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***“Section A”***

***An overview of the Organizations and  
Methods used to support Career Guidance  
in Europe***

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## ***Introduction***

In this report, we present a compilation of the key organizations and the methods currently used to support career guidance in eight European countries: Bulgaria, Estonia, France, Germany, Greece, Lithuania, Romania and the UK.

Each partner country contributed by identifying their country's key career guidance institutions and organizations and by providing an outline of their key activities when possible. Each partner country was also asked to identify and describe the methods and approaches currently used in their country to support career guidance. Finally, each partner country was asked to comment on the most important perceived limitations of career guidance in their country.

The purpose of this report is to provide the basis for a broader attempt to identify the current status and trends in these areas in order to better understand, position and diffuse effective career guidance services.

The report is structured as follows. In Part 1, the key institutions and organizations which support career guidance are presented for each country.

In Part 2 we focus on the methods and approaches used in each country to support career guidance. The limitations of current career guidance services are presented in Part 3.

## ***Part 1: Institutions/Organizations***

### ***1.1 Bulgaria***

#### **VOCATIONAL EDUCATION & TRAINING**

##### At national level

##### **Council of Ministers (CM)**

<http://www.government.bg/>

The CM is a body that determines the state's policy in the field of education and employment.

##### **Ministry of Education and Science (MES)**

<http://www.minedu.government.bg/opencms/opencms/>

The MES runs, coordinates and controls the implementation of the state policy in the field of vocational education and training. The ministry regulates and manages methodologically vocational education carried out through the system of vocational schools, vocational high schools, schools of art, vocational colleges and schools of higher education. The minister of education and science approves the State educational requirements for acquiring qualifications for jobs, the List of Professions for vocational education and training, provides conditions for the implementation of the State educational requirements for the system of vocational education and training, and approves programs for qualification in the system of vocational education and training.

### **Ministry of Labour and Social Policy (MLSP)**

<http://www.mlsp.government.bg/bg/index.asp>

The MLSP develops, coordinates and implements the state policy in the field of vocational qualification of the work force (namely the employed and unemployed). The Ministry is in charge of determining the need of vocational education by means of analyzing the trends at the labour market, as well as of the organization of career guidance. The ministry takes part in the maintenance of the National Classification of Professions.

### **National Employment Agency**

<http://www.nsz.government.bg>

The National Employment Agency is an executive agency to the Minister of Labour and Social Policy for the implementation of the state policy on employment promotion, protection of the labour market, career guidance, motivational training of the employed and unemployed citizens, as well as for providing mediation services for searching jobs.

### **National Agency for Vocational Education and Training (NAVET)**

<http://www.navet.government.bg/en/index.html>

The NAVET is a Council of Ministers' body, established with the Vocational Education and Training Act in 1999, for licensing activities in the vocational education and training system and coordination of the institutions related to vocational guidance, education and training. The Agency carries out the development of State Educational Standards for the system of vocational education and training, as well as of the List of Professions for Vocational Education and Training. NAVET regulates vocational training realized in the licensed Centres for vocational training.

#### At regional and local level

**The Regional Employment Service Directorates** organize the implementation of the state policy for training for acquiring professional qualifications, propose educational measures and projects, coordinate, support and encompass the LOD activities, including vocational training services in each region.

**The Regional Educational Inspectorates** elaborate programs and strategies for the development, functioning and enhancement of the educational bodies for vocational education and training on the territory of each region.

**Municipalities** take part in the formation of the policy in the field of vocational education and training on their territory regarding the demand for trained specialists, career guidance of students, unemployed and other people, the improvement of schools' premises and facilities, of the centres for vocational training and the information and career guidance centres through grants from the municipal budget.

According to the *Vocational Education and Training Act*, the major institutions of continuing vocational training are vocational schools, vocational high schools, vocational colleges, and centres for vocational training (CVT). The Vocational schools network in the country comprises 470 vocational schools, high schools and

colleges, 421 of which are public, 12 – municipal and 37 – private. At present, a total of 146 licensed vocational training centres and 169 divisions are functioning.

## **CAREER GUIDANCE SERVICES IN EDUCATION**

The institutions providing career guidance services are information and career guidance centres. These are public, municipal or private, either Bulgarian centres with foreign participation, or foreign ones.

Career guidance services are provided by:

- At national level – the Ministry of Education and Science, the Ministry of Labour and Social Policy, NAVET, the National Employment Agency.
- At regional and local level – educational inspectorates, educational services and qualification centres, schools, regional Employment Agency directorates, LODs and specialized divisions: vocational-information centres, vocational-information counselling centres, and “Job” clubs.

### **National Centre of Pedagogy (NCP)**

<http://www.npc-bg.com/>

The National Centre of Pedagogy (NCP) is a government servicing centre – out-of-school educative institution which organizes and coordinates the implementation of the Ministry of Education and Science’s policy concerning the pedagogical assistance and consulting of pupils, teachers and parents along the following lines:

- Qualification of pedagogical staff
- Encouraging pupils to attend school as well as combating pupils’ dropping out of school
- Vocational consulting and guidance

The main principle which the NCP pursues is the promotion of a unity of traditions and modernity for the employment of the European dimension in the process of educational changes.

The organization and coordination of the activities’ implementation is managed by NCP and its 27 regional offices, jointly with MES and through cooperation with the regional educational inspectorates of MES in partnership with trade-union organizations, employer unions, regional and local administrations, universities and schools of higher education, qualification departments, NGOs, vocational training centres.

NCP’s main activities are the following:

- Organizing and providing pedagogical assistance for pupils who have dropped out of school or the ones who run the risk of dropping out, as well as for their parents
- Delivering information and advice concerning the choice of education, training and career guidance
- Providing pedagogical and psychological consultation
- Sustaining, developing and utilizing the scientific-pedagogical potential effectively
- Motivating teachers to employ ICT

- Forming skills and abilities for lifelong learning

### **The National Recourse Centre for Vocational Guidance**

<http://nrcvg.hrdc.bg>

In 1998 on an initiative of the European Commission based on an agreement between the National Agency “Leonardo da Vinci” and the European foundation for education in Bulgaria the *National Recourse Centre for Vocational Guidance* was established. In 1999 NRCVG became part of the Human Resources Centre (<http://www.hrdc.bg/>).

At national level, NRCVG aims at unifying all forms of career guidance as well as at bringing together the Ministry of Education and Science, the Ministry of Labour and Social Policy and the institutions working in the field of career guidance and development in Bulgaria. NRCVG is one of the 65 Career Guidance Centres in all member states and associated members of the EU, the EEC and in most of the countries in Central and Eastern Europe which comprise the *Euroguidance* network (<http://www.euroguidance.net/index.htm>) about education, training and work opportunities in Europe. Their objective is to provide career guidance at European and national level by answering career guidance counsellors’ questions and thus indirectly answering young people’s questions as well. In such a way partners gain access to national data bases and are able to support innovative initiatives in the field of education, vocational training and qualification.

The National Resource Centre for Vocational Guidance aims at:

- Turning career guidance and consulting into an integral part of the current educational system and of the labour market system;
- Providing long-life career guidance;
- Measuring the efficiency of career consulting both for society and for particular individuals;
- Supporting the employment of modern information computer technologies for the purposes of career guidance;
- Developing and adapting standardized specialized methods and tools for the purposes of career guidance;
- Supporting the implementation of career guidance programs for various target groups – students with special needs, orphans, youths with chronic diseases and physical ailments, youths belonging to ethnic minorities, etc.;
- Carrying out an appropriate media policy in the field of career guidance and consulting;
- Developing a system of practical training and sustainable qualification of career counsellors meeting the European standards.
- The major activities performed by NRCVG are as follows:
- Setting up connections with already existing data bases and exchanging information between partner organizations;
- Enhancing enterprises and social partners’ involvement with the activities regarding career guidance;
- International cooperation for improving the systems of career guidance;
- Introducing transnational projects aimed at training career counsellors as well as at adding a European dimension to career guidance.

In 2007 a national Europass centre as part of NRCVG is scheduled to open. Up to now, NRCVG has performed the function of coordinating the application of **Europass** framework (<http://europass.cedefop.europa.eu/> in Bulgaria.

Jointly with the other centres in the international network, NRCVG is working on the introduction and updating of the information at the European internet portal **PLOTEUS** (<http://europa.eu.int/ploteus/portal/>), which aims at stimulating mobility opportunities for young people who want to study or work abroad. In its current form, PLOTEUS aims at unifying and facilitating the access to information resources for education opportunities already existing. The services for consulting and guiding users to information resources are expanded and enriched regularly. In 2007 work on the second stage of PLOTUES starts, where the major focus will be placed on the inclusion of national data bases.

On 1<sup>st</sup> January 2007, the Life-long Learning Program 2007-2013 starts, which will be executed by NHRC. The program's framework unifies the programs of the European Communities so far – Socrates and Leonardo da Vinci, as transformed into 4 separate programs – Komenski, Erasmus, Leonardo da Vinci and Grundtvig.

