

# CROSS BORDER SEMINAR COMPENDIUM

Bucharest 2018

Guidance and Counselling  
in the School Curriculum.  
Experiences, Practices, Innovations  
and Responses to Current Challenges



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# National Surveys



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# Introduction

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## Introduction

The 2018 Cross-Border Seminar was organized by Euroguidance Romania and the Institute of Educational Sciences on 13 and 14 November 2018, in Bucharest, Romania. The theme discussed was *‘Guidance and Counselling in the School Curriculum. Experiences, Practices, Innovations and Responses to Current Challenges’*. The seminar focused on guidance and counselling in the school curriculum and especially, on innovative experiences of the practitioners.

It was the major career guidance and counselling event in Romania for the second half of the 2018 which gathered around 100 practitioners, experts and decision makers from Austria, Croatia, Czech Republic, Germany, Hungary, Poland, Portugal, Romania, Serbia, Slovakia and Slovenia with the aim to exchange and share ideas and examples of practices in guidance and counselling.

The event combined plenary sessions with parallel workshops in order to offer to the participants opportunities to reflect on theoretical aspects and in the same time to be involved in practical activities.

The three keynote speeches introduced participants into innovative models and practices at European level, as well as in the Romanian specific context.

**Prof. Dr. Paula Paixão** from University of Coimbra, Portugal offered a presentation on *‘Guidance and counselling in school context: Are we converging towards a career resources model?’* According to recent approaches, the career guidance and counselling in promoting the reform of the education and training systems should include a systematic and articulated set of preventive, intervention and compensation measures, with the main following goals: **a)** allow the involvement of young people in the school context; **b)** prevent the drop out of school; **c)** allow the integration/reintegration of at-risk youth and of adults looking for an improvement in their qualification; **d)** promote the effective transition to the world of work; **e)** promote the acquisition of career management and employability skills (in young people and adults). Nevertheless, although there is widespread positive evaluation about the usefulness of career guidance and counselling in school contexts, some questions need a special attention. A. Hirschi devised a career resources model aiming at the facilitation of career self-management, encompassing four types of critical resources: **a)** human capital resources; **b)** social resources or social capital; **c)** psychological resources, and **d)** career identity resources (the assessment of the assets that are closely related to their career construction process, such as: interests, aptitudes, abilities, values, goals, structure of meaning, and so on). Taken together, these resources might help the individuals overcome frame-breaking changes (either internally caused or externally





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caused), and set them to perceive these changes as being positive opportunities to attain increasing outcomes. The presentation also brought to the auditorium attention the tool 'SAPIE EB – Early warning systems for school failure in basic education', its structure and its results in the Portuguese education system.

**Dr. Ciprian Fartușnic** from the Institute of Educational Sciences, Bucharest Romania in his key speech addressed the topic of the curriculum reform in Romania, following the National Education Law 1/2011. He presented the process, the main results till present, the involvement of the ISE, the way forward, as well as the place and role of the guidance and counselling as a compulsory subject within the curriculum.



**Dr. Speranța Țibu** from the Institute of Educational Sciences, Bucharest Romania presented in her key speech a short overview of guidance and counselling services in Romania, with accent on the educational services and guidance and counselling within the curriculum. She presented the types of services, results, innovations and challenges, the role of Euroguidance Romania in supporting the curriculum reform, as well as in fostering collaboration, visibility and valorisation of good practices at national and international level, at anniversary (20 years of activity).



The Power Point presentations of the three key speakers are available on the CBS 2018 website: <http://cbs.ise.ro/about/key-speakers/>

Along with the plenary sessions, during the 1 and a half day, the 2018 CBS involved practitioners also in 11 interactive workshops held by international experts with practical examples, activities and good practices related to valuable experiences in the participating countries. More information about the workshops can be found here: <http://cbs.ise.ro/agenda/>

This publication comprises a collection of 11 national surveys elaborated by the participating countries, as well as a presentation of the 11 workshops, with the view to offer a comprehensive image, both theoretical and practical on the theme of guidance and counselling in the school curriculum within the CBS network.

## About the CBS

**Euroguidance Cross Border Seminars (CBS)** is an initiative started in 2005 by three Euroguidance centres (Austria, Czech Republic and Slovakia) who decided to organize an event dedicated to practitioners, experts and decision makers in the field of career guidance in order to discuss current trends and to share good practices an innovation in the field. Today, 11 European countries participate in this event: Austria, Croatia, Czech Republic, Germany, Hungary, Poland, Portugal, Romania, Serbia, Slovenia and Slovakia. By rotation, each year one Euroguidance centre hosts the event and gathers the guidance community around a topic of interest at national and international level.



## About the 2018 CBS hosts

The Institute of Educational Sciences – IES ([www.ise.ro](http://www.ise.ro)) is a national research, development, innovation and training institution in the fields of education and youth. It is a research body under the Ministry of Education and actively contributes in innovation in education, supporting schools and universities, decision-makers, teachers, students, parents, children and adults along the long life learning process. IES is engaged in research in theory of education, educational and youth policies, curriculum design and implementation, school management, counselling and guidance, youth sociology, students at risk education, adult education, pre-school education and educational alternatives. One of the main activities of IES is the scientific coordination of the national curriculum components development and revision as part of the process of reform of the national system of education.

Euroguidance Romania ([www.euroguidance.ise.ro](http://www.euroguidance.ise.ro)) is a resource centre for school and career counsellors from the education system, employment agencies, NGO`s, companies. It has been hosted by the Institute of Educational Sciences, Romania since 1999. Euroguidance Romania promotes the European dimensions in counselling and guidance, provides information on education and training systems and opportunities in EU.

# AUSTRIA



**Guidance and Counselling in the School Curriculum.**

Experiences, Practices, Innovations and Responses to Current Challenges



# 1. Latest Developments in the Inclusion of Guidance and Counselling in the Curriculum and Current Challenges Addressed



Support measures for careers and education guidance within the school system are all based on one standardised concept (the 'IBOBB concept'). This sets forth that every school site has to develop its own tailored concept for information, counselling and guidance featuring a combination of different support measures that complement one another.

The main aim of these measures is to support pupils in learning and development processes that give them the chance to pick up the basic skills they need to be able to make decisions relating to their education and career independently (career management skills). This has the result of avoiding the situation in which young people are leaving the school/training system too early.

With a view to guaranteeing effective coordination, one teacher at every Level I of secondary school site is to be appointed as careers guidance coordinator; it is their responsibility to support the school management team in all related matters.

The main support measures to be implemented by schools are:

- careers education classes (for children aged 12–14);
- easily accessible information and counselling provided by school and educational advisors (specially trained teachers) on the school site;
- real-life encounters (school events, trips, work placement days and so on) as a way of offering guidance for pupils;
- professional psychological guidance offered by educational psychologists working within the school system;
- schools are also asked to work in cooperation with partners outside of the school system, such as Public Employment Service Austria (AMS), social partners, universities and specific counselling institutions.

Progress report (documentation and further information available at [www.ibobb.at](http://www.ibobb.at)):

- The 'Catalogue of measures in the field of information, counselling and guidance for careers and education at the age of 12–14' can be used as the basis for developing and rolling out an implementation concept tailored to a specific site (Review 17/2012).
- Tools for the qualitative implementation of a site-specific concept have been created:
  - quality criteria for the New Secondary School and Academic Secondary School Lower level;
  - 'Target vision' of successful implementation across all school years covering the age 6 to 19;
  - information on supporting career management skills.
- Broadening of individual careers guidance options (giving pupils the chance to have up to five days out of school per school year for real-life encounters) at

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higher school levels (Section 13b of the Austrian School Education Act, SchUG) since September 2016.

- The General Ordinance on Careers Guidance Coordination (Review 30/2017) and the new, standardised General Ordinance on School and Educational Counselling (Review 22/2017) were announced in autumn 2017.
- The website of the Austrian Federal Ministry of Education, Science and Research (BMBWF) – [www.ibobb.at](http://www.ibobb.at) – is a source of information available to teachers and parents. The IBOBB portal – [www.portal/ibobb.at](http://www.portal/ibobb.at) – offers basic information as well as a range of materials, current notes on careers education classes, careers guidance coordination and school and educational counselling.
  - There are plans in place to set up regional working groups for careers guidance coordinators as of the 2018/19 school year, with the aims of overcoming the challenges faced when coordinating the implementation of careers guidance in a multi-dimensional and process-oriented way, making effective use of synergies, and providing mutual support when developing/rolling out an implementation concept that has been tailored to a specific site.
  - Other focus areas will be the implementation of the IBOBB concept within educational departments and the introduction of a new IT-based guidance tool in grade 7.

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## 2. Curricular Approaches

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The qualifications required for careers' education classes, careers' guidance coordination and school/educational counselling have to be gained by taking specific courses at University Colleges of Teacher Education (refer to [www.ibobb.at](http://www.ibobb.at) > School contacts > Teacher training). Relevant training courses also have to be taken.

## 3. Structure and Content of the School Curriculum on Guidance and Counselling

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Careers guidance is mandatory at all types of schools offering general education from the secondary level onwards and it has its own curriculum (since 1998) [https://bildung.bmbwf.gv.at/schulen/bo/rg/bo\\_lehrplan.html](https://bildung.bmbwf.gv.at/schulen/bo/rg/bo_lehrplan.html):

At higher schools offering general education, careers guidance is usually integrated and implemented in the form of projects. During each of the two school years covered between the age of 12 to 14, 32 hours' worth of careers guidance is integrated into teaching on compulsory subjects.

In the case of the New Secondary School, mandatory careers guidance has been explicitly incorporated into the curriculum in the form of one hour per week during the two school years covered between the age of 12 to 14 since 2012. 32 hours also have to be integrated into the teaching on compulsory subjects each year.

At general special needs schools, careers guidance is mandatory from the age of 11, either being incorporated into the teaching for compulsory subjects or taught in blocks. During the Pre-Vocational Year, it is also compulsory to study 'Careers guidance and life skills' and to receive basic theoretical and practical careers teaching across the various subjects.

At Polytechnic Schools, it is compulsory to study 'Careers guidance and life skills' (two hours per week). Basic Vocational Education (across the subjects) is also covered through alternative compulsory subjects for 14 hours per week.

At Academic Secondary School Upper level and Upper Level Secondary Technical and Vocational Colleges, schools signed up to the '18plus – Career and Study Checker' programme, run by the Austrian Federal Ministry of Education, Science and Research (BMBWF) ([www.18plus.at](http://www.18plus.at)). It receives further support in the form of special materials, online services and face-to-face guidance through psychological counselling for students provided by the BMBWF and the Austrian Students' Union. 402 higher schools (236 Academic Secondary Schools and 166 Upper Level Secondary Technical and Vocational Colleges) are currently taking part, with more than 27,100 prospective graduates being reached each school year. The updated 'Wegweiser' planner tool has been available in a mobile version since the 2017/18 school year, when a new interests' test (MOI) was also launched.

The content covered on the curriculum during the two school years covered between the age of 12 to 14 ranges from pupils identifying their own strengths, interests and values relating to the meaning of work on a social and personal level to finding out about (further) education paths and career fields as well as developing personal life-planning strategies. In addition, the Austrian School Organisation Act (SchOG) refers multiple times to the fact that preparing pupils for their future lives in the world of work is one of the tasks at the heart of the Austrian school system.

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## 4. Examples of good practice related to career counselling and labour market intelligence

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- The LMS (Learning with a System, [www.lms.at](http://www.lms.at)) learning platform is one example of an innovative project, which supports personalised learning and teaching on a day-to-day basis within schools. The interactive careers guidance zone boasts a wide range of teaching materials for pupils that can be accessed via the OTP (Opportunity to Practice) portal for free. Independent online learning can be integrated into everyday teaching, giving schools the opportunity to establish a modern hub of information.
- The 'Bring your child to work for a day' campaign week ([www.berufsorientierung.at](http://www.berufsorientierung.at)) is an innovative project to come out of Styria, which has been run by the BerufsFindungsBegleitung (Help with Job Hunting) project since 2017 in partnership with local schools and companies. An important part of the project is the aim to incorporate parents as role models and business partners in the process of careers guidance. Primary school pupils aged 8/9 and pupils at all types of secondary schools aged 12/13 are given the opportunity to discover the world of work for themselves and learn about the jobs their parents and other adults they know do. A further aim is to get them interested in local companies and potential future careers.

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## 5. Practitioners Responsible for the Implementation of the School Curriculum

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Special roles of teachers at school sites:

Careers education teachers teach about careers as a mandatory subject on the basis of the relevant curriculum regulations for New Secondary Schools, Academic Secondary Schools and Special Needs Schools.

School and educational counsellors are teachers who provide pupils with information and advice on top of their regular teaching duties, offering them guidance in planning their own careers (refer to the General Ordinance on School and Educational Counselling, Review 22/2017).

Careers guidance coordinators are members of teaching staff who support the school management team and other teaching staff in implementing the many measures relating to information, counselling and guidance for careers and education and establish partnerships with relevant organisations outside of the school system (e.g. local education providers, companies, careers information centres run by the AMS, and Chambers of Labour and Commerce) on top of their regular teaching duties. Refer to the General Ordinance on Careers Guidance Coordination (Review 30/2017) and

the 'Catalogue of measures in the field of information, counselling and guidance for careers and education at the age of 12–14' (Review 17/2012).



## 6. Feedback and Evaluation

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School sites must perform an annual evaluation of the measures taken as part of their tailored implementation concept, looking at the demand for support and further training and the successful provision of the compulsory careers guidance teaching on the curriculum, with a view to identifying the extent to which the range of measures taken needs to be developed further.

The Austrian Federal Ministry of Education, Science and Research (BMBWF) discusses the progress of regional measures relating to information, counselling and guidance for careers and education at the national networking event it puts on every year for IBOBB contacts within school authorities and University Colleges of Teacher Education.

The BMBWF also joins forces with school authorities every few years to evaluate the need for support and the progress of the IBOBB concept.

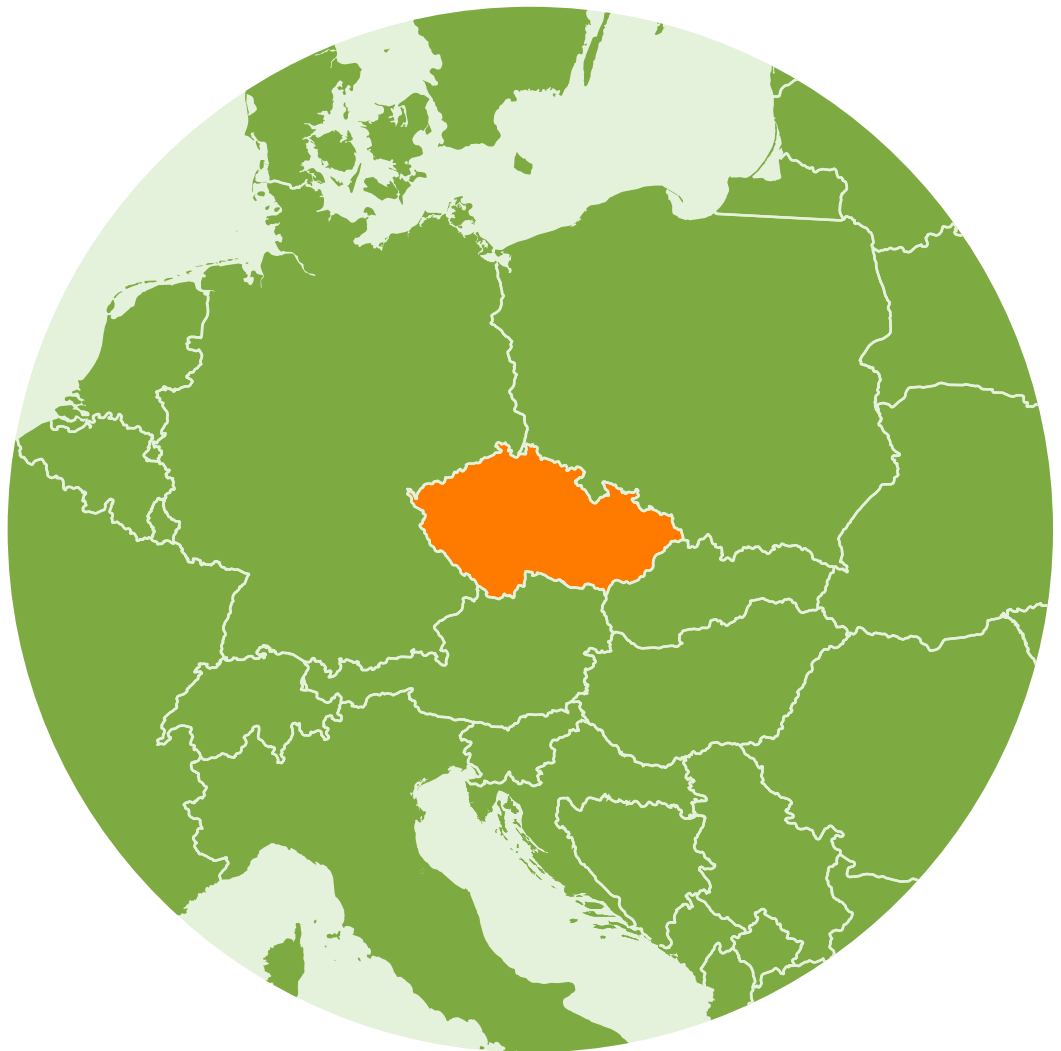
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# CZECH REPUBLIC



**Guidance and Counselling in the School Curriculum.**

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# 1. Latest Developments in the Inclusion of Guidance and Counselling in the Curriculum and Current Challenges Addressed



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Guidance and counselling services are required by law to be provided at all lower and upper secondary schools. School guidance and counselling facilities are provided mainly by educational counsellors – teachers with a further qualification obtained through in-service training. At some schools, psychologists and special educational needs specialists also provide guidance and counselling support. Sometimes, there are teachers with the role of “career counsellor” or “career coordinator”.

During the last years the development of school counselling centres inside bigger schools, (as coordinated guidance teams) was supported. Pupils and students can use the services of school counselling centres also for advice on issues concerning their first choice of occupation. If there is a need for deeper or more intensive care, schools cooperate further with local/regional partners – mainly with pedagogical and psychological counselling centres or special education centres. They provided deeper diagnostic tests and they can offer meetings with pupils and parents aimed to the explanation of the tests results.

There has been a problem with the funding in the past, especially to find funds available for school for special educational needs specialists or psychologists. There have been several projects helping schools to get finances for psychologists and special counsellors. However, these finances were time limited and for schools not obligatory to use.

The priority in the last years was to build more inclusive schools with better support for pupils with difficulties. Currently schools have more resources for special educational needs specialists and teaching assistants.

The challenge could be the lack of a systematic holistic lifelong career guidance support for all pupils (without any visible special needs) and other lack of activities during school education (pre-primary, primary, secondary, tertiary) aimed at career education focused on development of career competences. The topic is highlighted in the curriculum only before the transition from primary level of education to secondary when pupils are about 15 years old.

An implicit focus on career development can be found at the following levels:

- Within the goals of education defined by law;
- Within the key competences and relevant educational strategies defined in the Educational Framework Programme;
- Within the specific educational areas (educational strategies, learning outcomes) mostly in Man and World of Work;
- Within transversal topics, mostly in Personal and Social Education.

Currently, there is ongoing revision of curriculum at elementary as well as secondary level. It is offering space for debate about supporting career education as a part of school curriculum.

Within all regions of the Czech Republic there have been held projects KAP (Regional Action Plan of Education), that have been focused also on the state of career guidance at school (mostly secondary). Some of the Czech regions are taking some further steps for career guidance development at schools, e.g. further education of counsellors in career guidance, programmes for pupils and students, mentoring programmes for counsellors, etc. These activities are also raising more attention to the topic among schools and counsellors.

In the last ten years some schools were awarded by Career Guidance Awards, action coordinated by the Czech Euroguidance Centre as identification of good guidance practices. The good practice examples and networking help schools to develop guidance and counselling in the school curriculum.

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## 2. Curricular Approaches, Feedback and Evaluation

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Career guidance at Czech schools can be found at several levels:

- Within the curriculum (in area "Man and the world of Work" mainly, partly as a part of "Man and his/her world", "Man and society");
- Extra-curricular career guidance services provided by school advisers (obligatory) and/or school psychologists (optional). However, school advisers (=teachers) have many other duties regarding behavioural issues of pupils and pupils with specific needs. It means that very often they do not have full capacity to be focused on career guidance. In practice, school advisors usually provide information (regarding the transition, available sources, and administrative). School psychologists provide psychological diagnostic regarding the pupils' career options.
- In some schools, there is available the position of career advisors – funded through the EU projects.
- External services – pedagogical and psychological centres, special pedagogical centres, career centres (CVV, InfoKariéra).
- Sometimes, schools hire external private companies to provide career guidance services for their students.
- In addition, pupils may attend various educational fairs, open days at schools, job brokering events, etc.

Universities most often work the data through their career centres. These centres collect the data from their alumni clubs, faculties, and the Czech Statistical Office or Labour offices to present each faculty their situation and reflect on the figures of unemployment.

The guidance and counselling services provided at schools up to the tertiary professional level and school guidance facilities are subject of evaluation by the Czech School Inspectorate (Česká školní inspekce, ČŠI).

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## 3. Structure and Content of the School Curriculum on Guidance and Counselling

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### Objectives of elementary education

Elementary education should help pupils form and gradually develop their key competencies and provide them with the firm foundations of general education focusing mainly on situations close to real life and on practical conduct. Elementary education therefore aims at fulfilling the following objectives: to make it possible for the pupils to acquire learning strategies and to motivate them to lifelong learning.

Specific objective about career development is defined as:

- to help the pupils become familiar with and develop their own abilities according to their realistic possibilities and to utilise them along with their acquired knowledge and skills when making decisions on their own life and profession orientations.

Framework Education Programmes:

- are based on a new education strategy, which emphasises key competencies, their interconnectedness with the educational content and application of the acquired knowledge and skills in real life;
- build on the concept of lifelong learning;
- formulate the expected level of education stipulated for all graduates of the individual stages of education;
- support the educational autonomy of schools and professional responsibility of the teachers for the outcomes of the educational process.

The entire educational content and all of the activities taking place at school must therefore be aimed at and contribute to forming and developing these competencies. At the elementary stage of education, the following are considered as key competencies: learning competency, problem-solving competency, communication competency, social and personal competency, civic competency, **professional competency**.



## More about “Professional Competency”

An elementary-school graduate:

- uses materials, tools and equipment safely and effectively; adheres to set rules; fulfils his/her duties and obligations; adapts to changed or new working conditions;
- approaches the results of a work activity not only in terms of quality, functionality, economy, and societal importance, but also in terms of protection of his/her own health as well as the health of others, environmental protection and preservation of cultural and social values;
- uses his/her knowledge and experience acquired in individual educational areas for his/her own development and preparation for the future; makes well-founded decisions regarding his/her further studies and future professional specialisation;
- is familiar with the basic activities necessary for implementing a business plan; understands the essence, goals and risks of entrepreneurship; develops his/her entrepreneurial thinking.

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## Man and the World of Work

### Characteristics of the Educational Area

The educational area **Man and the World of Work** covers a broad spectrum of occupational activities and technologies, guides the pupil towards acquiring basic user skills in various areas of human activity and contributes to the shaping of the pupil’s life and professional orientation.

The conception of the educational area Man and the World of Work builds on the specific life situations in which the pupil comes into direct contact with human activity and technology in all their diverse forms and broader connections.

The educational area Man and the World of Work is actively targeted on practical occupational skills and habits and complements all of elementary education with an important component necessary for the pupil’s success in further life and society, in which it differs from the other educational areas and forms a certain counterbalance to them as it is founded on the pupil’s creative intellectual participation.

At Stage 1, the educational content of the educational field **Man and the World of Work** is divided into four compulsory thematic areas: *Work with Fine Materials, Construction Activities, Plant Cultivation* and *Food Preparation*. At Stage 2, it is divided into eight thematic areas: *Work with Technical Materials, Design and Construction, Plant Cultivation and Animal Husbandry, Home Economics, Food Preparation, Work with Laboratory Technology, Use of Digital Technologies* and *The World of Work*. The thematic areas at Stage 2 are an offer from which *The World of Work* is compulsory while from the others schools select at least one further area according to their conditions and education plans. The selected thematic areas must be implemented to their full extent.

The thematic area *The World of Work* is compulsory for all pupils in its entirety, and with respect to its focus on the selection of future profession, it is advisable that it will be included in the highest forms of Stage 2.

The educational content is implemented at Stages 1 and 2 and is intended for all the pupils (i.e. boys and girls with no differences). The pupil learns to work with various materials and acquires basic working skills and habits. He/She learns to plan, organise and evaluate occupational activities both independently and in a team. In all thematic areas, the pupil is systematically guided towards observing the principles of occupational safety and hygiene. Depending on the pupil's age, a system is gradually developed which provides the pupil with important information from the area of work performance and helps him/her to make responsible decisions on his/her further professional specialisation. It is thus desirable that as many thematic areas as possible be included in the pupil's instruction.

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### Objectives of the Educational Area "Man and the World of Work"

The instruction in this educational is aimed at forming and developing key competencies by guiding the pupil towards:

- a positive relation towards work and responsibility for the quality and joint outcomes of work;
- acquiring fundamental occupational skills and habits in various fields of work, organising and planning work and using the proper tools, instruments, tools and aids in work as well as in everyday life;
- perseverance and a systematic approach when performing assigned tasks, towards applying his/her inventiveness and own ideas during work activities and towards exerting effort to achieve a quality outcome;
- realising that technology, as an important part of human culture, is always closely associated with the work activities of Man;
- authentic and objective learning about the world around him/her, towards acquiring the necessary self-confidence, new attitude and values in relation to human work, technology and the environment;
- understanding work and occupational activities as an opportunity for self-fulfilment, self-actualisation and the development of entrepreneurial thinking;
- becoming oriented in various areas of human activity and forms of physical and intellectual work, as well as towards acquiring important skills and knowledge necessary for success, for the selection of his/her professional path and for future life and professional orientation.

