

NATIONAL SURVEYS

Innovative Tools and Methods in Career Guidance and Counselling

Cross Border Seminar

17-18 May 2011

Budapest



euro | guidance

Euroguidance Centres of
Austria, Germany, Hungary, Czech Republic, Poland, Slovenia and Slovak Republic



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

The idea of the Cross Border seminars came into existence in 2005 as an initiative of the Euroguidance centres of three neighbouring 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 programme 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, the current president of the Council of Europe, organised the annual Cross Border Seminar with the title *Innovative tools and methods in career guidance and counselling*. The main topic of this year's seminar 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/.

This publication is based on the responses of the national surveys relating to the Cross Border Seminar organised in Budapest 17-18 May 2011. By collecting the responses received from the Euroguidance centres of the participating countries (Austria, the Czech Republic, Germany, Hungary, Poland, Slovakia and Slovenia) this document intends to provide readers with an international overview touching upon the following fields:

- ICT tools in guidance;
- Psychological methods (based on self-knowledge);
- Online courses, courses for counsellors.

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) and shall not be considered as the official view of the country.

Below are the questions of the national survey sent to each participating country.

National Survey – Innovative tools and methods in career guidance and counselling

ICT tools in guidance

What ICT tools have been used in your country in career guidance and counselling? In what fields have these tools been used? What is typical of these tools (description of the tool)? Is the efficiency of these tools measured somehow? If yes, how? What are the advantages or disadvantages of these tools for the counsellors and for the clients? Provide some examples for the different computer programs/ softwares used in employment counselling and career guidance and counselling. How popular

are these computer programs/software in your country? What kind of e-guidance tools/services are applied in your country? How popular are they?

Psychological tools (based on self-knowledge)

What kind of measures/rules regulate the use of psychological tools in the field of labour and education? In the past years what kind of new psychological tools have been used in your country? Why can these tools be considered innovative? To what extent can the target groups use these services? Who are these methods primarily useful for? Who/what organisations or institutions do research or develop new tools in the field of guidance? Exactly what fields or topics are researched?

Online courses for counsellors

Are there courses for counsellors available via the internet (online courses) in your country? If yes, what is your experience with this method (advantages, disadvantages). When introducing a new guidance method, how is the training of the counsellors ensured? What kind of training possibilities are available for counsellors in the field of ICT tools?



Austria

Eva Baloch-Kaloianov and Claudia Ziegler (Euroguidance Austria) ¹

ICT tools in guidance

A study conducted among 300 guidance counsellors in Austria during 2008/2009² showed that the use of “online information media” clearly dominates in the tools used in guidance. The study suggests that three-quarters of all interviewees (73.4%) use online tools and approximately half of all interviewees use “self-developed documents” and “brochures”.³

The tools most widely used among all the counsellors questioned were those provided by the Austrian Public Employment Service (65.8%), the Chamber of Commerce (29.6%) and the Chamber of Labour (19.9%).⁴

The information tools most widely used in guidance in Austria are, according to the above mentioned study:⁵

¹ With special thanks for the contributions of: Dr. Sigrid Awart — Bildungs-, Beratungs- und Therapiezentrum für Immigrantinnen, Ulrike Faltin — Netzwerk österr. Frauen- und Mädchenberatungsstellen, and Dr. Ursula Wilhelm — Schulpsychologie-Bildungsberatung.

² Volker Eickhoff, Reinhold Gaubitsch, Günther Nowak: Bildungs- und Berufsberatung in Österreich, Arbeitsmarktservice Österreich 2010. “ICT tools are especially widely used among counsellors working for the Chamber of Commerce and the Chamber for Workers and Employees. Counsellors working for the Austrian Public Employment Service comparatively often claimed to use “brochures”, while self-employed counsellors often claimed to work with self-made documents.”

³ Ibid., page 35

⁴ Ibid., page 39

⁵ Ibid., page 41

AMS-Weiterbildungsdatenbank / AMS Further education database	75.5 %
AMS-Qualifikations-Barometer / AMS Qualification barometer	67.1 %
AMS-Arbeitszimmer / AMS work room	52.4 %
AMS-Berufskompass / AMS Job compass	69.0 %
YourChoiceInfo / Your choice - education + occupation online	53.0 %
Berufsinformationssystem BIS / Vocational information system	61.2 %
AMS-Forschungsnetzwerk / AMS Research network	66.2 %
Allgemeiner Interessen-Struktur-Test (AIST) / AIST general interest structure test	56.8 %
MEVOC Qualitätssicherungsinstrument / Quality assurance tool	33.3 %
Berufsinformationscomputer BIC / BIC Vocational information computer	57.8 %
AMS-Berufsinformationbroschüren / AMS Vocational information brochures	81.8 %

Below, you will find short descriptions of various guidance tools. The list is subdivided according to the target groups for which the tools are intended, and summarizes descriptions given on websites. (Apart from ICT tools, which are provided by the Austrian Public Employment Service, we have no representative information about the frequency and popularity of other tools which are used in career guidance.)

Networks for counsellors

- [bib-wiki – the Austrian guidance practitioner’s knowledge pool \(www.bibwiki.at\)](http://www.bibwiki.at)

bib-wiki is a professional, organization-comprehensive instrument for knowledge management in education guidance and offers a unique knowledge pool. It is a wiki which is maintained and used by counsellors from various institutions with manifold working core areas.

For this reason, bib-wiki makes available better and more up-to-date information than the internal knowledge management part of an organization could manage, all the while supporting direct exchange between counsellors from every province.

bib-wiki is supported by the ‘project network education counselling’ and is realized within the framework of a project funded by the bm:ukk and aided by the ESF.

This collaborative instrument of knowledge management has been presented in Workshop 1 at the Cross Border Seminar 2011.

- [PES Research Network \(www.ams-forschungsnetzwerk.at\)](http://www.ams-forschungsnetzwerk.at)

The Public Employment Service Austria provides this internet platform to private and public research institutions. It is meant to serve as a communication forum in order to highlight and network national activities in the field of vocational and qualification research.⁶

Guidance in schools

- [your choice – education + occupation online \(www.yourchoiceinfo.at\)](http://www.yourchoiceinfo.at)

This site describes approximately 6,000 initial and further training offers and 1,400 professions. The spectrum ranges from apprenticeships to higher education and different further training forms.⁷ *Your choice* is provided by the Austrian public employment service (PES), and is based on years of development work and basic

⁶ <http://www.ams-forschungsnetzwerk.at/deutsch/links/webressourcen.asp?webres=3&sid=482315004&lng=1> 27.04. 2011

⁷ <http://www.ams-forschungsnetzwerk.at/deutsch/links/webressourcen.asp?webres=1&sid=482315004>, 20.04.2011

research in educational and vocational guidance. All information can be obtained through keywords, which are accordingly assigned. The website is intended for pupils, high school graduates, students, academics and employed persons of all qualification levels.⁸

➤ Arbeitszimmer (www.arbeitszimmer.cc)

This PES platform has subdivisions for the following target groups: pupils, students and teachers. Each subdivision provides information about vocational guidance and training, internships and academic studies. It offers several links, which mainly lead to the Austrian PES homepage, where support for job applications and job-seekers can be found. Teachers find information on how to assure the best possible counselling for their pupils and apprentices. To that end, the website offers a Power Point presentation with the details of current and prospective developments in labour market opportunities. This presentation is an initiative of the BIZ (BerufsInfoZentrum / job information centre). The website deals with gender issues and provides advice to migrants in various languages (i.e. Turkish, Croatian, Bosnian, etc.). Event announcements and road show dates are also available on the platform.⁹

➤ key2success (<http://key2success.schulpsychologie.at>)

Initiated by the Federal Ministry of Education, Art and Culture this website particularly targets high-school graduates. Useful information is provided which helps pupils and high-school graduates in their decision-making process regarding study and occupational choices. Help seekers find educational information about schools, occupational training, "Kollegs" (comparable to short-cycle programmes), pedagogical colleges, universities for applied sciences and universities. Users can become informed about terms of admission, period/time duration, and degrees and fields of training. A download area offers brochures and folders. Diverse addresses for guidance centres and links with further information are listed on the website.

⁸ Compare: <http://www.yourchoiceinfo.at/>, 27.04.2011

⁹ Compare: <http://www.arbeitszimmer.cc/index.html>, 27.04.2011

Teachers can also find advice to aid them in their quest to supply support and guidance in career and educational counselling.¹⁰

Guidance for universities and other tertiary education opportunities

➤ www.studienwahl.at

Nowadays it is not easy for pupils and high-school graduates to choose from the enormous pool of job and study possibilities. This is proven by the high number of college dropouts. To curb this tendency, the Federal Ministry of Science and Research and the Federal Ministry of Education, Art and Culture created the website studienwahl.at to support young job and education seekers. These departments developed – in cooperation with their advisory institutions (the Psychological Student Counselling Service and the School Psychology) – concepts and measures which provide strong information and decision support. Interested pupils can thus run through a number of certain stages. A scientifically developed interest questionnaire (Self-directed Search) helps young people to estimate their interests and affinities. They can arrange individual and personal portfolios with all the information they need. They also find lists of contact points for scholarship offices and information centres.¹¹

Within the search engine one can choose out of an enormous assortment of study fields. By means of search options, results can be limited by selecting study location, type of training, and provider; they can also be narrowed through a decision to take extra-occupational training or not. As a result, options appear highlighting the universities and institutions which offer the chosen field of study.¹²

¹⁰ Compare <http://key2success.schulpsychologie.at/>, 20.04.2011

¹¹ Compare: <http://www.studienchecker.at/>, 21.04.2011

¹² Compare: <http://www.studienwahl.at>, 27.04.2011

- Wegweiser / Study Guide (www.studyguide.at)

This portal is a guide for studies at Austrian universities and universities for applied sciences. It offers faculty-related curricula and the relevant contact data and links for study-related job offers.¹³

- Internetkurs "Studien- und Berufswahl" / Internet course "Study and Career Choices" (www.studentenberatung.at)

The Academic Advisory Service developed a step-by-step concept in the form of an Internet course. As a part of this course, one can experience a taster course of studies or an occupational field in order to learn about its process and contents.¹⁴

- Studienberatung der Österreichischen Hochschülerschaft (ÖH) /Austrian Academic Student Organization Education Counselling (www.oeh.ac.at/)

The Austrian Academic Student Organization not only publicly represents the concerns of students, it offers comprehensive advice and guidance in many areas of student life.¹⁵

Other career links

- jobfinder.at

Information Portal and Online Employment Market for Graduates.

- jobsearch.at

Links to various job markets.

¹³ Compare: <http://www.studyguide.at/index.html>, 26.04.2011

¹⁴ Compare: <http://www.studentenberatung.at/studentenberatung/de/optimale-bedingungen-fuer-den-internetkurs-schaffen.htm>, 27.04.2011

¹⁵ <http://www.oeh.ac.at/#/en/student-life/> 27. 04. 2011

➤ Job lexicon online (www.berufslexikon.at)

At this site, all important information in relation to vocational decision-making and training can be found. Approximately 2,000 professions can be searched for and sorted either by work sector, alphabetically or by using the search function. Each occupation is elaborated upon with extensive information, such as job specifications, employment possibilities, initial and further vocational training opportunities as well as with statistics (e.g. the number of apprentices in the case of apprenticeships). Videos illustrate relevant professional experience and facilitate an overview of the desired field of activity. If questions remain open, further information can be obtained from any PES job information centre (BIZ), where a large range of brochures and dissemination materials on topics such as vocational choice, training, advanced training and labour market are available.¹⁶

➤ Vocational information system (www.ams.at/bis)

Approximately 10,000 job titles, about 3,600 detailed qualification descriptions and 600 professions with short excerpts describing employment possibilities, income, work environment, vocational training and much more make the PES vocational information system a comprehensive work reference guide for people searching for specific professions or qualifications (including personal requirements).¹⁷

➤ Job compass (www.berufskompass.at)

This online vocational orientation test not only provides an evaluation of respective personal test results, but also suggests a job list matching those test results. Matching takes place for all 700 stored job descriptions.¹⁸

➤ Qualification barometer (<http://bis.ams.or.at/qualibarometer/berufsbereiche.php>)

¹⁶ <http://www.ams-forschungsnetzwerk.at/deutsch/links/webresourcen.asp?webres=1&sid=482315004&lng=1>, 27.04.2011

¹⁷ <http://www.ams-forschungsnetzwerk.at/deutsch/links/webresourcen.asp?webres=1&sid=482315004&lng=1>, 27.04.2011

¹⁸ <http://www.ams-forschungsnetzwerk.at/deutsch/links/webresourcen.asp?webres=1&sid=482315004&lng=1>, 27.04.2011

This comprehensive information system provides news about qualification trends in the Austrian labour market. It not only offers detailed information, but grants an efficient overview of trends within each vocational sector. It was initially published in March 2003 and since then has been updated annually.¹⁹

- Methods database (www.ams-forschungsnetzwerk.at/deutsch/mhb/mhbsearch.asp)

The PES/ABI methods database contains the three PES/ABI methods handbooks on topic vocational and labour market orientation in their entirety.²⁰

- BIC / Vocational information system (<http://bis.ams.or.at/>)

This website provides the possibility of generating a personal interest profile to discover personal affinities. After answering a few questions, a list of occupational groups appears best matching your personal interests. By selecting an occupational group, you are provided with a job description, education possibilities and training paths. BIC.at stores information about more than 1,500 occupations. All information and topics are offered in several languages. Additionally, advice and tips are provided about issues such as: disability and workplace, migration and workplace, self-employment and forms of contracts for apprentices. There are also special job issues for girls and young women.²¹

- Apprenticeships and Vocational Training Service of the Ministry of Economics, Family and Youth (www.en.bmwfj.gv.at/Seiten/default.aspx)

The Federal Ministry of Economics, Family and Youth provides a website with support for apprentices. Young people are provided with the opportunity to get in

¹⁹ <http://www.ams-forschungsnetzwerk.at/deutsch/links/webresourcen.asp?webres=1&sid=482315004&lng=1>, 27.04.2011

