

Synthesis Report on Guidance in Group Settings in Selected European Countries

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NAVIGUIDE
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1. Introduction

Naviguide is a transfer of innovation project within the framework of the “Leonardo da Vinci Project”, supported by the European Union. The aim is to transfer and expand an existing Austrian “guidance methods” database, a product officially owned by the Austrian Public Employment Agency AMS (www.forschungsnetzwerk.at), into the European guidance system. Naviguide will establish this guidance methods database as a common knowledge base for European career counsellors, as various studies have shown that the quality of career counselling across Europe is affected by heterogeneous training. A CD-ROM with 100 guidance methods, a methods guidance handbook as well as an online methods database in the different languages of the partner countries (Austria, Croatia, France, Ireland, Poland and Turkey) will be developed as part of the project.

As part of the project all partners compiled a report of the guidance situation in their respective countries. The aim of this synthesis report is to sum up these country reports and identify similarities and differences as well as future challenges in guidance in all partner countries.

2. Executive Summary

In the following chapters, an overview of the guidance situation in the Naviguide partner countries will be provided. The way in which guidance is provided will then be addressed including the use of group guidance in the countries included in this report. A summary of the main stakeholders involved in guidance will then be provided. The following sections will then deal with the guidance qualifications required and the existing guidance networks that exist in each country. Finally the methods practitioners use to keep up to date with new methods and information regarding guidance will be described.

The participating countries are Austria, Croatia, France, Ireland, Poland and Turkey. The guidance systems in these countries have similarities but there are a number of differences evident, which will be discussed in this report, particularly in the way guidance is provided.

- All countries have distinct services or bodies that target the education sector and the labour market sector. Specialised services in each country target those who are considered to be marginalised or those at risk of social exclusion in their countries. The national policies in guidance vary greatly in each countries as do the positive and negatives elements of the systems. However, there does seem to be a consensus that a lack of standardised training and qualification systems is creating problems.
- Group guidance is available in all the countries discussed in this report but apart from Croatia, the majority of guidance is still provided in individualised settings. The interaction between clients and activities that can be undertaken as a result are deemed to be important factors that set group guidance apart from individual guidance. It appears that the benefits of group guidance are clear to all countries and both group and individual guidance complement each other well in the provision of guidance services. It could be suggested that an increased focus on group guidance may benefit guidance services. Furthermore, the use of e-counselling/virtual counselling is become more popular within Austria, Turkey and Croatia. This may be an area for development in other European countries.

- A wide-ranging group of stakeholders are involved in guidance in all countries discussed, including government departments, public employment services, schools, universities, other education providers, independent guidance organisations/associations and other private organisations. These organisations strive to provide or contribute to a high quality guidance service to enable people to achieve their education and career goals and reach their full potential.
- Whilst there are specific degrees/post-graduate courses in guidance counselling available in Ireland, France, Poland, Turkey and Austria, generally guidance practitioners in all countries discussed have higher education qualifications, primarily in psychology, pedagogy and the social sciences. As regards Continuous Professional Development the majority of guidance practitioners, apart from Croatian and Polish guidance practitioners, are not obliged to engage in Continuous Professional Development (CPD). Clear regulations regarding qualifications and training of vocational counsellors in those countries would contribute greatly to the professionalism and quality of guidance provided.
- All countries discussed have a number of national and international networks established to enable guidance practitioners to exchange information and share good practice. Guidance associations, national guidance forums and various guidance institutions organise events and conferences to enable this nationally, whilst the Euroguidance Network, of which all countries are a member of, and European Lifelong Guidance Policy Network (ELGPN) fulfil this role internationally.
- With regards to methods used to access information and keep up to date on guidance methods it was mainly found that formal methods are used. However, Ireland and France also use informal means of keeping practitioners up to date. Online resources are becoming increasingly important in informing practitioners of new methods and resources. It is recommended that more countries utilise social networks to allow knowledge sharing and to allow practitioners to keep abreast with new developments in guidance, as France has begun to do.

