attack by potential offenders.

Intervention resources

The Act does not consider the issue of intervention. Counsellors interested in solving problems related to their professional performance and stress caused by their jobs, including burn out, usually solve them on their own dependant upon the availability of services that might assist them (the Act refers mainly to the actual availability of service—whether such services are available at all as well as their financial availability, aspects that very often limit opportunities available to and taken advantage of by counsellors).

In the social affairs and family sector there is the possibility of supervision in cases of necessity, as well as various types of seminars and training sessions within the framework of internal further education on topics including burn out and stress disorder. Such seminars and training sessions were also provided as part of the national education projects funded by ESF and included such topics as mental well being in the workplace and burn out prevention. However, such programmes have not been carried out systematically since 2005. At present, on the contrary, counsellors are expected to provide such services to other office employees.

The situation in the education sector is very similar. Up to the present time there are no programmes, practices or measures focused on the specific needs and concerns of counsellors. However, the Act establishes that “the headmaster must provide possibilities for preventive psychological counselling at least once a year for pedagogical staff and specialists and allow them to take part in training focused on aggressiveness prevention, self-un-

derstanding and conflict resolution.” Educational counsellors at schools draw attention to problems concerning basic work conditions and requirements for doing their jobs effectively that have not yet been met. They frequently do not have enough time to do all that is required of them at work and there are no clear rewards for their expertise. Addressing the problem of time-related stress and counsellors’ sense of helplessness in the face of a system that is not presently responsive to their needs would be an important starting point for improving their current situation and alleviating frustration. Addressing these issues may also serve to mitigate the high turnover rate in the profession as well as well. Rather than relying on individual measures in legislation focused on broader issues, a systemic approach to providing a solution to the particular problems in the field of educational counselling is required and long overdue.



National survey

Slovenia



Editor: Sabina **Škarja**

Employment sector: Barbara **Gogala**, Peter **Gabor**, Irena **Dejak**, Darja **Jamnik**, Željka Toličič **Drobež**, Staša Bučar **Markič**
Education sector: Tatjana **Ažman**, Gordana **Rostohar**, Tanja Vilič **Klenovšek**,
Andreja **Dobrovoljc**, Brigita **Rupar**

Slovenia

Supervision in Slovenia – a brief history

Supervision in Slovenia is a type of professional counselling which, by means of mastering self-analysis in the context of practicing one's own profession, ensures a higher quality of professional work and stimulates the professional and personal development of counsellors in different settings where close contact with people is an important characteristic of the work. Supervision is a specific supportive method of learning which represents a starting point for professional self-reflection.

Supervision in Slovenia was first introduced in the 1960s and 1970s in the psychotherapeutic field (psychoanalytical therapy) and residential care. In psychotherapy, supervision is an important aspect of training as well as an ongoing process throughout one's career. Residential care supervisors soon started to incorporate theories of organisational culture in their work. In the 1980s and early 1990s a group of professionals from different helping professions attended a course in postgraduate education on Supervision in the Netherlands. In 1998 the first postgraduate supervision program was launched in the Faculty of Education. During the same year the **Association for Supervision** was founded and accepted as a full member of the ANSE (Association of National Supervision Organisations in Europe). The goals of the Association for Supervision are the exchange of information and experiences, organization of expert meetings and further training (consultations, seminars, and conferences), enforcement of professional standards, enforcement of international standards in education programs, as well as developing intervision and supervision groups. The following criteria was established for supervisors to carry out the supervision process (in correspondence with the minimal formal standards for education of supervisors at ANSE): complete a verified program in supervision at the Faculty of Education, supervision course or other relevant training (completed 2nd degree study program in humanities or social science, practical experience as supervisor and supervisee).

Supervisors therefore come from different therapeutic schools (psychoanalytical, transactional analysis, gestalt, family therapy, control theory, etc.), from the verified program and training courses organised by the Social Chamber of Slovenia, and the postgraduate program at the Faculty of Education. Supervisors from therapeutic schools follow the principles of the particular therapy they practice. The Faculty of Education teaches the “educational and developmental” model of supervision, based on experiential learning (John Kolb), communication theories, the humanistic approach (Rogers) and group dynamics.

