

10 Years
Euroguidance Cross Border Seminars

GUIDANCE CROSSING BORDERS

Cross Border Seminar 2015

9th – 10th of June, 2015, Retz, Austria



 euro | guidance





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COORDINATING COUNTRIES:

Euroguidance Austria, OEAD

Euroguidance Czech Republic, DZS

Euroguidance Slovakia, SAAIC



PARTICIPATING COUNTRIES:

Croatia, Germany, Hungary, Poland, Romania, Serbia, Slovenia

SPECIAL GUESTS FROM:

Cyprus, Sweden, Turkey

PREPARATION OF COMPENDIUM:

Euroguidance Slovakia, SAAIC

GRAPHIC DESIGN:

Bofostudio

PUBLISHER:

Euroguidance Austria, OEAD

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



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

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INTRODUCTION

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. During years of organising Cross Border Seminars more countries have joined this initiative. The Cross Border seminar through this way became an event involving the majority of Central European countries.

Brief history of seminars:

2005, Brno, Czech Republic: Psychological Methods in Career and Vocational Guidance.

2006, Bratislava, Slovakia: Transition from Secondary Schools to the World of Work.

2007, Wien, Austria: Guidance in Institutions of Higher Education.

2009, Tabor, Czech Republic: Career Guidance without Barriers.

2010, Bratislava, Slovakia: Professional Care for Counsellors – Who Cares for Those Who Care.

2011, Budapest, Hungary: Innovative Tools and Methods in Career Guidance and Counselling.

2012, Bled, Slovenia: Career Management Skills.

2013, Warsaw, Poland: Methods, Techniques and Tools to Diagnose Competences.

2014, Zagreb, Croatia: Counselling methods for fighting youth unemployment.

In 2015 we celebrated 10th anniversary of the Cross Border Seminar. In respect of that, the three countries (AT, CZ, SK) which started this cooperation decided to remind this tradition and co-organize CBS 2015 in a very close and deep mutual cooperation. Besides traditional countries participating at the Cross Border seminars – in 2015: Austria, Croatia, Czech Republic, Germany, Hungary, Poland, Romania, Republic of Serbia, Slovakia, Slovenia – on the occasion of the 10th anniversary participants from other European countries were also invited, and colleagues from Cyprus, Sweden and Turkey accepted the invitation.

The **Cross Border Seminar 2015** entitled **Guidance Crossing Borders** addressed borders that might exist in the field of guidance and invited to learn about, to discuss and to further develop ways to overcome, transgress and cross borders between:

- countries,
- guidance in education and employment,
- guidance and other disciplines,
- guidance practitioners and other stakeholders,
- and further possible meanings of crossing borders in guidance and counselling.

This publication of national surveys and workshop articles is based on the responses of the national surveys and articles from experts who led workshops relating to the Cross Border Seminar organised in Retz, Austria.

National surveys are mapping situation in countries participating at Cross Border Seminars. As in 2015 we were celebrating the 10th anniversary of Cross Border Seminars, this survey aims

to collect information about developments in our countries in the last 10 years (not only in connection to CBS) through GENERAL QUESTIONS, and also information about the topic of the Cross Border Seminar 2015 through SPECIFIC QUESTIONS. By collecting the responses received from the Euroguidance centres this document intends to provide readers with an international overview regarding the topic of the seminar.

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

Besides national surveys and articles from eleven workshop leaders the current compendium brings also a brief look at all previous Cross Borders seminars as listed above – from the first one in Brno in 2005 to the ninth one in Zagreb in 2014 – through photographs of panels with documents as a short memory from these seminars, which organisers from respective countries prepared in Retz.

At the final part of the compendium reader can find reflections of all three organising Euroguidance centres – AT, CZ, and SK – on their experience with this kind of very close cooperation. The aim of this exercise is to show how effective and fruitful such cooperation might be, and also, to show that Euroguidance centres are a real network. Let's hope it will inspire others to do something similar and even better!

Euroguidance centres
Austria, Czech Republic, and Slovakia



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NATIONAL SURVEY

Michaela Marterer, Peter Härtel, Steirische Volkswirtschaftliche Gesellschaft (STVG),
with support from Euroguidance Austria

GENERAL QUESTIONS – 10 years of CBS:

What important changes have happened in your country in the field of career guidance and counselling in the last 10 years?

Starting point for the most important changes concerning career guidance and counselling in the last 10 years in Austria was the former OECD project „Career Guidance Policies“ 2000-2003 (OECD 2004) the review of the Austrian National Report (Härtel 2001), the reflection of the Country Note Austria (OECD 2003) and the following activities in career guidance at national and European level, also at regional and local level.

The OECD project gave the incentive to build up first a National steering group for Career Guidance and a cross-sectoral stakeholder platform, involving all relevant players at national level, ministries, social partners, public employment services (PES), professional associations and other. One of the first import tasks was to find a common understanding of „Career Guidance“ and to find a commitment for the term „Information, Beratung, Orientierung für Bildung und Beruf - IBOBB“, covering all activities and services in different sectors of education and employment and in all phases of life in a sense of „Lifelong Guidance“.

By order of Federal Ministry of Education several studies regarding guidance policies were produced:

- Legal regulations concerning Guidance and counselling in all relevant areas and sectors
- Collection and analysis of guidance – related to IBOBB in all sectors and various regional scopes, for different target group

These studies were structured according the systematic of the EU-policy areas, project descriptions on the concepts of OECD, also using the common European reference tools (Cedefop 2005) as well as the Handbook for policy makers (OECD / EC 2004).

Based on that and on the discussion concerning the OECD Country Note (OECD 2003) within the cross-sectoral stakeholder platform the following National Strategy for Lifelong Guidance was developed, published and reported to European Union, defining 5 priorities, as there are:

- Priority 1: Implementation of basic competences in all curricula
- Priority 2: Focus on process optimisation and support
- Priority 3: Professionalization of counsellors and trainers
- Priority 4: Quality assurance and evaluation of provisions, processes and structures
- Priority 5: Widening access – creating provision for new target groups

All priorities were described with more detailed contents, short- and long-term objectives, activities and measures.

Parallel the European discussion on Lifelong Guidance had the outcome of the second European Council Resolution on Lifelong Guidance 2008 (European Council 2008) with the four priorities

- Encourage the lifelong acquisition of career management skills
- Facilitate access of all citizens to guidance services
- Develop quality assurance in guidance provision

- Encourage coordination and cooperation among the various national, regional and local stakeholders

Also the Lifelong Learning Strategy for Austria was in the same time in process of development.

Life Long Guidance (LLG) became one of five strategic guidelines of the „Strategy for Lifelong Learning in Austria LLL:2020“, developed from 4 Federal Ministries, together with all social partners and other stakeholder, presented by the National Government in June 2011. This guideline is valid for all 10 action lines of the strategy. Guidance and counselling additionally is mentioned in several action lines of the strategy.

Guidance and Counselling are important elements of the governmental programmes during the last years, explicitly in the government declaration 2008 (Republik Österreich 2008) and 2013 (Bundeskanzleramt 2013), in several chapters, as there are school, youth policies, higher education, labour market, adult education, and special sectors like inclusion, migration, gender, elder people.

The ESF period 2007 – 2013 was used for supporting activities in schools – e.g. guidance at the transition from initial education to further apprenticeship training, for school social work - and in adult education – nationwide network for guidance for adults, and for special target groups. The ESF programme 2014 – 2020 in Austria also contains proposals for activities concerning guidance in school and in adult education.

Supported was this development process of career guidance and counselling in Austria by national and European activities, using European Lifelong Learning Programmes, e.g.:

- Joint Actions Project „European Guidance Forum“, coordinated by the Austrian partner organization, as a previous activity for the 2008 implemented European Lifelong Guidance Policy Network – ELGPN.
- Key Activities 1 & 2 – European and national, for supporting strategic developments and dissemination processes in Lifelong guidance.
- Austrian led projects concerning development of Lifelong Learning Strategies together with neighbour countries were supporting national processes of development of Lifelong Guidance Strategy, with strong focus on the topics on guidance and counselling.
- National projects had the objective to bring information into Austrian regions, and to bring together professionals, practitioners and politicians under the focus of specific topics concerning guidance and counselling. The topics followed the European priorities. European experts were invited and were part of the programmes in national and regional conferences concerning Lifelong Guidance.
- A continuing process since 2008 was the Austrian participation in the European Lifelong Guidance Policy Network - ELGPN, initiative in the previous European Expert Group on Lifelong Guidance and in the preparation of implementation, integrated from the very beginning into the ELGPN steering

group, responsible from 2008 to 2014 for the working area communication – cooperation – coordination, later on also for access, strongly involved into the issue career management skills, and contributing to all relevant sectors and working areas.

The main products and outcomes of ELGPN – like the „Resource Kit“ (ELGPN 2012) – were developed with contributions from Austria, as well they are valuable tools to influence and strengthen national – and regional, local – processes in Lifelong Guidance in Austria.

As part of the overall development and changes concerning career guidance and counselling essential progresses took place in several areas of education, employment and social affairs, e.g.

School

A task group at national level, including all concerned Federal Ministries, social partners, stakeholders, PES etc. worked on initiatives and quality development for IBOBB in school, especially for the first transition points from initial compulsory education to further education, VET and world of work.

Youth social policy together with school

New programmes were developed and implemented, like „Youth coaching“, a nationwide programme to reduce ESL and school drop-out

School together with Higher education

Guidance for maturity was improved, by initiatives like „key to success“, „Studienchecker“, now „18+“, in

cooperation between the Federal Ministry of education and the Federal Ministry of Science and research.

Professionalization

Education and training for professionals was forced, new concepts and offers at Pedagogical Universities were developed and launched

Adult education

A nationwide Guidance network was implemented, with involvement of regional actors in a common quality and development process

Further information about former and recent developments are available e.g.:

<http://www.schulpsychologie.at/>

<http://www.lifelongguidance.at/qip/mm.nsf>

<http://erwachsenenbildung.at/>

Please describe some of the impacts the Cross Border Seminars had (on national, institutional, regional, individual... level) in your country within the last years.

The Austrian guidance community benefits from Euroguidance Cross Border Seminars on various levels. Since the beginning of Cross Border Seminars in 2005 about 120 guidance counsellors and stakeholders from Austria have participated and 12 workshops have been offered by experts from Austria. Participants from more than 65 different organisations (such as ministries, school boards, public administration, large educational institutions, but also self-employed coaches and nongovernmental

organisations working in the field). Among the guidance experts interested in taking part Euroguidance Austria chooses primarily those who are also actively engaged in networks and therefore work as multipliers.

Austrian CBS participants work with a wide variety of target groups (such as schools, youth, people with disabilities, migrants, long term unemployed, people living in rural and disadvantaged areas with high unemployment) and disseminate the results into their networks, therefore a great range of different contexts benefit from Austrian involvement in Euroguidance Cross Border Seminars. Asked for the impact of the seminar participants describe how they make use of the methods learned at the seminar. They also quite frequently contact guidance experts from other countries they met at the seminars as they wish to establish or deepen cross-country cooperation and exchange. The inspiration for their work and new ideas for transnational projects are also seen as a highly valuable impact. Some leaders of Austrian workshop leaders are contacted after the seminar by participants asking for deepening information and background material on the presented topic.

Euroguidance Austria regularly prints the CBS publications (survey and workshop documentation) and distributes them widely within the community. CBS topics and their results are frequently included in several presentations Euroguidance Austria holds for counsellors and stakeholders, e.g. the yearly Austrian lifelong guidance forum. Along these ways the CBS topics stimulate and enrich the Austrian discourse and practice and support transnational exchange.

SPECIFIC QUESTIONS – CBS 2015: Guidance Crossing Borders:

Is there some commonly agreed definition or scope of career guidance and counselling in your country? Is it a domain of some specific sector, or can it be described as “cross-sector” concept? Which disciplines are closely connected with career guidance (which serve as sources for its development, etc.)?

The background of commonly agreed definitions of career Guidance and counselling for the last 10 years in Austria lays in the OECD project process „Career Guidance Policies“ 2000-2003, published in the Austrian National Report, German version (Härtel 2001, pg. 103). The definition contains interpretations of the terms „Information“, „Counselling“ „Orientation“ and „Accompanying/Support“, additional a description of so called „Realbegegnungen“ – real insight into world of work.

Life Long Guidance (LLG) is one of five strategic guidelines of the „Strategy for Lifelong Learning in Austria LLL:2020“, developed from 4 Federal Ministries, together with all social partners and other stakeholder, presented by the National Government in June 2011. This guideline is valid for all 10 action lines of the strategy. Guidance and counselling additionally is mentioned in several action lines of the strategy.

So guidance and counselling in Austria is both: at the one hand a cross-sectoral concept in the sense of „Lifelong Guidance“ for all sectors and phases of life and learning, including the aspects of employment, labour market and social affairs, and at the other

hand integrated part in specific sectors, as there are school, youth policies, higher education, labour market, adult education and specific topics like inclusion, gender or elderly people.

How does cooperation between education and employment sector regarding career guidance and counselling look like in your country? Are there some other sectors also participating in this cooperation? Please, provide some examples (policy documents, memoranda of cooperation, cooperation between institutions, etc.).

In Austria a National Forum for Lifelong Guidance exists as a common platform for communication, cooperation, and in some issues, for coordination concerning career guidance and counselling. In this forum all relevant actors and stakeholders at national level are involved, Federal Ministries for Education, for Economics, for Employment and Social affairs, Social partners like chamber of commerce and chamber of labour, Public employment service and practitioner associations. Cooperation works also at different levels in various sectors, as there are e.g. between Ministry of education and Ministry for Social Affairs in „Youth Coaching“, and, in general, within the process of strategy for lifelong learning in Austria, career guidance as a cross-over issue and a special issue in several sectors like adult education. Policy documents for this cooperation are the Strategy for Lifelong Guidance, the Lifelong Learning Strategy, and policy documents like the National Early School Leaver Strategy, the National

Programme Planning Documents for ESF, and the National Government Programme 2013-2018.

At many different levels specific cooperation between education and employment sector takes place. Examples are the close cooperation at prevocational schools („Polytechnische Schulen“) by in-company-practice for all students for personal insight into the world of work, the close cooperation of VET schools at secondary level with industry and trade, of specific projects and programmes, also with gender approaches like Girls' Day, and cooperation of PES with companies in various programmes.

In which way do policy makers, academicians, institutions and practitioners providing guidance and counselling services cooperate (on national/ regional/ local level)? What forms of cooperation exist between guidance practitioners and other stakeholders to improve services (e. g. to be more „client friendly“)? Is cooperation a must or is it voluntary? Which aspects support sharing of knowledge and experience? Please, provide some examples.

At National level in Austria a National Forum for Lifelong Guidance exists, as a result of previous cooperative development in Lifelong Guidance and career counselling. All responsible Federal Ministries are involved, also all social partners, PES, Euroguidance, practitioner organizations and NGO's like the Association for Education and Economics. This forum reflects regularly the progress in implementation of the Lifelong Guidance strategy as a part of the Austrian Lifelong

Learning Strategy, exchanges developments in career guidance in all sectors, reflects success factors and obstacles, discusses results of European and international cooperation like ELGPN and makes proposals and common agreements for key issues and further steps in career guidance at national, regional and local level.

At provincial level various services, systems and strategies are in place to ensure communication, cooperation and coordination at regional and local level, also with the aim to cross the borders between the sectors, like pre-school, school, higher education, VET, adult education, labour market etc, also ensuring the professional approach concerning the different areas for career guidance and counselling. The conferences at regional level within the nation-wide lifelong guidance programme were strongly aimed on these topics, documentations are available in www.lifelongguidance.at Examples of provincial and regional approaches and developments are documented in this website.



Please, provide some examples of international cooperation in this field - projects that had/have been implemented and services that existed/exist in the field of career guidance and counselling that are crossing borders of your country (please, describe examples other than CBS).

Beside the Cross-Border-Seminars Austria is very active in European and International cooperation concerning career guidance and counselling. Austria is strongly involved and active in ELGPN – European Lifelong Guidance Policy Network since the very beginning; Austria was and is leading in guidance-related cooperation and projects in several fields on guidance, school, teacher training, adult education, VET etc, see e.g. <http://www.elgpn.eu>.

Austria was active as coordinator and as partner in guidance – related European projects and international cooperation, e.g. the Comenius Network „School and the World of Work“ www.school-wow.net, which had Guidance as one of three main content topics, the adult education Leonardo da Vinci Project „MEVOC“ <http://mevoc.net/> with following activities, with the result of an „ECGC“ the „European Career Guidance Certificate“ <http://ecgc.at/>, Cross border improvement of national lifelong learning strategies <http://www.cbi-nlls.net> together with the neighbouring countries Slovak Republic and Hungary, which contained essential topics on guidance, more information is available in www.lifelongguidance.at. An international database for guidance methods in group settings was produced by the project „NAVIGUIDE“, www.naviguide.net.

The Project „Casebook for Career Guidance Practitioners working with migrants“ started in 2014 and develops material for career guidance with migrants including two e-courses, one targeted to career counsellors and the other one to trainers. A preliminary Study on the use of casebooks for learning will also be published. <http://www.migration.cc/index.php/projekte/aktuelle-projekte/casebook>.

Projects with Austrian participation can be searched at www.euroguidance.at/projects.

Are there any documents in your country describing borders between clients and practitioners (ethical norms, norms describing processes of evaluation from clients, etc.)?

Examples for documents describing borders between clients and practitioners could be the ESL-Strategy see e.g.:

- https://www.bmbf.gv.at/schulen/unterricht/ba/schulabbruch_eslstrategie_24401.pdf?4dzgm2
- the documents concerning School social work see e.g.: <http://schul-sozialarbeit.at>
- the evaluations of guidance and counselling for adult see e.g.: <http://erwachsenenbildung.at/bildungsinfo/orientierung/bildungsberatung.php> and several documents concerning the topic of inclusion see e.g.: www.inklusion-online.net
- some documents describe norms and standards in specific areas of guidance, e.g. concerning gender and diversity

<http://erwachsenenbildung.at/downloads/service/Gender-und-Diversity-Standards-in-der-Bildungsberatung.pdf>, other documents concerning standards in school are available on <http://www.schulpsychologie.at>

Which ICT tools and how are used to cross borders in guidance? Please, present examples of your country.

Since several years ICT tools for guidance are developed and used in different areas of lifelong learning, employment, combined with social aspects. Some examples for various areas:

School e.g.

<http://www.schule.at/startseite.html>
<http://www.schulpsychologie.at/bildungsinformation>
An overall overview offers the website <http://www.schulpsychologie.at/intguide.htm>



Youth e.g.

<http://www.jugendportal.at/themen/demokratie-jugendpolitik>

Labour market e.g.

<http://www.ams.at/service-arbeitsuchende/arbeitsuche/mein-1-ams-besuch>

Adult Education e.g.

http://erwachsenenbildung.at/bildungsinfo/bildungsangebote/eduard_bildungsangebote_suchen.php

in this platform – like in other platforms - e.g. nationwide services are offered as well as regional and special focussed services, e.g. basic education, and portals for all Austrian provinces – so it is a „cross-border“ service in AT.

What are in your opinion the main obstacles of better cooperation in the field of career guidance and counselling in your country? What factors contribute to success of cooperation?

The main obstacles lay in legislative and formalistic regulations for different areas that make it difficult to cooperate and work in a synergetic way and in different work orders and tasks concerning the strategic and operative aims and objectives for guidance in various fields and areas of education and employment.

Most helpful factor to contribute to success is the willingness of politicians, stakeholders, practitioners out of all concerned areas for career guidance and counselling to cooperate together and work for the interest

of all concerned clients – this is the main topic for development of synergy, quality and effectivity of services in career guidance and counselling.

How can CBS experience help to improve possibilities for better cooperation and crossing borders in your country?

CBS experience can help to improve ...

- By bringing people together.
- By addressing relevant themes and topics.
- By exchanging interesting experiences and examples of policy, projects and practice.
- By continuing motivate for these issues.

Cross Border contacts should continue to find common interesting and important issues for exchange experiences and expertise concerning practice, processes and policies. The Euroguidance Network could – as usual – continue to invite and involve all relevant actors, institutions and stakeholders in career guidance. Effectivity will increase with broaden the view from educational sector to employment and economy, and including the social aspect of guidance, concerning the individual as well as the society as a whole.

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WORKSHOP “Do it like the spider: How network building can improve access to lifelong guidance”

Mag.a Kathrin Weinelt

The subject of “Networking in educational and career guidance” was discussed as part of the “Do it like the spider” workshop. The benefits of an inter-institutional and thus cross-border in a wider sense, cooperation were examined along with the potential obstacles. The aim of the workshop was for participants to work together to find initial answers to the key question, “How can network building improve access to Lifelong Guidance?”

The participants saw networking as an opportunity to broaden their horizons, learn from the experiences of others, make efficient use of limited resources and reach new target groups. However, it is clear that networking requires a lot of time, harmonisation work is necessary and, in particular, anxieties need to be resolved. There is competition between the institutions for funds, resources and clients. Networks can only work if they are based on trust and are to the benefit of all partners. This is the main challenge involved.

The “Do it like the spider” workshop was chaired by three presenters. Mag.a Kathrin Weinelt and Mag.a Ingeborg Wilfinger

both work for the provider-independent institution “Bildungsinformation Burgenland”. Kathrin Weinelt is responsible for public relations and communication of services, while Ingeborg Wilfinger works as a guidance counsellor in the institution specialising in the guidance of adults with regard to further education. They are both currently working on establishing an educational guidance network for the state of Burgenland, the easternmost state in Austria.

One region in Austria where this type of network has already been set up is Salzburg. This is where Katrin Reiter, Bakk. phil. MA, the third presenter, works as a coordinator for the “Netzwerk Bildungsberatung Salzburg”, network of guidance centres. She is responsible for mediating between the various network partners, serving as a link between the individual providers of guidance services in the region and understanding the positive and negative aspects of networking at first hand.

The workshop started off with a game to allow everybody to get to know one another. The participants formed a circle,



Kathrin, Ingeborg, Katrin



Moderators with Burgenland project manager, Alfred Lang



The "spider game" gave everybody the opportunity to get to know one another

with one person given a ball of wool to hold. She introduced herself with a few short sentences and then threw the ball of wool to somebody else, keeping hold of the end of the wool. Then it was this person's turn to introduce and pass the wool on to the next person, again still holding a piece of the wool in their hand. In this way, a "network" of wool was gradually formed, binding all the participants together. The network of wool was placed on the floor as a symbol and left there until the end of the workshop. Following the introductions, Katrin Reiter gave a short presentation in which she introduced Netzwerk Bildungsberatung Salzburg in more detail. She explained the structure and working methods of the network and highlighted both the benefits and difficulties involved in stronger inter-institutional cooperation. The aim was to provide the participants with an initial overview of networking in Austria through a specific practical example.

Interactive part

The interactive part was made up of two parts. In the first part, the participants had



Katrin Reiter introduced Netzwerk Bildungsberatung Salzburg

the opportunity to discuss various aspects of networking over three moderated workstations. In the second part, the focus was on building their own network.

Building networks

The participants in the workshop were asked to record names and contact details on a self-made spider web. The information was then put together by the three presenters and shared with the participants, allowing them to stay in contact with one another and pursue cross-border projects after the Cross Border Seminar.



Building networks



Networking

networking. The workshop participants moved around between the stations based on their personal interests and speed and got involved in the discussions. Key contributions were noted down on cards by the presenters and summarised at the end.



Station 2: Finding network partners

Workstations

Various issues relating to networking in educational guidance were discussed over three different workstations, each managed by a workshop leader. Station 1 focused on how networks can have a positive effect on reaching a target audience, Station 2 discussed finding network partners, and Station 3 examined the pros and cons of



Station 3: Limits, pitfalls, challenges of networking



Station 1: Addressing target groups



Workstations

Overview of main workshop results

Workstation 1:

- **Raising public awareness – Reaching target groups**
- It is important to raise the public profile of guidance
- Public relations work should increasingly take place at everyday locations not associated with education (e.g. on public transportation)
- Through events or exhibitions, contact can be established proactively with facilitators and clients; relevant equipment (technology, advertising materials, etc.) is required in this case
- Continuous contact with partner institutions/referring bodies is vital in order to reach clients
- A common umbrella brand for guidance increases recognition value

Workstation 2:

- **Cooperation partners – as diverse as possible**
- Stronger cross-border cooperation would be good in border areas in particular, e.g. AUT – SK – CZ
- Institutions in contact with special target groups
- Employee representations, chambers of commerce, labour market services with economic links
- Schools/universities (cooperation with guidance often difficult)
- Various companies (sponsoring, funding)
- **Finding network partners**
- Sharing information: Reach out to individuals/partner institutions with extensive network experience and make contact with new institutions

- Be found: provide a contact address, link to homepage, etc.
- Make use of conferences, seminars, further training to build contacts
- Google
- Outline the mutual benefits/goals so both sides will be interested in a cooperation
- Be communicative/meet people/build on contacts
- Create a basis of trust

Workstation 3:

- **Challenges of networking**
- There is competition for resources – for funds, clients, knowledge; this rivalry needs to be resolved
- Ensure the quality of guidance services > Monitoring
- Bring different organisational cultures together
- Funding problems
- Partner institutions need to be ready to make staffing resources available
- Fix a common understanding of “How to...”
- **Benefits of networking**
- Broadening horizons
- Institutional development
- Mutual “learning from one another”
- Improving sustainability
- Pooling existing resources (e.g. facilities, etc.)

Finally, the presenters summarised the key results of each group. The participants also had the opportunity to develop their own ideas and draw on their own experiences once more and discuss them with the group. At the end of the workshop, the presenters asked for some brief feedback.

(Owner of the photographs used in the article: Alfred Lang, B.A.)

WORKSHOP “Online Guidance. Opportunities and limitations of a nationwide collaboration and the method itself.”

Mag.a Barbara Oberwasserlechner, Mag.a Barbara Glattauer

Online Guidance Austria

Online Guidance was launched in 2010 with three institutions of the “Bildungsberatung in Wien” network, based on the beranet privacy protection platform. Our experience with inter-institutional collaboration helped to shape the more complex inter-regional cooperation which followed in 2014, when three additional Austrian states joined Online Guidance.

In 2016, eight states and thus eight state networks (see “Do it like the spider” article), as well as 12 institutions and around 25 practitioners will offer guidance through a common virtual guidance platform. This cooperation is funded by the Austrian Federal Ministry of Education and Women’s Affairs and by the European Social Fund. The growing use of the Internet is taken into consideration with the offer of online guidance. This also allows targeting of those who are not interested in face-to-face guidance (see also benefits). These common goals and the inclusion of all interested state networks in the pilot phase are important factors in positive inter-regional cooperation.

Our understanding of online guidance

We currently define online guidance, in particular in contrast to email guidance, as asynchronous “mail guidance” taking place in a virtual guidance room. We ensure the protection and safety of our customers’ data through SSL-encrypted connections as well as the use of beranet guidance software. Interventions in the guidance process are based on a guidance model and are

theory-driven. Our guidance contract with customers is an additional feature.

A concept for chat guidance will be developed in 2016. Based on the experience of our Danish colleagues,¹ we expect to better reach educationally disadvantaged people. Once it meets the above criteria, simultaneous chat guidance will be added to the online guidance services.

Online guidance is currently part of distance counselling, with varying scope depending on the particular network, and including telephone, email, Skype and chat via independent software in addition to online guidance.

Benefits, challenges and requirements

The benefit for customers, to make use of time and location-independent guidance, is clear. Practitioners also benefit from the asynchronicity, as they can reflect on questions and responses, carry out research in their own time and also seek the support of their colleagues before sending their responses.

The anonymity and increased ability to describe one’s own identity makes it easier for some customers to write about their problems or simply to get in contact. This sense of influence or power is also evident in the greater control over the guidance process and can be a deciding factor in opting for this service. However, in the workshop which was held as part of the Euroguidance Cross-

¹ See the German-language interview by Stefan Kühne with Anette Jochumsen, who presented the Danish e-guidance platform at the specialist conference Bildungs- und Berufstagung aktiv im Web in Vienna in 2012: http://www.e-beratungsjournal.net/ausgabe_0212/jochumsen.pdf

Border Seminar "Guidance Crossing Borders", not all colleagues shared this experience.

For practitioners, this greater control on the part of customers can result in sudden termination of the guidance process or no reaction from them to a response, after a lot of time and energy had been spent on the process to that point. Online practitioners therefore need to adopt a constructive approach and have the appropriate ability to tolerate frustration.

A further benefit of online guidance is the constant availability of questions and responses in a central location. Customers have access to links, documents and other information as they need them. Reading information again aids the reflection process which begins when they write their first question. On the part of the practitioners, too, there are greater learning gains through the potential 1:1 reproduction of the guidance process in supervision and

with the opportunity to read responses from colleagues. This guidance centre configuration is based on a system of voluntary agreement. This requires an open and error-friendly approach on the part of the practitioners, supported by ongoing supervision, team days and further education. Documents and text modules of colleagues can also be managed together in the guidance centre. However these options are rarely used, due to other information management systems and the tailored nature of the responses.

The discussions during and after the workshop at the Cross Border Seminar highlighted that this very open guidance design requires adequate time resources for practitioners as well as a corresponding guidance agreement for institutions and funding bodies. Work orders, target group behaviour, guidance understanding and resources are key parameters for the degree



of automation of responses and for the potential and necessary transparency of the guidance system (e.g. Practitioner access to external responses).

Last but not least, the aforementioned data security is a legal benefit for providers and part of the ethical standards of nationwide online guidance in Austria.

The fact that customers' gestures and facial expressions are not visible is one of the disadvantages of written-based online guidance that is often mentioned. This channel reduction also increases the risk of misunderstandings on each side. On the other hand this limitation can also prevent prejudice and provide the previously mentioned scope for establishing contact. Missing signals are balanced out through the use of smileys and integrated dialogue to some extent (e.g. "I wonder how you feel about that..."). The cultural differences in the meaning of smileys were discussed in the workshop.

We also made a conscious decision for certain disadvantages. For data protection reasons, we require a nickname and password from customers and understand that this may make the service too demanding for some of those interested. In addition, text-based online guidance services require a certain willingness to write. Although we do receive questions in chat style, we are considering establishing an additional chat service, as already mentioned, in order to make the service more appealing.

Many features and pros and cons of text-based online guidance are only evident by comparison with the standard face-to-face guidance with which we are familiar. For example, the greater amount of time spent preparing information online leads to less

information conveyed. This disadvantage is balanced by the advantage of focusing on the important aspects. Also related to the complexity of sharing information is the workshop discussion as to whether certain guidance subjects may be too complex for text-based online guidance, and if so, which ones. The answer to this question largely depends on the preferences of the individual practitioners. Monitoring this hypothesis could provide interesting results regarding the opportunities and limitations of this format in educational guidance.

Digital immigrants tend to regard the opportunities offered by online guidance as inferior to those of face-to-face guidance. This may form the assumption that online guidance can save time and money. This is not the case based on our experience. Responding to questions and forming relationships requires time and a stable setting. Consequently, practitioners cannot manage both online guidance and other synchronous formats at the same time. Particularly in stressful times, the establishment of stable working conditions requires greater discipline than is the case with face-to-face settings.

Method

Our approach is significantly influenced by Gerhard Hintenberger,² who has been working with us in supervision, training and expert guidance since 2011. The following ideas are all based on his approaches.³

In his process model, practitioners pay

² www.praxis-hintenberger.at

³ Based on unpublished training materials from Gerhard Hintenberger

attention to their feelings, fantasies, incentives for action and such like when reading the text in an initial **resonance phase**. The idea that the question relates to a film or story for which the practitioners can find a heading, provides an initial intuitive focus. In the subsequent, highly associative **action phase**, initial parts of a response are drafted, ideas recorded regarding the structure of the "mail", messages intended from the practitioner jotted down and missing information requested. Then the practitioners decide on the form of the response and the mixing ratio. The message can focus on information, relationships or solutions. In the **substantiation phase**, the initial draft is revised whereby the question is reflected upon in detail with regard to objectives, background, expectations, themes, areas of conflict, etc. The response is tailored to the goals of the educational guidance and linguistically revised. Intervention strategies such as oral literacy (a combination of spoken and written language) are used, as well as the creation of a pleasant atmosphere, the emotional inclusion of information, questioning techniques or formulations according to particular styles, etc.

The relevant definition of educational guidance is very important here. Less surprisingly, and most certainly not for the last time, the boundary with psychosocial guidance was discussed at the workshop. In the **verification phase**, general atmosphere, structure and formulations are examined. This is based around the question of whether the text is appropriate with regard to the personality of the customer and the issue at hand. The effect of the response is examined, whereby the practitioners try to

read this from the customers' perspective. Finally, two more practical tips. In the case of written-based guidance, it is often evident that key information is missing. This can prevent rapid understanding based more on independent assumptions. Requests are therefore not only permitted, but explicitly desired, and promote dialogue, if introduced in an empathetic way. In addition, many face-to-face tools such as mirrors, questioning techniques, metaphor work, etc. can also be used online.

Excursus: Implementation of online guidance

More complex changeability is one of the key differences in the implementation of online offerings compared to face-to-face settings. In addition to typical project management, a rigorous front-end analysis is therefore required, where the target groups and their media behaviour and skills are thoroughly researched. The potential benefits for the user can be examined using surveys. Necessary conditions should be described on a personal (practitioners, users) and institutional level (resources, also for support). Hardware and software requirements need to be defined, as well as the technical requirements for users, practitioners and institutions. Whether potential users can be enrolled impacts on target group definition, design and use of resources.

Once requirements are compared with existing resources, skills and media behaviour, and the benefits examined, target groups, offers, media and objectives can be

established. Then the guidance architecture is defined. This includes guidance concepts for the selected media as well as the definition of required roles and their formal rights. In the case of nationwide online guidance in Austria, this may affect the entitlement of practitioners to read responses sent by their colleagues. Navigation design and potential access to the offering are particularly important, as they are difficult to change and are key to the success. It is recommended that potential customers and practitioners monitor usability during development. Also included in the overall offer are established synergies, boundaries and interfaces to other existing offers.

Even positive developments require an emergency plan online. In the case of strong demand with consistent and low levels of resources, planned solution strategies will help. Can the guidance offering be disabled for a limited period of time? Is there an online resource management system that enables efficient use of resources? Can peak demand be covered through reciprocal representation? In other words: The challenge in the implementation of online offerings involves reflecting on and resolving as many future challenges as possible which cannot all be known at the current point in time. We are convinced that this is worth the effort, as media-based guidance is sure to gain in significance. Future technical possibilities and open access for digital natives will lead to exciting new online guidance opportunities, provided the necessary resources are in place.

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NATIONAL SURVEY

GENERAL QUESTIONS – 10 years of CBS:

What important changes have happened in your country in the field of career guidance and counselling in the last 10 years?

The Croatian Employment Service (CES) plays an important role in the field of lifelong career guidance in Croatia providing different services. The career guidance services have been continuously developed and improved, aiming at various target groups: primary and secondary school students, college students, unemployed persons, people with difficulties accessing the labour market, employees, employers and anyone who needs help in making career choices and career development.

Croatian Employment Service in 2005 set up **Quality Standards** for career guidance and counselling. The document secures quality standardization services and more visible and transparent CG activities to the users and the public. The Quality Standards define lifelong career guidance processes, activities, activity flows, methodology, target groups, outputs, evaluation of services etc.

In 2014 the document has been revised and improved taking into account new services that have been introduced in CES, other relevant changes in CES and in general.

The high unemployment and low labour market participation have led to a deterioration of the social situation in Croatia, in particular for young people as their unemployment increased drastically and reached almost 50% in 2013. In order to tackle this issue Croatia has adopted the **Youth Guarantee** Implementation Plan in 2014. Special emphasis has been put on lifelong career guidance, lifelong learning,

counselling and empowerment of the youth and development of the CES services aimed at youth.

CES implemented **Active Labour Market (ALM) measures** directed towards young people under the age of 30 for which they provide employment and self-employment subsidies, training and specialization subsidies, occupational training, public works with emphases on added value (new social services in community, support to CSOs, green jobs, EU projects support, etc.). Measures are aimed at boosting the competences and preparation of young people for inclusion in the labour market and entrepreneurship, as well as to the development of the civil society.

For all people who are looking for employment CES has implemented activities that will strengthen competitiveness and support for active job search. These activities include: individual services (individual counselling, counselling for self-employment, individual action plan, employment mediation); Group work activities (workshops for active job search, workshops for developing career management skills, job clubs for employment, group activities in **Lifelong Career Guidance Centres** (so-called CISOKs), topical lectures, roundtable, panels); community activities (job fairs, career days etc.) and ALMP measures (active labour market policy).

The already existing preventive and intervention measures were significantly extended in the past two years - capacity building for new services and measures, including establishing CISOKs.

The new partnership-based CISOK model for lifelong career guidance was introduced in 2013 as a result of the project "Improving

Lifelong Career Guidance and ICT Support” in order to deliver quality tailor-made services of lifelong career guidance to all citizens, especially young people (pupils and students) and other target groups of clients who are not traditional clients registered in Croatian Employment Service (including NEETs etc.). In order to deliver highly accessible services, the CISOK model is based on partnership approach, focused on identified needs of potential clients in a specific region/location – collaboration between local chambers, universities, adult education institutions, schools, NGOs in different aspects including finances, premises and service delivery. Eleven (11) CISOKs have been established in 10 regions in Croatia (2 in September/October 2014).

The total number of at least 22 is planned to be established in next few years for the purpose of increasing the availability and quality of career guidance services, especially in reaching young people.

Partnership approach is incorporated into all activities of CISOK: outreach of the clients, identifying their needs, delivering services including individual coaching, exchange of know-how and improving the system of lifelong career guidance on the national, regional and local level. CISOK provides triage support at different levels of help: coaching the clients, e-guidance, individual case managed services, self-help services, knowledge based on career guidance and staff training.

Monitoring and evaluation of CISOKs is



under the authority of the CES Central office. Croatia has been a member of the **European Lifelong Guidance Policy Network – ELGPN**, established in 2007 upon the initiative of the European Commission, with the aim of equalizing the lifelong career guidance policies in the field of employment and education in the EU member countries and the candidate countries.

The Forum for Lifelong Career Guidance is established in March 2014 by the Decision of the Ministry of Labour and Pension System, and it represents a national organisation that includes the most relevant state authorities, public institutions and stakeholders in areas of education, employment and social inclusion. The aim of the Forum is to enhance the integrity of lifelong career guidance policies in Croatia through coordinated cooperation of all partners in this area. One of the main tasks for 2015 is to create the Strategy for lifelong career guidance and career development in Croatia for the period until 2020.

Please describe some of the impacts the Cross Border Seminars had (on national, institutional, regional, individual... level) in your country within the last years.

Croatia has been taking part in the Cross Border Seminar since 2012. In the period from 2012-2014, a number of guidance practitioners had the opportunity to participate in the seminar and learn from the cross border cooperation: 2 school counsellors, 11 CES counsellors, 2 career counsellors and 6 guidance policy makers have exchanged their expertise and

innovative guidance practices devoted to Career Management Skills (2012); Methods, Techniques and Tools to Diagnose Competences (2013) and Counselling Methods for Fighting Youth Unemployment (2014). Although the Cross Border Seminar has had a greater impact on the participants than on the institutional level, the fact that the 2014 edition of CBS was held in Zagreb has opened up more opportunities for Croatian guidance practitioners, especially CES counsellors, to benefit from the international exchange.

SPECIFIC QUESTIONS – CBS 2015: Guidance Crossing Borders:

Is there some commonly agreed definition or scope of career guidance and counselling in your country? Is it a domain of some specific sector, or can it be described as “cross-sector” concept? Which disciplines are closely connected with career guidance (which serve as sources for its development, etc.)?