3. Guidance in General

| Ireland | Who provides guidance services? | Who do they target? | National Policy Objectives | Positives/Negatives of Guidance |
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| | Guidance and Counselling in Post-Primary Schools through Department of Education & Skills | Age 12/13-18: pupils attending post-primary schools | -The provision of quality guidance services is promoted within education and skills training policy; guidance is now viewed as a key component in enhancing Ireland's economic recovery & future prosperity | <i>Positives:</i> -The NCGE policy focus is to have an all inclusive guidance service for all groups. |
| | Adult Educational Guidance Initiative through Solas under the Department of Education & Skills (as of 2012) | Literacy, Vocational Training Opportunities Scheme and Community Education Participants | -Ireland is in the process developing an integrated employment service & training delivery model; NEES and Solas. | <i>Negatives:</i> -Vast array of Guidance services in operation. |
| | National Employment Service: National Employment and Entitlements Service (NEES) (as of 2012)(Formerly FÁS) | Aged 15+ Short or Long-term unemployed and those in danger of becoming unemployed | -Ireland is in the process developing an integrated employment service & training delivery model; NEES and Solas. | <i>Negatives:</i> -Varying standards within some of services. |
| | Careers Advisory Services in third-level educational institutions Unemployment Resource Centres | Aged 17+ Students attending most major third-level institutions Aged 18+: Unemployed | -Guidance service goals now forms an integral element in the strategic direction of a number of Government Departments, most especially the Department of Education & Skills | -Qualifications vary from no formal guidance qualification to Masters Level |

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| | <p>Private Guidance Agencies All age groups</p> <p>Youth Information Service Age 15-25</p> <p><i>Specialist Services:</i> OPEN One Parent Families</p> <p>Crosscare Migrant Project Asylum seekers, refugees and other disadvantaged migrant groups</p> <p>Spirasi Asylum seekers, refugees and other disadvantaged migrant groups</p> <p>Work 4U Disability groups</p> | | | |
| Croatia | <p>Who provides guidance services?</p> <p>Croatian Employment Service (CES)</p> <p>Primary & secondary schools</p> | <p>Who do they target?</p> <p>Pupils and students in final year of basic and secondary school, university students, employers, the unemployed and job seekers</p> <p>Primary & secondary pupils</p> | <p>National Policy Objectives</p> <p>-National forum of Lifelong-learning Career Guidance to be established in 2012 which will form a national strategy</p> <p>-Croatia Government has adopted the Regulation on the monitoring, analysis and forecasting of labour market needs for occupations and competences needed for planning and delivering LLCG services</p> | <p>Positives/Negatives of Guidance</p> <p><i>Positives:</i></p> <p>-Awareness of partnership based models is starting to take place on national, regional & local levels</p> <p><i>Negatives:</i></p> <p>-Career guidance has not been properly elaborated in the legislation governing education</p> <p>- Mainly of a recruitment nature in schools</p> |

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| | Private Agencies & Non-Governmental associations | All | -The development of the Croatian Qualification Framework (CROQF) which includes the development of a system to validate& recognise non-formal& informal learning | - Training of school guidance practitioners is not provided by Ministry of education -Use of ICT for guidance in schools is rare |
| | <i>Specialist Services:</i> CES | Disabled, former addicts, students with developmental & health issues, learning disabilities & behaviour disorders | | |
| France | Who provides guidance services? | Who do they target? | National Policy Objectives | Positives/Negatives of Guidance |
| | Ministry of Education- "Conseillers d'orientation professionnelle" (COP) Guidance advisors | Young people in initial training | -Work contracts or specially arranged contracts for the young unemployed aged between 16-26 | <i>Positives:</i> - The financing of the French guidance system enables adults after initial training to benefit from guidance services |
| | Private institutes (using the bilan d'orientation scolaire) | Pupils and students | -Increase young people's qualifications | -The 'bilan de competences' service (skills audit combined with guidance counselling) is a right for each worker Active research in the field of guidance |
| | Universities | University students | -Tools to support and maintain senior workers in their work | <i>Negatives:</i> -The Validation of Experience-acquired skills system is not easily accessible for the low qualified people as it requires a lot of written material |
| Public Employment Service; Missions Locales | Young people who left school early and who are unemployed under 26 | - Retraining services for laid-off workers - Implementation of an approach to develop employment and skills | | |