²⁰ <http://www.ams-forschungsnetzwerk.at/deutsch/links/webresourcen.asp?webres=1&sid=482315004&lng=1>, 27.04.2011

²¹ <http://www.ams-forschungsnetzwerk.at/deutsch/links/webresourcen.asp?webres=1&sid=482315004&lng=1>, 27.04.2011

touch with training establishments. At interactive booths, they can playfully learn about their professional future and about their personal affinities.²²

- Jobs for girls (www.jobs4girls.at)

The Magistrate Department 57 (Women's directorate) of the City of Vienna is responsible for the content of this website. It exclusively targets girls and young women and provides information about gender issues.²³

- Special links for the target group: migrants

www.migrant.at

www.integrationsfonds.at

A language and qualification portfolio for migrants and refugees:

<http://www.integrationshaus.at/portfolio/html/arbeitsteil.html>

Adult education

- Adult Education in Austria (<http://erwachsenenbildung.at/>)

The Federal Ministry of Education, Art and Culture promotes information about adult education. The search engine *eduArd* finds fitting education opportunities and the education database reveals possibilities which are sequenced according to target.²⁴

- Grants in the field of education (www.kursfoerderung.at)

When the online form is filled in, a list of suitable financial support options and grants will appear. There is also an overview of all financial offers of support. The

²²Compare:

<http://www.bmwfj.gv.at/BERUFSAUSBILDUNG/LEHRLINGSUNDBERUFSAUSBILDUNG/Seiten/default.aspx>, 27.04.2011

²³ Vgl. : <http://www.jobs4girls.at/003/Home>, 27.04.2011

²⁴ Vgl. : http://erwachsenenbildung.at/bildungsinfo/bildungsangebote/angebote_ueberblick.php, 27.04.2011

aid data bank is looked after within the framework of the “Project Network Education Counselling”.²⁵

➤ Further education data base

(http://wbdb.ams.or.at/wbdb/index_wbdb.jsp?znid=1173779154852)

Vocational further training is today more important than ever. The current further training landscape offers positive conditions in order to keep up with new challenges. But too many choices sometimes make selecting difficult. The manifold range of further training possibilities, educational institutions and seminars are hardly transparent. The public employment service (PES Austria) provides a comprehensive database that helps bring to light the best further training possibilities. PES aims to constantly update and expand its database. However, information regarding training institutions and seminars is to be up-dated by the respective institutions themselves.²⁶

➤ WIFI / Wirtschaftsförderungsinstitut (Institute for Economic Development)
(www.wifi.at)

The Institute for Economic Development is an organisation for adult education and is part of the Austrian Federal Economic Chamber. Upon entering a keyword in the search engine, it begins to seek all available courses in your field of choice.²⁷

➤ BFI / Berufsförderungsinstitut (Institute for Career Development) (www.bfi.at)

Employed people are offered a large variety of evening and weekend classes covering both vocational and personal subjects, such as personality development, management, technology, EDP, business management, foreign languages, social and health care occupations.²⁸ Furthermore, there are company courses, labour market

²⁵ Vgl. : <http://www.kursfoerderung.at/>, 27.04.2011

²⁶ <http://www.ams-forschungsnetzwerk.at/deutsch/links/webresourcen.asp?webres=1&sid=482315004>, 20.04.2010

²⁷ <http://www.wifiwien.at/default.aspx>, 21.04.2011

²⁸ http://www.bfi.at/english/courses/education_and_training/, 27.04.2011

courses, apprentice education and training programmes as well as graduation exams/certificates.²⁹

- [bib-atlas: Atlas for career guidance and counselling in Austria \(www.bib-atlas.at\)](http://www.bib-atlas.at)

bib-atlas offers a variety of options to obtain information about guidance and counselling possibilities in Austria. The atlas is easy to handle, and shows which organisation in which region with which particular focus provides counselling to which target group. Information is entered into the system and updated by the counsellors themselves. bib-atlas is a guidance tool created by the Austrian Institute for Research on Vocational Training (öibf), in cooperation with career counsellors.³⁰

Institutions in the field of mobility

- [Euroguidance Austria \(www.euroguidance.at\)](http://www.euroguidance.at)

Euroguidance Austria is located at the Austrian National Agency for Lifelong Learning at the OeAD-GmbH (Austrian Agency for International Cooperation in Education and Research). Euroguidance Centre Austria is an interface between education and career counselling in Austria and Europe. The centre's target group is guidance counsellors in Austria and Europe.

Through the Euroguidance Centres in Europe network, Euroguidance Austria can offer support to education and career counsellors as well as individuals by providing information about education and career options in Europe. At the same time, Euroguidance Austria provides information about Austrian learning options, as well as guidance and orientation options for career and education opportunities in Austria.

- [EUROPASS \(www.europass.at\)](http://www.europass.at)

To succeed within the labour market, individuals must be able to present their skills and qualifications in a professional way. The Europass was created for this very

²⁹ Compare: http://www.bfi.at/english/courses/education_and_training/, 27.04.2011

³⁰ Compare: <http://www.bib-atlas.at/>, 21.04.2011

purpose. The Europass is a portfolio consisting of five different types of documents. It offers all European citizens a clear and standardised means of presenting the capabilities and skills they have acquired in school, at university or while studying or training abroad. More than 30 European countries participate in the Europass Initiative.³¹

Information on the Austrian education system

➤ www.bildungssystem.at

The Austrian education system is very similar to the Swiss and German systems. A specific feature of the Austrian system is four-years of primary/elementary education followed by secondary education, which is split up into two four-year periods. The division is made according to the ISCED (International Standard Classification of Education), part of the UNESCO classification system. The Federal Ministry for Education, Arts and Culture coordinates important tasks such as the education and training of teachers and the maintenance of schools, while the Federal Ministry of Science and Research assumes governance of the higher education system.³²

Studying and learning abroad

➤ [PLOTEUS / Portal on Learning Opportunities throughout the European Space](http://ec.europa.eu/ploteus/)
(<http://ec.europa.eu/ploteus/>)

PLOTEUS aims to help students, job seekers, workers, parents, guidance counsellors and teachers to gather information about studying in Europe. Available in about 20 languages, the website offers hints for learning opportunities and training possibilities, exchange programmes and grants (Comenius, Erasmus, Leonardo da Vinci, Grundtvig, Youth in Action) as well as providing contact information and clarifying how to apply for mobility programmes. Descriptions and explanations about education and training systems within European countries can be found on the

³¹ <http://www.europass.at/article/articleview/37/1/20/?swlang=en>, 21.04.2011

³² <http://www.oead.at/index.php?id=465&L=1>, 21.04.2011

website, as well as all information required when moving to another European country.³³

- OeAD (Österreichische Austauschdienst)-Gesellschaft mit beschränkter Haftung (Austrian Agency for International Cooperation in Education and Research) / OeAD (www.oead.at)

OeAD-GmbH — the central service point for European and international mobility and cooperation — provides advice for institutions, advises on international exchange possibilities, and promotes Austria as a country in which to pursue higher education.³⁴ The OeAD advises, promotes and supports international cooperation in education, science and research.³⁵

Psychological tools (based on self-knowledge)

Approximately 50% of all guidance counsellors working in Austria (an estimated total of 8,000–10,000 persons) have a university education background, foremost in the field of psychology (26.9%) and pedagogy (15.6%), according to the study on guidance in Austria conducted in 2008/2009. Alongside these fields of study, interviewed counsellors incorporated training in the following areas as the basis of their work: “Lebens- und Sozialberater/in (life and social counselling)” (15.9%), clinical and / or health psychology (9.3%) and psychotherapy (6.6%). Twelve percent of all people questioned underwent initial or further training for guidance.³⁶

When questioned about what is offered within the course of counselling, 14% stated “psychological tests”, among other things.³⁷

³³ <http://ec.europa.eu/ploteus/home.jsp?language=en>, 21.04.2011

³⁴ <http://www.oead.at/home/EN/>, 21.04.2011

³⁵ http://www.oead.at/about_us/the_oead/mission/EN/, 21.04.2011

³⁶ Volker Eickhoff, Reinhold Gaubitsch, Günther Nowak: Bildungs- und Berufsberatung in Österreich, Arbeitsmarktservice Österreich 2010, page 17

³⁷ Ibid. page 51

When asked about their knowledge and use of diagnostic and testing methods, counsellors sampled included (among others) the following tools and methods (in German)³⁸:

AIST – Allgemeiner Interessens-Struktur-Test	Intelligenzstrukturanalyse
AMS – interne Testverfahren	Interessensstrukturtest
Baumtest	IPS-Testverfahren
Begabungsdiagnose	IQ-Tests
Berufsbild-Module	Kompetenzportfolio
Berufslaufbahn-Analyse	Konzentrationstest – D2
Berufsorientierungstest	Matrizen-Test
(Berufs-)Potenzialanalyse	Mindmaps
Berufsspezifische Tests	Persönlichkeitstest
Denkstrukturanalyse	Potenzialanalysen
(Standard-)Diagnoseverfahren	Psychologische Testverfahren
Einstufungstest; Berufseignungstest	Schuhfried-Testverfahren
ERT-Test	Schultests
Familienaufstellung	Stärkebaum
Fragebögen: Stärken – Schwächen	»Wilde« Eignungstests

The AIST General Interest Structure Test was used by 56.8% of interviewees. The AIST is a differential test used to determine school or career interests from the age of 14 and up. Its main areas of application are school study and career decision making, as well as organizational psychology.

It must be noted that staff members of the School Psychology Service (Schulpsychologie-Bildungsberatung) were not included in the survey. Staff members of the School Psychology Service must be university graduates of psychology.³⁹

³⁸ Ibid., page 36

³⁹ For the range of duties and structure of the School Psychology Service see http://www.schulpsychologie.at/uploads/media/aufgaben_struktur.pdf 27.04.2011

“Many of the individual students who are referred to by the School Psychology Service are referred because of behavioural, emotional or study difficulties they are experiencing, however an important part of School Psychology is its role in career guidance is an important one. It is responsible for organising the training programmes of student advisers, has developed specialised interest tests for use in career guidance – including an online version – and plays an important role in policy formulation and coordination.”⁴⁰

The Ministry of Education has established six Psychological Student Counselling Service centres to assist students and prospective students in both universities and Fachhochschulen (Universities of applied sciences). Note that in an OECD study on Career Guidance Policies, this service is attested to “have a high standard of professionalism, but within a relatively specific field: it largely deals with personal, emotional and study problems experienced by enrolled students, rather than specifically with career decision making and career development issues. Psychological and personal problems were reported to occupy 75% of the centres’ staff time, although they represent only 22% of issues or problems dealt with. Only 25% of staff time is used to support career choice counselling or to advise about changing a course of study.”⁴¹ According to the homepage of the Psychological Student Counselling Service (Psychologische Studentenberatung) “Roughly every 4th advice-seeking student comes to the Psychological Counselling Centre with personal problems.”⁴²

Online courses for counsellors

Training offers for counsellors in Austria are generally undertaken face-to-face and can include e-learning elements. Purely online courses are not offered.

⁴⁰ OECD Review of Career Guidance Policies, Country Note Austria, March 2003

⁴¹ Ibid. page 10

⁴² www.studentenberatung.at/studentenberatung/en/personal-problems.htm 27.04.2011

Counsellors in schools

Initial training for career teachers takes 4–6 semesters (12–20 ECTS) at universities specializing in the continuous education of teachers. Further training and updating of knowledge is also organised by the School Psychology Service or the universities for teacher education. Seminars, workshops, etc., are generally offered several times a year.⁴³

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. Staff members of the School Psychology Service must be university graduates of psychology.

Counsellors of the Public Employment Services

New staff members of the Public Employment Services (PES) undergo an internal basic training (Grundausbildung) prior to working, which is modular and dual (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 (including a maximum of 23 weeks at the central unit, 288 hours of ICT training, and a minimum of 17 weeks of practical training at the local unit). Basic internal training is supplemented by additional in-service training each year.⁴⁴

The amount of ICT training “Umsetzung und Geschäftsfalltraining mit EDV (Conversion and Business Situation Training with EDV)” is relatively great, and corresponds with the quantity of online tools provided by the PES and used in PES vocational information centres.

⁴³ http://www.schulpsychologie.at/schuelerberatung/sbb_lehrgang.pdf 27.04.2011

⁴⁴ http://www.abif.at/deutsch/news/events2007/bildungsmassnahmen/Ernst_Winter_22-06-07.pdf 27.04.2011

University-level courses

One example for training opportunities open to people working in the field of education, job and career track counselling and career orientation and/or those which have undertaken corresponding preparatory training is the “Education and career guidance – University-level course (Lehrgang universitären Charakters) 2011–2012” offered by the Bundesinstitut für Erwachsenenbildung (Provincial Institute for Adult Education) in Strobl (www.bifeb.at/index.php?id=206)

This course is comprised of 15 days of distance learning. One of the six modules is dedicated to information management. Two days are dedicated to methods of online counselling (ICT-based theories, communication, chances, challenges and perspectives of online counselling, ...)

Postgraduate training opportunity – European Career Guidance Certificate (ECGC)

The Donau University Krems has started a new post-graduate university training course for education and career counselling: www.donau-uni.ac.at/bbb

Fourty-five ECTS can be developed and acquired through the completion of online tests and work with assessment centres, both of which are being developed within Project ECGC. When the university course is completed, the graduate is awarded with the title “academic expert” (60 ECTS). A Master of Art (MA) can be built upon this education (90 ECTS). The online test and the assessment centre work can be successfully completed together with cooperation partners of the Donau University Krems.

ICT-based recognition of previously acquired qualifications

The Academy of Continuing Education (WBA) is a system for the qualification and recognition/accreditation of adult educators.

Founded in 2007, the Academy of Continuing Education has a new approach to recognising acquired competences for adult educators, which involves

acknowledging previously acquired qualifications and offering guidance to acquire missing skills. While adult education in Austria is still a heterogeneous field and difficult to compare, the Academy of Continuing Education sets standards and strengthens the professionalization of Austrian adult education.

The Academy of Continuing Education does not offer further education programmes itself, but accredits suitable further education programmes offered by various adult education institutes throughout Austria.