With the view of meeting the growing need of realizing activities at European level aiming at implementing political priorities, providing support between inter-sector activities, broadly applying them and using the results achieved within the program's framework, the four separate programs complement each other by means of a horizontal program. In it activities are encouraged which support transparency and acknowledgement of qualifications and competencies, including those acquired both formally and informally, provide information and consulting on the opportunities for realizing mobility for the purpose of studying, cooperation aiming at quality enhancement. This comprises precisely the following:

- Setting up networks of organizations contributing to the realization of mobility and acknowledgement of the qualifications acquired, such as Euroguidance;
- Supporting trans-national services such as PLOTEUS;
- Activities on the Europass initiative;

The horizontal program's main objectives are:

- Encouraging quality and transparency of the EU countries' educational systems;
- Developing the European dimension in the national educational systems and career guidance and consulting jointly with the national authorities in charge of providing guidance services in each country.
- Promoting cooperation between EU countries in the field of career guidance, regarding working methods and dissemination of innovative practices, for instance.
- Supporting EU's policy in the field of life-long career guidance through providing and disseminating research data from preliminary analyses and discussions.
- Supporting the development of information services and guidance by enhancing their quality, promoting educational mobility and the realization of the language potential in mobility.
- Providing and exchanging quality information about:

- The educational systems and career guidance in the EU member states and the associated ones, in the EEC and the Central and Eastern European countries;
- Projects' outcomes, innovative working methods and good practices in the field of life-long guidance;
- Initiatives and programs of the European Commission in the field of education, training and mobility;
- Opportunities for mobility for the purpose of studying.

With the view of encouraging an active cooperation between the institutions working in the field of career guidance and development in Bulgaria, NRCVG organizes a seminar called "*Life-long Guidance*".

The seminar aims at:

- Covering all levels of guidance – secondary education, higher education, labour market transition and the professional fulfilment desired;
- Providing an area – a so-called "territory" for meetings, events, and exchange of experience among the participants in the process of career guidance in Bulgaria;
- Concentrating on the necessity of an individual's personal development of skills and abilities for guiding and managing his/her own career.

### **Regional Educational Services and Qualification Centres**

Since the beginning of 2000, 13 regional educational services and qualification centres to the Ministry of Education and Science working for students, parents and teachers have been established. Founded as pilot divisions on the "School for everyone" project (<http://www.go2school.bg>) within the framework of PHARE program, they create models for prevention against students' dropping out of school, for students' inclusion in the educational system for the second time, for acquiring professional qualifications, vocational information and counselling, training teachers in contemporary methods of communication and education.

### **Specialized information-consulting divisions to LODs**

<http://www.az.government.bg/internal.asp?CatID=15/01/01&WA=Training/Zvena.htm>

Within the system of the National Employment Agency career guidance services are offered by specialized information-consulting divisions to LODs. 7 career information centres, 4 career information-consulting centres, 33 "Job" clubs (drawing on English experience) are functioning at the moment. They support the solving of problems in choosing a profession, and the search of opportunities for education and career development. The centres provide a wide variety of printed, electronic and audio-visual information materials for career guidance covering the professions of national importance. All individuals interested in career development regardless of their age, education, social and health status could use these services.

### **Schools**

The providers of career guidance services in the field of secondary education are schools as well (3330 in number, 111 out of which are private. 21,7% of them have pedagogical counsellors, who are directly involved in the activities providing career guidance for pupils).

### **Private organizations**

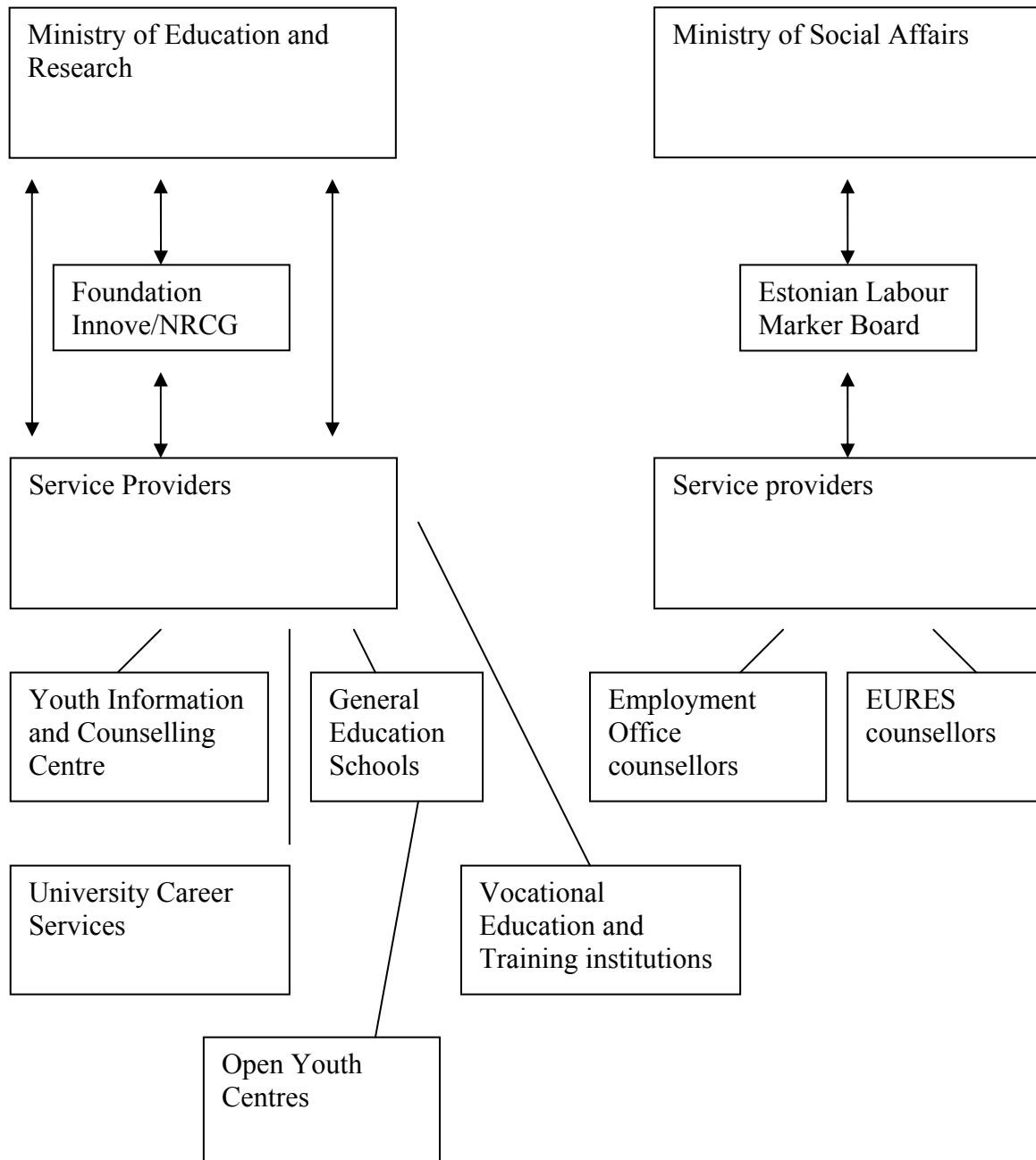
At local level, career guidance services are offered by private organizations as well. The services provided by private consulting offices aim at informing and consulting students, parents and citizens about the opportunities for education in secondary and higher schools, the conditions and terms of entering them; psychological consulting, medical professional consultations, issuing and disseminating information brochures for secondary and higher education.

### *LINKS*

<http://www.minedu.government.bg/opencms/opencms/> - Ministry of Education and Science  
<http://www.mlsp.government.bg/bg/index.asp> - Ministry of Labour and Social Policy  
<http://www.navet.government.bg/en/index.html> - National Agency for Vocational Education and Training  
<http://www.nsz.government.bg> - National Employment Agency  
<http://www.hrdc.bg/> - Human Resource Development Centre /HRDC/ in Bulgaria  
<http://nrcvg.hrdc.bg> - The National Recourse Centre for Vocational Guidance /NRCVG/  
[http://www.careercenteronline.org/index.php?&php\\_file=about.php&php=About%20VCC&lng=1&tab=0&inc=home](http://www.careercenteronline.org/index.php?&php_file=about.php&php=About%20VCC&lng=1&tab=0&inc=home) - Virtual Career Centre  
<http://bgjob.com/> - Work offers in Bulgaria  
<http://borsa.bol.bg/job.html> - BOL.BG offers  
<http://job.noxis.net/> - C&M labour - market  
<http://job.obyavi.net/> - Web site for job-seekers and employers  
<http://jobs.einet.bg> - Euro INTEGRA e-Work  
<http://jobsearch.2ya.com/> - Work and study abroad  
<http://jobspartner.bg> - Bulgarian web portal job seeking and job offering  
<http://www.abonamenti.com/ok> - The most famous Bulgarian magazine for education and career  
<http://www.bcci.bg> - Bulgarian Chamber of Commerce and Industry  
<http://www.bia-bg.com> - Bulgarian Industrial Association  
<http://www.bisclub.org> - Business Club - job offers  
<http://www.bst.dir.bg> - Student labour office Sofia  
<http://www.correct-consult.com> - CORRECT-CONSULT BULGARIA  
<http://www.itjobs.bg> - Job for IT specialists  
<http://www.jobs.bg> - Probably the best Bulgarian web site for career advice  
<http://www.jobtiger.bg/> - The Job positions and the Job-seekers in Bulgaria  
<http://www.jobuniverse.bg> - Job Universe  
<http://www.kariera.hit.bg/> - Information for study and work abroad  
<http://www.karieri-bg.com> - Job searching, staff searching, online consulting  
<http://www.karieri.com> - Karieri.com is a project of Youth Information Centre for Career Orientation which aims to help young people in career development through the use of e-learning technology  
<http://www.navet.government.bg> - National agency for vocational education and training  
<http://www.pan-vt.com/> - Work and study abroad  
<http://www.rabota.bg/> - Job offers and job seeking web site  
<http://www.rh-bg.com> - Working people - Online newspaper for job and education

## 1.2 Estonia

Institutions/Organizations in Estonia focusing on providing Career Guidance.