## 4. Examples of Good Practice Related to Career Counselling and Labour Market Intelligence.



### Secondary school (Gymnazium Jana Palacha) – Self-experience course

The goal of the course was to back up first-third year students of general secondary schools in finding their strong sides, defining their so far acquired abilities and skills, to help them orientate in their own ambitions and dreams and to teach them how to think about important moments of their life thanks to which they have gained competences, that can be used when considering further education and vocational destination. The output of the course is to create a personal portfolio including all what students have learned so far and identify first three steps, that can forward young students further in their reflection on their own future. Another important goal was to try out his/her own abilities and skills and demonstrate them to others. The course was conceived as a combination of lively group meetings (twice a month) and e-learning using on-line school platform (GJP information system). Thanks to on-line platform, students could at their discretion share assignments, communicate with lecturers and other participants, work with electronic materials (also videos, references at al.). More information (in English): <http://www.gjp1.cz/new/index2.php?l=60>

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### Elementary school (Londýnská) – Street Fire-ball a class project of the eight grade pupils

In the project framework, pupils were divided into several groups. During project days, each group devoted itself to some of occupations (e.g. a news moderator, teacher in the kindergarten, flight attendant, etc.) under supervision of head lecturers or it undertook a skill course (medical, beekeeping, etc.). An occasion of acquiring new experience and perceptions with a practical aspect of participation was emphasized in the course. Based on that, essential values of well-done job can be appreciated in the current period of a consumer society. During next project days, groups were moving from one site to another the way that everybody had the opportunity to try out various activities (connection of this organisational point to organisation of moving in the movie the Fire-ball gave a name to the whole project). In this part of the project, many pupils' parents got involved in management and organisation, the cooperation with external experts on given professions and organisations was established. More information (in Czech): <http://www.londynska.cz/>

### Regional Career Guidance Centre (Info Kariéra) – counselling programme for pupils

A main goal of the counselling programme is to bring pupils to self-reflection, to exploration of their educational and career orientation and to help them realize strong sides and competences on which they can build and which can be a basis for future decisions and a further career path. The starting point is to reflect on the concept of career and to explore external influences (family, school, friends, personalities) and

internal influences (talent, abilities, interest, motivation) on a career choice. A central activity of the programme is to map competences/pupils' strong sides, their personal values and motives. This activity works with pupils' intrinsic motivation. During the workshop, we work with the concept of a personal portfolio (as a systematic approach to evidencing and monitoring own knowledge, skills and considering it as a part of CV) and its use on a career path. Last but not least, we offer a review of available information sources to pupils that can be used when deciding a career path. More information (in Czech): <http://www.infokariera.cz/>

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### **Publication for school career guidance practitioners**

This competition contribution is a professional publication for career counsellors. The main objective was to create a modern and inspirational publication for both starting and experienced career guidance practitioners. The publication is a collaboration among experts from three European countries and was published in two language versions (Czech and English). Pupils from the primary school Londýnská were involved in the preparation of the book (their contributions are part of the book), and they also tried out a wide range of professions related to the book production process. As part of the project, pupils learned all about the work of illustrators, typographers, writers, editors, translators or proof-readers.

More information (in English): <http://www.ekscr.cz/sites/default/files/obrazky/soubory/publikace/thediverseworldofcareerguidance.pdf>

### **Secondary school Jihlava and Regional Charity cooperation**

Both institutions have worked together for a long time and have jointly prepared a socio-economic integration programme for the Roma. The project engages primary school pupils and secondary school students, supports them in developing their strengths and enables them to experience success. Primary school pupils are motivated and encouraged to continue their education at secondary schools. The project involves 2 secondary schools that offer specialisations which are traditionally preferred by Roma families, as well as specialisations where the project seeks to break down prejudices on the part of both families and educators. A team of professionals and a team of Roma fieldworkers, who actively seek out and assist students, are involved in the project. The fieldworkers are young Roma who completed secondary education and have worked in the above peer programmes. They receive additional support in order to develop both personally and professionally further and become informal authorities within their communities in the future. More information (in Czech): <http://jihlava.charita.cz/spolecne-a-uspesne-v-jihlave/tp-sovy/>

## 5. Practitioners Responsible for the Implementation of the School Curriculum



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Guidance and counselling services at all basic and upper secondary schools and school guidance and counselling facilities are provided by qualified educational staff: educational counsellors and school prevention specialists— teachers with a further qualification obtained through in-service training. At some schools, psychologists and special educational needs specialists also provide guidance and counselling support. Sometimes, although rarely, teaching assistants can also cooperate in guidance and counselling activities.

In addition to direct teaching duty, he/she also provides 1–5 hours a week of educational counselling, depending on the number of 24 pupils in the given school (1 hour for 150 pupils and 5 hours for over 800 pupils), as set out in the given Government Regulation.

Guidance and counselling in a school is focused on:

- prevention of failure at school;
- primary prevention of socio-pathological phenomena (or risk behaviours);
- career guidance and counselling integrating education;
- informative and supportive help on the choice of educational paths and subsequent careers;
- expert support in the integration and education of pupils with special educational needs (including pupils of different socio-cultural backgrounds and those from disadvantaged socio-economic backgrounds);
- overseeing the education of gifted and exceptionally gifted pupils;
- continuous and long-term care of pupils with low academic achievements and creation of conditions for improvement;
- methodical support for teachers in the application of psychological and special educational knowledge and skills to the school educational activities.

The standard activities of an educational counsellor include:

- career guidance and counselling on pupils' further educational and career paths;
- providing or arranging (entrance and continuous) diagnostics of special educational needs and interventional activities for pupils with special educational needs;
- creating conditions for the integration of pupils with disabilities into a school;
- coordination of counselling services provided to the pupils by a school and school guidance establishments, and coordination of educational measures for the pupils passing on professional information from the area of career guidance and care for pupils with special educational needs to school educational staff.

### Educational counsellor initial education:

Professional teaching qualifications for the relevant type or stage of school and completion of a study programme for an educational counsellors of at least 250 hours, completed by the defence of a thesis and final examination in front of the examining board, which is organised by the higher education institution as part of a lifelong learning programme are the prerequisites for performing the specialised methodological activity and the more complicated counselling activities of an educational counsellor.

A school psychologist must have a Master degree in psychology. Training programmes are focused only partially on career guidance topics.

Within the National System of Qualification, there is a description of qualification for a career advisor for academic and professional career which is not mandatory:

1. knowledge and comprehension of theories and methods of careers advisory;
2. searching, preparing and providing career information for personal and distant career work with clients (individuals and groups);
3. implementing methods, techniques and procedures of basic career diagnostics;
4. leading advisory interviews to obtain basic career information;
5. career work with individuals and groups, individual plans, methods of group career work
6. keeping registers and systemizing career information on a regional level and working with potential employers
7. providing career information within the sphere of education and the sphere of work, and processing this information;
8. knowledge and comprehension of legislation in the initial and continued education, including regulations connected with careers advisory;
9. organization of informational, advisory and educational activities focused on support and development of career management which includes cooperation with other advisory subjects in the interest of clients (networking).

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# GERMANY



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**Guidance and Counselling in the School Curriculum.**

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# 1. Latest Developments in the Inclusion of Guidance and Counselling in the Curriculum and Current Challenges Addressed



The following text gives a brief overview of Guidance and counselling in the school curriculum in Germany, in particular with examples from the school practice of the federal state of Lower Saxony.

[https://www.mk.niedersachsen.de/download/4613/Erlass\\_Berufsorientierung\\_an\\_allgemein\\_bildenden\\_Schulen\\_.pdf](https://www.mk.niedersachsen.de/download/4613/Erlass_Berufsorientierung_an_allgemein_bildenden_Schulen_.pdf)

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In Germany the provision of guidance services in schools is the legal responsibility of institutions of general education in all the 16 federal states. Each federal state has its own school policy on which the federal government has only a certain political influence.

Various forms of guidance are offered at the different stages of the school career guidance. These involve advice and counselling on educational paths and on learning difficulties, psychological counselling and assessment by the school psychological services and classroom career education. In schools, guidance is provided by specially trained teachers, social workers, school psychologists and cooperating vocational guidance practitioners from the employment agencies. School guidance is also aimed at parents who influence their children's school paths. Some municipalities have established special centres or institutions offering educational guidance. In addition, most federal states offer online information resources for parents and students.

[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/Veroeffentlichungen/Eigene_Veroeffentlichungen/nfb_2014_Career_Guidance_in_the_Life_Course.pdf)

## Challenges

Schools have to face and consider a number of challenges to fulfil their tasks. Vocational orientation (Berufsorientierung (BO)) includes students not only with migrational background but also refugees and those with disabilities who are covered in the inclusion school programme. Another challenge is the trend to stay in parents' home as long as possible and the decrease of mobility for career options. This also causes a later "coming of age" moment where employers and universities face new tasks. Digitalisation is another challenge to deal with: How to reach young people, how to give information if they don't like reading anymore and only learn by pictures and movies?

## Latest developments

Since 2010, schools in Lower Saxony have been required to teach core curricula that promote and demand the acquisition of skills among the students. The implementation of this new pedagogical approach is still ongoing.

[http://www.kmk.org/fileadmin/Dateien/veroeffentlichungen\\_beschluesse/2015/2015\\_06\\_00-Orientierungsrahmen-Globale-Entwicklung.pdf](http://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2015/2015_06_00-Orientierungsrahmen-Globale-Entwicklung.pdf)



Since 2011, the Coordination Office for Vocational Orientation (Koordinierungsstelle Berufsorientierung (KOBÖ)) has also been responsible for coordinating the practice-oriented offers from non-school partners and making them available to schools as needed. In implementing their vocational orientation concept, schools are bound by a number of basic requirements (competence assessment procedures, practice days, documentation of measures implemented), but otherwise can act freely, as regional differences always set limits here.

Since 2014, seven core competencies for career and study orientation (listed under point 3) have been identified that students should acquire. The existing decrees also stipulate that vocational orientation should be a task for the entire school and included in the content of each school subject. Each school is obliged to implement its own concept of vocational orientation, which is a building block of the school's mission statement. The schools are supported in the implementation of this task by expert advisors of the Lower Saxony state school authority.

Since 2017, efforts have also intensified in secondary schools, as most still follow the idea of preparing their students for a university career. Primary schools are the exception to all these efforts, as vocational orientation only begins from the 5<sup>th</sup> school year.

## 2. Curricular Approaches, Feedback and Evaluation

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In many federal states, there are school-specific programs, concepts and teaching materials for vocational orientation which are developed by external cooperation partners. In some cases, the individual projects and initiatives cooperate with the respective regional directorate or employment agencies. In addition, the portal [www.planet-beruf.de](http://www.planet-beruf.de) has published a detailed link list, which provides quick and targeted access to career guidance information from the federal states of Germany.

As vocational orientation is a joint task of the school, all subjects must reflect the content or the required acquisition of competences. Since 2017, all schools, except grammar and primary schools, have appointed a responsible vocational counsellor in its staff. Here, vocational orientation is assigned to the school subject "Economy". It is compulsory to cooperate with the Career Guidance Service of the Federal Employment Agency (BA), whereby the participation for the students in the counselling sessions offered by the BA has a "guided voluntary character".

The vocational orientation service advises schools to introduce their own vocational orientation conference to exchange all relevant questions and suggestions every six months and to continuously evaluate the concept. In addition, schools can be certified by an external body for their vocational orientation service if they meet certain standards.

The school inspectorate of the state of Lower Saxony can request external advice if required. At regional and local level, data on qualifications and early school leavers are collected to some extent. There are regional databases that can record the whereabouts of students, such as whether they are attending a vocational school or starting vocational training. At national level, data are used from the Federal Employment Agency (BA) and the chambers where the figures refer to training contracts and posts. In addition, the municipalities, as school authorities, are endeavouring to track the whereabouts of students in order to prevent a violation of compulsory education. All other measures and evaluation efforts are voluntary.

### 3. Structure and Content of the School Curriculum on Guidance and Counselling

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The aim of all measures is to strengthen the vocational choice competence of the students in order to counter the increasing shortage of skilled workers.

Measures for vocational orientation and vocational training on practice days are:

- Work experience programs,
- Company visits,
- Teaching in cooperation with vocational schools,
- Work-related projects,
- Student companies,
- Practice-oriented learning phases within the subject teaching.

The cooperation with the vocational guidance service of the employment agencies, the vocational schools and the companies has a special value in the process.

The aim of a competence-oriented career and study orientation is to enable students to make their own transition from school to a vocational training or to study on their own responsibility. In order to meet this request, it is essential that all subjects and thus all teachers participate in the professional and study orientation. In addition, other groups and individuals involved in school life are included (in particular parents/guardians and socio-educational specialists). To this end, the school develops its own vocational and study orientation concept, which is integrated into the school's mission statement and school programme and is interdisciplinary.

The concept of vocational and study orientation is based on seven fields of action that systematically build on each other and map the process of cumulative competence acquisition:

- reflection of abilities, skills and interests,

- comparison of abilities and skills with the requirements of occupations or study programmes,
- use of knowledge relating to the regional and supraregional economic area,
- evaluation of practical experience,
- use of offers for information, advice or support,
- planning of career or study selection decisions,
- qualified application

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Students acquire skills in the areas of expertise, knowledge acquisition and assessment/evaluation.

Didactically based measures for vocational and study orientation are anchored in the school's own concept. It takes into account regional references and special types of schools and envisages cooperation with non-school partners (e.g. companies, vocational schools, chambers, guilds, associations, the Federal Employment Agency, etc.). The career and study orientation concept is regularly evaluated.

[http://www.mk.niedersachsen.de/startseite/service/publikationen/berufsbildung\\_und\\_orientierung/publikationen-berufsbildung-und--orientierung-85993.html](http://www.mk.niedersachsen.de/startseite/service/publikationen/berufsbildung_und_orientierung/publikationen-berufsbildung-und--orientierung-85993.html)

## 4. Examples of Good Practice Related to Career Counselling and Labour Market Intelligence.

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There are various activities to motivate and educate students for their future career. One important module is participation in internships. Another good example is given here:

Sustainable student companies (NaSch) take either place in school lessons on an hourly table (e.g. in business, work, technology or home economics) or in the compulsory voting and working group area. Sustainable student companies are special teaching projects in which the students can act very independently. Teachers increasingly assume the role of moderators. Responsibility for the student company is largely delegated right from the start to the students who later decide on their own company. By working in a school company, students learn about different areas of the professional and working world and also cooperate with real companies.

The network is supervised by a regional coordinator and 15 regional coordinators who work across the country with the teachers of the schools in working groups. Schools receive start-up advice and further support for working in sustainable school companies. In addition, the regional coordination holds regular working group meetings for teachers and organises regional student company fairs. They arrange contacts to business partners and other student companies with similar products. The regular exchange with partners from industry also serves as a career orientation.

Since 2012, certification in bronze, silver and gold have been awarded so far, more than 50 student companies have been certified. The certification is based on Education for Sustainable Development, the School Quality Orientation Framework and the EFQM model for vocational schools.

[http://www.mk.niedersachsen.de/startseite/schule/schuelerinnen\\_und\\_schueler\\_eltern/nachhaltigkeit/](http://www.mk.niedersachsen.de/startseite/schule/schuelerinnen_und_schueler_eltern/nachhaltigkeit/)

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## 5. Practitioners Responsible for the Implementation of the School Curriculum

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According to the written agreement between the Federal Employment Agency (BA) and the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) the BA is committed to provide vocational orientation and career counselling in schools.

The BA's guidance counsellors conduct counselling lessons outside of the regular classroom lessons. All BA guidance counsellors are trained professionals with at least a bachelor's degree which was acquired either through BA's own University of Applied Sciences (HdBA) or outside the BA at a higher education institution. Since 2015 the HdBA offers also a master's program "Labour Market Oriented Counselling" as a part time course for employees of the BA. In addition, the BA's guidance counsellor undergoes further training internally.

[http://www.hdba.de/fileadmin/redaktion/Studium/20170109\\_Curriculum\\_BBB\\_engl.pdf](http://www.hdba.de/fileadmin/redaktion/Studium/20170109_Curriculum_BBB_engl.pdf)

There is a network of parties who work in the area of vocational orientation at schools. Also, all teachers are somehow involved as it is a complex task.

Vocational orientation is usually coordinated by the school's head of economics as the economic department has traditionally been responsible for vocational orientation in recent years. In addition, there are school social workers, and sponsor/mentor groups who work successfully in many schools.

Teachers do not receive special preparation training for this purpose, but rather advanced training sessions within the framework of the teachers working groups meetings at the school. Here, all questions in this area are discussed in many different ways and transparency is achieved. Since this year, there are also multiple trainings for the competence assessment procedures in which the technical advisers of the state school authority are trained before they pass on their knowledge to the teachers of the schools.

## References/Resources/Websites

- <https://www.arbeitsagentur.de/bildung>
- [www.kobo-online.de](http://www.kobo-online.de)
- [www.landesschulbehoerde-niedersachsen.de/themen/projekte/schule-wirtschaft.de](http://www.landesschulbehoerde-niedersachsen.de/themen/projekte/schule-wirtschaft.de)
- [www.schulewirtschaft.de](http://www.schulewirtschaft.de)
- [www.arbeitgeberverbandlueneburg.de/schulewirtschaft](http://www.arbeitgeberverbandlueneburg.de/schulewirtschaft)
- <http://www.nibis.de/nibis.php>

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# CROATIA



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On **primary and secondary education levels**, guidance services are delivered in primary, secondary and VET schools, and are mostly performed by the non-teaching staff (school expert associates – pedagogues and psychologists, experts of education-rehabilitation profiles, librarians, principals etc.), followed by the teaching staff (class masters, teachers etc.).

A comprehensive overview of the provision of guidance in primary and secondary education was offered in 2014, when **Euroguidance Croatia** conducted a research on the existing capacities of primary and secondary schools to implement guidance. The results of the research serve as a good indicator of the current situation in the provision of guidance in primary and secondary education and clearly indicate the most important challenges that need to be addressed. Consequently, the results of the Research were as such incorporated in the **Strategy for Lifelong Career Guidance in the Republic of Croatia (2015)** as one of the starting points for the definition of priorities and measures to be undertaken in the area of primary and secondary education in the period 2016 – 2020.

The results of the research, elaborated through four types of capacities (institutional, implementing, professional and material) available to primary and secondary schools for guidance provision, pointed to the following conclusions:

- The research shows that guidance is one of the many activities that fall within the scope of expert associates' daily tasks and is not systematically implemented in the same manner in all schools. When considering methods of guidance provision in schools, precedence is mostly given to group provision of information and counselling on education opportunities to pupils and parents. On the other hand, less attention is given to preparation of pupils for job search, raising pupils' transversal and decision-making skills, as well as their self-awareness.
- Although a vast majority of schools provide guidance to pupils in their two final years of compulsory education (grades 7 and 8), a need was recognised for introducing elements of guidance in earlier stages of education, so that pupils are well prepared for making career management decisions at later points in their lives.
- In addition, a need was identified for investing in further and continuous training of school expert associates in the area of guidance, but it also pointed to a limited offer of seminars and expert meetings that focus on career guidance within the system. Finally, the research noted the need for ensuring more funding for the purchase of career guidance tools (e.g. diagnostic tests) and for covering the expenses of counsellors' professional development courses.

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An attempt to provide a more systematic set of measures has been introduced with the national **Strategy for Lifelong Career Guidance in the Republic of Croatia for the period 2016-2020**<sup>1</sup>, which represents an initial step in establishment of quality lifelong career guidance system in Croatia by providing a formal framework of priorities, measures and stakeholders in the education and employment sectors. The **Strategy Action Plan for the years 2018-19** provides an elaborated list of activities to respond to challenges identified in the Strategy and defines stakeholders' roles, competences and responsibilities in the provision of lifelong guidance.

In addition, since 2013 Euroguidance Croatia has been organising Guidance and Counselling Seminars for expert associates – psychologists, pedagogues and teachers in primary and secondary schools (school counsellors). The seminars are designed as a professional development training programme for school counsellors aimed to enhance their skills, competences and practical methodology necessary for the provision of guidance to pupils in schools and the development of pupils' basic career management skills. So far, a total of 17 seminars have been held, engaging more than 500 guidance counsellors.

Another recent development is the experimental “School for Life” reform programme, which started in 2018, engaging more than 8000 pupils and 2000 teachers. The aim of the program is to better prepare pupils for the challenges they face in life, as well as for career development.

Career guidance activities in Croatia are defined in various legal acts, such as the Elementary and Secondary School Act, the National Curriculum Framework, the Adult Education Act, the Strategy for Lifelong Career Guidance in Croatia 2016-2020, the Act on Professional Rehabilitation and Employment of Persons with Disabilities, 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, Council of the European Union, 2004, 2008).

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1. The Strategy for Lifelong Career Guidance in the Republic of Croatia for the period 2016-2020 was drafted by the **National Lifelong Guidance Forum**. Established in 2014, the Forum acts as a counselling network that brings together key stakeholders from the fields of education, employment and social inclusion for a more efficient development of policies, measures and activities, as well as a more coordinated provision of lifelong guidance services. The Forum gathers representatives of ministries, agencies, chambers of trade, employers' associations, universities, trade unions, etc.

## 2. Curricular Approaches, Feedback and Evaluation

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The Elementary and Secondary School Act does not define any compulsory status of career counselling in Croatian schools.

Despite this fact, guidance is delivered in a number of ways in the school curriculum: as an independent activity provided by the schools' non-teaching staff (school expert associates – pedagogues and psychologists, experts of education-rehabilitation profiles), as well as integrated into other subjects or sometimes delivered extra-curricularly.



Psychologists, pedagogues and other expert associates in schools provide career guidance to pupils by analysing their individual education needs, assessing their abilities and motivation, presenting further education opportunities to pupils, parents and teachers and offering information on the labour market trends. They also provide counselling for students with special needs and cooperate with guidance services of the Croatian Employment Service and other relevant institutions.

School guidance can sometimes also be integrated in other school subjects as a discussion topic, as a lecture or workshop in cooperation with public and private sector stakeholders, or it can be implemented as an extracurricular activity, in the form of school projects, organised visits to career fairs, open door days, etc.

In addition, the Elementary and Secondary School Act supports cooperation between schools and the Croatian Employment Service in the provision of career guidance to pupils. Career guidance services are provided to pupils using the so-called “tiered services”, starting from the assumption that the largest number of pupils only need to be informed about their future possibilities in order to make a decision; some of them need additional counselling and are in that case included in group counselling sessions; and the smallest number (about 10%) are offered the most intense and complex service which can include psychological-medical assessment.

A key feature of this model is client-oriented approach aiming at providing tailor-made services for pupils at risk (early school leavers, pupils with health and social problems, learning difficulties, behavioural disorders, etc). Educational, psychological, medical and social aspects are assessed for those target groups most in need of comprehensive vocational and career guidance.

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### 3. Structure and Content of the School Curriculum on Guidance and Counselling

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Not applicable.

### 4. Examples of Good Practice Related to Career Counselling and Labour Market Intelligence.

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**Guidance and Career Counselling Seminar** is a professional development programme delivered by Euroguidance Croatia in cooperation with experts specialised in work and educational psychology from the University of Zagreb, “Ivo Pilar” Institute of Social Sciences and the Croatian Employment Service, aiming to improve school

counsellors' skills and competences in order to provide them with the knowledge and practical methods necessary for the provision of guidance and counselling services to pupils, their parents and the school teaching staff.

The idea to develop and deliver this type of seminar was based on the needs identified in the Research on the Internal Capacities of Schools in Croatia to Provide Guidance Services done by Euroguidance Croatia in 2014, pointing to a strong need for more professional development opportunities for school guidance practitioners. Euroguidance Croatia has decided to develop and deliver several types of seminars devoted to guidance and career counselling for primary and secondary school teaching and counselling staff – teachers, psychologists and pedagogues. So far, these efforts resulted in 17 such seminars being organised over the course of five years.

The two-day seminars are delivered as a combination of plenary lectures and small group activities (approx. 20-30 participants) and interactive workshops demonstrating methods and techniques of working with pupils. The methods applied are primarily devoted to assessing individual traits (interests, strengths and weaknesses) and pupils' knowledge on various career pathways.

The participants' feedback has been extremely positive from the very beginning, acknowledging the important role high quality guidance and counselling services play in supporting lifelong learning and career management. The participants describe the seminar as a good learning opportunity, describe it as useful, dynamic and inspiring, but nevertheless requiring serious work. They go on to state that there should be more events of this kind, and finally, recommending the seminar as a good place to network and exchange peer experiences.

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Guidance and counselling activities in primary and secondary schools are primarily performed by school expert associates – pedagogues, psychologists, social workers, librarians etc.

In addition to their different work tasks, expert associates in schools provide career guidance to pupils by analysing their individual education needs, assessing their abilities and motivation, presenting further education opportunities to students, parents and teachers, at the same time encompassing the needs of the world of work. School counsellors also provide counselling for students with special needs and cooperate with guidance and vocational services of the Croatian Employment Service and other relevant institutions.

School pedagogues are the most widely profiled expert associates. They take part in all stages of educational activities, from the planning stage to evaluation and

assessment. They also perform career guidance activities, especially if the school does not employ an expert associate psychologist.

An expert associate psychologist provides guidance counselling services to students and monitors their development and progress.

Croatia does not currently provide initial education for career guidance counsellors in the system of higher education (such as specific career guidance study programmes), nor does it provide a single professional development programme on this subject. Guidance counsellors in the education and employment sector hold university degrees in relevant fields (psychology, social work, pedagogy, etc.) with additional professional training leading to a professional exam in lifelong career orientation (employment sector) or a professional exam in education (education sector).

In order to provide them with opportunities for further and continued professional development and training in guidance, Euroguidance Croatia has developed a professional development programme Guidance and Career Counselling Seminar, which has now been active for 5 years and has been attended by more than 500 school psychologists, pedagogues and teachers.

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# HUNGARY



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## 1. Latest Developments in the Inclusion of Guidance and Counselling in the Curriculum and Current Challenges Addressed

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In Hungary, guidance activities and development are overseen by different ministries. The Ministry for Innovation and Technology is responsible for guidance delivery within VET together with the National Office for Vocational Education and Training and Adult Learning. The Ministry of Human Capacities is responsible for guidance activities within the compulsory school system. In the past two decades, the National Core Curriculum was modified several times, and a new Curriculum is envisaged in the near future. Guidance activities within the school mainly focus on helping the students to familiarize with different professions and choose a secondary school. The current National Core Curriculum sees career guidance as a separate field of development, which helps career and occupational choices. Career guidance activities are not offered within the framework of separate subjects, but much rather they are included in "Life management and practical skills". Students entering VET education have to choose their fields of vocational specialisation right at the beginning of choosing their studies. This means that for these students guidance for choosing the right educational path is needed in primary school.