Practical experience in the field of adult education is a prerequisite for certification by the Academy of Continuing Education.⁴⁵

⁴⁵ http://www.wba.or.at/english/about_us.php 27.04.2011

Czech Republic

ICT tools in guidance⁴⁶

The analyses have come to show all segments of lifelong career counselling are linked with supporting counselling tools most of which are used in practice. Each segment contains tools which are available on the internet and are charge-free.

In relation to the support for further education most counselling tools are faced with the issue of their relative isolation in terms of all pertinence to further education. Apart from a couple of exceptions the analyzed tools furnish information only on the given segment, and thus fail to facilitate users in creating a comprehensive view of their further education. An illustrative example in this respect can be given as regards the section called *Applying for a Job and Education*. Clients acquire information on school offerings and training programs, or on course offerings, but at the same time clients are not advised to verify (amend) their choice of education by also examining whether the channel of education they have chosen will help them increase their chances of employability, and will result in higher remuneration and so on.

The tool isolation also shows in terms of the lack of mutual cohesion of the individual tools. Practically, for most applications this means that the user works with each application “from the beginning”, and that it is up to the level of cleverness and ability of the users to look up the appropriate linkage in other tools. Users are often forced to repeatedly enter the same or similar information in the

⁴⁶ Source: Information Sources and Counseling Tools

Analysis of information sources and counseling tools in further education.

Order placed: Concept – analytical and conceptual work in the field of information and counseling systems

Project: Concept

Submitter: National Institute for Professional Education in Prague (Národní ústav odborného vzdělávání v Praze)

Authors: TREXIMA, spol. s r. o. composite author (person in charge: Galád), OKsystem (person in charge: Skřivánek)

Conclusions of the Analysis of Existing and Practically Used Information Sources and Counseling Tools in Further Education

individual tools. One tool is not enough to enable users to directly take up the information (field) they have arrived at in the initial application.

Another element, which bears evidence of isolation, is the frequent use of personal classifiers in individual applications, which in itself impedes the use of information acquired in one application for work with another application. Nonetheless the use of classifiers is a prerequisite for the future establishment of possibilities for the interconnection of individual tools. A necessary condition for achieving that is to introduce adjustments in the individual tools which are aimed at the creation of an interface in order to facilitate the relevant (address) interconnection of the individual tools. A possible solution to the interconnection of the systems is the establishment of a Common competence model of employment services which could possibly play the role of a "lingua franca" of the individual segments of career counselling.

In reference to the their fragmentation and mutual incompatibility, the tools analyzed are insufficiently motivating for the encouragement of further education because they do not provide a comprehensive insight and information backing pertaining to further education. There is virtually no overall information available to users as to the existence of the types of counselling tools that facilitate further education in the Czech Republic.

Lack of Supporting Tools in Facilitating Further Education

By means of analyzing the counselling tools and examining the level of planning of the information needs in individual segments it has been found that all information needs have not been met. The individual segments lack the following tools:

Self-comprehension

The tools for work with soft skills and for ascertaining the potential for hard skills are missing.

Cognition of the Surrounding Reality

The tool (system) for influencing the interests and expectations of children and their parents by confronting them with the forecast for the development of supply and demand in the labour market is missing.

Decision-making

There is no tool for searching possibilities based on work with competence. Further on, there is lack of tools of the “what-if” type – facilitating the impact modelling (employment options) after acquiring further competence, education, schooling... This segment further lacks tools in career modelling and planning.

Job Search, Education

There are no tools providing information on school quality or rating.

Information System on the Employment of School Graduates in the Labour market ISA (Online Career Centre ISA)

Ing. Daniela Chamoutová - National Institution of Technical and Vocational Education

The ISA information system has been available since the year 2007 on www.infoabsolvent.cz, namely charge-free and without the need for prior registration. It furnishes information on:

- Education offering of high schools, colleges, and universities in the Czech Republic (search engine in the field of education – three ways of searching the field of education: 1) according to the level of education and the field group, 2) according to the vocation one is interested in receiving education in, 3) according to the school);
- The analysis output of school graduates' transition to the labour market (from the point of view of the graduates – satisfaction with the education acquired, satisfaction with their employment, continuance in their field of expertise, unemployment of recent graduates of individual fields of education; and

further on employer requirements, and the opinions of labour office clerks, and of employment agencies). The outputs have been summarized into well-arranged static and dynamic site pages (containing search engines), further on one can download the entire version of the pertinent analytical studies;

- The system also includes a multimedia guide to vocational selection, and contains film previews from the real work environment;
- Section: Problems encountered during education, which contains references to other counselling workstations, and answers to model questions and issues.

The system is much-used by schools in the Czech Republic (in teaching the thematic units called Training in vocational selection – Elementary Schools, and Introduction to the world of employment – High Schools), and by school vocational advisers, but also by experts from among the general public (e.g. IPS workers of the employment offices), as well as by laypersons (parents of 9-grade students and people interested in taking up studies).

The efficiency of the means invested cannot be precisely measured. The system was established by the National Institute for Vocational Training as of the outputs of the system project called Education – Information – Counselling VIP Career, which was partially funded by ESF and the State Budget. The system has been innovated within the framework of the project named VIP Kariéra II – KP, also cofounded by ESF and the State Budget of the Czech Republic.

The visit rate of the web has been monitored since its launching back in mid-2007 (the number of IP addresses recorded, however, reflects only the first visit from any IP address, whereas repeated visits are not being counted), but the number of individual users cannot be established (e.g. several dozens of different students visit ISA from one and the same end station in the school computer room, and it is not possible to identify them individually). The feedback received mainly from school career advisors and school principals shows that the system is regularly used by most schools in the Czech Republic.

Advantages and disadvantages for career advisors and clients:

Advantage – available free-of-charge on the internet 24 hours a day, 7 days a week. It contains regularly updated and very reliable information. The education offer data are interconnected with film previews from the real employment environment, and with analytical information related to the labour market job opportunities. The interconnection of all 4 sections of the information system, and the sufficient number of search engines greatly facilitates work with the information furnished and with their search (in comparison with, for instance, the book manual). Another advantage is that the information can be regularly upgraded and supplemented.

Disadvantage – the system is demanding in terms of its content, plenty of texts in the analytical studies section is not considered attractive by elementary school students although the section enjoys the positive assessment of professionals in that field.

Within the framework of the system's evaluation and its use, and further on the basis of client and career advisor feedback, ISA has turned out to be a broadly used, needed, and favourably welcomed information source in the field of career and educational selection.

In 2010 OECD experts designated ISA as one of the best quality tools they had come across.

Psychological tools (based on self-knowledge)

PhDr. Nora Jakobová, school psychologist, Jan Palach High School, Prague 1, Czech Republic

What kinds of measures/rules regulate the use of psychological tools in the field of labour and education?

- There are no strict rules regulating WHAT tools should be used in the education field. What we have are recommendations and methodical guidelines for tools which are discussed at conferences and in writings.

- We do have regulation on WHO may use the tools – related rules are based on the Act No. 563/2004 Collection of Laws, on Pedagogical Staff and on the Amendment to some other Acts.
- It is also specified WHERE counselling services can be offered and who may offer them – (Regulation No. 72/2005 on the counselling services in schools and counselling centres).
- The regulations are also based on more specific laws and acts targeting other important fields of counselling work (e.g. family, skilled students, students with special needs, privacy etc.).
- The work of school psychologists is based on the ethics code of the school psychologists (Code of Ethics of the International School Psychology Association as stated by Oakland, Goldman, Bischoff, 1990).

What kinds of new psychological tools have been used in your country over the past years?

The main innovation has come with the outspread of ICT – many web sites, web applications and databases have been developed and are still being developed:

- The latest tests (all of them are also available in “paper” version) are not originally Czech, but have been standardized to the Czech population:
 - Online Holland RIASEC Personality Test: www.proskoly.cz
 - Online LMI (Achievement Motivation Inventory) - www.testcentrum.com/testy/lmi
 - Online IST (Intelligence Structure Test) - www.testcentrum.com/testy/i-s-t-2000-r
 - Online NEO PI – R - www.testcentrum.com/testy/neo-pi-r
 - Online Big 5 - www.testcentrum.com/testy/neo-ffi
 - Online MMPI - Minnesota Multiphasic Personality Inventory-2 - www.testcentrum.com/testy/mmpi-2
 - Online AIST (General intellectual structure test) - www.testcentrum.com/testy/aist-r
 - Online GPOP (Golden Profile of Personality) - www.testcentrum.com/testy/gpop

- Other tests (GPP I, Intelligence test etc.) – available on www.psychodiagnostika-sro.cz/cz/Katalog_testy.asp?Kateg=1
- New Czech tests:
 - Online career tests COMDI –motivation, will, assertiveness, etc. www.comdi.cz/
 - OTPO (Picture Test of Professional Orientation) - www.psychodiagnostika-sro.cz/cz/Katalog_popis.asp?kod=687&ZozArg=1&Kateg=1&MT=
 - Basic High School Preferences - www.psychodiagnostika-sro.cz/cz/Katalog_popis.asp?kod=696&ZozArg=1&Kateg=1&MT=
- Online databases:

Many databases, which can be used in counselling sessions or at home for each client to actively search important information, have been developed:

- Online databases including information about jobs, positions etc. – www.infoabsolvent.cz, www.kampomaturite.cz, www.vysokoeskoly.cz; www.studentin.cz , www.atlasskolstvi.cz, www.vzdelani.cz and much more.
- Online databases available at Information and Counselling centres of Job centres (M service, OK práce, B-kov)

Another major change has occurred in the paradigm used as a base of counselling. More methods are based on the coaching approaches and active engagement of the client, and less on testing itself. Some of the main innovative methods are as follows:

- Activating cards - www.oh-cards.com/index.php?article_id=1&clang=1
- www.innovativeresources.org/default.asp?cmd=products&productgroup=779;

- Norman Amundson methods (career wheel, mind mapping, chair splits, multiple perspectives – colours, the circle of strengths, drawing, storytelling, using metaphors);
- R. Vence Peavy – socio-dynamic methods (life space sector mapping, map of future, of resources, strengths, barriers, writing, drawing);
- Narrative methods;
- Cognitive - behaviouristic methods.

Why can these tools be considered innovative?

They regard clients as co-creators of their own future.

To what extent can the target groups use these services?

These methods are widely accessible for all target groups.

Who are these methods primarily useful for?

They are useful for students to help them with vocational orientation.

Who/what organizations or institutions do research or develop new tools in the field of guidance?

- Charles University – Pedagogical Faculty, Psychology Department - <http://userweb.pedf.cuni.cz/kpsp/>

Topics: - education needs and professional development of Roma ethnic minority students

- education needs of students from socio-economically disadvantaged surroundings
- study motivation (in cooperation with Jihočeská univerzita, i.e. South Bohemian University) – České Budějovice)
- education needs of talented students
- interventions and tools in counselling practice
- Project ELDEL (Enhancing Literacy Development in European Languages)
- Project EUROPEP – Comparaison des politiques d'éducation prioritaire en Europe. Evaluation, conditions de réussite

- Charles University – Faculty of Arts, Psychology Department - <http://psychologie.ff.cuni.cz/>

Topics: - Work – life balance, social and professional demands of the labour market

- IPPP (Institute for Pedagogical and Psychological Counselling) www.ippp.cz

Topics: - Career counselling in the context of life-long learning

- education needs of talented students
- intercultural counselling
- education needs of autistic children, children with special needs

- FF MU www.phil.muni.cz/wups/home/veda

- Diagnostic methods
- Developmental approach to self-concept
- Ethics of psycho-diagnostics

- FSS MU www.fss.muni.cz/cz/site/index.html

- Responsibility in adolescence
- Decision making
- Identity development

- Institute of Psychology, Academy of Sciences, the Czech Republic - www.psu.cas.cz

Topics: - Computerized Adaptive Testing optimized – personality tests

- Narrative socio-cognitive approach - modes of organization of personal experience
- Maturing and maturity of personality
- Changes of personality in the lifelong perspective
- Motivation and methods

- Testcentrum - www.testcentrum.com/testy

- Team of psychologists who adopt foreign test and standardize them for the Czech population

- Psycho-diagnostics - www.psychodiagnostika-sro.cz/cz/Katalog_testy.asp?Kateg=1
- Team of psychologists develop their own tests, and also adopt foreign tests and standardize them for the Czech population

Online courses for counsellors

Distance Course for University Advisers

The distance course is intended for the further education of workers employed as university advisers, who are interested in updating and expanding their knowledge and improving their skills necessary for performing their work.

The individual parts of the course have been designed by a team of lecturers involving experts from five faculties of Charles University (FF=Philosophical Faculty, PedF=Pedagogical Faculty, 1.LF=First Medical Faculty, 3.LF=Third Medical Faculty, HTF=Faculty of Chemical Technology) as well as from other universities (VŠE=Prague University of Economics, MU=Masaryk University in Brno, UHK=University of Hradec Kralove, VŠB-TUO=Higher School of Mining-Technical University of Ostrava). Some parts have been designed by experienced professionals.

Course Objective

The course sets itself the aim of expanding the knowledge and improving the skills and competence needed by career workers in performing their job.

Course Content

The course covers 8 modules (+ introductory and final modules) which are broken down into further chapters and subchapters. The modules target the following topics:

- development of university counselling within the European context
- psychological counselling
- supervision
- career counselling
- study counselling

- special counselling
- spiritual counselling
- selected skills

Schooling Results

Course attendees are supposed to understand the:

- significance of counselling services in the context of university development
- significance of counselling services for students in the course of their studies
- kinds and types of counselling services
- diversification of the methods of counselling services with respect to the target groups
- role of counsellors, the course of the counselling process

Course attendees obtain to exercise selected skills, in particular working with information with the help of information technologies, and communication and presentation skills.

Requirements

The course presupposes that the attendees possess basic knowledge of at least some parts of the issues related to counselling services. We assume that course attendees are university employees in different positions, e.g. lecturers, tutors, study department staff, counselling centre employees.

Duration of Studies

It takes around 11 hours on average to cover one module. The overall duration of studies involves 90 hours. In addition, one needs to take into account the time spent on assignment work, and the final test.