The Foundation Innove has the major role in promoting career guidance in Estonia and has been established to promote initiatives and activities of lifelong learning through Estonian and EU programmes in the area of human resources development. The mission of Foundation for Lifelong Learning Development Innove is to offer experience, advice and support to the organisations promoting VET and LLL, and to the learning members of society.

### **1.3 France**

Three major categories of institutions can be distinguished. An important documentation source can also be cited.

#### **1.3.1. The institutions for school and career guidance at secondary school level**

Through a **Centre d'Information et d'Orientation** – CIO – (information and guidance centre), each public secondary school provides the students with curriculum and career information and advice. Guidance counsellors can also handle psychological cases when necessary.

#### **1.3.2. Institutions for academic and career guidance at University level**

In each university, a **Service Commun Universitaire d'Information et d'Orientation** – SCUIO – (university service for career information and guidance) provides the students with academic and labour market information and guidance. Students can get psychological help there too.

#### **1.3.3. Career guidance institutions for jobseekers**

Outside the education system, young people can get career advice from mainly two types of institutions.

a/ The **Missions Locales** and **PAIO** network

The **Missions Locales** (local services) and **Permanences d'Accueil, d'Information et d'Orientation** – PAIO – (reception, information and guidance offices) have specialism in young low-skilled job seekers.

b/ The support agencies for the unemployed

These agencies mainly focus on adult unemployment. Nevertheless, young people can also get labour market information and guidance from any local office of the **Agence Nationale Pour l'Emploi** – ANPE –, the French national employment agency. Another important agency, the **Association Pour l'Emploi des Cadres** – APEC – is specifically devoted to information on- and access to management staff employment.

#### **1.3.4. An important documentation source**

Paralleling these institutions are the documents published by the **Office National d'Information sur les Enseignements et les Professions** – ONISEP –, the French national office for information on curriculum and career. <http://www.onisep.fr>

## **1.4 Germany**

Numerous private and public institutions offer counselling service, e.g. private education providers, chambers of commerce & industry and industrial associations, some private counselling firms, personnel and management consultants.

### **1.4.1 Public Institutions**

#### **The Federal Employment Agency (Bundeagentur für Arbeit, BA)**

One of the most important and public institution providing Career Guidance in Germany is the Federal Employment Agency (BA). The BA is an independent, public institution administrated by three equal partners the government, the employer and the labour union. The organisation offers career guidance for young people by the employment offices, regulate in the Social Code III (§§ 29 ff. SGB III) as a nationwide service either participation or wanting to participate in the labour force. Additionally to career guidance the BA is responsible for:

- Placement of education and jobs
- Career advancement and further education
- Support of integration into employment
- Promotion of job creation
- Preservation of jobs
- Financial management of unemployment benefits

The BA offers detailed information about career guidance.

#### **Information platforms and addresses of career guidance counsellors:**

[www.arbeitsagentur.de](http://www.arbeitsagentur.de)

Berufsinformationszentrum (BIZ - Career Information Centres)

The BIZ as a service of the federal employment agency (BA) offers individual counselling provides extensive printed information material about vocations and courses of study, as well as media packages preparing for choosing a vocation.

The BIZ is available in almost every local job agency of the federal employment agency (BA). In particular, the BIZ provides information about:

- Education and course of studies
- Job description and requirements
- Further education and re-education
- Labour market trend

#### **Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung - BIBB)**

The **Federal Institute for Vocational Education and Training (BIBB)** is a nationally and internationally recognized centre of excellence for research into and development of initial and continuing vocational education and training. The aims of its research, development and counselling work are to identify future tasks of vocational education and training, to promote innovation in national and international vocational education and training and to develop new, practice-oriented proposals for solving problems in initial and continuing vocational education and training. The BIBB:

- studies structural developments in the job market for training positions and in continuing education and training
- observes and studies initial and continuing training practice in enterprises
- tests new methods in initial and continuing education and training
- identifies future skills requirements through early detection
- develops and modernizes initial and continuing training occupations
- supports in-company vocational training practice with modern training documents and training media
- drafts concepts for the qualification of company trainers
- promotes modern vocational education and training centres to supplement in-company initial and continuing training
- assesses the quality of the vocational distance learning offered
- manages and supervises national and international programs for the further development of vocational education and training
- Does international comparative research on vocational education and training

**Information platforms and addresses of career guidance counsellors:**

[www.bibb.de](http://www.bibb.de) (also available in English)  
 BIBB - Bundesinstitut für Berufsbildung  
 Robert-Schuman-Platz 3, 53175 Bonn

#### **1.4.2 Private Institutions**

Until 1998 the federal employment agency (BA) has had a monopoly of career guidance. Career guidance by other public institutions (e.g. schools, chambers etc.) or private organizations was not permitted in Germany. Since the amendment in 1998 there is a fast growing and confusingly complex market of private career guidance providers.

### **1.5 Greece**

Career Guidance is provided in Greece in two main areas: **(a)** education's sector and **(b)** labour's sector. The two ministries **(a.** Ministry of National Education and Religious Affairs/ [www.ypepth.gr](http://www.ypepth.gr) and **b.** Ministry of Labour and Social Security/ [www.laborministry.gr](http://www.laborministry.gr)) supervise all activities that are being held from all institutions or organizations taking action in career guidance. At the following paragraphs, the name of the Institution / Organization will be presented, it's supervising agency, the level (national / regional) that its services are provided, its beneficiates and an outline of its key activities.

#### **1.5.1 Labour's Sector**

##### **Public Institutions**

**A. Greek Manpower Employment Organization (O.A.E.D.)** (<http://www.oeed.gr>)

**Supervisor Agency:**

Ministry of Labour and Social Security (<http://www.ypakp.gr/>)

**Level:**

National

**Beneficiates:**

Unemployed people

**Provided Services / Key Activities:**

O.A.E.D. is the main organization, which schedules and implements policies about unemployment, employment, vocational training and lower technical education. In addition, O.A.E.D. tries to forestall and prevent any social isolation, as well as to inform both young and adults about vocational opportunities and jobs offered in public and private sector.

**B. Occupational Promotive Centres (K.P.A.)** ([http://www.oaed.gr/Pages/SN\\_28.pg](http://www.oaed.gr/Pages/SN_28.pg))

**Supervisor Agency:**

Greek Manpower Employment Organization (<http://www.oaed.gr>)

**Level:**

Regional / Local

**Beneficiates:**

Unemployed people

**Provided Services / Key Activities:**

K.P.A. are staffed by career counsellors, psychologists, and special trained employees of O.A.E.D.. Their main activities are to provide career guidance services to unemployed people and to help them to move easily and effectively from unemployment or job searching to employment.

### 1.5.2 Education's Sector

**A. Pedagogical Institute, Sector of Educational and Career Counselling (S.E.P)**

(<http://195.251.20.34/>)

**Supervisor Agency:**

Ministry of National Education and Religious Affairs (<http://www.ypepth.gr/>)

**Level:**

National

**Beneficiates:**

Teachers and Students in Primary and Secondary Education.

**Provided Services / Key Activities:**

Educational and Career Counselling (SEP) encourages and supports students of *secondary education*, in order to be able to plan their future career path through the today's complex educational crossroads. The Pedagogical Institute, through its SEP Sector, aims at providing the necessary support and aid the students' educational and vocational choices, through emphasizing counselling as a SEP function, but also through providing students and counsellors with all available information regarding occupation in our country. In that way, it enriches educational process's parameters and the education provided in our country.

**B. Regional Educational and Career Counselling Centres (Ke.Sy.P.)**

(<http://195.251.20.34/enindex.htm>)

**Supervisor Agency:**

Pedagogical Institute, Sector of Educational and Career Counselling (S.E.P)

**Level:**

Regional / Local

**Beneficiates:**

Secondary Education Students

**Provided Services / Key Activities:**

KE.SY.P.'s main aim is to provide students of *secondary education* with counselling services, to expand the Educational and Career Counselling institution in regional level and to help the individuals (students in secondary and tertiary education) to realize their capabilities and to be placed uneventfully into the social and educational environment and into large social groups (schools, students of secondary and tertiary education, parents of students, teachers etc.).

### **C. Offices of Academic & Career Information Services – Tertiary Education**

These offices are founded in the Universities' departments or in the Technological Educational Institutes all around Greece. They are the responsible offices in order to provide their students with multiple services in education, training and employment, information concerning career development and evolution, counselling and social support. All of them are staffed by career counsellors, psychologists and special trained employees. More information about them can be found in the sites of universities or technological institutes, e.g. <http://career.admin.uoi.gr/>

### **1.5.3 Independent Public Institutions**

#### **A. National Resource Centre of Vocational Guidance – E.K.E.P.**

([www.ekep.gr](http://www.ekep.gr))

EKEP is established in the year 2000 under the supervision of the Ministry of Employment Labour & Social Protection and the Ministry of National Education & Religious Affairs, the National Resource Centre for Vocational Guidance – Euroguidance Centre of Greece (EKEP- NRCVG) is a Private Law Body Corporate pursuant to Law 2525/97 and Presidential Decree 232/98 (Government Gazette 179A/29-7-1998). EKEP is governed by a nine-member Board of Directors consisting of representatives from the two supervising Ministries, the Pedagogical Institute, the Greek Manpower Employment Organization (OAED) and social partners. On a national level, EKEP is body for the coordination, support, certification and enhancement of the actions taken by those offering Counselling and Vocational Guidance services in education, training and employment. In addition, EKEP is an information resource centre for education and vocational guidance. In view of its role, EKEP cares for the development of a unified strategy with respect to the aims and orientation of Vocational Guidance in Greece.