## 2. Curricular Approaches, Feedback and Evaluation

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According to the current National Core Curriculum, it is one of the primary tasks of schools to provide a general understanding of the world of labour suited to the age of the students. In order to provide this general understanding, the schools have to ensure the conditions and activities which enable students to test their skills and discover the fields they are interested in. This finally leads them to find suitable career paths and make efforts to reach their career aims. The aim of the school is thus to help develop skills and behaviour patterns related to cooperation, support, leadership and competition.

Tasks related to career orientation are included under "Life management and practical skills", which is a content area (see point below) in the Curriculum. Its primary aim is to help discover the artificial (technical), natural and social environment by providing practical knowledge necessary for everyday life. By making the students familiar with different activities, professions and careers, the beginning steps of future career choices are established. The "Life management and practical skills" content area offers real life tasks and procedures, this way initiating a connection between school education and the world outside the classroom.

According to recent regulation, starting from the 2017/2018 school year each school is obliged to dedicate one of the education free working days for career orientation purposes. The aim of the day is to assist the students in their choices of further studies, in their ca-

reer related decisions and make them aware of the choices/opportunities and possibilities they can choose from. It is up to the schools to decide what types of activities they organise. The activities usually include presentations of guest lecturers on jobs and professions, on further studies, field visits to companies or visits to vocational education fairs.

Guidance and counselling activities are not monitored and evaluated on a regular basis. Individual researchers carry out studies on career guidance activities. The Hungarian Educational Authority maintains a central information system on public education, which collects reports, data and information on a regular basis related to institutional statistics, students' performance and academic achievement.

### 3. Structure and Content of the School Curriculum on Guidance and Counselling

The National Core Curriculum sets the required basic approach, theory and content of the public education, defines the content areas, the educational phases and its fields of development.

The Curriculum defines 10 content areas, such as: Hungarian Language and Literature, Mathematics, Foreign Language, Man and Society, Man and Nature, Environment, Arts, ICT, Life Management and Practical Skills and Physical Education.

The Curriculum also defines different fields of development, which represent the common values of school education. The fields of development include those knowledge content which cannot be covered by one discipline or which might belong to more disciplines. One of these fields of development is "Career orientation and the world of labour".

The Curriculum defines the following developmental activities for the students within "Career orientation and the world of labour":

Grades 5-8		Grades 9-12
Grades 5-6	Grades 7-8	
Forming opinion about the professions and work related activities.	Getting to know the planned profession, matching it to personal expectations, judging possibilities, realistic self-assessment.	
	Raising awareness about the necessary components (such as expertise, learning and work culture) of the profession providing future livelihood.	Accepting the importance of commitment towards work and activity, lifelong learning, expertise and knowledge.

These include the following general content:

- **Grades 5-8.:** characteristic features of jobs and professions, the foundations of future career choice.

- **Grades 9-12.:** planning the career: further studies in VET and higher education, employment in the country and abroad; not profession-related components of work; providing fundamental knowledge about taxation, insurance, social security, financial and economic matters and questions of official administration.

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## 4. Examples of Good Practice Related to Career Counselling and Labour Market Intelligence.

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In Hungary, the bulk of guidance activities are provided by different services and institutions which are in close cooperation with schools but are not part of the school system (see point below). One good example for the cooperation between schools and pedagogical professional services is that of the "Thematic Guidance Plan" which provides orientation and guidance for 5-8<sup>th</sup> grade students, developed by the Bács-Kiskun County Pedagogical Service (BKPCS) and offered for primary schools.

The counsellors of the BKPCS have collected the problems and questions the teachers, students and parents experience when faced with career orientation and set up the action plan accordingly. According to feedback, the 8<sup>th</sup> grade students most commonly lack self-knowledge and profound information on professions and further training possibilities. Most often they rely on their parents' choices when it comes to choosing the direction of their further studies. The end result is failure and dropping out of secondary school as well as difficulties in finding work. These reasons led the counsellors of the BKPCS to develop the guidance thematic, the aim of which was to assist informed career decisions of 5-8<sup>th</sup> grade students. The plan covers the following topics for the different age groups:

- **5<sup>th</sup> grade:** learning techniques, methodology of learning, a kind of preparation for lifelong learning;
- **6<sup>th</sup> grade:** introduction to professions in an interactive way;
- **7<sup>th</sup> grade:** Who am I? – development of self-knowledge, skills and competences, aims and motivations;
- **8<sup>th</sup> grade:** Further studies: specific steps, values, aims and their realisation (school types, skills shortages, study scholarships).

The methods used include ICT tools, drama pedagogy, situational games, group work, field visits to companies and the Night of Professions programmes.

This complex service is offered at the beginning of the school year for schools and institutions, which can decide whether to cooperate with the counsellors of the BKPCS and make use of the services offered. According to feedback, the individual counselling sessions and thematic parents' meetings are the most popular.

## 5. Practitioners Responsible for the Implementation of the School Curriculum

In Hungary, the following actors are involved in delivering guidance and counselling tasks for the students in public education:

*Pedagogical professional services*, as defined by the 15/2013 (II.26) Decree of the Ministry of Human Capacities, are important actors in the guidance activities of primary school students. Guidance activities of the pedagogical professional services include: testing the skills, learning abilities and the orientation of students and helping choose the appropriate educational institution.

The 2011/187 Act on Vocational Education stipulates that the *chambers of commerce* are also involved in vocational guidance activities. The guidance related tasks of the chambers of commerce include the following: vocational guidance and orientation for primary school students focusing on occupational skills shortages, events related to vocational guidance and orientation, organising field visits to factories and companies.

The core tasks of the *labour departments* of county government offices do not only include employment and job-search counselling, guidance, career and psychological counselling, but also information provision on training opportunities. The services are available for both employees and job seekers. The 30/2000 (IX. 15) Ministerial Decree describes labour market services and benefits as well as the qualification requirements of counsellors working within the employment service.

A network of *Employment Information Centres* (FIT) was established in 1994. The FIT centres offer direct access to various resources, such as films and information folders on occupations. Currently they are within the county government offices.

In 2015, a network of 44 *vocational centres* was established. The vocational centres provide information on the training programmes of affiliated VET schools as well as on adult education and training possibilities. The activities of the vocational centres are defined by the 2011 CLXXXVII. Act on Vocational Education.

The pedagogical professional services, the chambers of commerce, the government offices and the vocational centres often cooperate at county level to support schools in vocational guidance and orientation.

In Hungary, the training of guidance counsellors in higher education dates back to more than 20 years when in 1992 the predecessor of Szent István University started a training programme for employment counsellors. This training programme was further developed and later became the andragogy bachelor programme with a specialization in employment counselling (2006-2013) and today's Human Resource Counselling master programme.

The 18/2016 (VIII.5.) Ministerial Decree provides a new regulatory framework on the requirements of bachelor and master programmes. The decree defines the training objectives of the Human Resource Counselling master programme as well, and accurately lists the professional competencies of the counsellors. According to this, the aim of the Human Resource Counselling master programme is to train pro-

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professionals who have developed profound knowledge during their training in human and economic disciplines, possess good counselling skills and are able to provide detailed analysis of trends shaping the labour market, education and training. The future counsellors should be able to help clients refine their career plans and make career decisions, as well as to support stakeholders by evaluating current trends in education and workforce management.

The Human Resource Counselling master programme is a 4-semester programme where students should acquire 120 ECTS credits. Theory and practice are evenly divided in the training curriculum: foundation courses aim to develop knowledge related to psychology, labour market and career planning, while practical courses and field work practice develop those skills which are related to the profession of counselling, such as good communicative, cooperative, problem solving and conflict resolution skills. By the end of the programme the counsellors-to-be have developed independence both in conducting individual and group counselling and have learnt to regard work as an important factor when organising one's life.

The Human Resource Counselling master programme is currently run by five universities in Hungary (Szent István University, University of Pécs, University of Debrecen, University of Sopron and Eötvös Loránd University). These universities have developed a consortium and offer focus either on human resources, economics or counselling, depending on the institution's individual profile.

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- 110/2012. (VI. 4.) Government Decree on the National Core Curriculum
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- 2011/187 Act on Vocational Education
- 30/2000 (IX. 15) Ministerial Decree
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# POLAND



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**Guidance and Counselling in the School Curriculum.**

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The last three years of legislative activities carried out in the field of educational law in Poland have been aimed at, among others, sanctioning professional counselling within the educational system and linking it to the content implemented as part of the core curriculum. The Act of 14 December 2016 Educational Law, art. 109.1. point 7 indicated vocational counselling as the one of the basic forms of didactic and educational activity of the school. The regulation of the Ministry of National Education on vocational counselling was signed on 16.08.2018. This document includes counselling as a set of activities aimed at supporting children and students in the process of identifying professional interests and predispositions and preparing for the selection of the next stage of education and occupation. Counselling is understood in a systemic way and covers children, adolescents and adults from kindergarten to post-secondary schools.

The vocational pre-orientation carried out in the kindergarten familiarizes children with selected professions and stimulates and develops their interests and talents. In classes I – VI of the primary school, vocational counsellors, teachers and educators implement professional orientation aimed at introducing students to selected professions, shaping positive attitudes towards work and education and stimulating and developing their professional interests and talents. Classes developing pre – and professional orientation are carried out within the framework of classes with a teacher, general school events (e.g. festival of professions, job exchange), as well as within the framework of activities that implement the core curriculum (e.g. early school education, Polish, mathematics, history, etc.). Thanks to this approach, counselling at the kindergarten and I-VI levels of primary school is not perceived as a separate subject, but as a constant perspective of developing children's awareness of their own resources, educational market and labour market, so as to give them a basis for making accurate decisions at the next stages of their lives. The condition for the implementation of such interdisciplinary approach is the need to engage all teachers, thus counselling becoming an element that permanently shapes attitudes (such as: openness to change, the need for lifelong learning, cooperation, flexibility) and the mental culture of the organization (Podwójcic, 2015).

Vocational counselling provided in grades VII – VIII of primary school and secondary schools, aims to support students in the process of preparing them for conscious and independent career planning, making educational and professional decisions, taking into account their interests and talents, as well as information about the labour market and the education system.

It is worth emphasizing that the implemented contents within pre – and vocational orientation and counselling in the whole educational process have been defined in detail and described as measurable learning outcomes and grouped in four areas:

1. exploring own resources;
2. occupation and labour markets;
3. education market and lifelong learning;

4. planning of one's own development and making educational and professional decisions.

This approach allows to maintain the spiral in the process of conscious construction of one's own career and successive broadening and supplementing the content of career counselling.

Vocational counselling also functions in the Polish education system as one of the forms of psychological and pedagogical support addressed to children and youth with special educational needs. In the Regulation of the Ministry of National Education of 25.08.2017 these classes are defined as *related to the choice of education and vocation* and should be in line with the main objective of providing psychological and pedagogical support: *recognizing and satisfying individual developmental and educational needs of a student and recognizing individual psycho-physical abilities and environmental factors influencing his/her functioning in the kindergarten or school in order to support the development potential of a student and create conditions for his/her active and full participation in the life of the kindergarten or school as well as in the social environment*. Vocational counselling becomes one of the strategies for the implementation of inclusive education and functional diagnosis understood as comprehensive and multi-specialized recognition of resources and difficulties of a child, taking into account the role of environmental and cultural factors (e.g. stereotypes).

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## 2. Curricular Approaches, Feedback and Evaluation

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From 2017/18, vocational counselling classes for grades VII-VIII of the primary school and for secondary schools are compulsory, but they are not related to the final year grade and do not decide on receiving the promotion to the next stage of education. These are separate activities included in the framework teaching plans. They are implemented according to original programmes developed by teachers conducting these classes and approved by the school head (after the positive opinion of the pedagogical council). The Regulation of the Ministry of National Education on vocational counselling provides the extension of counselling activities for the grades I-VI of primary school and kindergarten. It is assumed that these classes will be integrated with the contents of core curriculum and will be not separate subjects.

The previous years' experience of the implementation of curriculum on guidance and counselling has not yet been able to draw conclusions on the effectiveness of this support. As part of the pilot study, information on the effectiveness of classes carried out according to the programmes developed in the project was also collected (quality of didactic materials, degree of achievement of objectives, innovation of the

proposed didactic situations). The Ministry of National Education is currently working on developing tools for evaluating the effectiveness of psychological and pedagogical support, including those related to career counselling.

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### 3. Structure and Content of the School Curriculum on Guidance and Counselling

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A regulation on vocational counselling takes into account the recommendations of the panel of experts involved in the project "Effective Educational and Career Counselling for Children, Teenagers and Adults"<sup>2</sup>. This project was implemented by the Centre for Education Development under the priority axis 2 – Efficient Public Policies for Labour Market, Economy and Education. Measure 2.14. The Development of Tools for Lifelong Learning. The developed materials propose a clear structure of vocational counselling from kindergarten to post-secondary schools, together with detailed curricula for the implementation of classes at various stages of education. Validated curriculum proposals are available free of charge on the website: <https://doradztwo.ore.edu.pl/programy-i-wsdz/>. They contain: general and detailed objectives of counselling, thematic areas, description of the ways of carrying out the classes, methods of validation of student activity and evaluation of the effectiveness of the classes and possible resources to be used. In addition, sample scenarios positively validated in the pilot studies in 2016 are included as annexes to the programs. The objectives of the counselling activities are presented below on the example of the vocational orientation program for grades IV-VI of the primary school:

2. <https://www.ore.edu.pl/category/projekty-po-wer/efektywne-doradztwo-edukacyjno-zawodowe/efektywne-doradztwo-edukacyjno-zawodowe-aktualnosci/>

#### 1. Exploring own resources

##### Student:

- 1.1. defines his/her own interests, abilities, talents and competences;
- 1.2. indicates his/her strengths and potential for application in various areas of life;
- 1.3. takes action in tasks situations and evaluates his activities, formulating conclusions for the future;
- 1.4. presents his/her interests/skills on the forum with the intention of triggering curiosity in the audience.

#### 2. Occupation and labour markets

##### Student:

- 2.1. lists the various groups of occupations and gives examples for each group, describes the different ways of reaching them and the basic specificity of work in occupations;

- 2.2. describes what work is and its meaning in people's lives;
  - 2.3. indicates the factors influencing career choices;
  - 2.4. uses tools and implements them for their intended purpose and in a creative and unconventional manner;
  - 2.5. explains the role of money in the modern world and its relation to work.
3. Education market and lifelong learning
- Student:**
- 3.1. points to different ways of acquiring knowledge (using examples known to him) and discusses his individual way of learning;
  - 3.2. indicates the school subjects he/she likes to learn;
  - 3.3. independently reaches information and uses various sources of knowledge.
4. Planning of one's own development and making educational and professional decisions.
- Student:**
- 4.1. tells about his/her educational and professional plans;
  - 4.2. plans his/her activities (or group activities), indicating the specific activities and tasks necessary to achieve the goal;
  - 4.3. tries to make decisions independently on matters related directly and indirectly with his/her person.

The recommended methods for the implementation of activities are: educational projects, interactive methods based on the idea of cooperative learning and regular vocational study visits, bringing schools and students closer to the labour market. As part of the strategy for validating the effects of the classes, the following are proposed:

- evaluation questions for students (allowing students e.g. self-assessment of their own activity in classes, self-assessment of the degree of understanding/ assimilating the content);
- observation of the student's achievements (e.g. with the use of observational scales taking into account selected factors: motivation of students to work in classes, engagement in team work, creativity);
- analysis of students' work output;
- portfolio containing student work effects, e.g. "Portfolio of my achievements";
- evaluation surveys for students or parents.

According to the regulation, each school develops an in-school vocational counselling system, defines general objectives and activities related to the provision of vocational counseling at the school and entities with which the school cooperates in the implementation of vocational counseling. On this basis, a program for the implementation of an in-school vocational counseling system for a given school year is developed, which consists of:

1. activities related to the implementation of vocational counselling, including:
  - a. the themes of the actions,
  - b. the methods and forms of implementation of the actions,
  - c. the addressees of the activities,
  - d. the deadlines for implementing the activities,
2. entities with whom the school cooperates in the implementation of the activities and the implementers of activities.

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## 4. Examples of Good Practice Related to Career Counselling and Labour Market Intelligence.

An example of good practice fully implementing the content of vocational counselling to the standard school curriculum is the "Anchors of Career"<sup>3</sup> – project implemented in 2014-2015 by the training company Lechaa Consulting under the contract with the Centre for Education Development. The project's products based on the principle of universal design (class scenarios, diagnostic questionnaires, films) are still used in counselling classes at various stages of education.

The diagnostic and methodological materials prepared as part of the "Career Anchors" are addressed mainly to the students of grades VII-VIII of the primary school and secondary schools. Main areas of student support:

- analytical and creative thinking;
- self-image and self-esteem;
- interests and talents;
- decision making analysis;
- values and their role in vocational choices.

Over 100 organizations have been involved in the implementation of this practice, including:

- 78 lower secondary schools and primary schools;
- 12 psychological and pedagogical counselling centers;
- 2 universities;
- 3 teacher training centers;
- 8 companies from the ICT sector.

The established partnerships have made it possible to focus the counselling activities on the needs of various entities, as well as to update the materials due to "new" challenges.

It is worth noting that the authors of the materials developed in the "Career anchors" project paid special attention to the specific needs of gifted students (e.g. high sense of autonomy, multiplicity of interests, perfectionism, individualism), to which

3. [http://zasobyip2.ore.edu.pl/pl/publications/search?title=&description=&author=&education\\_id=0&subject\\_id=0&category\\_id=0&year\\_from=&year\\_to=&isbn=&projectTitle=&contestNumber=&projectDecisionNumber=POKL.03.04.03-00-048%2F13-00&keywords=](http://zasobyip2.ore.edu.pl/pl/publications/search?title=&description=&author=&education_id=0&subject_id=0&category_id=0&year_from=&year_to=&isbn=&projectTitle=&contestNumber=&projectDecisionNumber=POKL.03.04.03-00-048%2F13-00&keywords=)

specialist assistance and advisory support is very rarely addressed. It is recognized that they do not require exceptional support beyond what is directed to all students. Research shows that this approach contributes to the spread of underachievement syndrome (Dyrda, 2000).

The forms of classes recommended by project experts are: case studies, simulation games, and educational projects. Teachers of various subjects are involved in the implementation of the classes. It is possible thanks to the preparation of advisory scenarios based on various subject contents: mathematics (e.g. success functions, statistical data analysis), history (e.g. the role of money, changes in workers' rights), nature (e.g. how to achieve psychophysical well-being?) or Polish (literary metaphors of passion, professional analysis of literary biographies). The support is evaluated by means of self-description questionnaires as well as objective and psychometric tools (5 tests and semantic differential – standardization test N=960 persons). The tools allow long-term observation to draw individual profiles of the students' awareness development with the aim of shaping their own career, taking into account career anchor dimensions such as values, special abilities, sense of autonomy and interest. In addition, to highlight the continuing nature of the counselling process, students are equipped with electronic 'logs of life challenges'. In their free time – after school, they can solve short exercises stimulating their creativity and enriching knowledge of current trends in the education and labour market.

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## 5. Practitioners Responsible for the Implementation of the School Curriculum

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Currently, vocational counselling classes are mainly run by vocational counsellors who have completed post-graduate studies in this field (or undergraduate and/or master's degree) as well as pedagogical qualifications. However, this is not a mandatory requirement, as the regulation on vocational counselling assumes that in the absence of a qualified vocational counsellor in the school until the year 2021/2022 inclusive, the head of the school may entrust the implementation of vocational counselling classes to another teacher.

Postgraduate qualifications usually last 2 – 3 semesters and cover an average of 360 hours, including a minimum of 60 hours of practice. Study programs are developed by individual universities, but at the moment there is a strong emphasis on practical ways and strategies for continuing professional counselling as part of the core curriculum at various stages of education and providing students with knowledge on support for children with special educational needs. This issue is particularly important in the era of implementation of inclusive education in Poland: open



to all students, focusing mainly on identified resources and not stigmatizing deficits (<https://www.european-agency.org>).

Development of competencies of persons carrying out activities in the field of vocational counselling at various stages of education is supported by regular training courses and conferences organized by the Centre for Education Development in Warsaw. These are short forms, usually based on a blended-learning formula or fully online (e.g. Organization of vocational counselling in school, Basics of educational and vocational counselling).

The development of the education and support system for staff implementing vocational counselling activities at the level of the whole country was the goal of another project implemented by the Centre for Education Development ("Preparation of trainers for the implementation of training in education and vocational counselling"<sup>4</sup> – project co-financed by the European Union).

Project results:

- a. a training program for trainers responsible for coordinating the implementation of vocational counselling in schools and supporting people performing tasks in the area of vocational counselling,
- b. training of 500 people (minimum one person from each county in Poland).

In this way, staff was prepared to train (in the cascade formula) new people (teachers, psychologists and pedagogues). The training program covers 20 hours and is divided into 13 modules, including: diagnosis of vocational counselling at school, creation and development of cooperation networks of persons, institutions and entities operating in the field of vocational counselling, plan of external school support, resources and materials supporting vocational counselling, vocational counselling for students with special educational needs. Link to the programme:

[https://efs.men.gov.pl/wp-content/uploads/2018/08/Zalacznik\\_nr\\_14\\_Ramowy\\_program-\\_szkolenia\\_z\\_zakresu\\_doradztwa\\_educacyjno-zawodowego-1.pdf](https://efs.men.gov.pl/wp-content/uploads/2018/08/Zalacznik_nr_14_Ramowy_program-_szkolenia_z_zakresu_doradztwa_educacyjno-zawodowego-1.pdf)

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- Ministry of National Education <https://men.gov.pl/min>
- Ministry of Family, Labour and Social Policy <http://www.mpips.gov.pl>
- Educational Research Institute <http://www.ibe.edu.pl/pl>
- Centre for Education Development <http://new.ore.edu.pl>
- Educational and career counselling. Focus on your future <http://doradztwo.ore.edu.pl>

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4. <https://www.ore.edu.pl/category/projekty-po-wer/doradztwo-zawodowe-przygotowanie-trenerow/doradztwo-zawodowe-przygotowanie-trenerow-aktualnosci/>

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**Guidance and Counselling in the School Curriculum.**

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## 1. Latest Developments in the Inclusion of Guidance and Counselling in the Curriculum and Current Challenges Addressed

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The student's profile for the 21<sup>st</sup> century put on field last year could be considered as one of the most important developments. Such a profile proposal highlights the need to foster students' autonomy, exploration, planning, creativity, critical reasoning, social respect, among other transversal competences. These competences are worked embedded in the curriculum. Another point is the increase of school psychologists during the last two years.

Until now, psychologists working in schools are responsible for offering academic and professional guidance services to students. Still, these services have been mostly delivered in the transition from middle school to high school, during which students are expected to make a decision regarding the academic field and the teaching vein they would like to pursue. Developmental practices fostering students' career development throughout their academic path are still scarce in the Portuguese scenery. One challenge relies on the specialized training required for psychologists to infuse career development topics in the curriculum and to coordinate K-12 career guidance practices. Despite the relevance of the careers field, its presence in psychology undergraduate and graduate courses needs to be improved as well as more systematic initiatives for professional collaboration and supervision are required (Cordeiro et al., 2018). These advancements would afford the possibility for psychologists to deepen their scientific knowledge regarding career issues and to identify opportunities for lifelong career development services. There are also psychologists who are recruited to work in school contexts who have not any kind of training in career issues, because there is not an established occupational profile comprising an established amount of career training that is required to work in school contexts.

## 2. Curricular Approaches, Feedback and Evaluation

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Guidance and counselling are usually offered as extra-curricular services. They have mostly an optional status, due to their inclusion in psychological services, which are ethically subject to individuals' informed consent and willingness to attend such interventions. Nonetheless, some schools provide compulsory career guidance services, particularly in an attempt to facilitate all students' access to career guidance and to contribute for their academic achievement. In expected moments of career decision-making and academic transition, guidance services tend to be offered as small group interventions fostering career exploration and information. There are also schools that provide career guidance as a classroom intervention consisting

of informative seminars implemented by psychologists. The psychology department from each school monitors and evaluates such practices, reporting them in annual activity reports. The reports usually clarify the number of students who benefited from guidance services, the number of sessions conducted and the students' perceived utility of and satisfaction with the delivered services. And, in many cases, the efficacy of such services is assessed. Local and regional networks of psychologists are also emerging to discuss intervention opportunities and challenges. At national level, optional guidance training opportunities are offered by the Portuguese General-Directorate of Education and the Portuguese Order of Psychologists.

### 3. Structure and Content of the School Curriculum on Guidance and Counselling

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Currently, there is no explicit guidance and counselling framework/blueprint in Portugal. Still, there is on field the student's profile for the 21<sup>st</sup> century. Such a profile proposal highlights the need to foster students' autonomy, exploration, planning, creativity, critical reasoning, social respect, among other transversal competences (Portuguese Ministry of Education, 2017). Hence, the student's profile might constitute a promising opportunity for school psychology services to articulate careers and academics through lifelong career guidance.

### 4. Examples of Good Practice Related to Career Counselling and Labour Market Intelligence.

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The career intervention "Community Clubs" might constitute a good practice example. This intervention relies on the North-American project "Health Professions Affinity Community (HPAC)" (Weisblat & Porfeli, 2013) and has been implemented in three schools from North-West Portugal since the school year 2014-15. It is a career intervention directed to high school students, aiming at fostering their career adaptability and engagement in school. "Community Clubs" relies on a process involving the identification of and action towards community problems across five main stages – identification, development, enactment, evaluation and sharing. Students start by identifying a community problem (e.g., diabetes, poverty), explore the existent literature about it and ask for support from community members (e.g., parents, teachers, nurses, psychologists, researchers). Then, students build and enact a plan of action to solve such a problem, while activating resources and community partnerships.

Students also evaluate their work and the impact of their plan. Finally, students share their projects to colleagues, partners and other community members. In the Portuguese experience, students work together in a group of five or six students each, under the supervision of a high-school teacher, the collaboration of an entrepreneurship commissioner, the coordination of a school psychologist and the main partnership of university researchers. Provisional results suggest a positive impact on students' career adaptability, engagement in school and academic achievement (Taveira, Oliveira, Cruz, Fonseca, & Costa, 2016). This intervention constitutes a promising strategy to jointly promote students' career and academic development, aligned with the desired student's profile for the 21<sup>st</sup> century.