Study Checks

The distant form of study presupposes that participants are engaged in self-study. Participants can run checks by means of self-reflective questions and tasks which are

not mandatory. Successful course attendees need to pass a final test (reaching the required score).

Certificates

Course attendees, who have reached the required score on the final test, are given certificates of successful course attendance within the framework of the lifelong education program at Charles University.

Summary

The course authors are aware of the fact that the course does not exhaust all topics pertaining to the work of counsellors. The topics covered in the course have been selected on the basis of the consensus reached among the experts from the five universities sharing in the realization of the project called Development of University Counselling in the Czech Republic in the years 2008 and 2009.

The distance form of the course was preceded the pilot run of a full-time course. Course attendees were asked to evaluate each lecture, and their views were then reflected in drafting the distance form of the course.

Germany

Brief information on the counselling concept of the Federal Agency of Employment

The German PES is currently undertaking a wide-ranging training of all its specialist placement and counselling staff. The objective is to increase their counselling abilities – and thereby the BA's professionalism and quality of counselling. The underlying counselling concept for the SGB III area of jurisdiction (unemployment insurance) has been taking shape since 2008 within a project framework and is now in the implementation phase.

The concept's framework conditions and targets

Counselling is firmly established as a social service in the Social Security Code, SGB III – as it equally was in all previous laws. Counselling thus enjoys a long tradition in the BA's tasks portfolio. Why then a "new" counselling concept from the BA?

The triggering factors include an increasing demand for counselling in a changing working world, labour market policies, the legislature that has been introduced since 2002 as well as the reform and reorganisation of the BA and the experience gained as a result. Both the "Sustainable Improvement of Counselling and Integration" business policy target and the intention of "further development from a social insurance towards a life-long vocational career guide" (Weise 2008) required a fundamental review and explicit positioning for the future as well as an updated basis for training the specialists in placement and counselling in the BA.

BA's counselling concept is an internal professional concept that takes not only the work of the counselling specialists but also that of the employee oriented placement specialists into account. It analyses the specific framework conditions and describes

the theoretical basis of the concept as well as counselling processes and their standards of quality. Most of all, it offers a practical method inventory to support counsellors in their daily work with their clients. Both the existing concepts in the organisation and the expertise of many practitioners were included in its development.

Features of the concept

Specific legal and institutional framework

The analysis of the legal standards, which the BA as provider of social services is subject to, leads to two areas of action. The first one consists of the classical “vocational counselling” - focussing on career questions and support of orientation and decision-making processes. The second area addresses the counselling of those persons in the placement process in employment or training. These differing emphases are taken into account by two so-called “counselling formats”.

“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.

Basic process and general principles

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.

Standard sequences

They are a key structural element of the counselling process. They describe the typical tasks of the OEB and IBB and illustrate suitable methodical approaches and strategies, media or resources. There are by no means any “mechanistic processing” of predefined steps intended by this concept! Each sequence opens up a variety of options for action – which of them are suitable is decided by the counsellor and his client. In addition, the sequences involve quality standards which have to be taken into account by the implementation. The BA thereby possesses for the first time specifically formulated process standards, by which all counselling staff can orient themselves and which represent the common benchmarks for training and specialist supervisors.

Organising specific work areas

The basic concept and constituent elements apply as a whole to employee-oriented counselling at the BA. For working with young people, adults and disabled persons, however, sequences are developed separately in each case – this provided the opportunity to incorporate typical case constellations and procedures thus enabling the demand of practical orientation to be satisfied.

Background materials

The development of the counselling process is supplemented by a reference book which provides methods, work equipment and background texts on selected issues.

Open to development (upward compatible)

The concept is open to development – the repertoire of methods, in particular, can and should be expanded as a result of successful practice as well as by the expertise and skills of our qualified personnel.

Implementation

The key element of the implementation is the training process referred to at the beginning of this article. This process started in 2010 and is scheduled to be completed at the beginning of 2012. It incorporates the principle of blended learning and, in addition, contains training programmes for the supervisors. For the first time in the history of the BA, all the placement and counselling specialist staff working at the employee-oriented vocational level as well as their immediate supervisors are incorporated into a qualification process to increase the quality of counselling for their clients? The total of 16.000 participants in this process provides impressive testimony to the scale of investment made in the “quality of counselling” as well as giving a fair idea of the challenges emerging – particularly in the field of training – for the BA.

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.

What are the advantages of such tests?

Students can discover by themselves if they have the basic knowledge to run an academic study successfully. Universities and colleges have fewer problems with drop outs. Even some companies use ICT for the selection of new employees. Certainly these tests are only one brick of several to discover the strength and weaknesses of the clients.

Psychological tools (based on self-knowledge)

During the counselling-process the guidance counsellor uses 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 what he can do to discover his strong and weak points, talents and individual character, as well as the opportunities regarding vocational educational training, academic studies or career, the counsellor can help him. After analysing the current situation of the client and fixing 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. (see next scheme)

Counselling Process OEB	
	Preliminary remarks
	Opening
Analysis	Phase I Situation analysis
	I-01 Reason for counselling: issues, problems and concerns
	I-02 Status in the orientation and decision-making process (Preliminary Assessment)
	I-02a Problem awareness and readiness for decision-making
	I-02b Career self-assessment
	I-02c Occupational knowledge
	I-02d Career decision-making behaviour
	I-02e Activities to implement career plans
	I-03 Overall assessment
II-01 Exploring the target options in the OE-process	
II-02 Defining and coordinating goals	
Targets	Phase III Solution strategies
	III-01 The Customer's options for a solution
	III-02 Common steps towards a solution
	III-02a Activation strategies
	III-02b Self-assessment strategies
	III-02c Information strategies
	III-02d Decision-making strategies
	III-02e Realisation strategies
	III-03 Implementation plan / agreement
Strategy	

Level 2 Counselling formats

If the client has a concrete idea of a job, educational vocational training, study possibilities etc. and just wants similar help to reach this target, the guidance counsellor uses different strategies to help him. (see next scheme)

During the whole guidance-process the counsellor uses different methods and techniques to find the best individual way to help the client like open question, paraphrasing, advanced question etc. The BEKO-concept was also developed to guarantee quality standards for all guidance counsellors, working within the PES. Some of them are listed in the scheme below.

Counselling Process IBB U25		
	Preliminary remarks	
	Opening	
Analysis	Phase I	
	Situation analysis	
	I-01	Reason for counselling: issues, problems and concerns
	I-02	Profiling
	I-02a	Qualification and skills
	I-02b	Personal abilities and motivation
	I-02c	Cognitive capability and physical fitness
	I-02d	Framework conditions
	I-02e	Training and labour market
	I-03	Overall assessment
Targets	Phase II	
	Targets	
Strategy	II-01/II-02	Checking the initial goal and defining targets
	Phase III	
	Solution strategies	
	III-01	Starting points für achieving targets
	III-02	Defining the integrations strategy
	III-02a	Supporting placement activity
	III-02b	Developing perspectives
	III-02c	Initiating training
	III-02d	Improving the framework conditions
	III-02e	Completing the Profiling
	III-03	Implementation plan / agreement
		Conclusion

Level 2 counselling formats

Infobox	
Function	<ul style="list-style-type: none"> The client has the opportunity to explain his specific situation and concerns Setting the agenda for the further course of the counselling
Described contents	<ul style="list-style-type: none"> Describing the reason for counselling and the initial situation Introducing the "counsellor's concern" The presence of other persons at the counselling
Methods and Techniques	<ul style="list-style-type: none"> Open question Paraphrasing Advanced question
Support and Media	<ul style="list-style-type: none"> U25 counselling form
Quality standards	<ul style="list-style-type: none"> The client receives sufficient opportunity to explain his situation and concerns in an interrelated manner. The counsellor ask questions, does not make any assessment and is open to the customer. The counsellor recognises the client's concerns and provides him/her with his first impression of the initial situation. The counsellor clarifies the transition criteria for Integration Accompanying Counselling (IBB). If necessary, the counsellor introduces any concerns he/she has or topics considered necessary from his/her perspective. The counsellor makes it transparent to the client how they will proceed with this process.

Level 2 counselling formats



Online courses for counsellors

Parts of the trainings for the guidance counsellors in the PES are web-based with online courses.

What does the web-based training include?

- Film sequences with experienced guidance counsellors to show typical situations in the field of guidance with students or jobseekers.
- An overview of the different tools used by guidance counsellors.
- An overview of the different phases a counselling interview can have.
- Exercises like multiple-choice-questions, open questions, to control the learning progress of the guidance counsellor.

This method of online courses is quite useful because it complements the normal training of the guidance counsellors and can be done without any time restrictions or physical presence in group-trainings.

But it must be mentioned, that this online-course is open only for guidance counsellors who are working within the PES and cannot be used by other guidance-counsellors from the private sector.

Hungary

Tibor Bors Borbély-Pecze PHD –National Employment Office; Gertrúd Szakál – Euroguidance Hungary

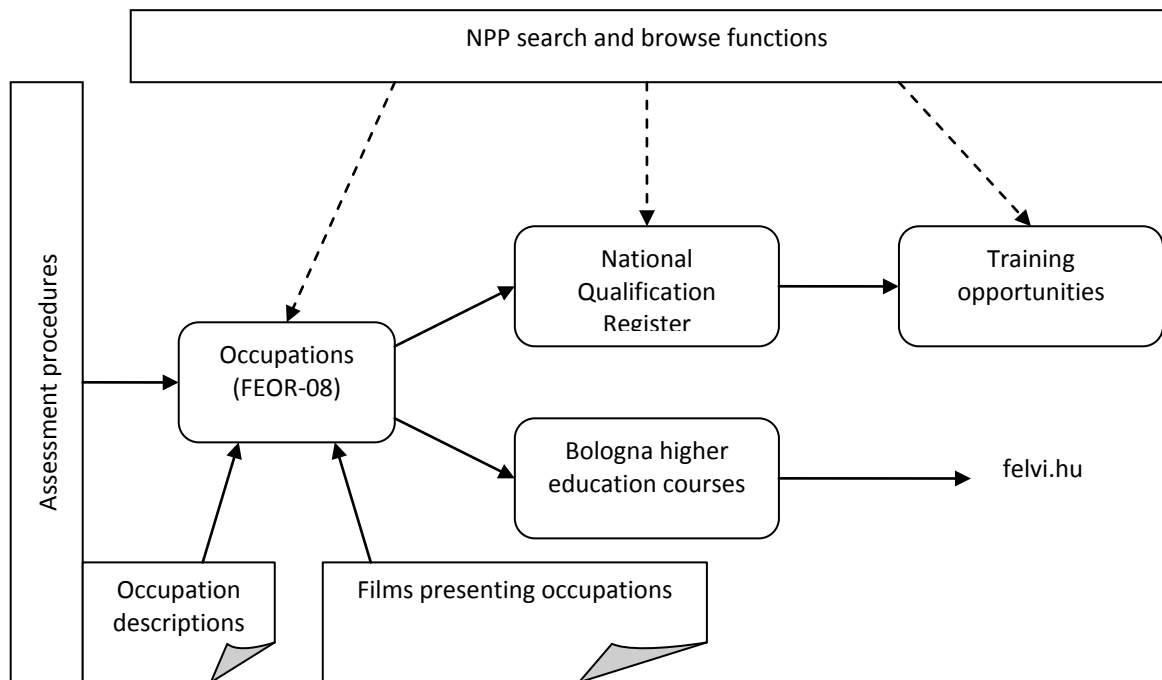
ICT tools in guidance and counselling

National Career Guidance Portal

In Hungary several initiatives have been launched aiming at the greater integration of ICT tools in guidance and counselling. The most significant of these is the establishment of the National Career Guidance Portal – (NPP) (www.eletpalya.munka.hu), its first development phase was conducted between 2009 and 2011 lead by the National Employment office as part of the S.R.O.P 2.2.2. – *“The substantive and methodological development of career orientation”* flagship programme. The portal can be considered as the further development of the ePálya (www.epalya.hu) system which has been operating since 2005. Accordingly, the new portal will take over all the functions and contents of the old one. The ePálya system, developed and maintained by the National Employment Office since 2005, can be considered as the official Hungarian career orientation portal with approx. 260 000 individual visitors a year.

In line with the lifelong guidance approach, the new online system intends to assist career decisions made through the entire life with powerful tools.

NPP (National Career Guidance Portal) operating scheme (key features)



The objective of NPP is to serve as an integrative portal collecting all the tools and contents used most frequently by the counsellors and their clients. Its functions and contents are organised into three channels:

- The world of studying,
- The world of labour,
- The Virtual Community of Counsellors (TVK).

The most important functions:

- Newly developed self- and career knowledge questionnaires,
- Search engines (FEOR-08 occupations / jobs, NQF qualifications, public education institutions, initial secondary school classes),
- Resources, news, current events, structured collection of links,
- A collection of integrated career information materials (folders and films presenting occupations),
- Innovative functions (e.g. displaying professional tools in 3D, maps),
- Communication functions (e.g. forum).

Besides the tools for clients, the Virtual Community of Counsellors – TVK is a key function. TVK provides for the establishment of the online community of

professionals working on the field of counselling. Within the system the members (professionals) can maintain their counselling data on the basis of which a public counsellor-database, a unique initiative even on European-level, can be established. Additionally, this interface shall also serve as a knowledge resource and communication surface for the Hungarian professional community.

In order to measure the efficiency of the ICT tools, two different types of tools may be used:

- Satisfaction rate measuring surveys developed specifically for this objective,
- Detailed data measuring the number of visitors.

Related to the number of the target audience regarding NPP (National Career Guidance Portal) and the Virtual Community of Counsellors:

- NPP: a minimum of 400 000 individual visitors / year,
- Virtual Community of Counsellors: a minimum of 150 active members (professionals).

The development of NPP can be considered as a prototype that firstly emphasises the cooperation between the individual public sector bodies (e.g. National Employment Office, Education Authority, National Institute of Vocational and Adult Education) and between the various sectors (e.g. felvi.hu – National Higher Education Information Centre, BMK).