### **1.6 Lithuania**

The main providers of career guidance and counselling fall within the remit of the **Ministry of Education and Science** and the **Ministry of Social Security and Labour**. These Ministries are responsible for career guidance and counselling development at a national level. Ministries differ by target goals:

- The competence of the **Ministry of Education and Science** includes the provision of career guidance at general education and vocational schools.
- The competence of the **Ministry of Social Security and Labour** includes organizing extra-curricular guidance for young people, their parents and teachers, and also for other labour market participants such as unemployed people, those facing unemployment, employers, employees and vulnerable groups.

**Career counselling and guidance in Lithuania is regulated by:**

- Education Act of Lithuanian Republic (1997, Nr. 23-593; 2003 Nr. 63-2853) clause 26, part 3;
- Vocational Guidance Strategy (2003, Nr. ISAK-1635 / A1-180)
- Lifelong Learning Strategy (2004, ISAK- 433/A1-83)
- Inventory of requirements for vocational counselling and guidance service (2005, Nr. ISAK – 739/a1 – 116)

**General vision of vocational counselling in Lithuania is:**

Cohesive and efficient system of vocational guidance in Lithuania – component of lifelong learning policy, contributing to country’s economic and social development, stimulating individual progress of citizens.

**Mission**

To provide vocational counselling service, assisting all persons (irrespective of their age or stage of life):

- drop outs from secondary school,
- young people with no vocational education,
- persons from socially vulnerable groups,

in particular - in choosing or changing professions as well as becoming responsible for their careers.

**Aims of career counselling:**

- Provide Lithuanian people with high quality information about education and employment opportunities;
- Provide all people with high quality career counselling service;
- Improve employment abilities of young people and adults, stimulate their entrepreneurship skills and permanent aspiration for learning;
- Develop social activeness of people.

To succeed in achieving these aims, there was created a number of institutions that are able to provide career counselling:

- Career centres at the biggest universities, which offer such services as counselling for students who are making vocational choices and planning their careers; organizing further education and internship programs within the country and abroad; providing information on the situation in the labour market; and helping to organise job searches;
- Regional labour market training and counselling services and labour exchanges;
- Private consulting organisations, of which there are currently around 20, offering such services as searching and selecting qualified specialists, conducting personnel and management training, and providing counselling on management issues;
- The National Resource Centre for Vocational Guidance (or Lithuanian Euroguidance Centre), which was established in 1998 with the National Agency for Leonardo da Vinci and which has as its main purpose the production and dissemination of guidance material as well as supporting mobility across Europe.

Despite the fact that activities of separate institutions are regulated by the laws of the

Republic of Lithuania, by government resolutions and by ministerial orders, national system for providing career information, guidance and counselling is not working properly yet.

### **Career Guidance in the Education Sector**

Each general education school has a person responsible for career guidance, usually a headmaster or assistant of headmaster. Compulsory level schools can employ an educational psychologist, though not all of them are able to find or afford such specialists, especially in rural areas.

Career guidance began to be given more importance in 1998, when schools introduced specialized curricular pathways. Students became more motivated to seek guidance support as their choices had an impact on their future educational and occupational trajectories. Such guidance could be from obtained outside the school, in such places as:

- The Territorial Labour Market Training and Counselling Services (TMLTCS, under the remit of the Ministry of Social Security and Labour);
- The Vocational Guidance Centre at the Lithuanian technological park (under the remit of the Ministry of Education and Science);
- The psycho-pedagogical services (under the remit of the municipalities).

Specialists in these institutions are professional psychologists, who help clients to identify personal interests, abilities and vocational aptitudes, and to choose the suitable study pathway in view of their career plans. Services can be offered to clients either individually or in groups.

CIP – career information points. Places with free access to internet, given as an alternative possibility to search for information. Network of CIP will be enlarged till 2008 according guidelines of Ministry of Education.

### **Guidance in the Labour Market Sector**

Two public institutions deal with employment, vocational training and career issues.

- The Lithuanian Labour Exchange, which consists of one National and 46 Territorial Labour Exchanges. These offer generic vocational information; clients who require more detailed career guidance and counselling are directed to Territorial Labour Market Training and Counselling Services.
- The Lithuanian Labour Market Training Authority and its regional subdivisions, including six Territorial Labour Market Training and Counselling Services (TLMTCSs) and 14 Labour Market Training Centres. Territorial Services employ 180 persons, of whom 35 are counsellors who are psychology graduates. They provide career information and counselling to adults, and extra-curricular counselling to schoolchildren in towns and districts. In addition, they visit Territorial Labour Exchanges and schools in rural areas.

TLMTCS counsellors provide individual and group career information, guidance and counselling; they also develop and implement programmes for labour market integration and help clients in planning careers, while facilitating their social and personal development.

CIC – Career information centres work under remit of Ministry of Social Security and Labour. Centres receive information not only from Education systems institutions but also from labour market. Main services of these centres are oriented to help jobseekers and employers.

**Links for the above mentioned institutions:**

- Ministry of Education and Science – [www.smm.lt](http://www.smm.lt)
- Ministry of Social Security and Labour – [www.socmin.lt](http://www.socmin.lt)
- Career centres in biggest universities in Lithuania:  
<http://karjera.vdu.lt/>  
<http://www.karjera.ktu.lt/>  
<http://www.karjera.vu.lt/>  
<http://karjera.lzuu.lt/>  
<http://www.karjera.vgtu.lt/>
- Euroguidance centre LT - <http://www.euroguidance.lt/jaunimui.htm>
- The psycho-pedagogical services (Kaunas) - [www.kppt.lm.lt/](http://www.kppt.lm.lt/)
- The Lithuanian Labour Exchange - <http://www.ldb.lt>
- The Lithuanian Labour Market Training Authority - <http://www.darborinka.lt/english/?pid=600>

**Vytautas Magnus university** coordinates and participates in some projects concerning CG.

Leonardo da Vinci projects: *Meeting the Needs of Employment: European Curriculum Guidelines for Lifelong Vocational Counsellors in the line with the Challenges of EU Enlargement ; Overcoming Intercultural and Linguistic Barriers in Continuously Accessible Vocational Guidance and Counselling*

European structural fund projects: *Development and Implementation of the Master Study Programme "Career Counselling"; Development of Career Guidance Normative Documents and Study Programmes*

Also PHARE , ES 5 framework, European Training Foundation projects.

## **1.7 Romania**

### **The structure of the Counselling and Vocational Guidance System from Romania**

The Counselling and Vocational Guidance System from Romania is based on convergence of two ministries: Ministry of Education and Research (MEC) and Ministry of Labour, Social Solidarity and Family (MMSS), and the support of non-governmental organizations and private sector, each having its own network of school and/or vocational guidance services.

- **Ministry of Education and Research** – the main objective is to offer services related to school and vocational guidance for students from secondary and high schools.
- **National Association for School and Vocational Guidance (ANOSP)**: professional association with interdisciplinary character which organizes and

develops activities in the school and vocational guidance field for young and adult people. The main objective of ANOSP is: assistance and counselling related to career, research and information.

- **EUROGUIDANCE ROMANIA - National Resource Centre for Vocational Guidance** from *EUROGUIDANCE* network (CNROP): counterpart of the European network in vocational guidance within the European Programme for Vocational Training “Leonardo da Vinci”. CNROP offers help to searching for educational opportunities in post-compulsory education, to manage the data obtained from clients in the counselling sessions and to test students’ abilities with respect to choosing a profession.
- **The Consultancy Departments for selecting of the professional way and for placement on the labour market** were established in 1998, within different universities. Their role is to offer information related to the existing study programmes, to support students / graduates in contacting the labour market.
- **The National Agency for Employment (ANOFM)**. Its main role is to contribute to decreasing of the unemployment rate. The Agency develop different activities on career guidance such as: development of consulting and vocational guidance programmes, guidance and support for forming actions, adaptation and vocational reconversion for active people, counselling and vocational guidance of the unemployed.
- **Centres of information and counselling regarding careers.** – Run within high schools, local Agencies for Employment and of the County Agencies for Sport and Young People. Their main role is to inform about the labour market, about the possible educational ways and to support personality evaluation and self-evaluation processes.
- **The Centre for Psycho-pedagogical Assistance (CAPP)**: institution of the Ministry of Education and Research (MEC), with facilities in every county (CJAPP) and in Bucharest. Main aims: co-ordination of the activity of school and inter-school cabinets, mediation of the contact between the cabinets and other vocational guidance institutions.
- **The Psycho-pedagogical Assistance Cabinets**: structures running in schools or school groups, carrying out information, educational counselling and vocational guidance. Pupils, teachers and parents are assisted for reaching the educational and formative objectives of the school, for a more harmonious development and better social and professional integration of the individuals.

## **1.8 UK**

### **1.8.1 Introduction**

Two or three themes emerge from this overview of careers guidance in the UK:

- In recent years national initiatives regarding careers guidance have been more closely associated with macro-economic policy than was previously the case. A central agenda of the British Government has been to upskill the workforce as a necessary means of succeeding in a global, knowledge-based economy. This means that some of the public bodies described below are closely involved with

actions taken at a central and regional level to attract people into industries and sectors where skills shortages have been identified. The focus is more on meeting employer needs and less on individual development, although the two remain, ideally, closely linked.