The planning and implementation of lifelong career guidance activities include partners in the fields of education, employment, social inclusion, private institutions and civil society organizations. The majority of activities are implemented within the framework of state institutions and agencies, although the non-governmental sector is also included in the implementation of the activities. CES has long tradition in providing services of lifelong career guidance and counselling for different target groups. All of the activities are result of systematic partnership-based

approach to early intervention activities on national, regional and local levels. The process of career guidance starts with the Survey on vocational intentions of pupils finishing primary and secondary school. Results of the Survey indicate the trends in pupils'/students' vocational intentions and are delivered to the stakeholders in the field of education and employment on the regional and national level. According to the Survey and forecasting the needs of the labour market for certain occupations, every year recommendations for enrolment and scholarship policy are made and referred to the educational institutions, local and regional stakeholders, sector councils and the Ministry of Science, Education and Sports (e.g. which higher education programmes should increase the number of students enrolled at which levels).

How does cooperation between education and employment sector regarding career guidance and counselling look like in your country? Are there some other sectors also participating in this cooperation? Please, provide some examples (policy documents, memoranda of cooperation, cooperation between institutions, etc.).

Career guidance activities in Croatia are defined in various legal acts, such as the Act on Employment Mediation and Rights During Unemployment, Act on Professional Rehabilitation and Employment of Persons with Disabilities, the Elementary and Secondary School Act, the National Curriculum Framework, the Adult Education Act, as well as a number of other policies

and strategies compatible with European documents and guidelines in the field of lifelong career guidance (Resolutions on Lifelong Guidance, EU Council of Ministers, 2004, 2008).

The Act on the Croatian Qualifications Framework (CROQF), which regulates the system of qualifications in the Republic of Croatia, entered into force in early 2013. CROQF is an instrument whose purposes are to increase the transparency and quality of the entire education system, to improve the link between education and labour market needs and to establish a formal system of recognition of non-formal and informal learning. According to the CROQF, Ministry of Labour and Pension System, together with the Ministry of Science, Education and Sports and the Ministry of Regional Development and EU Funds together coordinate the implementation and development of the CROQF and commitment to preparation and maintenance of the sub-registry of occupational standards. Based on strengthening cross-sectoral collaboration in education (including vocational education and training) and employment policies in 2013, key stakeholders in the field of employment have started working on the development of occupational standards. The aim of the occupational standards is to define the competencies required for successful job performance. After a pilot study conducted by the CES underway is the validation of a questionnaire for employers on occupational standards and analysis of the research results.

The Ordinance on the Register of the CROQF, the implementing act of the CROQF regulating the content of the Register came into force in May 2014. The Register is

a system that records associated occupational standards with the standards of qualifications through sets of competencies and learning outcomes. It prescribed the establishment of sector's councils that will conduct the evaluation of proposed learning outcomes, occupational and qualifications standards.

In which way do policy makers, academicians, institutions and practitioners providing guidance and counselling services cooperate (on national/ regional/ local level)? What forms of cooperation exist between guidance practitioners and other stakeholders to improve services (e. g. to be more "client friendly")? Is cooperation a must or is it voluntary? Which aspects support sharing of knowledge and experience? Please, provide some examples.

The National Curriculum Framework for preschool education and general education (NCF) includes career guidance activities and developing career management skills, which is supported by vocational guidance services, operational programs and through different methods within the contents of additional and supplementary courses and extra-curricular activities: informing, self-informing, group counselling, brochures, websites, occasional individual counselling, etc. At "Career Guidance Days" and other events for pupils/students (e.g. Schools' Open Days, University Reviews, Job Fairs etc.) one can get information on educational offers, grants, labour market needs and career guidance services. Different workshops, round tables and panel discussions are organized too.

In the field of higher and adult education Student counselling centres at some of the universities have been set up. The University of Zagreb has set up counselling centres delivering services especially to students with disabilities. Through career guidance methods individuals have an opportunity to assess and analyse their competencies needed for career development and choose educational programs and occupations that will optimize using their own potentials, taking into account labour market needs. The services are aimed at harmonization of labour market needs and educational opportunities and supply. The awareness of partnership-based models of cooperation in lifelong learning and lifelong career guidance as an instrument for employment and social inclusion is arising.

CES has been identified as one of the main stakeholders of systematically organized activities of information, guidance and counselling aimed at different users – from pupils and students in their final years of primary and secondary school to different groups of adults, the unemployed, job seekers, as well as employers.

CES includes career guidance as an integrated part of its responsibilities to prevent early school leaving and to play a preventive role as assistance in making proper decisions on the choice of education programs and employment. Currently, considerable efforts are being made in order to establish a model of identification of and outreach for NEETs by various stakeholders. As the first step in this process an agreement has been signed between ministries and institutions for linking different databases on young people and exchanging data between schools, universities, employment services and other

key organisations (pension, tax organisation, etc.) to enable authorities to track young people's pathways and identify drop-outs. In CISOK Centres CES tracks NEETs and offers them workshops and services for improving their career management skills.

Career guidance services in CES are provided using the so-called "tiered services", starting from the fact that the largest number of persons need to be informed about their future possibilities in order to make decisions; some of them need additional counselling and are included in group counselling sessions and the smallest number (up to 10-15%) is offered the most intense and complex services which could include psychological-medical assessment and support (for pupils/students with risk of being early school leavers, having learning difficulties, behavioural disorders, health and social problems, the disabled and other vulnerable groups). A key feature of the Croatian model is a client-oriented, partnership-based approach aiming at providing tailor-made services for target groups.

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

Depending on specific needs in certain regions, educational workshops for specific target groups are offered by different

partners in public and civil sector (for Roma, ex-drug addicts, disabled persons, victims of family abuse, etc.). The training programs for the unemployed are focused on increasing the competitiveness on the labour market; increasing their career management skills, lifelong learning skills and their mobility in education and on the labour market.

Individual holistic approach is encouraged for the target groups at risk of social exclusion and/or disadvantaged groups. Stronger cooperation among relevant partners in career guidance is being developed.

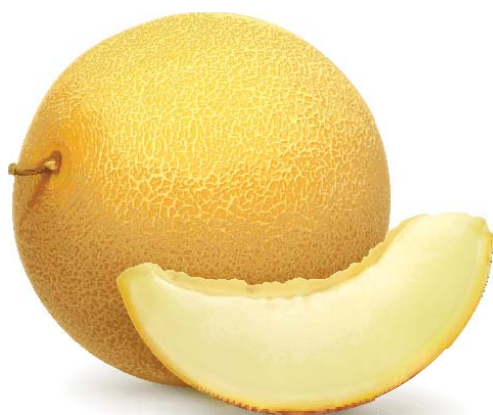
The Lifelong Career Guidance Forum is established as a mechanism gathering relevant stakeholders for the purpose of more efficient development of policies, measures and activities, and a better coordinated provision of services. The local partnerships for employment have created Human resource development strategies in all Croatian counties. CES has agreements on cooperation with Chamber of Crafts, Chamber of Commerce and Employer's Association in order to boost employment, self-employment and promote vocational education, apprenticeships and On-the-Job training without work contract.

Please, provide some examples of international cooperation in this field - projects that had/have been implemented and services that existed/exist in the field of career guidance and counselling that are crossing borders of your country (please, describe examples other than CBS).

CES is one of the partners in the EU project "Alpe-Adria Working Mobility – Intercultural

Competences in Career Guidance" which is funded by the European Commission through the Erasmus+ programme. The project team consists of members from Slovenia, Austria and Italy. The main goal of the project is to develop a training course for international career coaching with emphasis on intercultural competences needed for effectively providing career guidance services for clients interested in international working mobility. The project is still in the first implementation stage– analysis of career guidance needs for counsellors and national representatives have been conducted and it will serve as a starting point for the development of the curriculum. Are there any documents in your country describing borders between clients and practitioners (ethical norms, norms describing processes of evaluation from clients, etc.)?

Ethical standards and norms are set by an Act on Psychological profession and Ethical Codex, and applied at the national level. In the same time, *Ethical codex and Quality Standards of Career Guidance and Counselling* in CES regulate the relationship between the counsellor and the client. There are clear regulations about business and professional discretion and requirements for all counsellors to adhere to.



Which ICT tools and how are used to cross borders in guidance? Please, present examples of your country.

Informing on topics relevant for decision-making on further education, training and/or employment possibilities are provided by employment/educational institutions. Depending on the users' needs, different leaflets and brochures on career guidance are published each year. *Moj izbor* (My Choice) is a computer software for lifelong career guidance used in CES, schools and other private and civil organizations. The software offers three basic functions: searching through information on jobs, education opportunities in the Republic of Croatia, and taking a test through the interactive questionnaire for self-assessment of interests and skills.

Some of the regular activities have been modified to target young people. This refers primarily to communication with young people and to the ability to provide service channels that young people are much more familiar with: e-counselling, e-mail communication, referral to jobs via SMS, e-mail, and individual consultations with IT technology (Skype, etc.). In that respect we are making changes in communication channels which will provide more assessable services to young people. Some of the channels, such as e-mail communication, text messages system and online services have already been integrated.

CISOK Centres provide information on educational and employment opportunities in Croatia and abroad, enabling independent search of published job vacancies, as well as the use of different online tools - the Questionnaire for self-assessment of

personality traits associated with work, Labour Market Information System (LMIS) and other web portals, such as *Burza rada* (Job Market) and *Statistika online* (Statistics online).

Labour market information system (LMIS) combines information on employment and unemployment and wage rates. Advanced LMI (ALMIS) includes combination of data from the relevant stakeholders and provides an overview of the labour market at national and county level.

The process of the development of portal content E-routing is now in the process. The portal will be designed for different target groups of users and will include the possibility of informing and consulting through a variety of tools and interactive self-assessment questionnaire competencies and other attributes relevant for decision-making on further education and employment.

What are in your opinion the main obstacles of better cooperation in the field of career guidance and counselling in your country? What factors contribute to success of cooperation?

Obstacles of better cooperation in the field of career guidance and counselling are identified and different measures to improve cooperation were put in place to establish committed cooperation between institutions, particularly between education system and career counselling in the employment sector. It is necessary to further improve apprenticeship and traineeship schemes to strengthen VET. There is a strong need (also emphasised in the Youth

Guarantee program) to create a systematic approach to follow-up on youth school drop-outs, as well as the check-out from CES register in order to prevent falling into NEET status which can be converted into long-term unemployment. Also, setting up of the Register of Human Resources will ensure the system of tracking and monitoring on an individual level.

How can CBS experience help to improve possibilities for better cooperation and crossing borders in your country?

The importance of Cross Border Seminar is that all participants - counsellors, policy makers, experts and other practitioners from different European countries can exchange their expertise and innovative guidance practices. This is a good opportunity to learn about the work of colleagues from other countries and also to learn about their good practices.

WORKSHOP “Applying psychological counselling in student career guidance”

Ivana Mrgan, MA Psychology, Student Career Counsellor, Student Counselling and Support Centre, University of Zagreb, Croatia

Relevant context

Every day the modern world of work confronts us with a number of challenges. The hallmark of the new organisational reality is change. Everything has changed - the type of work that people do, the way they do work, the structure of organizations and labour market in general. Further to that higher education institutions face an increasing pressure to underpin the employability needs of students in their policies and strategies in order to prepare students for this ever-changing world of work.

The dynamics and requirements of the labour market are complex and include rapid changes. Stability and predictability of employment is being replaced with expectations for immediate and concrete work results as well as highly developed work skills. Career as a concept has changed from a series of work and life transitions with an increase in income, status and security, in lifelong process that requires adaptability and continuous improvement and, over time, changes in the individuals' identity of work and education in general.

Continuous learning, openness to change and the development of transferable skills have become the main advantages of the individual. Newer data of the US National Institute of Statistics show how today's worker changes up to ten jobs between 18 and 38 years. Responsibility for career development is placed on individuals themselves, and career development skills become crucial in this process. This is redefining the modern concept of career management. In the light of these circumstances and new requirements it is important to develop

effective and dynamic approaches for helping clients to succeed in career and life management. The aim of this workshop was to demonstrate that professional career guidance can be enhanced by awareness of techniques and approaches in use by other professions, especially in context of career management skills development. Hereafter is an overview of theoretical background, as well as guidelines for implementation of cognitive and behavioural approach principles in the process of student career guidance.

The need for more dynamic approaches to career guidance

In recent years, it is becoming increasingly clear that the earlier paradigm of person-environment and person-job fit requirement is rather narrow and static, bearing in mind the current dynamics on the labour market. The idea that a set of knowledge, skills and abilities required to perform a job is definite and invariable becomes less useful in this context. More and more developmental activities are focused on interventions that deal with dispositional employability. Dispositional employability is defined as a set of personal characteristics that allow individual flexibility and proactivity in the context of working environment and career management in the broader sense. This view on employability also facilitates the identification of potential professional and educational opportunities, and is a solid foundation for supporting personal growth and development.

Changes in the traditional paradigm of career development also created a need

for new methods and techniques in the process of career management, as well as multidisciplinary approach to career management skills. Therefore it is not surprising that scholars and practitioners are adopting the developmental aspect of professional identity and stressing the influence and significance of the changes in the labour market. Modern approaches to career development encourage individuals to actively participate in career development and to redefine the process in accordance with individual needs and the needs of the market and/or organizations. This promotes a sense of autonomy in the management of professional development and encourages flexibility in making professional decisions.

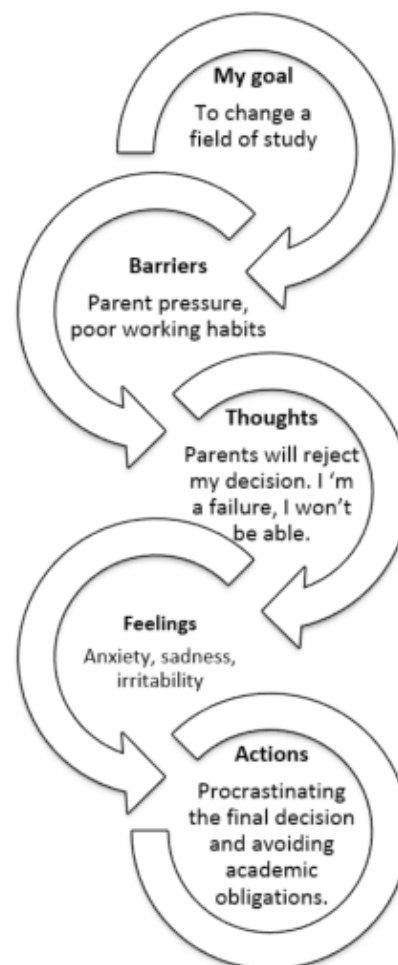
Possibilities for implementing cognitive and behavioural approach in career guidance

As stated above, personal adaptability and proactivity are becoming increasingly important in today’s dynamic work and study environment. Individual characteristics that predispose people to be more adaptable to different challenges are clearly useful in this context. With that in mind, it is important to motivate clients to develop a clearer understanding of themselves and the world of work and to catalyse constructive and adaptable cognitive and behavioural strategies.

Career counselling theories have developed over the last century and have been influenced by different counselling approaches. Cognitive and behavioural approaches have rarely influenced career counselling theories apart

from Happenstance Learning Theory and Social Cognitive Career Theory. The most important proposition of this theoretical perspective in career guidance is that it is necessary to foster the importance of engaging in a variety of activities, remaining open to opportunities and learning career management skills.

Key features of cognitive and behavioural approach to career counselling is providing clients with a range of techniques in order to become self-sufficient in meeting present and future career challenges. It does this by defining the existing environment of the client (e.g. demanding parents, academic difficulties), the main emotional and behavioural challenges (e.g. anxiety and procrastinating the final decision), possible accompanying physiological responses (e.g. palm sweating



and palpitations when talking/thinking about the situation) and setting goals in terms of how the client would prefer to feel and behave (e.g. alert and determined, focused on the development and implementation of his/her career action plan).

We can illustrate this process through the example of a specific client. Josip is a Math student. He is competent, but with poor working habits. He has over-caring and over-demanding parents. He was successful in high school, but problems started occurring during his studies. He started to procrastinate and at the same time he noticed that he is more interested in programming which made it even more demotivating for him to continue his Math studies.

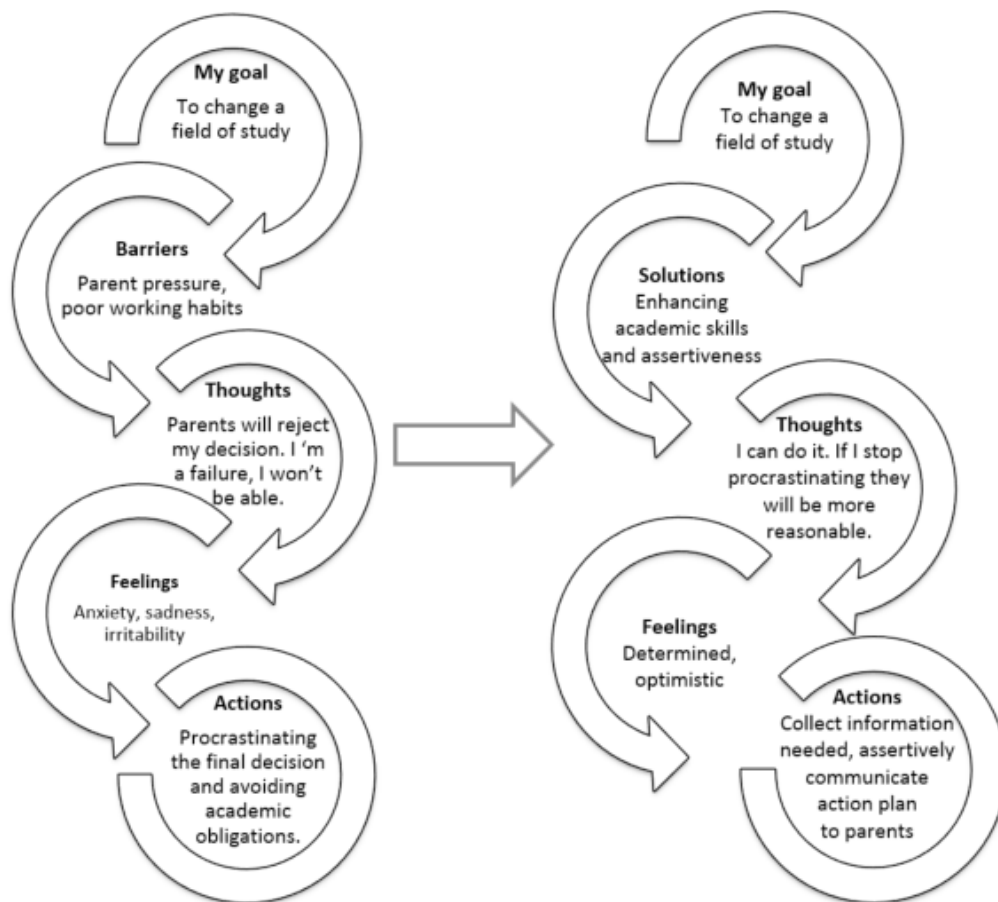
Therefore, as far as cognitive and behavioural theory is concerned, the possibility of changing the field of study or making a career change doesn't make us anxious. However, by thinking that we are a failure or that our parents won't be supportive, we make ourselves anxious. Often, when clients experience negative emotions (such as anxiety) they are thinking in a self-defeating, negative way and as a result act in a self-destructive manner. This approach focuses on cognitive restructuring and encouraging clients to think more effectively in challenging situations in order to improve the way they think, act and feel. In conclusion, cognitive and behavioural therapy is an action-oriented, problem-solving approach used in order to manage specific thoughts, emotions and behaviours more effectively. It has a strong focus on collaborative problem solving and joint action planning and is centred on promoting healthy point of view and attaining life management skills.

Supporting development of students' career management skills

Cognitive and behavioural approach provides useful tools and framework aimed at identifying existing barriers that clients often experience when we talk about setting and carrying out career goals. Having determined what the specific cognitive, emotional or behavioural barriers are, the framework provides a set of different techniques and strategies for empowering and enabling clients to achieve their goals. Having agreed which goal to work on (e.g. to change the field of study) it is important to identify the client's barriers to success, thoughts they have considering this goal (e.g. I'm a failure. My parents won't accept my decision.) and emotional, behavioural and cognitive consequences of attaining these thoughts with regard to their goal (e.g. being anxious and, as a result, procrastinating the final decision and any academic obligations with accompanying self-defeating mind reading and labelling).

While trying to achieve cognitive restructuring with a client it is very useful to use Socratic questioning and guided discovery. Their purpose is to probe specific way of thinking or to help clients analyse a concept or current line of reasoning and help them stimulate their problem-solving skills and produce potential solutions. Socratic questioning is aimed at revealing the specific issue, conceiving reasonable alternatives, examining and evaluating various potential consequences.

One of the problems when dealing with possible resistance for change is a lack of sufficient commitment to the goal or a sense of ambivalence regarding the outcome. In



these situations it is quite useful to use cost and benefit analysis that will enable clients to assess perceived short-term and long-term advantages and disadvantages of pursuing a specific career goal (e.g. "Revising goals and ambitions is hard work" vs. "If I focus on making a decision and planning I might stop worrying"). This type of strategy is useful when dealing with self-defeating ways of thinking and clients that tend to avoid short-term discomfort or obstacles. After identifying barriers to achieving a goal it is very important to teach clients problem-solving skills for dealing with a specific situation and prospective challenges they may confront (e.g. How to attain specific information regarding changing the field of study?). When we ensure specific conditions it is important to re-evaluate our previous way of thinking and to draft a blueprint

for achieving career success. Identifying constructive strategies (e.g. Work out which formal conditions (exams) have to be met in order to enrol in another faculty) and advocating positive thinking style (e.g. I can do this) having in mind other relevant aspects (steps and actions needed) are the main elements of this process.

Final words and workshop evaluation

Higher education provides students with a space to reflect on their working and other potential and possibilities for their professional future. Economy is changing the way students pursue and manage their careers. The role of higher education is to offer supportive, flexible and action-oriented services. It is

important to build career management skills having in mind sustainable employment and development of transversal skills. Professional career guidance can be enhanced through awareness of techniques and approaches in use by other professions especially in the context of enhancing career management skills. Cognitive and behavioural approach offers powerful tools and framework for helping students in achieving their career and learning aims.

The aim of the workshop was to define theoretical background as well as demonstrate possibilities for the implementation of cognitive and behavioural approach principles in the process of career guidance. During the workshop different modalities and possibilities for implementing cognitive and behavioural approach in career guidance were highlighted. Concrete activities were focused on implementing elements of cognitive behavioural approach as a medium for the delivery of career guidance through series of role-play assignments with student case studies. In discussion with workshop participants and later through online evaluation questionnaire the participants pointed out that the theoretical background and techniques could be useful and are applicable in their field of work.

Keywords: career counselling, career management skills, cognitive and behavioural approach

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CZECH REPUBLIC

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NATIONAL SURVEY

GENERAL QUESTIONS – 10 years of CBS:

What important changes have happened in your country in the field of career guidance and counselling in the last 10 years?

- National Guidance Forum was established by the two ministries – *Ministry of Education, Youth and Sports*, and *Ministry of Labour and Social Affairs* in 2010. Both ministries operate their networks providing day to day career guidance and counselling.
- Structural changes – centralization of the Labour Office of the Czech Republic. Since 2011 Labour Office is headed by Labour Office General Directorate to which 14 regional Labour Offices are subordinated. Regional Labour Offices are dealing with tasks in the areas of employment, protection of workers at the employer's insolvency; since 2013 they are also responsible for state social support.
- The importance of career guidance and counselling in the lifelong perspective is slowly receiving higher recognition among policy and decision makers; it has also started to occur in the strategic documents (e.g. Strategy of Education 2020). Moreover, the public awareness about career guidance is rising.
- The network of career guidance and counselling practitioners is enlarging; at the same time there are many new projects focused on guidance and counselling for different target groups, especially run by NGOs and funded by the European Social Fund.

- There are several new courses provided by universities, focused on guidance and counselling.
- The description of the Career Counsellor profession was included to the National Register of Occupations and is going to be included also to the National Register of Qualifications in 2015.

Please describe some of the impacts the Cross Border Seminars had (on national, institutional, regional, individual... level) in your country within the last years.

Firstly, the Cross Border Seminars enhanced involvement of different stakeholders on the development of career guidance in the Czech Republic. Seminars also supported discussion about various topics connected with career guidance. Moreover, thorough the National Surveys we were able to monitor and chart the condition of guidance in the Czech Republic from different perspectives as well as learnt about the situation in other participating countries.

Secondly, the results of the Cross Border Seminars are widely used among counsellors and they have been inspiring them and supporting the development of new products for career counsellors (e.g. cards for counsellors created by Magda Shymon, www.b-creative.cz).

Thirdly, the seminars supported international cooperation of Czech counsellors that was manifested in several projects.

Generally, the Cross Border Seminars are considered as the important source for further professionalization of Czech

counsellors and farther development of career guidance in the Czech Republic.

SPECIFIC QUESTIONS – CBS 2015: Guidance Crossing Borders:

Is there some commonly agreed definition or scope of career guidance and counselling in your country? Is it a domain of some specific sector, or can it be described as “cross-sector” concept? Which disciplines are closely connected with career guidance (which serve as sources for its development, etc.)?

Wider discussions about common understanding of career guidance in the Czech Republic have started recently. A seminar was organized to open a discussion about vision of career guidance among Czech counsellors. Group of researchers and practitioners define a vision of career guidance as: *“Career guidance provides space, encouragement, support, and inspiration to people in searching their life path, realization of their potential and their role in the society.”* However, it is not an official definition of career guidance in the Czech Republic.

Career Guidance is considered as cross-sectoral discipline, raising from psychology, pedagogy, social work, sociology, economy, etc. There are related approaches not only in the theoretical background of career guidance but even in its practical implications (coaching, mentoring, etc.)

The definition of career guidance proposed by the NICE project describing following functions of career guidance: career education, Career Assessment &

Information, Career Counselling, Career Service Management, Career Systems Development, and Generic Professional (for all previous functions) is recently getting more widely used

Above that, there is also alternative approach to career guidance in the Czech Republic emerging based on the theory of Vance Peavy; in his publication *Sociodynamic Counselling* he declared that there are not different types of counselling (career, marriage, etc.), but there is only one counselling including all aspects of peoples' lives.

How does cooperation between education and employment sector regarding career guidance and counselling look like in your country? Are there some other sectors also participating in this cooperation? Please, provide some examples (policy documents, memoranda of cooperation, cooperation between institutions, etc.).

There are some examples of cross-sectoral cooperation in the Czech Republic; e. g. Memorandum 2014, recent activity of the National Guidance Forum. Within the Memorandum, the National Guidance Forum formulated goals to ensure guidance solid and stable basis within achievement of educational and employment strategies

- Recognition of importance of lifelong guidance as a tool for decreasing unemployment rate and supporting social justice.
- To support knowledge about the

benefits of guidance and counselling among the possible target group.

- Setting up conditions for a functional cooperation between main public bodies dealing with counselling and other relevant associations, institutions, and organisations as well as with other guidance subjects. Tighter connections of counselling services leading to easier orientation for clients.
- To provide access to the guidance services for all citizens during their life path; the access is related with better promotion of guidance services for particular target groups as well as with their accessibility (local, financial, etc.).
- Better implementation of projects realized in the field of guidance and counselling.
- Setting up quality education and further training for counsellors. Moreover, (future) teachers need to be educated in the career development.
- To ensure the quality of providing services.
- To ensure effectivity and effectiveness of the guidance provision.
- Career education and career guidance need to focus on the Career Management Skills development.

There is also the important actor in the field of education, non-governmental charitable society EDUin; it is organizing discussions, round tables, comments to the current issues of education in the Czech Republic.

Their activities support development of self management skills among pupils (as well as teachers) and enhanced discussion about role of the education in current world. EDUin created portal www.coumim.cz (what I can do), where students can create their own portfolio.

In the field of employment, it is the The Fund of Further Education run by Ministry of Labour and Social affairs. The FDV aims to implement and coordinate activities in the area of further education, to facilitate better employability of Czech citizens in the labour market and to effectively help to reduce existing structural and sectoral qualification deficiencies and to reflect the educational needs of the Czech labour market.

Since 2014, there are also initiatives run by the employers (e.g. Chamber of Commerce, Confederation of Industry of the Czech Republic) to support further development of career guidance in the Czech Republic.

In which way do policy makers, academicians, institutions and practitioners providing guidance and counselling services cooperate (on national/ regional/ local level)? What forms of cooperation exist between guidance practitioners and other stakeholders to improve services (e. g. to be more "client friendly")? Is cooperation a must or is it voluntary? Which aspects support sharing of knowledge and experience? Please, provide some examples.

The cooperation among policy makers, academicians, institutions and practitioners is partly provided by the National Guidance Forum, advisory body of Ministry of Education,

Youth, and Sports and Ministry of Labour and Social Affairs. The National Guidance Forum was established in 2010. Currently, it's role is mostly to provide space to the stakeholders to share their current initiatives and projects (peer learning) than to develop or influence policy issues in this field.

There is quite successful regional cooperation in the field of guidance in some regions of the Czech Republic (e. g. Vysočina Education in the Region Vysočina, etc.). At the local level, there are often established cooperation dealing with specific topic, such as Project Age Management (local cooperation of academicians, Association of Adult Institutions in the Czech Republic and Labour Office has national impact).

Please, provide some examples of international cooperation in this field - projects that had/have been implemented and services that existed/exist in the field of career guidance and counselling that are crossing borders of your country (please, describe examples other than CBS).

As representatives of the international cooperation in the field of guidance may be considered European programmes supporting development of career guidance in member states:

- European Lifelong Guidance Policy Network (ELGPN): www.elgpn.eu
- Euroguidance: www.euroguidance.eu
- Projects within the Lifelong Learning Programme (2007 – 2013) and Erasmus+

Programme (2014 – 2020). As an examples of the projects supporting development of career guidance in the Czech Republic through European cooperation realised within these programmes can be mentioned following:

- o **CH-Q System: From Valuation to Validation of Competences** (2012 – 2014);
- o **Education of Career Counsellors around Europe** (2011 – 2013); etc.

Above that there is close cooperation among Czech and Slovak counsellors, e. g. **Career Development Academy**.

Are there any documents in your country describing borders between clients and practitioners (ethical norms, norms describing processes of evaluation from clients, etc.)?

There are several ethical codes describing the relation between clients and practitioners in fields related to the career guidance (e.g. social work, psychology, etc.). However, the



codex for career guidance practitioners is still missing. Currently career counsellors are very often using those codes as a background for their profession. Moreover, counselling companies or projects are usually having their own ethical standards describing their services and ethical standards counselling process.

Which ICT tools and how are used to cross borders in guidance? Please, present examples of your country.

ICT tools are becoming the important part of the education and guidance also in the Czech Republic. There are around twenty on-line sources providing information on study and work opportunities for free that are most frequently used. They are widely used by educational counsellors and other guidance counselling practitioners and also by pupils, students and their parents. These public portals and web sites are run either by state, private, non-profit bodies or even by individuals:

<https://portal.mpsv.cz> (Ministry of Labour and Social Affairs)

www.atlasskolstvi.cz (Schools' Atlas – run by P.F.art)

www.budoucnostprofesi.cz (Czech Future Skills – National Training Fund)

www.eu-dat.cz (Database of Further Training – Trexima)

www.gwo.cz (Guide to the World of Occupations – DHV CR, 5D software)

www.infoabsolvent.cz (National Institute for Education)

www.ispv.cz (Average Earnings Information System – Trexima)

www.istp.cz (Integrated System of Typical Working Positions – Trexima)

www.najdivs.cz (Find a college – SCIO)

www.narodnikvalifikace.cz (National Register of Vocational Qualifications – National Institute for Education, Trexima)

www.nsp.cz (National Register of Occupations – Ministry of Labour and Social Affairs)

www.seznamskol.eu (choice of secondary schools – just4web.cz)

www.stredniskoly.eu (choice of secondary schools – Michaela Košková)

www.stredniskoly.cz (choice of secondary schools – Vojtěch Janda)

www.vejska.cz (overview of higher education opportunities – vejska.cz)

www.vysokeskoly.com (overview of higher education opportunities – AMOS – www.kampomaturite.cz)

www.vysokeskoly.cz (overview of higher education opportunities – LMC)

The most frequently used portal among educational counsellors at basic and secondary schools is www.atlasskolstvi.cz as documented by the findings of the survey run in the framework of the VIP Kariéra – Career Counselling Project59. The second most frequently used on-line information source, according to guidance and counselling practitioners, is www.infoabsolvent.cz and www.stredniskoly.cz is ranked third. Educational counsellors at secondary schools most frequently use www.vysokeskoly.cz. Some on-line information sources provide also information on careers or educational choices.

The most frequently used information sources are:

www.scio.cz

www.kariera.cz
www.fakulta.cz
www.studujvpk.cz
www.aprace.cz
www.kampomaturite.cz
www.kamnaskolu.cz

Counsellors use various tests to detect their clients' interests and aptitudes. Some on-line tools have great potential for offering various career choice procedures, including an option for testing levels of interest both for totally undecided clients and for those who are able to make a choice but have not entirely decided, or those who have almost decided and are seeking information about a specific occupation:

www.infoabsolvent.cz/profitest
www.psychotesty.psyx.cz/proforient/vedma0.php
www.zkouskaosobnosti.cz
www.test-osobnosti.cz
<http://test-osobnosti.primat.cz/>
www.gwo.cz
<http://demo.comdi.cz/nabidka.php>
www.proskoly.cz
www.psychotesty.psychoweb.cz
www.psychotestyzdarma.cz

There is growing concern for online guidance via skype within different projects (e.g. Internships for Youth, etc). Furthermore, private counsellors are often providing their services online (e-mail, skype), etc.

What are in your opinion the main obstacles of better cooperation in the field of career guidance and counselling in your country? What factors contribute to success of cooperation?

As the main obstacle for further cooperation in the field of career guidance and counselling may be seen **non-systematic and non-stable funding for guidance services** in the Czech Republic. Unfortunately, current state contributes to the **competitive environment** among organisations providing career guidance.

Generally, competitiveness and accent for growth without consideration social, environmental and humanistic ideals, do not contribute to the development of guidance services.

To overcome these difficulties and isolation, there is important to:

- define common goals, meanings, terminology;
- support networking and sharing among different stakeholders

How can CBS experience help to improve possibilities for better cooperation and crossing borders in your country?

CBS brings together different stakeholders, practitioners, researchers and policy makers and enable them to share their knowledge and improve understanding different points of views. Moreover, examples of best practice presented at the seminars inspire and encourage new and innovative ideas in the field of guidance.

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WORKSHOP “Collaborative and dialogical perspective in counselling”

Mgr. Jakub Černý, Narativ (www.narativ.cz)

Theoretical background

In last decades have emerged new approaches such as narrative approach, collaborative approach or dialogical approach in the field of social practices. They share similar background in postmodern theories such as social constructionism, poststructuralism, narrative theory, hermeneutics or critical theory. These theories react to the traditional scientific view which is based on individualism and discovering one right truth about the world. Kenneth Gergen, one of the social constructionists, claims that the concept of one right world (Gergen, 1991) as a modern idea consequently fails in the world of fast transportation, digital communication and multiple cultures, coexisting next to each other. In short, he claims that we need to create practices for the world, where our identities are multiple, where we face opposite traditions with no clue which one is better, where we need to learn how to engage in a dialogue instead of using authority of expertise to persuade the others about our truth. It's not a coincidence that some of these practices has been built on working with excluded or oppressed minorities or individuals such as Aborigines in Australia (White, Epston, 1990), people diagnosed with schizophrenia (Seikkula, 2006), or multiproblem families (Anderson, 1997) for which traditional approaches based on individualistic, traditional approaches didn't work.

Even though these practices have been developed mostly in the field of psychotherapy, they are widely used in social work, coaching, or vocational guidance. Some authors even try to avoid calling their practice psychotherapy, rather they use

a terms like conversation (Anderson, 1997) or (open) dialogue (Seikkula et al., 2006) to point out that there are some shared principles that go beyond a traditional fields. It is significant for the collaborative and dialogical approaches that “...the therapist is not an expert agent of change; that is, a therapist does not change another person. Rather, the therapist's expertise is in creating a space and facilitating a process for dialogical conversations and collaborative relationships”. (Anderson, 2003b, p. 133). In the field of career counselling we can see some similarities in the development from traditional matching theories, that believes in finding personality patterns corresponding with the precise work or profession, and developmental theories that postulate linear stages of career development to system perspectives (Patton, McMahon, 2006). Latest theories based on system theory and social constructionism accept that our career development is socially constructed, non-linear process that is created in relation with wider systems such as family, community, social class or socioeconomical situation in a society as general.

Useful concepts for counselling practice

You might ask now, how all these ideas and perspectives can be used when working with people in need in everyday counselling practice? This question cannot be fully answered, but we can use some of the concepts introduced by respected practitioners from collaborative and dialogical approaches to sketch some possibilities. For the purpose of this article

we will describe some of the main principles such as “problem system”, “not knowing”, “guest and host”, “relational expertise” or “reflexivity”.

Problem system is a concept used for the first time by Harlene Anderson and Harry Goolishian (1988). The main idea of this concept is that systems (family, community etc.) do not create a problem, but problems create systems in the language. These systems are then linguistic systems. It means that members of the problem systems are those who join the conversation about the problem. It also means that counselling or therapy meeting is problem organizing and problem dis-solving system. Therapist or counsellor is not a neutral observer, but active participant in problem organizing system from the very first moment of the dialogue lead with the client. This concept leads us to think about the problems in systemic way and consider other actors that participate in the problem organization. It also means, that members of the system can be various persons (not just family like in traditional family therapy), but also a friend of the client or a teacher, an employer etc. In practice of counselling sessions perspectives of the aforementioned should be considered as perspectives of actors that create a problem but also as resources that can offer possibilities for dissolving the problem.

Not knowing - In practice we can often assume that we understand client’s problem. This comes from beliefs about our expertise based on our education or experience in working with specific target group (unemployed people, drug users etc.). Pre-

assuming then leads to a situation when we (in good will) impose our concepts on client’s issues. Peter Rober (2010) speaks about colonizing position in the dialogue. This position is expert-based and the knowledge about client’s problems doesn’t come from the dialogue itself but from the theory we’ve learned. On the other hand, **Non-expert** approach turns the position upside down. Counsellor is not an expert but a learner that learns from a client, who is an expert on his own life. „*Not-knowing refers to the attitude and belief that the therapist does not have access to privileged information, can never fully understand another person; and always needs to learn more about what has been said or not said . . . not-knowing means the therapist is humble about what she or he knows.*“(Anderson,Gehart, 2007). To practice this attitude we can use the metaphor of “**guest and host**”. As guests in client’s life we should be humble about what clients



are showing us and we should not go directly into their metaphorical bedroom or investigate what is behind closed doors. Also we think about clients as a guest in our space where we are the hosts. Before meeting a client it can be helpful to consider what things can make one a good host or guest. Keeping this metaphor in mind for counselling session is a basic condition for creating trustful relationship.

Relational expertise – Collaborative and dialogical approach emphasise relational perspective. It means that the therapist focuses on the way how he/she relates to the client and not to the individual characteristic of the client that should be changed. Relational space is the only space that is created together with the client in mutual inquiry. The way how we relate to the client, the quality of relationship is also one of the key factors of therapeutical change across various schools of psychotherapies.

Reflexivity – is the way of being with the client in the dialogue. Reflexivity means that we are not just receptive during the conversation, we are not just neutral experts sitting there and repeating “mhhm”, but we respond to what client says by making public our inner dialogues (thoughts). We can repeat some word that has touched us, we can say what we have been wondering about. Being reflective means that we make the dialogue richer by adding our inner thoughts and voices to the conversation. Tom Andersen and his colleagues developed a format for a therapy called “reflecting team”, which offers a possibility to reflect upon what has been said in the therapeutical conversation. This format then has been modified and one

of the modification is called “as if” reflecting team, that is introduced further.

„As if” exercise

Collaborative and dialogical approach is not a set of methods, specific questions or techniques. Rather it is a philosophical stance towards creating relationships with people in our practice and/or in our lives. Therefore it is difficult to find any, or if so then very few, specific exercises or formats that might be learned. One of them is so called “as if” exercise introduced by Harlene Anderson and Gehart (2007).