The use of My Career Story (MCS; Savickas & Hartung, 2012) is another example of good practice, empirically validated (Cardoso, Janeiro & Duarte, 2018). MCS is an autobiographical workbook for Career Construction Counselling (Savickas, 2015). The aim is to promote narrative identity to facilitate the construction of career plans in adolescents and adults. Since 2016, this program has been implemented in high-schools in the regions of Lisbon and Setúbal. The program is organized in three parts taking place throughout 7 sessions of 90 minutes each. The first part, "Telling My Story," begins with defining the student's problem, outlining expectations for the intervention, and compiling a list of occupations that the students has considered for their career. Next, the students answer four questions related to life-career themes. The second part, "Hearing My Story," helps identify life themes and interests as well as facilitating the reconstruction of the life story and the exploration of educational and occupational plans. In the third part, "Enacting My Story," the focus is on the definition of career goals and identification of resources for their implementation (Savickas & Hartung, 2012). Research showed the usefulness of My Career Story to increase student's sense of direction, self-discovery and increased self-awareness (Cardoso, Janeiro & Duarte, 2017).

Another example of such good practice examples are job-shadowing activities designed to help the 12<sup>th</sup> grade students improve their self-knowledge, knowledge about job requirements and career exploration skills and intentional behavior. Such activities comprise the steps pertaining to the briefing, experiential and debriefing phases, are carried out via several sessions taking place throughout the school year, and are properly manualized in order to allow their extension to different school contexts and their overall evaluation, taking into account the common and the specific contextual features (Duarte, Silva & Paixão, 2017).

A promising innovation relies in the SAPIE/EB, a sophisticated early warning system that early flags the students' risk for school failure and ill-being (resulting from a partnership between local and national authorities and entities, including the ME, and higher education institutions), systematically monitors the students' progress in several school domains, and empirically assesses the educational impact of the interventions in the dimensions of academic success, psychological health and career development. The SAPIE-EB is a user-friendly system that converts students'

raw data available at schools in knowledge, providing easy-delivered and intuitive reports on students' school failure, dropout and interventions, hereby allowing to deepen the knowledge about their causes and explanatory processes. The SAPIE-EB will be tested in 75 portuguese basic schools. It is expected, with the implementation of the SAPIE-EB to reduce school retention in about 3% in a two-year interval period. Longitudinal research will attest the efficacy of the SAPIE-EB, from longitudinal quasi-experimental research designs (Cordeiro & Paixão, 2018).

## 5. Practitioners Responsible for the Implementation of the School Curriculum

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The practitioners mainly responsible for the delivery of guidance and counselling services are psychologists. At the school setting, psychologists can offer consultancy to teachers regarding their role in students' career development and academic processes. Psychologists working in schools are currently required to possess a Master's Degree and to be registered as an effective member of the Portuguese Order of Psychologists. An additional requirement to be certified as an educational psychologist by the Portuguese Order of Psychologists is also being considered by some schools. To improve the career guidance services, it would be important to offer quality and specialized training to psychologists, since their initial training at universities (Cordeiro et al., 2018). During their initial and continuous training, psychologists should be able to study career development theories, career assessment models and instruments as well as career education goals, assumptions and examples. One example of a relevant training course for practitioners is the "[Post-Graduation in Career Psychological Intervention](#)", exclusively directed to psychologists. This course is jointly promoted by the Portuguese Association for Career Development and the CRIAP Institute to cover main career development theories and to stimulate the transition for evidence-based career practices from childhood to adulthood.

Teachers and parents also have an important role in this field.

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# ROMANIA



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In the past twenty years, in Romania counselling and guidance gained a status reflecting the switch from a new domain in the educational plan to an independent subject. 1997 is the year when the first curricula for counselling and guidance were designed (the curriculum for Guidance and vocational counselling-vocational schools and the curriculum for Information and vocational guidance for post high-schools. Beginning with 1998, a major curricular reform began in the Romanian educational system. Counselling and guidance became one of the seven curricular areas comprised by the national curriculum. Activities carried out by the main teacher with the whole class or groups of students were highly recommended. In the primary school cycle there were allotted 0-1 hours/week for each class, but it was optional. The lessons were carried out by the primary teacher in team with psychologists, educators or the school counsellor. In the secondary cycle, counselling and guidance classes were compulsory (1-2 hours/week) and were carried out by psychologists, educators or school counsellors, individually or in team with other teachers appointed by the Board of school administration. Between 2004-2006, the status of Counselling and guidance has been strengthened and other curricula were developed:

- Counselling and guidance for the 9<sup>th</sup> grade theoretical high school, approved by MO 3458/09.03.2004.
- Counselling and vocational guidance for the School of Arts and Crafts, grades IX-X, approved by MO 3552/08.04.2004.
- Guidance and vocational counselling, year of completion for grade XI, approved by MO 3872/13.04.2005.
- Guidance and vocational guidance, the upper cycle of high school, the technological line, grades XI-XII, the direct route of qualification, grades XII-XIII, progressive qualification route, approved by MO 3488/23.03.2006.
- Counselling and guidance, grades IX-XII, approved by MO 5287/09.10.2006.
- Counselling and guidance, grades I-IV, V-VIII, approved by MO 5286/09.10.2006.

The school curriculum capitalized the previous experiences in the area and proposed a series of changes in terms of structure and content. Thus, for grades I-XII, the learning contents were organized in the following thematic modules: Self-knowledge and personal development, Communication and social abilities, Management of information and learning, Career planning and Quality of lifestyle. These modules were customizing the framework objectives (grades I-VIII), respectively the competences (grades IX-XII) for each year of study. Although those school curricula contained innovative elements in the area whose implementation would have contributed to the forming of an autonomous personality, with a value system necessary for personal development, civic participation, for social insertion and on the labour market, in time

there were certain limitations that generated dysfunctions in achieving the educational goals. Of these, we could mention:

- The status of optional discipline of *Counselling and guidance* for grades I-IV.
- *Counselling and guidance* as educational offer addressed to main teachers from high schools and to school counsellors; but in the basic training of the teachers for various specialties *Counselling and guidance* was not a domain with specific representation and the number of school counsellors was inadequate;
- Exclusion in the school year 2009-2010;
- Overlapping during the Counselling and guidance classes of the teaching-learning with activities specific to the function of a main teacher (predominantly administrative); This legislative regulation that targeted the activity of the class master created confusion among teachers, as they were constraint to respect the curriculum and at the same time to fulfill a range of responsibilities derived from the status of class master.

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In 2011, important changes were made in the national curriculum for primary and middle school, through the new Law of education. The new curriculum is based on training 8 key competences, integrated knowledge assemblies, abilities and attitudes necessary throughout life. High school education is in perspective centered on developing and diversifying the key competences and on forming specific competences depending on the specifics of the school (line, profile, specialization or qualifications). In developing Counselling and guidance curriculum, a series of international recommendations were capitalized (the resolutions of the Council of Europe from 2004, 2008) regarding the importance of counselling and guidance in achieving autonomy in the learning process, facilitating the decisional process and the access to counselling services. In line with the new frame plans, the following school curricula were developed:

- Personal development for preparatory, 1<sup>st</sup> and 2<sup>nd</sup> grades, approved by MO 3418/19.03.2013.
- Counselling and guidance, curriculum differentiated for the state vocational education (3 years study, grades IX, X, XI), approved by MO 4437/29.08.2014.
- Counselling and personal development for grades V-VIII, approved by OMEN 3393/28.02.2017.

By comparison with 2006, the new school curricula brought a series of changes: a curricular design based on competences and their correlation with learning activities, a reduction of the number of learning contents, a highlight on teaching-learning-evaluation didactic strategies with strong formative value, the inclusion of the learning portfolio as specific mode to assess the development of competences, justification of the contribution of the discipline *Counselling and personal development* for the training profile of the middle school graduate. In the national curriculum for counselling and guidance for the vocational schools (re-established in 2014) the competences were defined also by reference to the requirements of the economic environment.

Although these changes in the curriculum are opportunities, the biggest challenge is how teachers will be able to abandon current practices of approaching guidance and counselling in favour of a more consistent and systematic approach, focused on competence development. From this perspective teacher training is absolutely necessary in order to apply the new curriculum for counselling and guidance and to develop an efficient cooperation between teachers and school counsellors.

## 2. Curricular Approaches, Feedback and Evaluation

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In Romania, *Counselling and guidance* is a curricular area in the new framework plans (OMEN 3.371/2013, OMEN 3.152/2014, OMEN 3.590/2016), which proposes distinct subjects with mandatory status. Thus, at the primary level there is the subject *Personal development* with 2 hours/week for the preparatory grade and 1 hour/week for the 1<sup>st</sup> and 2<sup>nd</sup> grades. Beginning with the school year 2017-2018, the subject *Counselling and personal development* is proposed at the 5<sup>th</sup> grade, having allotted 1 hour/week. There is also the possibility to allot additional hours at the 5<sup>th</sup> grade (0-2 hours/week) for optional subjects within the curricular area *Counselling and guidance*. An identical situation will occur beginning with the school year 2018-2019 for the 6<sup>th</sup> graders who are proposed 1 hour/week with the possibility of additional allocation (0-2 hours/week) for optional subjects. Because the national framework plans for the lower secondary school level (previously mentioned) is applying progressively, for the 7<sup>th</sup> and 8<sup>th</sup> students (from September 1<sup>st</sup>, 2018) is still in place the framework plan approved by OMEN no 3638/2001. Thus, for this category of pupils the subject *Counselling and guidance* has allotted 1 hour/week.

For the students of the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades in the vocational education the school subject *Counselling and guidance* proposes a differentiated curriculum (mandatory curricular offer established according to the year of study, area/profile, professional qualification), having allotted 1 hour/week. The monitoring and evaluating of the implementation of a new curriculum is a structured approach which implies those highlighting processes of the way in which a designed curriculum is conveyed into an achieved one. Implementing a new curriculum means to develop a monitoring methodology based on quantitative and qualitative indicators whose evaluation must be done during and at the end of the implementation process. The monitoring of the implementation process is effectively achieved through a systematic collection of information and data regarding the quality of the process, the difficulties encountered, the way in which the educational actors (teachers, students, parents, decisional factors) process the changes occurred and their efficiency. The curricula for Counselling and guidance has a fundamental role in preparing students for life through the

support given in exploring and assuming personal resources and objectives in order to be able to make significant decisions about the educational, professional and personal future. The new curriculum of Counselling and personal development is a challenge for teachers in Romania in the context when the time needed to understand and apply the curricula was very short. Substantial efforts have been made to provide resources that are absolutely necessary in the implementation – the development of teacher training activities (work sessions) in each county of the country, the editing of school manuals for the 5<sup>th</sup> grade, the elaboration by the IES of a methodological guide with suggestions for learning activities. In support of teacher training, during 2017-2018 a strategic project with EU funding will be implemented through the Human Capital Operational Program. Thus, the “Relevant Curriculum, Open Education for All” project aims to contribute to the development of professional competences of 55,000 teachers for the implementation of the new curricula, the adaptation of learning activities to the specific needs of pupils, including those at risk of dropout as well as the development and use of open educational resources important in the classroom application of the curriculum.

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### 3. Structure and Content of the School Curriculum on Guidance and Counselling

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In Romania, according to the Education Law no 1/2011, counselling and guidance is considered a very important area as well as a tool for personal, academic and professional development of the pupils. Counselling and guidance is part of the National curriculum and has allotted 1 hour/week at each level. The policy documents for designing the counselling and guidance curriculum, have taken into account the recommendations made by the Council of the EU (2004, 2008) at all levels. Within the primary level, the national curriculum put an emphasis on counselling and guidance as very important activities for the personal, emotional and social development of the pupils from early ages. Counselling and guidance is also part of the compulsory curriculum for the recently re-established 3-years vocational schools (grades IX-XI). The new Counselling and guidance subject curricula was built according to some key-principles such as: career guidance must be available at all relevant decision points and on exit; career counselling programs have an important role to play in preparing pupils for future career decisions as well as in supporting the transferability of their learning. The main focus is on developing and improving the career management skills defined as “whole range of competences which provide structured ways for individuals and groups to gather, analyse, synthesize and organize self, educational and occupational information, as well as the skills to make and implement decisions and transitions” (ELGPN, 2009).

Another important aspect to refer to is represented by the new curriculum developed for the lower secondary school level. The new framework for the secondary school level approved by OM 3590/5.04.2016, established Counselling and guidance as a distinctive curricular area as well as compulsory subject having allotted 1 hour/week for each year of study. At the lower secondary level Counselling and guidance can get an additional hour as optional discipline. During the 2017-2018 school year, the new curriculum centred on competences entered into place. The role of counselling and guidance in education and forming the new generations is more and more recognized by the society and the demand for these activities from teachers and parents is increasing. Although a young subject, Counselling and personal development shows its benefits for the well-being of pupils through a significant contribution for the development of life skills in general. The new curriculum for Counselling and personal development for the lower secondary level continues the themes approached at the subject Personal development during the preparatory, 1<sup>st</sup> and 2<sup>nd</sup> grades. The new proposed curriculum includes a presentation note and the following elements:

- general competences that will be formed during an entire school cycle (3-4 general competences);
- specific competences that will be achieved during a school year (8 specific competences/school year) associated with different learning activities;
- contents, the concrete informational means through which the competences will be achieved;
- learning activities;
- methodological suggestions for teachers for a better implementation and evaluation of the learning activities in the classroom.

The general competences refer to four areas: **1.** self-knowledge and healthy lifestyle; **2.** socio-emotional development; **3.** learning management; **4.** career management competences.

The self-knowledge competences aim to develop in students the capacity to identify and explore strengths, personal resources, needs, interests, aspirations and values, but also to improve self-esteem as an important factor in achieving academic and personal success. The healthy lifestyle competence refers to the development of a responsible attitude towards one's own health and an effective management of the risky behaviours for health. The socio-emotional competences aim to develop in pupils an effective management of emotions and stress, good communication skills, cooperation and team-work skills, building good relations with others. The learning management competence aims to develop the ability to learn effectively, raise learning motivation, improve academic performance and develop the capacity to reflect and evaluate learning. The career management competence aims to develop the capacity of the students to explore the world of education and work and to make appropriate decisions about continuing education and the choice of a future career.

As specific competences derived from the general ones, could be mentioned: adopting a positive attitude towards self and a healthy, balanced lifestyle; relating well with others in school and out of school contexts; reflecting on the motivation and efficacy of the strategies for progress in learning; making decisions about continuing education and career by using information about self, education and occupations.

The contents proposed are strictly indicative. As example of content for the 5<sup>th</sup> grade for the learning management competence, the new curriculum proposes: factors that facilitate and block learning; strategies and techniques for effective learning; motivation for learning and motivational optimum; personal learning portfolio.

The methods and teaching strategies used during the CDP classes are various and based on three learning models: **1.** experiential learning through which students are directly and actively involved in a concrete, relevant experience; **2.** social and communicational learning; **3.** reflexive learning. The Counselling and personal development class can follow the following algorithm: exploration/concrete experimentation (I feel, exercise, analyse, experiment a learning sequence and reflect on it); communication and observation (I communicate with others about this experience, I share my own perspective and I listen to the other's perspective); reflection (what have I learned from this experience and how can I apply it to other situations?).

The evaluation process has as main target the progress of each student and it is carried out along the whole process of learning and at the end of each semester/school year/educational cycle. A special focus is put on personal portfolio which can contain different products (personal educational and career plan, mental maps, questionnaires, texts projects, art-creative products, drawings, posters), certificates of attendance from different school and extra-curricular activities, self and group assessment charts, resources for learning.

The innovative elements brought by the new CPD curricula are related to certain aspects: the research-based evidence on noncognitive skills (e.g. expressing, understanding and regulating their own emotions, showing empathy, effective communication, active listening skills, giving a positive feedback, global and academic self-concept etc.) and career management skills; the competences were defined progressively from general to more specific; the methodological approach is based on the experiential, social and communicational and reflective learning models; the evaluation is mainly based on portfolio seen as a learning as well as an evaluation tool; the learner is seen as a constructor of learning while the teacher is seen as a facilitator of learning; the cooperation between teachers and school counsellors in the process of implementation of the new CPD.

## 4. Examples of Good Practice Related to Career Counselling and Labour Market Intelligence.

Career can be seen as a personal “adventure”. Therefore, it is essential for pupils to make the right career choices. The competence of planning a career develops gradually over the school years and gets specific accents at the end of school cycles when students are confronted with the decision of continuing their education or getting a job. From this perspective the Counselling and guidance classes aim to provide students with important abilities, such as: self-knowledge through exploring strengths and weaknesses, personal resources, interests, aspirations, attitudes but also the values they relate to and the desired lifestyle; decision making skills in general and related to the future career for a better and effective integration on a changing labour market; career planning skills. From this perspective, the school has a very important role in assisting pupils during this complex process, in order to help them choose the best possible options for their lives. One program which proved to be effective is the optional for high-school students “**Be Active, Prepare Your Access for Success**” (OMEN 3843/26.04.2012). This optional is part of the Curriculum at School Decision, takes place over a school year and has allotted 1 hour per week. The main goal of the program is to capitalize the competences of students on the labour market, but also to support their educational interests. The optional is organized in five thematic modules as follows:

- I. I want to work. What are my resources?
- II. Looking for a job. What information do I need and how can I find it?
- III. My first job: employment documents, the specifics of work, entrepreneurship.
- IV. Health and protection at work.
- V. Self-education continues: a right and a responsibility.

The **general competences** taken into account for this optional are to be developed during a school year and reflect the necessity to explore the personal/career development, to discover and experiment one’s own potential and resources in order to become a responsible, autonomous, creative and independent individual capable of planning and making decisions related to the educational routes and professional development. As examples of general competences can be mentioned: capitalizing on personal resources for setting and achieving professional goals, exploring, evaluating and interpreting the relevant information from the labor market and employment, conceiving a personal strategy for one’s professional development.

The **specific competences** are to be achieved during 3-5 classes according to their level of complexity, group specificity and the methods approached by the teacher. As specific competences derived from the general ones we can enumerate a few: analyzing the relationship between personal traits – academic results – life experiences – professional experiences, planning the development of personal resources, analyzing different professions and the dynamic of jobs at a local/national/European

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level, identifying the sources of information and support in order to find the desired job, analyzing the employment documents required by employers, developing a career plan on short and long term, comparing the risks associated with different professions, identifying options and alternatives in the (hypothetical) situation of unemployment, justifying the necessity of continuing (self)-education.

**The contents and learning activities** are related to the specific competences pursued and are structured in five thematic modules specific for counselling and guidance (outlined above). The offer of this program is flexible and therefore teachers have the possibility to adapt the proposed activities to the needs of the group they work with but keeping in mind the final objectives pursued which refer to: familiarizing students with the labour market provisions, developing the skill to explore relevant sources of information about jobs, developing the ability to make decisions appropriate to their psycho-motivational structure, developing the spirit of initiative and a responsible attitude towards their professional evolution. The methods and teaching strategies used are specific to counselling activities (interactive and actively involving each student) but also take into account the specificity and needs of the target group. During this program, teachers can cooperate with the school counsellor, parents, economic agents, NGO's representatives and the National Agency for Employment.

**The evaluation** of the activities is achieved through self – and inter-evaluation, personal portfolio but also by observing the level of involvement of the students during these classes.

The messages conveyed by this program are simple:

“There are no recipes for a successful career and life. Success is based on good choices and effective planning. Career is really a personal “**adventure**” so, choose the profession that best suits you!”

## 5. Practitioners Responsible for the Implementation of the School Curriculum

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The practitioners involved in the delivery of the Romanian guidance and counselling curriculum are teachers who carry out activities at the primary, lower secondary, upper secondary level, vocational and technical education based on the current school curricula. Specifically, this class known under different names (Counselling and guidance, Personal development or Counselling and personal development) can be organized and carried out by the following professionals:

- Primary school teachers for the application of Personal development curriculum in primary education;

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- Teachers of various specializations with the status of main teachers for the implementation of the school curriculum for guidance and counselling in lower secondary and upper secondary level;
- Teachers employed in the vocational and technical education network undertake career guidance and counselling;
- School counsellors can apply the curriculum dedicated to counseling and guidance at all levels of education, in relation to the requests submitted by the main teachers.

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Guidance and counselling involve interventions performed by educational actors:

**Level 1.** Any teacher through counselling and guidance sequences inserted into the daily school curriculum during the classroom lectures.

**Level 2.** It is run by the main teachers at the special class mentioned in the framework plan. They have followed in advance training programs and modules with important valences in developing skills and attitudes necessary for quality activities.

**Level 3.** In a complex way, it involves the action of the school counselors in school/high school counselling offices, classroom, organization, and community.

**Level 4.** Special programs and projects for guidance and counselling aim at a concerted action of several specialists.

The counselling and guidance class for grades V-VIII under the new curriculum (Counselling and Personal Development, OMEN No. 3393/28.02.2017) invites the main teachers in the lower secondary education (a category that includes school counsellors also), to meet this opportunity to discover their personal resources.

The activity of the teachers is regulated by law, according to the MECT Order no. 5132/10.09.2009. We list some of their responsibilities, focusing on classroom management: organization and coordination, monitoring, information, collaboration with educational partners, family and community representatives. An important role is given to counselling and guidance activities organized for the pupils of the class.

School counsellors are considered to be the most important resources in applying the curriculum of counselling and guidance at all levels of education in relation to the demands of the teaching staff with the status of master and not only.

Practitioners' competences in the application of the Counselling and guidance curriculum relate to all the components of teaching, namely teaching, learning, assessing, but can influence the development of the organizational culture of the institutions in which it acts as a leadership and change agent.

The strategies used are mainly focused on experiential learning, collaborative activities, capitalizing the results of the pupils' activities, reflections on their own thoughts, emotions and behaviours.

In order to support the application of the curriculum in the class, starting with the school years 2013/2014 (for the primary cycle) and 2017/2018 (for the lower secondary cycle), educational and auxiliary educational manuals, approved by the Ministry of Education have been developed. Different NGOs deliver literacy and guidance

packages to learners, complementing informally the school guidance activity. Training required for practitioners responsible for the delivery of Guidance and counselling curricula consists of: short-term courses (included in continuing training), long-term courses (included in initial university training), and other options depending on the personal motivation of staff teaching.

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# SERBIA



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**Guidance and counselling in school curriculum.**

Experiences, Practices, Innovations and Responses to Current Challenges



## 1. Latest Developments in the Inclusion of Guidance and Counselling in the Curriculum and Current Challenges Addressed



Career guidance and counselling has always had its place in educational system<sup>5</sup> in the Republic of Serbia. It has been mainly the responsibility of school pedagogues and psychologists (professional associates) and was recognized as professional orientation: assessment and brief counselling in transition periods outside of class. The establishment of the *National Strategy for Career guidance and counselling* in 2010 and the following changes in the *Law on the Foundation of Education System* and its subsidiary Laws on Primary Education (2013) and Secondary Education (2013) resulted in career guidance becoming the part of the wider spectrum of school activities and a shared responsibility of teachers and school pedagogues and psychologists. According to the above mentioned Laws, the schools' task is to design the school's career guidance programme as a part of the institution's work programme as well as to establish a team of teachers and the professional associates (Career Guidance and Counselling Teams in all types of secondary schools and Professional Orientation Teams in primary schools). Overall tasks of the above mentioned teams both in primary and secondary schools include: promotion and monitoring of pupils' career development through the implementation of guidance programmes for pupils. Each school creates their own career guidance program in which they can choose to make some of the activities either subject-based, integrated within other subjects, or extra-curricular.

Another further step in the improvement of quality of guidance was the initiative for development of Career Guidance Quality Standards, launched in 2016 by the Ministry of Education, Science and Technological Development, which nominated the Institute for Improvement of Education as the coordinator of a working group dedicated to the development of these standards. Members of this working group were representatives of relevant ministries, National Employment Service, Euroguidance centre and practitioners from schools, universities, employers' union and others. In October 2017, the Draft of the document was published and the adoption, as well as the implementation is expected soon. At, this moment, it is used as guideline for the service providers in the sector of education, employment and youth.

The most recent initiative regarding career guidance in secondary vocational schools was the adaptation of the *Law on Dual Education* (2017) and the ongoing development of its subsidiary documents aimed at regulating more specifically tasks of Teams for career guidance in these schools.

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5. More information about educational system of Republic of Serbia available here: [https://eacea.ec.europa.eu/national-policies/eurydice/content/serbia\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/serbia_en)

As mentioned above, the schools' task is to plan and implement for their pupils' career guidance activities but pupils' participation is voluntary. Depending on the career guidance programme they plan at the beginning of each school year, school may integrate those activities as subject based, integrated with other subjects or extra-curricular. Teachers have an option to adjust their curriculum a bit and therefore include some career guidance topics, for example presentation of the profession: during biology class teacher may present different occupations and professions that are related to biology. Teachers may also include different activities that directly contribute to the development of career management skills, for example: writing motivational letter in language classes. Also, some teachers organise different project-based activities where they address career management skills as a part of their curriculum. Furthermore, secondary schools' curricula for all types of schools include Civic Education as an optional subject. Some parts of the curricula for this subject are topics that are directly related to career planning and entering the world of work, including subtopics, such as: self-assessment and presentation of personal characteristics, career information, job searching and interviews.

As a result of different projects during the past ten years, a significant number of career guidance resources were developed, including workshops scenarios, teachers' handbooks and online career information resources. Teachers may choose and adapt available workshops for the use in the classroom as a part of their class teacher activities or as an extra curriculum activity. The majority of the mentioned materials come from:

- nation-wide GIZ project "Professional orientation in primary schools" (implemented in the period 2011-2015), <http://profesionalnaorijentacija.org/>;
- different project activities of Belgrade Open School (BOS): <http://www.bos.rs/uz/publikacije>; <https://karijera.bos.rs/>;
- Euroguidance centre collection of best practices from schools: <https://euroguidance.rs/resursi/bazaaktivnosti/>.

## 3. Structure and Content of the School Curriculum on Guidance and Counselling

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As described in previous questions, activities within school curriculum may be very diverse and therefore their structure can be based on different theoretical frameworks. While addressing the challenge of quality assurance, the working group for Quality standards recognized that the common aspect for all different programs and

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services was their outcome: career management skills developed through different types of services/activities – career information, counselling and education. *Draft of the Quality Standards for Career Guidance and Counselling Services* provides guidelines for programme and recognition of career management skills. In this framework, career management skills are presented as competences and described through knowledge, skills and attitudes, for example:

- self-assessment in the context of personal and professional development,
- formation of holistic picture of self in context of personal and professional development,
- selection of relevant sources of information on educational and career opportunities,
- active and continuous information on education and career opportunities,
- using relevant information in decision-making process,
- career planning,
- monitoring and evaluation of the career plan,
- management of career development in transitional periods.