- As part of the same strategic context, the recent rapid expansion in Higher Education has concentrated on supporting work-based courses in preference to traditional academic subjects. This involves a lot of what may be called career-related education i.e. developing students, many of them vocational learners already in the workforce, for specific types of jobs.
- The factors noted above have a third consequence, namely a very fluid and fast-moving policy environment. Some of the bodies introduced below are relatively recent in origin and subject to constant evaluation in terms of their performance in meeting the national targets outlined above. In some cases, this means that they may not have very a very long life. For example, Connexions (see 1.8.3) will soon lose its separate identity.
- Policies are not the same in all parts of the United Kingdom, with different approaches being taken in Wales and Scotland. This report will focus on the situation in England.

For these reasons, the situation described in the report is accurate at the time of writing but may continue to change during the lifetime of the Careers Guide project. It is hoped to update the report when this happens, to help all colleagues remain in touch with developments in the UK.

### **1.8.2 Definitions**

For the purposes of this report the following definitions will be used:

**Careers Education:** development of the individual in a holistic way, building awareness of self and of the attributes required for effective career development. Career education comprises the following elements: self-development, career exploration and career management.

**Careers Guidance or Advice:** more specific interventions designed to help young people use their skills to further their interest in particular careers.

### **1.8.3 Public Institutions**

The principal public body involved in the provision of careers advice to young people is **Connexions** ( [www.connexions-direct.com](http://www.connexions-direct.com) ). This organisation is funded by the Department of Education and Science (DfES) in the national government. It functions in the following ways:

- (a) Each secondary school has access to a Personal Adviser (PA) funded and provided by Connexions. The role of this person is to provide group sessions and individual support for pupils, alone or in conjunction with teaching staff. For further detail about how schools operate in this regard please see Part 2.

- (b) Connexions also offers a range of services to schools careers staff. The larger Connexions offices have a curriculum innovation and development team which provides:
- consultancy for school careers co-ordinators
  - advice on mapping provision against the national framework
  - development of activities and lesson plans
  - preparation for inspection visits
  - training for staff new to the careers function
  - help to schools in achieving the Investor in Careers award
- (c) Similar support is offered to Further Education Colleges, which are responsible teaching some of the 14-19 age group, especially those interested in vocational courses; and also to private work-based learning providers, who are involved with apprenticeships.
- (d) Each local area also has a Connexions office, usually very visible in the local High Street. Young people can access information, advice and guidance (IAG) directly through these offices. The Connexions website also offers a variety of services which can be used on a personal basis, independent of a young person's college or school.
- (e) Connexions also distribute a range of publications for young people, both on a national basis (*Get That Job*) and on a local basis (32,000 copies of *Beyond 16* are sent to schools in Birmingham).

Connexions takes part in the planning of course provision at a national and regional level and in activities designed to promote greater skills development in the workforce, so is a strategic, proactive organisation as well as reacting to individual needs.

Another important player in promoting access to Higher Education among young people is **Aim Higher** ( [www.aimhigher.ac.uk](http://www.aimhigher.ac.uk) ). Like Connexions this operates in two different ways:

- (a) The Aim Higher website allows direct access to anyone enquiring about higher education and careers. It contains careers profiles, helps to match qualifications to different types of job and offers advice to parents. There is also a direct link to the Connexions website.
- (b) Aim Higher also takes a more strategic approach in support of Government targets for participation in Higher Education. It funds projects designed to identify problem areas or develop promotional materials and activities aimed at specific careers. The intention is to match young people's aspirations with national or regional skills needs.

A third arm of public provision is the **Higher Education Careers Service Unit** ( [www.hecsu.ac.uk](http://www.hecsu.ac.uk) ) which exists to generate and circulate information about career-related learning and career guidance in Higher Education. HECSU is a registered charity but has a commercial arm, Graduate Prospects, which provides information to universities, employers and students.

In addition, there are special resources for parents who need help in advising and supporting their children's study and career choices. The DfES runs a Parents Centre ( [www.parentscentre.gov.uk](http://www.parentscentre.gov.uk) ) which combines sections on health and nutrition and bullying at school with more conventional information about employment opportunities.

Finally in this section mention should be made of Job Centres ( [www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk) ). These have a role to play in helping to get people into work for the first time or back into the workforce after a period of unemployment. Job Centres are located in all cities and towns and are responsible for the payment of unemployment-related benefits, including the job seeker's allowance which is particularly relevant to young people who have left school and not applied for further study. This function is supported by an advice service on how to get into work.

#### **1.8.4 Private Organisations**

There is a range of private providers of careers advice, which operate both electronically and through a traditional walk-in format. In some cases a greater degree of specialist support can be mobilised, such as psychologists able to develop more scientific profiles of the job-seeker (see for example [www.careeranalysts.co.uk](http://www.careeranalysts.co.uk) ). However, as commercial businesses they tend to focus at least equally on adults already in work and seeking new jobs or a change of career, which means that their services may not be as attractive to young people as the state provision noted above.

In the same category are:

- the services offered by private education organisations such as agents Gabbitas Thring ( [www.gabbitas.co.uk](http://www.gabbitas.co.uk) ), which combine advice on the selection of a school or university with careers guidance
- the resources made available by particular employment sectors, designed to attract people into their profession or field of work, ranging from the Army ( [www.armyjobs.mod.uk](http://www.armyjobs.mod.uk) ) to the Financial Services sector ( [www.fssc.org.uk](http://www.fssc.org.uk) )
- the sections on careers published by newspapers (see, for example, The Independent on [www.independent.co.uk/careers\\_advice](http://www.independent.co.uk/careers_advice) ).

## **Part 2: Methods in Use**

### **2.1 Bulgaria**

**The normative framework** for the establishment and functioning of the national system of career guidance of students and adults was regulated with the Vocational Education and Training Act in 1999 and with the Law on Protection against Unemployment and Promotion of Employability in 1998. The services supporting career guidance in Bulgaria are being developed in accordance with the state policy on employability promotion.

According to the VET act, career guidance provides students, the unemployed, as well as other people, with information and advice on choosing a profession and career development and covers professions and specialties on the List of Professions for vocational education and training.

**The main users** of the services supporting career guidance and offering career consulting belong to the following target groups:

- Elementary, primary, secondary and vocational school students up to the point of their entering universities or getting a job;
- Particular target group students:
  - With special educational needs – deviant students or those dropping out of school;
  - Gifted in the field of art, music and sports;
  - With special educational needs – those with chronic diseases, physical and sensory defects, and mentally retarded;
- Children of school age who are not included;
- Young people and adults who are:
  - Over 16 to 29 year-old, who dropped out of school without acquiring an educational degree or professional qualification;
  - University students;
  - Employed people needing pre-qualification or extension of their qualifications;
  - Temporarily or permanently unemployed;
  - Discharged from prison;
  - Officers and military men exempted from the army;
  - Immigrants;
  - Women on maternity leave;
  - Disabled.
- Parents, employers (both users and participants in career guidance).

**The National program for the development of school education and pre-school preparation (2006 – 2015)** provides for the introduction of a **career development system**. The possible solutions could be found along two major lines:

- *In horizontal terms:* The opportunity for development will be provided through the differentiation of the position of “teacher”. The introduction of five new positions is planned: “junior teacher”, “teacher”, “senior teacher”, “chief teacher” and “methodologist”. The horizontal career development will be governed by the accumulation of a specific length of work

experience and by passing forms of obligatory training and assessment of results.

- *In vertical terms:* The changes are primarily related to modifying the requirements for occupying administrative positions in the system of public education – principals, sub-principals, experts and heads of regional education inspectorates, members of MES administration.

With the view of improving information services and career guidance in the system of secondary education, the following steps are planned: setting up a national network comprising 28 Information and Career Guidance Centres, establishment of a national data base for life-long education and training, development of bilateral and multi-partite projects for information services and career guidance of people with special educational needs, formation of a wide network of divisions (state, municipal and private ones) providing career guidance and consulting services, introduction of a career guidance and consulting module in each form of training.

In 2006 the National Centre of Pedagogy (NCP) together with U.S. Agency for International Development (USAID) (<http://www.usaid.gov/>) within the framework of the “Labour Market” project (LMP) (<http://www.bglabor.org/>) signed an agreement for developing human resources and a system of career guidance in the secondary vocational education in Bulgaria.

The main objective of the agreement is that NCP, jointly with LMP shall lay the foundations of a system for providing career guidance services and career development for secondary and vocational school students, as well as a mechanism for collecting, processing and using information about the need for personnel with practical skills and abilities at the labour market. The system’s smooth functioning shall be ensured by the involvement of career guidance specialists who will complete a special training course designed to prepare them for effective methodologists and trainers of personnel within the system. This model shall secure the inclusion of a maximum number of secondary and vocational school students.

The thematic plan for pedagogical staff qualification in secondary education was developed by the National Centre of Pedagogy and was approved by the Minister of Education and Science, Assoc. Prof. Daniel Valtchev. The qualification training of secondary education pedagogues is realized in the form of courses, seminars and practical training along the following lines:

- European dimensions of vocational education and training for mobility, partnership and trans-national initiatives. European Qualification framework;
- Career guidance and consulting;
- Intensifying practical preparation and getting closer to the sphere of employment in vocational education;
- Bringing forth a motivation for life-long-learning;
- Prevention of students dropping out of school;
- Work in a multi-ethnic environment;
- Work with students with special educational needs;
- Prevention of children and students at risk, etc.