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| | <p>French national agency for unemployed people; "Pôle Emploi" & subcontractors of the "Pôle Emploi"</p> <p>Private agencies</p> <p><i>Specialist Services:</i> APEC: Agency for the employment of managers</p> | <p>Unemployed</p> <p>Employed people</p> <p>Highly qualified people who are unemployed</p> | <p>- Services to facilitate the access for all to training courses and the development of skills</p> <p>-Flexisecurity; improved social insurance and guidance services during periods of unemployment offer compensation for a more flexible job market</p> <p>-European programmes to support employment and develop training and professional integration</p> <p>- Tools to encourage entrepreneurship (setting up and support of companies)</p> | <p>-The complexity of the financing system may discourage people from access the guidance they require</p> <p>-Due to the high unemployment rate some counsellors of the "Pole Emploi" agency have too many clients which can affect service quality</p> |
| Turkey | Who provides guidance services? | Who do they target? | National Policy Objectives | Positives/Negatives of Guidance |
| | <p>Turkish Employment Organization (ISKUR)</p> <p>Ministry of National Education (MoNE)</p> | <p>Unemployed people, job seekers, women, young people</p> <p>Children at primary and secondary school age</p> | <p>-To increase the number of guidance counsellors in ISKUR by 1000 each year to enable a more efficient and effective guidance service.</p> <p>-To increase the number& quality of guidance services in the education sector (MoNE) and for MoNE to monitor all students via information and communication technologies</p> | <p><i>Negatives:</i></p> <p>- Absence of standardisation of guidance training</p> <p>-Absence of group setting guidance</p> <p>-The new provincial universities do not have a standardised qualified education which results in under qualified graduate guidance counsellors</p> |

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| | <p><i>Specialist Services:</i></p> <p>ISKUR Disabled people, prisoner & ex-prisoners</p> <p>MoNE Disability students, highly talented students & orphans students</p> | | | <p>-The international standards of occupations and jobs have not been constituted</p> <p>- MoNE: Information & guidance is not varied and flexible. Also Psychological measurement instruments are not sufficient</p> <p>-ISKUR: needs more specialists and the use of ICT in guidance is not sufficient</p> |
| Poland | Who provides guidance services? | Who do they target? | National Policy Objectives | Positives/Negatives of Guidance |
| | <p>Ministry of Labour & Social Policy (Public Employment Service)</p> <p>Ministry of National Education</p> | <p>The unemployed</p> <p>Pupils</p> | <p>- To make professional counselling services available at every stage of human life</p> <p>- To equip pupils in rational career choice skills</p> <p>- To introduce during education the problems of economy and entering into the labour market</p> <p>- To introduce vocational guidance into schools and institutions</p> <p>- To create a system of widely available vocational information and to develop the quality and availability of guidance services</p> | <p><i>Negatives:</i></p> <p>- Lack of sufficient co-operation between institutions under the ministries of national education and labour and social policy.</p> <p>-Vocational guidance system lacks a strong connection with employers.</p> <p>- Too small number of career counsellors in schools and counselling offices</p> <p>- Schools' level of awareness of the need of employing vocational counsellors is insufficient</p> <p>- Work of vocational counsellors needs to be standardised (quality of services)</p> |

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| | Universities Voluntary Labour Brigades <i>Specialist Services:</i> Ministry of Labour & Social Policy (Public Employment Service) Ministry of National Defence: | University students & graduates Various Young people at risk of social exclusion Professional soldiers & former professional soldiers | - To ensure availability of reliable information and guidance regarding the possibilities of education in the whole Europe and at every life stage | -Training provided by universities is often detached from the labour market |
| Austria | Who provides guidance services? | Who do they target? | National Policy Objectives | Positives/Negatives of Guidance |
| | Universities and Universities of Applied Sciences (UASs): Psychological Student Counselling Service centres (under the Federal Ministry for Science and Research); Career Centres; UASs, UASs Council, Austrian Association of UASs, Austrian National Union of Students (ÖH) etc. | University students & graduates | -To address the weakness in Austria's guidance systems a 'lifelong guidance strategy', has been developed. | <i>Positives:</i> -Positive attitude of the actors -Close collaboration and cooperation between the actors |

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| | <p>Schools: Mandatory counselling lessons, Student advisers and School Psychology Service (under the Austrian Federal Ministry for Education, Arts and Culture)</p> | <p>Students</p> | | <ul style="list-style-type: none"> - Active role of social partners -Mandatory &3-level model of educational and vocational guidance at school |
| | <p>Social partners (e.g. Chambers)</p> | <p>Various</p> | | <ul style="list-style-type: none"> -Efforts beyond institutional boundaries regarding guidance in the sector of adult education |
| | <p>Public Employment Service (AMS)</p> | <p>People searching for jobs or apprenticeships.</p> | | <p><i>Negatives:</i></p> <ul style="list-style-type: none"> - Many problems with educational and career choices are due to the early differentiation in the education system |
| | <p>Adult Education Centres</p> | <p>Various</p> | | <ul style="list-style-type: none"> - The “integrated model” of guidance lessons at school does not work sufficiently due to a lack of teacher education |
| | <p>Private organisations, special interest groups, trade unions, municipal institutions etc</p> | <p>Various</p> | | <ul style="list-style-type: none"> -Supply of individual counselling is limited at school - Little developed guidance in the tertiary sector |