National Career Guidance Portal – NPP

The screenshot shows the National Career Guidance Portal (NPP) website. At the top, there are logos for NFSZ (National Public Service Fund) and 'Életpálya-tanácsadás' (Life Path Guidance) with the tagline 'Minél vonzóbbá'. A search bar and user navigation options like 'Keresés...', 'Akadálymentes', and 'Üdvözljük!' are visible. The main navigation bar includes 'NYSTÖLDAL', 'TANULÁS VILÁGA', 'MUNKA VILÁGA', 'KERESŐK', 'KÉRDŐÍVEK', and 'TUDÁSTÁR'. The central content area is titled 'NEMZETI PÁLYAORIENTÁCIÓS PORTÁL - CSATORNAVÁLASZTÁS' and features three illustrated sections: 'A tanulás világa' (The world of learning), 'A munka világa' (The world of work), and 'Tanácsadók virtuális közössége' (Virtual community of counselors). Each section includes a brief description and a 'Válassz élethezettel' (Choose your life path) button. The footer contains information about the project's funding by the European Union and the Hungarian Government.

EURES (European Employment Service)

The free database, available on the common website of the EURES portal (ec.europa.eu/eures), contains useful information for both **employees** and **employers**: it lists vacant positions and provides practical information facilitating employment. It introduces social security and social regulations, the prevailing labour law, tax law as well as the current political, economic and social situation of the countries. Anyone can upload their CVs to the EURES portal CV-database.

On the portal users can indicate whether they are satisfied with the information received.

The Hungarian EURES is supervised and coordinated by the National Employment Service run by the Ministry for National Economy. On the Hungarian EURES website, www.eures.hu, both current vacancies and the availability of the national EURES advisors are available.

The advantages of the tool: clients have the opportunity to gain information on the internet both about vacancies and the conditions of employment in the country as well as about moving there.



Ploteus (Portal on Learning Opportunities Throughout the European Space

PLOTEUS, (Portal on Learning Opportunities Throughout the European Space) the internet portal of the European Commission provides extensive information on general and vocational education in Europe. In the database you can search according to the following topics: Learning Opportunities, Education Systems, Exchange Programmes and Grant Opportunities, Contact and Moving to a Country.

The portal guides visitors in their native tongue to the education websites of the respective countries that list schools, higher education institutions and other education institutions. The Learning Opportunities section serves this purpose, you can exactly indicate where and what you would like to study. The links leading to the databases of the individual countries facilitate finding the necessary information easily.

In the Education Systems section you can find detailed information on the systems of education and training ranging from elementary school to vocational and further training as well as to the doctoral level. In this section primarily the national databases assist the search.

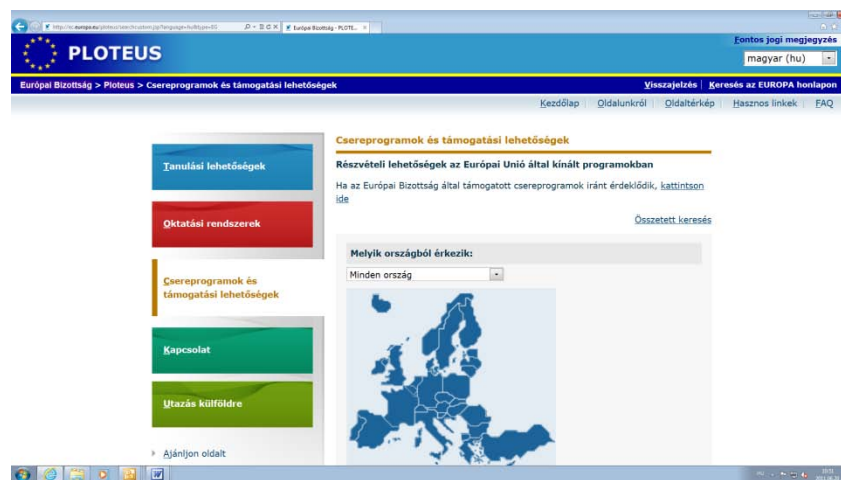
Under Exchange Programmes and Grants section visitors to the site can browse among the Community mobility programmes and other exchange programmes supporting mobility.

Under the Contact section you can find the education advisory and mobility offices of the countries. Here visitors have the opportunity to gain information about their opportunities personally.

The Learning Opportunities section is complemented by the Moving to another country section that contains practical information about the destination countries. Here you can learn about taxation and social security, also about how to find a proper accommodation, what the legal conditions of studying and employment are, and what the costs of living are.

The PLOTEUS portal is available at <http://ec.europa.eu/ploteus>. Information related to Hungary is maintained by Euroguidance Hungary. Hungarian higher education data is provided by the National Higher Education Information Centre (FELVI).

Benefits of the tool: it provides an opportunity for self-service information provision; clients do not need to participate in personal counselling. All information related to studying abroad can be found in one place, visitors do not necessarily have to search in several separate databases.



Euroguidance Hungary website

On the website of Euroguidance Hungary (www.euroguidance.hu) visitors can learn in Hungarian, English, German and French language about the secondary and higher education opportunities of Hungary. These databases include extensive information on education institutions, on entrance exam dates and on the different types of trainings.

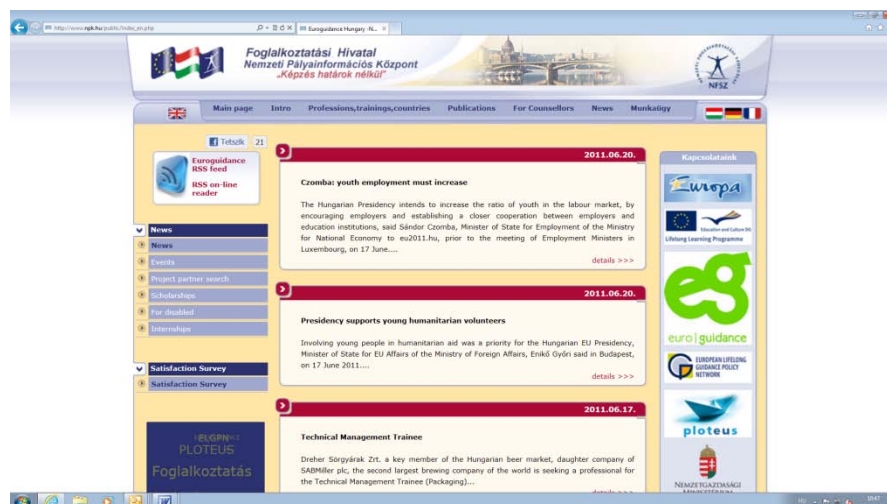
The portal offers information on adult education opportunities, studying in Europe (direct link to the PLOTEUS portal of the European Commission), international scholarships and calls for applications, mobility organisations and also on the Hungarian counselling and labour system

On the Euroguidance Hungary website visitors can watch and download films presenting various occupations. They can also read current news about the various events, calls for applications related to education and about national and international traineeship opportunities.

The electronic version of all Euroguidance publications is available on the website.

In order to measure user satisfaction a satisfaction survey can be filled in in four languages on the Euroguidance Hungary website.

Benefits of the tool: information on education can be found at one place; both Hungarian and foreign visitors of the site can gain detailed information on studying in Hungary or abroad and can get an insight to the systems of counselling and labour. The site also facilitates self-provision orientation and guides visitors to the relevant institutions where they can arrange for personal counselling too.



Psychological tools (based on self-knowledge)

In the public sector labour law regulates this matter only in general, therefore, in accordance with Article 3, Paragraph (4) of the Labour Code, the employer shall only communicate an opinion with the consent of the employer that is the consent of the employee is inevitable in order to perform a psychological examination.

In line with Article 77 Paragraph (1) of the Labour Code the employee shall only be obliged to any examination – including psychological examination - if performing the examination provides information relevant to the employment and it does not violate the personal rights of the employee. When choosing the method this regulation may be taken into account

Beyond this, the resolutions issued by the Data Protection Supervisor shall provide guidance in this matter (see: Resolution 2550/K/2007-3.).

[http://abiweb.obh.hu/abi/index201.php?menu=allasfogl2007&dok=2550_K_2007-3\).](http://abiweb.obh.hu/abi/index201.php?menu=allasfogl2007&dok=2550_K_2007-3).)

According to the resolution of the Data Protection Supervisor, the psychological examination results shall only be communicated directly to the employer, if they provide response to the question whether the employee is fit for the position or not. Complex personality analysis shall only be communicated to the employee first. In the public sector psychological methods are widely regulated; in order to fill certain positions, legislation requires psychological examinations.

As part of *“The content and methodology development of the guidance system”* SROP 2.2.2. project, a new national LLG (Life Long Guidance) portal was developed that offered an opportunity to develop online survey tools that assist making career decisions.

With the Internet gaining a greater foothold over the past two decades, users’ demand has increased for using online tools that facilitate career decision making. The online survey tools aim at supporting life path decisions and at strengthening resources necessary for a successful career path, as well as at developing new questionnaires that define the fields of development. As a result of self-disclosure, career paths and occupations, fitting the personal profile, can be defined and the client can get on track towards self-realization.

As the result of developing online survey methods that support life path decisions, the new life path counselling service is available for a wide range of users. This service integrates counselling methods and experience necessary for making individual and self-confident life path decisions. The main objective is to make life

path supporting tools available for all clients and therefore increase the number of life path decisions that clients can make individually.

With the assistance of the new tool, recording the data may happen both manually and online. When developing the tools, besides taking career decision stages and age groups into account, tool developments related to both education and labour were important aspects. During the development of the questionnaires compiling both shorter (so-called flash) and longer questionnaires was also crucial. In line with the above criteria, the development of the below questionnaires has taken place recently:

ASSESSMENT METHODS RELATED TO TRAINING:

- Career field survey: general, elementary and secondary school and adult versions (long and short)
- Skills survey: general, elementary and secondary school and adult versions (long and short)
- Work survey: general, elementary and secondary school and adult versions (long and short)
- Career maturity survey: elementary school version (short),
- Competence list survey: entrant and adult versions,
- Value preference and motivation survey: general, elementary and secondary school and adult versions (short),
- Leisure time interest survey: elementary and secondary school versions (short),
- School course interest survey: general, elementary and secondary school versions (short)
- Learning resources survey: elementary and secondary school and adult versions (short)

ASSESSMENT METHODS RELATED TO WORK:

- Employability Scale: entrant and adult versions (long and short),
- Checklist for factors preventing employment: entrant and adult versions (long and short),
- Unemployed Deficit Scale: entrant and adult versions (short),
- Job search and Job Maintenance: entrant and adult versions (short),
- Young Entrepreneur Test: entrant and adult versions (short),
- Professional Identity Survey: entrant and adult versions (short),
- Transferable Skills Survey: entrant and adult versions (long and short),
- Mobility Survey: entrant and adult versions (short),
- Management Skills Survey: entrant and adult versions (short).

Online courses for counsellors

Eleven sensitizer courses were developed and successfully completed by 1996 people as part of the SROP2.2.2. priority programme; now the main objective is to develop the online version of the courses. The prior leaning assessment has already been performed online during 2X3 day trainings at the completed phase of the project.

Training topics:

1. The importance of career knowledge

The course is designed to shed light to the importance of career knowledge for would-be career orientation professionals and to the dynamic relation that could be established between the working person and the opportunities offered by the work / career.

2. The role of self-knowledge in career building

The objective of the training is to support participants in interpreting career development with the help of different psychological methods. Participants shall be

informed of career psychology, career development and analytic theories explaining career choices and career development. After completing the module, participants shall have adequate knowledge of the professional development theory that provides a basis to the concept of lifelong learning.

3. Key competences of the EU

The training aims at familiarising professionals providing career orientation service with the theoretical and practical reasons of introducing the EU key competences, the core content and the practical applicability of the key competences, especially for applying them to the various adult life situations.

4. The importance and use of EUROPASS, working and training in the EU (EURES+PLOTEUS)

The training aims at familiarising professionals providing career orientation service with training and working opportunities abroad – primarily in the EU – and facilitate applying this knowledge in their everyday work. After successfully completing the course, participating professionals can individually use the most important European mobility supporting portals on work and training.

5. The methods of informal job search, the method of shifting from one work to another

The training aims at introducing the effective utilization of informal channels and related marketing methods as a complementary tool to formal job search techniques. Today there are several job search assistance methods and services that help those who need them. However, experience suggests that these primarily focus on traditional job search and CV preparation. This knowledge is inevitable for successful self-management; however, personal connections and the utilization of almost professional marketing methods tend to have more benefits. The training is about informal job search techniques and the acquired knowledge helps professionals working in education (in a broad sense), in public cultural activities and in the social sector to provide higher-quality service.

6. How to use new opportunities? – Using the new tools of information management in career orientation

The training helps participants to learn about the new information management opportunities in career management as well as about the new aspects of career orientation preferred by the EU and about the role of the Internet and other mass media tools (television, radio, street communication tools) in life path building and career orientation. They can also learn about the tools and methods of information management related to career building and career planning. They gain practice to prepare their clients for the methods, processes and techniques of information collection, analysis (filtering) and application.

7. In unique situations

The objective is that participants shall be able interpret the social status of disadvantaged groups and understand the processes that define the employment and education opportunities of people disabilities, Roma people, people over the age of 50 and people living in small villages. Participants shall gain knowledge on equal opportunities, on the special possibilities of availability, on the services provided by NGOs. They shall be able to apply the knowledge established to support the target groups.

Participants shall have adequate knowledge on legislation supporting equal opportunities and acquire skills in using literature on the topic as well as in learning and disseminating good practices.

8. What is considered as work and what are the aspects of he atypical forms of work?

The training aims at helping the participants understand the role of labour both on the level of the society and the individual as well as the various motivational theories, the issues of workplace satisfaction, the reasons for changing careers, their possible solutions and the key features of atypical work.

9. What does LLG mean and how does it work?

The objective of the training is to highlight the importance of LLG to the participants (LifeLong Guidance) and provide information on its institutional framework and its information system. Participants shall be specialized to prepare decisions related to

Poland

ICT tools in guidance

Application of all tools described below is voluntary and depends on the decision and the competence of the guidance counsellor.