The activities underlying the Thematic plan for pedagogical staff qualification in secondary education in 2006 target at:

1. Principals and sub-principals;
2. Pre-school teachers;
3. Elementary school teachers (in 1<sup>st</sup>-8<sup>th</sup> grade);
4. Resource teachers in schools for students with special needs;
5. Secondary school teachers (in 8<sup>th</sup>-13<sup>th</sup> grade):
  - Secondary general schools
  - Profile high schools
  - Vocational high-schools
6. Pedagogical counsellors, teachers working at orphanages, social pedagogical boarding schools, and at units providing services.

## REFERENCES

Vocational Education and Training Act <http://nrcvg.hrdc.bg/>  
 National Strategy for Continuing Vocational Education 2005-2010  
<http://www.navet.government.bg/>  
 Report on the State of Career Guidance Services in Bulgaria <http://nrcvg.hrdc.bg/>  
 “Vocational Education and Training...” – work paper from the meeting of the Joint  
 Consultative Committee EU-Bulgaria [www.esc.bg/reports\\_download.php?id=27](http://www.esc.bg/reports_download.php?id=27)  
 National Report on the Commission’s Memorandum “Lifelong Learning”  
<http://www.lifelonglearning-bulgaria.org/bg/natrep8.htm>

## 2.2 Estonia

In the education sector, guidance is provided both as part of youth work as well as part of formal education.

### Regional information and counselling centres

Within youth work, a network of information and counselling centres has operated since 1999/2000 and the number of them has risen to 24. As career guidance is an undefined part of the centres’ services, some of them tend to place a greater emphasis on information provision and youth work, rather than focusing on career guidance and counselling. The main target groups are aged 7-26.

### General education schools

Within general education, all schools must implement *Professional Career and its Development* as a compulsory cross-curricular theme since September 2004. In many cases, an individual staff member is responsible for the co-ordination of the career management activities within the whole school. Tasks of a career coordinator include co-operation with regional information and counselling centres and class teachers, supporting subject teachers in the implementation of cross-curricular theme, organisation of student visits to/by employers, and in some cases – delivery of a designated career lesson.

### Vocational education and training (VET) institutions

According to the Estonian National Development Plan for the Implementation of the EU Structural Funds SPD 2004/2006, VET institutions were also to establish

permanent career services for their students. Due to the lack of financial resource and trained specialists, in reality a few VET institutions have taken up that initiative. In the few VET institutions where the career practitioner is permanently employed, she/he provides the students with information on the world of work, helps them to develop their job seeking skills, and supports their search for employment. However, these examples are very rare and the most VET institutions can be said to have virtually no career guidance services targeted at them.

### **Higher education institutions**

At tertiary level, five biggest Estonian universities have established career centres on their own initiative and without any central regulation. Services are provided for current students, employers and alumni. In addition to career guidance these centres often act like a bridge between employers and students, by organizing relevant lectures and seminars, company presentations, by providing job and in-service training mediation, and giving the target groups an opportunity to join relevant databases. The main aim of the university career services is to develop students' job seeking skills, support them in finding employment, and research their career destinations after graduation.

### **Local labour market offices**

Within the labour market sector, 22 counsellors working in 15 local labour market offices across Estonia provide career counselling. Career counselling is carried out both as individual work as well as in group sessions. Depending on the needs of the client, the counsellor either helps to specify the client's educational and job related aspirations, maps the market situation and different training possibilities, advises to how to make rational and well-informed decisions concerning employment and training, and/or provides instructions about job seeking, writing CV and other documents necessary to apply for a job, and preparing for the job interview.

In addition to individual and group counselling, the clients of the labour sector can also use self-service possibilities. All local labour market offices are equipped with computers where jobseekers have access to Internet and can use the opportunity to search for information and vacancies, register themselves in databases, fill in application forms, and prepare other documents necessary to apply for a job.

The network of labour market career counsellors is coordinated by the Estonian Labour Market Board, which is also responsible for the provision of training.

### **Private guidance provision**

The main focus of guidance in the private sector tends to be on job mediation (both face to face as well as over the Internet). Private enterprises are involved in guidance activities for young people mainly through participation in work-shadowing days, career days and related events, company presentations and as in-company training venues.

Look for more information on <http://www.innove.ee/en/?p=2&op=prog&ID=7>

## **2.3 France**

Generally speaking, the French approach to school and career guidance is twofold. On the one hand, guidance is construed from an economic perspective and is intended to serve the country's economic needs. On the other hand, guidance entails educational aspects. This educational dimension is focused on enhancing any skill which might contribute to personal development and enable everyone to adapt to social and economic change.

In the French educational system, the first step for career decision takes place at lower secondary school. The orientation education begins at 11-12 years old, during the adaptation cycle. The orientation to general or vocational upper secondary school takes place in lower secondary school (at 14-15 years old). They also can be urged to do so by the Classroom Staff Meeting (Conseil de classe). Staff decisions can be contested by an appeal to the Education Inspectors. Especially, families can contest the vocational section proposed, and ask for another one. Inspectors make their decision by taking into account not only the views of families and school staff, but also the number of available places in the section requested.

As regards providing young people with career guidance in the strict sense, three major methods are in use in France.

### **2.3.1. One-to-one interviews**

Interview is the most frequently used technique for career guidance provision. Guidance interviews are semi-directive. They aim to contribute to personal development and to help students and young job seekers making career decision. Most often, interviews are conducted in three stages, i.e. problem setting, analysis, and designing objectives for problem solving.

### **2.3.2. Assessment techniques**

Such techniques as skills assessment, psychological tests and questionnaires are also used to assess vocational interests and competencies. Increasing use is made of self-help tools, and especially of web-based tools.

### **2.3.3. Career education within the curriculum**

The grounding assumption of career education in France is that career decision making is a personal process. This means that individuals have to decide their own way, and are responsible for their choice. As a consequence, it is necessary that they have some broad knowledge and understanding of curricula and career matters, as well as self-awareness of their own personality. Therefore, the role of career education consists of providing students with labour market information and of developing their information gathering skills, self-assessment abilities, self-knowledge and self-esteem.

Career education courses are comprised of three types of activities:

- Self-awareness exercises such as describing one's interests, values or personality traits;
- Labour market related activities, for example resume writing or gathering information on trades and professions;
- Contacts with professionals through on-the-job training, company visits, or inviting professionals to give talks to schools.

## **2.4 Germany**

### **2.4.1 Career guidance at schools**

Schools are also responsible for career guidance in the educational system. Elements of career guidance have become part of the curriculum. Schools offer measures of career orientation in the form of apprenticeship trainings e.g. factory tours and internships. Connections to the job environment guarantee a nationwide established network of ca. 450 partnerships within schools and companies. The network [www.schule-wirtschaft.de](http://www.schule-wirtschaft.de) is based on local initiatives and is supporting professional practical training programs as well as a range of other activities as follows:

- Initiation and creation of dialogs and cooperation between schools and the economic system
- Offers the opportunity to both teachers and students to receive knowledge about the work and the economic environment
- Supports the economic educations

Additionally and especially for schools the networks provides the partnership of companies, vocational orientation, business games, competitions and further trainings. These kind of partnerships between school and economic are being supported nationwide by a five year running program called "Schule-/Wirtschaft/Arbeitsleben" financed by the "Bundesministerium für Bildung und Forschung" (BMBF) a public institution of the Federal Republic of Germany. Furthermore, there are numerous of similar programs e.g.:

- "Transjob" – a program of the "Stiftung der Deutschen Wirtschaft" (SDW) [www.sdw.org](http://www.sdw.org)
- „Workshop Zukunft – a program of the „Deutschen Gewerkschaftsbundes“ (DGB) [www.lernwelt.workshop-zukunft.de](http://www.lernwelt.workshop-zukunft.de)

#### **2.4.1.1 Measures of the Federal Employment Agency (BA)**

General agreements about the cooperation of schools and career guidance

- agreement about job orientation at schools
- agreement about media cooperation
- agreement about coeducation of teacher and vocational counsellor

#### **2.4.2 University course guidance**

- career guidance for high school graduates in cooperation with members of the university: *bundling competences of study and the academic labour market*
- a close cooperation with university and study course guidance/career service

#### **2.4.2.1 Offers to provide Career Guidance by the Federal Employment Agency (BA)**

- Service and benefits for young people and youth adults
- A team of career counsellors supports young people in vocational choice during vocational training and the beginning of career
- Counsellor teams are mentoring high school graduates in study course guidance and study qualification
- The BA provides orientation about career opportunities and answers questions about career and study choice
- It offers personal interviews as well as interviews at schools and other institutions
- Financial support of vocational training under certain requirements

### **2.5 Greece**

The 2 main areas that Career Guidance appears are in the Labour Market Sector and in the Education Sector. The methods of the main organizations, responsible for Career Counselling and Guidance are presented below.

#### **2.5.1 Labour's Sector**

##### **K.P.A. -O.A.E.D**

The programs are carried out by seven peripheral administrations, by the 114 Local Services and Occupational Services, whose mission is to place unemployed people into the labour market and to match the job offer and the job demand in Greece. In places where the Organization does not have services, it entrusts its work to many Correspondents, who work in small municipalities and communes. A significant improvement of the level of services is expected through the function of the Occupational Services –K.P.A, according to the President Decree which is about to be published. After reconsidering the role of the Occupational Services and after considering the contemporaneous condition of the labour market and the methods and possibilities which are offered by technology nowadays, O.A.E.D. made a necessary intervention. This intervention agrees with the decisions of the Council of Employment and Social Affairs Ministers of the Countries-Members of European Union about the alteration of Occupational Services. As a result, they will be able to deal with the new challenges which are related to the globalization of the economy, to the increase of competition, to the new technology, to the new structure of occupational relationships and to the increase of unemployment percentages.