Supervision usually takes place in small groups of 6 to 8 participants. Individual supervision is also possible, but due to higher costs, is offered less frequently. Intervision groups sometimes continue after the supervision process has formally ended: participants in the supervision group may continue working together without the supervisor. The role of the group leader is shifting from person to person. One of the goals is to help professionals to reflect upon their work. Individual goals are set at the beginning of the process. It is useful to have approximately 15 two to three hour-long sessions during this process with 2 to 3 weeks between sessions. In practice the principals are adapted to financial and organisational possibilities. Between sessions participants write reflections about themselves and the supervision process.

Counsellors in the education and labour sectors use supervision occasionally, depending mostly on the preferences of the management. On the other hand, the use of supervision in the social arena is legislated, so it is very common to have supervision in Centres of Social work, NGO-s, residential care facilities, etc. Supervision has also become widespread in for-profit organisations, mostly in the form of coaching. Since 2004 supervision in the social arena has been regulated by the Social Chamber of Slovenia, which also provides training courses for future supervisors and has carried out supervision as a public mandate since 1995. The Social Chamber of Slovenia is responsible for the planning, implementation and monitoring of supervision of professional work in the field of social security (<http://www.socbor-sl.si>). An important document in this field is the Regulation on planning, monitoring and implementation of professional work in the field of social security (Official Journal of the Republic of Slovenia 113/04).

Supervision for counsellors

Supervision for guidance counsellors at the Employment Service of Slovenia is not obligatory, mainly because of a lack of time. There has been an attempt to implement supervision in the Employment Service of Slovenia in the past when a group of counsellors undertook postgraduate study of supervision in order to start small supervision groups (up to 8 counsellors) in different regional employment offices. There are 3 qualified supervisors (for approximately 350 counsellors) and supervision was performed in past with monthly 3 hour sessions. Recently with the establishment of the Education Centre in the context of the Employment Service of Slovenia supervision will likely be introduced again, since there is a special need among counsellors for it.

Intervision is also employed as a method when guidance counsellors meet professionally to discuss special cases. Guidance counsellors at the Employment Service of Slovenia work in teams when managing the cases of difficult clients (the unemployed): teams of experts consist of an employment counsellor, a guidance counsellor, a rehabilitation counsellor and a correspondent. Professionals from different fields also bring their perspectives when working together on managing particular cases. Guidance counsellors are also invited to join teams of experts including school counsellors, school teachers and doctors, when managing the cases of various students in primary schools as part of the Employment service of Slovenia's yearly ability tests for students in the 8th year of primary school.

Supervision for student counsellors in schools is not obligatory. Student counsellors in schools hold university diplomas in pedagogy, psychology, social work, defectology or social pedagogy. On their own initiative student counsellors can join a supervision group or take part in the educational process to become a supervisor. A prevailing method of supervision in Slovenia is the educational and developmental model of supervision which was modified by Sonja Žorga PhD. Most frequently, the educative model of supervision (bi-monthly 3-hour meetings for a total of 15 meetings during the school year) is used and a supervision group consists of a maximum of 7 participants. Other models of supervision are less often present in school settings. Therapeutic models of supervision, for example, are more frequently used in schools for children with special needs and in juvenile institutions. A supervisor should have a degree in supervision. Currently there is not a sufficient

number of supervision providers due to a lack of qualified supervisors. In addition to the lack of supervisors, instituting supervision is expensive and schools often do not have the resources pay for it.

There are also several intervision groups in school settings, organised only on the local level through the initiative of counsellors' from different fields who work together, but such initiatives depend on how counsellors in a particular institution or region cooperate with one another. Supervision in Slovenia is defined by 2 key documents: Program guidelines, Counselling in Kindergartens; Program guidelines, Counselling in Primary Schools and Program guidelines, Counselling in Secondary Schools. These documents stipulate that school counsellors have a right and duty to participate in lifelong learning and training as well as to participate in supervision, intervision and similar groups. The standard established by these guidelines is that a school counsellor must participate in such activities for a minimum of 2 hours per month. In addition The National Education Institute offers supervision in its Catalogue of Continuous Expert Training, but this opportunity alone is not comprehensive enough to cover all needs.

Supervision for counsellors in guidance centres for adult education is not obligatory. In the past, 2 generations of counsellors were trained in supervision, but the training was not continued due to a lack of funding. However, training in supervision will begin in 2011 using ESS funds.