In Poland guidance counsellors use two types of ICT tools: synchronous and asynchronous. The synchronous tools are for example: Skype, Gadu-Gadu, Tlen (Internet communicators). The examples of asynchronous tools are: email, blogs, Wikipedia, You Tube, Google Video, RSS Feeds, on-line forums, Moodle platform. Among computer software being used are: presentation software, database, word processors, spreadsheets, graphic software, mindmapping software. Also, there are different management systems used like CMS – f.e. Joomla!, Wordpress and LMS/WebCT – f.e. Moodle. To develop work and social networking counsellors use Facebook, NK, Twitter, Goldenline, LinkedIn. Among on-line tools used are websites for on-line presentations – Slideshare, Imageshack, Photobucket, Flickr, Picassa; for sharing documents – Scribd, Google Docs; mindmapping – mind24, Bubbl.

The most popular ICT tools are produced by the Laboratory of Psychological Tests, affiliated by Polish Psychological Association. They offer tests for psychologist (e.g. Man at work scale, Emotional Intelligence and Interests Questionnaire) and non-psychologist (i.e. Language Abilities Test, Multidimensional Preference Questionnaire, Preliminary Vocational Orientation). The Preliminary Vocational Orientation (PVO) is a computer program and consists of three parts. In the first part, student performs tasks involving different mental abilities (verbal, numerical, spatial and technical consideration) required in various professions. The second part of the program consists of questions concerning the preferences associated with the operations or activities of society. The third part informs about the conditions of

physical and temperamental characteristics to be considered when students makes career decisions. Additional information: www.practest.com.pl.

The labour sector – online tools

Over many years, the Ministry of Labour and Social Policy has initiated different actions in order to provide career guidance counsellors with tests necessary for diagnosing interests and aptitudes. The following legislation regulates the use of tests in guidance counselling offered at labour offices in Poland:

- the law of 20 April 2004 on promotion of employment and labour market institutions. According to Article 38, para 1 of the above Law, vocational guidance counselling consists in assisting the unemployed and jobseekers in selecting an appropriate vocation and workplace, and assisting the employers in recruiting the best possible candidates for a job, in particular, (...) guidance counselling with the use of standardised methods facilitating the choice of career, retraining, taking up or changing a job, including an analysis of vocational interest and aptitudes (...).
- regulations of the Minister of Labour and Social Policy of 14 September 2010 on standards and conditions for labour market services provision. According to § 52, para 1, subpara 1, a vocational guidance counsellor, when offering career information and guidance, makes use of: tools and methods used in vocational counselling and vocational information, including standardised diagnostic tools serving to analyse aptitudes and interests; subpara 2: vocational guidance counsellor uses methods and tools in which he or she has been trained or for which he or she has the required licences if their use requires relevant training or holding licences; subpara 3: a vocational guidance counsellor educated in psychology selects psychological tests according to the needs of the counselling process, while respecting the procedures for testing and results interpretation required by a given test, as well as author's rights.

Between 1997 and 2005, career guidance counsellors from labour offices, as well as from the institutions subject to education and national defence ministries, were able to use J. Holland's tests for analysing vocational interests: the Vocational Preference

Inventory and the Self-Directed Search. These tools had been purchased by the Ministry of Labour and Social Policy (MLSP) from Psychological Assessment Resources Inc. (PAR) and then adapted to Polish conditions. These tests were only available in paper version.

Currently, the following 2 tools are made available online by the MLSP and they may be used by vocational guidance counsellors:

- Vocational Interests Questionnaire,
- *Doradca 2000* (Counsellor 2000) – programme which serves to exchange professional information.

Vocational Interests Questionnaire (VIQ)

In 2003, the MLSP made a decision on creating an original Polish tool for analysing vocational interests, adapted to the needs of career guidance at labour offices. The decision on its creation was made because of very high costs connected with continuing the purchase of the Holland's tests licence. This is why in 2004-2005 works started on a new tool named Vocational Interests Questionnaire, VIQ (in Polish: *Kwestionariusz Zainteresowan Zawodowych*, Polish abbreviation: KZZ). Works on creating the tool involved the scientists from Wroclaw University of Technology. VIQ complies with the requirements for a psychological test, meets Polish technical standards and is tailored to the specific conditions of the Polish labour market. VIQ was created on the basis of the most widely used theories of vocational counselling of Strong, Super, Kuder, Holland or Tracey. At the same time, it refers to other psychological theories, including the theory of five personality dimensions (called the Big Five Factors) of Costa and McCrae and the Temperament Theory.

The Questionnaire was developed in two equivalent forms: a conventional paper form and as a computer online tool. There are two versions of the Questionnaire – KZZ-D for adults and KZZ-M for the youth. It is created to diagnose vocational interests of adults (unemployed and seeking employment - changing their career or looking for a new job) and youth older than 16 who are planning or beginning their career. The questionnaire is available on the Internet and has a central database

which allows storing all test results. The tool has a form of a questionnaire and has 224 questions in the version for youth and 209 in the version for adults. Filling out the Vocational Interests Questionnaire (VIQ) takes about 30 to 60 minutes depending on the individual pace of work. VIQ tests 11 vocational interests: artistic, research-oriented, commercial, communicative, conventional, mechanical, care-oriented, persuasive, entrepreneurial, realistic and social.

In the first half of 2007, the VIQ was introduced in labour offices in a paper version. Since May 2008, VIQ has been available for guidance counsellors employed in public employment services in a computer version via the Internet at <https://kzz.praca.gov.pl/kzz> website.

The VIQ tool was developed with the use of public funds and therefore it may be offered, based on a licence or an agreement, to public institutions employing guidance counsellors working for the labour market needs, who offer vocational counselling. The following institutions have been entitled to use VIQ: the poviats and voivodeship labour offices, the Voluntary Labour Corps and units responsible for reorientation of the personnel of the National Defence Ministry. Only labour offices are entitled to use both the computer and the paper version.

VIQ may be used by guidance counsellors with or without a degree in psychology.

The condition to be fulfilled by the vocational guidance counsellors at labour offices to be able to use VIQ is to complete a training on the use of the Questionnaire, confirmed with the certificate issued by the Ministry of Labour and Social Policy or a training institution which has been authorised by the Ministry of Labour and Social Policy to conduct the above-mentioned training. Over the last 3 years, thanks to the European Social Fund, 900 guidance counsellors have been trained in the use of this tool, which makes half of all counsellors working in the Public Employment Services.

VIQ in the computer version has three software instances:

- test: <http://158.66.1.18/kzz> on which all changes introduced in the application are tested
- training: <https://kzz.praca.gov.pl/kzz2> on which training is conducted

- production: <https://kzz.praca.gov.pl/kzz> which the counsellors use for their daily work

Due to the fact that the use of VIQ software requires a permanent day-to-day cooperation between administrators and labour offices, the Ministry extends substantive and IT supervision over the proper use of VIQ at labour offices. In order to assure this supervision, IT administrators have been appointed, which are responsible for the maintenance of the software version of VIQ on the MLSP server, and substantive administrators selected from among the employees of the Job Placement and Career Guidance Division of the Ministry.

In order to maintain the continuous functionality of the VIQ application and ensure its day-to-day management, the MLSP ensures regular technical assistance services which are provided by external companies selected in an open tender procedure under public procurement. The technical assistance of the VIQ application helps e.g. to guarantee its proper functioning, development, continuous use and makes it possible to modify the tool.

The drawbacks of VIQ

- the tool requires permanent administrative and technical supervision for which the employees of MLSP are responsible but there are no employees who could only be responsible for VIQ.
- MLSP does not have any „internal" VIQ training personnel and uses the services of external companies for the trainings. This year the selection and training of VIQ trainers-multipliers is planned, persons selected from among the personnel of the Public Employment Services who could train the other career guidance counsellors in the use of the VIQ tool as part of internal training.

The advantages of VIQ

- The VIQ tool is an innovative method adjusted to the needs of the Polish labour market, including Polish reality and cultural standards.

- VIQ may be used both by career guidance counsellors who are psychologists and by those counsellors who do not have a degree in psychology.
- Each year, VIQ becomes a more and more popular and widely used tool among guidance counsellors. The tool, of which MLSP is the owner, is perceived as professional and credible, which is why, although there are numerous psychological tests available commercially, many institutions want VIQ to be available to them.



1. KZZ

Counsellor 2000

DORADCA 2000 (Counsellor 2000) is an online application used by career guidance counsellors from voivodeship labour offices in their daily work. Currently the application is available at the address <https://doradca.praca.gov.pl>.

The Counsellor 2000 application enables guidance counsellors in Public Employment Services to store information on clients benefiting from career guidance services at voivodeship labour offices. In addition, it provides different social groups with public access to educational and vocational guidance unrestricted in time or space. Local vocational information is fed to the software by the authorised guidance counsellors across Poland. The technology used ensures that every piece of

information on a career or educational institution relevant for a local labour market, entered by one counsellor, is instantly available for the other users of the Counsellor 2000 application.

The software disseminates vocational information using short descriptions and profiles of careers, statistical data and descriptions of educational institutions. The information is located in two basic software modules: Education and Careers. These modules are available for each Internet user, interested in acquiring vocational information stored in the application.

The application stores information displayed in 4 basic modules:

1) *Client Module* allows storing full documentation concerning working with a given client. Thanks to the use of a central database, guidance counsellors who work with the application are able to prepare all kinds of statistical reports.

2) *Careers Module* allows a multidimensional analysis of the world of careers. This module presents careers in a diverse form as:

- career profiles – containing approx. four hundred different variables describing a career,
- characteristics of careers – containing full descriptions of careers from tasks and activities performed in a given occupation to employment opportunities and remuneration,
- information files – containing reports on careers, with special consideration of information on the working conditions in a given profession and the possibilities of training for a given profession.

3) *Education Module* presents different kinds of educational institutions offering training in a given profession across Poland; from courses to postgraduate studies.

4) *Discussion forum* makes it possible for career guidance counsellors registered in the system to:

- exchange information on the methods of solving career-related problems of clients,

- use the experience of other guidance counsellors,
- integrate the group of guidance counsellors belonging to Public Employment Services.

The advantages of Counsellor 2000:

- a source of information on careers and educational institutions

The drawbacks of Counsellor 2000:

- requires constant technical and substantive administration
- requires constant updating of information

Kod	Nazwa zawodu
213101	Administrator baz danych
213901	Administrator sieci informatycznej
242101	Adwokat
.....	Agent biura ogarniającego w prowadzeniu działalności

The educational sector – examples of online tools

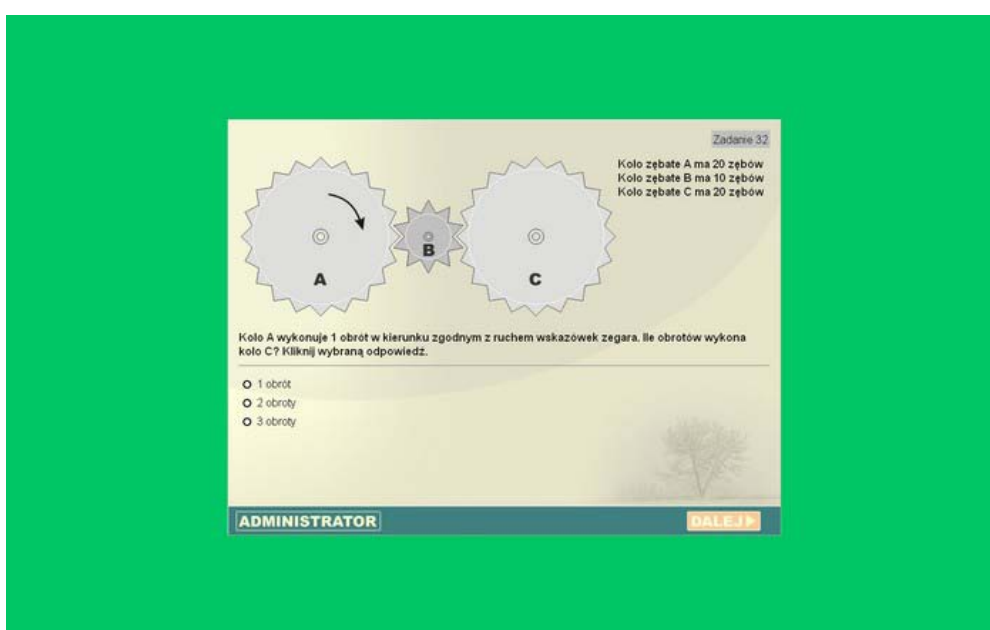
National Centre for Supporting Vocational and Continuing Education executed a project “Developing a model of vocational guidance and a web-based educational and professional information”, which is founded by Operational Programme Human Capital ESF. One of the goals is the development of an informational portal that allows for easy access for all counsellors, parents, students to educational &

vocational information on powiat, voivodeship and the country level. The project will be finished in December 2012.

Ministry of National Education runs a project “Development of diagnostic tools and materials that support recognition of predispositions and interests of students”, which is funded by the Operational Programme Human Capital ESF. Effects of this project will be 9 different ICT tools, which will be the support for guidance counsellors – test, self-test for students, educational games.