Aims of the exercise

This format is useful, because it can be used in various settings –at workshops, in supervision, staff meeting or even the counselling session. It can be possibly modified according to the size of the group, purpose of the meeting (therapy, counselling, staff meeting, workshop) or the agenda.

As if exercise is based on theoretical assumption that problems are socially constructed as well as resources. It is familiar with systemic perspective and uses widely the concept of reflexivity, reflecting teams and relational view of the problems.

Its main aim is to participate in generative conversations and experience spontaneous shifts in meanings and perspectives for all engaged in the session. Particular objectives of the exercise are then:

- a) **creating space** for the other person,
- b) **listening** to what the other person wants to talk about,
- c) accessing **inner silent thoughts** and putting them into spoken words,
- d) experiencing the **multiple angles** from which any information, event, or person can be perceived, described, and explained,
- e) experiencing (respecting) **the richness of different voices**,
- f) experience that a person may hold multiple, and often contradictory, thoughts simultaneously about some situation or person,
- g) talking about another person in their presence.

Content of the as if exercise

The outline of an exercise includes:

- Presentation of the story
- „as-if“ listening
- Reflection
- General discussion

1. Presentation of the story (question for a client)

First step of the exercise is setting a scene. Facilitator asks, if somebody wants to share his/her story/problem/issue. Rest of participants (“as if listeners”) remains sitting silent around the facilitator and presenter/client. Then the interview follows between the facilitator (therapist/supervisor etc.) and the story presenter (client, patient etc.). Even

though as *if exercise* doesn't have any strict rules restricting what to ask; here you can find some questions that may inspire you:

Scene:

(Can you tell us more about your story/ theme...) Tell us the names of the characters in your story... For instance, who are the persons that speak with each other or with you, about the situation?

What should we know

Tell us your agenda or expectation for the consultation. For instance, what do you hope will happen in the process of presenting your situation? Do you have any particular question you would like to address us? Are you looking for fresh ideas? In other words, what do you expect from us? The aim is not to have a content agenda but a general sense of the presenter's beginning expectation.

Additional questions

Tell us what you think we need to know to address your agenda or expectation. For instance, what do you think are the important parts of the story for us to know?

2. Guidelines for „as-if“ listeners

After several minutes of the interview, when the scene is sufficiently developed and key characters and members of the client systems identified, facilitator stops the conversation for a while and offers a space to “as if listeners” to:

- 1) select a member of the story and listen to the story "as if" they were that person.

For the rest of the interview as *if* listeners, like in classical reflecting team (Andersen, xxx) should:

- 2) listen silently; hold questions, comments, suggestions, etc. Keep the presenter's agenda/expectation in mind as they listen.

And after the presenter has finished,

- 3) offer reflections (may include comments, wonderings, etc about what you heard) from their "as if" position. It's important not to give advice or ask the presenter questions, but act like the chosen "as if" person ("Me as a sister, I feel like..."), not as a therapist.

Reflectors/as if listeners can create small groups according to the characters they reflect. During their presentation client listens silently to their reflections and does not respond directly.

3. Back to a reflection of the presenter/client

After the presentation of the reflecting teams, facilitator and client go back to the short conversation which consists of:

- 1) Presenter/client reflects his/her experience with the process
- 2) Facilitator with client can continue shortly in a conversation about the process

4. General discussion

In the end the process is open to the whole group to comment the experience gained during the process. It is important to stay attached to commenting the process and not to go back into the content of the interview. General discussion allows everyone (facilitator, client, listeners) to say what were their feelings, thoughts etc. during the process:

- 1) „As-if“ listeners reflect their experience with the process
- 2) Facilitator reflects his/her experience of the process

As if exercise is wonderful format how to address very complex issues, where many voices and characters are present. It can be used in workshops and supervisions as a way how to invite everybody to take part in conversation and to point out socially constructed nature of the human issues. Also we can witness how the understanding of the problem might be changed while listening to wide range of perspectives and members of the problem system.

Literature

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Narativ group (www.narativ.cz/en): *is a social and relational platform spreading collaborative and dialogical practices in Czech Republic and Slovakia. This website is one of the vehicles how to realize these ideas and connect people. The word Narativ may remind narrative therapy, which is one of our initial sources of inspiration. Nowadays we refer by this word to the storytelling in general, which is one of the core characteristics of the approaches under the postmodern umbrella. As a group we are interested in several activities such as psychotherapy, social work, education, research and the spaces in between. To move our practice forward towards new possibilities we try to be inspired by various people, their work and develop a dialogue across the differences. We tend to create horizontal, non-formal and non-institutional dialogical spaces – to meet each other, our colleagues from social oriented practices, participants of our educational activities, programs and workshops, with our clients or authors of books we translate.*

GERMANY

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NATIONAL SURVEY

GENERAL QUESTIONS – 10 years of CBS:

What important changes have happened in your country in the field of career guidance and counselling in the last 10 years?

- More ICT Tools and use of virtual guidance, use of social networks to reach young people and to communicate with them.
- Mobile guidance - offers for guidance and appointments out of school systems and out of offices in employment service Buildings (for example guidance events on ferry ships or tram lines, trains, at cafes, on a truck placed at the central market place of a city or on other events)
- Events like career fairs and other activities to present professional profiles and employers
- Intensified cooperation between schools, employers and other stakeholders to organise events etc.
- Lifelong guidance policy
- Adverts or publications with support from Celebrities to motivate young people
- TV spot from German Federal Employment Agency (first time ever)

Please describe some of the impacts the Cross Border Seminars had (on national, institutional, regional, individual... level) in your country within the last years.

For individual impact all participants collected new Ideas and ways to implement in their own work. On institutional/national level the existence of a thing like the cross border seminar raised attention and leads to a good example on international cooperation.

Another aspect is the common understanding of differences and comparisons or common senses in practice or intercultural issues. CBS also led to contacts and network possibilities for several occasions.

SPECIFIC QUESTIONS – CBS 2015: Guidance Crossing Borders:

Is there some commonly agreed definition or scope of career guidance and counselling in your country? Is it a domain of some specific sector, or can it be described as "cross-sector" concept? Which disciplines are closely connected with career guidance (which serve as sources for its development, etc.)?

Germany's wealth is its people, their skills and knowledge and their potential. Lifelong learning, full development of individual competences and the maintenance of employability are crucial in this respect. But people need to be supported by high quality guidance both in general and in continuing education as well as in vocational education and training and in the labour market.

Quality guidance supports the individual's education and career paths and avoids detours.

Germany looks back on a long tradition of well established school and career guidance.

But to keep up better coordination and co-operation within the guidance system, improved transparency of services and regular further training of practitioners will be important fields of action.

In order to enable individuals to manage their educational and working life effectively and make well-informed decisions about their career, all citizens in Germany have access to guidance and counselling services at any stage of their lives – whether they are in education or training, employed, unemployed or out of the workforce.

EU Guidance Definition:

“In the context of lifelong learning, guidance refers to a range of activities that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used.”
(Council of the European Union 2004)

How does cooperation between education and employment sector regarding career guidance and counselling look like in your country? Are there some other sectors also participating in this cooperation? Please, provide some examples (policy documents, memoranda of cooperation, cooperation between institutions, etc.).

The structure of guidance provision reflects the constitutional legislation for the German education and employment systems with its split responsibilities between Federation,

Federal States (Länder) and municipalities.

The responsibility for education and culture lies with the 16 Länder, including the school sector, the higher education sector, and (partly) adult and continuing education.

Employment and labour market policy, however, are under the responsibility of the Federal Government, as well as vocational training and vocational further training policies.

This also includes the provision of career guidance by the Federal Employment Agency (FEA) with its local Employment Agencies (EA). In addition to Federal institutions and the Länder governments, the local municipalities are important players in the provision of guidance services – either through their Adult Education Centres (*Volkshochschulen*) or through their social welfare services

In the context of these legal responsibilities the German career guidance system is traditionally based on a distinction between educational guidance (*Bildungsberatung*) in the educational sector on one hand and vocational guidance (*Berufsberatung*) in the vocational training and employment sector on the other. In view of the increasing importance of lifelong learning in the modern knowledge-based society and the growing necessity of adequate guidance services, this differentiation is increasingly losing its meaning in favour of integrative and lifelong guidance provision across all sectors. Therefore, co-ordination, networking and co-operation are necessary preconditions for improving the transparency and coherence as well as the efficiency and effectiveness of the multiple guidance services.

Guidance for education, career and employment in Germany is based on the compre-

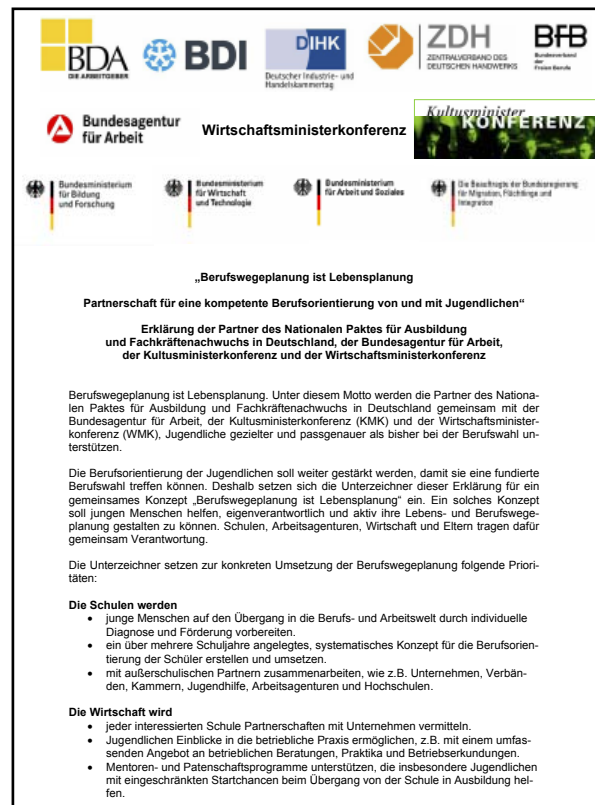
hensive definition of guidance commonly agreed between the partners in the European Union. It comprises all forms of educational, vocational and career guidance and counselling including career orientation and education, assessment of competences and self-information facilities. To facilitate reading, the term “career guidance” or briefly “guidance” is used here to indicate all forms of educational, vocational and employment-related guidance activities.

<http://www.arbeitsagentur.de/web/wcm/idc/groups/public/documents/webdatei/mdaw/mdk5/~edisp/16019022dstbai392003.pdf>

In Future/in progress:
Youth employment agencies

The cooperation between the various jurisdictions in the transition from school to professional life results in friction losses. Youth employment agencies join the various players under one roof and will thus help to reach young people faster and safer. The Hamburg-based model has been touted as an example, taken the idea in the coalition agreement.

Youth employment agencies are considered groundbreaking instruments to improve cooperation between the jurisdictions of the Social Code II (basic security), III (employment promotion) and VIII (Child and Youth Services). They should combine all institutions involved in vocational integration organization and in this way ensure that young people are supported quickly and safely and no one is lost.



In which way do policy makers, academicians, institutions and practitioners providing guidance and counselling services cooperate (on national/ regional/ local level)? What forms of cooperation exist between guidance practitioners and other stakeholders to improve services (e. g. to be more “client friendly”)? Is cooperation a must or is it voluntary? Which aspects support sharing of knowledge and experience? Please, provide some examples.

National Training Pact
<http://www.bmbf.de/en/2295.php>

In June 2004, the Federal Government, together with the central associations of the private sector, agreed on the “National Pact for Career Training and Skilled Manpower

Development in Germany," which provides more in-company training as well as additional efforts from the public sector.

The joint declaration "Targeted Support for Young People Transitioning to Vocational Training" was adopted by the partners of the Training Pact in November 2012. This is to ease the transition phase by better coordinating and, when appropriate, bundling diverse training offers. The goal is to lead young people, without detours, to a training programme and through to its completion. For young people in need of extra support, vocational training opportunities need to be introduced more strongly during preparation for training.

In this context the Federal Ministry of Education and Research (BMBF) runs with its partners several programs like "JOBSTARTER", "Bildungsketten", "Perspektive Berufsabschluss" in order to improve and strengthening the VET system

In view of the current situation in the training market, the partners of the Training Pact and the Federal Employment Agency are continuing their efforts to tap all potential. The information campaign "Vocational Education and Training – Practically Unbeatable" also aims to attract higher-achieving young people for dual vocational training.

In Germany we are still far away from proper coordination. It lacks coherent, networked structures, transparency of offers and binding quality standards for implementation of guidance, the quality of the provider and the professionalism of the Advisory.

However, some course towards more cooperation and networking for better access to guidance and common quality standards have been made recently.

Educational counselling has been integrated as one of four areas of action in the "Local Learning" funding program; the participating municipalities (currently 40) coordinate the activities and services in the Region (<http://www.lernen-vor-ort.info>).

- educational counselling was one of the fields of action in the previous program "Learning Regions"; Concepts for qualifying education consultants have been developed and implemented in nine Regional training centres (<http://www.bildungsberatung-im-verbund.de>).
- The BMBF program "education premium (Bildungsprämie)" to promote the professional development of Employees includes a mandatory counselling, but it should be a rather "Federal" and no educational counselling (<http://www.bmbf.de>).

The program was introduced to enable more people to improve their job opportunities through continuing education – particularly those people who in the past have found it difficult to foot the cost of further training due to their limited income. It supports the funding of individual continuing vocational education. Guidance in this context is provided by certified private institutions (mostly by adult education centres, chambers of commerce and crafts, trade unions or private training institutes).

<http://www.bildungspraemie.info/>

- The concept of establishing a "service telephone and Internet portal to educational counselling" commissioned

by the BMBF, still awaits its execution (BMBF 2011).

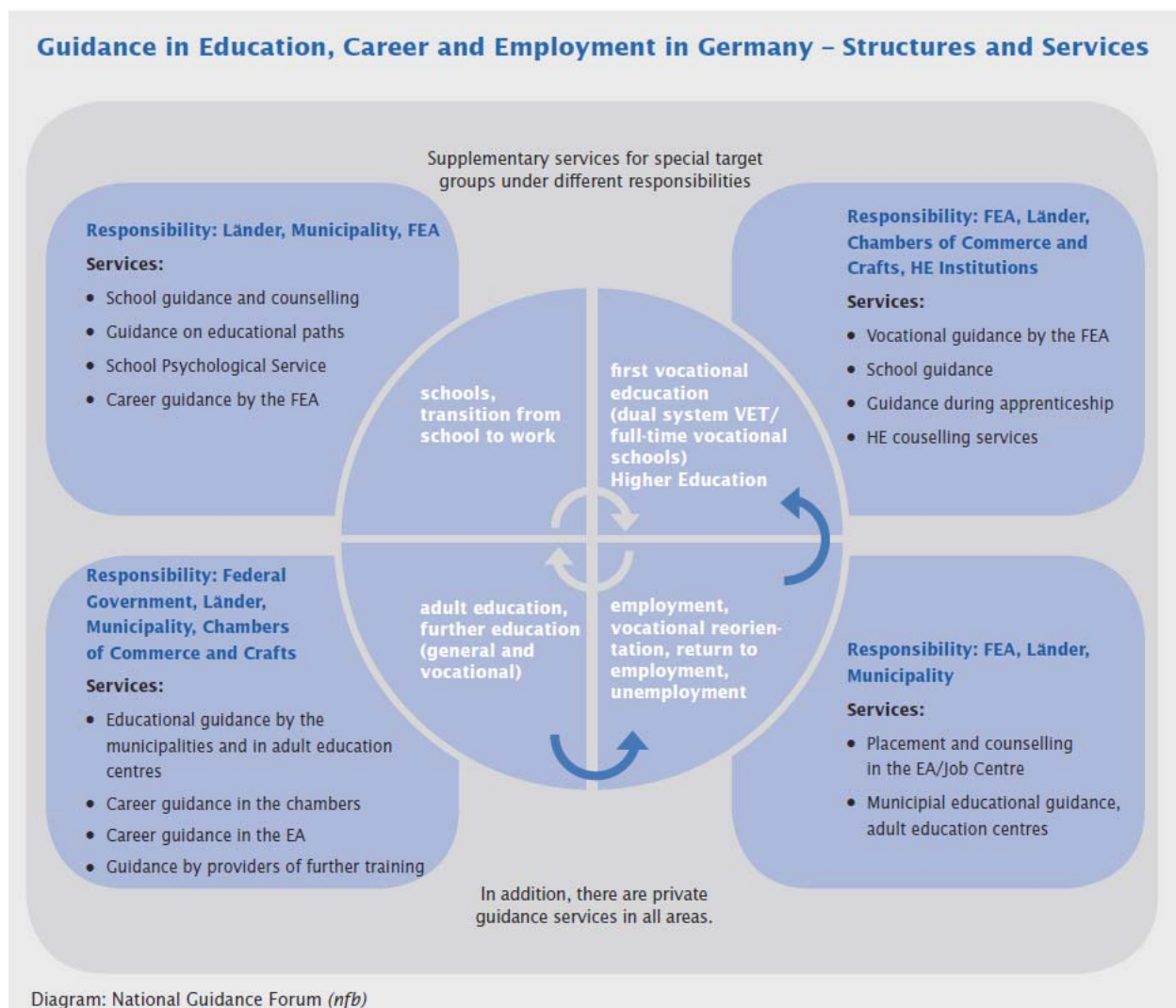
<http://www.bmbf.de/de/der-weiterbildungsratgeber.php>

The BMBF in co-operation with the Länder developed a concept for a nationwide telephone service for educational guidance, which will be tested in a piloting phase.

Similar hotlines and internet portals restricted to some regions, municipalities and Länder already exist.

(Partner der bundesweiten telefonischen Weiterbildungsberatung sind die Bundesagentur für Arbeit und die Hotline „Arbeiten und Leben in Deutschland“ zur Erstberatung zur Anerkennung ausländischer Berufsabschlüsse im Bundesamt für Migration und Flüchtlinge (BAMF).)

- An “open method of coordination process for quality development of counselling in education, vocational and employment” for the development of Co-sponsored guidelines on quality and Professionalism and funded by the BMBF since 2009 with numerous actors Experts in the field from Nfb



in cooperation with the Institute for Educational Studies, University of Heidelberg performed (see next chapter; Nfb / research group counselling quality at the Institute of Education, University of Heidelberg 2011; this. 2012).

Educational counselling is one of four areas of action in the "Local Learning" funding program.

So right and well meant these initiatives in detail may be, but altogether a picture would emerge of a confusing patchwork instead of a coherent and transparent system.

Please, provide some examples of international cooperation in this field - projects that had/have been implemented and services that existed/exist in the field of career guidance and counselling that are crossing borders of your country (please, describe examples other than CBS).

International networks with participation of Germany

ELGPN

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

IAEVG

<http://www.iaevg.org/>

Network for Innovation in Career Guidance/
Counselling in Europe

<http://www.nice-network.eu/>

International Masters Studies at German
Federal Employment Services University

of applied labour Studies for employment
orientated careers guidance

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

Projects

Erasmus+ project: A European Guidance
Counselling Concept for International Youth
Mobility (Guide my W@y!)

Erasmus+ project: Detecting and Preventing
Drop out from Higher Education or
Supporting Students to Switch Successfully
to VET (PrevDrop)

*Are there any documents in your country
describing borders between clients and
practitioners (ethical norms, norms
describing processes of evaluation from
clients, etc.)?*

Yes, but all documents are only available in
German language.

Gordon and Ronald Lippitt – Guidance as
a process: Good to know for Advisers and
clients

<https://books.google.de/books?id=R4NfBgAAQBAJ&printsec=frontcover&hl=de>

https://books.google.de/books?id=R4NfBgAAQBAJ&pg=PA108&lpg=PA108&dq=ethische+normen+zwischen+Berater+und+Kunde&source=bl&ots=VceG1usQvu&sig=3YOUq6cH_XbeSRzljnWkYgOKUto&hl=de&sa=X&ei=U7j9VP-YLIndar_rglAL&ved=0CDIQ6AEwAw#v=onepage&q=ethische%20normen%20zwischen%20Berater%20und%20Kunde&f=false

Gerd Achenbach – Philosophy in Practice.



http://www.achenbach-pp.de/de/philosophischepraxis_text_beruf_Wahlschicksal.asp?bURL=de/philosophischepraxis_text_online.asp

Ethical standards for careers guidance
<http://www.bbregister.de/estandard.htm>

Which ICT tools and how are used to cross borders in guidance? Please, present examples of your country.

Internet – Websites
<http://www.planet-beruf.de/>
<http://www.abi.de/index.htm>
<http://www.berufe.tv/> also available as App
<http://dasbringtmichweiter.de/>
<http://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Ausbildung/Berufsberatung/index.htm>

QualiboXX

https://www.qualiboxx.de/wws/9.php#/wws/101505.php?s_id=96207436271642091842591219121780

In addition to websites with information there are some tools like skills tests (see links on the websites) or the use of social media to get in contact with clients. From 2014 ZAV International Placement services uses also „Video Chat“ to speak to clients.

What are in your opinion the main obstacles of better cooperation in the field of career guidance and counselling in your country? What factors contribute to success of cooperation?

Obstacles:

Different Ministries in charge, no regulated professional certificate for guidance counsellors, no general quality standards on careers guidance (counsellors work), different targets of different organisations, double layered offers on guidance by various providers (no clear obligations, more than one offer for the same target group), problematic cooperation between commercial and non commercial guidance actors, budget or financial aspects sometimes lead to obstacles in cooperation as well.

An open market in guidance offers opportunities but also leads to a very mixed structure where it is hard to get an overview of all providers of careers guidance and this leads in some cases to different miniature worlds where everyone “re- invents the wheel”.

Success:

in general: Open minded organisations, non commercial interest/background of guidance, no differences on budgets or clear structure of budget issues, complementary offers in guidance instead of double structures and mixtures with no clear structure or obligation.

Specific: Written cooperation agreements as a strategic framework: Binding, written cooperation agreements and interface concepts build the foundation of form and content of the cooperation. Quantitative and qualitative goal agreement, legal Intercompany target agreements should be outcome-oriented and include both quantitative and qualitative - goals. The target agreement acts as a link between strategic and operational level as well as management instruments for implementation. Common implementable/measure plans to concretise joint action. Active involvement of the operative staff members and carried by these specified interface arrangements for smooth operation and co-productions.

Think Local: There is no panacea, because the framework conditions on site are very heterogeneous and challenges are too different.

How can CBS experience help to improve possibilities for better cooperation and crossing borders in your country?

On one hand CBS is a good possibility to learn from other countries and to get the idea of implementing good practices in our own environment. On the other hand it is a networking chance as participants are among possible interesting cooperation partners.

REFERENCES:

http://www.forum-beratung.de/cms/upload/Veroeffentlichungen/Eigene_Veroeffentlichungen/nfb_2014_Career_Guidance_in_the_Life_Course.pdf

http://www.forum-beratung.de/cms/upload/Intern/Mitglieder/Arbeitsunterlagen/KS_Inbastagung_2011_Offenbach.pdf

<http://www.good-practice.de/strukturen/beitrag5627.php>

WORKSHOP “Guide My W@y! – A European Career Guidance Concept for International Youth Mobility”

Prof. Dr. Florian Kreutzer

The Guide My W@y project addresses the needs and demands by delivering an open access, practice-oriented European career guidance concept (ECCO).

This concept focuses on a systematic elaboration of European guidance counselling methods based on the target’s group needs. The concept will be adapted to the essentials of area knowledge in the field of international circular mobility

of young people (both vocational education and job mobility).

The goal of the project is to merge the concept with new technologies (interactive, autodidactic Internet Portal) and digital learning equipment (virtual classroom and e-Counselling dialogues) as a chance to a new and further development of an efficient, low-threshold, low cost and open-access e-learning and teaching opportunity.



Itinerary for a new Future of Career Guidance
A European Career Guidance Concept for International Youth Mobility

❖ Background and Description

- Youth unemployment in Europe
- Growing international mobility of young people and young professionals
- Great need of qualified career guidance and support



Target groups

- 1) EURES, Euroguidance and other counsellors
- 2) Young people (Education mobility)
- 3) Young professionals (Job mobility)

❖ Targets and tasks

- Career Guidance Concept (ECCO) for international youth mobility
- Advanced training concept for vocational, educational and job career guidance counsellors
- Online materials and tools for the usage of advanced training and virtual counselling

Guide My W@y! – Internet Portal

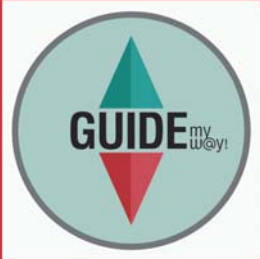
Modules	Interactive self-learning programmes	Virtual Classroom and e-counselling
<ul style="list-style-type: none"> Methodology of counselling Career choice and orientation Profiling operation Recognition of certificates Legal Frameworks Intercultural Frameworks Matching Didactics 	 <p>Exemplary dialogues and sequences with smart question and answer options</p>	

❖ Project partners

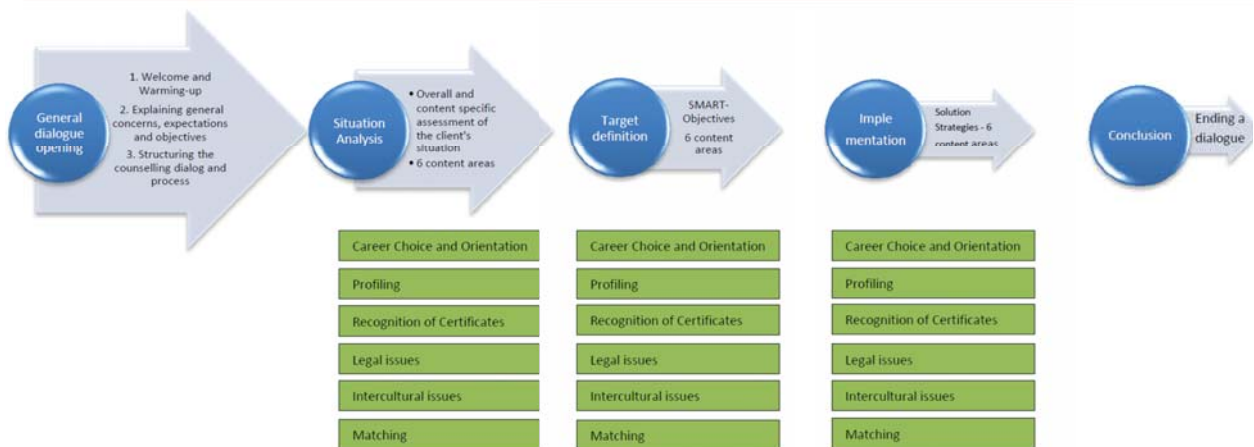
- > Spain: University of Santiago de Compostela + EURES counsellors
- > Poland: Voivodeship Labour Office of Katowice + EURES counsellors
- > Czech Republic: Masaryk University + EURES counsellors
- > Lithuania: Technical University of Kaunas
- > Germany: lernmodule.net

❖ Project information

- > Funding: ERASMUS +
- > Duration: September 2014 – August 2016
- > Direction: Prof. Dr. Florian Kreutzer
- > Homepage: www.guidemyway.eu
- > Homepage of the HdBA: <http://www.hdba.de/forschung/projekte/>

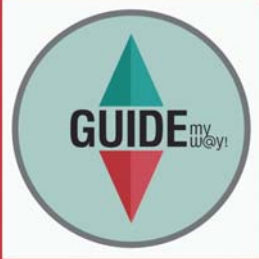


Phases of a dialogue and Content adaptation



Core functions

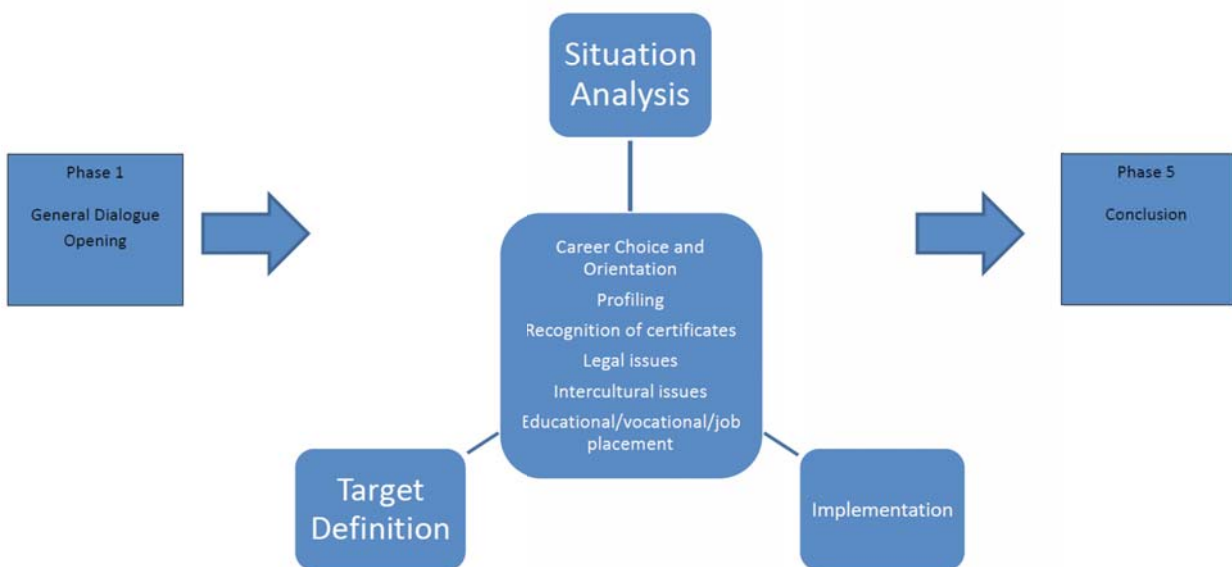


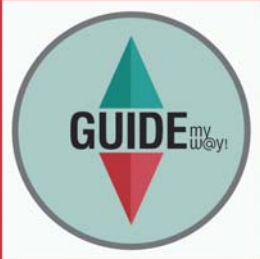


Counselling Techniques and Visualisation



Visualisation





Structure of the Content

Template

- 1) Example to be used as an impulse (i.e. Cartoons, Jokes, Images, etc.)

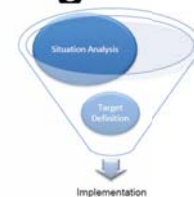


- 2) Introduction of the content and learning aims to be achieved



- 3) Core Phases (Situation Analysis, Target Definition and Implementation)

➤ Questioning and active listening



➤ Research Techniques + Networking



- 4) Exemplary Dialogue



WORKSHOP “Specifics in guidance with migrant students”

Dr. Bernd Lienstädt, PHD

The workshop dealt with the opportunities and problems for migrant students in Germany and how to cope with them. The Source for the workshop’s contents had been experiences regarding consultations at the University Bremen and the Bremen City University of Applied Sciences. These covered mainly university students, graduates and scientists with and without work experiences.

The second group in our work with migrant students are pupils (and their parents) with a migratory background but constantly living in Germany. The majority of these pupils are born and raised in Germany. Young people belonging to this group are using our range of advice at appointments in the Federal Employment Agency or get in contact with us through our work at schools. The informational input was intensely discussed and a picture could be drawn what kind of cultural borders migrant students have to cross for a successful career in the German labour market.

The Workshop covered the following topics:

- What are the main groups of people we are working with?
- Introduction of the legal regulations in Germany.
- Typical problems in counselling with migrant students. As there are:
 - 1) Common problems for any kind of students.
 - 2) Problems with the German language!
 - 3) Specific problems of students and pupils who were born and raised in Germany with a migrant background.
 - 4) Financial problems.
 - 5) Problems with racism, sexism, “wrong” citizenship.

- What strategies and counselling methods are needed in guidance with migrant students, employers, university departments and others?

Let us have a closer look at the single topics:

- The main groups of people we are working with are described in the first paragraph of this abstract.
- Legal regulations: As a graduate of a German University you have the right to look for a job in Germany, adequate to your qualification, for the rest of your live.

As a non-EU citizen, you need another residence permit with a new title after graduation („Aufenthaltstitel“). Immediately after graduation from a German university, this is more of a formal requirement. Your new title of residence permit („Aufenthaltstitel“) will contain the following:

18 months of permitted residence to look for a job equivalent to your qualifications. During these 18 months any job to secure your livelihood is allowed, including jobs requiring fewer qualifications or part-time jobs.

If you have returned to your home country after studying, you will need a visa for your job search.

You obtain these from the German embassies. It grants you a 6 month residence permit to look for a job equivalent to your qualifications. During these 6 months no lower qualified job to secure your livelihood is allowed.

At the end of these 18 or 6 months, a job equivalent to your qualifications needs to have been found, that covers at least your living expenses. Two years later you can receive an unlimited

residence permit („Niederlassungserlaubnis“) if you are still employed.

The main purpose to give an overview of the actual legal regulations was to show the vast improvement in legal regulations for migrant students compared to the situation in Germany 3-4 years ago.

At that time there had been a good number of foreign students in Germany too. One of the main benefits of studying at a German university lies in the fact that the study is mainly free of charge. That means academic qualifications for young people from abroad are paid by the German taxpayer and the German economy. Most of these young people appreciate this. After their graduation, they tried to get a Job in Germany to gain first work experiences, but also many of them had the motivation to give something back to the German society and economy by their taxes and work. In the past the legal regulations forced these graduates out of the country shortly after graduation by high restrictions relating to work in Germany for foreigners.

This situation aroused a lot of criticism, so the legal regulations had been more and more liberalised over the recent years.

– Typical Problems in counselling with migrant students: Under these topics most of the problems are summarised why students (and pupils) get in contact with an adviser.

1) Common problems for any kind of student: The normal problems for anyone who graduates from a university – how to search for an adequate job, how to apply, etc.? This is indeed the most complex task in graduates counselling!

We can offer help over our expertise relating to the labour market and the complex application procedures in Germany. But the main work is always to find the answer to the question: “What is actually the job I am looking for?” Most students believe that the qualifications they received during their studies are the key to find the “adequate” Job, but there are not. The more important questions are always: “What kind of job do I want to do? What is my employability? And how can I connect both” To work that out, together with the students, is the main task of a counsellor at a University.

Concerning migrant students it is important to make clear that any student has to deal with these problems. After our experiences, the knowledge that these problems are fairly common to everyone and have nothing to do with being a foreigner is a relief for most of the migrant students.

2) Problems with the German language: A big Problem, which is going to get worse during the last years. Still, German language proficiency is the main criteria for entering the German labour market! Especially if migrant students look for a job proper for their graduation, knowledge of the German language on an academic level (C1, C2) is mostly expected. Even if they should find a job in a company with English as a working language, living in Germany without speaking German will make them a “social alien”.

But there is another facet in the above context. That migrant students do not see the necessity for learning proper German, although they plan to look for jobs in Germany, reveals an absence of deeper knowledge about the German economic

culture. One characteristic of the German labour market is that 70-80% of the open jobs are in Small- and Medium-sized Enterprises (SMEs) and not in famous big German companies with international working context (Global Players), as most of the migrant students believe. In SMEs German is definitely the working language and if graduates do not have a sufficient knowledge of it, 70-80% of the German labour market will be closed.

Our influence as counsellors in this field is pretty limited. We have only a very slight impact to the placement procedure of companies and the universities' programmes of study. The only thing we can do is to underline again and again how important a sufficient knowledge of the German language is, if someone wants to search for a job in Germany!

3) Specific problems of students and pupils who were born and raised in Germany with a migrant background: This is a large and interesting group to work with. These young people have no problems with the language or their legal status, but different to students from abroad, who are mostly alone in Germany, they have to fulfil the expectations of their families. These family structures often set narrow borders for occupational choice and mobility. It is interesting that after our experiences men and women have these problems in an equal way.

Beyond that, they often have difficulties in personal classification into different cultural groups. A lot of them just don't know exactly "where they belong to".

The first step in advising here is to take the above problems serious. Which are often seemed to be denied in German society.

The next step is intensive work in schools with pupils from this group and their parents. In our work at schools we give information about the different ways of qualification in Germany, for example the highly benefits of an apprenticeship in the German dual system, which is often complete unknown to the parents of these pupils. We also emphasize positive aspects of the special biographies these young people have. Outside of schools and universities we inform employers about the benefits of these biographies.

4) Financial problems: These problems are generated by different reasons. The length of studentships for PHD or Master programs are not sufficient, no work permit is given for jobs outside a PHD program, family backup is too low or breaking away completely, loss of student jobs after studies ending, etc. There is not much a counsellor can do about that. It is important to know which institutions might be helpful. Networking is quite important, so the counsellors are members of a number of round tables where different stakeholders work together.



If we deal with EU citizens or people with a permanent residence title, the Federal Employment agency might help in some ways.

5) Problems with racism, sexism, "wrong" citizenship: Although the experiences in our daily work give us the impression, that the German society has stepped ahead on the way to a liberal society in recent years, we cannot negate this kind of prejudice in Germany.

Again, counselling can have only a very limited effect. But we got the feedback from migrant students, that it is somewhat easier for them to cope with these forms of prejudice, if we, as representatives of a governmental institution, don't negate them. The effect is, that the students can concentrate on job search issues where they have bigger influence on.

The second aspect regarding this topic deals with the fact, that as a counsellor, you find yourself in a permanent discussion of the mentioned problems with employers and society in general. Due to the fact advisory guidance means talking with and listening to migrant students, our work gives us more insight and knowledge regarding migrant students and it is one of our tasks to spread this knowledge into society and try to minimize social reservations.

- What strategies and counselling methods are needed in guidance with migrant students and with employers, university departments and others: Serious knowledge about the German labour market, especially for graduates, is an important tool.

Personal openness and a high social

competence in dealing with cultural differences are also needs for a successful counselling. Together with the ability to formulate sensible, but plain and consequent, what degree of cultural assimilation to German society will be expected from migrant students.

In the communication with employers, counsellors shall use the existing knowledge about migrant students to dispel doubts on the employer's side. Furthermore it is important not to get tired in emphasizing the advantages for society and economy if migrant students would stay and work in Germany.

But the most important strategy for a successful counselling with migrant students is to get clear about your own prejudice!! Don't let them steer your attitude.

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NATIONAL SURVEY

GENERAL QUESTIONS – 10 years of CBS:

What important changes have happened in your country in the field of career guidance and counselling in the last 10 years?

In the past 10 years new legislations have been introduced and various new tools (portals, questionnaires, films, etc.) have been designed. Career guidance as a policy issue is related to the vocational education system, labour policy and education.

The Decree 15/2013 of the Ministry of Human Resources states that the Pedagogical Service has to provide career counselling services based on a county-level for every student. This is a step forward in recognizing the importance of LLG services in education. Formally career education was regarded as the responsibility of every teacher by the National Core Curricula. This legislation added professional services to the former practice, currently 76 counsellors are working nationwide to provide services to students. In the future this number might have to be increased based on studies about capacity.

Career guidance is also stated in the Act of Vocational Education (CLXXXVII /2011). The law states that every student has a right to take part in professional career counselling. The law also states the Chamber of Commerce and Industry as a corresponding partner in career counselling.

There is also a cross-sectorial committee responsible for the national policy development in career guidance. The Lifelong Guidance Committee of the (Hungarian) National Council of Vocational- and Adult Education is a national steering team for guidance that has policy making

members from different sectors.

The Decree 30/2000. (IX.15.) of the Ministry of Economy states career counselling services, specifies the qualifications that one has to have to provide such services for adults and job-seekers.

Currently, at the end of 2014, the National Employment Office has been restructured. The staff working in employment policy and statistics was relocated to the Ministry of National Economy. Offices of the former PES that are responsible for labour market measures, including career service provision have been relocated to Governmental Bureaux.

Please describe some of the impacts the Cross Border Seminars had (on national, institutional, regional, individual... level) in your country within the last years.