Further education

Guidance counsellors at the Employment Service of Slovenia observe the Ethical Guidelines Code of Employment Service of Slovenia and the Professional Ethics Code of Psychologists, since guidance counsellors are mostly psychologists, Employment counsellors may have different basic education backgrounds. There was in the past a systematic additional training program, but now further education is based on one's intrinsic motivation to join courses during work hours. After the establishment of the Educational Centre at the Employment Service of Slovenia several workshops will be organised, but currently guidance counsellors participate in different training sessions and workshops (Communication and counselling interviews, Difficult clients and other subjects specified in the following points). Some external training is also available in reality therapy, neurolinguistic programming, psychotherapy, transactional analysis, and behaviour-cognitive therapy, etc, though such courses are limited due to lack of funding. All training sessions are offered during work hours and free for counsellors. Passing an expert exam is required for all counsellors at the Employment Service of Slovenia, but the exam does not include specific skills for guidance counsellors.

There are several continuing education opportunities for guidance counsellors that are also organised by Euroguidance Slovenia, such as Academia, the Cross border seminar and other occasional seminars and conferences abroad (in the past there have also been Leonardo da Vinci or Phare projects). The Academia **project** organised by Euroguidance Slovenia, will offer this year for the first time practical training abroad for guidance counsellors from the education and labour sectors (<http://www.academia-europe.eu>).

School counsellors can participate in seminars 3 days per school year and they have the right to be absent up to 5 days for training and to have part of their expenses covered (the amount is determined by the headmaster and varies from school to school). School counsellors also can take advantage of additional training as part of in-service teacher trainings programs that are offered yearly and listed in the Catalogue of Continuous Expert Training of The Ministry of Education. They may also participate in study groups organised by The National Education Institute and postgraduate university study. Usually the motivation for counsellors to get involved in lifelong learning derives from day to day work-related stress. There are a sufficient number of learning opportunities as well as learning mobility for school counsellors, but participation is sometimes limited due to the need to be present in the workplace. Some school counsellors also acknowledge there is a decided lack of a systematic approach to continuing education.

Counsellors in guidance centres for adult education have university degrees in social sciences (educational requirements are determined by the Adult Education Act) and special training for work in guidance centres, provided by the Slovenian Institute for Adult Education. There are a sufficient number of learning opportunities at these centres with a minimum of 4 daily training sessions during work hours and additional external training opportunities, which together provide approximately 90 hours of educational training per year. There are also opportunities for continuing education in LLL, but unfortunately counsellors are not very enthusiastic to join.

Well-being at work

Guidance counsellors at the Employment Service of Slovenia work a 40 hour week receive all relevant holidays off and are the beneficiaries of other employee benefits. Nearly every guidance counsellor has his or her also own office so that privacy for counselling is guaranteed. The Employment Service of Slovenia also allows part time employment and there is some wage benefit for working with clients.

School counsellors also work 40 hours each week, have holidays off as teachers, and usually have their own office, but there are no written standards to enforce these determinations. They enjoy the same benefits regarding working space, security and protection, and employee benefits as teachers.

Counsellors in guidance centres for adult education receive continuous expert support and have opportunities for further education to gain greater expertise and mastery and consequently improve their sense of well-being at work. Counsellors work 40 hours a week, with occasional work after normal hours, so some flexibility is needed.

Intervention resources

The Educational centre of the Employment Service of Slovenia is organising workshops for guidance counsellors at the Employment Service of Slovenia on topics such as Communication, Counselling interviews, Working with groups, Stress management, Motivation, Actualisation of the counselling process by Amundson, Assertiveness and Social training.

For school counsellors there are no written guidelines to help them cope with stress and work related problems. Some seminars on burn out, stress disorder, and other topics are offered, but much depends on the particular school and whether or not a student counsellor has the requisite time and financial resources to pursue such study. Services offering help in these situations are not easily available to counsellors; school counsellors depend more on the personal strategies of coping with stress that they have developed for themselves.

There are no special measures regarding work related programs, but counsellors in guidance centres for adult education can participate in training they believe important to their work in the quota of time allowed for education during working hours.



ISBN: 978-80-969353-8-3



9788096935383