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| | <p><i>Specialist Services:</i></p> <p>Non-profit organisations Older job-seekers, women returning to work, girls/boys (gender-specific offers), people with disabilities etc</p> <p>School Psychology Service Students with learning, behavioural or social problems within school life</p> | | <ul style="list-style-type: none"> - Lack of and inconsistent quality criteria for the training of counsellors in the field of adult education -Networking amongst various institutions is weak on a national level |
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4. Guidance Settings: Individualised and Group

The majority of the guidance provided by services in Ireland is on an individual basis. In secondary schools, guidance counselling is available on an individual and/or group basis. Students are provided with information on careers and psychometric tests are used to gauge interests, aptitudes and personality. Further to this project/team work is used as means towards group discussion on career opportunities. The Adult Educational Guidance Initiative (AEGI), aimed at those adults who are considering or participating in Adult Literacy, Vocational Training Opportunity Schemes (VTOS) and Community-based Education Initiatives, provides impartial adult education information, one-to-one guidance and as well as group guidance intended to help people to make informed educational, career and/or life choices. FÁS job clubs located around the country have also been providing group guidance to unemployed job-seekers (with the introduction of the NEES service the future of these job clubs is uncertain). In job clubs and group guidance within the AEGI the methods include discussions, presentations, mock interviews, role-plays, worksheets, information sessions and interview preparation. The NEES has introduced a 'group engagement' service for the unemployed receiving benefits. After 3 months these individuals are sent to a 'Group Engagement' session where they are provided with information. They are presented with their options and obligations regarding their benefits and are then referred to the NEES for individual guidance and support. Group guidance sessions offer clients the opportunity to share information, interact with the members of the group and learn from each other's experience. The team building element to group guidance also increases motivation and engagement, as well as enhances confidence.

In Croatia the approach to career guidance services is based on a 'tiered system', starting from the objective that the largest number of users should be informed (through group or individual informing, self-informing, computer software "Mojizbor" (My Choice)), a smaller number of users attend group counselling and the smallest number of users undergo the entire procedure of psychological and medical evaluation. Information regarding employment opportunities, labour market situation, professions and education opportunities is available to all at the CES Informing and Career Counselling Centre (CIPS). The number of people obtaining group career counselling through the CES has almost tripled between the years 2008-2010 and became the most popular service provided. In CES, group career counselling is performed for the purpose of improving the skills of active job seeking. Individual career counselling, on the other hand, involves the evaluation of the unemployed person's working and personal abilities, with the aim of employment, education or referral to professional rehabilitation. Within universities students are offered individual and group counselling in career offices located on campus. Within the program IPA 2007-2011, the establishment of a new model of electronic counselling for the Employment Service has been planned, intended for the broadest groups of users.

Both group and individual guidance is available in France, with the more expensive services providing individual and tailor-made guidance (i.e. Bilan de competences for employed people). Services provided to the unemployed by the public sector (Pôle Emploi) often combine both group and individual guidance. Group guidance in job-seeking is called "TRE" ("Techniques de Recherche d'Emploi") and it is mainly involves educational guidance and reflexive approaches (which can be also used in individual guidance). Group guidance within the "Bilan de competences" and "Portefeuille de competences" involves an analysis of one's experiences, as well as one's acquired skills and knowledge. Competences are then identified and a professional project and action plan is developed. Group activities involve more generic topics/issues; job market information etc. Similar to what has been found in Ireland most of the exercises and methods used in group settings are only effective in a group setting as they rely on the interactions between the participants.

Similarly to Croatia, the ISKUR in Turkey provides guidance through the internet (job vacancies, information on labour market etc) as well as through individual or group counselling settings at Centres for Vocational Guidance. The Active Labour Market Policies Programmes (ALMP) have been implemented in Turkey and involve vocational training and guidance services in individual and group settings; ALMP-2 targets unemployed woman and young people. The importance and quality of interaction between instructors and participants was emphasized by participants involved in the programmes.