Hungary joined the Cross Border Cooperation in 2009 and the same year it contributed to the seminar with a guidance expert and practitioners as well. Since then approximately 35 Hungarian participants (experts and guidance practitioners) have participated at the various Cross Border Seminars. On the website of Euroguidance Hungary a separate menu point is dedicated to Cross Border issues, where a direct link is available leading to the conference materials of each seminar organised in the past. The national surveys and the compendiums are always distributed to guidance practitioners working in labour offices via email and each year a seminar is organised for EUROFIT counsellors (counsellors of labour offices giving employment counselling, career

guidance and counselling) where the Hungarian expert of that particular year is invited to hold the same presentation he/she has given at the Cross Border Seminar. The Hungarian participants of the Cross Border Seminar are also asked to give a short presentation and feedback on the workshops they have visited. Thus the results of the Crossborder Seminar are disseminated to a wider public.

In 2011 Hungary organised the Cross Border Seminar in Budapest with the title "Innovative Tools and Methods in Career Guidance and Counselling" where 64 experts and guidance practitioners of 7 countries participated. The conference materials can be found at http://www.npk.hu/public/tanacsadoknak/konferencia_2011/.

SPECIFIC QUESTIONS – CBS 2015: Guidance Crossing Borders:

Is there some commonly agreed definition or scope of career guidance and counselling in your country? Is it a domain of some specific sector, or can it be described as "cross-sector" concept? Which disciplines are closely connected with career guidance (which serve as sources for its development, etc.)?

Hungary has been a member of European Lifelong Guidance Policy Network (ELGPN) since it has been launched in 2007. ELGPN published a Resource Kit and a Glossary for policy makers across different sectors. The Glossary (see: www.elgpn.eu) includes definitions for career related issues, and has been disseminated on our National

Guidance Portal (www.eletpalya.munka.hu) for policy makers and career practitioners to use.

Career guidance is closely related to the following disciplines: pedagogy, andragogy and psychology. Career counsellors usually come with a background of one of these disciplines. They either specialize in career guidance after a psychology MA, or study as career counsellors (a minor in andragogy BA), or specialize in career information guidance after some years of practice as teachers. Guidance developments include the renewal of methodology that is based on developing new questionnaires, short films about occupations, brochures about occupations and upgrading the Guidance Portal. Questionnaires were developed by experts of career guidance, psychologists and teachers.

How does cooperation between education and employment sector regarding career guidance and counselling look like in your country? Are there some other sectors also participating in this cooperation? Please, provide some examples (policy documents, memoranda of cooperation, cooperation between institutions, etc.).

Hungary has a national delegation in the European Lifelong Guidance Policy Network that consists of members from the Ministry responsible for education (Ministry of Human Resources, 1 member) and the Ministry responsible for employment (Ministry of National Economy, 2 members) and from the civil sector (1 member). The delegation consults practitioners and stakeholders

when planning future guidance activities, as well.

In which way do policy makers, academicians, institutions and practitioners providing guidance and counselling services cooperate (on national/ regional/ local level)? What forms of cooperation exist between guidance practitioners and other stakeholders to improve services (e. g. to be more “client friendly”)? Is cooperation a must or is it voluntary? Which aspects support sharing of knowledge and experience? Please, provide some examples.

One example for the cooperation that exists between different guidance providers is the common work in Csongrád county of the Pedagogical Professional Services, the Chamber of Commerce and Industry and the Employment Department of the Government Office (labour office). In 2015 within the framework of a cooperation agreement the three service providers organised a seminar “The floor is yours” (Tiéd a pálya) to train guidance assistants. The 5-day long training was offered for 23 registered unemployed with relevant qualifications (e.g. teachers, social workers, librarians) in order to provide them with the necessary knowledge to be able to execute guidance and orientation tasks in remote towns and villages. The tasks of the guidance assistants mainly include organisation of field visits to factories and providing information on different vocations and professions.

The local office of the Pedagogical Professional Services, the Chamber of Commerce and Industry and the labour

centre in Csongrád county has a firm history of cooperation in vocational guidance and counselling. Each year a Roadshow is co-organised: during the first semester parents’ meetings, information days on secondary schools and a vocational fair are organised mainly for students of grade 8, their parents and teachers. The second semester is devoted to grade 7 students, they can participate in field visits, group counselling on vocation and further education. Students can also fill in orientation and personality questionnaires on these occasions. The cooperation of these guidance services is not obligatory, it responds to the regional needs and makes use of the expertise of the different service providers. Similar co-operations between the Pedagogical Professional Services, the Chamber of Commerce and Industry and the labour centres exist throughout the country.

Please, provide some examples of international cooperation in this field - projects that had/have been implemented and services that existed/exist in the field of career guidance and counselling that are crossing borders of your country (please, describe examples other than CBS).

In 2015 the National Lifelong Learning Institute (Národný ústav celoživotného vzdelávania, NÚCŽV) of the Slovak Republic initiated a co-operation with the National Office of Vocational Education and Training and Adult Learning (Nemzeti Szakképzési és Felnőttképzési Hivatal) of Hungary. As a result of this cooperation, a joint conference was organised in Bratislava on 18-19 May 2015 with the title “Career

Management Skills". The conference hosted experts and guidance practitioners from Slovakia, Czech Republic, Finland, Austria, Scotland and Hungary as well. The National Office of Vocational Education and Training and Adult Learning of Hungary sent 20 experts for the conference from the field of adult education, vocational education and institution supervision (Klebersberg Institution Supervision Centres).

Are there any documents in your country describing borders between clients and practitioners (ethical norms, norms describing processes of evaluation from clients, etc.)?

Currently no ethical guidelines exist for guidance practitioners but preparatory steps have been taken to develop such guidelines in the future. The publication "Unified Guidelines for Guidance Practitioners" (*Szakmai protokoll a pályatanácsadók részére*) published in 2009 by the National Employment and Social Office includes references to ethical issues of guidance practitioners. The English version can be found here: http://www.afsz.hu/resource.aspx?ResourceID=afsz_tamop222_szakmaiangol_lgprotokoll. Under 2nd phase of the SROP 2.2.2. programme, the code of guidance ethics is currently being developed.

Which ICT tools and how are used to cross borders in guidance? Please, present examples of your country.

www.eletpalya.munka.hu *National Guidance Portal*: In 2010 the National Guidance Portal (Nemzeti Pályaorientációs Portál) was launched within the framework of the SROP 2.2.2. programme. The portal provides useful information in three different channels about the world of education, labour and career guidance. Career orientation questionnaires can be filled in to help career planning. In the 2nd phase of the SROP 2.2.2. programme, new films and new descriptions of jobs and professions are being made while the old versions are revised and updated. The descriptions of jobs and professions will be restructured in two versions to target young students (under 16) and adults. New questionnaires and psychological tests are under development and the new national LLG portal will be launched in 2015.

www.felvi.hu *Hungarian Higher Education Information Centre*: Information on the Hungarian higher education system, database of Hungarian higher education institutions. A separate search function is provided for international students to find foreign language courses in Hungary and for career guidance issues. Quite recently the portal has started providing up-to-date information on the entry requirements of those higher education institutions established in neighbouring countries (Romania, Slovakia, Serbia and Ukraine) which offer Hungarian language programmes. Career orientation and self-awareness questionnaires are also available on the website and those interested could contact guidance counsellors by email or schedule an appointment for a personal counselling session.

www.oktatas.hu *Educational Authority*: The website is the official source of information on public, higher and vocational education, further education and training, policy tools to support lifelong learning (EQUAVET, ECVET, ESCO), language exams and recognition of qualifications.

<http://eplusifusag.hu> ERASMUS+ Programme Office under the National Institute for Family and Social Policy. The site contains useful information about the ERASMUS+ Programme, the European Voluntary Service (EVS), trainings and publications.

<http://ec.europa.eu/eures> *EURES database*: The database contains information for both employers and employees, it lists vacancies and provides practical information to facilitate employment. On the Hungarian EURES website current vacancies and the contact details of the national EURES advisors are available.

<https://ec.europa.eu/ploteus> *Learning Opportunities and Qualifications in Europe* portal: The portal provides information of education and training opportunities in Europe as well as some background information to facilitate learning mobility.

www.euroguidance.hu *Euroguidance Hungary*: The website includes information on national and European education and training opportunities, scholarship and internship offers in 4 languages (HU, EN, DE, FR). The visitors of the page can download films presenting various occupations and also the publications of Euroguidance Hungary about mobility issues. A separate

section is dedicated for guidance counsellors including information on European guidance policy and counselling projects.

www.palyasugo.hu *Pályasúgó*: The aim of the portal is to provide authentic labour market information for students and jobseekers. It offers tailor-made and accurate information on average incomes and the probability of being employed in the long run. The regional differences of the labour market are also displayed. The portal is developed and maintained by the Institute of Economics of the Hungarian Academy of Sciences. It is a useful tool for those leaving the world of education and entering the labour market or for individuals changing their career paths.

What are in your opinion the main obstacles of better cooperation in the field of career guidance and counselling in your country? What factors contribute to success of cooperation?

The Hungarian guidance developments have to face the following challenges⁴:

- The Ministry for National Economy is responsible for some elements of active labour market policy, vocational education and adult learning. At the same time the Ministry of Human Resources oversees youth policy, social inclusion, family policy, the implementation of the national Roma action plan, primary schools and general secondary education as well as higher

⁴ Euroguidance Centres Template for Information on Lifelong Guidance Systems, 2014

education. Career/lifelong guidance related developments are often run in parallel by these two sectors in charge of career/lifelong guidance.

- Career guidance is not a separate field of development according to the current National Core Curriculum (2012). It is not offered as a separate subject, usually it is the form teacher who manages career guidance tasks. Only few schools employ career guidance professionals and orientation (career education) does not cover all levels of public education. However, several schools run various career education related activities. During the past 15 years different EU-founded projects (e.g. PHARE, ESF, INTERREG) have addressed the development of career education in 40 pilot schools.
- Career guidance is often seen as an external and occasional service provided towards the end of primary and secondary school studies. Since it has not yet become an integral part of public education, limited time-frame and resources are allocated for guidance at educational institutions.
- Career guidance tasks are sometimes fulfilled with the help of the National Employment Service special units, the so called FIT centres (Employment Information Guidance Centres), by employment counsellors or in the form of visits to vocational education fairs organised at least once a year in each county. Pedagogical service units of the KLIK (Klebelberg School Supervision Centre) sometimes also provide career



guidance services from the pedagogical-vocational psychologists' perspective.

- The (former) National Employment Service (now a Department under Governmental Offices) offers employment counselling for job-seekers, psychological counselling, as well as information provision on training opportunities. Some of the services are outsourced and the capacity of these services is limited.
- Besides the National Guidance Portal there are some non-profit and for-profit websites offering counselling and information on education and training opportunities. Some websites use the same data source.

However, the factors contributing to the success of cooperation is the fact that career guidance is interpreted as a way of bridge building between the world of work and the world of vocation and higher education and its importance is being more and more recognised.

The need for the development of a firm lifelong guidance and career management system is stressed in the national Lifelong Guidance Strategy 2014-2020 and by several professional forums as well. Within the framework of the S.R.O.P. 222 Programme a 3-day long training was organised twice for guidance practitioners representing labour offices, chambers of commerce, pedagogical professional services and the New Generation Contact Points. These trainings provided excellent opportunity for the guidance practitioners to start networking within their own professional fields and establish future ways of cooperation with other service providers.

How can CBS experience help to improve possibilities for better cooperation and crossing borders in your country?

Each year Euroguidance Hungary provides the chance for some guidance practitioners or counsellors working in guidance related fields to participate in the Cross Border Seminar. The experience and good practice gained at the event are then disseminated among EUROFIT guidance practitioners working in labour offices and the conference materials are made available on the Euroguidance Hungary website. With the help of the CBS experience the practitioners gain valuable information about the different guidance practices and methods used in other EU countries, and hopefully the good practices seen will be employed during their own guidance interventions. The Seminars provide excellent opportunity for networking, finding (new) ways to cooperate not only within but also across borders.

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EUROGUIDANCE CENTRES TEMPLATE FOR INFORMATION ON LIFELONG GUIDANCE SYSTEMS, 2014

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WORKSHOP “Bridging the gap by a joint training of teachers and career and social practitioners in guidance”

Fruzsina Lukács, PhD.

The workshop introduced the rationale and the methodology of blended learning training in lifelong guidance from SROP 2.2.2-12/1 EU project “Development of the Hungarian Lifelong Guidance System”.

The training is aimed at bridging the gap between education, employment and social inclusion as practitioners are being trained

from these areas in lifelong guidance. The main focus of the training is to enable professionals to be career advisors in their respected fields and to build a strong relationship between sectors (education/ labour / social sector). The workshop introduced some of the techniques used in the training and gave a general overview of results of project.



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NATIONAL SURVEY – EDUCATIONAL SECTOR

GENERAL QUESTIONS – 10 years of CBS:

What important changes have happened in your country in the field of career guidance and counselling in the last 10 years?

The importance of continuous education is still growing, as well as the need for support in making decisions related to shifts in one's career plans. Career guidance becomes life guidance, supporting citizens in creative approach to vocational problems and improving techniques necessary for overcoming difficulties.

The ordinance of the Minister of National Education which entered into force in 2009 specifies detailed requirements concerning qualifications of teachers acting as career guidance practitioners. Depending on the school or institution type, such requirements comprise: completed first (BA) or second (MA) degree studies in career guidance or completed first (BA) or second (MA) degree studies of any kind and postgraduate studies in career guidance, along with pedagogical preparation⁵.

The ordinance on organisation of psychological and pedagogical support in schools and education institutions has been amended on 30 April 2013. It specifies the tasks of career guidance practitioners and obliges school headmasters to appoint teachers responsible for performance of the tasks related to career guidance⁶.

This legal act describes also tasks of guidance counsellors or teachers performing their tasks include e.g.:

- systematic diagnosing of the students' need for educational and vocational information, as well as for assistance in planning further education and career,
- gathering, updating and providing access to educational and vocational information relevant for respective levels of education,
- providing students and parents with individual consultations,
- conducting activities that prepare students for planning career and taking up a vocation/occupation in a well-considered manner,
- coordination of information and counselling activity carried out by the school or institution,
- cooperation with other teachers in creating and ensuring continuity of actions regarding vocational counselling⁷.

An important provision is allowing not only guidance counsellors employed in schools, but especially teachers (e.g. subject teachers) to provide guidance at schools. Ministry of National Education prepared a bunch of diagnostic tools and methodological materials supporting the recognition process of professional aptitudes and interests of students.

⁵ <http://iccdpp.org/wp-content/uploads/2014/02/Poland.pdf>

⁶ ibidem

⁷ <http://euroguidance.eu/guidance-systems/guidance-system-in-poland-3/>

In response to the needs and expectations of guidance counsellors and teachers National Centre for Supporting Vocational and Continuing Education (NCFSVE) supported teachers by developing and releasing various publications from the field of career guidance⁸, e.g. *Vocational counselling in high school. The handbook for teachers*⁹ is a publication dedicated to high school (in Polish: *gimnazjum*) students. It is addressed to teachers working with youth on a daily basis. The book comprises theoretical content, and aims at making the teachers more familiar with educational-vocational counselling and at indicating the areas and issues important in the processes of supporting the students in their educational and vocational choices.

Please describe some of the impacts the Cross Border Seminars had (on national, institutional, regional, individual level) in your country within the last years.

The most important impact of CBS is higher awareness among guidance practitioners in the area of guidance practices and counselling in Europe. After each seminar we prepared and published an article with summary. All articles are available in e-magazine *Edukator Zawodowy*¹⁰. We also share compendium and results of national surveys after each CBS in virtual space for guidance practitioners (internet forum). Moreover, we spread *EG Insight*¹¹ with articles about CBS and interviews with CBS

experts. Thereby, counsellors have better orientation in methods and tools, guidance services offered in other countries.

SPECIFIC QUESTIONS – CBS 2015: Guidance Crossing Borders:

Is there some commonly agreed definition or scope of career guidance and counselling in your country? Is it a domain of some specific sector, or can it be described as “cross-sector” concept? Which disciplines are closely connected with career guidance (which serve as sources for its development, etc.)?

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

8 <http://www.euroguidance.pl/index.php?id=ksiazki>

9 <http://www.doradztwo.koweziu.edu.pl/index.php/vademecum-doradztwa-zawodowego>

10 <http://edukator.koweziu.edu.pl/index.php>

11 <http://euroguidance.eu/news-events/newsletter/>

professional soldiers and former professional soldiers¹².

In the Polish legal acts which regulate the organisation and support of career guidance there is no commonly agreed definition of career guidance and counselling.

Those who are interested in the development in the field of career counselling should be familiar with disciplines such as psychology, economics, pedagogy, sociology. The development in these areas is very important, but in guidance counselling the studies play significant role have interdisciplinary¹³. It is also possible to complete studies in guidance provision or MA studies for guidance counsellors.

How does cooperation between education and employment sector regarding career guidance and counselling look like in your country? Are there some other sectors also participating in this cooperation? Please, provide some examples (policy documents, memoranda of cooperation, cooperation between institutions, etc.).

Cooperation between education and labour sector takes place at central level and regional/local level. At central level two ministries (education and labour) are responsible for preparing law regulations to make guidance service more efficient and accessible.

On 23rd January 2015 the Multilateral Agreement on actions to strengthen and streamline cooperation in the field of Vocational education has been signed

between the Ministry of Economy, Ministry of Education, Ministry of Labour and Social Policy and the Ministry of the Treasury. Cooperation under the agreement aims at providing coherent, complementary actions supporting the development of vocational education, adapted to the needs of employers, local labour markets and modern and innovative economy, as well as the dissemination and development of cooperation between VET providers and employers.

Another example of cooperation of ministries in the field of VET and vocational guidance is the amendment introduced by the Minister of Economy to the Act on Special Economic Zones, which entered into force on 1st January 2015. It introduced, as one of the tasks of companies managing special economic zones, the cooperation with universities and upper secondary schools in the area of integrating in the education process the needs of the labour market in the zone. The actions to be undertaken cover also visits to schools during which employers will provide students with job characteristics and information on specific tasks to be performed in a given profession. Due to Euroguidance project we appointed in 2000 in Poland Steering Committee (that consists of civil servants from both ministries), which meets twice a year to discuss and plan common events like: conferences, seminars and support activities addressed to guidance counsellors to take place at central level. The good example of common activities is ELGPN project that assists policy makers in developing cooperation in the field of lifelong guidance in both the education and employment sector. ELGPN is also a platform of communication and cooperation in

12 <http://eurodoradztwo.praca.gov.pl/images/publikacje/46.jpg.pdf>

13 <http://eurodoradztwo.praca.gov.pl/images/publikacje/52.jpg.pdf>

implementing priorities specified in the key EU documents, which are dedicated to policy makers and associated with creating policy in guidance services.

Important dimension of cooperation between education and labour sector at regional and local level is organising education and job fairs, competitions dedicated to guidance and vocational education, disseminating information on learning and job opportunities via regional portals. The most widespread activity that requires strong close cooperation between sectors: education and labour in implementing various guidance projects is organising regional/local events dedicated to vocational education and guidance, of which some examples are below: National Career Week 20-26.10.2015, Education Fairs and Occupations Festival in Małopolska 26-28.02.2015, Education Fairs in Łódź 5-6.03.2015, National Education Fairs in Katowice 3-5.03.2015.

In which way do policy makers, academicians, institutions and practitioners providing guidance and counselling services cooperate (on national/ regional/ local level)? What forms of cooperation exist between guidance practitioners and other stakeholders to improve services (e. g. to be more "client friendly")? Is cooperation a must or is it voluntary? Which aspects support sharing of knowledge and experience? Please, provide some examples.

The Ministry of National Education sets out the priority areas and directions regarding the education policies. National Centre

for Supporting Vocational and Continuing Education (NCFSVCE) cooperates with institutions providing guidance and counselling services on national, regional and local level.

For example NCFSVCE supports and cooperates with a Warsaw Centre for Socio-Educational Innovation and Training (WCIES)¹⁴, which is a local government-operated teacher development facility, an institution providing knowledge and education, whose work is perfectly reflected by the motto *Warsaw – the City of Education*. The key purposes of the Centre are to support the Warsaw education community and improve the quality of services provided by Warsaw schools and educational facilities. We support WCIES through sharing publications and information, consultation and joint events (conferences and trainings for counsellors).

Please, provide some examples of international cooperation in this field - projects that had/have been implemented and services that existed/exist in the field of career guidance and counselling that are crossing borders of your country (please, describe examples other than CBS).

In Poland there have been many different projects in the field of guidance and counselling implemented in cooperation with other countries within last 10 years. For example, project *Education for Career Counsellors around Europe*¹⁵ implemented from 1.10.2011

¹⁴ <http://www.wcies.edu.pl/>

¹⁵ http://www.adam-europe.eu/adam/project/view.htm?prj=8478#_VSOxNeEVdhE

till 30.9.2013 within the Leonardo da Vinci programme, Transfer of Innovation, focused on up to date topic of career counselling and quality of career counsellors. Partners were from the Czech Republic (coordinator), Norway (the country from which is the product transferred), Austria, Spain and Poland. The main aims were:

- to adapt an existing high quality training programme for counsellors according to the needs of participating countries and regarding the expert experience of the partners,
- to prepare trainers for this new adapted programme who will be able implement the adapted training modules in their countries and thus support increase of the number of qualified counsellors,
- to test the programme and prepare the final version of the training programme and related materials.

The programme consists of two modules. First one deals with theory of career counselling. It introduces particularly strategies and techniques of career counselling, theories of choices of vocation, theories of career – sociodynamic and constructivistic counselling, group counselling of one client, different types of tests, the structure of a session in career guidance counselling, realistic practice of conversations (the students observe each other in practical work), career counselling in an international perspective and multicultural perspective. The second module introduces career counselling in a learning organization, developmental work in the work plan,

digital tool of the career plan, supportive conversation, introduction of centres of career counselling, career counselling for international groups, challenges and ideas, networking and working in teams, relation to the statistics. Outcomes of this project were: a high-quality comprehensive training course for career counsellors in participating countries and study materials.

As an institution (NCFSVCE) we hosted guidance counsellors and specialist from EU and non-EU countries (e.g. Slovakia, Turkey, Mongolia, Moldavia, Georgia, Finland). Each study visit was an opportunity to exchange information not only about guidance systems but also about VET systems, validation of informal learning, prevention of drop-outs, qualifications framework etc.

Are there any documents in your country describing borders between clients and practitioners (ethical norms, norms describing processes of evaluation from clients, etc.)?

Poland has no single binding set of ethical standards regulated by a legal act. The General Assembly of the Association of School and Vocational Counsellors of the Republic of Poland at the meeting on 10 June 2005 adopted ethical standards accepted by the IAEVG General Assembly. The issue of ethics in the activities of vocational counsellors is widely discussed among both practitioners and theoreticians. However, the Code of Ethical Conduct for a Vocational Counsellor has not been developed yet¹⁶.

¹⁶ <http://euroguidance.eu/guidance-systems/guidance-system-in-poland-6/>



Which ICT tools and how are used to cross borders in guidance? Please, present examples of your country.

In Poland web portal was created for breaking barriers in access to wide information about educational and vocational information on regional and national level was created web-portal (<http://www.doradztwo.koweziu.edu.pl/>). It allows easy access to information for all counsellors, parents, pupils/students. Currently, the portal is upgraded and developed in the project *Education for work* (2013-2015). The users have access to database about institutions providing counselling services, school search engines, educational multimedia materials about choosing career and profession. Counsellors have access to diagnostic tools, professional

publications and other multimedia educational materials.

In Poland guidance counsellors use two types of ICT tools: synchronous and asynchronous. The synchronous tools are for example: Skype, Gadu-Gadu, Facebook Messenger (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 – Joomla!, Wordpress and LMS – Moodle. To develop work and social networking counsellors use Facebook, NK, Twitter, Goldenline, LinkedIn. Among on-line websites for on –line presentations are

used tools such as 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 Tests¹⁷, 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 make career decisions.

National Centre for Supporting Vocational and Continuing Education (NCFSVCE) also supported teachers/guidance counsellors by preparing on-line courses, e.g. *How to use Moodle platform* where we gave an opportunity to learn more regarding Moodle platform or training *Multiculturalism in guidance* where teachers/guidance counsellors were prepared to work with pupils/students who come from different culture, by delivery of knowledge and skills and creation of the new attitudes towards immigrants and learning in new form of

teaching (e-learning). In order to support ICT competences of guidance counsellors, NCFSVCE provided course *Distance counselling* aimed at providing learn teachers and guidance counsellors with skills and knowledge how to use new technologies in daily work, e.g. how to provide guidance interview through phone, Skype, Facebook Messenger, e-mail, etc. Educational Platform *Guidance counsellor* is a useful ICT tool for Polish guidance counsellors from education sector. This is a free virtual space for interactive meetings, which has allowed counsellors get to know and help each other and also support creating a professional identity as a group.

What are in your opinion the main obstacles of better cooperation in the field of career guidance and counselling in your country? What factors contribute to success of cooperation?

The general obstacles and in the same time the main challenge regarding better cooperation in the field of career guidance and counselling in Poland, is increasing cooperation between institutions and practitioners providing guidance and counselling services cooperating on regional and local level. Increasing cooperation will allow streamlined and efficient guidance counselling in Poland.

The role of guidance and counselling usually depends on the perception of the person defining it. That's why one of the most important factors contributing better cooperation is greater awareness in the view of importance of vocational guidance

¹⁷ www.practest.com.pl

between regional authorities, guidance practitioners and other stakeholders on the regional level.

How can CBS experience help to improve possibilities for better cooperation and crossing borders in your country?

CBS was very good opportunity to improve skills in the field of cooperation in common activity (partnership projects) between different actors – institutions, schools, NGOs etc. We can use our experiences not only to organize similar events but also for networking of practitioners and policymakers on regional/national level. Participants have different knowledge and experiences; as a result they have wide perspective and possibility to choose accurate and adequate topic/objective. All actors would be involved in programme planning, sharing duties, tasks and preparation.

Partnership projects allow the meeting of partners, mutual exchange of experience and good practices, as well as establishing and enhancing cooperation. The implementation of partnership projects creates perfect conditions for establishing direct contacts, share experiences and learn from each other, and also enables multi-lateral cooperation and mutual visits to the project partners.

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NATIONAL SURVEY – LABOUR SECTOR

GENERAL QUESTIONS – 10 years of CBS:

What important changes have happened in your country in the field of career guidance and counselling in the last 10 years?

The competence of the Minister of Labour and Social Policy, as a body responsible a.o. for reducing unemployment, includes defining labour market policy to the extent and in the ways laid down in the *Act of 20 April 2004 on employment promotion and labour market institutions* (Dz. U. [Journal of Laws] of 2015, item 149, as amended). Therefore, the Ministry focuses on activation measures for people who are outside the labour market.

The objectives of the labour market policy are:

- As to young people – to enable them to acquire a profession and to support employers willing to employ young people,
- As to the unemployed – to enable them to return to employment and to acquire new skills/qualifications,
- As to people who are employed – to enable them to remain employed and to update their skills/qualifications.

The *Act of 14 March 2014 amending the act on employment promotion and labour market institutions and certain other acts* (Dz. U. of 2014, item 598), which entered into force on 27 May 2014, introduced many new solutions that are expected to contribute to better adjustment of assistance offered by labour offices to the needs of their clients, and thus to enhancing the efficiency of

public employment services (PES).

The said Act introduced significant changes concerning career guidance services. Two forms of assistance for the unemployed and job seekers provided by labour offices: service 'career guidance and vocational information' and service 'support in active job-seeking' were integrated into a single service: 'career guidance'. Thanks to this solution, it is possible to make better use of the staff capacity of labour offices and to employ a more flexible approach to solving the problems of our clients.

The *Act on employment promotion* currently stipulates that career guidance as a labour market service consists in helping:

1. the unemployed and job seekers in selecting an appropriate vocation and work place, and in planning the career development, in particular in:
 - a) providing information on vocations, labour market, training and education opportunities, and the skills necessary for active job seeking and self-employment,
 - b) providing counsel within standardised methods that facilitate selection of a vocation, change of qualifications, undertaking or changing employment, which includes examination of vocational interests and capacities,
 - c) directing persons to undergo specialised psychological and medical examinations that form the basis for issuing assessment of vocational

suitability for a work, occupation or training,

d) initiating, organising and conducting group career guidance for the unemployed and job seekers,

2. employers:

a) in the selection of candidates for work among the unemployed and job seekers,

b) in supporting professional development of the employer and his/her employees by providing vocational counsel.

In the framework of career guidance, trainings in the skills necessary to find a job.

Career guidance is provided according to the following principles:

1. availability;
2. freedom;
3. equality, irrespective of one's gender, age, disability, race, ethnic origin, nationality, sexual preferences, political convictions, religious denomination or trade union membership;
4. freedom of choice of a vocation and the place of work;
5. free of charge;
6. confidentiality and data protection.

Basic services in the area of career guidance are provided by poviats labour offices (PLO). Since 2014, career guidance has been more accessible as some career counsellors now also perform tasks related to current comprehensive client assistance, acting as client advisors. Pursuant to Article 91(2) of the *Act on employment promotion*, the employees referred to in Paragraph 1(1)–(4) of the above-mentioned Article, i.e. employment agents, career counsellors, career development specialists and programme specialists working at PLOs may act as client advisors. The decision on entrusting the function of a client advisor is within the competence of poviats labour office management.

The structure of public employment services includes Information and Career Planning Centres (ICPC) that are specialised organisational units of voivodeship labour offices that provide services in the area of career planning. ICPC services are provided to the unemployed, job seekers registered with poviats labour offices and to anyone interested aged above 18 who does not have the status of the unemployed or job seeker. ICPC offer assistance of a career counsellor and consultations with a psychologist, they organise information undertakings and workshops aimed at vocational activation. There are many forms of assistance offered by ICPC and poviats labour offices: group vocational information, labour market information, information on the rules of conducting economic activity, help with writing application documents, information on other assistance institutions, information on job agency in Poland and abroad. Labour offices also offer individual guidance aimed at determining vocational interests

and predispositions using psychological measurement tools and three-week trainings in skills necessary to find a job.

Please describe some of the impacts the Cross Border Seminars had (on national, institutional, regional, individual... level) in your country within the last years.

The results worked out during the previous editions of the Cross Border Seminar were applied extensively both at the institutional level and in the framework of current tasks of the Ministry of Labour and Social Policy.

The idea of trans-national and cross-border cooperation, developed in the framework of CBS activity by Euroguidance Network, was mentioned by the European Commission, Directorate General for Education and Culture, as an example of the best practice on multiple occasions.

An additional asset of CBS has been the involvement of people representing a wide range of activities in the area of career guidance from the sectors of education and work: representatives of central institutions, the academia, career guidance practitioners and member of the Euroguidance Network. It should be noted that that publications prepared annually by seminar organisers, i.e. the *Cross Border Seminar Compendium*, were translated into Polish and published as subsequent volumes in a series 'Zeszyty informacyjno-metodyczne doradcy zawodowego' ['Information and methodological booklets of a career counsellor']. The Polish and English versions of the publications were distributed to poviats and voivodeship labour offices,

voivodeship headquarters of Voluntary Labour Corps and social policy divisions of offices of the voivode. In addition, these publications are distributed during seminars and trainings organised for the employees of labour offices in the framework of the performance of tasks of the project "Euroguidance Poland" and disseminated in the electronic form (PDF) at the website www.eurodoradztwo.praca.gov.pl. Thanks to these solutions, the CBS post-seminar materials can be used by a wide range of recipients.

SPECIFIC QUESTIONS – CBS 2015: Guidance Crossing Borders:

Is there some commonly agreed definition or scope of career guidance and counselling in your country? Is it a domain of some specific sector, or can it be described as "cross-sector" concept? Which disciplines are closely connected with career guidance (which serve as sources for its development, etc.)?

The definition of career guidance as a labour market service has been enshrined in the above-mentioned *Act of 20 April 2004 on employment promotion and labour market institutions* (see: response to question 1 in General Questions section).

The Ministry of Labour ensures provision of career guidance services through PES and Voluntary Labour Corps (VLC). Voluntary Labour Corps constitute a state-run budgetary unit supervised by the minister competent for labour. Voluntary Labour Corps are a labour market institution

specialised in actions for the benefit of young people, in particular young people at risk of social exclusion and the unemployed aged up to 25.

Other labour market institutions defined in the *Act on employment promotion* are: employment agencies, training institutions, social dialogue institutions and local partnership institutions.

The Ministry of National Education (MNE) regulated career guidance services by separate regulations.

How does cooperation between education and employment sector regarding career guidance and counselling look like in your country? Are there some other sectors also participating in this cooperation? Please, provide some examples (policy documents, memoranda of cooperation, cooperation between institutions, etc.).

One of the most important fields of cooperation between the Ministry of Labour and Social Policy and the Ministry of National Education is the Discussion Platform for Lifelong Guidance. The Platform is one of the activities implemented under project "Euroguidance Poland". Its most important objective is to integrate actions in the area of career guidance undertaken by various institutions and entities. The Platform partners are: Ministry of Science and Higher Education, Ministry of National Defence, Central Board of Prison Service, Main Headquarters of the Voluntary Labour Corps, Main Board of the Association of Vocational Training Centres, Association of School and Career Counsellors of the

Republic of Poland, Polish Network of Careers Services, Forum of Poviast Labour Office Directors, Convention of Voivodeship Labour office Directors, National Centre for Supporting Vocational and Continuing Education and the National Career Guidance Forum. The first meeting of the Discussion Platform for Lifelong Guidance was held on 25 June 2007.

The Platform is an inspiring initiative which will certainly be continued and developed in the coming years. The aim of actions taken by the Platform is not to develop strategic documents or memoranda on cooperation, but to exchange experience and good practices in the peer learning formula.

In which way do policy makers, academicians, institutions and practitioners providing guidance and counselling services cooperate (on national/ regional/ local level)? What forms of cooperation exist between guidance practitioners and other stakeholders to improve services (e. g. to be more "client friendly")? Is cooperation a must or is it voluntary? Which aspects support sharing of knowledge and experience? Please, provide some examples.

The cooperation of various institutions and entities in the field of career guidance and counselling is voluntary, but is based on developed arrangements and formalised commitments.

Local initiatives for career guidance development, launched several years ago, are interesting examples of such actions.

The first example of cooperation between public and non-public entities providing

labour market services is the Lubuskie Voivodeship Employment Pact. The Lubuskie Voivodeship Career Guidance Forum is an initiative integrating career guidance practitioners in the Lubuskie Voivodeship. The Forum associates 73 institutions performing tasks in the area of career guidance and counselling. The Forum operates within the Lubuskie Voivodeship Employment Pact, which was signed in September 2008 by, among others, local and regional governments, non-governmental organisations, social organisations, employer organisations, employment services, business support organisations, trade unions, education and training institutions, social organisations, military and prison service units and local media.

The Warmińsko-Mazurskie Voivodeship Pact for Career Guidance Development acts as a link connecting the activities of 58 institutions and organisations, including labour market institutions, education institutions, centres of personnel reconversion, as well as associations and organisations from the Warmińsko-Mazurskie Voivodeship, dealing with career guidance. The initiative to conclude an agreement between those institutions came from the Voivodeship Labour Office in Olsztyn in November 2007.

The main objective of establishing both partnerships was the need to integrate institutions involved in development and promotion of career guidance in the voivodeship, through cooperation of labour market institutions and educational institutions. The combination of forces and ideas and the implementation of joint projects result in improved quality and effectiveness of career guidance and

counselling. The cooperation covers such areas as development of methodology used in career guidance and counselling, organisation of trainings for persons providing career guidance and counselling services, exchange of information of ongoing activities regarding lifelong career guidance, coordination, based on partnership, of initiatives for career guidance and counselling development and promotion of advisory and diagnostic measures among employers.

Local initiatives provide great opportunities to create methodological resources and ensure support for career guidance and counselling practitioners, and thus enable their professional development and strengthening of their professional and interpersonal competences, contributing to development of career guidance and counselling.

Please, provide some examples of international cooperation in this field - projects that had/have been implemented and services that existed/exist in the field of career guidance and counselling that are crossing borders of your country (please, describe examples other than CBS).

The Ministry of Labour and Social Policy has been involved in international cooperation in the field of career guidance and counselling for many years. At the beginning of the 21st century, projects were implemented under the Leonardo da Vinci programme, then Lifelong Learning, and currently under Erasmus+. The most important completed projects include:

- *Transnational Vocational Counselling*, the aim of which was to develop and improve the education system for vocational counsellors, standardise some forms of education at the international level by developing a post-graduate education programme for guidance at the European level (Euroguidance).
- *Distance Counselling*, the aim of which was to prepare methodological assumptions for distance counselling, based on comparative analysis of the existing situation in partner countries and the analysis of important theories on career choices and decision-making.
- *Ergo-in-Net*, the aim of which was to support European career guidance and counselling by the widest possible popularisation of methodologies, materials and tools, training patch and sources of information that may be used by career counsellors providing information to persons interested in

taking up education and employment in the European Union countries.

Currently the Ministry of Labour and Social Policy participates in the work of two European networks dedicated to lifelong career guidance and counselling, i.e. Euroguidance and the ELGPN.

Are there any documents in your country describing borders between clients and practitioners (ethical norms, norms describing processes of evaluation from clients, etc.)?

Article 4(1)(7)(a) of the quoted *Act of 20 April 2004 on employment promotion and labour market institutions* stipulates that the minister competent for labour performs the labour market tasks through, among others, labour market research and analyses and



dissemination of their results, including annual analysis of the functioning of labour market offices to improve the effectiveness of their operation. Article 1¹(2)(b) states that each year the website of the office of the minister competent for labour shall publish i.e. employment effectiveness indicators of basic forms of promoting labour force participation, understood as a percentage of people who found employment during or after taking part in basic forms of promoting labour force participation, compared to the number of people who took part in basic forms of promoting labour force participation.

Article 8(1)(3) of the said Act stipulates that the tasks of voivodeship government in the field of labour market policy include labour market research and analyses, including monitoring of deficit and surplus professions and the analysis of demand for labour to increase the effectiveness of implemented actions for employment growth and promotion.

The issues relating to ethical standards in career guidance and counselling are regulated in the said *Act on employment promotion* (see: answer to Question 1 in General Questions).

Other documents on ethics in career guidance and counselling, e.g. *Ethical Standards* adopted by the General Assembly of the International Association for Educational and Vocational Guidance (IAEVG) on 8 August 1995, are recommendations and do not constitute a binding law.

Which ICT tools and how are used to cross borders in guidance? Please, present examples of your country.

Article 4(1)(8) of the *Act on employment promotion and labour market institutions* stipulates that the minister competent for labour performs the labour market tasks by, among others, coordinating public employment services, in particular by introducing and developing ICT systems in public employment services to ensure a coherent system for supporting the labour market and to run and make available an online database of job offers. The availability of modern ICT methods and tools is an important determinant of the quality of career guidance and counselling services. One of the key initiatives in this regard was the implementation of the Vocational Interest Questionnaire in 2008. It is a Polish tool, developed in the years 2004-2005, on commission of the Ministry of Labour and Social Policy for the purposes of career guidance and counselling provided in labour offices. The questionnaire is used for analysis of vocational interests and for planning of professional careers of both adults and youth. It is available in two versions: traditional (paper) and electronic (computer). The support from the European Social Fund was used to finance trainings on application of Vocational Interest Questionnaire for career counsellors from poviats and voivodeship labour offices. Another initiative was the project entitled "Tool for analysing competence" implemented in the years 2013-2015 under Measure 1.1 Systematic support for labour market institutions, Priority I Employment and social integration of the Operational Programme Human Capital. The Ministry of Labour and Social Policy was the institution initiating the project.

The main objective of the project was to improve the quality of services provided by employees of public employment services and voluntary labour corps by helping in identification of competences. The results of the project include the development of the Tool for analysing competence, along with a manual, and the trainings for career counsellors – administrators and instructors of public employment services and voluntary labour corps. In 2015, the tool will be implemented in 475 organisational units of those services and corps.

What are in your opinion the main obstacles of better cooperation in the field of career guidance and counselling in your country? What factors contribute to success of cooperation?