The aim of the Organization is to improve the Occupational Services up to the level of K.P.A, with the support of European Community Treasury. Emphasis will be given to the offer of employment to unemployed people, so the unemployed will become the first priority of the Organization. Consequently, the net of the Occupational Services will come up to the function of the labour market by keeping in mind the characteristics of the manpower. To be more specific, in favour of unemployed people there are Career Counsellors, Psychologists and special-trained servants, a touch screen IT system and many other technological systems.

This new approach is going to have three directions:

- 1) Every unemployed person will have the opportunity to visit a specific Career Counsellor.
- 2) The satisfaction of any need will be based to the immediateness of the communication with any person who is interested in the above services.
- 3) Every unemployed whose name is written in the records of the Organization has got the chance to choose an alternative which is offered by the new card of O.A.E.D., after contacting the special Counsellor. This card refers to:
  - Occupational education
  - Participation of unemployed in working programs in businesses, which are subsidized
  - Participation in programs of subsidy to young free lancers.
  - Providing of advice by the Career Counsellors of O.A.E.D.
  - Collection of unemployment benefits.

The Occupational Services will collaborate with the Career Offices which are situated in Universities as well as with the Chambers. This kind of action aims to come up against with the unemployment caused by the movement of individuals into the labour market or by the passage from education or military to the labour market.

## **2.5.2 Education's Sector**

### **Ke.Sy.P. and GraSep.**

#### **History of foundation**

The foundation of Ke.Sy.P and GraSep in favour of young people in our country aimed at the improvement of Career Guidance Services. According to the Law 2525/97, no 10,3 68 Ke.Sy.Ps are founded at the prefectures of country, one at the Pedagogical Institute, one at the Secondary Education Administration of the Ministry of National Education and Religious Affairs and 200 at schools of our country. In addition, 11 more Ke.Sy.Ps and 270 GraSeps have been founded recently and 100 more will be founded at 100 schools.

The aim of the Ke.Sy.P is to expand the Educational and Career Counselling institution in regional level and to help the individuals (students in secondary and tertiary education) to realize their capabilities and to be placed uneventfully into the social and educational environment and into large social groups ( schools, students of secondary and tertiary education, parents of students, teachers etc.).

To be more specific:

In September of 1997 a new Law was voted, the Law 2525/97 which was entitled "Unified High School, Access of Secondary Education graduates in Tertiary Education, Evaluation of the Educational Process and more dispositions". The article 10 of this new Law includes the following:

#### *Article 10 / Educational and Career Counselling*

- 1) Educational and Career Counselling aims to provide help to students at their several levels of growth in order to realize their interests, to develop their capabilities and to support their participation in society.
- 2) The National Centre of Career Counselling (E.K.E.P.) is situated in Athens according to the disposition 16 of the Law 2224/1994 and is supervised by the Ministry of National Education and Religious Affairs and the Ministry of Labour and Social Security.

3) A). In order to spread the institute of Educational Career Counselling to all over the country, Ke.Sy.Ps are founded at the seats of nomes, one at the Pedagogical Institute, one at the Secondary Education Administration of the Ministry of National Education and Religious Affairs and 200 at schools of our country. Ke.Sy.Ps and GraSeps are supervised by the Ministry of National Education and Religious Affairs and are financed by the budget of the same Ministry.

B). The aims of GraSeps, the numbers of counsellors and their salaries and obligations, as well as the function and the number of Ke.Sy.Ps per nome and the schools which will have a GraSep are factors determined by a President decree.

### **Fulfilment of needs**

- Ke.Sy.Ps and GraSeps fulfil the needs of students in secondary and tertiary education, of parents, of employees and generally the needs of society.
- Ke.Sy.Ps are founded in central locations and provide their services to all interested people.
- Ke.Sy.Ps provide their services to handicapped people but very few Ke.Sy.Ps can be reached by them due to lack of equipment. Ke.Sy.Ps and GraSeps contact each other through the net “Nestor” in order to obtain timely, reliable information about subjects like “Career” and “Access to information”.

Recently, almost every school satisfies its needs through the PanHellenic Interschool Net “EDUNET” and in this net there are the correlative GraSeps connected. Moreover, Ke.Sy.Ps are connected to “EDUNET”, too.

The “Nestor” net is a Panhellenic Intranet (through telephone net). The access is allowed to those who have an access code. The “Nestor” net facilitates the communication and collaboration of teachers who are involved in subjects of Counselling and Educational Guidance. The Ke.Sy.P of Pedagogical Institute supports the function of “Nestor” in Ke.Sy.Ps and GraSeps. The specialized members of Ke.Sy.Ps and GraSeps have access to the net “Nestor” about subjects such as:

- Educational information
- Occupational information
- General subjects about Career Counselling
- Seminars, assemblies and more activities
- Information from Websites and more issues that refer to the existence and function of Ke.Sy.Ps and GraSeps.

Those who are responsible for Career Counselling:

- Are occupied with the function of Career Counselling in schools and collaborate with the Information Specialist.
- Support GraSeps and collaborate with teachers who work there.
- Provide counselling services.

## **2.6 Lithuania**

Describing career guidance services at secondary school level there should be mentioned three main target groups: pupil, their parents and teachers. Each of these groups has their own idea what is contemporary career path that’s why it is wise to use different methods in communication with these groups.

Pupils get career counselling and guidance services in schools or nearest department of Lithuanian Labour Exchange. For their convenience there are used at least 4 different ways to provide CG:

- Individual counselling. A session that is provided for only one individual; it takes 45 min. It can be a discussion or time for a test, to find out more about his/her objectives in life, main ideas on choosing a vocation.
- Group counselling. A session that is provided for 8-12 pupil, it takes 45 min. It can be discussion on actual topic, a game, or a test for number of people with the same/similar ideas.
- Seminars are provided for 15 to 30 pupils. It takes from 45 min. to 2 hours. Usually topics for seminars are connected with very important and new information (for example: 'New Rules for Entering University'). If it is need seminars can be completed from two parts: theoretical and practical.
- Group vocational information session with the IT background. It takes 45 min. Is provided for 15 to 30 pupils. It is necessary to have good IT class and Internet connection at high speed. Using IT system it is fastest way to use links connected with national Educational system, to provide online test, try to fulfil first CV online.

Teachers and parents are used to take part in seminars that are held by authorities or administrative of the secondary school. Other possibility is individual communication with psychologist or career counsellor in school or elsewhere.

Methods that are widely used in Lithuanian schools are: questionnaires, tests, team and individual work, brainstorm, interviews, "complete the sentence" tasks, discussions, lectures, role-play, simulation games.

## **2.7 Romania**

Vocational information and counselling represent an assembly of services offered, for free, to the persons looking for a job.

These services aim at:

- Provision of information related to the labour market and the evolution of the occupations;
- Personality evaluation and self-evaluation in view of a better professional orientation;
- Development of the abilities and of the self-confidence of the persons looking for a job, in view of helping them to make decisions about their own career;
- Training in the methods and techniques of searching for a job (e.g., self-presentation at an interview and the elaboration of the CV)

The users of these services are the persons looking for a job, who registered at the County Agencies for Employment. Information related to the labour market, establishing of the professional routing, evaluation and self-evaluation are done through self-information and through individual or group counselling services offered to the persons looking for a job. Vocational / Career counselling and the training in the methods and techniques of searching for a job and in the manner of presenting oneself at job interviews are done by career orientation counsellors, in the **centres for**

**career information and counselling**, functioning inside the **County Agencies for Employment**.

## **2.8 UK**

### **2.8.1 Career guidance in schools**

- The provision of careers education is a statutory (legal) requirement between Years 7 and 11 (ages 11 – 16). It is not statutory in Years 12-13 (post-16), although that is when young people are preparing for major life choices.
- There is a National Framework for careers education (this can be found at [http://www.teachernet.gov.uk/\\_doc/6009/DFES-0163-2003.pdf](http://www.teachernet.gov.uk/_doc/6009/DFES-0163-2003.pdf)). However, this is currently non-statutory.
- Schools differ in how they organise and present this part of the curriculum. In many cases it is included under the heading of Citizenship, while in others it is catered for in Personal, Social and Health Education (PSHE) or Personal, Social and Moral Education (PSME). Most schools have a Careers Co-ordinator but these vary in terms of specialist knowledge and experience. As noted in Section 1, Connexions provides a Personal Adviser (PA) for secondary schools. Besides the various aspects of support offered by Connexions it is not unusual for teachers and Connexions PAs to work together in delivering aspects of careers education and guidance. Use is also made of private careers databases, such as those noted above, which are networked to schools through their Connexions offices.
- Schools also differ in how they deliver careers education. Some do so as part of classes or tutor-based sessions, others set whole days aside for consideration of the issues involved. It is also the case that elements of career education can be taught in other subjects e.g. writing CVs in English.
- Further Education Colleges also enter into partnerships with their local Connexions offices. However these Colleges are generally much larger than schools and tend to have their own specialist careers staff who take on more of the work.
- In addition, it is now standard practice for school children to have at least one experience of a work placement during their studies, with a view to inculcating the general skills and attitudes required in the workplace but also in the hope that this will stimulate interest in particular careers.
- Aim Higher is pioneering a range of innovative activities designed to acquaint pupils and students with different types of jobs and give them hands-on experience of working in these environments.