This framework of CMS is meant to be used for development and improvement of existing services towards more comprehensive, targeted and outcome-based services that are theoretically neutral and flexible. Additionally, Standards present guidelines for school career guidance programmes which emphasise that quality programmes are the one that include explication of chosen theories and activities and how target groups can benefit from it as well as monitoring and evaluation of planned activities.

## 4. Examples of Good Practice Related to Career Counselling and Labour Market Intelligence.

One of the most comprehensive courses in career guidance in Serbia is actually implemented at University level but its' topics are also relevant for secondary schools' students so this example of good practice can be implemented at pre-university level as well. Online course "*Career management skills*"<sup>6</sup> developed by the Centre for Career development and student counselling of University of Belgrade is one-semester course developed for final year students. It is recognized as extra-curricular activity written in the diploma supplement. The aim of the course is to develop students' career management skills and prepare them for the transition to the world of work. The methods and activities of the course are specially designed to suit the nature of self-guided learning process of adult learners: interactive lessons, reading and listening materials, video clips, PowerPoint presentations, surveys, self-assessment tools,

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6. More about the course is available here: Compendium of articles - Cross-Border Seminar 2017: How to develop career management skills using ICT? <https://www.slideshare.net/EuroguidanceSrbija/crossborder-seminar-2017-compendium-of-articles>

quizzes, open questions, written assignments supported by feedback from teachers. Topics of the lectures are the following:

- **Week 1** Career and employability
- **Week 2** Self-exploration and self-confidence
- **Week 3** Labour market exploration
- **Week 4** Decision-making
- **Week 5** Career planning and goal setting
- **Week 6** Active job search
- **Week 7** CV and motivational letter
- **Week 8** Job interview + onsite job interview simulation (optional).

The course is evaluated based on students' expectations from the beginning of the course and there is follow up one year later.

Another interesting example comes from the High school in Zajecar, where pupils learn about links between certain occupations and school subjects. The activity consists of a series of short lectures held by professionals from different areas explaining the importance of subjects taught in school in their further career. By purposely choosing subjects and, only at first glance, unrelated professions (for example physics/fitness trainer, chemistry/archaeologist, physics/anaesthetist, sociology/architect, etc.), the element of surprise is created that motivates pupils to explore those occupations and educational opportunities in more detail. During the lecture, professionals emphasize specific subject knowledge and skills that they use in their daily practice. Each lecture is evaluated by written evaluation forms.

## 5. Practitioners Responsible for the Implementation of the School Curriculum

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In schools, career guidance activities are part of teachers' and other professionals' roles. At this moment, there are no specific study programmes at university level in the country for career guidance practitioners regardless their context of work. However, school psychologists, pedagogues and andragogues have some knowledge about career guidance that is result of their initial higher education training. When it comes to school context, they can develop their competences for career guidance as part of continuing professional development (CPD). Currently, 11 CPD programmes for guidance practitioners in schools have been accredited by the Institute for Improvement of Education for the 2017-2021 accreditation period. However, there are various CPD programs that are periodically organized, but they are not accredited. It is important to mention that the non-accredited programs are also a valid part of CDP as the accredited ones. Most of the CPD programmes are related to the above mentioned

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projects/activities implemented by GIZ, Belgrade Open School and Euroguidance centre. The previously mentioned *Draft of the Quality Standards for Career Guidance and Counselling Services* recognises the following competences as key competences of guidance practitioners:

- General, organizational competences which include competence for planning, communication and cooperation with individuals and organisations, and monitoring and improvement of work.
- Competences related to career counselling services which include competence for assessment of clients' characteristics, supporting client in planning and setting goals of career development, and supporting the client in decision making process.
- Competences related to career information service which include competence for use of different sources of information about educational and career opportunities, organisation and storage of those information, and supporting clients in using information for career planning.
- Competences related to career education service which include competence for designing and implementation of career education programmes aimed at the development of CMS.

Future implementation of the standards will present clearer picture of career guidance competences within school context. Moreover, at this moment, Standards of career guidance competences give framework for practitioners to self-evaluate their competences and plan further professional development.

## 6. Feedback and Evaluation

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The monitoring of guidance services is performed within the sector. In the case of schools, this means that all data is collected, analysed and used for further planning within schools, and they are available to the educational inspection performed regularly by the Ministry. Data about implemented career guidance activities is presented in a school's yearly narrative report. Also, when schools are evaluated externally, those activities are monitored as well. However, this reporting system is mostly one-way, and currently there is no systematic way of providing elaborated feedback to the schools or informing the general public about the quality of performed guidance activities. There are some research initiatives to get a meta-perspective on some aspects of career guidance activities, for example Belgrade Open School research: *Research into school programs and plans for career guidance and counselling*<sup>7</sup>. The monitoring, evidence-base and assessment of guidance services are recognized in

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7. Available only in Serbian language: <http://www.bos.rs/uz/publikacije>

the newly-developed Career Guidance Quality Standards, as one of the organizational standards and in the future period new initiatives are expected to be developed.



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# SLOVENIA



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**Guidance and Counselling in the School Curriculum.**

Experiences, Practices, Innovations and Responses to Current Challenges



# 1. Latest Developments in the Inclusion of Guidance and Counselling in the Curriculum and Current Challenges Addressed



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There are two established guidance and counselling systems in Slovenia that provide guidance and counselling: education and training institutions, employment service of Slovenia and other institutions in the field of career guidance.

Career guidance in Slovenian schools is organised as **school counselling service**. Their work defines the guidelines for guidance service, according to which guidance includes information on careers, diagnostics, career counselling, and career education as well as guidance activities for parents. Apart from career counselling, school counselling services also cover learning problems, special needs, identifying talented students, self-development, personal and social development, as well as coordination of dropout prevention.

Outside the school system, guidance counsellors in **career centres of the Employment Service of Slovenia** provide free guidance for young people as well. Additionally to the Employment Service of Slovenia, Euroguidance Slovenia provides guidance tools for guidance counsellors and students:

- Kam in kako (Where and how) online ICT guidance tool in two versions for students of elementary schools, VET schools, general upper secondary schools and their guidance counsellors as well as for higher education students, the unemployed and all citizens interested in career change.
- Career path planning tool for Slovenian students, an online survey to annually map the motivations and career paths of 14-year old students in their last year of lower secondary school.

Historically, the first Slovenian professional vocational guidance agency was established upon the initiative of the vice-mayor of Maribor for apprentices and later secondary school and university students in 1938. In the next years, the vocational guidance agencies expanded their services and started cooperating with schools to provide guidance for students' career decisions as well as monitoring students in schools and apprentices at employers.

During Second World War the activities of vocational guidance agencies stopped. However, in 1951 a new vocational guidance agency in Ljubljana with psychologists that designed prepared and standardized psycho-diagnostic means (including also many psychological tests: DAT, WB, TAT, Bender, Dexterimeter and others). In the late 1950s, school psychology started to develop in elementary schools with first school psychologists that were cooperating with employment service to help students and their parents in choosing career according to their interests and abilities.

In 1960s, vocational guidance became an integral part of the tasks of the new employment service with independent experts in vocational guidance. The "Months of vocational guidance" were organised between 1959 and 1963 with various events and

lectures to inform young people more systematically about education and career possibilities; these later continued by similar initiatives about careers and career possibilities.

Employment Service of Slovenia introduced Zois scholarships for gifted students in 1986. Until Slovenian independence in 1991, Vocational guidance department of the Employment Service of Slovenia was working mainly with students. Due to difficult economic situation and increased unemployment, then mainly focused on the unemployed, but remained at disposal for all population, especially students for individual counselling, group counselling, career fairs, online guidance services for providing information and independent career management skills. Employment Service of Slovenia established the first vocational information and counselling centre for the unemployed and youth in 1998 offering information on careers descriptions, education, training, scholarships, labour market as well as individual and group career counselling. Good experience encouraged formation of vocational information and counselling centres (renamed career centres in 2013) all around Slovenia in the frame of Employment Service of Slovenia, libraries and adult education organisations. Career centre Ljubljana is one of the career centres providing lifelong career guidance for youth, job seekers and the unemployed. There are currently 12 career centers, 34 career corners, 6 career corners at outside providers around Slovenia. Career centre Ljubljana of Regional office of Employment Service of Slovenia hosts also Euroguidance Slovenia library that provides information on career descriptions, education and training possibilities, financial support for education and training, employment possibilities and labour market as well as ICT guidance tools for independent career planning. Students and school guidance counsellors of elementary and upper secondary schools regularly visit career centres as part of their career orientation.

White book on education (2011) defines one of the strategic challenges the fact that all individuals must have access to lifelong career orientation during their whole life. It is crucial that students are adequately acquainted with these topics especially when transition from elementary to upper secondary school is made. All Slovenian schools have **school counselling service** organised in school as their integral part with school guidance counsellors as part of school team. It developed in second half of 1960s with the basic ground for school counselling. Organization and Financing of Education Act defines in Article 67 that "a counselling service shall operate at a public kindergarten or school to counsel children, pupils, apprentices, students, teachers and parents; and to plan, monitor and evaluate the development of a kindergarten or school and provide education in cooperation with pre-school teachers, teachers and the school leadership; and provide career orientation. The counselling service shall participate in the development and implementation of individualized programmes for children with special educational needs. Counselling service shall be provided by counselling specialists, namely psychologists, pedagogues, social workers, social pedagogues, and special pedagogues. In providing career orientation, the counselling service shall cooperate with the Employment Service of Slovenia."

National Education Institute Slovenia is preparing the upgrades of the Guidelines for school guidance service in elementary and upper secondary schools (1999) that will be primarily focusing on:

- Modernization of definitions of basic content areas of career orientation: from vocational orientation to lifelong career orientation and career orientation, promoting a more holistic personal and social development of students as fundamental base for empowerment for autonomous career planning and career management, importance of citizen emancipation of young person and gradual widening of career orientation goals throughout the education. Career orientation in elementary and upper secondary schools are based on encouraging and support of holistic personal and social development of student, according to his characteristics, abilities, interests and goals that enables awarded autonomous choice of educational and career path.
- Definition of basic activities of career orientation according to Interservice guidelines (2015): information, assessment, learning about career management skills, independent career management and planning, basic and in-depth career counselling.

Employment Service of Slovenia's project National Coordination Point for Lifelong Career Orientation's expert group with experts from education and employment sectors prepared proposal for curriculum based optional subject Career orientation that is currently under consideration.

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## 2. Curricular Approaches, Feedback and Evaluation

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School counselling service helps all stakeholders in school (students, teachers, parents, and headmaster) and cooperates with all of them in the following six areas according to guidelines: learning and teaching; school culture, education and discipline; physical, personal (cognitive and emotional) and social development; education; career orientation; social and economic problems.

Career guidance is one of the tasks of school counselling service defined in programme documents **Guidelines for school guidance service in elementary and upper secondary schools** (1999) by National Education Institute and Ministry of Education, Science and Sport. These define activities and quality standards: counselling students, teachers, parents, and participation in careers education, cooperation with headmasters. Cooperation of school counsellors with guidance counsellors at Employment Service of Slovenia and its career centres focuses on presentations of careers, individual counselling for students, interest tests, attendance of career fairs, lectures for parents, computer program Kam in kako (Where and how) as help with career decisions.

Despite the standards set in guidelines for school counselling service, the hours are not included in the curriculum, so school guidance counsellors implement career orientation classes as part of replacement hours. Their most common activities include individual counselling with students and their parents, careers education classes, lectures on choosing career as well as team consultations. Some schools use multifactor battery test and mostly all elementary schools use electronic career path planning tool prepared by Employment Service of Slovenia, Euroguidance Slovenia whose results can serve also as a basis for individual counselling.

### 3. Structure and Content of the School Curriculum on Guidance and Counselling

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School counselling service is coordinating guidance and counselling, that are not included in the school curriculum as subject-based career education, but integrated with other subjects as cross subject activity integrated in all subjects, including interest activities and projects. All school staff (school guidance counsellors, class teachers according to goals in the learning plans for the specific subjects and other teachers) implements career education. It includes planned activities for career and educational development of students, such as connecting careers with learning contents, seminar and project papers on the topic of choosing career, employment possibilities and labour market, sports and nature days, workshops on career wishes, self-knowledge, discovering interests and careers, visits to the employers, individual counselling with students about further education and their future, forwarding information to students and their parents about enrollment, scholarships applications, etc. Guidance and counselling is a task of school counselling service as well as all teachers.

According to the analysis of curriculum of obligatory school subjects in elementary schools there are references in general goals in the curriculum of several subject that the lessons should be organised so that these enable students' development of their abilities and competences. There are also learning plans in the curriculum of specific subject that teachers enable and encourage learning from experiences, connecting their school subject with other school subject to empower students for researching and problem solving. As part of integration across school subjects, one of the main contents and goals of sustainable development is vocational orientation. However, there are rarely explicit guidelines provided that would promote directly students' self-exploring, planning and management of their career path.

Examples of curriculum inclusion of career orientation are especially in **science and technics** (4<sup>th</sup> and 5<sup>th</sup> grade) where general goals guide teachers to integrate career orientation in school subject. Teachers should provide conditions that enable students' learning from other experiences, to observe, research by experimenting

and cooperate in technical projects; teachers are encouraged to activate students to discover their abilities, train their skills and develop positive personal characteristics by practical work as part of the school subjects. Teachers should enable students according to curriculum plans to discover that “natural events and technical systems are basis for several careers” and to “design attitude to careers”. Curriculum goals recommend also integration with other school subjects.

In school curriculum for **technics and technology** (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade), there are contents that help students to learn about careers and the needed competences (paper and metal industry careers). Students can also research different careers and reflect whether they would be considering work in these careers and whether their competences and interests are compatible with the career requirements. Some other school subjects also include reference to career orientation in their curriculum. Society in general goals predicts personal development of students, where they should “deepen their understanding of their personal characteristics and roles they have in different communities and groups” as well as students should be acquainted with topics such as: work, career, employment, unemployment, working hours. Slovenian language (all grades) with description of career and presentation of your career plans, Chemistry (8<sup>th</sup>, 9<sup>th</sup> grade) includes also the importance of chemistry and careers in the field.

According to the analysis of curriculum of obligatory school subjects in general upper secondary schools, school subject also include reference to career orientation in their curriculum. **Slovenian language and literature** (all grades) includes that students should develop their personal, national and citizenship identity and key competences for lifelong learning (including entrepreneurship and creativity) and that learning should be active learning. **English language and literature** (all grades) improves students' skills and competences development and increases students' possibility for more successful mobility on personal, professional and geographical level as well as personal growth empowerment. Some other school subjects also include reference to career orientation in their curriculum, for example **Sociology** where students should develop skills and competences, needed for understanding personal life, that can be a starting point for the integration of career orientation in subject's curriculum. **Psychology** directs teachers to enable students' systematic exploration about themselves in relation to the school subject. **Geography** curriculum goals are focused to guide students in developing their thinking and competences to use knowledge and competences to practical use of gained knowledge and skills as well as education, including guidelines that guide students in developing authentic tasks and products as would be made by professional experts, as well as also visits to the working place of these experts (e.g. meteorological stations) and implementing professional activities such as interviews, photography, round table organisation, etc.

The reality is that in school curriculum there are missing opportunities for students' continuous self-realization, that would enable them to identify their interests, talents and competences as well as reflect on the suitable career possibilities for them so that they can accordingly make personal skills and competences development.



## 4. Examples of Good Practice Related to Career Counselling and Labour Market Intelligence.



The Employment Service of Slovenia, Euroguidance Slovenia prepares and updates **electronic questionnaire about career path**. The questionnaire about career path is a guidance tool for guidance counsellors in all Slovenian primary schools that collects information every year from over 12.000 students in the last year of elementary education about intended career choices in order to provide them better career guidance during the transition from primary/lower secondary to upper secondary education. The results gained demonstrate planned career choices of Slovenian students and are a helpful tool for guidance counsellors with their counselling work. The results are analyzed and interpreted by the Employment Service of Slovenia, Euroguidance Slovenia and presented to The Ministry of Education, Science and Sport as well as to school counsellors in primary and upper secondary schools and career counsellors at the Employment Service of Slovenia in order to inform them about general interest for selected schools before the enrolment call for admission at the (upper) secondary education.

Euroguidance Slovenia, Employment Service of Slovenia collected some examples about career orientation activities:

- **Individual counselling**, especially for students that have not yet decided about their future career.
- **Learning about careers:**
  - careers description provision such as information materials for students and parents (web portals, videos, careers information, publications);
  - presentation of careers in real working environments: students visiting employers (e.g. Open days of Slovenian employers), day at employer, activity day "Get to know careers" with employers presenting careers in their companies, providing workshops regarding careers;
  - careers market with participating employers and upper secondary schools with their educational programmes;
  - workshops as part of school hours, when students are looking for and exchanging information about careers;
  - participation with other local stakeholders (employment service, youth centre, social services, etc.), teachers, parents, former students to present careers by individuals working in these careers;
  - careers cards to interactively and creatively learn about careers.
- Learning about upper secondary education:
  - parent meetings on career orientation, including presentations of selected upper secondary schools on stands or parents and former students their careers;
  - former students invited to present their careers and/or upper secondary educational programmes and schools to elementary school students;
  - participating at Informativa career and educational fair and information days;

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- individual visits to upper secondary schools for interested students (usually for 1 day): school counselling service arranges with relevant school the practicalities about the meeting as well as motivates student to read about the selected school in advance in order to have initial knowledge already before arrival to focus on their expectations and possible questions);
- providing information about scholarships, job opportunities and labour market.

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## 5. Practitioners Responsible for the Implementation of the School Curriculum

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Organization and Financing of Education Act (2007) defines school guidance counsellors' educational professional profile in legislation: "Counselling service shall be provided by counselling specialists, namely **psychologists, pedagogues, social workers, social pedagogues, and special pedagogues.**" As part of their additional continuous professional training, they can choose among several trainings, mostly 8-16 hours (e.g. counselling techniques) as well training provided as part of their study groups, organized by the National Education Institute.

Career education as part of school curriculum in the frame of different school subjects is implemented by teachers according to specific curriculum goals. Class teachers and school guidance counsellors implement career education as part of assembly of class. School guidance counsellors coordinate career education activities at school and outside school, that are not part of the curriculum.

In response to current challenges, Employment Service of Slovenia in the frame of Service Development of Lifelong Career Guidance ESF project provides **modular training for career counsellors in lifelong career orientation** to provide career counsellors from employment and education sectors the needed knowledge about working methods and their theoretical background as well as to encourage networking among career counsellors from different fields. The multidisciplinary 160-hour training includes group work, e-learning and independent work. There are four modules (career orientation, guidance, lifelong guidance career tools and working with group in career orientation) for four different fields of practice (employment counsellors, education counsellors, HR and NGO).

According to the principles of interdisciplinary and professional cooperation, school guidance service connects with public employment service for the implementation of career guidance as well as several other counselling centres, health providers, social service centres, national education institute, faculties, as well as other kindergartens and schools.

**Labour Market Regulation Act** defines in Article 18 and Article 24 that “lifelong career guidance shall comprise activities that enable people to identify their capacities, competences and interests, to make employment, educational, training and occupational choice decisions, and to manage individual life paths so that they acquire these capacities and competences and learn to use them. ... Lifelong career guidance services under this Act shall be provided to primary and secondary school pupils, students and their parents as preventive services aimed at supporting the career guidance programmes of schools and faculties. Lifelong career guidance services for primary and secondary school pupils and students shall include activities that enable learning about the labour market:

- information materials such as printed and computer information about occupations, employment prospects and other labour market features;
- services that enable young people to get acquainted with occupations and the labour market, such as visits to employers, presentations of occupations, lectures, and career and employment fairs;
- tools to manage a career, such as printed and IT tools for independent career planning and management;
- preventive team treatment for primary and secondary school pupils likely to face difficulties in employment;
- individual career counselling for primary and secondary school pupils and students that includes the identification of interests, abilities and other personal characteristics;
- group learning of career management skills, such as workshops on job seeking skills, defining career goals, and planning paths to achieve career goals.”

Guidelines for school counselling service in elementary and upper secondary schools define school counselling service as **interdisciplinary professional provider** that cooperates with school guidance counsellors in their team and other internal and external stakeholders. The basic principles that define school counselling service are professionalism and professional training, professional autonomy, interdisciplinary, professional cooperation and integration, focusing on current needs and optimal development of students or apprentices, flexible balance among activities, cooperation in guidance.

**School counselling service in elementary schools** has several tasks as a standard in the following fields: learning and teaching; school culture, education, organizational environment and discipline; physical, personal (cognitive and emotional) and social development; education; career orientation and social-economic problems. Career orientation includes: vocational information, diagnostics, vocational guidance, careers education, placement, advocacy, providing feedback and monitoring.

**School counselling service in upper secondary schools** has several tasks as a standard including guidance with students; guidance with teachers and parents (lectures, group work, individual consultations); planning, monitoring and evaluation of school and guidance in school (participation in preparation and implementation

of open information days, annual work plan, monitoring and reporting of guidance and counselling service); development and analytical tasks on needs for guidance; advancements as well as psychological and social problems of students.

School guidance and counselling service is coordinating all tasks regarding career guidance and counselling. Students have the possibility to participate in-group workshops that help them to get to know themselves, gain information about further education or integration into the labor market as well as to gain skills to help them handle career transitions. For students of the last year in upper secondary schools must have at least one individual counselling in school guidance and counselling service. School guidance and counselling service should provide access to career related information and is cooperating with Employment Service of Slovenia, enrolment service for higher education, employers and other stakeholders. It will also provide group counselling (at least 2 hours for first and second year students at least 4 hours for third and fourth year students). In first year, they focus on expectations as well as advancement regarding school and vocation, the second year pupils are acquainted with self-familiarization, as well as continuing to research the possibilities of advancement in school and vocation, choosing optional school subjects and study. The third year students upgrade topics of the first years as well as learn about job opportunities, adult education, and study and work abroad. In the fourth year students focus additionally also on decision making processes as well as learning about transitions.

Guidance with students includes also enrolment, monitoring and counselling and work for first year students, group work with students regarding improvement of learning quality, personal and social development counselling, career guidance and counselling;

- identification and help in solving social-economic problems of students (e.g. scholarships, subvention for lunch, etc.);
- individualized programmes for students with special needs (including gifted students) in cooperation with class teachers and other stakeholders as required;
- guidance and help for students with personal and situational issues (personal crisis, behaviour and learning problems, social problems);
- prevention.

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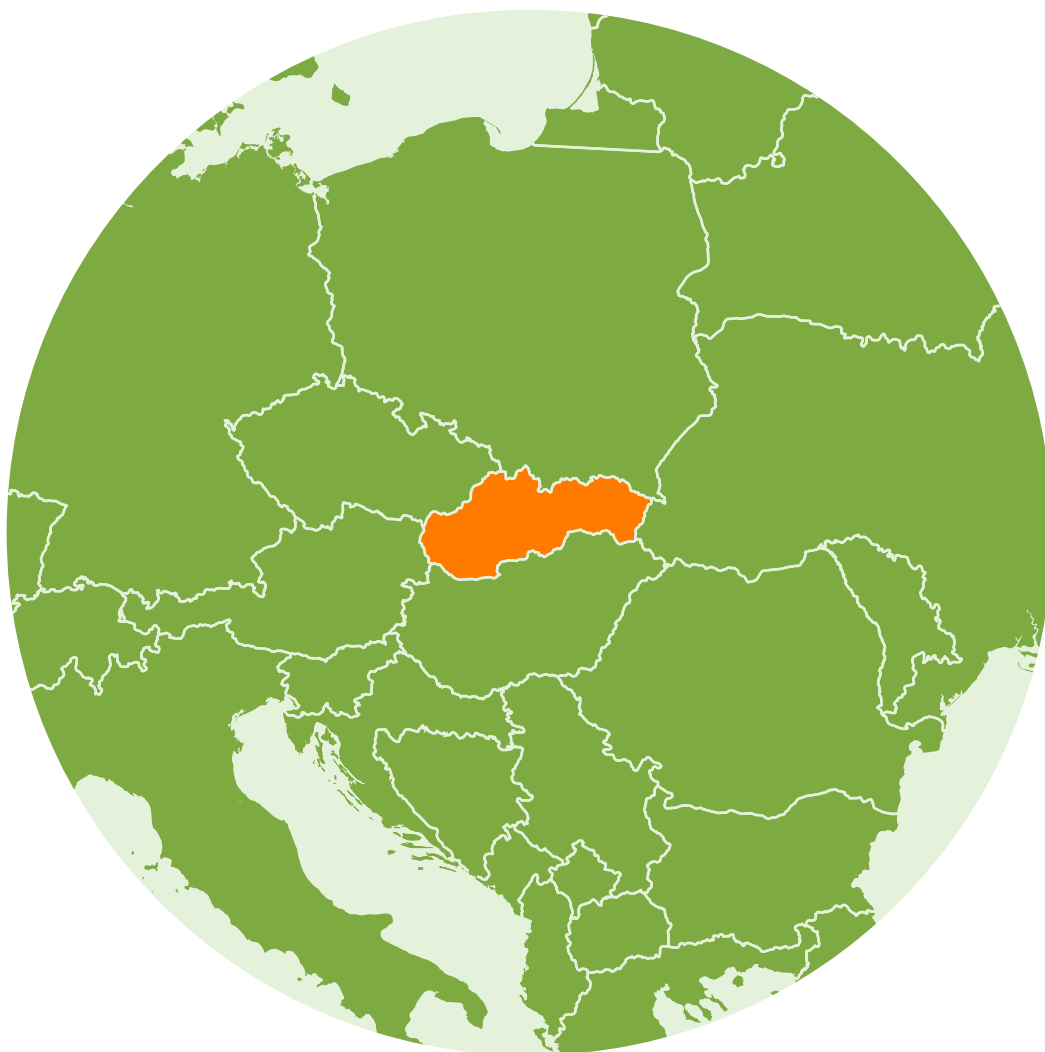
# SLOVAKIA



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**Guidance and Counselling in the School Curriculum.**

Experiences, Practices, Innovations and Responses to Current Challenges



# 1. Latest Developments in the Inclusion of Guidance and Counselling in the Curriculum and Current Challenges Addressed



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Career guidance and counselling services for pupils in primary and secondary schools is offered in Slovakia since 1960s. Apart from the guidance services provided directly at school premises by school counsellors or school psychologists, specialised out-of-school facilities that provide complex psychological counselling (including career guidance) are operating throughout the country since mid-1970s (renamed in 2008 as *Centres for educational and psychological counselling and prevention*).