The cooperation for development of career guidance and counselling services has a very long tradition in Poland. The Ministry of Labour and Social Policy is actively involved in international and national actions, cooperating with the central and local government administration, public institutions, associations and social partners. The obstacles to cooperation in the field of lifelong career guidance and counselling include insufficient institutional coordination of the process of transition from education to the labour market. Factors which contribute to improvement of effectiveness of cooperation include undoubtedly the joint implementation of actions, exchange of information and synergy between the initiatives

How can CBS experience help to improve possibilities for better cooperation and crossing borders in your country?

The involvement of the Ministry of Labour and Social Policy in the Cross Border Seminar initiative resulted in numerous inspiring experiences. The results of subsequent editions of seminars constitute a point of reference for the activities carried out as part of the ongoing tasks of the “Euroguidance Poland” project, addressed to employees of public employment services.

WORKSHOP "Image in career coaching and advisory. The use of Image and coaching games in people development processes supporting self-reflection, self-esteem and action taking."

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I wrote this article after the workshops which I delivered during the Euroguidance Cross Border seminar Retz in 2015. During that conference many people talked about supporting professional carriers by systems and tools such as competence profiles, assessment centres, personality tests, interviewing techniques, carrier paths. All that to fit candidates to pre-designed jobs and pre-assumed talent needs.

I would like to write about another perspective of carriers which are individual and personal life journeys. I will write about people aspirations, self-beliefs, dreams to be someone or somewhere, about individual talents which develop with the time and a fundamental trust in people motivation to grow and to guide their life.

The article has seven parts:

1. **The pumpkin seed**
2. **Pausing and reflecting**
3. **Personal dreams and motivation**
4. **Professional and Private Life**
5. **Three questions structure**
6. **How to look at an Image in development**
7. **The purpose and the benefits of using images in coaching**
8. **About the Points of You method and tool**
9. **Fundamentals or theories justifying the use of images in coaching or therapy**

The pumpkin seed

I use this metaphor often. A pumpkin seed has everything it needs for a pumpkin to

grow, to blossom, to fruit and To become a carriage for the Queen so Cinderella¹⁸ can make her life journey from a poor house to a palace.



[my own drawings]

The same is with the people. We have all we need to become kings or queens of our lives but we need to believe it. We need to believe that it is possible to create, shape, modify and change our life. We need to believe that it is possible to achieve a dream. We need to trust that we are able to do things. We need to believe that we have skills, abilities, possibilities. Dreams do not realize themselves. We achieve them.

There is a saying "A poor man lacks not a dollar but a dream". All people have dreams at least once in their life. But many abandon them, forget... Why? Anyone could find own answers to that "why". It's a pity. Because in modern times there is a lot of possibilities to develop cross border. Cross border in terms of professional disciplines, countries, continents, social networks...

¹⁸ Fr: Cendrillon, Pl: Kopciuszek; De: Aschenputtel; Sk: Popoluška; Cz: Popelka; Hu: Hamupipóke

Thanks to technology that gives access to all and to everything. One can work cross border or even globally, while living in a small town or village embedded in his traditional environment and culture.

Unfortunately, people often hear from outside that things are not possible. That there is a crisis everywhere. That there is no work. That it is so difficult to get job. So better not to neither risk nor change anything. I don't want to write that reality is easy. But so many people around us achieve such beautiful projects and ideas. Let's take an example of "Medecins sans frontiers" or "Red Cross". Life is about work, efforts, duties. But it is also about holidays, rest, pleasures. Thus, there are moments in life when we need to focus on work, on programmed activity. And there are moments when we need to pause and to reflect in order to reconnect to ourselves and then, to keep moving.

Pausing and reflecting

Helping clients to self-reflect and to connect to their wishes and dreams is a very important part of the counselling job. Imagine someone who was just rejected for a new job. Didn't win the tests or assessments. Came back home and told to the family "I failed". If that happens not for the first time, the morale drops down and the person sees less and less hope. So it is important to help the person to pause for a moment, take a distant view and to reflect. What is valuable in my life? What supports me? What do I want? What do I like to do? Where I am now? What are my dreams?

A zen story about Pause

There once lived a teacher who was said to be always full of vitality and joy of life. He had a knack of striking up a relationship with everyone he met; he would take an interest, ask questions to speak his mind sharply and directly. He also had a special custom. Every once a while, he would go out on his own for a walk through the forest, find a large tree to sit under and simply remain there; quietly and peacefully in the shade of the branches, without so much as a smile on his face even. He would just sit there and rest. One day, while sitting alone under a large tree, he was approached by one of his students, who was unaware of the teacher's custom. "Master", said the student, "forgive for disturbing you, but I'm curious to know: "Why are you sitting here all alone and not your usual happy self?" "You asked an important question," replied the teacher. "It is one of my biggest secrets. I'm preparing myself".

"Preparing yourself?" asked the puzzled student. "What do you mean?"

The teacher smiled and explained: "In order to continue to be happy and enjoy myself, and to have the capacity to take on all I experience, I sometimes take a break from life; I go off alone, and I make time to devote to myself, to give myself a chance to recharge..."¹⁹

Pause is an activity which you can do at the beginning of the coaching/ counselling session. It takes usually 5-7 minutes, or more and during that, the person sits or lays down with eyes closed and rests. It is not about sleeping or not being present. Pause is about being present

19 from Points of You™ The Coaching Game book

but not doing any programmed activities. Only letting the thoughts go through one's mind and observing them. Pause is an important stage during a development process which requires non-judgmental and creative thinking because it allows the brain to slow down the Brain from Beta to Alpha waves, thus opening the stage for new ideas to come. **Alpha brainwaves** are present during quietly flowing thoughts, but not quite meditation. Alpha is 'the power of now', being here, in the present. Alpha is the resting state for the brain. **Beta brainwaves** dominate our normal waking state of consciousness when attention is directed towards cognitive tasks and the outside world. Beta is a 'fast' activity, present when we are alert, attentive, engaged in problem solving, judgment, decision making, and engaged in focused mental activity. In the Points of You™ approach: "Pausing enables us to exhale and look at our lives from a distance. The pause is a basic and necessary step we must take in order to break out of the "thought loop" and our automatic functioning in our everyday lives." And especially from our automatic thinking about **our life and us because our thinking is fundamental to our motivation.**

Personal dreams and Motivation

I believe that no one wants to be jobless, to feel useless or to feel like a load to others – to family, to society. Most of the people want to be someone, to have a profession. That means to have a vision of self. If I want to become a nurse and to take care of people or a teacher or a programmer – this is my vision of myself. **Own vision is fundamental to motivation.**

The second important element that "keeps the motivation rolling" are self-beliefs. Beliefs about "what I can" or "what I can't", "what I'm able to" or "what I'm not able to", or "what I'm allowed to or not". And so on. **A full range of thoughts about ourselves that become enablers or barriers for one's carriers or life.** While working with these ideas Images are very helpful tools.

There are plenty of ideas how to work around motivation with the use of Image. Let me describe visualization which is a simple technique but very insightful.

Two weeks ago I worked with my client who told me:

"I don't feel joy. Nothing makes me feel happy. I know that I'm successful at work. My reason tells me that I developed a lot in the last three years and became a specialist in my field. I also try to do things which typically I like in free time. I travel, I eat good food. But I don't feel satisfaction. In fact, I feel like I'm not important to anyone."

I asked my client to close his eyes and see himself happy. To watch this image, to see his face, to see where he is and with whom or maybe alone. And to try to reflect his happy face and the body posture from the imagination on his real face. Then, I followed with questions that helped him to understand better his situation. He was not ready to speak to me about his answers loud so I simply gave him a piece of paper and a pen, so he could write his answers down for himself. I think that I don't need to know client's answers. But he needs to know them, to be aware of them. That's why we meet. I often work in silence with my clients.

The flow of my questions to this client started with the question "What from what you are doing keeps you away from being

happy like in that dream you just had?" It is a powerful question. It shows to the person that he influences his life and that maybe it is not about starting something new, looking for anything new, reaching for a new which might be out of reach. But that first of all it is about reducing existing barriers which he might be creating for himself. I didn't hear his answer but he wrote his insights down. So, we moved to the next question which was "What do you need to change in order to be happy like in that dream you just had?" Then, I asked him to choose a card with an image and a word (I used "The coaching game" by Points of You™) in order to visualize his change. He had chosen a card with a small plant and the word Result. It was his visual metaphor.



I asked him **to embody the meaning of that image**, to find a gesture or a movement which expresses what he sees on the picture by his body. In other words, **I asked him to embody his thought**. I left the room so he could move without being watched. I didn't want him to feel embarrassed. When he finished and I returned, I asked him whether he wanted to share anything with me. After a short silence, he says "WOW!, I'm so impressed and moved. I felt it. Before I couldn't feel. Now I felt it, inside me. When you asked me to move, I didn't understand what you meant and I thought that it was very abstract. But when I moved, it became so real and obvious. **I felt happiness, joy**

inside me. I felt it". Finally, he worked on an action plan and I asked him to draft what he would do with all these insights. His number one was to buy a small plant right after he would leave the session in order to take care of it. The second was to practice this movement from the session every morning. Other steps were in his written plan which I don't know.

Buying a plant and taking care of it is a metaphoric activity. But it is a real activity. He will take care of this plant every day so it addresses directly his topic of not being important to anyone.

Practicing the movement every morning is another real activity which will enable him to feel the emotion which he lacks in his life. Doing these two things open the window to more life energy, and positive thinking from doing something good and meaningful for himself. This is how he can influence his motivation and happiness in life.

I just described a coaching (counselling) process where I used visual and physical metaphor as well as client imagination. It is a creative process which helps the client to go beyond standard, daily thinking. It engages client's emotions and body. It immediately involves the client into action. For me such counselling work is key in case clients working on the topic of professional career too. Both, professional and private life, are parts of the same living experience and influence each other. Positive experience in professional life can inspire private life and vice versa.

Professional and Private Life

On the beginning of the article I wrote about the meaning of personal vision and

aspirations. Everyone wants to be someone. It relates to both professional and private life at the same time. Together we want to be someone at work, to have a profession, to be specialists in a field. But at the same time, we want to be parents, or good children, or independent singles. Community leaders, social workers. Achievements in any of these fields are inspirational and supportive in life in general. As a counsellor one can focus on professional discussion. But it is possible to mix both life spheres in one process and to open more possibilities on insight to the client.

This is an example of a very universal structure to use with the client.

Three questions structure

The structure is based on three questions accordingly: "1. What is O.K., 2. What is not O.K., 3. What NEW will be invited." The process was designed by Points of You™ and is delivered with the use of The Coaching Game. It is a short and inspiring coaching process that helps to reflect of selected topic in life. E.g. one's values, what generally happens in life, what emotions a person is feeling in life, etc. The structure supports people in getting a lot of various insights and making further choices about their life. Here are two examples of the structure with specific questions:

- What is OK in my life? What is not OK in my life? What new do I want to be present?
- What is abundant in my life? What is missing in my life? "What more/ less do I want?"

To answer to these questions the client is asked to randomly choose cards with Images and before any ready answers, to look for the first association which comes when looking at the photo and hearing that question. After the first association is caught by the client, he will look for more associations. Observing an Image usually generates unexpected thoughts and the more one looks at the picture the more associations he would get. In order to help the client observing an Image we can navigate through different elements and qualities of a photograph.

How to look at an Image in development

A photograph brings the past into the present. A photograph is a moment that has stopped, and it allows us to experience an ongoing moment in the present and to look at it in depth. Our interpretation of this moment (or of the photograph) is completely subjective. There is no right or wrong interpretation, there is an opportunity to 'capture' issues that we are concerned with at this particular moment. As professionals, we have the option of making conventional verbal or rationalist processes shorter by looking at pictures and talking about what we see and feel through this observation, and creating the relevant context for our patient / trainee / participant etc.

Deep observation enables us to open up to new points of view, expand our range of feelings, emotions, thoughts, motivation, and... part of the technique in observing a photo - is asking questions. Below are questions you can ask about any photo, whether it is a Points of You™ card, a photograph in an album, or any other photo that you choose: Three basic questions may suffice:

1. What do I see in the photo? It is about facts.
2. What do I know about the photo? It is about the place, time, people, situation. What associations with my own life situations this Image evokes.
3. What do I feel when I look at the photo? It is about colours, style, composition and what emotions it brings.

The purpose and the benefits of using images in coaching

By “Image in Coaching” I mean using photographs and drawings in an open, creative, and nonjudgmental way during a coaching or therapy sessions. It covers using photographs as objects (developmental tools), taking photographs or drawing as activity (developmental activities), and exploring images as vehicles of the meaning – of the clients’ thoughts and ideas (developmental content). **First of all, to bypass verbal barriers and politically correct thinking.** Often, it is difficult for people to express with words what they feel, have experienced in their lives or want in a relationship. Either because of self control, which is the result of what is culturally “stamped” as right or wrong, decent or not, etc. Just think of family expectations, gender issues, personal growth or low self-esteem which blocks self-expression. Or poor linguistic skills due to e.g. age (children), social origin or impairment such as speech or hearing defects. Linda Berman, one of the phototherapy pioneers, wrote “Sometimes concepts, feelings or visual experiences can be difficult to express linguistically and we may use photographs to enhance or replace our verbal description”. **Secondly, to visualize change and raise the self-esteem.** Visualization is often used

in coaching or therapy in order to strengthen a person’s motivation to change. Let’s take an example of a young graduate who wants to start a freelance career but has doubts and fears as a result of his/her inner voice but also what he or she has heard from family or friends. To describe an action plan and create a “TO DO” list is one step for this person. But to “SEE THE DREAM” is another important step. SEEING one’s dream as a poster or a series of photographs illustrating “What will I look like and how will my life be when I follow my dream” can bring a new quality in believing in and in thinking of life projects that are not only about risk taking and fulfilling an action plan but also about having a VISION. **Thirdly, to use actively visual memory** in development. Visual memory represents a natural human mental process. Human minds use visual memory to perform even the simplest operations: from remembering the face of someone we’ve just met in the office, to remembering what time it was last we checked. Or how did the child feel in the morning before going to school. Every day, in every moment of life, experiences are stored in the form of images. Without visual memory, we wouldn’t be able to store - and later retrieve - anything we see. Children often express their thoughts and feelings by drawing. Later, when they become linguistic, they express with language and language is metaphoric.”

About the Points of You™ method and tool²⁰

Regarding every person, object, situation, or opinion we experience, there are infinite points of view. The real challenge is to

²⁰ Based on Points of You™ website description

succeed in seeing points of view other than those we already know, to see things from a new angle.

Change usually begins when we're ready to see things from other points of view. The ability to do so is an important part of the growth process as well as personal, professional, and even organizational development.

This image and word method exploits the special window of time created by this simultaneous stimulus wherein a struggle takes place between emotion and logic, momentarily "shorting out" the vigilant defence mechanisms in our consciousness. This "deliberate confusion" enables, via appropriate work, liberating us from the rigid checklists of "how it should be", and enables other points of view to trickle into our consciousness.

After we've succeeded in broadening our viewpoint, the process begins of gathering-in that aims us toward choosing, from the new options that have arisen, the one most appropriate to us, and to plan the actions that we must carry out to progress toward the goal we've set for ourselves.

Here are the **4 stages of self-reflection process** (in coaching, counselling) based on the method with the use of Images/ Photographs²¹.

Pause: Pausing enables us to exhale and look at our lives from a distance. The pause is a basic and necessary step we must take in order to break out of the "thought loop" and our automatic functioning in our everyday lives.

Expand: In every situation, there are countless points of view. The challenge is to observe life from a different perspective. In

this step we are searching for the unknown, without knowing where it will lead.

Focus: After examining all the relevant points of view we focus on insights relevant to us. Via guiding questions, we clarify which of the options that arose appears correct and most suits our individual "build" and internal rhythm.

Doing: This is the stage wherein we shift from the potential to the concrete. We draft an action plan, or To-Do List, that sets forth the measurable steps that we must carry out and a timetable for realizing our insight.

To read more about Points of You and its tools for development, you can visit their website <http://www.points-of-you.com>.

Fundamentals or theories justifying the use of images in coaching or therapy:

Most powerful justification comes from practice; when the clients say that it helps them. But I would also like to refer to the theory of **the Sociology of Body** (Body and Social Theory), to **Brain Sciences** and specifically to the Visual Memory (visual memory describes the relationship between perceptual processing and the encoding, storage and retrieval of the resulting neural representations) and to **Phototherapy which** has developed significantly since the 1960s. It is already used successfully by many therapists.

OFF WORDS

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²¹ Based on the Points of You method
<http://www.points-of-you.com/method>

ROMANIA

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NATIONAL SURVEY

GENERAL QUESTIONS – 10 years of CBS:

What important changes have happened in your country in the field of career guidance and counselling in the last 10 years?

The education network

The Centres for Educational Resources and Assistance (CERAs) were established in 2005 (through the Order of the Ministry of Education²²) with the main aim to assure the quality of educational services. There are 42 centres at county level functioning based on a Framework-Regulation (2011)²³. They are connected units in the pre-university education system, subordinated to the Ministry of Education and methodologically coordinated by the county School Inspectorates. CERAs coordinate, monitor and evaluate the activity of: the county psycho-pedagogical assistance centres, the speech therapy centres, school centres for inclusive education, and specialised services of school mediation.

The county psycho-pedagogical assistance centres (PPAC), established in 1990 continue to offer services of psycho-pedagogical assistance for pre-school children, pre-university students, parents, teachers. Their main task is to provide information, guidance and counselling for pre-schoolers, students, parents and teachers on: knowledge/ self-awareness, adapting students to school requirements and school activities to students' needs, improving the relationships school-students-parents.

The county psycho-pedagogical assistance centres comprise the offices of psycho-pedagogical assistance, organised in schools with a cumulated population of 800 pupils/ 400 pre-schoolers or by a group of schools.

The career guidance and counselling centres (27) in universities facilitate the socio-professional insertion of graduates on the labour market. A new methodology of the Ministry of Education regarding the organisation and functioning of these centres came into operation in November 2014.

The employment network

The 42 county agencies for employment offer guidance services through the Centres for information and guidance in career: information delivery regarding labour market and trends in professions, support in setting career objectives, personality assessment and self-assessment, support in decision making, training in job searching (CV, job interview).

Training

The most important public universities in Romania offer Master degree courses in guidance and counselling (Bucharest, Cluj-Napoca, Timisoara, Iași). Some private higher education institutions offer Master degree courses: e.g. the University *Titu Maiorescu* Bucharest. The practitioners have the opportunity to study guidance and counselling at distance: at CREDIS Department (University of Bucharest). NBCC (National Board for Certified Counsellors), an American not-for-profit, independent certification organization opened its office in Romania, in 2007. Since 2005 they run the

22 Order of Ministry of Education and Research no. 5418/2005 regarding the Regulations of Centres for Educational Resources and Assistance, rescinded by Order no. 5555/2011

23 Order of Ministry of Education, Research, Youth and Sport no. 5555/2011

GCDF (Global Career Development Facilitator) programme, which is an international certification in career development. Until now, 450 professionals have been trained and certified as GCDFs, working in human resources departments in companies, school counselling offices, university counselling centres and in private practice.

The practitioners organised and participated at national and European level in many workshops, conferences, trainings and events on different topics of guidance and counselling. A variety of projects on career guidance and counselling were financed through the European Social Fund.

Legislation

A new Framework methodology regarding the Lifelong guidance and counselling was approved by both Ministry of Education (Regulation 4469/2012) and Ministry of Labour (Regulation 1804/2012)²⁴.

Guidance and counselling in school curricula

The curricula of Personal development for the primary schools addresses the grades preparatory (6 years old), 1st and 2nd (Order of the MoE no. 3418 of 29 March 2013).

The curricula of Counselling and guidance for vocational schools, grades 9th, 10th and 11th (Order of the MoE no. 4437 of 29 August 2014) integrates the concept of career management skills.

The role of the department of Counselling and educational management (IES)

- Developing research projects at national level in the field of guidance and

counselling, educational management, for example: The partnership school -family - community (2014-2016)²⁵;

- Publishing paper works, guidebooks, articles in the field of guidance and counselling,
- Organising events: conferences, workshops
- Cooperating in international networks: Euroguidance, ELGPN, Refernet, Unesco-Unevoc.

Please describe some of the impacts the Cross Border Seminars had (on national, institutional, regional, individual... level) in your country within the last years.

The participation of the Romanian practitioners in the Cross Border seminars starting with 2012 represented an important opportunity for professional development at individual and community level. The Cross Border seminars provided an occasion for the Romanian experts to share their research results and practical innovative methods to the international community of counsellors (e.g. Radio broadcasting in the validation of the non-formal and informal learning - <http://radioactive101.eu>).

The National Euroguidance Centre Romania multiplied some of the Cross Border trainings at national level within the framework of the annual conferences - 2013, 2014 - with several replica workshops or plenary communications that received highest appreciation (excellent) from the participants. The CB seminar on Net generations was exploited in the development of a recognised curriculum

²⁴ Order 4469/2012 of Ministry of Education, Research, Youth and Sport and Order 1804/2012 of Ministry of Labour, Family and Social Protection regarding the Framework methodology regarding the Lifelong guidance and counselling

on the topic of Online Communication, developed with support from IES.

The developed thematic Cross Border compendia are disseminated to the national guidance community through different means (e.g. Euroguidance Facebook page). There was a significant impact of the Cross border training seminars at both institutional level and individual level. The former was demonstrated by increased networking and a consolidated organisational capacity in addressing the current challenges in the counselling activity (i.e. reaching to difficult and reluctant clients, networking with partner institutions, professional knowledge transfer), while the practitioners learned new intervention methods, adapted counselling techniques in the training of practitioners, extended their professional contacts and disseminated good practices in professional meetings in Bucharest and in other counties.

SPECIFIC QUESTIONS – CBS 2015: Guidance Crossing Borders:

Is there some commonly agreed definition or scope of career guidance and counselling in your country? Is it a domain of some specific sector, or can it be described as “cross-sector” concept? Which disciplines are closely connected with career guidance (which serve as sources for its development, etc.)?

The definition of career guidance and counselling in Romania is provided by the Framework methodology regarding the Lifelong Guidance and Counselling approved by both Ministry of Education

(Regulation 4469/2012) and Ministry of Labour (Regulation 1804/2012): Lifelong guidance and counselling refers to all services and activities that support persons of any age and at any moment of their existence to make choices in education, training or work areas and to manage their career.

In Romania, two important networks are delivering services: the network of educational services and the network of employment services (free of charge). Other public entities that offer career guidance and counselling in Romania are Probation Centres (under the Ministry of Justice) and social services. Important providers of career guidance and counselling services are various NGOs, who work mainly with disadvantaged communities. There are services offered also in the private sector (private offices, human resources departments of companies).

The disciplines closely connected with career guidance are educational and organisational psychology, educational sciences and sociology, these providing most of the theoretical background. Also, models of management and leaderships from economic science shape practices in career guidance.

How does cooperation between education and employment sector regarding career guidance and counselling look like in your country? Are there some other sectors also participating in this cooperation? Please, provide some examples (policy documents, memoranda of cooperation, cooperation between institutions, etc.).

In Romania, the representatives from education and employment sectors cooperate in the field of lifelong guidance in the framework of the European Lifelong Guidance Policy Network (ELGPN).

An important partnership was created in 2015 between relevant stakeholders at national level – public authorities and research organisations - under ReferNet, Cedefop's European network. The representatives of the National Centre for the development of vocational education and training, Ministry of Education, Institute of Educational Sciences, Ministry of Labour, Institute of Research in the field of labour, National Qualifications Authority, National Agency for implementing the Erasmus Programme, contributed in 2015 to the country national report on VET system, including specific topics related to guidance and counselling.

In which way do policy makers, academicians, institutions and practitioners providing guidance and counselling services cooperate (on national/ regional/ local level)? What forms of cooperation exist between guidance practitioners and other stakeholders to improve services (e. g. to be more "client friendly")? Is cooperation a must or is it voluntary? Which aspects support sharing of knowledge and experience? Please, provide some examples.

While guidance and counselling practitioners recognize the importance of cooperating with other institutions on different levels, this has a long way to go before it becomes generalized practice.

There are many projects and programmes on different topics (e.g. career development, motivation to learn, early school leaving, etc.) that involve policy makers, researchers and practitioners, but there have been very few examples of these instances being transferred at national level.

One cause for this situation is the lack of a coordinating body for guidance policy. Up to 2010, the Institute of Educational Sciences had a role in providing methodological support for school counsellors, who represent the largest group of counselling practitioners in Romania, but the Law of Education that came into force in January 2011, has removed the formal links between the Institute and the school counselling system.

ICT has been a positive factor in supporting cooperation between services, especially in regard to sharing information and counselling tools. There have been several initiatives during the past decade that aimed to either develop new tools or adapt existing ones to the Romanian context.

Please, provide some examples of international cooperation in this field - projects that had/have been implemented and services that existed/exist in the field of career guidance and counselling that are crossing borders of your country (please, describe examples other than CBS).

Please find below some examples of international cooperation in the field of career guidance and counselling that are crossing borders of Romania:

ELGPN

Romania is part of the European Lifelong Guidance Policy Network, ELGPN which aims to assist the European Union (EU) Member States (and the neighbouring countries eligible for the EU Lifelong Learning Programme) and the European Commission in developing European co-operation on lifelong guidance in both the education and the employment sectors. Its purpose is to promote co-operation at Member State level in implementing the priorities identified in the EU Resolutions on Lifelong Guidance (2004; 2008). The ELGPN currently consists of 31 member countries (AT, BE, BG, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IS, IT, LV, LT, LU, MT, NL, NO, PL, PT, RO, SE, SK, SI, TR, UK). Through appropriate liaison arrangements, the network ensures regular contact with other relevant bodies and networks at national, European and international levels. <http://www.elgpn.eu/>.

Euroguidance

Romania is part of Euroguidance since 1999, a European network of national resource and information centres for guidance. Euroguidance centres operate in about 34 countries. All Euroguidance centres share two common goals: to promote the European dimension in guidance and to provide quality information on lifelong guidance and mobility for learning purposes. The main target group of Euroguidance is guidance practitioners and policy-makers from both the educational and employment sectors in all European countries. <http://euroguidance.eu/>.

Refernet

In 2015, Romania is part of ReferNet,

Cedefop's European network, which provides descriptions of national VET systems, including the lifelong guidance systems in the European Union, Norway and Iceland based on a common template. Understanding national VET systems, their characteristics, developments and priorities is key for cooperation. With **Country reports on VET in Europe**, Cedefop collects reviews and disseminates up-to-date comprehensive information on education and training systems at European level. <http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet>.

European projects

The project **Guiding Cities** joins policy makers and stakeholders from Spain, Romania, Italy and Greece within the field of education and guidance to map and create a model of guidance to promote coherent policy and strategic planning and to respond to the complex needs in the fight against Early School Leaving (ESL). <http://www.guidingcities.eu/en/>.

Are there any documents in your country describing borders between clients and practitioners (ethical norms, norms describing processes of evaluation from clients, etc.)?

Since the turn of the century there have been at least two initiatives that aimed to codify the ethical aspects regarding the relation between counsellor and the person being counselled. One was developed by the Department of Counselling and Lifelong Learning of the Institute of Educational

Sciences and the other by The Association of Romanian Counsellors (ACROM).

The one developed in 2004 by the Institute of Educational Sciences was published with support from the Euroguidance Network and was widely circulated among guidance and career counsellors. However, it was nonbinding and only had the role to offer guidelines to counsellors.

The ethical code that the members of ACROM have to adhere to was put forward in 2010 and is an adaptation of the ethical code of the National Board of Certified Counsellors (NBCC), an American board specializing in counsellor training and certification.

It should be noted that school counsellors are assimilated to teachers. In practical terms this means they are bound to the ethical requirements of regular teachers, not those of counsellors.

Which ICT tools and how are used to cross borders in guidance? Please, present examples of your country.

One of the mostly used and best tools available in career guidance in Romania is the



Guide to the world of occupations ([English, Romanian](#)) which is a self-assessment and matching online system providing descriptions for about 700 occupational profiles and offering a variety of ways to choose the most suitable occupation by interests, skills, admission and other criteria as well as information for successful entry and re-entry into the labour market.

Career4you www.career4u.ro, is a web platform dedicated to guidance, adapted for adolescents and adults. It can be used independently or with the support of a counsellor.

Cognitrom Career Planner (CCP) is a multi-user platform designed for career counselling, information and management, which can be used by: pupils, parents, teachers, counsellors and experts (Psychologists). http://www.cognitrom.ro/en/prezentare_ccp.html.

There are also web platforms created in the framework of ESF funded projects. For example:

- ESF (ID 63906) Continuous training programme, run between 2010-2013, called "Better guidance counsellors for lower secondary education" organised as a "blended-learning" course is available at <http://consilieriscolari.cmbrae.ro>.
- ESF (ID 64159) Programme run among 2010 and 2013 called New methods and techniques for the development of pupils personal life management competencies. A digital interactive platform was developed with topics of applied psychology for high schools students. It is available at: <http://portal.mvp-educational.ro>.

What are in your opinion the main obstacles of better cooperation in the field of career guidance and counselling in your country? What factors contribute to success of cooperation?

As one would expect, the most prominent obstacles in the cooperation between guidance services come from administrative divisions and funding opportunities.

While the school counselling network has expanded considerably during the past decade (starting in the low hundreds and reaching over 2000 practitioners), the other networks (labour market, higher education and the private sector) have not kept up with demand. This means that except for the school counselling network, the other networks are very short on human resources that would be able to engage in cross sector cooperation.

Recently ESF funded projects have offered a significant boost to counselling services available at all ages, but most of these services have had a short lifespan and were concentrated on giving specific support to the intended target group. There have been very few, if any, systematic initiatives aimed at bridging the gaps between different services. Success in this area has been dependant on local initiative, but they tend to be short lived and are yet to cover the national level.

How can CBS experience help to improve possibilities for better cooperation and crossing borders in your country?

We are looking forward to get in touch with best practices of cooperation and crossing

borders from other countries, which could offer valuable suggestions on surpassing the obstacles that we face, especially in the area of coordination among guidance professionals from different sectors. We will disseminate the information in our national network via online platforms and common events (conferences, seminars, trainings).

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WORKSHOP “Guidance for a Happy Life – Applications of positive psychology to everyday life”

Ioana Panc, PhD

Why bother to be happy?

In our current society, the pursuit of happiness holds an honoured position reflected in various fields - from the number of self-help books promising to provide a clear path towards it, to the *World Happiness Report* as a landmark survey of the state of global happiness reflecting a new worldwide demand for more attention to happiness as a criteria for government policy.

As critical thinkers we wonder sometimes if this pursuit of happiness isn't merely a bourgeois concern, a symptom of Western comfort and self-centeredness, a factor that has no real impact on psychological adjustment and adaptation? (Lyubomirsky, Sheldon, Schkade, 2005).

Recently, psychology as a science has started exploring happiness and positive emotions as a part of the human experiences, developing positive psychology, a branch in psychology that uses scientific understanding and effective intervention to aid in the achievement of a satisfactory life (Seligman & Csikszentmihalyi, 2000). Several studies have been providing empirical evidence that happiness has numerous positive by-products that appear to benefit individuals, families, and communities (Fredrickson, 2001). Furthermore, Lyubomirsky et al.'s analysis revealed that happy people gain tangible benefits in many different life domains - from their positive state of mind, including larger social rewards (higher odds of marriage and lower odds of divorce, more friends, stronger social support, and richer social interactions; superior work outcomes (greater creativity, increased productivity, higher quality of work, and higher income), and more activity, energy, and flow (e.g., Csikszentmihalyi & Wong, 1991). Also,

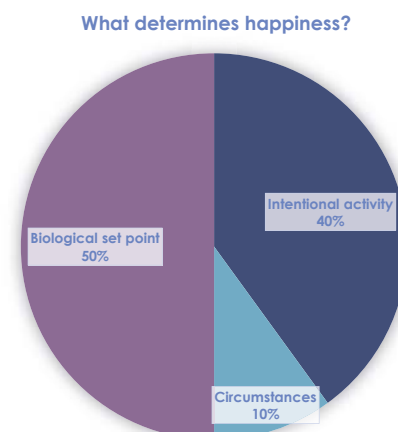
happy people are not just self-centered or selfish; the literature suggests that happy individuals instead tend to be relatively more cooperative, prosocial, charitable, and “other-centered” (e.g., Isen, 1970; Kasser & Ryan, 1996; Williams & Shiaw, 1999).

This workshop is intended to explore what research says about what makes people happy, what can be done to increase the chances for a happy life and how can work be a part of this. Some evidence based intervention for increasing happiness will be presented and participants/readers are invited to take the challenge to increase their happiness by some simple exercises.

What determines happiness?

Religion, philosophy, literature and more recently science - neuroscience, genetics, psychology - try to answer this question. In positive psychology, happiness or subjective well-being is defined as frequent positive affect, high life satisfaction and infrequent negative affect (Lyubomirsky, Sheldon, Schkade, 2005).

In the well-being literature, the majority of attention has been given to three types of factors that believe to causally affect the happiness level – the biological set point, life circumstances and intentional activity.



* Lyubomirsky, Sheldon, Schkade, 2005

As can be seen in the pie-chart above, research suggests that genetics account for approximately 50% of the population variation determining a **biological set point** that is assumed to be fixed, stable over time and immune to influence or control. This set point probably reflects relatively stable intrapersonal, temperamental and affective personality traits, such as extraversion, arousability and negative affectivity that are rooted in neurobiology, change little over the life span and are highly heritable (Lyubomirsky, Sheldon, Schkade, 2005).

Life circumstance refer incidental, but relatively stable facts of an individual's life such as where one lives, marital status (Zimmerman & Easterlin, 2006), occupational status, job security, income, religious affiliation, health and demographic factors – age, gender, ethnicity. Circumstantial factors also include the individual's personal history – life events that affect his/her happiness (see Diener et al., 1999 for a review).

Among the life circumstance some of them have been identified to have the strongest impact. It's been known that when people lack control over situations there is an increased stress level that remains at higher level for a long period of time (Glass & Rodin, 1972). Repeated exposure to situations with lack of control decrease life expectancy (Langer & Rodin, 1977). Increasing the feeling of control leads to increased commitment, energy and wellbeing in various area of life, including work (Haidt & Rodin, 1999).

Another factor associated to circumstances of life that has a strong and long impact upon wellbeing is shame associated with physical appearance (Lyubomirsky, King & Diener, 2003; Reis & Gable, 2003).

But repeated research show that the most important factor of all life circumstances are the relationships (Brown, Nesse, Vinokur & Smith, 2003; Burgoyne & Renwick, 2004; Diener & Seligman, 2002; Helsen, Vollebergh & Meeus, 2000; Krause, 2002; Loscoco & Spitze, 1990; Stillman, Baumeister, Lambert, Crescioni, DeWall & Fincham, 2009; Smith, Breiding & Papp, 2012). People who have one or more close friendships appear to be happier. It is not the quantity of relationships, but the quality that matters, where a qualitative relationship is defined by how often we cooperate in activities and share our personal feelings as well as provide support to a friend or relative.

Given all this, one might wonder why is it that life circumstances only contribute 10% to the chronic happiness (Lyubomirsky et al, 2005). The answer lies in the amazing adaptation capacity of our brain. Hedonic adaptation tends to shuffle people back to their starting point following any positive (or negative) circumstantial change. Life events influences happiness as would be expected but people keep returning to their original baselines. Religion influences happiness due to positive social relations within the community and due to a sense of transcendence – connection with something bigger than us. Income correlates with happiness until reaching a financial comfort zone. The importance assigned to money influences happiness more than the income itself – people who assign more importance to wealth than other objectives tend to be less satisfied with their income and their life in general.

So, what kind of happiness can money buy? A few recommendations from

research would include the following: buy experiences, not possessions (Van Boven & Gilovich, 2003); spend on longer and more frequent holidays with loved ones, families and friends; spend less on social status - household utilities, cars, luxury goods that have value in the eyes of others; spend more on goods and experiences that have value in themselves, that you can savour on your own and save money for the future.

The third and the most promising means of altering one's happiness level refers to **intentional activities**. These are the wide variety of things that people do and think in their daily lives that require some degree of effort to enact – meaning that the person has to try to do the activity, it does not happen by itself. While circumstances happen to people, activities are ways people act on their circumstances (Lyubymorsky et al, 2005).

There are several types of such intentional activities. One of them, incontestably, are the so called "life's pleasures". They are defined as strong and clear sensorial or emotional positive experiences, such as eating, physical intimacy, kindness and many others. These types of activities can be increased by savouring, mindfulness and expressing gratitude. Another type of intentional activity is experiencing flow – as an "optimal experience", when one feels "strong, alert, in effortless control, unselfconscious and at the peak of their abilities" (Csikszentmihalyi, 1990). Using one's strengths and virtues is consistently and strongly linked to lasting happiness (Seligman, 2002).

Research (Seligman, Steen, Park, & Peterson, 2005) has shown that the following practical activity has contributed to **increasing reported happiness** when practiced even for short period of times, like 5 days.

The gratitude journal

*Write down **3 things that went well today**. It is important that you focus on things that happened that day instead of things for which you are generally grateful in your life. These things can be ordinary and small in importance or relatively large in importance.*

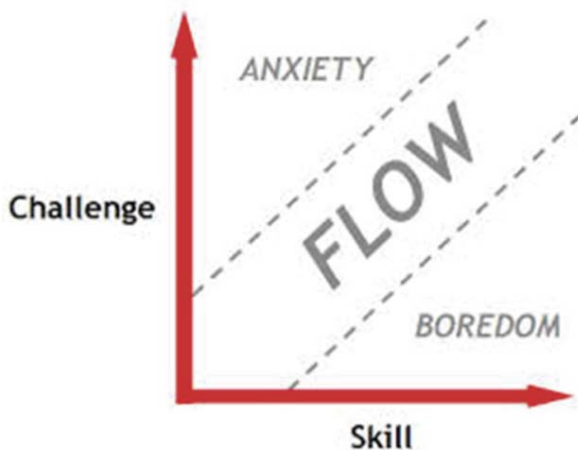
Next to each positive event in your list, answer the question "Why did this good thing happen?"

Experiencing flow

You are skiing down a mountain trail in Sölden — one of the expert black slopes, with the awe-inspiring, snow-capped Alps in your view. Though you have skied down this slope before, you have never been able to "dominate" it — until now. You begin to hit your stride, making every turn perfectly, effortlessly. Your actions seem frozen in time and every little sound becomes more intense — the crisp slap of your skis against the powder, the scrunch of your knees, and your rhythmic breathing. You are flowing down the slope, and later you might even describe yourself as having become "one with the mountain." All those years of training and struggling, taking ski lessons and tumbling into the woods, are now finally justified. You have had, quite literally, a peak experience.

Flow is "a state in which people are so involved in an activity that nothing else seems to matter; the experience is so enjoyable that people will continue to do it even at great cost, for the sheer sake of doing it." (Csikszentmihalyi, 1990). These are moments in which one's mind becomes

entirely absorbed in the activity so that they “forget themselves” and begin to act effortlessly, with a heightened sense of awareness of the here and now.



Some characteristics of the flow state include that there are clear goals every step of the way; there is immediate feedback to one’s actions; there is a balance between challenges and skills; action and awareness are merged; distractions are excluded from consciousness; there is no worry of failure; self-consciousness disappears; the sense of time becomes distorted; the activity becomes an end in itself.

Experiencing flow is one way to enrich one’s job, facilitating its contribution to the general wellbeing and happiness of each person. Identifying the optimal balance between one’s abilities and the challenge of tasks that they are involved are a way of approaching the flow experiences.

“Joe the welder”

Here is someone who chooses to give up a higher-paying promotion to foreman because he loves his job as a simple welder. Over the years he has come to master every phase of the plant’s operation: he can fix any piece of machinery no matter how complex

and he looks forward to every challenge as an opportunity to test his skills. While the other welders view their jobs as burdens from which they must escape (typically into booze and television), Joe relishes every moment of the day and hence doesn’t need to escape from anything. He is able to create flow experiences even in the most barren environment, and hence live a fulfilling life, despite his relatively low salary and social status.

Using signature strengths

One of the major contributions in positive psychology made by Peterson & Seligman (2004) was creating a classification of human strengths and virtues. They have identified 24 cross-cultural strengths which were classified in 6 virtues as you can see below in Figure 1.