In Poland, under the Law of 17 November 2010 on the rules of providing and organizing psychological and pedagogical aid in public kindergartens, schools and institutions (Dz. U. 2010 nr 228 poz. 1487). Schools are obliged to create vocational guidance systems and must dedicate a number of hours to educational and vocational guidance – for students of secondary schools and high schools. The activities include diagnosis of students' needs for educational and vocational information and providing it, gathering the information, diagnosing psychophysical capabilities, counselling, teaching career planning and labour market activity skills and developing job searching/career skills. School Career Centres, in some of secondary schools and high schools, also provide educational and vocational information, career counselling and conduct activating group classes. The district labour offices, in cooperation with the Centres of Information and Career Planning, are responsible for guidance in the employment services. Here individual counselling plays a fundamental role in the multifunction dimension of career guidance and involves identifying vocational predispositions, alongside support in deciding on the choice of profession, job or training and the construction of individual activity plans. As a part of group guidance counsellors conduct workshops that prepare the unemployed for a successful entry into the labour market. These workshops aim to diagnose and assess clients' abilities, personality traits, interests and occupational preferences, as well as prepare them for interviews and increase their readiness to change and motivation. To improve efficiency and to create a high level of cohesion it is important that groups consist of participants representing similar experience and problems.

A recent study found that career guidance in Austria is mainly conducted in individual settings; only 7% of advisers do not offer single sessions, whereas 56% of advisers do not have group sessions. Similarly to Poland career guidance is mandatory in schools and is provided mainly in a group setting, although individual advice is provided by student advisers and a supplemental School Psychology Service that can offer specialised assistance. The Austrian Public Employment Service (AMS) offers a wide range of services regarding career guidance. The Career Information Centres (BIZ), similar to the Informing and Career Counselling Centre found in Croatia, provide individuals with information that provide a wide range of information media on occupations, employment opportunities, education and training paths for free, including automated services like the so-called "Samsomat", where you can get information on job training and work opportunities, and the "eJob-room". As in Croatia and Turkey, the AMS utilises a variety of "virtual counselling services" via the internet, such as "Qualifikations-Barometer" ("Qualification barometer") and "Karrierekompass" ("career compass"). In addition the Public Employment Service (AMS) also offers vocational orientation and activation measures that are carried out in a group setting, such as the "Vocational orientation and coaching measure" (BOCO I). The course is divided into three parts; introduction, vocational orientation and goal setting phase and finally the preparation phase for the following apprenticeship or employment.

All the countries discussed in this report have group guidance available but they mainly provide guidance in individualised settings; bar Croatia where the use of group guidance by the CES has

increased considerably in the last few years. The interaction between clients and the resulting activities that can be used sets it apart from individual guidance. It appears that the goals and methods used in individual guidance and group guidance differ, but they complement each other well in the provision of guidance services in all countries included. In addition, the use of e-counselling/virtual counselling is becoming more popular with Austria, Turkey and Croatia all extending their services in this area.

5. National Stakeholders

In Ireland interested stakeholders within the national guidance domain are: Department of Finance, Department of Education & Skills, Department of Social Protection, Universities, Institutes of Technology, Colleges of Further Education, Local Education and Training Boards (formerly Vocational Education Committees), Second-Level Schools and Institutes, National Centre for Guidance in Education, Adult Education Guidance Initiative, Institute of Guidance Counsellors, NEES, Solas, Local Employment Service Networks, IBEC, ICTU, Employers, Local Community-based Education Providers, Individual Guidance Practitioners and the myriad of Guidance Service Users. These bodies and organisations invest time, money, commitment and energy in relation to the policy and the provision of guidance services in Ireland. These key stakeholders expect a high quality cost-effective and inclusive guidance service that facilitates people throughout their lives to manage their own educational, training, occupational, personal, social, and life choices so that they reach their full potential and contribute to the development of a better society.

The main providers of guidance in Croatia are the Croatian Employment Service (CES), private guidance organisations, schools and universities. Investments are usually managed through different task and work groups collaboration, and come from both nationally funded and EU projects. Other relevant stakeholders include the Ministry of Economy Labour and Entrepreneurship in cooperation with the Ministry of the Science, Education and Sport, Agency for Vocational Education and Training and Adult Education, Agency for Science and Higher Education, Education and Teacher Training Agency, the Institute for the Development of Education. The URIHO (Institution for Professional Rehabilitation and Employment of Handicapped Persons), City of Zagreb and Fund for Professional Rehabilitation and Employment of Persons with Disabilities are other stakeholders regarding guidance for the disabled. The awareness of partnership-based models of cooperation in Lifelong Learning Career Guidance (LLCG) is starting to take place on national, regional and local levels. The importance of the civil and private sectors is growing, independently and in collaboration with the public sector, particularly toward specific target groups.