Career guidance services are offered to pupils in Slovakia as extracurricular activities and free-of-charge. Although services of these kinds are very well established within the educational sector, no national framework regarding the development of career management skills in schools is in place at the moment. In addition, the methodological aspect of career guidance and counselling provision for youth falls under the authority of three key institutions, leading to possible overlaps in competences in the areas of common actions.

**Research Institute for Child Psychology and Pathopsychology**<sup>8</sup> provides methodological and theoretical support to guidance practitioners in the sector of education (primary, lower and upper secondary level, centres for educational and psychological counselling and prevention) and represents professional expertise in career guidance, though has no outreach to school curricula creation and changes thereof. **National Institute for Education**<sup>9</sup> is responsible for developing and updating national educational programmes which serve as reference documents for creation of school curricula.

Another institution that deals with integration of career guidance and career education elements into school curricula is the **State Institute of Vocational Education and Training**<sup>10</sup>. Despite focusing primarily on VET schools, the institute launched in 2018 an initiative to include, in a more systemic way, career education elements into the curricula of lower secondary education subjects. This approach is being currently tested and requires close cooperation with the National Institute for Education as it is the only institution with competence to modify curricula for primary, lower and upper secondary schools.

This initiative is part of a more robust national project which facilitates and oversees implementation of the dual VET system in Slovakia. Launched in 2015, the dual VET system implementation has marked an important milestone in the development of vocational guidance system in Slovakia. In order to increase the pace of system implementation and to render VET studies more appealing to pupils and their parents, 8 VET regional consultation centres ('dual points') were opened in 2018. These out-of-school facilities should, among other competences, provide vocational guidance to pupils and their parents.

As for 2015, school subject 'Technology', which falls under the educational area 'Man and the World of Work' and embraces elements of career education, was prolonged to cover 5 years of study period at lower secondary schools (previously only 2 years) to lead pupils more systematically into deeper understanding of the world of work.

8. <http://www.vudpap.sk/en/>

9. <http://www.statpedu.sk/en/>

10. <http://siov.sk/>

Career guidance and counselling services within education sector in Slovakia are provided mainly as extracurricular activities and often delivered as part of more complex services that address variety of psychological, behavioural and educational issues. Two different guidance delivery levels may be distinguished based on the settings in which the guidance takes place.

Firstly, career guidance and counselling services for pupils in Slovakia are provided directly at school premises by school counsellors (position required for each primary and secondary school), alternatively by school psychologists and other special educators (not common in all schools). However, since school counsellors deal with variety of behavioural and psychological issues, scope of guidance related activities in schools is quite limited and varies from school to school.

Secondly, pupils and their parents seeking for help have the possibility to visit the *Centres for educational and psychological counselling and prevention*, out-of-school facilities that, among other things, provide career guidance and counselling services to pupils of primary, lower and upper-secondary schools. These services are optional and free-of-charge.

Each pre-primary, primary and (both lower and upper) secondary school in Slovakia must develop its own school educational programme based on the national educational programmes issued for each educational level (ISCED levels 1 through 4) by the **National Institute for Education in the Slovak Republic**. National educational programmes thus serve as reference documents, i.e. set of expected educational outcomes, defining skills and competences that pupils should have by completing respective levels of education.

Even though career guidance and career education are not specifically mentioned in the national educational programmes, their elements are included implicitly in the sections which refer to 'educational areas' (e.g. *Man and the World of Work*), 'transversal topics' (e.g. *Personal and Social Development* and *Creation of project and presentation skills*) or they are integrated into specific subject curricula (e.g. *Civic Education, Ethics, Technology*, etc.).

Monitoring and evaluation of activities within schools and school facilities is the responsibility of **State School Inspection**<sup>11</sup>. The State School Inspection (SSI) gathers information on qualification of pedagogical staff, compliance between state and school educational programmes, ISCED performance and content standards. Based on its findings, SSI issues recommendations for chairmans of monitored schools; centres for educational and psychological counselling and prevention; municipalities; Research Institute for Child Psychology and Pathopsychology; Methodical and Pedagogical Centres; and Ministry of Education, Science, Research and Sport.

Quality of counselling services is among current evaluation criteria for lower and upper secondary schools (i.e. availability to pupils, pedagogues and parents;

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11. <https://www.ssiba.sk/Default.aspx?text=g&id=33&lang=en>



focus on personal, educational, vocational and social issues; close cooperation with other experts such as school psychologists, special educators, and centres for educational and psychological counselling). Upon school inspections, a report that will include information on career guidance services and quality thereof in the academic year 2018–2019 will be issued in September 2019.

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### 3. Structure and Content of the School Curriculum on Guidance and Counselling

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Even though there is no national framework for integrating career education and career guidance elements into the school curricula in place at the moment, performance and content standards related to the career education are integrated into specific subjects within the national educational programmes:

Within the subject *Technology*<sup>12</sup>, performance standards that are supposed to be met by the end of a lower secondary school include:

- orientation in work activities of selected professions;
- realistic vision of one's possibilities with regard to possible educational and career paths;
- identification of resources containing information on open vacancies, career and entrepreneurship opportunities;
- knowledge of available career guidance services;
- ability to present oneself in model situations (e.g. entering the labour market);
- ability to grasp the term 'income' (distinction between gross and net income)
- knowledge of different sources of income;
- ability to set career goals and develop an action plan (including educational and vocational training requirements).

Content standards (topics) include knowledge on:

- labour market – professions, different types of workplaces, work activities, qualification, health and personal requirements, equal opportunities in labour market, etc.;
- learning opportunities – study content, entrance exams, information and counselling services;
- employment – work opportunities in the municipality, writing a CV and a motivation letter, job interview, public employment services, rights and responsibilities of employers and employees;
- vocational orientation – basic principles, self-knowledge, personal interests and goals, physical and health conditions, personal characteristics and abilities, self-evaluation, career and vocational information and counselling services;
- entrepreneurship – organisation types and structures, forms of entrepreneurship, small and medium enterprises;

12. [http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/technika\\_nsv\\_2014.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/technika_nsv_2014.pdf)

- National qualification framework and catalogue of occupations – national occupational standards, register of occupations, career development plan.

In addition, elements of career education are included into the curricula of the subject “Introduction to the world of work” which is offered (optionally) to the 3<sup>th</sup> and 4<sup>th</sup> grades of VET (upper-secondary) schools. The subject covers 11 different modules and totals 30 hours of lessons. Its purpose is to help pupils with occupational orientation, explain different types of employment status and contracts, sources of income, provide information on labour market and on available guidance services, give insights into the job seeking process and, ultimately, help them to cope with the upcoming transition period. As part of the subject, VET students, accompanied by their school counsellors, visit student and job fairs.

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## 4. Examples of Good Practice Related to Career Counselling and Labour Market Intelligence.

Employers in Slovakia initiated two national ESF-funded projects to increase employability of young people and to improve their readiness for the transition from school into the labour market. Under one of the national projects, inquiry into career choice process was launched to identify areas where pupils of lower secondary schools need additional (and substantial) support. Four components were identified as crucial to career choice process:

- a. career information;
- b. working experience and practice of pupils;
- c. influences on pupils’ career choice;
- d. self-perspective.

Currently, curricula of different subjects (such as chemistry, biology, etc.) are adapted to embrace these components and are tested in 28 selected lower secondary schools throughout the country under the national project ‘Dual education and improving attractiveness and quality of the VET studies’<sup>13</sup>. Lessons are structured as follows:

1. objectives of lesson – performance outcomes **a)** in the subject itself; **b)** occupational skill (life skill) connected to academic subject matter (social and emotional development); and **c)** career intelligence/information;
2. occupational skill training;
3. subject matter content and application of the content into practical experience of pupils;
4. labour market information/career exploration;
5. self-knowledge via reflection activities.

13. <http://www.siov.sk/Clanok.aspx?ArticleID=113>

Teachers involved in the project went through training sessions and were offered assistance in the implementation of career guidance components. The process is supported and monitored by the **State Institute of Vocational Training**.

Another good practice example of incorporating career education into school curricula is introduction of the subject 'Career choice'<sup>14</sup> into the school curriculum in lower secondary school in Levice – awarded with the National Career Guidance Awards in 2016. The subject 'Career choice' has been offered to pupils of 8<sup>th</sup> grade (i.e. 3<sup>rd</sup> grade of lower secondary education) since 2008, initially in the form of an extracurricular activity and later through optional lessons within the curriculum (1 hour per week). The purpose of the subject is to lead pupils to better self-knowledge, informed decision-making about possible career paths after a graduation, adaptation to life changes, and better understanding of the labour market information.

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14. [https://www.komposyt.sk/pre-odbornikov/cinnost-vychovneho-poradcu/preview-file/1-5-3uceb-osnovy\\_volba-povolania-507.pdf](https://www.komposyt.sk/pre-odbornikov/cinnost-vychovneho-poradcu/preview-file/1-5-3uceb-osnovy_volba-povolania-507.pdf)

## 5. Practitioners Responsible for the Implementation of the School Curriculum

Since career guidance and counselling in schools is provided mainly by teachers who, in addition to their teaching profession, hold a position of school counsellors, no special qualification is required to perform career guidance and career education apart from pedagogical education in their respective field. There is no mandatory training related to the position and role of school counsellor. Though, **Methodical and Pedagogical Centres**<sup>15</sup> offer optional courses to school counsellors which include following programmes:

- *Career education and guidance in schools* (110 hours);
- *School counsellor as important element of a lifelong guidance system* (140 hours);
- *Career guidance counsellor* (140 hours);
- *Career guidance counsellor – teacher* (100 hours).

15. <https://mpc-edu.sk/>

**Research Institute for Child Psychology and Pathopsychology** is also responsible for methodological support and training of guidance practitioners in schools and school facilities. *KomposyT portal*<sup>16</sup>, launched in 2015, is a useful source of information and educational materials for pupils and parents (e.g. self-diagnostic tools for pupils, information for parents on occupational orientation and prevention) and guidelines for career guidance practitioners and educational professionals on different aspects of guidance provision in schools (e.g. inclusion, integration of pupils with special educational needs, etc.).

16. <https://www.komposyt.sk/>

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# Workshops



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# New Media in School Career Guidance. Opportunities, Challenges and Good Practice

Wolfgang Bliem, AUSTRIA

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## Summary

New, digital applications and a constantly growing range of information are changing the requirements placed on career guidance services and guidance counsellors. The possibilities for self-guidance by those seeking information and advice often encounter a lack of media competence. This may lead to an overburdening of all parties involved. This applies in particular to information, counselling and orientation processes in the school context.

The workshop will therefore focus on the use of new media in educational and vocational guidance and counselling at school, and the skills required for this.

## Goal and Content of the Workshop

### Opportunities and Challenges

To get in the mood for the topic, the participants of the workshop were asked to consider the opportunities and challenges they see in the use of new media in school career guidance. Everyone identified one opportunity and one challenge from their personal experience which they considered to be particularly important. The results were recorded on a pin card, collected on a prepared flipchart and compared in terms of similarities and differences.

The assessments show some similarities, but at the same time they also spread relatively widely. Among the opportunities discussed were that the use of new media is attractive and up-to-date for young people. Furthermore new interactive approaches can be developed for a larger target group and that access to a global network can be opened up. The lack of resources in terms of both school equipment and the competence of the teaching staff was seen as a challenge by several participants. The impersonality of digital services and the difficulty of managing the growing variety of information were also mentioned.

The overall perception of opportunities and challenges seems to be quite similar in the individual participating countries.

### The Importance of the Internet and Social Media

When selecting and designing suitable communication and information tools, it is important to know the usage behaviour of customers. On the basis of some study

results and statistical figures from Germany and Austria, the significance of the Internet use in general and social media in particular was illustrated in the workshop.

Data published by Statistics Austria on the distribution and use of the Internet in Austria confirm that in 2017 almost 100% of young people between the ages of 16 and 24 used the Internet almost daily. Furthermore it can be shown that in 2015 around 35% of users also used the Internet to search for information on training and education offers and over 15% to search for a job or to send application documents.<sup>17</sup>

At the same time, there are also relevant differences, such as the above-average proportion of mobile applications among young people compared to other age groups, or sometimes considerable differences between the sexes.

This online behaviour must be known and analysed in educational and vocational guidance in order to address young people in a targeted manner and develop suitable offers. However, it is also necessary to make visible the competences that young people develop through the use of digital tools (keyword gaming) and to make them usable for educational and vocational guidance purposes.

### New Media in Career Guidance in Schools

In the next step in the workshop, it was made clear what a variety of applications and tools career guidance is confronted with in schools. Online tools are used to explore vocational and training opportunities; the communication and exchange take place via social networks, job portals, discussion forums or other online services. The traditional advisory formats in and outside school, in individual counselling or in class setting are increasingly being supplemented and expanded by self-guidance.

Figure 1 shows this variety of digital applications and tools using a few general keywords.



Figure 1: Digital applications in career guidance

Source: own presentation

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17. Data: Statistics Austria (2015 and 2017): European survey on ICT usage in households. [www.statistik.at](http://www.statistik.at)

In order to move and orientate successfully on the net, both students and counsellors/teachers need appropriate competences for the use of such media and for meaningful and efficient self-guidance. Teachers and counsellors should therefore be able to provide young people with tips and guidance. This includes up-to-date know-how about the applications and tools as well as the media competence to deal with them efficiently (e.g. intelligent search strategies, selection and evaluation of information and information sources, appropriate communication behaviour). Modern media competence and guidance for self-guidance thus become important components in the counselling and orientation process. The smartphone is perhaps the most powerful tool in education and training and career guidance.

### Challenges and Possible Developments

The consequences this could have for educational and vocational guidance in school setting were discussed in a further step.

While the advancing digitalisation can be easily identified by the wide variety of Internet tools and applications (see *Figure 1*), its effects on counselling and orientation go much further today. For example, the possibilities of independent information research can quickly lead to personal overload in the variety and complexity of information. The supposed self-diagnosis via online tests sometimes leaves more questions unanswered than it can answer. The need to design applications and CVs online raises the question of how I, as an applicant, express my uniqueness in standardised forms.

As a consequence of this, the services summarised in *Figure 2* may, among other things, gain increasing significance:



Figure 2: New counselling offers

Source: own presentation



Ideally, this can increase the intensity and depth of the counselling process, because easy access to information can, for example, shift research from attendance at school to self-direction. In this case, counselling and orientation can concentrate fully on the interaction with the young people. But there are also increasing demands on the accessibility and visibility of counselling and support services, such as the expectation of anonymous and mobile counselling independent of time and place. This tendency could also become increasingly important in the school environment, which is primarily characterised by personal contacts. This development must not lead to the exclusion of groups of people due to a lack of technical prerequisites or digital competences. This will only put groups of people who are already at a disadvantage in an even less favourable position.

*Figure 3* illustrates the consequences of these developments for the know-how of counsellors and teachers.



*Figure 3: Know-how of teachers and counsellors.*

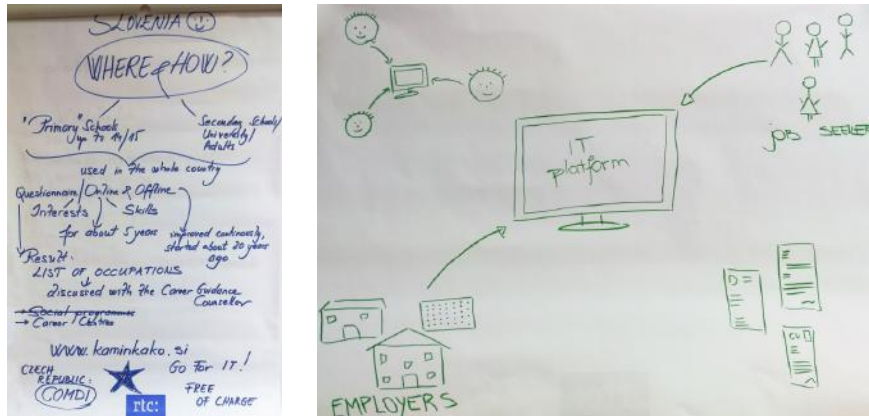
Source: own presentation

One consequence of this is that career guidance counsellors and teachers should also actively deal with social media applications and messenger services, e-portfolios and career networks and use them themselves.

### Practical Examples

In the final step, the participants were asked to present examples of digital applications from their own experience. First, suitable examples were identified in four groups, which were then presented to the plenum (see examples in *Figure 4*). It turned out that a wide range of digital orientation and information systems is offered in all

countries represented in the workshop. In addition to widespread career information platforms, innovative test systems, video and job platforms are also used.



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Figure 4: Good practice in school career guidance.

Source: workshop results

The video platform Whatchado ([www.whatchado.com](http://www.whatchado.com)) was presented to the participants as good practice examples from Austria. On whatchado.com, users can access almost 7,000 video interviews in which professionals and people in training talk about their careers and activities. An interest matching helps to find out which interviews could be particularly interesting for the specific user on the basis of a few questions. For this purpose, the user answers the same questions as the interviewed professionals. The idea behind this is to explore interviews with people who think similarly to yourself. Ideally, the very different career paths of these people can lead to new ideas for one's own professional career and break up fixed patterns of thinking.

Of the almost 7,000 Whatchado videos currently available (as of January 2019), around 1,400 are available in a language other than German, most of them in English.

### Digital Positioning

At the end of the workshop a “digital positioning” of the participants took place, in which they had the possibility to define themselves in a coordinate system as digital sceptics or enthusiasts.<sup>18</sup>

18. The colours of the used dots have no meaning. The x-axis represents the usage intensity of digital applications and the y-axis enables the classification between skeptic and enthusiastic. The idea for it comes from the 5th Berliner B-Day in 2017 (a continuing education day for career guidance counsellors in Berlin) of K.O.S. GmbH.

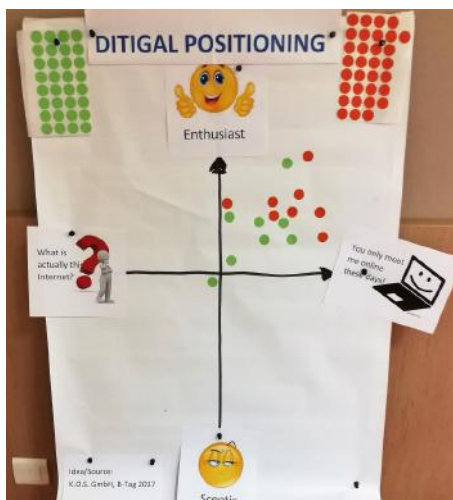


Figure 5: Digital positioning.

Source: workshop results

Even though this evaluation cannot be generalised due to the small number of participants, *Figure 5* shows that the majority of career guidance counsellors and teachers have a “rather positive” attitude towards the digital change. This picture is confirmed in a similar way in other workshops.

## Conclusion

Career guidance in schools will continue to be characterised by the development of new online information and communication services. The need for strong media competence will result in increased requirements on counsellors and teachers, but will only work on the basis of good guidance skills and careers expertise.

At the same time self-guidance will increase but will not result in fewer young people seeking advice, because the variety and complexity of the available information is becoming more difficult for young people to cope with.

# Career Guidance in Practice of Jan Palach Grammar School

Dr. Nora Jakobová, Dr. Veronika Vitošková, CZECH REPUBLIC

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## Goal and Content of the Workshop

Our workshop was based on the experience with career counselling at Jan Palach Grammar School in Prague, the Czech Republic. We described our approach, main goals, topics we deal with as well as techniques we use. The practice combines programmes run by the School Counselling Centre and activities from the school curriculum (in Humanities, Czech language, English, French, Spanish, German, ICT, seminars etc.). In the second part of the workshop, the participants experienced some of the techniques and methods of career counselling practice. These techniques can be used both in individual or group settings.

For the purpose of the workshop, we chose 2 activities to illustrate the techniques we use. The first activity was based on working with the Storytelling cards (from the author Magda Shymon). The participants were asked to answer 2 questions about their own career guidance practice. These questions opened a discussion about what is the meaning of career guidance in schools and about different approaches and methods that the participants use in their own practice. As for the second activity, we introduced The Circle Test (from the author Thomas J. Cottle, revised form) in which clients work with a time aspect. The method consists of basic instruction that asks the client to draw 3 circles, each representing one time line (past, present and future). The second step is to write about various events, situations, memories or dreams into each of the circles that relate to the particular time line. This technique can be used in many various scenarios, some of which were introduced to the participants within the workshop. Sometimes, the leading questions can be used with a client as well.

The workshop provided a space for sharing the experiences among the participants and their practices in career guidance and counselling. Most of the experts had similar outlook on career guidance as a long-term process in which a counsellor helps the student discover his/her abilities, competences and potential, broaden his/her horizon and display the wide range of possibilities for the future. Some important aspects of the guidance process were mentioned: freedom, responsibility, client mobilisation, hope, context (time, cultural, family, background etc.) In such a creative atmosphere, we shared the good examples of practice that are used by other participants in their respective countries. The most common techniques were: role-playing, techniques connecting experience with practice (Public Café), larger scale practical projects, technique working with interests and values and creative writing. There was time and space for enriching ourselves, listening and networking among the group.

# The Journey of a Book



Helena Košťálová, CZECH REPUBLIC

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Workshops

## Goal and Content of the Workshop

In the workshop, we presented a school project “The Journey of a Book” which has been awarded The National Career Guidance Award in the Czech Republic in 2016. During the work on the professional publication for career counsellors, we decided to double its usefulness as a career guidance project for the year 6, pupils of the primary school, which builds on the development of the publication. Children were directly involved in creating the book. Their contributions are part of the book and they experienced a wide range of professions that made books possible. Through work on the project, children have become familiar with the diversity of the labour market and have understood that they have far more options. The project also included strengthening pupils’ self-knowledge and developing the ability to reflect their needs. The project was a joint work of teachers, parents, pupils and educational organization EKS.

## How the Book Came Along

The publication was a part of the Erasmus+ project that included the organisation EKS along with the partners: University of Derby, VIA University Aarhus and Justice Prince. The book *The diverse world of career guidance* aimed at inspiring and displaying the diversity in approaches and contexts in the career guidance field. It covers the best practices of 11 experts collected from 4 various organisations (both university and community work background) from Denmark, Great Britain and the Czech Republic. It brings an inspiration and a fresh point of view on career guidance in the 21<sup>st</sup> century. Theoretical parts are combined with case studies, methodological instructions and personal stories of career guidance practitioners. The book is available in two languages, Czech and English.

The idea to invite a school into the process came during the project. The original goal was to let the students peak into the reality of a world of work. However, as it soon turned out, the cooperation had a big impact on the authors of the book as well. The texts from the children addressed to the career guidance practitioners, offered a unique outlook on the profession served with a big portion of humour.

## Cooperation with School

The organisation EKS cooperated with the elementary school Londýnská in Prague. EKS is an educational organisation with more than 16-years of experience, which focuses on career guidance (working with clients, including students from schools) and the education/training of career counsellors (courses, mentoring, conferences, publications etc). Apart from this, the organisation also participates in projects focused on career guidance within schools. Therefore, it cooperated with the elementary school

Londýnská, which is a public school that supports project learning and individual development of its students. Both organisations have been awarded the National Career Guidance Award in the Czech Republic.

### What Is the Book About

Over 50 pupils from the school, between the age of 11 and 12 were involved in the project. They were directly participating in the book creation. In the first phase, the pupils wrote the texts into the book. The second phase consisted of the cooperation with the class teachers and the Czech language teachers.

The criteria we focused on were the following:

- the text to be aligned with the content of the book;
- the diversity of the topics and texts so everyone can try different type and choose their preferred one;
- the process of writing texts for the book to be a part of a normal class.

The third criteria was very important, as we did not want to burden the teachers with an extra work. The texts were prepared either within homework or in the class. In the case of our project, the text was assigned as a task in the Czech language class, specifically to write a fable on the topic of work.

The texts from the pupils became an important part of every chapter in the book, served as an introduction to each of the chapters (icebreaker), and were graphically separated from the rest of the text. Apart from that, the pupils also got one extra chapter called *Through children's eyes* in which they had the chance to describe how they see the profession of a career guidance practitioner and what they would advise him/her.

Moreover, the pupils had the chance to try different professions that play an important role in the production of a book and may not be that obvious from the beginning. A part of the project was a series of workshops, which took place in the school where the pupils in smaller groups could experience what it is like to be an editor, an author or a translator. The third criteria applied here as well. For example, in the workshop Editor, the children worked with the texts connected to the current topic the class was learning that day (specifically optics from the point of view of physics, biology, history and English). The workshop Translator was part of the English class etc.

Next part of the project took place outside the school. There was a visit to the printing company, graphical company or Illustrator Company. The students saw the whole process of the respective working place and could imagine what it means to produce or illustrate a book and how important each of the profession is.

Several classes were appointed for the activities of the project and many teachers were actively involved in the process as well. After each phase of the project it was a time for reflection and self-knowledge (what style of work suits me – do I work

rather in a team or alone, what role in a team fits me, am I the one who prefers to create something or do I prefer different type of work, what would I want to know more etc.). The reflection was led by either teachers or career guidance practitioners as an interview and with a simple working sheet that was done by the graphic designer who was a mom of one of the pupils. The pupils did not only reflect the content of the work itself but also the process (which parts of the job did I enjoy, where could I see this parts being part of a profession elsewhere etc.).

We specifically used this method of introducing various professions that are tied to a one topic. It differs from the traditional approach to introduce many professions where pupils often see the main profession in the field (e.g. teacher in kindergarten) but not the others less visible professions tied to the activity (in case of kindergarten e.g. cook, accountant etc.). We wanted to show that if a student is interested in books there are many options she/he could work with. The student does not have to be exclusively only an author or an illustrator but can work as a sales person, printer, editor or a spelling checker. And because each of the professions require different set of competences and style of work, the children could identify what are their strengths and what suits them the best.