Peterson and Seligman have developed several assessment instruments that allow individuals worldwide to assess themselves and identify their signature strengths (the strength that is strongest in their personality) and other variables associated with them. All these assessment tools and other valuable resources are available for free at the website www.authentic happiness.org.

Research has repeatedly shown that using one’s signature strength improves goal progress, fulfilment of psychological needs, and leads to improved well-being (Linley, 2013); curbs stress and increases self esteem and vitality (Wood, Linley, Maltby, Kashdan, and Hurling, 2010); is more likely to experience wellbeing and job satisfaction (Littman-Ovadia and Steger, 2010) and significantly improves life satisfaction for teenagers (12-15 years) (Proctor, Tsukayama, Wood, Maltby, Eades, and Linley, 2011) .

When individuals apply their strengths, they

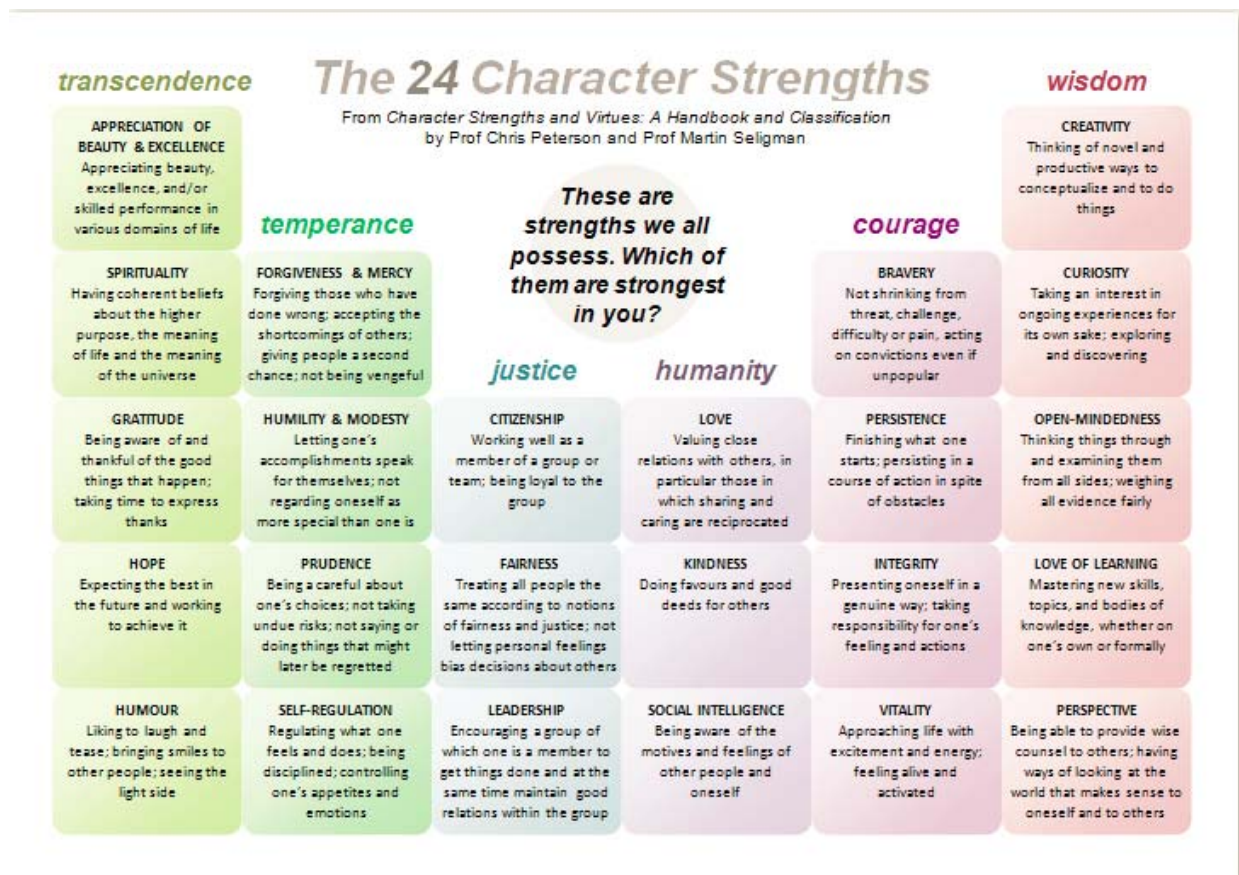


Figure 1. The 24 Character Strengths (Peterson & Seligman, 2004)

experience a sense of fulfilment, choice, and authenticity, improving their wellbeing, therefore a practical way of improving wellbeing would be identifying and using the signature strength as often as possible in daily lives.

After identifying one's strength and signature strength using some of the VIA character surveys available at www.authentic happiness.org, participants can **explore new ways to use their signature strength**.

Will You Take the Challenge?

Each day, find at least one way to use one or more of your strengths in a way that you haven't before.

You can do this by modifying something you already do on a regular basis to make better use of your strengths, or by creating a new activity altogether. What's important is that it is something new and different from what you usually do

Each night, write down how you used one of your strengths that day, including what strength you used, how you felt before, during, and after the activity, and whether you plan to repeat it in the future.

Conclusions

Given the fact that we are born with a biological set point that establishes some limits for our happiness level, we have several options we can make the best out of it by identifying and applying some evidence based interventions meant to increase our wellbeing. Some of them would include:

- Avoid situations and circumstances where we lack control as we know they are sure to increase stress.
- Invest in qualitative relationships money, time, energy, because they are one of the best predictors for wellbeing. Also, try to get involved in communities as they are an excellent way of increasing the feeling of belonging and create quality relationships.
- Create opportunities for experiencing flow. Identify your abilities and get involved in activities that get you challenged. Don't stay bored! Invest in something that is meaningful to you.
- Know and use your signature strength in new ways every day and in every area of your life. You will enrich not only your own life, but also the others'.
- Keep a gratitude journal every day. With time you will increase your mindfulness in experiencing them through the day and see how many good things are actually going on.
- Encourage altruism and generosity. It is proved to have an excellent return of investment.

Additional resources available online for exploring more about evidence based interventions for a happy life:

- 13 TED presentations about the science of happiness - http://www.ted.com/playlists/4/what_makes_you_happy

- Positive psychology portal (readings, research, surveys etc) - <https://www.authentic happiness.org>
- VIA Institute of Character - <http://www.viacharacter.org>
- Resources for teachers - <Http://www.pursuit-of-happiness.org>

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NATIONAL SURVEY

GENERAL QUESTIONS – 10 years of CBS:

What important changes have happened in your country in the field of career guidance and counselling in the last 10 years?

There have been significant changes in the field of career guidance in the Republic of Serbia in the last 10 years. One of the key developments was that in 2010 the legislative framework of the system of career guidance and counselling was established through the Strategy for Career Guidance and Counselling in the Republic of Serbia and the corresponding Action plan.

Working group was established in 2011 to monitor and evaluate the implementation of the Strategy, prepare annual reports for the Government, as well as to promote career guidance and counselling.

Furthermore, many new centres have been established and new stakeholders emerged in all sectors. For example, since 2006, when the first university centre for career development was established, a large number of centres at universities and faculties have been established, they significantly improved their services and the reach among the student population. Likewise, a big national project to introduce guidance in all primary schools was implemented until 2015 and a large number of teachers has been trained, most primary schools now implement the programme "Professional orientation" and numerous events are being organized on regular basis throughout the school year. Also, a new type of career guidance provision for young people was developed in local youth offices throughout the country. It focuses

on providing career-related information to youth as well as peer-education.

National Employment Service, which has the longest tradition of providing career guidance in the country, provides career guidance services to individuals through a network of 34 offices across the country. During this period, in three biggest cities, in Belgrade, Novi Sad and Niš, Centres for information and professional guidance have been established. Furthermore, NES has established three Centres for professional rehabilitation and employment of people with disabilities. Counsellors working in National Employment Service also provide services related to professional orientation to school-aged children and publish (both in print and online) Guide for primary school children.

The changes of educational laws in 2013 emphasize the importance of career guidance in educational sector. This is especially relevant for secondary schools where career guidance programme and career guidance teams are currently being developed.

There have been several programmes and initiatives in recent years to train teachers and youth to provide career information and career guidance.

Several online portals and tools have been developed in recent years related to choice of careers, job-hunting skills, career management skills, career descriptions, etc. Also, the Centre for Career Guidance and Counselling of Young Talents has been established by the Fund for Young Talents to provide talented individuals with support for their further professional and educational development.

Please describe some of the impacts the Cross Border Seminars had (on national, institutional, regional, individual... level) in your country within the last years.

Since the Republic of Serbia has been a member of the Euroguidance network only since 2013 we joined the Cross Border Seminars in 2014 so we have relatively little experience. However, this has been a great opportunity to share information and best practices with colleagues from other countries. Also, for us, it has served as a good example of a cross-sectoral approach in designing seminars that could serve as a starting point for developing future cross-sectoral seminars and conferences in our country.

SPECIFIC QUESTIONS – CBS 2015: Guidance Crossing Borders:

Is there some commonly agreed definition or scope of career guidance and counselling in your country? Is it a domain of some specific sector, or can it be described as “cross-sector” concept? Which disciplines are closely connected with career guidance (which serve as sources for its development, etc.)?

A commonly agreed definition of career guidance and counselling has been established in the Strategy for Career Guidance and Counselling in the Republic of Serbia. It uses the definition from the EU Council of Ministers’ Resolution on Lifelong Learning from 2004, and defines career guidance as a series of activities that train individuals of any age, at any moment of

their lives, to identify their own abilities, competencies and interests, to make decisions that affect their education, work, and other areas where they might gain and apply abilities and competencies.

In accordance with this definition of career guidance and counselling, the activities of career guidance and counselling in the Republic of Serbia can be classified in six categories:

- 1) career information is all information necessary for planning, achieving, and maintaining employment and volunteering. It also includes information on occupations, skills, career pathways (pathways in career realization), trends, and situation at the labour market, educational programmes and options, educational institutions (of all kinds – formal, non-formal), government and non-governmental programmes and services, job perspectives. This information is regarded as the foundation of career guidance;
- 2) career education is received in educational institutions, and it is administered by professors, pedagogues, and psychologists (career counsellors). It helps individuals understand their motives, values, and the way in which they can contribute to the society they live in. It gives them the knowledge of the labour market, skills that enable them to make choices in the field of education, work and life, and it also teaches them how to plan their career and prepare for work. That is, career education promotes understanding of the world of work through school

programmes, and in different forms. Activities that include career informing and career counselling can be integrated into subject and teaching areas in school or they can be realized as special group activities for students.

- 3) career guidance (as a specialized expert activity) helps individuals understand their own goals and aspirations, their own identity, helps them make informed decisions, commit to activities, and manage changes in their career whether they are planned or not.
- 4) counselling for employment helps individuals define immediate employment goals, understand and engage in job training and gaining the needed skills and competencies, and acquire the skills needed for job searching and maintaining it.
- 5) job placement (mediation in employment) is organizing or placing individuals in vacant job positions. It can be organized through public institutions or private initiative. Some secondary schools and faculties organize this kind of activities for their students (job fairs);
- 6) career guidance and counselling for employees represent providing them with help and support with the goal of enabling them to advance in their career, maintain their job and move through the labour market. It also represents providing support for employers in the process of professional education of employees when it is required by the work process and organization.

How does cooperation between education and employment sector regarding career guidance and counselling look like in your country? Are there some other sectors also participating in this cooperation? Please, provide some examples (policy documents, memoranda of cooperation, cooperation between institutions, etc.).

On the policy level, these sectors have been cooperating through the implementation of the Action Plan of the Strategy for Career Guidance and Counselling, more concretely by participating in the work of the Working Group for the Implementation of the Strategy from 2010 to 2014 (and it is expected that they will continue to cooperate when the new Action Plan is developed, which is expected to be in 2015). Also, apart from these sectors, the sector of Youth has been very active in this field (from 2010 to 2014 the Ministry of Youth and Sports has been the coordinating ministry for the implementation of the Strategy; from 2015, the coordinating ministry is the Ministry of Education, Science and Technological Development).

Furthermore, cooperation between the practitioners exists as well. One of the examples is that the counsellors in the National Employment Service, who primarily should work with the unemployed people, provide testing and guidance sessions for primary school and secondary school students and they publish Occupation guides that are used by students (as well as teachers and parents) in the process of choosing the study programme at the next level of education.

In which way do policy makers, academicians, institutions and practitioners providing guidance and counselling services cooperate (on national/ regional/ local level)? What forms of cooperation exist between guidance practitioners and other stakeholders to improve services (e. g. to be more “client friendly”)? Is cooperation a must or is it voluntary? Which aspects support sharing of knowledge and experience? Please, provide some examples.

There is a cooperation between the policy makers on the national level through the Working Group for the Implementation of the Strategy, which involves representatives from different ministries, university, as well as business and civil sector.

In recent years, several initiatives of cooperation between the providers have been initiated, such as the initiative to develop the association of university career centres or the local teams for professional orientation that involve local stakeholders who are involved in providing guidance in schools and youth offices.

Also, since 2013 cooperation and information sharing is also promoted through the organization of the national Euroguidance conference, which involves stakeholders from all sectors.

Please, provide some examples of international cooperation in this field - projects that had/have been implemented and services that existed/exist in the field of career guidance and counselling that are crossing borders of your country (please, describe examples other than CBS).

Two most notable recent international cooperation projects are the joint European

Tempus project “Development of Career Guidance aimed at Improving Higher Education in Serbia – CareerS” and the project “Professional Orientation in Serbia” by the German Agency for International Cooperation (GIZ) in partnership with the Ministry of Education, Science and Technological Development and the Ministry of Youth and Sports.

Project “Development of Career Guidance aimed at Improving Higher Education in Serbia – CareerS” is focused on development of career guidance in higher education as an integral part of development of system of career guidance in Serbia. CareerS project aims to develop information tools for students, improve cooperation with academic and business community, improve capacities of career centres and develop national programme and methodology for career guidance of young people aged 19-30. The project is coordinated by the University of Belgrade Centre for career development in cooperation with career centres from the University of Novi Sad, University of Nis, University of Kragujevac, University Singidunum, Megatrend University, University of Padova, Swansea University, University of Silesia in Katowice, as well as Student Conference of Serbian Universities, Ministry of Education, Science and Technological Development, Ministry of Youth and Sport, NGO Belgrade Open School and two companies – Public Enterprise for Electric Energy Transmission and Infostud - internet



company for employment and education opportunities.

From 2013, the majority of primary schools have been involved in the project "Professional Orientation in Serbia". Apart from the above mentioned partners, National Employment Service was also involved in the implementation of the activities on this project. The aim of this project, which is implemented from 2011 to 2015, is to support the development of sustainable system of professional orientation in primary schools. Training was provided for professional orientation teams in 1061 schools and 86 mentor schools have been established. The role of mentor schools is to develop a functional mentorship system and improve the quality of services provided in schools. Based on the data from November 2013, there is a total of 2995 school employees (teachers, pedagogues and psychologists) in school teams for professional orientation in the country and around 90,000 students have been involved in the activities.

Are there any documents in your country describing borders between clients and practitioners (ethical norms, norms describing processes of evaluation from clients, etc.)?

National Employment Service has clear procedures that involve working with clients. Also, in 2014 a framework documents for standards for working with students ("Programme and Methodology of Career Guidance and Counselling of Students in Serbia") was developed. At the moment, an initiative to develop standards for provision of career guidance (or professional orientation) in primary schools and youth offices is underway.

Which ICT tools and how are used to cross borders in guidance? Please, present examples of your country.

ICT tools are used primarily to provide information to end-users. One such example is Virtual Occupations Fair, developed by Belgrade Open School at <http://karijera.bos.rs/sajam/> which provides young people with video interviews and additional resources for young people to learn about different occupations.

What are in your opinion the main obstacles of better cooperation in the field of career guidance and counselling in your country? What factors contribute to success of cooperation?

In certain cases the lack of information sharing between sectors (or slowness in information sharing) can present an obstacle in faster development of the field of career guidance. Therefore, factors that contribute to success include involving all relevant stakeholders, from different sectors, providing an effective mechanism to share information and keep up to date with the news in the field at the national level. The Euroguidance centre aims to contribute to this by keeping an up-to-date resource section on the website, with resources and news from all sectors.

How can CBS experience help to improve possibilities for better cooperation and crossing borders in your country?

CBS presents a valuable experience which provides a good example of how sharing of

best practices between different stakeholders can contribute to further development of the services of all individual stakeholders.

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NATIONAL SURVEY

GENERAL QUESTIONS – 10 years of CBS:

What important changes have happened in your country in the field of career guidance and counselling in the last 10 years?

Career guidance and counselling services have a long tradition in Slovakia (until 1992 part of Czechoslovakia or Czech and Slovak Federal Republic). First career guidance and counselling centres have been established even in late 1920's, services of this kind were available especially for young people during 1930's and early 1940's. The current system of guidance and counselling services started to develop in 1957 and since then it was under permanent development to today's network of services covering nearly all ages and the whole variety of areas. When speaking about used and/or preferred approaches, in recent years a shift from static and psychometric approaches in vocational counselling to dynamic educational and integrated lifelong career guidance and counselling services can be observed.

The last ten years in the field of career guidance and counselling might be characterised by these major changes and influences:

- Very shortly after joining the European Union Slovakia started with projects focused on development of various aspects of career information, guidance and counselling services both in education and employment sectors, including training of guidance practitioners. Projects were strongly supported from EU funds (mostly from the ESF, but also from other sources like Progress, Life Long Learning Programme, etc.).

- Policy paper "Strategy of Lifelong Learning and Lifelong Guidance" adopted by the Slovak government in April 2007, and updated in November 2011 helped to support the idea of lifelong guidance as a strong partner initiative for lifelong learning on national level, with a clear connection to European policies and related EU Resolutions on lifelong guidance (2004, 2008).
- New legislation was introduced both in education and public employment services sectors supporting better access to guidance and counselling services for majority of population, and all target groups in the lifelong perspective.
- Since 2009 a presentation of best practices of career guidance and counselling services, events, etc., is organised by the Euroguidance centre, since 2012 in close cooperation with the Euroguidance centre from the Czech Republic under the name "The National Award for Career Counselling". Final conferences organised annually in both countries in autumn provide an opportunity for wide audience to share experience and learn from each other.
- The journal "Career Guidance and Counselling in Theory and Practice" was introduced in April 2012 by the Euroguidance centre. It is published twice a year and up to now more than 600 pages with original research studies, translations, projects reports, interviews, information about activities and events from all sectors and players in the field.
- Two new associations in the field of career guidance and counselling were established in the last two years – the

Slovak Association of Counsellors in Higher Education (October 2013) with strong participation of career guidance practitioners, and the Association for Career Guidance, Counselling and Career Development (November 2014), both aiming to support the development of services, and also cooperation, sharing experience and good practices.

*The description of three “new” occupations in the field of career guidance and counselling were developed and introduced in the National System of Occupations recently, which may help to widen opportunities for initial and lifelong training of guidance practitioners, and thus support to improve the quality of provided services.

Please describe some of the impacts the Cross Border Seminars had (on national, institutional, regional, individual... level) in your country within the last years.

Cross Border Seminars give great opportunity for networking of different players in the field, they support cooperation on different levels – e. g. some participants from previous years were invited for national events in Slovakia.

From our point of view Cross Border Seminars support lifelong learning of counsellors, guidance practitioners and all who had the opportunity to participate. Feedbacks from our participants show that inspiration is one of the key words connected with Cross Border Seminars. But as we publish compendia and articles (in our e-journal) about Cross Border Seminars, we believe that it is also inspiration for wider community.

SPECIFIC QUESTIONS – CBS 2015: Guidance Crossing Borders:

Is there some commonly agreed definition or scope of career guidance and counselling in your country? Is it a domain of some specific sector, or can it be described as “cross-sector” concept? Which disciplines are closely connected with career guidance (which serve as sources for its development, etc.)?

There is no commonly agreed “national” definition of career guidance and counselling but during the last few years the definition widely used in documents and policy papers of the EU, OECD, and other international bodies including ELGPN seems to be used quite frequently, and there are no traces of any initiatives to develop our own definition. The definition might be viewed as cross-sector, though both the education and employment services do not use any specific definition for services they provide in this field.

In educational sector the career guidance and counselling used to be linked mostly to educational and counselling psychology, in employment services to social work and adult education. Practice in recent years shows a shift to multidisciplinary approach, where a variety of disciplines are present and implemented (psychology, pedagogy, sociology, economy, social science, etc.).

How does cooperation between education and employment sector regarding career guidance and counselling look like in your country? Are there some other sectors also

participating in this cooperation? Please, provide some examples (policy documents, memoranda of cooperation, cooperation between institutions, etc.).

Developing cooperation across components of all sectors is one of the key moments important for the interest of the client and for providing the most appropriate services. In Slovakia cooperation works especially regionally. The challenge for more intensive cooperation remains between the educational and labour sector but also private and non-profit sector. Cooperation between various stakeholders would help not only to a more integrated approach to the client, or increasing the quality of more targeted services, but is also important in terms of the enforcement of specific proposals at the national level. In the implementation of various national and international projects are particularly important sustainable, but also systemic measures that ensure the county-wide dissemination of the outputs.

System should be also enriched by more transnational and European partnerships in the field of exchange of best practices and creation methods, but also in research.

In which way do policy makers, academicians, institutions and practitioners providing guidance and counselling services cooperate (on national/regional/ local level)? What forms of cooperation exist between guidance practitioners and other stakeholders to improve services (e. g. to be more "client friendly")? Is cooperation a must or is it voluntary? Which aspects support sharing of knowledge and experience? Please, provide some examples.

The official platform for cooperation of all stakeholders in the field of career guidance, counselling, career education, including policy makers, academicians, institutions, practitioners and their professional organisations is the National Forum of Lifelong Guidance established in 2008 as an



advisory body of the Ministry of Education. In fact, the National Forum is not wide enough, covering the whole lifespan and all target groups in the lifelong context of career guidance, mainly because it is focusing nearly exclusively on guidance in lifelong learning, i. e. on adult and employed population.

There are several examples, on the other hand, that practitioners in one specific area (e. g., those providing services for primary and secondary school population, for university students, for unemployed people, etc.) want to cooperate both with each other as individuals, and also with those from neighbouring areas. There are at least four examples showing that cooperation is possible, desirable and fruitful for all – cooperation in all of them is of course voluntary, not a must:

- Association of Educational Advisors, established more than twenty years ago, associates educational advisors from primary and secondary schools where substantial part of their tasks is career guidance and career education. The aim of the Association is to support educational advisors to fulfil their professional roles, to share experience and good practices, and also cooperate with relevant partners at home and abroad.
- Association of Lecturers and Career Counsellors (established in 2012) defends interests of lectures and career counsellors through various activities, and aims to increase their professional and social status through networking, further and lifelong training, cooperation, communication and transfer of information and experience.

- The Slovak Association of Counsellors in Higher Education (established in 2013) aims to develop counselling in HE institutions, including research and education, to develop competences of counsellors, to support personal development of HE students in all forms, with special focus on their successful school achievement and functioning on the labour market, and finally, to cooperate with partner organisations, relevant institutions at home and abroad including international ones.
- The Association of Career Guidance, Counselling and Career Development was established in November 2014 with the key idea to associate all working and interested in the wide area of career information, guidance and counselling services, in career education, as well as in career development activities, both in theory and practice. Cooperation with wide range of national and international organisations and institutions is one of the key principles of this professional body.

Please, provide some examples of international cooperation in this field - projects that had/have been implemented and services that existed/exist in the field of career guidance and counselling that are crossing borders of your country (please, describe examples other than CBS).

An excellent and quite unique example of international cooperation in the field of career guidance and counselling is the National Career Counselling Award (NCCA),

a joint initiative of Euroguidance centres in Slovakia and Czech Republic that started in 2012 (the first competitions were organised in both countries since 2009, but only since 2012 as a joint initiative). The aim of the NCCA is to identify and appraise good practices and initiatives in Slovakia and in Czech Republic and share these good practices and initiatives with each other. The NCCA has the same format, awarding criteria and time frame in both countries and in autumn national conferences where these best practices are presented to a wide public. Czech and Slovak Euroguidance centres prepare every year a joint compendium presenting all contributions, as well as key moments from both conferences

The idea of identifying and awarding good practices and initiatives in the field of career guidance, counselling, education and career development gained support also in some other countries – in 2012, 2013, and 2014 a joint compendium in English language was prepared with contributions from Bulgaria, Czech Republic, Lithuania, and Slovak Republic, countries where the best practices and initiatives in career guidance and counselling were identified by Euroguidance centres through a competition.

Are there any documents in your country describing borders between clients and practitioners (ethical norms, norms describing processes of evaluation from clients, etc.)?

Borders between clients and practitioners are not described in any official document neither in educational sector, nor in

employment services or outside these two major areas. There was an attempt few years ago to adopt something like a “client’s charter” (initiated by the Euroguidance centre) but was not supported by practitioners. Norms describing evaluation from clients do exist in private sector only.

Practitioners in both key sectors who are members of professional associations are bound by ethical codes of these associations, all psychologists who are working in the field of career guidance, counselling, career development services are bound by their professional ethical code. Recently established Association for Career Guidance, Counselling and Career Development (see above) has adopted the Ethical code of the International Association for Educational and Vocational Guidance (IAEVG).

Which ICT tools and how are used to cross borders in guidance? Please, present examples of your country.

Typical examples of ICT tools used in guidance are those supporting mobility of students, adult learners and working people, here are some of them:

- www.erasmusplus.sk (Program EÚ pre vzdelávanie, odbornú prípravu, mládež a šport – EU Programme for education, training, youth and sport)
- www.saaic.sk/euroguidance (Euroguidance centre Slovakia)
- www.saia.sk (Slovenská akademická informačná agentúra – Slovak Academic Information Agency)
- <http://office.studyin.sk/> (Study in Slovakia)

- www.eures.sk (EURES Slovensko, Práca v Európe – EURES Slovakia – Working in Europe)

Another kind of ICT tools used to cross borders in guidance are those where crossing borders between different levels of education, between education and vocational training or between education and labour market – here are few examples:

- www.istp.sk (Informačný systém trhu práce – Information System of Labour Market)
- www.sustavapovolani.sk (Národná sústava povolání – National System of Occupations)
- www.potrebyovp.sk (Potreby odborného vzdelávania a prípravy – VET needs; a new portal to support cooperation between VET institutions and employers)
- www.profsme.sk (just recently introduced portal to support transition from primary schools to vocational education and training)
- www.komposyt.sk (also a new portal supporting transition of primary school pupils, mainly those with special educational needs, to VET and labour market through career guidance and counselling)
- www.cvanu.sk (a portal supporting lifelong learning and lifelong guidance for adult, employed population)

What are in your opinion the main obstacles of better cooperation in the field of career guidance and counselling in your country? What factors contribute to success of cooperation?

Career guidance and counselling services are under different ministries (Ministry of Education, Science, Research and Sport, Ministry of Labour, Social Affairs and Family, Ministry of Interior), therefore more direct and flexible cooperation is a little bit difficult. Main obstacles lay in legislation, which does not really support cooperation and working in synergy, in funding opportunities, and also in non-systematic solutions for providing lifelong guidance and counselling services (e. g. project funding of some services, different projects with similar aims that can not cooperate because of double funding risks, etc.). Also capacity of these services (human resources) is limited due to financing.

Success of cooperation is supported by personal willingness of different professionals in this field mostly on local/regional level, but it should be also supported on policy and national level. It could be also supported by information sharing between different sectors and fields. Euroguidance centre tries to support the cooperation of all stakeholders, exchange of information and sharing good practices through organising different events for all professionals.

How can CBS experience help to improve possibilities for better cooperation and crossing borders in your country?

Cross Border Seminars provide opportunity for networking of professionals from different sectors and fields, therefore it provides also opportunity for finding cooperation partners (on national and international level). Participants from different fields and

countries are actively discussing, sharing their expertise and learning from each other and with this positive experience they might be willing to network also on the national level. Examples from other countries are always an inspiration. Therefore Euroguidance Slovakia provides the possibility for Slovak professionals from different fields to attend these seminars. And afterwards their experiences are shared through articles in e-journal *Career Counselling in Theory and Practice* published by the Euroguidance centre twice a year.

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www.employment.gov.sk (Ministry of Labour, Social Affairs and Family of the Slovak Republic)

www.siov.sk (State Institute for Vocational Education)

www.vudpap.sk (Research Institute for Child Psychology and Psychopathology)

www.nuczv.sk (National Institute for Lifelong Learning)

www.saaic.sk/euroguidance (Slovak Academic Association for International Cooperation, Euroguidance centre Slovakia)

<http://euroguidance.eu/events/cross-border-seminars/> (Links to Cross Border seminars organised in 2005-2014)

LIFELONG GUIDANCE SYSTEM IN SLOVAKIA. Slovak Academic Association for International Cooperation, Euroguidance centre Bratislava 2014 (http://web.saaic.sk/nrcg_new/kniznica/2014/EG_CounselingSystem_Slovakia.pdf)



WORKSHOP “Braveness vs. performance? Overcoming the learned helplessness with experience based learning methodology”

Krisztina Molnár

Foreword: Crossing the borders

When preparing for this workshop I have spent some time with kind of contemplation about the main theme of the conference: what does crossing the border mean for me. I realized how lot it does. First of all, I come from a town which is separated into two by a border between two countries: before the 1989 revolution people living here were allowed to cross this border only three times in a year, but even after opening the border crossing this bridge meant a lot for us: sometimes we had to walk along to go to cinema, or to buy a special Hungarian cottage cheese desert called Turo Rudi etc. In a metaphoric way I am also working on crossing border in my profession: in our guidance work we help people to find and cross their own borders, barriers. We try to define and make easily crossable the borders between several parts of the education system by organizing trainings and OD processes for schools: we try to link different stakeholders such as students – parents – teachers and leaders of schools. So, to assume, crossing the borders is such a well-known and everyday job for me as the nature of change is somehow a homeland for all of us working on the field of guidance.

Phenomenon of learned helplessness

In the focus of our attention is learned helplessness, especially in the age of high school students (14-18) concerning to the questions of career. The very simple definition of this phenomenon discovered by Martin Seligman²⁶, one of the founders of positive psychology is the following:

“When an organism (person, animal, etc.) is prevented from avoiding some aversive

stimulus repeatedly (e.g., continuous electric shocks) the organism will reach a state in which it becomes passive and depressed because he believes that there are no actions it can take to avoid the aversive stimulus. Essentially, the organism just gives up trying to avoid it and just takes the aversive stimulus. Thus, the organism learns that it is helpless against the aversive stimulus.”²⁷

How does this all look like on the field of career guidance? We experience that when young people are surrounded by negative messages and feedbacks about their talent and skills (such as “you are not good enough to reach your goal”, “you do not study enough for this” etc.), about their future opportunities (“you will be nobody if you don’t change your behaviour”, “you will only get a job in a supermarket” etc.) they just simply learn that they don’t really have a chance, so they interiorize this very pessimistic self-image and as a result of this they stop performing in their studies and stop believing in their goals.

What do we call experience based learning?

The most important feature of the experience based learning is the action. In this methodology we create situations and empower, inspire participants to get out of their comfort zone, try new roles and behaviours in a very playful and supportive but at the same time realistic way. As the experience based learning methods build on Kolb’s learning theory²⁸ the action is only

²⁶ Martin E. P. Seligman: Helplessness: On Depression, Development, and Death.

²⁷ <http://www.alleydog.com/glossary/definition.php?term=Learned%20Helplessness>

²⁸ David A. Kolb: Experiential Learning: Experience as the Source of Learning and Development. 1984.

the first step, what is followed by reflection, and the conclusion of the experience. And, when the participant comes to a deeper understanding of his/her own experience and becomes able to make a conclusion, the time of active experimentation comes: trying to find new solutions to old problems. For example it can happen that someone has a deep experience what shows him/her some typical barriers of his/her behaviour in a game, gets feedback and inspiration to change these patterns in his/her own life. In TANDEM, n.o. we use these methods for several different aims: to change the theoretical approaches to action, to create and offer a very safe "playground" where our participants can bravely experiment with their own problems, and to make the learning processes more deep and not only theoretical.

The goals and the structure of the workshop

The main goals of the workshop:

- to discuss and understand the phenomenon of learned helplessness within the teenagers and young adults in terms of career guidance
- to show psychodramatic and experience-based exercises supporting braveness, risk-taking and problem-solving
- to offer a mini self-reflective experience to the participants about their own personal barriers and discuss how can we reflect on our own inner borders and the client barriers at the same time.

The structure of the workshop was based on mini-games and situations which represented or demonstrated some of our typical nonformal education methods.

Before and after these games we discussed the problems and potential solutions, the participants' own situations, questions and dilemmas concerning to the topic.

First game: stereotypes about career

To illustrate the above mentioned process experienced at high school students in the first exercise I asked the participants to collect as many messages, advices, "musts" and "should" about the career questions what they have heard in their teenage years. After the collection we showed them with a simple psychodramatic technique.

The protagonist's feedback after hearing all the collection was that it is very ambivalent and there are too much "shoulds" so that she felt losing her control on her own career.

Looking into the future: supportive and shameful messages "in the air"

The situation between teenagers is even more ambivalent and over-controlled.

To show this I would like to share a story from my own work. I led a self-knowledge based training for 16 year old students in one of the well-known and well-evaluated secondary schools on the theme of career planning. We played the same exercise, they collected messages from their surroundings. The result was shocking. They collected over 40 messages and from these less than ten were supportive and the others were more or less shameful and disappointing.

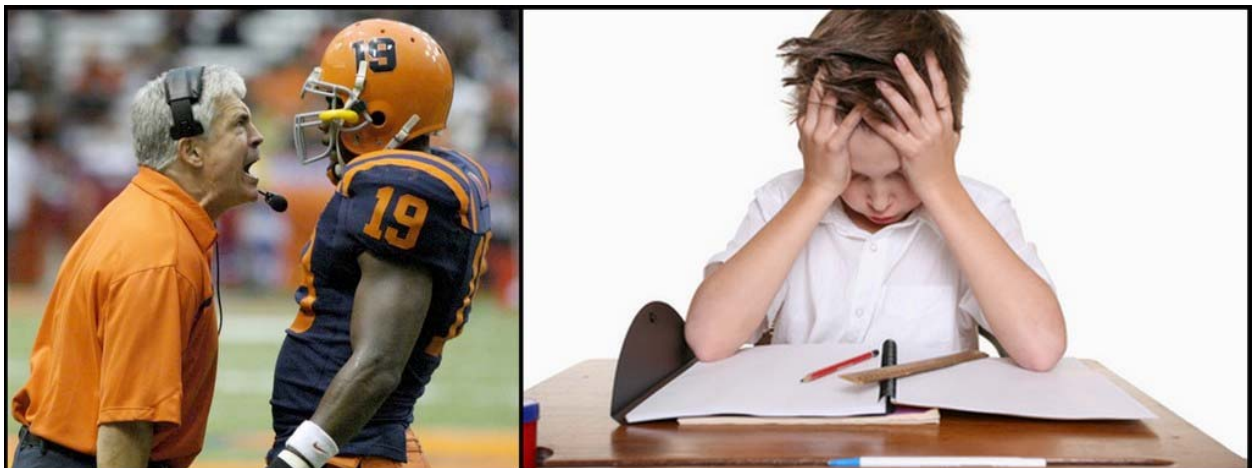
And, on the other hand, people at this age can hear very generous messages also about the quick and hundred percent successful ways of career building: you can be whatever you want, you can reach your goals if you really believe etc.



What is behind these ambivalences?

Our experience is that those “you can do it” – type messages communicating an easy way of getting famous and rich are mediated by the part of the world without any self-esteem: they try to find themselves a certain points to catch and believe in. And, on the other hand: the shameful and disappointing messages are communicated by the adults living together with teenagers and young

people: they just want to motivate them to learn and work more so that they can build their future. But, the result is, as above mentioned, the learned helplessness and passivity.



Second game: 10 questions

The second game was also one of those what we play with students. I told the participants that they are going to get 10 questions one after the other and their task is to answer all of them one by one. The 10 questions were the same: 'What am I talented in?' The results of the game were different: some of the people felt frustrated after the 3-4th questions, some of them felt relaxed saying "this person must be very curious about me that she has this much time and patience to listen all my ten answers".

Empowering clients: a good example

To show a good practice in dealing with lack of personal confidence I showed the approach of William Benkő. He is an evangelic theologian and a successful businessman at the same time, for long time he was the leader of the American Chamber in Hungary. He says his passion is public speaking and to make the world better we all need to use our passion to serve others. From this belief he started a rhetoric training for people arrested in prison to help them to prepare to the life after returning to the "normal" life. He says, if we want to prevent these people from returning to crime we must help them to build a healthy self-esteem and he did it by leading rhetoric trainings. The main idea behind this is that if someone is talking in front of other people about something he or she is good at (it's not necessary to talk about big and important issues, the topic can be whatever on the earth, even for example how to produce fake credit cards), it makes him/her believe that he/she is good at something, what means sometime that he/she is good enough to deserve a normal life. This mechanism is behind our 10 questions

– game as well: we try to empower young people by asking them to find some things that they are good at.

Third game: Obstacle vs. protection

In this game we asked 3 volunteers to go out from the room. While they were waiting outside the others from the group together built a labyrinth in the room from the chairs and everything what they found. The volunteers came in one by one and their mission was to find an object what we defined before they have left the room. This object could not have been moved during the building phase – the group could build only different paths and dead-ends in the room leading – or not leading – towards the desired object. Then, the three volunteers came in to the room one by one blindfolded and had to find the way to the object. The other members of the group had to stand in the labyrinth and help or make harder to find the object to the others without using words or other classical signs. The strength of the game is that it offers opportunity for helpers to discuss our attitudes about how do we challenge or help clients trying to find their way. And, what is more, it offers new roles to try in a protected environment: if you are too supportive try the role of the obstructive, or, if you feel that you behave too much challenging in the real life try the rule of the preventive person in the labyrinth. This game can also be used in young communities to inspire them in building a supportive environment to themselves regarding the career topics.

Summary: tools and interventions

To summarize the dilemmas and provided approaches, interventions and potential

solutions to overcome the learned helplessness between teenagers and young adults we can mention three ways:

1. ASK! If we want to help young people to build their own future vision we must stop telling them what to do and start telling inspiring and open minded questions instead.
2. Provide feedback! People in the teenage phase are extremely hungry to get professional feedback or any kind of feedback about their normal self-knowledge questions (what could be summarized in a simple form such as “am I good enough?”). By giving feedback and offering situations to give feedback to each other we can help them very effectively to raise their self-esteem.
3. Re-frame situations, and give opportunity or even instructions to try new roles in the group activities. In many situations the well-developed community in the class put people into boxes and the most of the students spends his/her school life all the time in the same role (for example the leader, the follower, the one who always has the homework ready, the good girl, the bad boy etc.). To raise the activity and responsibility toward forming their own life helps a lot if the adults re-frame the situations sometimes. For example in a group activity or a role-play we as a leader/class teacher can manipulate the roles by giving them one by one in a way that takes the students out of the well-known roles and puts them into a new, unknown ones.

4. Support the (self-)reflection: one of the biggest deficits in the education system is that it does not teach self-reflection and vocabulary in relation to career questions and this is one of the main reasons why the young adults are not able to reflect on their skills and abilities. There are many playful ways how to make the self-reflection a part of everyday routine and how to teach the vocabulary needed. This work could be the responsibility of either parents or class teachers or helpers such as career guidance counsellors.