PVO – sample question – Polish language

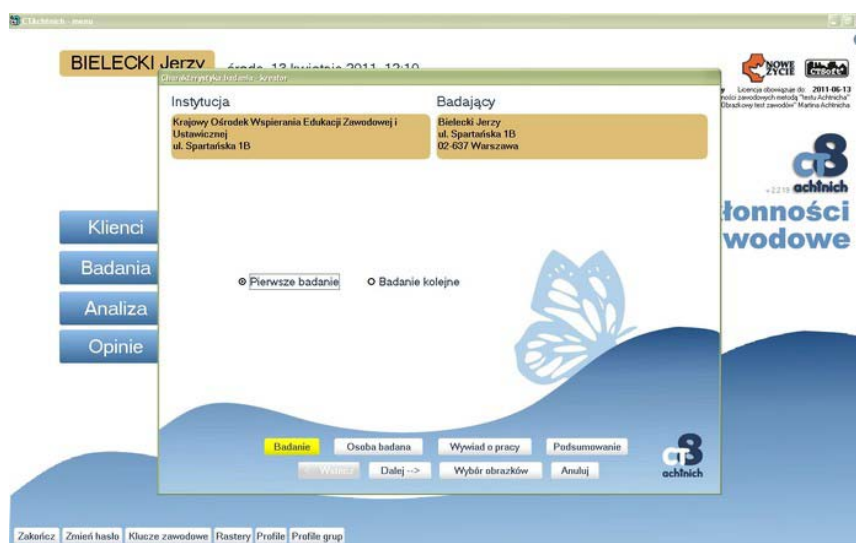


VO – sample question – physics

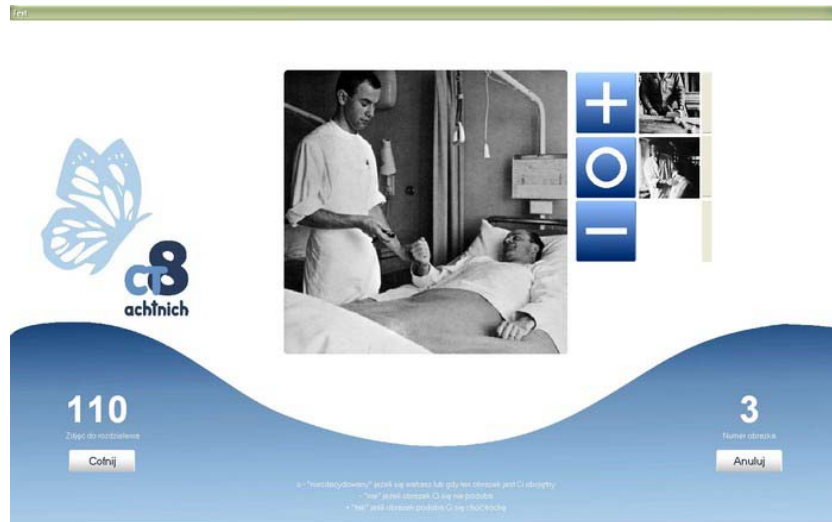
Another tool is the Occupational Pictures Test (BBT), produced by the Psychological Laboratory "New Life". It has been designed by the author as a projective method for use in vocational and career guidance. Its purpose is to identify and clarify inclinations and interests. It consists of a series of 100 photographs of women and 96 photographs of men actively engaged in an occupation. Three responses are possible: positive choice, negative choice and neutral one. The interpretation follows the theoretical concepts of Leopold SZONDI. The fundamental needs of man are linked with the occupational requirements. The test construction is explained and the interpretation technique is illustrated by the use of the test in several cases of vocational guidance.

The Occupational Pictures Test (BBT) is a kind of psychological tool, but can be used by all guidance counsellors after a 20-hour course.

Additional information: www.charakterologia.pl, www.achtnich.ctsoft.com.pl.



BBT – launch window



BBT – sample question

Przedstawienie wyników testu... podział wyników stron

Imię i nazwisko: Kowalski Jan
Data urodzenia: 1970-06-13
Płeć: M

Strona 1: Ocena szansa
Strona 2: Analiza badania
Strona 3: Wyniki

W	K	S	Z	V	G	M	O	S'	Z'	V'	G'	+	-	Rang														
													1	2	3	4	5	6	7	8	9	10	11	12	Obr. dod.			
W	+	+	+	+	+	+	+	+	+	+	+	+	+	+	Z'5	K4	Z4	W3	G'3	S2	S'2	V2	G2	M2	V1	O1	97	98
k	+	-	+	-	+	+	+	+	+	+	+	+	+	-	O4	W3	S'3	Z'3	G'3	K2	S2	V2	G2	Z1	V1	M1	99	100
S	-	-	+	+	+	+	+	+	+	+	+	+	+	+	g6	m6	z5	w4	k4	s2	v2	o2						
z	+	+	+	+	+	+	+	+	+	+	+	+	+	-	o8	s5	w3	k3	v3	z2	g2	m1						
V	+	+	+	+	+	+	+	+	+	+	+	+	+	+														
g	+	+	+	+	+	+	+	+	+	+	+	+	+	+														
m	+	+	+	+	+	+	+	+	+	+	+	+	+	+														
O	+	+	+	+	+	+	+	+	+	+	+	+	+	+														
+	3	4	2	4	1	2	2	1	2	5	2	3	31															
-	3	2	2	1	2	2	1	4	3	3	1	3	27															
Obr. dod.	+	+	+	+	+	+	+	+	+	+	+	+	+															

BBT – sample results

Psychological tools (based on self-knowledge)

The counsellors may also have other tools available in IT version at their disposal, serving to analyse vocational interests and aptitudes. These tests are made available by commercial companies or psychological societies. The best known institution in Poland which specialises in developing and publishing tests, both in a paper and IT version, is the Laboratory of Psychological Tests of the Polish Psychological Association.



The tradition of this institution dates back to the early 1980s. The subject matter of the Laboratory's activity, apart from developing psychological tests, is promoting ethical and professional standards of diagnosis based on psychometric tools. As the largest test publisher in Poland, the Laboratory performs adaptations and standardisations of foreign tests; publishes tests of Polish authors, publishes educational programmes and books on diagnosing techniques and general psychology.

In Poland great stress is placed on respecting author's rights. Each test, popularised by MLSP or other institutions, including the commercial institutions, is subject to legal protection according to the provisions of the law of 4 February 1994 on authors' rights and related rights, which means that the tests may not be copied or extracts from these tests may not be used or disseminated without the permission of a given institution which has the author's economic rights to the given test.

The protection of author's rights means also that the tests may not be made available to other institutions or used for the needs not foreseen in the existing contracts or agreements.

In case of the majority of psychological tests, usually no contract is signed with the labour offices. The institutions sell the tests to the labour offices on presentation of an employee's diploma in psychology.

Psychological tests may only be used by persons with degree in psychology which results in the fact that only psychologists are entitled to purchase tests, conduct a test and interpret its results. The majority of psychological tests are taught at universities, which is why psychology graduates may use most of them without a certificate of having completed a specific training. Such restrictions result also from the need to protect the persons subject to such testing and to prevent any abuse. Studies in psychology, both during theoretical and practical classes, prepare students to use tests properly in their future work with people, therefore guidance counsellors with a degree in psychology may use tests which are strictly psychological. Guidance counsellors who do not hold a degree in psychology should have relevant certificates of training in the use of test that they apply.

The selection of psychological tests depends on an individual assessment of a counsellor with degree in psychology.

Examples of tests available in computer version which are used by guidance counsellors in labour offices are: the APIS-P(R) Test Battery, the Eysenck Personality Questionnaire (EPQ-R) and the Temperament Questionnaire - Formal Behavioural Description, Social Competence Questionnaire, NEO Five-Factor Personality Inventory (NEO-FFI), Popular Emotional Intelligence Questionnaire, Spielberger State-Trait Anxiety Inventory (STAI), Popular IQ Test, the Temperament Questionnaire of the Laboratory of Psychological Tests (PTS), Multidimensional Questionnaire of Preferences (WKP), Raven's Matrices test.

Online courses for counsellors

In Poland there are courses for counsellors available via the internet. Two years ago Euroguidance Poland (education) prepared an on-line training "Multiculturalism in guidance". When we introduced a new training for guidance counsellors, we ensured guidance counsellors possibilities to participate in training "How to use Moodle".

We addressed "Multiculturalism in guidance" training to career counsellors from education sector, who work, e.g. in schools, psychological-pedagogical centres and career offices at universities. The main aim of the project was to prepare career counsellors to work with pupils/students who come from different culture, by delivery of the knowledge and skills and creation of the new attitudes towards immigrants and learning in new form of teaching (e-learning). The course contained a variety of methodologies of teaching, e.g.: working with text – studying materials which are available on Moodle platform, analysis of source materials – films, press articles, photos, fragments of publications, solution of individual tasks (case study, quiz), discussing on forum among participants. After completing the course, the participant was able: to recognize and define areas of difficulties for immigrants, to characterize cultural values and rules that are important for immigrants for making

educational and occupation decisions, to characterize psychological process of group which are present at the border of cultures, to characterize ways of communication with immigrants, to describe influence of experience of refugees on their vocational decisions, to define basic concepts in multicultural area, specify ethnic and national minorities in Poland, to characterize the cultures which are represented in Poland, to know rules of individual guidance interview, mainly in crucial points of guidance process, to prepare workshop for children and youth in subject of multiculturalism. The course was realized at two levels (basic, advanced). Each course lasts 10 weeks. The course consists of 5 thematic blocs, divided into 2 parts. Each part lasts one week. The training group number amounts to 25 persons.

MLSP does not conduct online courses for guidance counsellors in methods and tools used in counselling. Educational institutions and universities offer e-learning courses in career guidance counselling. Such postgraduate studies, conducted over Internet, are offered e.g. by the Higher School of Social Sciences in Lublin.

Slovakia

PhDr. Štefan Grajčár, Ing. Jozef Detko, Mgr. Lenka Beková - Euroguidance centre, Slovak academic association for international cooperation

ICT tools in guidance

Educational sector

Within the educational system there is a quite large network of guidance and counselling practitioners in different institutions inseparable part of whose job is to cooperate in helping pupils, students, parents and other educators to get acquainted with the world of education and the world of work. Teachers in position of educational counsellors and special educators provide vocational counselling, guidance and information services at schools.

The online program **PROFORIENT** serves as an up-to-date assistance for educational counsellors at primary schools for pupils in transition from primary to secondary education. It is intended for an initial collection of input documents of pupils in electronic form. PROFORIENT provides comprehensive information for choosing an appropriate school and subject field for the pupil. It also allows identification of his/her assumptions for the admission at secondary schools (which are interesting for the pupil). These data enable further guidance and counselling. For integrated students the program provides information on subject fields which are open at secondary schools and suitable for students with their specific and special needs. The program also assists with administrative activities related to printing applications for secondary schools. Currently it is possible to identify pre-conditions of pupils for the admission at secondary schools only within one region (in Slovakia there are 8 regions). However, it should be feasible for the whole Slovakia in the future.

Resources: www.svsmi.sk

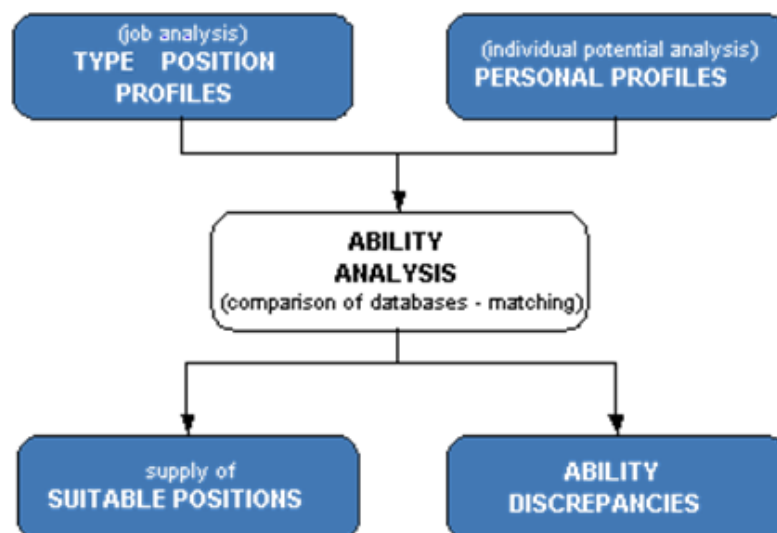
Portal www.strednaskola.sk was created under the project “Removing barriers from educational mobility” by SGI - Slovak Governance Institute. The aim of this portal is to promote pupil’s transparent and fair selection of secondary school, which will be based not only on knowledge but also on his/her skills. The portal includes database of secondary schools, newspaper articles, forums, tests, calendar with important dates, etc. The project was supported by Open Society Institute.

Resources: www.strednaskola.sk

Labour sector

The Ministry of Labour, Social Affairs and Family is the guarantor of online tool called “**ISTP (Integrated System of Type Positions)**”. ISTP is a database of information about the world of work and methods of using the information to facilitate communication on the labour market and make it more efficient. The target group consists of all labour market participants: pupils and students, employees and employers. It also provides information for vocational education and training institutions and employment services. ISTP is matching the world of work with the world of people. It enables employers to describe their jobs better and easier and job seekers to assess their suitability for different types of work. The client may create his/her own profile by completing several questionnaires. If there is a certain match between this profile and type positions, the system will offer the most suitable occupations. The system also gives recommendations for personal growth of individuals and improvement of their skills.

Ability Analysis – Matching:



The system consists of 4 tools:

- Registry of type positions (KTP – Kartotéka typových pozícií)
 - An overview of approximately 1900 type positions and vocations
 - Type position profile is composed of: characteristics of type position (identification, general characteristics, work activities), typical job aspects (character and object of work, working means and conditions), requirements to be met by a job practitioner (health conditions, general and specific vocational skills) and labour market situation (demand and supply, labour cost)
- Individual Potential Analysis (AIP – Analýza individuálneho potenciálu)
 - program for collecting information on skills, personal qualities, health conditions and personal preferences
 - offers job-seeking assistance on web based portals (portal of the Central Office of Labour, Social Affairs and Family, EURES and Profesia portals)
- Career Planning (KP – Kariérové plánovanie)
 - estimates client's assumptions and abilities to do a certain job
 - gives information about client's weaknesses and strengths and recommends areas for improvement
- Catalogue of Jobs (KPM – Katalóg pracovných miest)
 - enables an employer to create his own job descriptions and a catalogue of jobs.

Resource: www.istp.sk

One of the tools for planning education, training and careers is an interactive computer program **Guide to the world of occupations**, a product of Leonardo da Vinci project. It provides information on more than 650 occupations, supported with images and voiceover. It also contains a lot of labour market information, advice on how to apply for a job, or how to write resume. The program offers several tools how to choose a career, including interest questionnaires. It is available for educational counsellors, guidance and counselling practitioners in Centres for Educational and Psychological Counselling and Prevention, in Offices of Labour, Social Affairs and Family and others. On the website www.povolania.eu one can learn more about different occupations and choose between them on the basis of questionnaires according to interests and skills, popular subjects, the nature of work, or the type of

workplace, etc. Besides the Slovak version there are several other national versions in eight languages available at www.gwo.cz.