The book is available free at: <http://www.ekscr.cz/en>

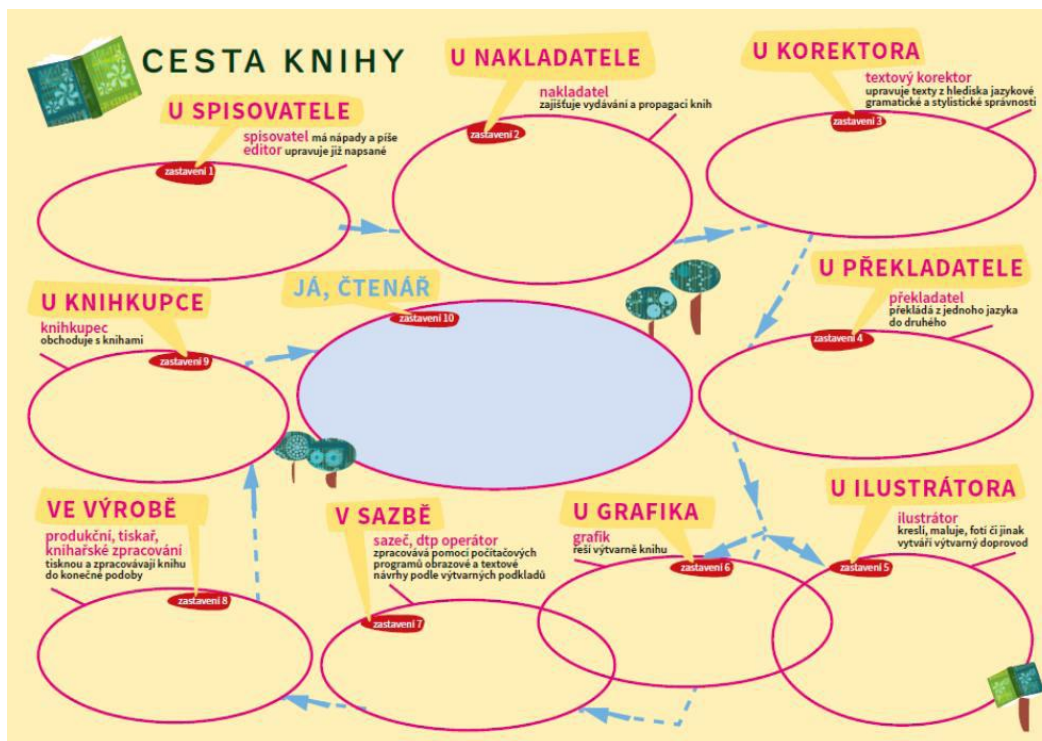


Figure 6

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slovníček pojmů

Figure 7





# Well Prepared for the Future!

## How Schools in Lower Saxony Prepare Their Students for the Challenges After Graduation

Soenke Voss, GERMANY

---

### Goal and Content of the Workshop

The aim of the workshop was to show to the participants different pillars of vocational orientation in Lower Saxony and to explain the basic structures. In order for pupils in Lower Saxony to enjoy the best possible vocational orientation, several levels have to work hand in hand. The workshop should therefore make clear how is the structure of counselling in schools, how conceptual work is carried out with schools and which selected measures have proved their worth. The workshop was therefore divided into three parts.

The first part explained the structure of the authority and its own advisory system. In particular, the work of the expert advisers was presented, their tasks, their self-image and the course of a counselling process with a school. The participants were asked to compare the counselling system of Lower Saxony with their own and to take a critical look at it.

In the second part, the concrete counselling situation with a school was played through with regard to a new vocational and study orientation concept. The main focus here was on teaching the seven core competences of vocational and study orientation in Lower Saxony. The participants were asked to compare the learning contents of school subjects with the core competences and to assign them. Here there was no real right or wrong, since the opinions can be different. The aim was to bring the participants into a situation in which they find themselves at schools and understand how difficult it is to allocate content or to recognise it as vocational and study-oriented content. In the third part, selected vocational and study orientation measures were presented.

The Coordination Office for Career Orientation at the Ministry was presented and discussed with its objectives and tasks.

In addition, the potential analysis procedure Profile AC was explained and a copy handed over to the participants. In addition, the work of the career entry counsellors was presented as the most successful measure of the Employment Agency. Tasks and objectives were defined.

The last part of the workshop was on the Sustainable Student Firms, which enable each student to gain practical work experience within their abilities and possibilities. The comments stimulated a lively exchange as this measure was not known in other European countries. Issues such as insurance cover, company structure, legal protection, financing and implementation were and should be lively discussed.

# Guidance in Elementary School Curriculum (Case Study) – Guidance and Professional Development in Elementary School

Ančica Eded, CROATIA

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## Summary

*My Smart Choice* pilot project is based on a contemporary approach to lifelong guidance which encompasses a systematic support of the learners' vocational guidance and the integration of systematic support into the implementation of the school curriculum since the beginning of formal education. Leaders of the implementation of guidance curriculum are expert associates and teachers. Guidance curriculum is implemented through direct work with learners, which includes teaching of specific school subjects, class master's work tasks and cooperation with parents and local community. The planned outcomes of the curriculum are the change of beliefs and knowledge about oneself and the world of labour, the change of behaviour (implementation of more effective learning strategies, self-regulated learning, improvement of work habits, application of planning and problem-solving skills) and making mature (realistic) decisions about the choice of occupation which will, in the future, guarantee educational and carrier success, as well as work satisfaction.

## Goal and Content of the Workshop

### Introduction

A person spends most of their life in the world of labour. Due to this fact, the choice of occupation is one of the most important decisions of each individual. However, the choice of the first profession, programme and school does not have to imply that an individual will stay in the same profession for the rest of his/her life. Numerous changes in today's world of labour also condition a change of different professions in a person's lifetime. Accordingly, while choosing the first occupation it is very important to make a decision based on the knowledge of personal competences and information on education, training, characteristics of an occupation and possibilities of employment. In such situations, vocational guidance activities, i.e. professional assistance to an individual while choosing a school and occupation, are very important.

## Guidance in Elementary School Curriculum (Case Study)

### My Smart Choice Pilot Project

*My Smart Choice* pilot project lasted from January 2015 to April 2016. The leader of the project was Croatian Employment Service – Požega District Office. The project partners were *Mladost* Elementary School from Jakšić (Požega-Slavonia County), *Ivan Goran Kovačić* Elementary School from Gornje Bazje (Virovitica-Podravina County) and the Croatian Employment Service – Virovitica District Office.

**The objective of the project** was to empower teachers and expert associates in the approach to vocational guidance in practice and to create and implement a sustainable guidance programme. The aim of the project was to establish pilot-centres for guidance in two elementary schools, which will enable learners to make the best choice when choosing secondary school. Developed competences and interests will be in compliance with the choice of the secondary school and possibilities of employment.

**The target groups** are teachers and expert associates of the schools participating in the project, learners, guidance counsellors of the Croatian Employment Service, the leaders of the Centres for professional development and school principals. The end-users are the future pupils of the elementary schools involved in the project, parents, employers, pupils of other elementary and secondary schools.

The main **activities and results of the project** are:

1. Establishing and equipping the Centres for Guidance and Professional Development (CPDs) in *Mladost* and *Ivan Goran Kovačić* elementary schools, in which planned activities will be available to learners, teachers, expert associates and parents.
2. Education of teachers, expert associates, guidance counsellors of the Croatian Employment Service and CPD leaders on lifelong guidance. The education was held by two professors: one from the Faculty of Humanities and Social Sciences in Zagreb and the other from the Institute for Social Research in Zagreb.
3. Study trip to the Czech Republic in order to familiarise project participants with good practice examples. Participants visited an elementary school in Kralupa nad Vltavou and the Psychological-pedagogical Centre in Prague.
4. Creation and implementation of the professional development programme/ curriculum – the participants created a school curriculum for guidance and professional development in elementary school with a specific module for 7<sup>th</sup> and 8<sup>th</sup> grade learners.

Guidance and professional development in elementary school – a manual for teachers and expert associates and work materials for learners.

### Sustainability of Project Results

The effects of the project are long-lasting and will be fully visible in the next 10 to 15 years. The first effects will be seen in 3 to 5 years when learners who were enrolled in the program for one or two years, will graduate from secondary schools and enter the labour market.

## Discussion, Exchange of Experiences, and Examples of Participants

After the presentation of *My Smart Choice* pilot project, the participants of the workshop presented their examples of the implementation of lifelong guidance contents in school curricula in their education systems. In the final part, participants were presented practical examples of how teachers and expert associates of the two elementary schools participating in the project implemented their guidance contents in the school curriculum.

## Conclusion/Instead of Conclusion

*"(...) It is up to us young learners not to stay at the crossroads, but to bravely walk to our goals and wishes without any doubts or fears. A man is free to create his own destiny and to decide about his actions. Life is ahead of us, there are many paths, and it is up to us to choose ours and make it successful"*

8<sup>th</sup> grade learner

*"Choose the job you love and you will not have to work a day in your life"*

Confucius

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# Complex Lifelong Guidance Program in the School and in Class – with the Application of Job-Shadowing Technique

Krisztina Zs. Gyenes, HUNGARY

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## Goal and Content of the Workshop

Between 2015-2017, Krisztina Zs. Gyenes was managing a complex Lifelong Guidance program, within which, besides organising and providing trainings, her task was to introduce a new technique i.e. job-shadowing. The project is still going on a lower scale.

The Job-shadowing workshop at the Cross Border Seminar was examining an existing Lifelong Guidance method in an interactive way by applying the participants' concerns and professional experiences on it.

Job-shadowing, an innovative method brought from abroad, was started as a new initiative by Talentum Foundation in the town of Szeged, Hungary. It is an efficient and profound method within Lifelong Guidance practices, requiring great attention and dedication. The advantages are highly significant, but the realisation of this idea is quite hard within the Hungarian education system. Job-shadowing is a form of learning in which a student spends a whole day by the side of an expert/specialist, focusing on the main activities, realising the necessary complementary processes and the complex personality of the expert/specialist. The program titled "Observe the master!" is not a component by itself, but the peak of a preparatory Lifelong Guidance program comprised of more sessions.

The program itself was developed by the non-governmental Talentum Foundation for the Support of Volunteering, based on an existing one that is already applied abroad. Talentum tailored this program to the local needs based on their previous professional experience with secondary schools. This program was in practice for two years in six different secondary schools in the town of Szeged and a total of 800 students took part in it, out of which 95 also participated in the "Career Expo" with the involvement of 32 experts/specialists.

The aim of the workshop within the *Cross Border Seminar* event was to introduce a program to the participants which was tested and improved based on the feedbacks from the schools, students, and specialists who took part in it. We summarized these feedbacks and identified both the advantages and the obstacles.

The method, which we simply call job-shadowing, is a complex method since it is comprised of a preparatory training, a "Career Expo", and finally feedback. The students take part in a preparatory training that is comprised of three sessions built



up on each other, applying non-formal education techniques. After this training, students who have a precise idea regarding their future career or at least know which field they would be interested in, can take part in the “Career Expo” day, where an expert/specialist helps them to familiarise themselves with the occupation they wish to choose. The program ends with a feedback session where they can reflect on their experiences and get answers to any further questions.

The workshop analysed the participants and their experiences, difficulties and feedback. The following opinions were collected from them:

- Management of the school: Lifelong Guidance is a highly significant program at school. Usually, it is done by the teachers which results in a rather curriculum-based education feeling. The management of the school welcomes outside counsellors who would provide this subject with non-formal methods.
- Teachers: they are happy that guidance counsellors are taking over this role, which otherwise would be difficult to integrate in their daily educational activities.
- Students: they are more willing to cooperate with outside people who are not grading them and have no knowledge about their school records.
- Parents: they are glad that students are given help with choosing a career and that it is no longer merely the decision of the family. They also require information about the progress of their children.
- The professional representative/expert/specialist: They volunteered for this task! They are really happy that they can present their job to someone and they are happy to do so. Although, the high number of students is a bit overwhelming to them (in case of popular careers e.g. lawyer, doctor, IT specialist).

The success of the program was prominent and it confirmed the presumption according to which students have little or no information about what particular occupation is comprised of in real life. The “Career Expo” is a great opportunity for that and it can help them a lot with choosing the most suitable occupation. Students can understand what competences and skills are required for each field of work.

A lot of time and energy had to be invested in this program, which was a bit of a difficulty for the specialists along with the administration, communication, and dilemmas regarding taking responsibility (since students are out of the school during school-time). However, all these issues have been resolved at the end. We must take the fact into account that each school has a different operational culture and each specialist and their workplace conduct their job in a different style. Therefore, all these things have to be synchronised.

In the further parts of the workshop, participants collected ideas about how a similar project would look like in their own countries and what possible challenges they would have to face with during its realisation. During their presentations, we could see different countries’ viewpoints and concerns, from which we could learn even more. All in all, it can be said that this method can indeed provide a complex Lifelong Guidance, and the non-formal techniques distinguish it from the classroom environment but since it is still realised within the school, it allows for the proper



application of it. All the participating countries would need and benefit from such a program, but the duration of the realisation and the investment of time, energy, and financial resources are important aspects which would require greater consideration from all of the participants.

All profound work requires time, energy, and financial resources. Without proper cooperation and without getting to know international experiences and aspects, work can be really hard and impracticable.

# Together for a Conscious Career Building by Students. Counselling as a Process in the Education System

Workshops

Dr. Tomasz Knopik, POLAND

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Ginger: You know what the greatest tragedy is in the whole world?... It's all the people who never find out what it is they really want to do or what it is they're really good at. It's all the sons who become blacksmiths because their fathers were blacksmiths. It's all the people who could be really fantastic flute players who grow old and die without ever seeing a musical instrument, so they become bad plowmen instead. It's all the people with talents who never even find out. Maybe they are never even born in a time when it's even possible to find out. It's all the people who never get to know what it is that they can really be. It's all the wasted chances.

Terry Pratchett, *Moving Pictures*

## Goal and Content of the Workshop Career Counselling and Care for Talents

Research on talented students in Poland shows that about half of the above-average people leave the education system unidentified as capable (Dyrda, 2000). Can we afford to waste talents? This question was at the heart of the project "Effective Educational and Career Counselling for Children, Teenagers and Adults"<sup>19</sup>, which was implemented by the Centre for Education Development under the priority axis 2 – Efficient Public Policies for Labour Market, Economy and Education. Measure 2.14. The Development of Tools for Lifelong Learning. Recommendations developed by experts in this project have been used in the regulation of the Ministry of National Education on vocational counselling (signed on 16.08.2018). This document includes counselling as a set of activities aimed at supporting children and students in the process of identifying professional interests and predispositions and preparing for the selection of the next stage of education and occupation. Counselling is understood in a systemic way and covers children, adolescents and adults from kindergarten to post-secondary schools.

The vocational preorientation carried out in the kindergarten familiarises children with selected professions and stimulates and develops their interests and talents. In classes I – VI of primary school, vocational counsellors, teachers and educators implement professional orientation aimed at introducing students to selected professions, shaping positive attitudes towards work and education and stimulating and developing

19. <https://www.ore.edu.pl/category/projekty-po-wer/efektywne-doradztwo-edukacyjno-zawodowe/efektywne-doradztwo-edukacyjno-zawodowe-aktualnosci/>





their professional interests and talents. Classes developing pre – and professional orientation are carried out within the framework of classes with a teacher, general school events (e.g. festival of profession, job exchange), as well as within the framework of activities that implement the core curriculum (e.g. early school education, Polish, mathematics, history, etc.). Thanks to this approach, counselling at the kindergarten and I-VI levels of primary school is not perceived as a separate subject, but as a constant perspective of developing children's awareness of their own resources, educational market and labour market, so as to give them a basis for making accurate decisions at the next stages of their lives. The condition for the implementation of such interdisciplinary understood support is the need to engage all teachers, thus counselling becomes an element that permanently is shaping attitudes (such as: openness to change, the need for lifelong learning, cooperation, flexibility) and the mental culture of the organization.

Vocational counselling, provided in the grades VII – VIII of primary school and secondary schools, aims to support students in the process of preparing them for conscious and independent career planning, making educational and professional decisions, taking into account their interests and talents, as well as information about the labour market and the education system.

It is worth emphasising that the implemented contents within pre – and vocational orientation and counselling in the whole educational process have been defined in detail and described as measurable learning outcomes and grouped in four areas:

- Exploring own resources: interests, abilities and talents, strengths and weaknesses as potential areas for development, limitations, competences (knowledge, skills and attitudes), values, professional predispositions, health status.
- Occupation and labour markets: getting to know professions, searching and processing information about occupations and the labour market, the ability to navigate around it, searching for and maintaining a job.
- Education market and lifelong learning: knowledge of the education system and other forms of learning, searching and processing information about forms and educational institutions, lifelong learning.
- Planning of one's own development and making educational and professional decisions: planning the educational and vocational path with preparation for gaining professional experience and reflection on it, making and changing decisions regarding education and work, using lifelong career counseling.

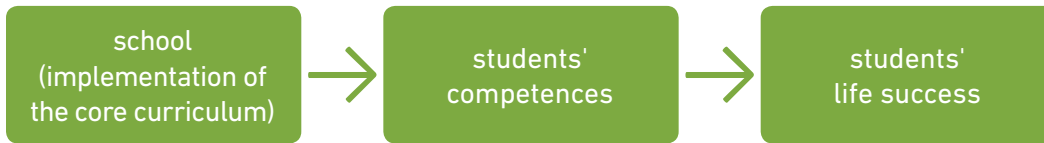
This approach allows to maintain the spiral in the process of conscious construction of one's own career and successive broadening and supplementing the content of career counselling.

The assumption of the Polish model of educational and vocational guidance is to make the counselling a constant perspective of conducting classes, regardless of the subject of teaching. Counselling is not a separate subject but a chronic process of shaping the attitude of maturation to making independent life choices. This approach is in line with the school model as a transferable competence laboratory: the school implements the core curriculum to equip students with key life competences (*figure 1*).



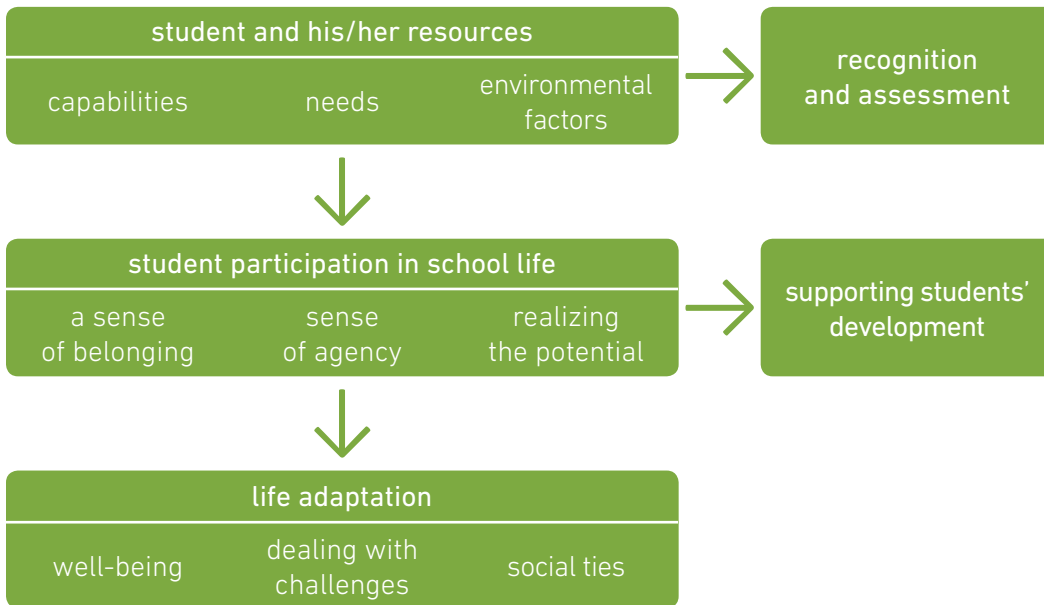
Workshops

Figure 8: School as a laboratory for transferable resources



Vocational counselling also functions in the Polish education system as one of the forms of psychological and pedagogical support addressed to children and youths with special educational needs. In the Regulation of the Ministry of National Education of 25.08.2017 these classes are defined as *related to the choice of education and vocation* and should be in line with the main objective of providing psychological and pedagogical support: *recognizing and satisfying individual developmental and educational needs of a student and recognizing individual psycho-physical abilities and environmental factors influencing his functioning in the kindergarten or school in order to support the development potential of a student and create conditions for his active and full participation in the life of the kindergarten or school as well as in the social environment (figure 9)*. Vocational counselling becomes one of the strategies for implementation of inclusive education and functional diagnosis understood as comprehensive and multispecialist recognition of resources and difficulties of a child, taking into account the role of environmental and cultural factors (e.g. stereotypes).

Figure 9: Model of psychological and pedagogical support in Poland



Presentation of the Project's Products

The developed materials in the project "Effective Educational and Career Counselling for Children, Teenagers and Adults" propose a clear structure of vocational counselling from kindergarten to post-secondary schools, together with detailed curricula for the implementation of classes at various stages of education. Validated curriculum proposals are available free of charge on the website: <https://doradztwo.ore.edu.pl/programy-i-wsdz/>. They contain: general and detailed objectives of counselling, thematic



areas, description of the ways of carrying out the classes, methods of validation of student activity and evaluation of the effectiveness of the classes and possible resources to be used. In addition, sample scenarios positively validated in the pilot studies in 2016 are included as annexes to the programmes. The objectives of the counselling activities are presented below on the example of the vocational preorientation for children from kindergarten and orientation programme for grades IV-VI of the primary school.

### Preorientation Programme (Learning Effects):

#### 1. Exploring own resources

##### Child:

- 1.1. describes what he/she likes to do;
- 1.2. gives examples of various interests;
- 1.3. determines what he/she is doing well;
- 1.4. takes action and describes what happened to them for him/her and for others;
- 1.5. talks about himself/herself in the peer group.

#### 2. Occupation and labour markets

##### Child:

- 2.1. plays various professional roles in play;
- 2.2. gives the names of occupations performed by people in the environment and those that have aroused his/her interests and identifies and describes the professional activities performed by these people;
- 2.3. describes the various functions of human work on selected examples;
- 2.4. indicates professions involved in the creation of everyday products and events, in which he/she participates (shopping, concert, mail ...);
- 2.5. indicates the relationship between interests and work on the example of your choice;
- 2.6. attempts to use tools in accordance with their intended purpose and in the case of creative and unconventional people.

#### 3. Education market and lifelong learning

##### Child:

- 3.1. calls the stages of education (without having to keep the chronological order);
- 3.2. describes the activities he/she likes to learn.

#### 4. Planning of one's own development and making educational and professional decisions.

##### Child:

- 4.1. tells us who would like to stay;



- 4.2. plans its own activities (or group activities) to the extent of its capabilities by indicating a single actions and tasks necessary to achieve the goal;
- 4.3. attempts to decide on matters important to him/her (individually and within the group).

### Orientation Programme (Learning Effects):

#### 1. Exploring own resources

##### Student:

- 1.1. defines his/her own interests, abilities, talents and competences;
- 1.2. indicates his/her strengths and potential for application in various areas of life;
- 1.3. takes action in tasks situations and evaluates his/her activities, formulating conclusions for the future;
- 1.4. presents his/her interests/skills on the forum with the intention of stimulating the curiosity of the audience.

#### 2. Occupation and labour markets

##### Student:

- 2.1. lists the various groups of occupations and gives examples for each group, describes the different ways of reaching them and the basic specificity of working in occupations;
- 2.2. describes what work is and its meaning in people's lives;
- 2.3. indicates the factors influencing career choices;
- 2.4. uses tools and implements for their intended purpose and in a creative and unconventional manner;
- 2.5. explains the role of money in the modern world and its relation to work.

#### 3. Education market and lifelong learning

##### Student:

- 3.1. points to different ways of acquiring knowledge (using examples known to him/her) and discusses his/her individual way of learning;
- 3.2. indicates the school subjects he/she likes to learn;
- 3.3. independently reaches information and uses various sources of knowledge.

#### 4. Planning of one's own development and making educational and professional decisions.

##### Student:

- 4.1. tells about your educational and professional plans;
- 4.2. plans his/her activities (or group activities), indicating the specific activities and tasks necessary to achieve the goal;
- 4.3. tries to make decisions independently on matters related directly and indirectly with his/her person.



The recommended methods of implementation of activities are: educational projects, activating methods based on the idea of cooperative learning and regular vocational study visits bringing schools and students closer to the labour market. As part of the strategy for validating the effects of the classes, it is proposed to:

- address evaluation questions for students (allowing students e.g. self-assessment of their own activity in classes, self-assessment of the degree of understanding/assimilating the content);
- undertake observation of the student's achievements (e.g. with the use of observational scales taking into account selected factors: motivation of students to work in classes, engagement in team work, creativity);
- analyse students' work output;
- create a portfolio containing student work effects, e.g. "Portfolio of my achievements",
- undertake evaluation surveys for students or parents.

According to the MEN regulation, each school develops an in-school vocational counselling system, defines general objectives and activities related to the provision of vocational counselling at the school and entities with which the school cooperates in the implementation of vocational counselling. On this basis, a program for the implementation of an in-school vocational counselling system for a given school year is developed, which includes:

1. activities related to the implementation of vocational counselling, including:
  - a. the themes of the actions,
  - b. the methods and forms of implementation of the actions,
  - c. the addressees of the activities,
  - d. the deadlines for implementing the activities,
2. entities with whom the school cooperates in the implementation of the activities and the implementers of activities.

The scenarios developed in the project (over 300 in total) show examples of how to implement the idea of chronic counselling to the core curriculum. Each lesson outline contains tips to use the suggested exercises to work with students with special educational needs in accordance with the idea of inclusive education. Some exercises directly refer to a specific group of students with special educational needs. For example, for gifted students:

- specialized diagnostic tools (identification of the hierarchy of values, sense of autonomy, level of talent development and strength of interests; Knopik, 2015);
- analysis of case studies presenting the role of motivation in the actualisation of the potential of talented individuals (e.g. Bill Gates, Robert Lewandowski, Olga Tokarczuk);
- a lot of interests and educational and vocational decisions;
- ways to shape internal motivation (Cross, 2011).



The previous years' experience of the implementation of curriculum on guidance and counselling has not yet been able to draw conclusions on the effectiveness of this support. As part of the pilot study, information on the effectiveness of classes carried out according to the programs developed in the project was also collected (quality of didactic materials, degree of achievement of objectives, innovation of the proposed didactic situations).

### Sample Exercise Taken from the Developed Materials

Below are presented examples of exercises developed on the basis of project materials, the main objective of which is to encourage vocational counsellors and teachers to implement counselling to the core curriculum.

- Student X and student Y leave two different systems of education. In one system, the idea of educational and vocational counselling was implemented as a systematically process, in the other the career counselling was treated as an episode (fragmentarily, once in a while without worrying about the coherence of activities). What competences (experience, skills, resources) can be different for these students?
- Analyze the relationship of career counselling with the content of mathematics, and then point to analogous relationships with history, art, natural sciences (as school subjects).

#### Vocational counselling and mathematics:

- treating abilities to cope with failures while performing math tasks as transferable resources;
  - using mathematical calculations to observe the labour market;
  - analytical and logical thinking shaped during mathematics and its usefulness
  - in everyday;
  - emphasizing the possibilities of using mathematics in specific professions: IT specialist, architect, surveyor, pharmacist.
- The use of metaphors and sentences in counselling. Arrange new sentences that will express the meaning of the thoughts given below.