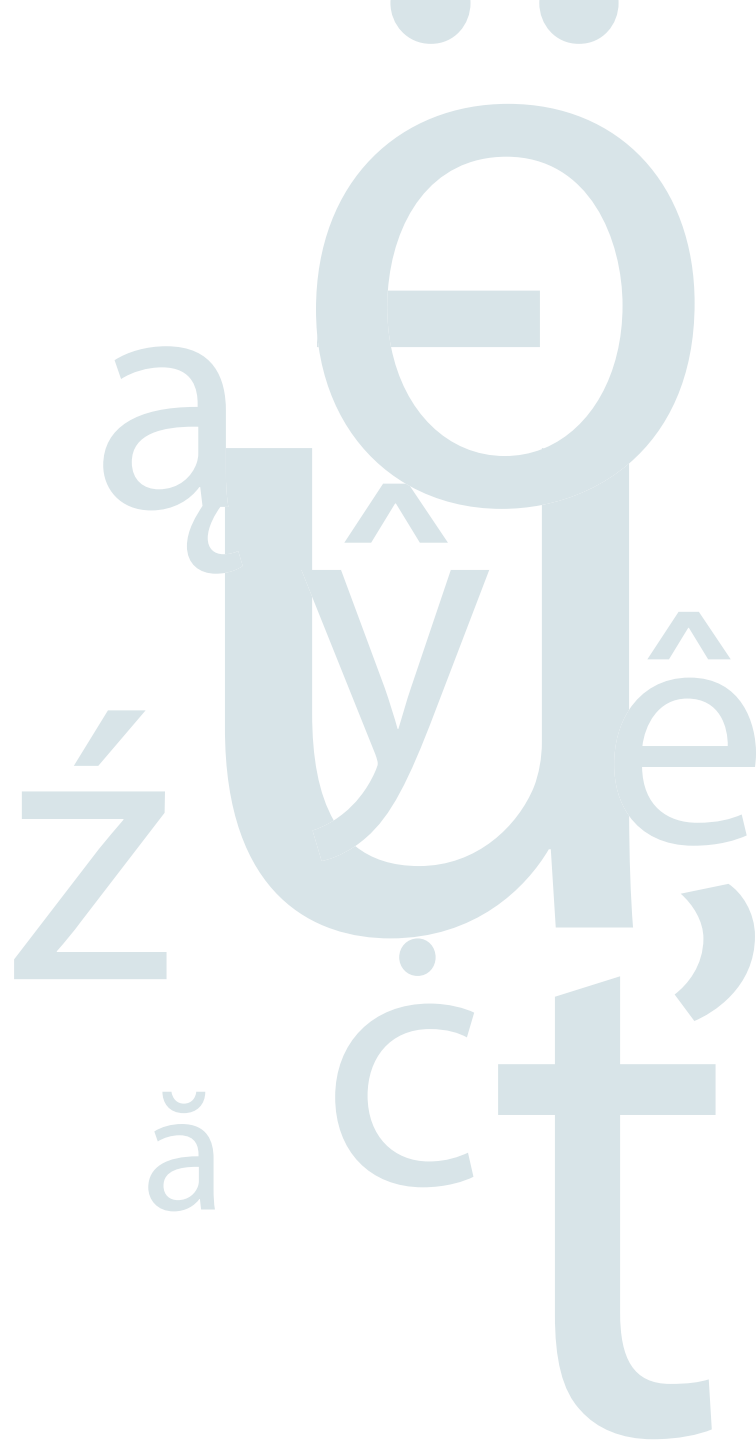
About TANDEM

In TANDEM n.o. we believe that (self-)consciousness, non-formal and experience-based learning, a pro-active and affirmative attitude in decision making can help young people to choose the life/work path that best suits their abilities and ambitions. Our three target groups are communities and organizations, schools and the labour market. In the case of communities our set goal is to strengthen their capacity of self-organization. We use the methods and approaches known from behaviorist organizational development, and we provide services such as strategic planning, leadership trainings, leadership coaching, project management trainings and consultancy.

In the field of education the goal is deepen both parents' and teachers' role identity, secondly to develop the management skills and knowledge of the school's management, and thirdly, to strengthen the students' consciousness and proactivity for their own development. We aim to achieve these goals by taking the non-

formal education approach and trying to embed it into university education, too.

In the area of employment TANDEM seeks to achieve for workers to become conscious and effective labour market actors, to ensure that they are capable of adapting their knowledge and skills to the expectations of the labour market, thus contributing to reducing the number of unemployed in the region. TANDEM implements programs like: career guidance for secondary school students, career and life planning for university students. Our biggest innovation is the one-day interactive festival-like career guidance event for high school students, Mesterségem Címerre (Kam po škole? Where to after school?) which has been awarded the National Award of Career Counselling 2013 by Euroguidance centre Slovakia.



WORKSHOP “Innovation and digitalization of career counselling and guidance tools in the school environment in Slovakia”

Martin Martinkovič, Ph.D., Research institute of child psychology and patopsychology (VÚDPaP)

VÚDPaP is one of a direct resort-controlled scientific and research workplace of The Ministry of Education, Science, Research and Sport of the Slovak Republic we focus on resolving problems regarding social and mostly educational practice considered as a matter of priority from the aspect of psychological and pedagogic sciences. As the only workplace in Slovakia. VÚDPaP deals with the complex research of mental development of children conditions that determine this development and possibilities of its optimization in the school environment, in family and in other institutions.

Slovakia and other members of EU from East Europe can fund their activities through structural fund. Thank to this financial support there is a big possibility to frame up systematic approach in different areas. As organization which deals with complex research activities VÚDPaP took advantage of this opportunity and propose a National project with aim to set up innovations approach into the complex guidance and counselling system, regarding prevention and influencing of socio-pathological phenomena in the school environment with focus on pupils with special educational needs (SEN).

Project in general aims to improve the guidance and counselling system with focus to prepare students with SEN for the labour market via modernization / innovation of methods and procedures used in career counselling and psychological and special pedagogical diagnostic process with scope to innovate and digitalize:

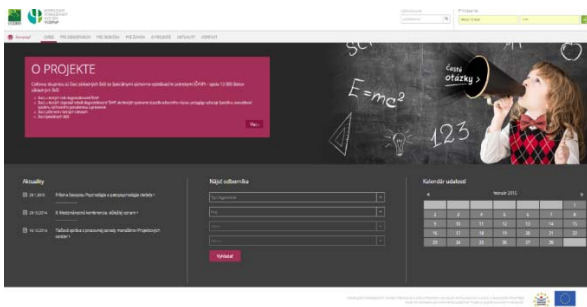
- Diagnostic methods, tests (methodological tools);

- Counselling methods, procedures, programs;
- Different sources of information about the world of work and the labour market.

In workshop I have briefly introduced **National project “Comprehensive guidance system for prevention and influencing of socio-pathological phenomena in the school environment”** next I have presented digital, **on-line tool KomposyT** (www.komposyt.sk) and at least, but not last I have presented products of NP. Part of the workshop has introduced Counselling Briefcase **“Counselling as a game” / “Poradenstvo hrou”** which consists of different methods, tools and games.

I. Digital tool KomposyT.sk is the on-line platform through which users can access different diagnostic tools. KomposyT has been launched for the target group of NP with its services and functionalities just in February of 2015. From the launch of the tool there is stable monthly visit rate around 3000 unique accesses. The digital instrument is designed as an on-line website. In its public part experts can find interesting information and articles regarding the guidance and counselling system.

Visitors can find there around 170 contributions, web links, etc. intended for professionals, parents and pupils with priority on those with SEN. The electronic versions are for experts and also for a public use. You can find there methodological manuals, materials and worksheets that

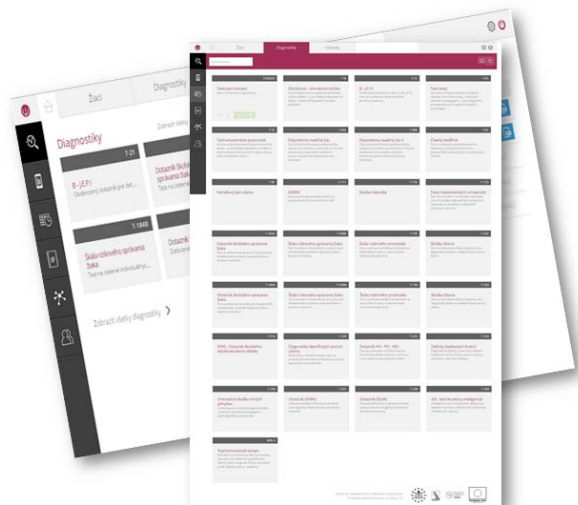


were in printed form distributed directly to the involved schools, and centres of special pedagogical counselling and centres of pedagogical, psychological counselling and prevention (Teacher and pupil and their relationship in the school environment; The threats of today; Educating children with learning disabilities and attention disorders; What to do if...; Social relationships and problems at schools; Counselling in school; Social competence, responsibility and self-awareness; Learning disabilities, intellectual and other disorders according to ICD 10; Class management; Assistance in practice) with special attention to career guidance (Educational counselling and career choice I., II.; Information brochure on career choice of pupils with SEN; Counselling as a game). The inner part of KomposyT.sk is designed for professionals and it is available only upon authentication by entering a personal password. The inner site is available for professionals involved in NP (300 psychologists and 300 special pedagogues and 1,300 educational advisors, school counsellors). By accessing the inner section of digital instrument KomposyT give users the option to enter the interface for diagnostic tools, techniques and methodologies. Users are able to administrate database of clients and pupils. They get also access to the e-learning interface, to digital planner, to the interface of document management



system. One of the benefits of this tool is also database of experts and organisations active in public school system. Access to the protected inner section of KomposyT was handed to users in person, upon completion of training course dedicated to manage the applications of KomposyT. Current is within KomposyT available for users over 30 diagnostic tools. The diagnostic tools for all target groups are those dedicated for educational advisors and school counsellors:

- **COMDI** - a digitalized tool for diagnosing study - professional perspectives of primary school pupils. It is the only tool that can assess competences of the pupil (client) and can compare them with the requirements of professions.
- **Test measurement of technical talent** - a tool for assessing the scientific and technical interests of primary school pupils.
- **Test on learning styles of pupil** - a tool that assesses what form of learning pupil prefers, i.e. under what conditions are they best focused on studies; what environment is preferred when one is learning new or difficult information, etc.



- **Test of the talent in physics and practical understanding of pupil** - an assessment tool for physical talents and scientific interests.

Except this tools and test experts can find there specialized tool for assessment of psychological and special pedagogical assessments. The added value of the KomposyT is that allows management of the system VÚDPaP to prepare evidence based analysis and standardized scoring norms for the diagnostic tests and tools in relatively easy and fast way. Thanks to NP VÚDPaP will prepare standardized scores for six assessment tools:

- Reading exercise;
- B – J.E.P.I (personality assessment);
- The questionnaire of behaviour of pupil in the school environment;
- Test of colours;
- Scale of risk behaviour of pupil
- ISA (assessment of structure of intelligence)

One of the final products of the NP will be standardized tests which will provide

objective assessment of pupil's potential especially those pupils who supposed to be classified as those with SEN.

II. Briefcase - Counselling as a game

It is set of methodologies, tools and games mainly for primary school pupils focused on giving them information about the labour market and make initial assessment of potential of individuals and groups, explore and make records of their strengths regarding their opportunities. The main areas of this methodology deal with are:

- Learning about the world of work (basic orientation on the labour market);
- Self-knowledge (self-perception);
- Decision making in process of choosing secondary education (general or VET) and future profession.

The methodology consists of the Guidebook, Briefcase (with games and tools) and CD. The methodology is interconnected with KomposyT trough e-learning interface and some of the assessments (e.g. Traffic lights) are available through public space of KomposyT. The parts of the briefcase can be combined and it is possible to use them in many different ways. It depends just at the creativity of the professional. The games and activities supposed to be chosen:

- According to the age of the pupils - from generally focused games upon to specific oriented games.
- According to the self-management opportunities of pupils regarding their options.

- According to the specific needs of pupils - with respect to various constraints of those pupils with SEN, their actual career developmental tasks and current problems.
- According to the expert profession – psychologist, educational counsellor, special pedagogue.
- Pupils with severe SEN should cooperate with pedagogical assistants.

There are examples of 18 different games and tools. Most of this tools can be combined and have different alternatives. One of the widely used tool/game is Traffic light which aims at the initial estimation of career type of individuals.

GAME „SEMAFOR“ / „TRAFFIC LIGHT“ consists out of:

- Questionnaire for pupils in the class;
- Cards for boys and girls in the Slovak and Roma language;
- Magnets for pupils with perception disability;
- Application for tablets for children with Asperger Syndrome;
- Digitalized questionnaire in Slovak, Roma and Hungarian language accessible through KomposyT.sk.



<http://www.komposyt.sk/pre-ziakov/poradenske-hry/semafor>

Games for assessment of career types – RIASEC:

- Backpacks - for pupils with hearing problems and other;
- Towers - cards in Braille for pupils with severe visual impairments;
- Wooden magnets - for pupils with severe visual impairments and other;
- Playing cards - for children with attention deficit disorder, learning disabilities, hearing disability, from socially disadvantaged environment and other;
- I know you? - for talented pupils.

One of the component of the Briefcase is also career portfolio (VŠAK), this self-reflective portfolio is possible to use in process of guidance with parents and pupil. It is set of different kinds of records, results from the counselling games, from assessment, etc. Pupil creates it for himself/herself and he/she may find the key points for self-knowledge and future development and also for his/her career direction.

The expected outcomes of counselling games are:

- initial assessment for pupil - regarding his/her career type in funny and playful way;

- learn how the pupil can choose independently the right profession from databases of occupations (reflecting his/her career type);
- pupil can also learn how to search specific information on his/her suitable future occupations or how and which secondary or VET school to choose.

All supporting materials can professionals find also through www.komposyt.sk.

Martin Martinkovič, Ph.D.

Is coordinator for digitalization of educational and counselling content in National project "Comprehensive guidance system for prevention and influencing of socio-pathological phenomena in the school environment" (VÚDPaP). Member of the CSREF group (expert group) for project ESCO (EC). Philosophiae doctor in the field of Social and organizational psychology (Ph.D.).

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NATIONAL SURVEY

GENERAL QUESTIONS – 10 years of CBS:

What important changes have happened in your country in the field of career guidance and counselling in the last 10 years?

From 2005 a lot has happened on the field of career guidance and counselling in Slovenia.

2005 – 10 years ago an important guidance event was National Guidance Policy Forum conference on Bled which support creation of National Guidance Forum in Slovenia and other interested European countries. The issue of Multicultural guidance was raised on as European tool for guidance practitioners.

2006 – Euroguidance Slovenia has started with Academia exchange of guidance counsellors preparation which was then realised in 2008 with first group of European counsellors on the exchange programme in Slovenia. We have been also sent proposition for study programme in the field of guidance to university connected to this topic.

2007 - Voice of users in guidance - international guidance conference prepared together by NA in Slovenia and Island.

2008 – Euroguidance Slovenia centre has started the Academia exchange programme for European guidance counsellors; after 22 years of grants for specially gifted students (Zois scholarship) which were run by Employment Service of Slovenia have been transformed into grants for excellent study results run by Slovene human resources development and scholarship found.

2009 – Career Orientation Association in

Slovenia was established as an independent professional association with an aim to support development on guidance counselling process, inclusion on guidance process on different level in the legislation and to formulate basic European standards on the field of guidance; new guidance workshops (SOS etc.) and training modules for career counsellors were introduced. Euroguidance Slovenia has started to collaborate with other Central European countries in regional guidance conference within Cross border seminar.

2010 – New legislation on Labour Market Regulation Act was adopted and career orientation as an integral part of life long education and guidance was defined as an important process in facilitating life transitions.

2011 – a new concept in Vocational and Career counselling in the frame of Law on market regulation was set up; Vocabulary on career guidance terminology was edited; established list of guidance counsellors in schools has supported communication and common work with counsellors in education by National Vocational Information Counselling Centre at ESS.

2012 – Centres for Information and Vocational Guidance (CIPS network) set up in 1998 with additional tasks on e-services and established Career corner were reformed and renamed in Career Centres; Cross border seminar was organized on Bled with guidance experts from 12 European countries; within project “Development and promotion on services and resources for lifelong career orientation, orientation

for unemployed, other job searchers and inactive candidates" many new resources for work with unemployed were developed and are useful also for youth.

2013 – National Contact Point for Life-long Career Orientation (NKT VKO) was set up in the frame of Employment Service of Slovenia (ESS) Central Office with support of European Social Fund as central point for providing different guidance projects and practises; active involvement in preparing Youth guaranty national project; Vocational e-guidance test "Kam in kako" was arranged online and all target groups could use it by internet.

2014 – My career, booklet for all from 0 to 99 years about usage of sources, tools and methods in the Life-long Career Orientation field was edited by Moja izbira (My choice), web service for vocational education, in the frame of Slovenian Centre for Vocational education; up-dated guidance resources in career orientation developed by ESS were presented to different publics: guidance counsellors, employed and to school staff.

Please describe some of the impacts the Cross Border Seminars had (on national, institutional, regional, individual... level) in your country within the last years.

CBS meetings of (central) European guidance counsellors had an important impact on different levels in last few years where guidance topics and researches has shown different approaches and solutions on career management skills,

competences review and good practices in career guidance. On the national level CBS participants have presented good practices in guidance in different settings, from school to employment service and also compare them with good solutions and practices in other countries. Guidance practitioners who have attended at CBS have gained new ideas and work models useful for their everyday work and also raised professional identity in guidance community.

SPECIFIC QUESTIONS – CBS 2015: Guidance Crossing Borders:

Is there some commonly agreed definition or scope of career guidance and counselling in your country? Is it a domain of some specific sector, or can it be described as "cross-sector" concept? Which disciplines are closely connected with career guidance (which serves as sources for its development, etc.)?

European resolutions on career guidance (OECD, 2004, 2008) are common based definition for career guidance in Slovenia. Career orientation and counselling are part of lifelong learning and consists services that help people successfully manage their career development. Although this aspect of human development occurs on its own as we mature, everyone can benefit from assistance navigating through this process. Guidance services in Slovenia differ from sectors and institution and cross-sector approach is in value as an adopted scheme. Disciplines closely connected with career guidance are pedagogy, psychology,

economy, sociology, social work and adult education.

How does cooperation between education and employment sector regarding career guidance and counselling look like in your country? Are there some other sectors also participating in this cooperation? Please, provide some examples (policy documents, memoranda of cooperation, cooperation between institutions, etc.).

Guidance framework in Slovenia on the crossroad between education and employment is set up within national documents as are: The White Paper on Education, 2011, Labour Market Regulation Act, 2010, Programme's direction for counselling service in elementary school and Counselling service in secondary schools (see references).

Cooperation between education and employment sector in career guidance and counselling are based on common guidance approach and on support from employment sector in guidance tools. Guidance practitioners from both sides regularly cooperate for the benefit of youngsters but guidance practitioners in schools are somehow limited in their guidance work as they have also other social, discipline, behavioural etc. issues to deal with within their guidance tasks.

In which way do policy makers, academicians, institutions and practitioners providing guidance and counselling services

cooperate (on national/ regional/ local level)? What forms of cooperation exist between guidance practitioners and other stakeholders to improve services (e. g. to be more "client friendly")? Is cooperation a must or is it voluntary? Which aspects support sharing of knowledge and experience? Please, provide some examples.

In 2008 Ministry for education, science and sport has appointed Professional Group for Lifelong Career Orientation in place of Guidance forum with an aim to coordinate cross-sector approach in career guidance development. Institutions and guidance practitioners were included in a guidance network along with some private guidance providers and Association for career guidance Slovenia. The network is functioning mainly on national level but also regional and local guidance initiatives are joined and sometime provide good guidance example which is later on supported on national level. Cooperation between guidance practitioners and other stakeholders to improve services exists in various modes. Published theoretical researches with contemporary theories and verification in guidance practice are important sources on university level, suggestions or proposals for more useful and friendly guidance services on vertical and horizontal lines of cooperation are also important on practical level. Cooperation could be defined by agreement or regulation (for example: pupils go to visit career centre at the end of elementary school with school guidance worker where they follow structured presentations of career counsellor and if needed execute guidance test). Sharing of knowledge and experience is done by

guidance conferences, exchanges of good practices on national and international level and between different sectors.

Please, provide some examples of international cooperation in this field - projects that had/have been implemented and services that existed/exist in the field of career guidance and counselling that are crossing borders of your country (please, describe examples other than CBS).

Most important examples are Academia exchange programme for European guidance practitioners and different study visit focused on specific areas of guidance in the frame of Euroguidance network and other mobility networks as well as international guidance conferences (for example Voice of users in guidance, 2008, Ljubljana) where different examples in guidance and researches were presented.

In the frame of different study visits within Lifelong career orientation department at Employment Service of Slovenia many guidance resources found out in other European countries were adopted for use in Slovenia on the portal "Knit your own career".

Are there any documents in your country describing borders between clients and practitioners (ethical norms, norms describing processes of evaluation from clients, etc.)?

An ethical norms in career guidance in Slovenia has adopted by IAEVG Ethical Standards, in 2012 also Code of Ethical Principals in the frame of ESS was adopted. Ethical codex of psychologist, main



professional group in career orientation in Slovenia, is also noticed. Borders between clients and practitioners are well established, end users are welcome to send their feed-back on guidance service all the time. Process of evaluation borders between clients and practitioners is mainly based on yearly questionnaire for users where we could identify possible gaps and lacks in providing guidance service and also clients satisfaction with the service.

Which ICT tools and how are used to cross borders in guidance? Please, present examples of your country.

ICT based tools and resources today are widely use in all fields, different e-servicers were joint for example in ESS in e-service offer. Career orientation which is by definition set up in crossing borders where we could find good practices and quality guidance projects. One of the main web tool called eSvetovanje (eCounselling) was set up in 2008 in the frame of ESS and present condensed vocational/career orientation principles and practice in guidance development. Also web registers on education, training and employment in Europe are in use, so far it was well used portal PLOTEUS which is going to rise up as Learning opportunities and Qualifications in Europe portal. Web portal My choice (Moja izbira) present complete information for secondary education where also student mobility exchanges are registered. Also proposal for selected subject on career orientation in elementary school was created cross sectors as well as was a case with Open doors of Slovenia economy for youngsters in autumn 2014.

What are in your opinion the main obstacles of better cooperation in the field of career guidance and counselling in your country? What factors contribute to success of cooperation?

Main obstacles of better cooperation in the field of career guidance and counselling in Slovenia are in separateness in different sectors and ministries, university and practical application of guidance theories etc. where singular entities prefer their own agendas along with some dogmatic approach in particular sector (as in adult education) where some experts can't accept development on the field of career guidance and fight against concept as it is for example lifelong orientation. On the other side we have good examples of cross sectoral cooperation within web portal My Choice and in the work of Professional Group for Lifelong Career Orientation. In 2015 the group has prepared review on "Policy making on the field of career's leading with recommendations" (e-book, see ref.) where on the base of analysis of current situation propose further steps in career guidance development.

How can CBS experience help to improve possibilities for better cooperation and crossing borders in your country?

CBS are important guidance cross-road in (central) Europe where theory and practice of guidance are reflected for estimation in broader context and where guidance practitioners present and gain up to date concepts and practical approaches for

dealing with clients in guidance. Additional value of the seminar is in personal connections when counsellors are jointly working together and thus conditions for further cooperation in different guidance projects are encouraged.

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WORKSHOP "If I want things to be different, I must change something: Counselling workshop for the (long-term) unemployed. Conceptual framework, design and effects."

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ABSTRACT

The prevailing approach in the field of career and employment counselling in Slovenia seems to be the social efficiency approach, which is, however, too unilateral. The workshop *Differently* addresses the participants mainly through approaches of personal development (including constructivism) and social reconstructivism. It is based on contemporary scientific and expert findings: recent theories of motivation (Pink 2011), integrating one's creativity into the process of career counselling (Amundson 2009), time perspectives (Zimbardo and Boyd 2009), creation of one's life (McTaggart 2004, Braden 2010, Gütlinger 2011), meaning of emotions (Amundson 2009, Wilks 2009, Ruppert 2010). The participants are pleased to attend the workshop and the presenters (counsellors) like conducting it. The participants strengthen their connection with themselves and transform some of their views, experiences, beliefs and activities.

Keywords: lifelong career guidance, goals, identifying steps towards goals, time perspectives, creativity, visualisation, drawing, life purpose, changing beliefs, socio-cultural reality, creation.

PROJECT LIFELONG GUIDANCE FOR JOBSEEKERS

The workshop was created within the project *Lifelong Guidance for Jobseekers and Inactive* at the Employment Service of Slovenia. The project is co-funded by the

European Social Fund.

The aim of the project was to develop newer approaches, new and innovative tools in the field. Web page with toolbox is titled »Spleti svojo kariero« (»Knit your Career«): <http://spletisvojojokariero.si/orodjarna>. We have made a Competence profile for job searching; we detected seven competences: development of professional identity, managing emotions, flexibility, proactivity, responsibility, orientation and self-promotion and created short workshops for developing those competencies. We have written 10 booklets, titled *You create your career, it doesn't just happen, How to choose and plan a career, What do I wish for and what am I good at, How to find a job etc.* We have translated Time Perspectives Inventory (Zimbardo and Boyd) and wrote a handbook. We have translated and adapted Job Search Aptitude Inventory (John Liptak), some questionnaires and scales from Norman E. Amundson. And more. A lot of developed tools are already in use. Career counsellors from different areas are introducing them into their work with different populations.

1 WORKSHOP PRESENTATION

The title of the workshop was taken from the book *Easy: Mit Leichtigkeit das Abenteuer Leben Gestalten* (with the permission of the author, Eva Gütlinger). The short title of the workshop is *Differently*.

1.1 Workshop basics

The workshop is conceived as a counselling workshop. It employs a combination of four main approaches:

- techniques of self-reflection,
- various exercises, methods and techniques of exploring oneself, transcending oneself and practising certain skills,
- career/employment counselling,
- personal counselling.

The main problem of clients and counsellors is often the inability to solve the problem of the client or the inability of the client to become aware of certain psychic contents that have been preventing them from taking a step forward. This is true for counselling taking place at the employment service as well. Employment counsellors, career counsellors and rehabilitation counsellors do their best to help clients overcome their obstacles, limiting beliefs etc. However, the standard approach, i.e. talking to clients, giving them advice, testing them and attempting to motivate them, turns out to be, although well-intentioned, inadequate in certain cases.

This is especially true for the long-term unemployed.

When necessary, it is possible to approach clients in a different, supplementary way. There are certain approaches, methods and techniques, which can be used to encourage clients to strengthen their connection with themselves. This helps them with their decision making and problem solving.

The emphasis is on the client improving the connection with their personal power and doing so by themselves, whereas the counsellor acts merely as an initiator of the process. This enables the clients to search within themselves and find the answers that are right for them.

This workshop is intended to provide to the

participants additional assistance in shifting from their status quo situation (long-term unemployment) to resolving the situation. The workshop is not intended to teach participants employment-seeking skills, explain how the labour market works, etc.; there are other workshops and measures to meet these purposes.

The workshop is primarily intended for the long-term unemployed, but it is suitable for other groups of clients as well.

The decision to attend the workshop is voluntary. Additionally, each person attending the workshop gets to decide voluntarily which exercises and techniques they wish to participate in and which they do not. Likewise, each counsellor is free to decide whether they want to carry out the workshop.

Procedure and duration of the workshop:

- written invitation to attend the presentation of the workshop,
- presentation of the workshop to potential participants,
- five 2-hour (approximately) sessions, once or twice per week.

2 THEORETICAL AND EXPERIENTIAL BASES

2.1 Four approaches to career guidance and/or employment counselling

There are four approaches (conceptual frameworks) in the field of career and employment guidance. »The first approach is the social efficiency approach: matching, supply and demand in the labour market,

societal needs, realism, work placement, competence approaches. The second approach is the developmentalist approach: self-fulfilment of the individual, choice of the individual, constructivist approaches, narrative approaches. The third conceptual framework is the social reconstructionist approach: decoding the social, critical and reflective practice, structural approaches. And the fourth approach is the academic approach: status-oriented, expert models, research-based approaches« (Sultana 2012). The logic of the social efficiency movement is well known as we all use it predominantly, at least on a declarative level (practice inevitably tends to be closer to real life). However, the scope of the insight, approach and methods of this movement may be estimated as limited - mainly because its conceptual framework is, in contrast to the complexity of life, highly reductionist. Each of these approaches emphasises one aspect of reality of the career and employment field. They only form a totality when combined. The best approach to career and employment counselling appears to be one that takes into account, to some degree, the views of all four conceptual frameworks. This workshop is conceived as a supplementary approach to the established majority approach of social efficiency. It takes from each of the other three movements: a small part from the academic approach, some more from the social reconstructionist approach, and the most from the developmentalist approach and constructivism.

2.2 Theory of motivation for the present times

The world of people is changing. The paradigm is changing and so are our views of the world and ourselves. We are changing as well. Old ways of functioning lose their power as new ways emerge.

It is becoming increasingly clear that the old ways of motivating people and the old beliefs about motivation have become, to some extent, obsolete. The “carrot and stick” approach to motivation has not been as effective lately as it was before. The researchers of human motivation have been discovering that reward (financial reward, assuming the individual in question makes enough money to lead a normal life) and punishment/discomfort, caused by external sources, are no longer the leading factors that motivate people for action (Pink 2011, Miller and Rollnick 2002).

2.2.1 What truly motivates us

The following three factors motivate human activity to the greatest extent:

- autonomy: people are the most motivated for their work when they have been given a sufficient amount of autonomy in choosing what they want to do as well as when and how they want to do it,
- mastery: people like to train, becoming increasingly better at what they do,
- purpose: people are motivated when their work is in line with their life purpose, i.e. when they have found a larger meaning in what they do, a sense of working towards a higher goal (Pink 2011).

2.3 Career/employment counselling and personal counselling

Career counselling cannot be separated from personal counselling.

»Imbimbo (1994)²⁹ suggested that career counselling and personal counselling have always been viewed as two distinct fields of practice. The problem with this view is that it often ignores the long tradition in the field of career development of recognizing the importance of personality factors in choosing and succeeding in a career. He believed that "in both the personality and career development theories, the counsellor is required to be able to move back and forth between the active and directive role of the career counsellor and the facilitative and exploratory role of the personal counsellor"« (Liptak 2005, 174).

It is an unfounded simplification to believe that career/employment counselling and personal counselling are mutually exclusive and independent from one another or that individuals can separate their personal matters from what is happening in their professional lives.

2.4 Creation, creating one's life

Until recently, the scientific view of the world we live in maintained that the world was an unresponsive system, not influenced whatsoever by humans. This is the view of the observer and it is diametrically opposed to the more recent scientific view, the view of the participant (Braden 2010).

The model of the universe, as outlined recently by researchers, is »a model of the

universe that is, to some degree, under our control. Our wishes and intentions create our reality« (McTaggart 2004, 208). Gregg Braden calls this »a vast quantum field«. *The Divine Matrix*: »The implication of both the ancient texts and quantum theory is that in the unseen worlds we create the blueprint for the relationships, careers, successes, and failures of the visible world. From this perspective, the Divine Matrix works like a great cosmic screen that allows us to see the non-physical energy of our emotions and beliefs (our anger, hate, and rage, as well as our love, compassion, and understanding) projected in the physical medium of life« (Braden 2010, 14).

We create the blueprint for »careers, successes, and failures«. The cosmos responds to human actions, deeds, thoughts, feelings, emotions, the conscious and the unconscious, the rational and the irrational. This is true for non-limiting thoughts, emotions, conscious and unconscious, as well as limiting thoughts, emotions, conscious and unconscious.

2.5 The sociocultural system and the individual; external and internal factors affecting decisions of the individuals

The prime finding in anthropology is that people live primarily in the so-called cultural reality. This implies that we view ourselves and the world through a lens of what is perceived as right and true in our culture and society. What we know, see, feel and discover is predominantly what the culture we were born in allows us to see - more or less. We live, act and perceive in a way that is prescribed by the culture we were born in - more or less.

29 Imbimbo, P. V. (1994). Integrating personal and career counselling. A challenge for counselors. *Journal of Employment Counseling*, 31, 50-59.

The sociocultural system, however it is, is not even remotely the best one possible, nor is it fair to everybody. It forces us to do many things that are not beneficial for us, things we do not want to do. More and more people are awakening to this realisation and to the fact that the sociocultural system is not a »God-given« fact, therefore it is subject to change.

The sociocultural system with all its subsystems (political, religious, monetary, economic, healthcare, etc.) is restricting the personal power of the individual. It does so predominantly through perpetual generation of fear. Fear is the foundation for everything we label as negative, and negativity creates more negativity. But it does not have to be this way.

The capitalist system we currently live in is designed in such a way that at no given moment is the entire working-age population employed. There can never be a situation where all the people who are capable of working are employed. This is one of the ways of maintaining a high level of uncertainty and fear within society.

The main reason for this situation of unemployment, both on the level of society/system and on the level of the individual, is associated with the personal power of the individual. The system has been suppressing or attempting to suppress the power of the individual because that is beneficial for a certain segment of society. On the other hand, the same system has been imposing on us a feeling of substantial individual guilt, implying we are entirely responsible for our life situations.

This is both true and not true. It is not true because we have handed over our power

to the system and therefore it is not in our hands anymore. And it is true because the power that has been handed over to someone or something external is actually our power and can be taken back any time.

However, saying that each and every one of us possesses personal power to create their own life is not meant to imply, to exaggerate a bit, that all of us have the capability (or desire) to start their own business. What it does mean is that we are capable of, to an extent, co-creating a job or employment for ourselves using »the energy we radiate into the world«.

All of us, including a majority of the politicians, are somewhat lost and greatly confused due to the complexity of this intricate double game that is playing out between the socio-cultural system and ourselves.

2.6 Decision-making strategies

There are two kinds of approaches to decision-making and problem-solving strategies:

- a) cognitive decision-making methods, such as pros and cons,
- b) intuitive decision-making (Amundson 2009).

It is becoming increasingly clear that the decision-making process involves both the irrational and the rational level and that it is always an integrated process. People never make decisions solely on a rational basis (as some of the older theories have argued). Making a decision inevitably encompasses a part of the irrational, such as intuition, feelings etc., wherein each individual can have their own view of what a rational and appropriate decision is. »Having a good

feeling about one's decision may be the key factor in the decision-making process« (Amundson 2009, 235).

2.7 Exploring oneself and problem solving through the creative process

Techniques and methods of projection are very welcome for the purpose of personal development and working with clients. The main reason why they are so useful is that people are often simply not aware of many things about themselves and their relationship with themselves, the world and other people.

Communication with oneself and problem solving may happen on a half-unconscious level, with the creative process acting as a powerful driving force. Creative energy that is released in this process usually serves as a beneficial source for solving problems in counselling (directly or indirectly). Some examples of creative processes:

- drawing,
- writing poetry,
- story writing and storytelling,
- use of metaphors,
- use of the body (Amundson 2009).

2.7.1 Drawing

Drawing is a very powerful and useful creative technique of self-projection. »A picture is worth a thousand words.« Drawing gives us an opportunity to express contents that may be hard to express verbally. When we are drawing, our connection with ourselves (including the unconscious parts of ourselves) is stronger than when we are (merely) talking.

2.8 Asking questions and discussing

Humans are beings of relations, hence we need dialogue-oriented communication. »Our brain functions in such a way that when it is faced with a question, it automatically begins an active search for the answer« (Gütlinger 2011).

2.9 Emotions

Emotions are part and parcel of the human being. They are not of any lesser importance than reason.

»Recent studies, including ones in the fields of biology and physiology, stress the importance of cooperation and interaction of reason and emotion. As Daniel Goleman states in Emotional Intelligence: "The old paradigm held an ideal of reason freed of the pull of emotion. The new paradigm urges us to harmonize head and heart"« (Wilks 2009). Emotions are necessary; they carry out certain functions, hence they should be taken into account in counselling. Emotional aspect is a very important factor in decision-making processes as well - much more important than we were willing to admit until recently. Decision-making models based exclusively on reason are in decline as they do not reflect the reality of everything we are. Feelings, emotions and intuition play a very important (although still somewhat mysterious) role in our lives.

2.9.1 Emotions and employment

»Career/employment counselling theorists - as well as practitioners, to some extent - often leave out the emotional part of decision making from their generalizations, which is a colossal reductionist mistake« (Ruppert

2010b). »In the counselling process, it is very important to take into account the fact that there is an intense correspondence between emotions and cognition. Counsellors should employ so-called cognitive empathy in relation with the client. In all probability, cognitive empathy could be considered the key competence of counsellors« (Ruppert 2010c).

2.9.2 Emotions and motivation, addressing emotions

Emotions are also the essential, constitutive part of motivation. As a matter of fact, it is difficult to draw a clear dividing line between emotions and motivation. Emotions and/or motivation are important factors that either drive or repress our behaviour. All of us make decisions primarily based on our emotions, both pleasant (joy, agreeable excitement, anticipation, delight, optimism) and unpleasant (fear, uncertainty, negative experience, lack of trust).

Emotions carry messages. Once the individual becomes fully aware of the emotion they are experiencing at the moment and why they are experiencing it, it becomes easier for them to accept it (assisted by a supporting environment). Once they accept the emotion (and the message it carries), its intensity is instantly decreased by half or more. As a consequence, their view of the current situation become clearer and decision making easier, especially in case of intense, so-called negative emotions.

Addressing the individual's emotions and asking them questions about their emotional life gives us an opportunity to recognize them as a whole person, while helping them work with their emotions as well.

There are two key questions the counsellor can ask the client:

- What emotions are you experiencing at the moment or what emotions were you experiencing?
- Why do you think you have been experiencing these emotions? What message do you think they carry?

2.10 Imagination, guided visualisation

Imagination is a truly effective technique that can have a noticeable effect on individuals' lives and circumstances. This has been long known in psychology as well.

Drawing contents from one's life, telling stories, etc. are, in a way, forms of imagination as well.

2.11 Life purpose, mission

Each of us is unique and has their own, unique life purpose. Life purpose/mission is the most basic drive in our lives. When we are using this motivation as the base upon which we build our lives, we feel fulfilled and useful.

One's professional purpose is a substantial (if not the most important) part of their life purpose.

It seems safe to say that a large number of people are not aware of their life purpose.

»Most people lack ... primary purpose of life, a mission. They have an occupation, a job - work they have to do - and they have their private lives, where they try to fulfil their values by doing what they really desire« (Schwarz and Schweppe 2005, 41).

A great number of people choose their occupation or career based on fears, especially their fear for survival, instead of

basing their decisions on their life purpose. Therefore, the choices they make in their lives do not bring them satisfaction, joy or happiness. They base their decisions on pain instead of joy. They create their lives from a place of pain rather than from a place of joy.

2.12 Time orientation

We live our lives with different time orientations on the past-present-future continuum.

Zimbardo and Boyd (2009) identified five time perspectives:

- past
 - o past-negative
 - o past-positive
- present
 - o present-hedonism
 - o present-fatalism
- future.

The time-perspective profile of the individual influences their way of life and its quality.

2.12.1 Optimal time-perspective profile

- past-positive: high
- future: moderately high
- present-hedonism: moderately high
- past-negative: low
- present-fatalism: low (Zimbardo and Boyd, 2009).

2.12.2 Individuals, »stuck« in the past and present

A part of the population is stuck in one of the following:

- negative past,

- overly hedonistic present,
- fatalistic present.

When people adopt either of these time perspectives, they are generally not sufficiently future-oriented. These people do not possess cognitive schemas telling them they need to do something in order to achieve their goals. An appropriate future orientation encompasses, among other things, orientation towards effort and work.

2.12.3 How to approach individuals stuck in negative past, overly hedonistic present or fatalistic present

There are several ways, methods or interventions that can be used to correct, to an extent, the above fixations. Most of them require an effort on the part of the individual who has decided to change their time-perspective profile and improve their way of life. Some changes can be achieved with the help of a (psycho)therapist.

However, we counsellors can be of some assistance, too. We can help the unemployed people by teaching them how to set goals and identify the steps needed to reach them. Zimbardo and Boyd (2009) performed an experiment with pupils who scored really low on the future perspective (due to the above fixations, among other factors). They trained them in setting goals and identifying the steps needed to achieve them. They began with setting goals for the current day, then proceeded to setting goals for the following day, week and month.

The results were encouraging: after a week of this practice, the pupils had become noticeably future-oriented. They had learned that they needed to do something

in order to achieve what they wanted. They had also learned to focus on each single step towards their goal.