Resource: www.povolania.eu

Click Job Fair is an online job fair oriented mainly to young people aged 18-29. The target group consists not only of unemployed, but also of students and graduates from secondary schools and universities, as well as those already present on the labour market. The 3-day programme was loaded with video presentations, interactive workshops, discussions and live chats. Video presentations were composed of 3 parts:

1. Professional section - devoted to different interesting issues (marketing, IT, labour market, self-knowledge)
2. Personal section - the speaker will introduce himself/herself
3. Online discussion - visitors will be able to chat with presenters at particular time, ask about their professional and personal issues related to their career development.

Virtual booths and content were available during nearly two months after this event (fair). 2011 was the 2nd year of this virtual event. Exclusive general partners of this project were: The Central Office of Labour, Social Affairs and Family, together with the EURES network operating in Slovakia.

Resource: www.clickjobfair.sk

Psychological tools (based on self-knowledge)

Navigating in search of a profession (orig. Berufsnavigation) is resource-oriented career counselling. This specific approach was created by Thomas Diener from Switzerland. In 2006 T. Diener established cooperation with the Institute of Process Oriented Psychology in Slovakia. And in 2007 the first run of systematic training with one year duration was started. This approach specifies not only what the client is capable of, what his/her potential is, but it extends its focus to the level of an incentive. It tries to figure out what the best professions are in which the client will feel comfortable according to his/her personality traits and personal motivation preferences. It uses different creative procedures in decision-making process in

matters of career and life planning, and also “soft” factors (dreams, wishes, desires, etc.). Very important is the work with movement, space and feelings. It is primarily a creative process which contains three phases: 1. Incubation, 2. Inspiration, 3. Realization. Some of the used techniques are: interviews, coaching, role playing, creative exercises, art expressions, etc. This method is suitable for all people regardless of age, who would like their work to be meaningful and related to their life.

Resources: <http://www.fairwork.ch>, www.navigaciavpovolani.sk

Online courses for counsellors

Currently there are no courses for counsellors available via the internet in Slovakia. As for the face-to-face courses, there are some university courses focused specifically on career counselling offered mainly by departments of psychology and andragogy. For example, at Comenius University (Faculty of Social and Economic Sciences) there is a one-term course called “Career counselling”.

Besides psychological courses at faculties of arts/human sciences, there are also courses on personal/human resources management at faculties of management and at some faculties of different orientation, for example at some technical universities.

There are also diverse opportunities of further education and training that have been developed within EU supported projects, for example, the currently ongoing project of The Methodology and Pedagogy Centre “Professional and Career Growth of Pedagogical Staff”. During this project an educational programme “Preparing students for the labour market - career counselling in schools and school facilities” will be realised.



Slovenia

Sabina Škarja MSc, Zlata Šlibar and Sandra Igličar Čepon

ICT tools in guidance

Career guidance in Slovenia is provided for students by school guidance counsellors in each school and university and by vocational guidance counsellors in vocational information and counselling centres. Employment Service of Slovenia also provides guidance for the unemployed and other active jobseekers at labour offices.

The following ICT tools have been primarily used in career guidance and counselling in Slovenia:

- Kam in kako / Where and How,
- eSvetovanje / eCounselling and
- Moja izbira / My choice.

Kam in kako / Where and How (http://www.ess.gov.si/ncips/cips/kam_in_kako) is an interactive computer program for choosing the most suitable vocations. The program is used by students in primary and (upper) secondary school, colleges and higher education, as well as by the unemployed and everybody considering change of career path or interested in different vocations.

The image displays two screenshots of the 'Kam in kako' web application. The left screenshot shows the 'DOBRODOŠLI V PROGRAMU' (Welcome to the program) page, which includes a navigation menu with options like 'INFORMACIJE O POKLICIH', 'TEST ZA IZBOR PRIMERNIH POKLICEV', 'INFORMACIJE O IZOBRAŽEVANJU IN ZAPOSLOVANJU', 'O PROGRAMU', and 'IZHOD'. The right screenshot shows the 'TEST ZA IZBOR PRIMERNIH POKLICEV' (Test for selection of suitable vocations) page, which includes a question 'Kako vam je všeč poklic, v katerega je vključeno (-a): Delo v pisarni?' and a response scale with five smiley faces ranging from 'Sploh ne maram' to 'Zelo mi je všeč'.

The use of program “Where and How” is free of charge in schools, vocational information and counselling centres, labour offices and other lifelong learning centres. Only guidance counsellors who participate in special trainings provided by Euroguidance Slovenia can use the program as a guidance tool. “Where and How” can encourage users to think about vocations and define vocational areas, which are later on discussed with the guidance counsellor, explore relevant and interesting vocations more in details, get new ideas about vocations and expand their knowledge on vocations.

The Employment Service of Slovenia pays license fee so the test is free of charge and the program will be also available online.

eSvetovanje / eCounselling (<http://apl.ess.gov.si/eSvetovanje/>) is offered by the Employment Service of Slovenia as a free service. Users are able to use various tools for self-assessment; they can investigate work possibilities and set reachable job goals, learn and use job-finding skills and make use of data on vacancies and the labour market. Moreover, they can browse through the application by suggested steps or freely according to their needs. The eCounselling service is structured in 4 main modules: Self-assessment, Employment goals, Skills for finding job and Labour market.



In the first module **Self-assessment** users can evaluate themselves: interests, characteristics and competences with help of information, guidance and several questionnaires.

The second module is **Employment goals**. Exploring the employment opportunities where there are 4 possible methods of search: types of work, education, Holland's types (user can explore his/her employment goals through interests) and standard classification of occupations.

The third module **Skills for finding job** helps users to recognize the importance of proactive job search and provides information and learning activities that reinforce development of competences in 4 basic areas: how to search for a job, applying for a job, job interview and planning and follow-up.

The fourth module **Labour Market** enables job seekers to explore the labour market, helps to define their employment plans, verify them and provides selected data to the Employment Service of Slovenia's staff. Users can search in a job vacancies' database (employers have a legal obligation to register all job vacancies) and find statistical data about job vacancies for specific occupation or education.

There are two additional services available for registered users:

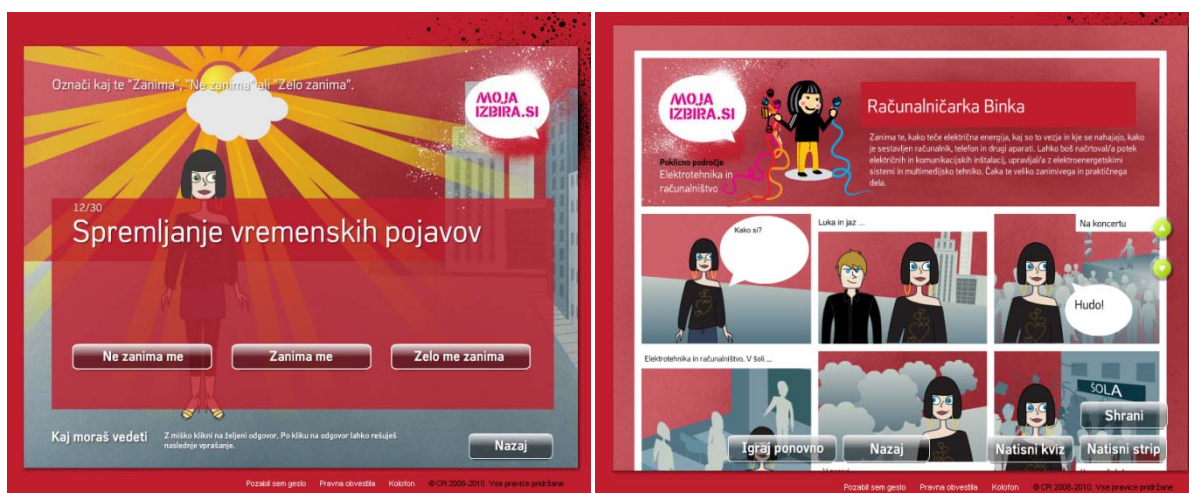
- **My folder** for saving test results, selected interesting occupations, plan of activities, etc.
- **A personal e-counsellor**, who provides help with possible obstacles and decisions on the employment path.

Moja izbira / My choice website provides information on schools, educational programs, vocations, national vocational qualifications and counselling opportunities for pupils in transition to (upper)secondary school and their parents as well as adults in education. Unfortunately there is no information about universities; these are available on **PLOTEUS web portal** (<http://ec.europa.eu/ploteus/>). With the recent establishment of university career centres also this guidance will be improved. My choice also provides necessary information for guidance counsellors such as legislation, useful literature, useful links, glossary, etc. All the information is displayed in a user friendly manner and is printable. The website is interactive. Visitors can register in 3 steps and thereby create their own folders. There, they can save desired information on schools, programs, vocations, national vocational

qualifications or counselling opportunities. Each visitor can also write to the administrator and ask any question they want.

My choice web portal is a result of common effort of all main Slovenian partner institutions dealing with career guidance. Each institution involved has committed with an agreement to participate in the editorial board and to provide updated information on a regular basis.

Online career guidance is done by a video game. With a simple registration each user can get further information on vocational interest. Users answer a set of various questions online and thereby watch a movie on a specific relevant vocation or generate their personal cartoon (available at <http://www.mojaizbira.si/igrica/>).



Guidance counsellors can use also **Test of study interests** as additional help with guidance for their clients.

The above ICT guidance tools are used for guidance in employment and educational sector. The efficiency of these tools is not measured additionally, since the norms are set when establishing the particular test.

The **advantages** of these ICT tools for guidance counsellors and clients are:

- Computer enables admission and saving huge amount of information, which allows faster and more effective guidance process.
- Computer gives logical and objective questions and encourages self-evaluation.

- Computer can play its role as a 'whisperer' in interviews and can be an objective advice source.
- Computer has no prejudices, which counsellor might have.
- Technology is developing and includes wide range of information and services also in guidance.

The **disadvantages** of ICT tools for guidance counsellors and clients are:

- Computer cannot substitute guidance counsellor and guidance interview.
- Without any additional training computer generated information can be misused.
- Some clients do not trust computers, because they do not know how to use it or do not believe in confidentiality of saved personal data.
- Computers are not practical in group work.
- Working with computer is not personal, direct conversation with guidance counsellor is.

"Where and How", "Test of study interest" and "My choice" are used widely according to needs in education sector. "Where and How" is very popular with students and guidance counsellors in schools. It is also widely used in employment and vocational counselling for all target groups. "eCounselling" is primarily used for the unemployed, but is useful also for students in higher education and other. Distance counselling, provided by "eCounselling", gives users the possibility to contact e-counsellors regarding several topics. "eCounselling" is in its beginnings, but the first reflections are that it is too detailed and will be adjusted in future.

Psychological tools (based on self-knowledge)

The following measures regulate the use of psychological tools in the field of labour and education:

- ITC – International Test Commission (guidelines for use and appliance of tests)
- European Test Publishers Group (tests publishers in Europe)
- European Federation of Psychologists' Association (template for rating tests)
- Commission for Psychodiagnostic Resources (guidelines for using psychological tests and code of professional ethics for psychologists)

There is a special public institution regulating the use of psychological tools in Slovenia, called **Centre for Psychodiagnostic Resources / Center za psihodiagnostična sredstva** (www.center-pds.si).

The possibility to use tests depends on the training of the guidance counsellor (usually the conditions are university degree in social sciences, special training and work experiences in the field of career guidance). The main psychological test used widely in guidance in Slovenia is **Self directed search**. This test is used in schools for students in transition, in labour offices, when entering in formal education or self-employment, qualifications, etc. eCounselling has also available "Self directed search" test for registered unemployed.

Clients can use these psychological tools and guidance services free of charge. Some tests, like "Self directed search" are payable for organisations, but not for clients. These methods are used for exploring vocational interests and planning career, especially for youth in transition and the unemployed as well as for individuals who wish to change their vocational or career path.

Every year The Employment Service of Slovenia provides **MFBT / Multifactoral battery testing** (testing of intellectual abilities) for generation of 8th class pupils in all Slovenian primary school before transition to (upper)secondary school. The results of the testing are a helpful tool when school guidance counsellors and vocational guidance counsellors at the Employment Service of Slovenia provide guidance for

pupils in transition to labour market or next level of education. The Employment Service of Slovenia pays the testing, which is free of charge for pupils and schools. The testing is done exclusively by psychologists and is voluntary for pupils, so the consent of the parents is vital. These results have proven to be very helpful when designing career path.

Euroguidance Slovenia has been updating “Where and How” test yearly and has participated in workgroup for the establishment and updating of “My choice” and “eCounselling”. Centre for Psychodiagnostic Resources and The Employment Service of Slovenia also research and develop new tools in the field of guidance. The fields that are most widely researched are exploring vocational interests, education and training.

There are also some private organisations, such as Kadis, that provide new tools. One of these is **E.guide online** (<http://en.eguide-project.eu/>). An interactive system with a variety of tools for identification and adaptation of the competences which necessary for searching a job. With the permission of the job seeker, the counsellors has access to the individuals’ data and will be able to help them through a modular and individual approach that will answer their specific needs and bridge eventual competence gaps. The idea of the tool is to cater to both the counsellors' and job seekers' needs.

E.guide offers:

- assessment tools (self-assessment of the job seeker on key transferable competences),
- comparison of the individual's results with selected competence profiles to identify competence gaps (done by the counsellor),
- portfolio building (for the job seekers),
- various informational resources (for both counsellors and job seekers) and
- communication tools (interaction between counsellors and users).



Online courses for counsellors

Since 2010 there have been some courses available via the internet (online courses) for guidance counsellor at the Employment Service of Slovenia. There is a special platform **E-Campus** with 3 trainings Active employment policy, Stress in workplace and Data protection. New online courses that are being developed and will be available for guidance counsellors in 2011 are: E-Labour Market Regulation Act, E-Telephone communication, E-Effective communication, E-doctrine of employment, E-working styles, E-Working with Employers, E-New employees.

However, when introducing a new guidance method, the training of the counsellors is usually ensured by organizing **workshops and seminars**.