*We are very, very small, but we are profoundly capable of very, very big things.*

Stephen Hawking

*Each of us must work for his own improvement, and at the same time share a general responsibility for all humanity.*

Marie Skłodowska-Curie

*Earth provides enough to satisfy every man's need, but not every man's greed.*

Mahatma Gandhi



*Everyone thinks of changing the world, but no one thinks of changing himself.*

Lev Tolstoy

Workshops

## Conclusion

Career counselling is a vision of human development that strives to realize its full potential. We cannot afford to waste talents. Vocational counselling permeating in a school is the key to building human capital in modern societies, in modern Europe!

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# Community Clubs: Designing and Evaluating a Systemic Career Intervention in High School

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## Goal and Content of the Workshop

This workshop aimed to share the 'Community Clubs' intervention. The workshop was conducted with two different groups of participants during the Cross-Border Seminar, thus enabling a cross-cultural discussion and a joint reflection about the covered contents. Relying on participants' perspectives about the main stages one needs to acknowledge when designing and planning for a career guidance intervention, this workshop presented the theoretical background, goals, target-population and preliminary impact results of the 'Community Clubs'.

## Theoretical Background

'Community Clubs' is a career intervention sustained by the living systems theory of vocational behavior and development (Vondracek, Ford, & Porfeli, 2014). This theory conceives the vocational behaviour and development as a lifelong and ecological process, in which an ongoing person-context mutual dynamics sustain the emergence of behavioural episode schemas, affective dispositions, subjective representations of oneself and the working world. Aligned with the instability, fluidity and non-linearity of the contemporary society (Mateus & Noronha-Sousa, 2016; Savickas et al., 2009), the living systems theory of vocational behaviour and development acknowledges inter – and intraindividual change in career development, as well as highlights personal agency, adaptability and individuals' construction of idiosyncratic career paths (Vondracek et al., 2014). Hence, each person is a self-constructing system, who combines particular early experiences of support for autonomy, initiative and exploration, socialization to work, decision-making styles, career conceptions, affective dispositions and future prospects within inter-related contexts (Taveira, Oliveira, & Araújo, 2016; Vondracek et al., 2014).

In addition, the living systems theory of vocational behavior and development is consistent with an optimistic view of individuals, particularly adolescents. An optimistic view of adolescence still challenges the negative view that has prevailed in the literature and practical settings over this period of life. Still, adolescence is a critical period for human and career development, during which youths engage in in-breadth and in-depth career exploration, advance career choices and construct a





career identity (Hirschi, Niles, & Akos, 2011; Porfeli & Skorikov, 2010; Taveira & Moreno, 2003). Hence, adolescents hold an unique potential to develop innovative solutions for daily problems and to create windows of opportunity for their personal and societal future (Lerner, Brentano, Dowling, & Anderson, 2002).

### Practical Goals and Intervention

Based on this theoretical background, the 'Community Clubs' was inspired by the North-American research-action project, called Health Professions Affinity Community (HPAC; Weisblat & Porfeli, 2013). In this project, high school students were asked to discern a healthcare community problem, based on which they would engage in supervised teamwork and partner-building efforts at their schools, to plan, enact and evaluate an action plan to overcome such a problem. Two visits to the university responsible for the scientific coordination of HPAC would occur at the beginning and end of a school year, thus affording students the possibility to explore the academic environment and formally share their HPAC projects. Based on a partnership between North-American and Portuguese researchers in career development and guidance, the North-American HPAC inspired the Portuguese initiative 'Community Clubs', which similarly employed the research and project strategy.

The 'Community Clubs' is organized as a group-intervention for highschool students. Generally, it intends to foster youths' career exploration and adaptability. To attain those general goals, the 'Community Clubs' specifically intends to support youths' community engagement, to enhance youths' career information, to support the development of youths' soft skills, and to assist youths assigning meaning to curricular contents. The 'Community Clubs' have been so far located in schools at the North of Portugal. This career intervention is implemented during one school year and is coordinated by a school counselor. The school counselor works directly with high school students, as well as develops consultancy strategies with teachers, school entrepreneur commissioners, autarchy professionals, and community partners. The intervention is broadly followed by a partner university, who offers scientific supervision to school counselors and accommodates youths' visits at the beginning and at the end of the school year. The 'Community Clubs' are implemented based on four main stages: (i) students' participation in a kick-off event at the university, to better understand the program and meet all the intervenients; (ii) students' identification and study of a community problem; (iii) students' planning, enactment and evaluation of an action plan to raise the community's awareness to such a problem; (iv) students' participation in a final event at the university, a scientific conference, to formally disclosure results.

The 'Community Clubs' operate on the voluntary participation of high-school students and all the intervenients. Although this career intervention is planned for one school year, students who are interested in continuing their community clubs are supported to do so. In these cases, a group can receive younger high-school students, thus fostering collaboration among different student generations.

## 'Community Clubs' Preliminary Results

Two exploratory studies were performed to evaluate the impact of the 'Community Clubs' (i.e., Fernandes, 2017; Taveira, Oliveira, Cruz, Fonseca, & Costa, 2016). The first study (i.e., Taveira et al., 2016) examined the effects of the 'Community Clubs' in the career adaptability, engagement in school and academic achievement of 10<sup>th</sup> grade: 37 youths (73% girls), aged 15 to 17 years old ( $M = 15.38$ ,  $SD = .64$ ) participated in the intervention. Data from pre – and post-test occurrences of measurement were considered. Results from multivariate analyses of variance suggested that youth significantly increased their career concern, career curiosity, career confidence, and cognitive engagement in school from the pre – to the post-test. Results from the paired-sample t-test indicated that youths' academic achievement significantly increased from the pre – to the post-test.

The second study (i.e., Fernandes, 2017) compared a group of 28 youths in the 10<sup>th</sup>-grade who participated in the 'Community Clubs' and a comparison group of 18 youths who did not ( $M_{age} = 15.13$ ,  $SD = .78$ ) on career adaptability, engagement in school, study processes and wellbeing. Data from pre – and post-test occurrences of measurement were considered for both groups. Results from multivariate analyses of variance indicated that the intervention group presented significantly higher career concern, career curiosity, career confidence, career control and deepened study strategies than the comparison group.

The preliminary results from these exploratory studies seem to sustain the positive impact of the 'Community Clubs' intervention on youths' career and academic processes. Still, further studies could include broader sample sizes and longitudinally evaluate the short-, medium-, and long-term effects of the 'Community Clubs'. As some students have already voluntarily demonstrated their interest to pursue the 'Community Clubs' throughout the entire high school, and even when transiting to college, longitudinal studies could be also useful to investigate the students' progress for participating in the 'Community Clubs' throughout school years and/or educational levels.

## Final Notes

This workshop afforded the possibility to internationally share a career intervention example and to jointly discuss cross-cultural opportunities and challenges regarding career guidance. Three main discussion topics can be highlighted. Firstly, career practitioners would benefit from continuous training and supervision opportunities both at national and international levels, to enhance their confidence in the transfer of theoretical frameworks into practices aimed at fostering individuals' career development. Secondly, it seems important that career guidance theoretical frameworks and practices articulate youths' career development with school contextual affordances and academic processes, thus promoting individuals' holistic development. Thirdly, the role of career guidance as a vehicle to foster community engagement, citizenship, social responsibility and inclusion needs to be acknowledged by practitioners, clients, educational institutions and policies to highlight its social relevance.

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# Counselling and Personal Development, the Chlorophyll of the Future, Career and Life – an Unforgettable Experience

Dr. Marcela Claudia Călineci, ROMANIA

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## Goal and Content of the Workshop

Our workshop aimed to bring together participants who are willing to share practical experiences and theoretical approaches, to learn in a different, funny and creative ways about counselling and personal development, to become empowered with techniques, methods and attitudes regarding this curriculum in classroom with essential pillars, such as: self-knowledge and a balanced, healthy lifestyle, social-emotional development, learning and career management. The workshop underlines a practical aspect of guidance and counselling services in Romania with accent on the educational services and guidance and counselling within the curriculum (National Gymnasium Curriculum, 2017). The beneficiaries are: career counsellors, career guidance practitioners, school counsellors/psychologists, teachers, educational experts and managers, stakeholders. During the workshop the participants are challenged in an attractive manner to pass through their personal filter the proposed activities, in individual, group and frontal approaches.

The workshop is based on a solid expertise in counselling and personal development for the school curriculum, especially for the career guidance and counselling in Romania. It is an adequate context (leader/facilitator, space, time and people) to find and to re-discover important principles and actions for career guidance, future and life. Because this process of guidance and counselling transforms, changes, enriches and makes people more enthusiastic, more involved, more confident, happier and healthier individuals who know who they are, what they want to do in the future, who have dreams they want to accomplish, who does not give up, who cherish life experiences. The attendees were invited to participate to discussions and involved in short experiments and experiential learning which has been inspirational for practical projects and new researches in this area.

The workshop creates the setting to clarify the important role of guidance and counselling in education. The quantity of energy, creativity, experimentation, reflection required by the activities proposed gave access of participants to fundamental elements of guidance and counselling process like: knowledge, liberty, communication, responsibility, hope, challenges, relationships, through some techniques and methods of guidance and counselling practices, which can be applied in individual,

pair or group. We jointly created ad-hoc educational resources spontaneously so that we reached the target group with whom we worked to increase quality in education and counselling.

Our approach combines the theoretical framework with personal experiences. Below we will present some ideas that have underpinned it during the activities. It is obvious that for the most part these are principles that we as specialists in counselling have to consider.

“Schools are not just places where students acquire academic skills, help students become more resilient in the face of adversity, feel more connected with the people around them, and aim higher in their aspirations for their future. Not least, schools are the first place where children experience society in all its facets, and those experiences can have a profound influence on students’ attitudes and behavior in life. Teachers, schools and parents can make a real difference. Together they can attend to students’ psychological and social needs and help them develop a sense of control over their future and the resilience they need to be successful in life” (OECD, 2017).

This is how we relate to school from the perspective of counselling which deals with the investigation and exploration of the self in its aspects. The process of self-awareness is the foundation for all the other life-skills we need to develop and essential to managing stress and emotions. Counselling meetings help development of the healthy interpersonal relationships and effective communication. Teachers have the opportunity to apply the methods and techniques used in guidance and counseling at schools: at the counselling offices with the specialists, at the dedicated or sequential classes or at the educational moments created for the students with whom they work.

- Creative and critical thinking enables us to analyze information and experiences objectively, and assess the factors that influence the way we think and act.
- Resilience – 7 elements: confidence, competence, connexions, character, control, coping, contribution (Unicef, 2016).
- A new neuroscience study finds that back-and-forth conversation is related to brain activity and verbal aptitude, more positive, encouraging feedback (Hart and Risley, 2018). In guidance and counselling is capital to reflect, to have access at the you through metacognition and critical thinking. Also, Appreciative Inquiry Theory (Cooperrider et al, 1980) evoke a model that seeks to engage people in self-determined change followed four steps, called 4D cycle: Discovery, Dream, Design and Destiny.
- Australian Blueprint for Career Development (2010) develops three chapters of counselling area as an important education tool for students: Personal development, Learning and work exploration, Career Building.
- Career Management Skills (CMS) are competences which help individuals to identify their existing skills, develop career learning goals and take action to enhance their careers (ELGPN, 2011), helps students and individuals navigating career paths.



- Holistic counselling, (Niles, 2016) considers that hope and happiness, optimism, positive psychology are essential elements of career counseling.
- Growth/Fix Mindset, successfully mentality developed by (Dweck, 2014), a specialist in human motivation. "My work bridges developmental psychology, social psychology, and personality psychology, and examines the self-conceptions (or mindsets) people use to structure the self and guide their behavior. My research looks at the origins of these mindsets, their role in motivation and self-regulation, and their impact on achievement and interpersonal processes". Her theory of the two mindsets and the difference they make in outcomes is incredibly powerful. If us, changing our beliefs can have a powerful impact. The growth mindset creates a powerful passion for learning. Our kids become more confident and more responsible if they explore and apply the greater sense of free will. The idea that we can grow our brain's capacity to learn and to solve problems is developed in the guidance and counselling domain.
- Personal development is an objective of the educational counselling and all learning sequences involves this approaches: visioning, planning, improving, reflecting about self, others and life, in general.

The guidance and counselling area in the classroom engages students and improves results, within its positive learning environment. Students have the opportunity to discover and to see key concepts through personal development. The New Curriculum Gymnasium (2017) is a resource for the future of students through the general competences to be developed:

1. adopting positive attitudes towards oneself and a healthy and balanced lifestyle;
2. developing harmonious relationship with others in school and extracurricular contexts;
3. reflecting on the motivation and effectiveness of strategies for progress in learning;
4. making decisions about continuing studies and career through valorisation of information about oneself, education and occupations.

Each person is unique. Each person is responsible for her/his personal development. If you don't step forward, you will always be in the same place. These are some principles after which counseling acts. But it is important for teachers to follow their own personal development programme: work with their talents, qualities, fears, misunderstandings, dreams and challenges.

- Why chlorophyll metaphor in guidance and counselling?
- Chlorophyll is vital to us.
- Green herbal material, also called chlorophyll, is the one that helps them extract substances from the earth and air and create living food.
- This miraculous green substance allows plants to provide food to both animals and humans.
- It has cells in leaves, in branches, but also in flowers. With chlorophyll, living plant tissue can absorb energy from the sun and can reuse it.

- Chlorophyll in Greek, meaning green, is a green pigment, essential in the photosynthesis process, with the transformation of light energy into chemical energy.

By analogy, guidance and counselling is creating the framework and promoting the attitudes that are necessary for a learning that fulfils the potential of every person. Guidance and counselling invite the students and all beneficiaries to exercise and develop the qualities for the future: creativity, adaptability, interdisciplinarity, mental flexibility, capacity to solve complex problems, critical thinking and use of new technologies (SMAC – social, mobil, analitic and cloud).

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# Your Subject Is Important to Me

## How to Implement Career Information Activities in the Teaching Curriculum

Mladen Šljivović, SERBIA

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### Goal and Content of the Workshop

When we go back to our past and try to think about our time in high school what is the first thing that comes to mind? Well, to start this workshop we decided to concentrate on unpleasant memories, more specifically, on memories about school subjects that we did not like. Reasons might have seemed justified at that time but not anymore, maybe now we think differently. But, at that time a younger version of us disliked that subject. Maybe it was because we did not like the teacher, maybe we lacked interest in that area, maybe we just did not see the importance of that subject in our future life or some incident happened that made us feel that way.

However, judging from today's point of view, was our dislike really justified? For me that happened with biology. The subject that I hated the most in high school became quite necessary in my every day work. Being a physics teacher in high school involves giving numerous examples and preparing activities for students that correlate biology and physics, or chemistry and physics or almost any other subject and physics. A once disliked subject became a needed one later in life. The younger version of me just could not see that at that time.

These were the first questions we started the workshop with: *What subject did you dislike when you were in high school, and why? And, from today's point of view did you discover that knowledge from that subject is useful in your life?*

This was our starting position. Our students often find themselves put off by school's subjects (just like we were) and we are trying to teach them (just like our teachers tried to teach us). The only difference is that from our perspective, which came with our experience, we realize the purpose of education and large variety of applications of knowledge and skills gained even within subjects we thought we could never use in real life.

Recently, school education systems have been shifting their focus from gaining knowledge to gaining skills. In the uncertain future job market, we expect our students to be able to constantly learn new skills and improve the ones they already possess, to be able to think critically, solve problems, be creative etc. Skills like career

management skills become more and more important as a way of managing the information we are given in order to plan our future steps. And we can say that it is up to teachers to help students develop them.

When we talk about the importance of skills and knowledge gained through school subjects, we must mention one thing we always forget. If we take for example, a mechanical engineer, we all can agree that he/she needs to be versed in mathematics and physics, but does he/she need a knowledge in the field of biology or literature? We could agree that physics and mathematics are his/her primary skills but designing and constructing machines means he/she would need to make it ergonomic for users and many robots copy living organisms, so we do have a biology link. In modern days skills for presenting and giving public speeches are soft skills we try to develop and what is a better way to achieve that than literature classes? So, we could say that a good mechanical engineer must have a wide spectrum of skills and extensive knowledge and it also applies to other occupations like architects, archaeologists, doctors... In any of these occupations, we could find connections between them and the school subjects we would never guess at first.

Based on my teaching experience, that is something our students often fail to see: everyday life implementation of skills gained in the class that is often unrelated at first sight.

Telling the student that something is important does not have the same value if it has been said by a teacher or a professional from a real world coming to the class. For example, if a doctor says he needs biology, that's not unusual at all. We are all aware of that. But what if we give the class a little twist? What if the same doctor comes and explains how he/she needs physics in order to work with modern equipment, or literature in order to be able to have better communication skills?

The activity 'Your subject is important to me' consists of short (15 minutes) lectures in which we bring a guest speaker to class to talk about the importance of that subject in his/her career. The accent is on making unusual combinations, such as: anaesthesiologist/physics, actor/sociology, designer/literature, geologist/physics.

The goal of this workshop was to fully prepare attendees to implement 'Your subject is important to me' activity in their own classrooms. From finding the right guest, linking their career to some school subject, exploiting the unusual twist we explained, preparing them for a talk in front of the class, to the final evaluation as presented on Picture 1.



Figure 10: Steps for organising the activity: Your subject is important to me



As a teacher, I often find myself desperately trying to hold on to a tempo of the school curriculum. Students are less motivated to participate in the class activities, especially if they do not see the connection between subjects and possible future jobs. In order to implement career guidance in the school curriculum, activities implemented in the classroom need to be **short** and **effective**. They should motivate students for the school subject, and they have to give more information about possible future careers and requirements for them. For this purpose, career guidance and counselling activities like this one can be very useful.

# Career Guidance Components in Basic Education.

## Examples of Career Education Lessons Within the Curriculum

Stefania Hrivnakova, SLOVAKIA

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### Goal and Content of the Workshop

Three levels of career guidance are available for students in the basic education in Slovakia:

- a. career guide directly in school (the guide is usually one of the teachers);
- b. career guidance in counselling centres outside the schools (mostly for students with special educational needs); and
- c. newly evolving approach to support students systematically in their career development throughout the learning process.

A research conducted by the State Institute of Vocational Education on the sample of more than 6.000 students of early middle grades (6<sup>th</sup> – 8<sup>th</sup> grade students) revealed that students have shortcomings in four components of education:

- firstly, they have not enough information in career orientation;
- secondly, they have weak reflection on their abilities and interests;
- thirdly, the learning content is not linked with the real world experience;
- finally, they have a weak influence on their career decisions and their further education.

In order to improve this situation, the State Institute of Vocational Education initiated two steps. One of them is an implementation of a new subject in basic level education – *The World of Work* (from the 3<sup>rd</sup> grade up to 9<sup>th</sup> grade students). One hour weekly is allocated for this subject. Students receive various practical skills useful for their future life in the domains of construction, electronics and technology and they develop working habits.

The second step implemented in basic education combines new approaches in the learning environment with the aim of preparing the students for life and the world of work. Traditional professional distinction between teachers (addressing the curriculum) and career guidance professionals (addressing the career choices) does not lead to expected results. The teachers, besides their educational roles, should also assume the role of career guides, not only because there is a scarcity of career guidance provision in schools, but also because the learning environment needs to be more related to the preparation of students for the real life needs.

We believe that teachers need to do it in the framework of their subjects and interconnect academic content skills with the support of students' career development. Students need to develop competences that are useful and relevant in the real life and the labour market. To this end, we restructured the traditional lesson plans into an approach which merges the development of career competences into a learning process. The approach consists of:

- setting goals of a lesson – on various levels of thinking and learning;
- training the life skills needed for the world of work;
- demonstration of content and cooperative activities of students with the possibility to explore the content covered;
- application of a learning content in the real life of work, exploring occupational options;
- individual and group reflection of students on their interests, strengths and aspirations, their achievements, way of cooperation with others, etc.

Selected teachers were trained in this approach and are supported by various examples of lessons plans or they prepare the lessons plans for themselves and their colleagues. This kind of block of two or three lessons is taught in each classroom (6<sup>th</sup> to 9<sup>th</sup>) twice a month.

We intend to develop students' competences in the learning environment: *career reflection (reflective behaviour)*, *career forming (proactive behaviour)*, and *networking (interactive behaviour)* (Kuijpers, Meijers, & Gundy, 2011).

Following is the brief description of a model lesson which integrates physics, mathematics and development of career competences:

**Content area** of the lesson: *Measurement of the Wind Speed Figure 11*

**Goals** of the lesson:

- conversing metric (cm to km, cm to m) related to time and calculating circumference;
- building anemometer and explaining measurement of the wind with anemometer;
- practicing group work skill – express their feelings in an open but non-threatening way;
- explaining the occupations related to the wind speed measurement and wind energy usage.

### Life Skill Training:

Skill useful for the work in team – how to express an opinion or feeling in non-threatening way:

*"I message" vs. "you message"*

After a short introduction by the teacher, students receive a handout of statements and they are supposed to reformulate, in groups of two, *"you messages"* into *"I messages"*. Short discussion follows.

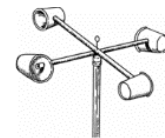


Figure 11

Source: [www.secoora.org](http://www.secoora.org)

### Short presentation by a teacher:

A teacher presents and demonstrates basic information that students will need for further independent work.

### Construction of an anemometer and a wind measurement:

Students are divided into groups of four. Each group receive a handout with the construction instructions and a set of tasks they need to fulfill. Students work independently within the groups and report results back in a plenary.

### Occupation exploration:

A short brainstorming activity is conducted among the students to come up with all the occupations that are related to a weather forecasting and they briefly describe each occupation.

### Reflection

#### *Reflection on learning:*

- What have you learned?
- What attracted your attention from the whole content?
- Which methods did you find suitable for you?
- What was not so easy to do or learn?
- How have you dealt with it?

#### *Reflection on the group work:*

- How did your cooperation work?
- What went well and what could be done better?
- What will you keep and what will you do differently in a group work next time?

#### *Reflection on the occupations:*

- What have you learned about the jobs related to an anemometer?
- What did you find attractive on these jobs?

## **Comments on the Lesson:**

If the teacher prepares handouts in advance, the lesson is not time consuming, it runs for the standard 45 minutes. After a brief demonstration of the teacher on metrics conversion and circumference calculation, students work in groups independently – constructing an anemometer, measuring the wind with a ventilator, completing conversion tasks, exploring occupations in the domains of weather forecasting and wind energy usage.

Finally, they make individual reflection and then a discussion over their reflections follows in small and large group settings.

The process of content exploration followed by self-exploration helps students to develop self-confidence for the future independent career decision-making and the career management.

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**Eded, Ančica**, mag. paed. has spent 32 years of her career working as expert associate school counsellor at “Mladost” Elementary School in the town of Jakšić, located in Požega-Slavonia County, Croatia. She has worked as coordinator and participant in different research studies, pilot projects and experimental programmes. She organized and managed the professional development trainings of the Assembly of Experts in Pedagogy in Požega-Slavonia County for 12 years. She also organized and managed the Assembly of Experts for Preventive Programmes for 2 years. She founded the Croatian Pedagogical-Literary Society (a branch in Požega-Slavonia County). Aside from this, she has held numerous lectures and workshops at different levels: county, regional and national levels. As a school employee, she currently participates in the implementation of the Experimental program of Ministry of Science and Education called “School for Life” and coordinates the pilot project “External Evaluation of Elementary Schools and Grammar Schools” done by the Centre for External Evaluation of Education. She has been promoted to expert associate counsellor and has worked as external associate of the Education and Teacher Training Agency for many years.

**Gyenes-Zsivkovits, Krisztina**, graduated from Szeged University in 2002 as a teacher of Hungarian Grammar and Literature. As a volunteer worker, she started dealing with methodological development of training courses. Her main areas were voluntary work and civil management. Later on, she became the executive director of the ‘Tal-



entum Foundation for the Support of Volunteering'. Besides management tasks, she not only contributes to the elaboration of training courses but also works a trainer. The Foundation focuses on the career orientation of young people, coordinates and elaborates projects on career orientation and organizes training courses at local secondary and grammar schools. Between 2015 and 2017, she mainly focused on managing a complex career orientation programme. In this programme, she invented a new element in career orientation – the job shadowing.

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**Košťálová, Helena** is an expert from EKS Czech Republic, a training and consulting organization with over fifteen years of experience on the market and strong belief in experiential and interactive learning focused on practical use. We help our clients to find the right fulfilling profession and know how to guide them through a change of job. In addition to working directly with clients, we are also involved in further training of career counsellors and school teachers.

**Knopik, Dr Tomasz** is a psychologist, vocational counsellor, coach, author of three methods for measuring the resources of talented students: *The Anchors of My Career*, *TROS-KA*, *Questionnaire of Learning Autonomy*. He conducts research on the conditions of well-being at the Pedagogical University of Krakow. He is a moderator of a team of experts for preorientation and vocational orientation at the Centre for Education Development in Warsaw, Poland.

**Oliveira, Dr Íris M.** obtained her PhD in Applied Psychology from the University of Minho, Portugal is currently an Adjunct Professor at the Higher School of Education of Fafe, and a board member of the Portuguese Association for Career Development. Her research interests focus on childhood career development and on the articulations among career and academic processes, keeping partnerships with researchers in these topics both at national and international levels. Beyond publications and presentations regarding the aforementioned topics, Íris M. Oliveira has served as a reviewer in international peer-review journals, conducted training sessions directed to school psychologists and teachers, as well as implemented psychoeducational and career guidance interventions.

**Sljivovic, Mladen** is a physics teacher working in both high school and elementary school. He is a coordinator of the school career guidance team. With his team he has





created new career guidance activities that have been awarded national and international prizes: 2<sup>nd</sup> prize at National best career guidance practice contest, Euroguidance Serbia, 2018; Recognition at National best career guidance practice contest, Euroguidance Serbia, 2017; 2<sup>nd</sup> prize at High school's career guidance teams fair, BOS, 2018; Main award at STEM ahead competition for best STEM career guiding activity, STEM alliance, 2017. In 2018, he has been elected as one of the best educators in Serbia.

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**Vitošková, Dr Veronika** is a counsellor and school psychologist from the Czech Republic.

**Coordinating country:** Romania

**Participating Countries:** Austria, Croatia, Czech Republic, Germany, Hungary, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia

The Euroguidance Network 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.

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