### **2.8.2 Curriculum developments**

Planning and preparing for careers is featuring more and more prominently in the subjects which schoolchildren study and the qualifications they receive.

The latest move in this direction is the Vocational Diplomas which will be piloted over the next two years and introduced nationally thereafter. These diplomas will focus on certain groups of families of jobs, such as the creative industries (music, film, theatre and media) or health and care.

### 2.8.3 University career guidance

- Universities are increasingly making use of taster days and summer schools to interest pupils in their courses and introduce them to the career opportunities that will follow.
- It is no longer normal for applicants to universities to be interviewed (although there are some exceptions, such as teacher training). However, the use of Open Days is widespread and these give an opportunity for potential students to receive guidance on their career plans and course choices.
- The curriculum developments noted in 2.8.2. have been matched in Higher Education by the introduction and rapid spread of Foundation Degrees. Equivalent to two-thirds of an honours degree, these programmes take as their focus a specific type of job, and deliver not only the skills required to carry this out but also an awareness of the professional context which resembles careers guidance in an embedded form.
- The main means of providing support and advice for careers advice in universities is **Graduate Prospects** ( [www.prospects.ac.uk](http://www.prospects.ac.uk) ). An arm of the HECSU, this offers guidance on selecting a first job or on choosing a postgraduate course. As with Connexions and Aim Higher it can be accessed directly through its website but also works in collaboration with careers services in universities. The latter will typically include counsellors trained to answer questions and make available the necessary resources and information. Careers advisors also help students by supporting volunteering and other practical work experience activities.

## **Part 3: Limitations**

### **3.1 Bulgaria**

The official statistics data, the social research carried out on the topic, as well as the independent experts' analyses allow us to draw the conclusion that Bulgaria has marked progress in **the field of vocational education and training**. At the same time, there are also some negative tendencies and problems which should be limited and solved in a short-term perspective with the view of achieving the average levels in Europe in the field of vocational education and training by 2010.

The most critical problems the system of vocational education and training is facing are:

- Slow development in terms of the premises and facilities' modernization;
- Insufficient financial support with regard to the system's aims and objectives;
- Limited contribution on the part of civil society for vocational education and life-long learning;
- The opportunities underlying social partnership are not exploited to the full.

The challenges in front of the system of continuing vocational education refer to:

- Enhancing the mechanisms for approaching information and for feedback;
- Improving the quality of education and bringing it closer to the dimensions providing access to the European labour market;
- Creating mechanisms for motivating both the users of qualification services and the organizations investing in continuing vocational education;
- Joining the efforts of all social partners, local authorities' bodies and non-government organizations involved in human resources development and in the country's economic advancement.

The analysis of the state of **career guidance system** brings the following serious limitations to the fore:

- A lack of coordination among the programs;
- A lack of qualified personnel or a low level of personnel qualification;
- A lack of mechanisms providing quality;
- Underestimation of the individual's personal development and consulting, etc.

The challenges and areas subject to change are:

- The need of an integrated national policy and a national strategy for realizing career guidance at schools;
- Establishing new institutions and enhancing the functioning of career guidance institutions existing;
- Expanding partnerships through involving all the institutions concerned, the social partners, NGOs, and the general public;
- Accessibility and quality of services;
- Personnel training and qualification.

### **3.2 Estonia**

The recent survey has proven that the need for career guidance in Estonian society is clearly evident, with information about labour market opportunities being the most required. However, almost half of those potentially needing career guidance do not consider the service sufficiently available for them. Large amount of career-related information and guidance is received from informal channels, most frequently from friends, acquaintances, Internet and public media.

Increasing the awareness of services as well as of service providers and, through that, improving the image of career guidance service in general, is of key importance in the coming years. As to availability of service then guidance is mainly provided to 2-3 target groups with the main content being the exchange of information concerning training and studying opportunities, vacations and professions.

At the same time, the provision of career guidance services is the main activity or part of it for only 58% of service providers. For the rest, it is an additional activity, which is in most cases unpaid.

### **3.3 France**

At lower secondary school level, pupils are too often shifted to vocational education as a penalty for not being able to succeed in general education. Entering vocational education is not, in most cases, a personal deliberate choice. This affects vocational student's self-esteem and motivation.

Another problem perceived is that Career education suffers from a lack of consideration in secondary education. This can be explained by the fact that most teachers involved in career education did not themselves receive the specific training needed to perform that duty. They therefore tend to consider career education as a second-rate subject. In addition, career education is not better regarded among students. There are at least three reasons for that: career education activities are allowed a short time; they are not evaluated; and finally, as a transversal subject, career education is not as valued as other disciplines.

### **3.4 Germany**

- Candidates are often confused because of none clarified and expensive offers by private career counsellors
- None existing of a standardized training for career guidance counsellors (no certifications)
- None standardized career guidance at schools (matters of the curriculum)

### **3.5 Greece**

Nowadays, the biggest problem concerning Career Counselling in Greece is the lack of certification for the practice of Career Counselling. The National Centre of CareerCounseling (E.K.E.P.) is responsible for the certification, but the procedure has not been completed yet. The second problem in Greek education is the poor training of Career Counsellors and of people who work in Ke.Sy.Ps and GraSeps, and the

small number of counsellors in proportion to the number of students. Teachers of secondary education who teach the lesson of Career Guidance usually want to fill their weekly timetable and they usually have participated only in few seminars of Career Counselling. Moreover, the way in which the lesson of Career Guidance is carried out, without examinations and marks, makes the lesson ineffective. This is caused by the above lack of education/training of teachers and generally by the Greek attitude, which imposes that some lessons are more significant than others.

### **3.6 Lithuania**

There are no limitations that could be connected with career information in Lithuania. All the information on CG in post- secondary planning is provided in web sites of official bodies, universities and colleges. Most universities in Lithuania take part in Association of Lithuanian Higher Education Institutions (LAMA-<http://www.lamabpo.lt/foreign.html> ) work. This association started a centralized procedure on entering Lithuanian universities. Other resource systems are also working in this field and provide all the necessary information concerning CG policy, perspectives, training and job market. The limitation is when it comes to special methodologies that could be applied in schools.

### **3.7 Romania**

Hereby are presented some limitations frequently encountered in distance counselling: through: a) internet and through: b) telephone

#### **a) Counselling through Internet (World Wide Web)**

In this case, there is a gap between the waiting for the Internet products to ensure valid solutions and the actual development of qualified guidance instruments.

From the user point of view, the Internet can be seen as a major instrument in obtaining information, offering equal and democratic opportunities due to the fact that anybody can put information on the web if he/she has Internet access and the basic knowledge required. This means that an Internet user can access a much greater volume of information in contrast to the traditional media means. As such, citizens have more possibilities and options to explore, and a higher level of comparison.

Because Internet is a cheap and easily accessible medium, generally uncontrolled, anyone can create a website. Furthermore, it is also extremely anonymous, allowing the creation of a website without giving any information regarding the creator. Websites with a very professional look can be created with very limited resources.

The website contents and standards are subject to a low level of control, in comparison to the printed information, in which the costs of production and distribution meant that publishers had to be very careful in selecting the information to be published: it had to be very accurate / correct, up-to-date and qualitative in order for them to be able to justify those costs in front of the reader. In this case, the readers obtained the guarantee of the quality of the information through buying from acknowledged publishers and authors.

The possibility to publish websites with limited resources contributed to the great increase in their number. On the other hand, some important question marks arise in relation to their standards, accuracy and aims. If in the case of traditional materials, the investment required for production represented a guarantee of their quality, the World Wide Web is not offering such guarantees.

### **b) Telephone Distance Counselling (TDC)**

In this case, the counsellor cannot assume responsibility for the client's decisions. The client has to make decisions by themselves.

Distance counselling has in view the client-counsellor relationships, but only through communication which takes place in limited time intervals. The counsellor is not allowed to directly contact the client but only through the institution he is working in.

In the case of TDC the main **difficulties** are the following:

- lack of physical proximity between the participants (counsellor – counselled person),
- “mediation” of communication through technical means,
- decrease in the number of feedback elements in communication, impossibility to observe the client and his communication behaviours (absence of non-verbal communication, eye-contact, posture attitudes, gestures, mimics, fashion style),
- decrease in accuracy in relation to verbal elements (tone, rhythm, voice modulation, articulation etc.) because of the dependency on the technical conditions of the call, on the fidelity and sensibility of the microphone and of the phone speaker,
- difficulty in ensuring full confidentiality of the communication with the client against interception – accidental or deliberated – by third persons.

Hereby are some **additional difficulties** of TDC:

- insufficient functional alphabetization in using the telephone (in some cases),
- difficulty in communicating with the clients not having telephone at home or with insufficient means to use a public or mobile phone,
- lack in self-confidence, timidity, excessive emotiveness, high level of the crisis situation, moral barriers, speaking difficulties, low levels of instructions, improper / insufficient knowledge of the main language in the country,
- difficulties for the counsellor in quickly identifying the needs of the client and in finding the best “solution” for solving his problems immediately,
- counsellor – client relationship is maximally “impersonal”.

### **3.8 UK**

- The fact that the national framework for careers education is not statutory, which means that practice varies from school to school.
- The lack of a consistent policy across the whole country, with careers education being dealt with differently in England, Scotland and Wales.

- Constant change: Connexions, which is at the centre of careers education and advice in England, will soon be absorbed into larger units called Children's Trusts which will include other services for children but which may reduce the clarity and autonomy of careers work.
- Cultural factors, notably the resistance of certain groups of young people to conventional work and careers e.g. white working class boys.