3 STRUCTURE AND CONTENTS OF THE WORKSHOP

a) Presentation of the workshop to potential participants.

b) First session:

- Reception of participants,
- Resolving one's (current) antagonistic motivation - calming through PEAT technique (Slavinski 2009),
- Writing/drawing the individual's book of life (Amundson 2009),
- Introduction of the presenter,
- Introduction of the participants, telling the stories of their lives - oral presentation of their books of life,
- Summary of the presentations.

c) Second session:

- Discussing experiences from the previous session and the time between sessions,
- External and internal factors affecting us and our lives,
- External factors affecting us and our lives,
- Internal factors affecting us and our lives,
- Practising setting goals and identifying the steps needed to achieve them (for the current day) (Zimbardo and Boyd 2009),
- Imagination/visualisation,
- Guided visualisation - changing inner images (problem solving) (Gütlinger 2011).

d) Third session:

- Discussing experiences from the previous session and the time between sessions,
- Time orientation,
- Every step towards the goal counts,
- Creating one's own reality: the power of our beliefs and emotions (McTaggart 2004, Braden 2010, Gütlinger 2011),
- Becoming aware of one's beliefs about the world,
- Becoming aware of one's beliefs about oneself,
- Becoming aware of one's beliefs about employment,
- Seven steps to achieving goals (McGraw 2002),
- Practising setting goals and identifying the steps needed to achieve them (for a one-week period) (Zimbardo and Boyd 2009),
- Guided visualisation - changing inner images (problem solving) (Gütlinger 2011).

e) Fourth session:

- Discussing experiences from the previous session and the time between sessions,
- Creating positive/less limiting beliefs about the world,
- Creating positive/less limiting beliefs about oneself,
- Creating positive/less limiting beliefs about employment,
- Drawing one's life purpose or mission,
- Practising setting goals and identifying the steps needed to achieve them (for a one-month period) (Zimbardo and Boyd 2009),
- Guided visualisation - changing inner images (problem solving) (Gütlinger 2011).

f) Fifth session:

- Discussing the experiences from the previous session and the time between sessions,
- Drawing one's professional purpose,
- Vigorous action,
- Practising setting goals and identifying the steps needed to achieve them (for a one-year period) (Zimbardo and Boyd 2009),
- Guided visualisation - changing inner images (problem solving) (Gütlinger 2011),
- »The miracle question« regarding employment,
- Workshop closure.

4 ANALYSIS OF THE FIRST WORKSHOPS

About 40 counsellors were trained to carry out the workshop so far. Approximately 15 workshops are carried out per year. The analysis included 71 participants and 9 presenters of the workshops that had taken place in the second half of 2012. Feedback from the participants was obtained mostly in essay format. Feedback from the presenters was obtained in essay format and through discussion at a meeting after the first workshops.

4.1 Structure of participants

Half of the participants were between 30 and 39 years old. There were also younger as well as older participants, including those over 50 years of age. There were no participants from the age group under 20 years as there are virtually no long-term unemployed people in this age group (due to attending

secondary and higher education).

Participants of all levels of education attended the workshop. Just under half of the participants had completed general or technical upper secondary education.

A majority of the participants were long-term unemployed people (LUP). About 23 % of the participants were not LUP (duration of registered unemployment: up to 1 year). Most of the participants were LUP, registered as unemployed between 1 and 4 years (67 %). There were also LUP who had been registered as unemployed for more than 4 years (about 10 %).

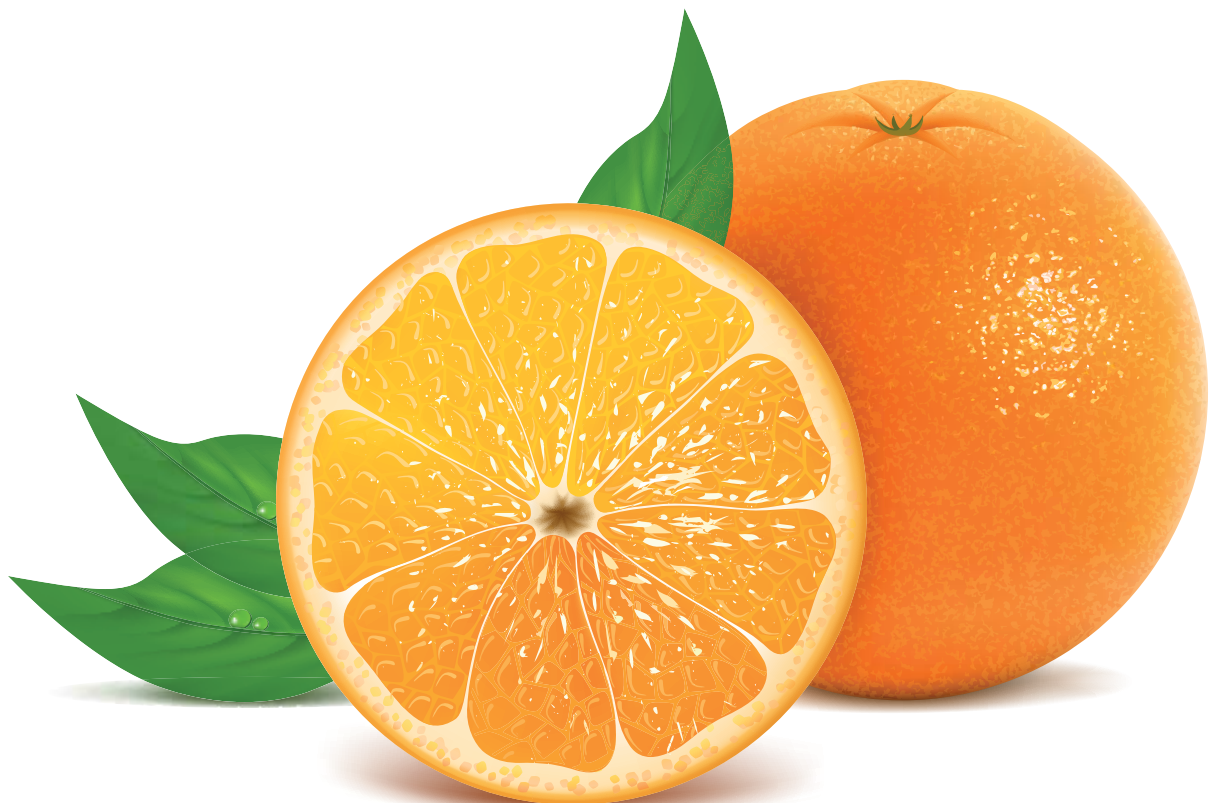
Based on feedback obtained from both the presenters and the participants, it is possible to conclude that the workshop "Differently" is appropriate for both LUP and UP, regardless of their duration of registered unemployment.

4.2 Participants' experiences and opinions about the workshop - summary

58 out of 71 participants expressed their experiences and opinions about the workshop. They can be summed up as follows:

- the workshop was very well received:
 - o a large majority of the participants expressed a positive opinion about the workshop
 - o »All of us, including the presenter, have been touched by the workshop. Throughout the workshop, we kept talking about life - how to evaluate it, give it meaning - and about ourselves - what we are doing right, what we can do better, and what unused potentials we have. Who am I? Where am I? Why am I?«

- the workshop was perceived as necessary:
 - o »We need this«
 - o »The workshop is beneficial«
 - o »I was touched by the easy-going, playful approach and the use of processes that are deemed inappropriate for adults in our society«
 - o »Something new, different, entirely new contents that encourage thinking«
- participants especially appreciated the laid-back approach to conducting the workshop:
 - o it encouraged them to be more open to the contents and exercises
 - o they liked the fact that the workshop was »casual « and »non-restrictive«
 - o they were attending the sessions
 - o gladly, with positive anticipation
 - o they were feeling well
- participants were largely satisfied with the concept and contents of the workshop as well as the exercises, methods and techniques that were used:
 - o they easily accepted them and found them effective
 - o they did not experience difficulties with any of the contents, techniques or exercises
 - o they found the contents, exercises and methods interesting, beneficial and effective
- participants pointed out specifically that the workshop provided them an opportunity to talk about themselves, express their opinions, and talk to each other and the presenter:
 - o »socialising« is a very important



- o positive aspect of the workshop
- o »Realising that you are not alone in the situation of unemployment«
- o »Meeting interesting people«
- o »Exchanging opinions, experiences, information«
- participants became aware of, or started to become aware of certain »new things«:
 - o regarding themselves as well as society at large
 - o the contents opened »horizons and perspectives that were invisible or closed until now«
 - »I have become aware of new things«
 - »I have never thought about myself this way before«
- participants were, in a way, »awakened«. They started experiencing shifts and making shifts happen:
 - o shifts in their experiencing, opinions, attitudes towards their current situation of unemployment
 - o on the individual level, participants report:
 - attaining better knowledge of self
 - becoming aware of certain things about themselves
 - identifying what they should about themselves
 - o participants made a »step forward«
 - o participants began becoming aware of their personal obstacles preventing them from getting employment, and learning how to overcome them:
 - they experienced increased energy levels
 - they became more creative
 - they became more responsible
 - they became more proactive

- they became more reflective and planning-oriented
- all of the presenters were perceived as excellent:
 - o they were highly professional
 - o they maintained »a relationship of equality« with the participants, thereby giving them additional support in making changes

4.3 Presenters' experiences and opinions about the workshop - summary

Experiences and opinions of the presenters can be summed up as follows:

- they agree with participation being voluntary:
 - o »There is no constraint, yet everybody participates«
 - o »Participants were motivated and participated very well«
 - o »All participants were pleased to attend sessions«
- the workshop was well-received by the participants:
 - o »The presentation of the workshop was well-received«
 - o »Participants welcomed the workshop«
 - o participants did not experience difficulties with any of the contents, techniques or methods
 - o the workshop is generally suitable for participants of all levels of education and all ages
- groups of participants functioned well:
 - o »Participants did not experience difficulties with sharing their opinions«
 - o »Some new questions and dilemmas

- arose within the group setting; they were tackled together and insight was reached«
- o »People within the groups would develop connections, exchange experiences and encourage each other«
- the workshop is necessary:
 - o »I believe this workshop is highly appropriate for working with unemployed people, especially considering the current labour market situation, which produces a great deal of uncertainty and distress and increases people's need for great support in their situation of unemployment«
 - o »In my opinion, the workshop Differently is a positive reaction to the increasingly serious situation of the long-term unemployed people, considering that we are not equipped with appropriate programmes and tools to help them at the employment service«
 - o »The labour market has changed drastically in the recent years and so has the concept of career, which now demands constant personal development. For many people, the workshop Differently is a first serious step in this direction«
- participants attained better knowledge of self, made certain shifts happen, and changed some of their beliefs and opinions:
 - o »Participants allowed themselves to discover who they really were and to identify their desires, talents and obstacles«
 - o »They have come to realise that they

can transform their thoughts and actions despite the uncertainty of the situation and the indisputable obstacles they are faced with. By the end of the workshop, they have adopted an optimistic outlook«

- o »They have become aware of their life purpose and professional purpose surprisingly fast and successfully«
- o »Some of the participants have realised how they had simply resigned, forgotten about their desires and given up planning their lives«
- o »Participants have been activated and motivated for planning their career development«

4.4 Effects of the workshop

Over the course of the workshop, most of the participants have become active in regard to resolving their situation of unemployment. Furthermore, a substantial number of participants manifested this energy of activation/motivation through concrete actions.

It should be emphasized that a large majority of these participants made concrete decisions either during the course of the workshop or after having completed it, but not later than in the first or second month after the workshop.

Just over 15 % of the participants got employed (either regularly or through the public works programme). Just fewer than 17 % of the participants enrolled in various active employment policy measures (other than the public works programme). Just fewer than 17 % of the participants applied to enrol in active employment policy measures (with the procedure yet to be completed). 26

% of the participants are now really actively seeking employment. Just over 8 % of the participants decided to enrol in an education programme or to complete their unfinished education. Just fewer than 6 % decided to enrol in a course. Just fewer than 6 % were entered in the register to carry out personal supplementary work.

Judging by the outcomes, the workshop Differently can be considered successful. It has been delivering great results in terms of encouraging long-term unemployed people to resolve their situation of unemployment. Granted, not all the above actions of the participants can be attributed exclusively to the workshop. There are plenty of factors that affect the decisions and actions of an individual (such as gender, age, life experience, education, beliefs, emotions, expectations, environment, including the political and economical context, family situation, etc.). It is difficult to distinguish which factor or complex of factors has affected a certain decision of the individual. However, bearing in mind that the participants of the workshop carried out the actions stated above shortly after having participated in the workshop and that most of the participants were long-term unemployed people who had not made a decision or a step forward (or had not been able to do so) for quite some time before attending the workshop, it seems fair to conclude that the workshop contributed largely to their activity.

Lidija Batič, a counsellor at the Mozirje Labour Office, has carried out 7 workshops so far (between the years 2012 and 2015). Over 50 % of the participants got employed during the course of the workshop or after having completed the workshop.

4.5 Conclusion

Here is a summary of the conclusions after the first workshops:

- the workshop is suitable for (long-term) unemployed people, regardless of their gender, age, level of education, or duration of registered unemployment,
- the workshop was well-received by the participants and the presenters,
- both the participants and the presenters perceive the workshop as necessary and desired,
- although the decision to attend the workshop is voluntary (or precisely because of that), a high percentage of people invited to the presentation decide to attend it and a large majority end up completing it,
- the participants are pleased to attend the workshop,
- they approve of the workshop being voluntary, without constraint,
- they are pleased to be able to talk about themselves and their situation and exchange opinions, experiences and information,
- they are pleased with the presenters treating them as their equals,
- they find the contents, exercises and methods used in the workshop appropriate,
- moreover, they find them necessary and effective,
- the workshop is, to a relatively large extent, highly effective,
- a majority of the participants become active in one way or another during the course of the workshop or after having completed it,
- a high percentage of people attending the workshop experience

- certain changes or shift, beneficial to resolving their situation of (long-term) unemployment,
- they actually manifest these shifts in their lives.

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REFLECTIONS FROM COOPERATION IN ORGANISING THE CROSS BORDER SEMINAR 2015

Euroguidance centres from Austria, Czech Republic and Slovakia decided to prepare special part for this compendium dedicated to our cooperation in organising the Cross Border Seminar 2015.

Reflections from cooperation in this seminar are summarized in form of replies to questions posted to all three Euroguidance centres about our cooperation. Replies were provided by Karin Hirschmüller and Melanie Wetzler from Euroguidance centre Austria; Kateřina Hašková and Alice Müllerová from Euroguidance centre Czech Republic; and Lenka Martinkovičová and Štefan Grajcár from Euroguidance centre Slovakia.

With the idea to inspire others to cooperate in realising different tasks we answered following questions:

Cooperating with other organizations sometimes means higher workload. Why should anyone consider crossing these borders and reach out to other partners and work together?

EUROGUIDANCE AUSTRIA (AT): *There are many reasons for cooperating with other partners. More partners mean more ideas. During our meetings the creative potential of 3 organisations came together and led into a firework of ideas! This was extremely inspiring! Also dividing the task between the partners allowed every country to focus on their core competences. Working together closely also gave us insight in each other's working styles and we learned a lot from each other. Last but not least: the financial load was divided by three organisations, this gave us a bit more freedom in implementing our ideas. All these aspects make cooperation so fruitful.*

EUROGUIDANCE CZECH REPUBLIC (CZ):

While working in Euroguidance, we were used to cooperate with colleagues from other organizations and from different areas at various events. It is natural way of learning from the experiences of others, to see and to understand their perspectives. Specifically, in the case of CBS cooperation, we could see how others are working and learnt from that.

EUROGUIDANCE SLOVAKIA (SK):

Cooperation sometimes really might mean higher workload, but it is worth it! If we cooperate with different partners (although we were all from Euroguidance centres – we have different teams and we work at different organizations) we can come to solutions that were negotiated, brainstormed, etc. from more points of view and therefore are even better. It is like folding some picture (as a puzzle), but at the beginning you don't know how it should look like, because many different views exist, you just want it to be as good as possible – so it might be more difficult at the beginning, but after dialogues it comes clearer and clearer and then more (different) hands are helping with the final more comprehensive picture. And everyone is good at something else, so it is about shared responsibilities and this way we can help each other better...

What did you learn from this cooperation?

EUROGUIDANCE AT: *Cooperation is fun! It increases resources and helps you realize your ideas!*

EUROGUIDANCE CZ: *That organization and management is needed and worthy, while organizing such a big international event.*

EUROGUIDANCE SK: *What is really important is that cooperation provides space for learning from our differences. For us it was inspiration and it has equipped us with deeper willingness to support cooperation also on national level. We believe that cooperation is the only way to fulfil gaps inside the system, because it connects different organizations and people and supports finding joint vision.*

If in the beginning I had known that...

EUROGUIDANCE AT: *... cooperating with other Euroguidance centres is so inspiring, we would have started earlier!*

EUROGUIDANCE CZ: *... cooperation will be so beneficial we would be proud of our success already during preparation phase :-).*

EUROGUIDANCE SK: *... we can cooperate almost in this smoothly way as we did, we would have cooperate with more Euroguidance centres even before!*

What turned out to work even better than anticipated?

EUROGUIDANCE AT: *Many participants of previous years' seminars suggested expanding the duration of the seminar. We wanted to response to this idea, but: Would a crucial amount of guidance counsellors really have enough time to attend a 3 day seminar? We found a practicable solution: the core part of the Cross Border Seminar took place in Retz and lasted 2 days. Participants could decide whether to additionally take part in the one-day-field trip to Brno. We were happy to see*

that 2/3 of the participants registered also for the field trip. It turned out this combination was the perfect fit!

EUROGUIDANCE CZ: *In our point of view, the networking (supported by Lucie Čížková's metawalk) went even better than we expected. However, it may be more connected with the open-minded group of participants than with the organization itself. :-)*

EUROGUIDANCE SK: *Our communication and whole seminar including special field trip :-)!*

What kind of message would you pass on to those who would organise CBS (or other events) in this collaborative way?

EUROGUIDANCE AT: *Find colleagues whose ideas you like! This will be a strong foundation for your partnership!*

Start your preparations with a face to face kick-off meeting. Later communication can easily be done via Skype but basic ideas for your seminar are best to be discussed when you actually meet each other. In the beginning also agree on basic rules of cooperation such as: Which country takes the lead? (this should be the one where the seminar will take place). Who is in charge of which responsibilities? How will you handle the tasks that come up during the process? Agree on deadlines and on how to split the costs. As every Euroguidance Centre has a different organisational structure it is also important to clarify what is possible for which centre.

A small but significant detail: transparency in decision-making is very important (especially if decisions have financial implications). On

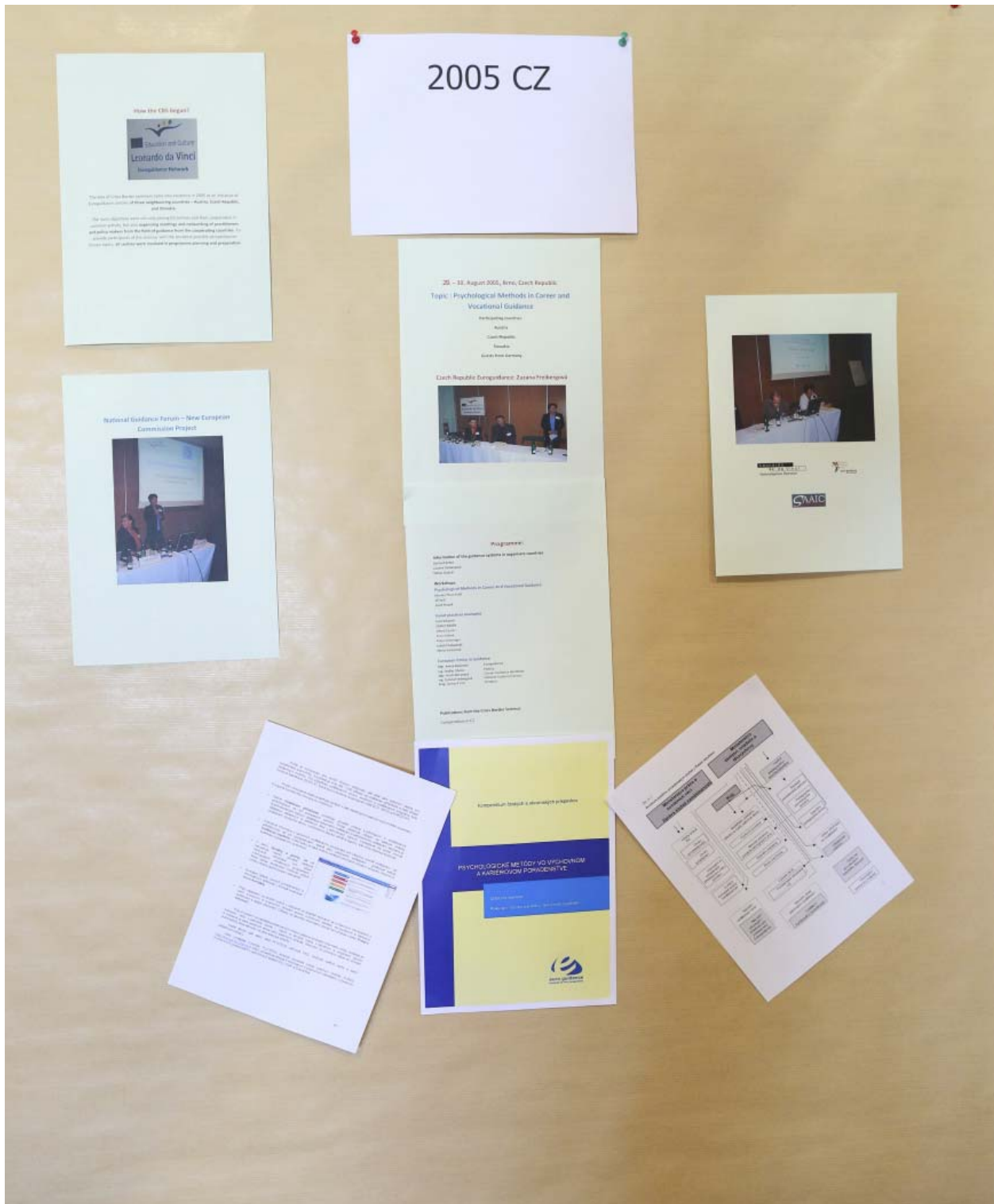
the other hand discussing every detail with every involved partner would be too time consuming. We suggest: Talk about how to find a balance between those two ways.

EUROGUIDANCE CZ: *The CBS is very interesting event with a great impact. To organise it is a great opportunity how to support networking among relevant actors and (through that) a further development of career guidance in Europe. We think, the collaborative approach should be more involved in our daily life/work to enable us wider understanding and agreements on relevant issues and topics. Dialogue itself creates the innovative solutions and facilitate mutual learning... two heads are better than one... (and three even more).*

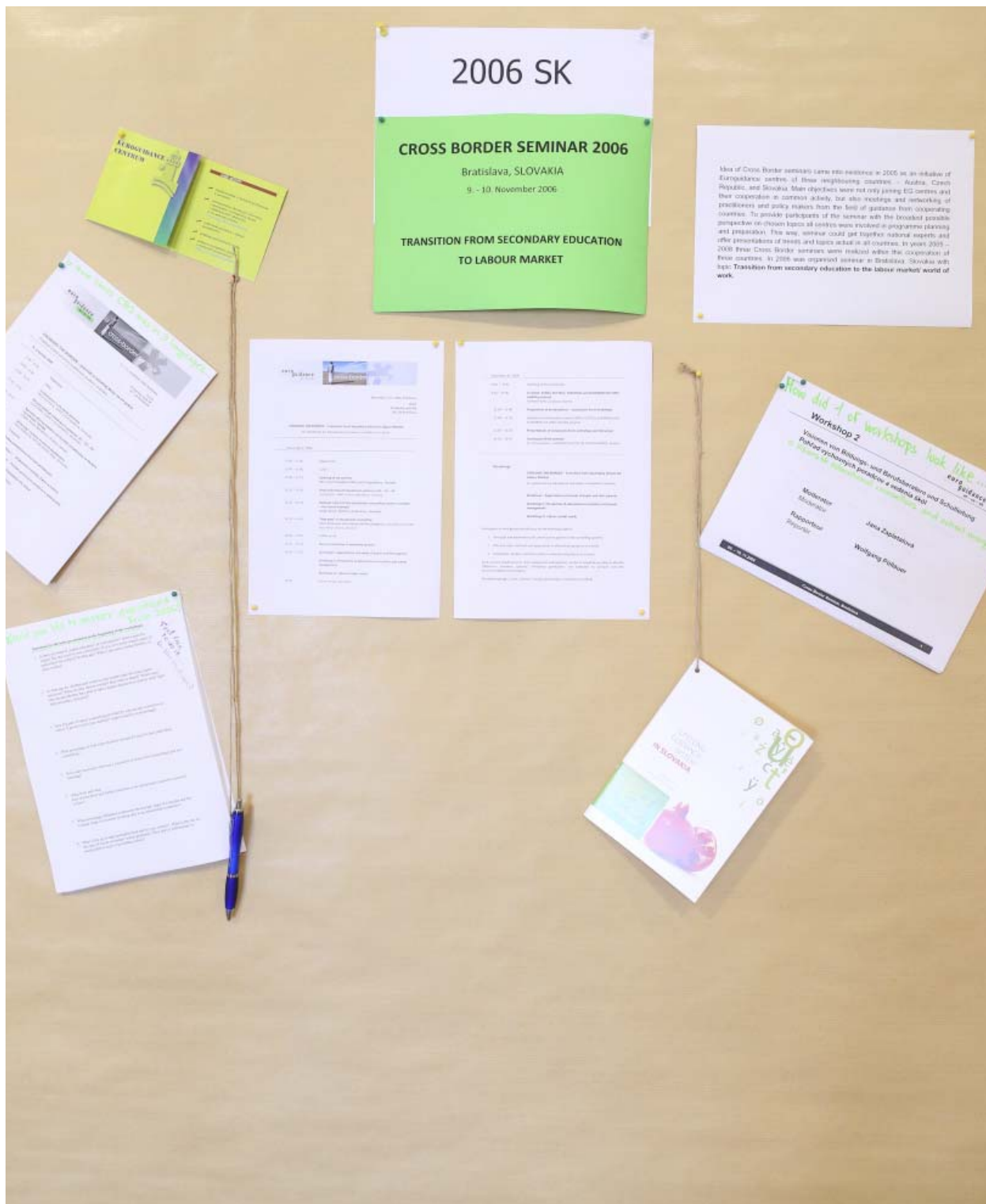
EUROGUIDANCE SK: *We agree with all practical tips from colleagues from Euroguidance Austria and reflection from colleagues from Czech Republic. We just want to add this: Don't be scared of this way of organising tasks, if everyone is willing to cooperate and if you set the vision altogether in the beginning, it will be awesome! And don't forget to talk, talk and talk! You can learn a lot from each other...*

ANNEX: POSTERS FROM PREVIOUS CROSS BORDER SEMINARS

On the occasion of the 10th Cross Border Seminar we reminded previous seminars at special poster exhibition. We asked countries that already hosted one of previous CBS to bring materials (such as Compendiums, National Surveys, etc. . .) to Retz as well as create a poster reminding the most important issues of the specific seminar. In this part we provide pictures of these posters.



2005, Brno, Czech Republic: Psychological Methods in Career and Vocational Guidance
Foto credits: APA-Fotoservice/Ludwig Schedl



2006, Bratislava, Slovakia: Transition from Secondary Schools to the World of Work
Foto credits: APA-Fotoservice/Ludwig Schedl

2007 AT

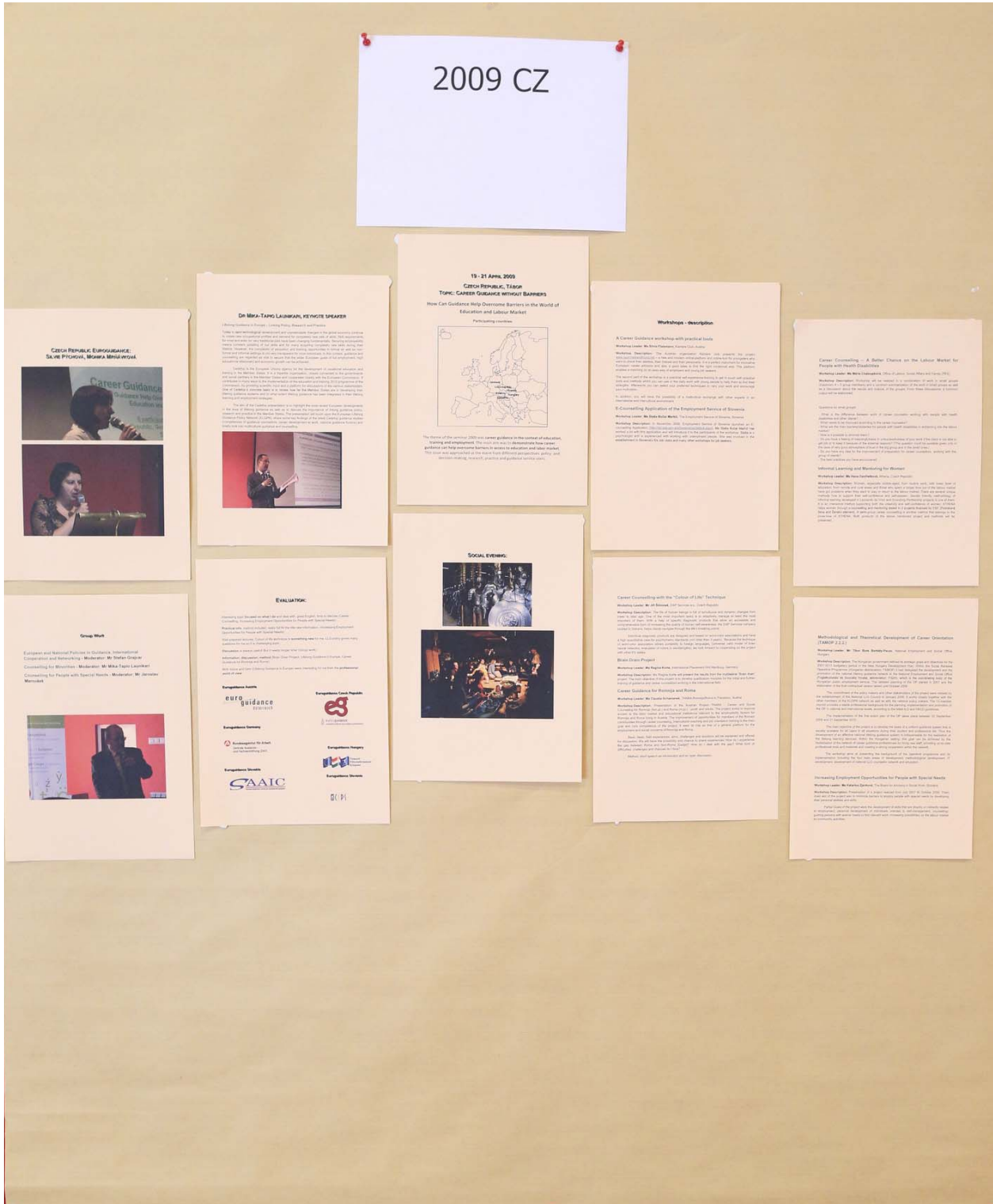
Cross Border Seminar
**Supporting students
along the way**

Vienna 2007

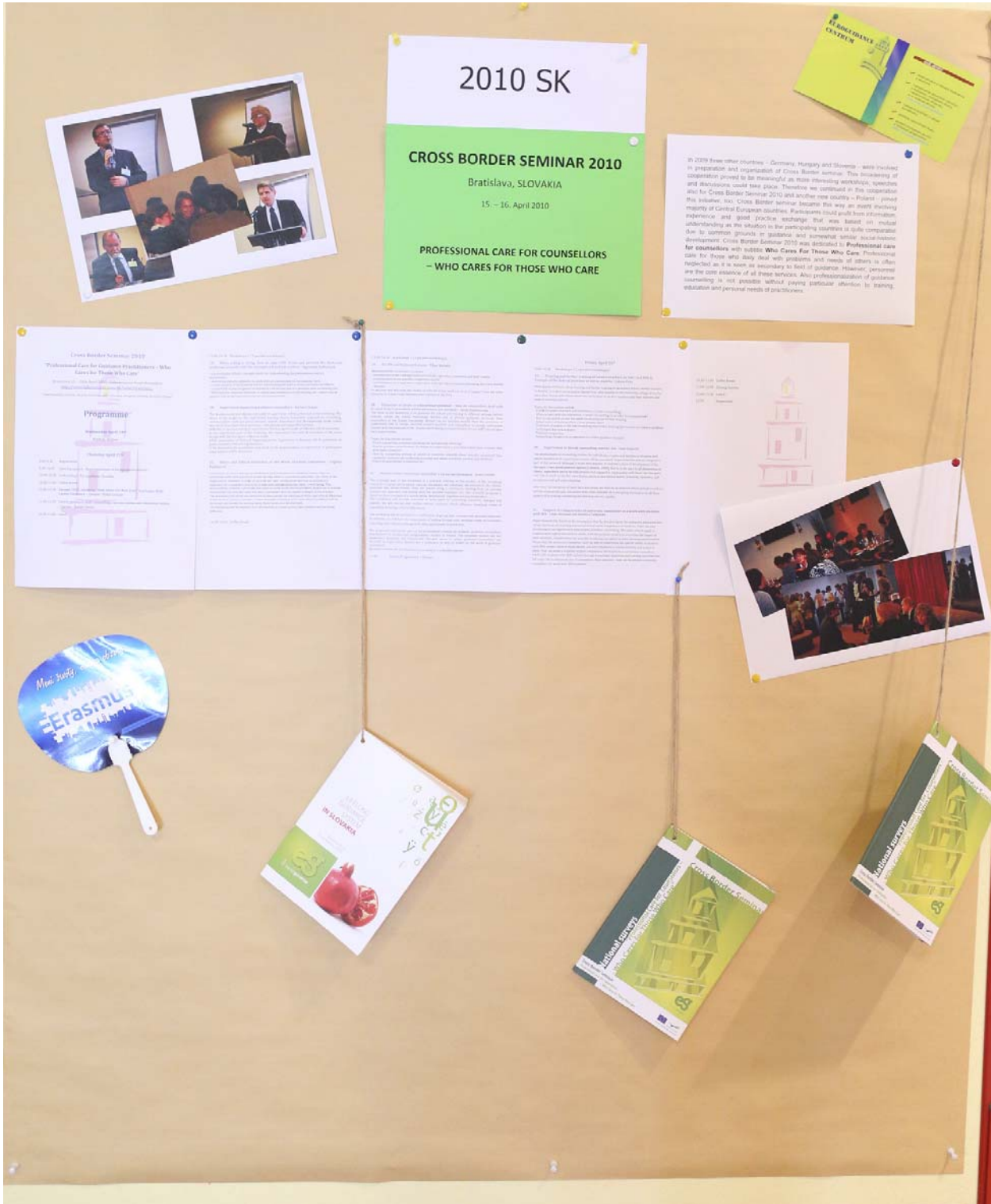
euro
guidance
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2007, Wien, Austria: Guidance in Institutions of Higher Education
Foto credits: APA-Fotoservice/Ludwig Schedl



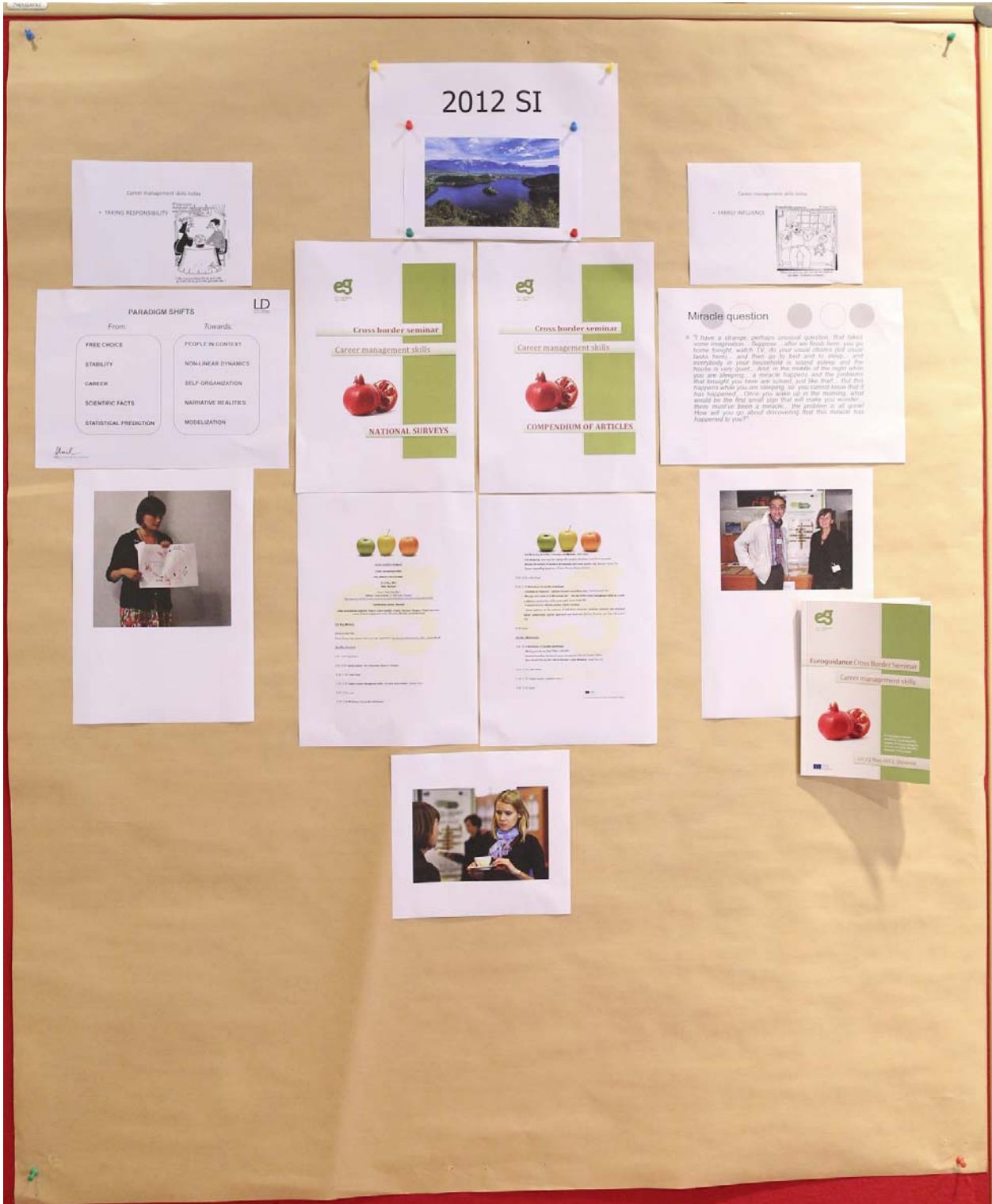
2009, Tabor, Czech Republic: Career Guidance without Barriers
 Foto credits: APA-Fotoservice/Ludwig Schedl



2010, Bratislava, Slovakia: Professional Care for Counsellors – Who Cares for Those Who Care
Foto credits: APA-Fotoservice/Ludwig Schedl



2011, Budapest, Hungary: Innovative Tools and Methods in Career Guidance and Counselling
 Foto credits: APA-Fotoservice/Ludwig Schedl



2012, Bled, Slovenia: Career Management Skills
 Foto credits: APA-Fotoservice/Ludwig Schedl



2013, Warsaw, Poland: Methods, Techniques and Tools to Diagnose Competences
Foto credits: APA-Fotoservice/Ludwig Schedl



2014, Zagreb, Croatia: Counselling methods for fighting youth unemployment
Foto credits: APA-Fotoservice/Ludwig Schedl



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www.euroguidance.eu

www.euroguidance.at

www.euroguidance.cz

www.saaic.sk/euroguidance