In France the key stakeholders are the State and government (specifically the Ministry of Labour and Social Affairs) and regional councils, who implement and organise training policy on a local level. Independent bodies, part of the Service Public de l'Emploi ('SPE') (Public Service for Employment) are also important stakeholders, such as the Pôle Emploi (National Agency for Employment), MIFE : Maisons de l'emploi/Maison de l'information sur la formation et l'emploi (Information relay for training and employment) and PAIO : Permanence d'accueil, d'information et d'orientation (Facility for vocational information and guidance). There are also a number of Independent bodies, part of the 'SPE', that offer services for specific groups, for example the CIDFF: Centre d'Information et de Documentation des Femmes et des Familles for Women and Families, Mission Locale (Local Mission) for Young people, and COTOREP: Commission Technique d'Orientation et de Reclassement Professionnel (handicapés) (Technical Commission for Guidance and Vocational Retraining) for the disabled. The Training Insurance Funds OPACIF and OPCA (Organismes Collecteurs Agréés) can also be included in France's key guidance stakeholders as they are responsible for collecting the firms'

contributions for training and retraining. All the stakeholders share the same main goals such as fighting against high unemployment rates, promoting integration of young people into the job market and up-skilling those with low levels of qualifications. However, in the current economic recession such goals have become mere 'slogans' as budget cuts are reducing the resources available for these stakeholders.

There are two main stakeholders involved in guidance in Turkey; the Public Employment Organization (ISKUR) affiliated to Ministry of Labour and Social Security (MoLSS), which is responsible for guidance in the employment sector and the Ministry of National Education (MoNE), in charge of guidance in the education sector. The concepts of transition from school to labour market and lifelong learning is new area of concern for universities and they are becoming increasingly involved in guidance activities. In addition, private sector organisations, employee-employer trade unions and charitable foundations, are also involved in guidance activities also.

The main providers of educational and vocational guidance in Austria are different educational institutions (schools, universities and adult and vocational education providers), special interest groups (e.g. chambers) as well as the Public Employment Service (AMS) or institutions close to the AMS. In general, the Austrian Federal Ministry for Education, Arts and Culture is responsible for services in the sector of schools and the AMS works on behalf of the Ministry of Labour, Social Affairs and Consumer Protection with the involvement of the social partners. Austria's social partners are among the most powerful key players in the field of vocational guidance in Austria. A recent study has shown that the main employers of over 300 surveyed practitioners are the AMS, the Economic Chamber, the Chamber of Labour as well as the school authorities.

The key stakeholders interested in national guidance area in Poland are: Ministry of National Education, Ministry of Science and Higher Education, Ministry of Labour and Social Policy (Department of Labour Market), National Centre For Supporting Vocational And Continuing Education, Voluntary Labour Brigades, Main Methodical Centre for Vocational Information, School Career Centers, Centres for Information and Career Planning, Voivodeship and Poviats Labour Offices, Municipal Information Centres, Academic Career Offices, Military Centre of Vocational Activation, Universities, secondary schools, psychological and pedagogical counselling offices, training institutions, employers. The mentioned institutions and organisations invest a range of resources – time, money, commitment, energy, etc., and expect a higher level of self-awareness and career planning competences on both individual and national level.

It is clear from the research conducted as part of this report that there is a wide-ranging group of stakeholders involved in guidance in all countries discussed, including government departments, public employment services, schools, universities, other education providers, independent guidance organisations/associations and other private organisations. These organisations strive to provide or contribute to a high quality guidance service to enable people to achieve their education and career goals and reach their full potential.

6. Qualification and Further Training of Guidance Staff

Generally guidance practitioners have higher education qualifications but mainly in psychology, pedagogy and the social sciences. However in Ireland, France, Poland, Turkey and Austria there are specific degrees/post-graduate courses in guidance counselling. Apart from Croatia and Poland guidance practitioners are not obliged to engage in Continuous Professional Development (CPD). While regulations regarding guidance qualifications and training do not exist in the vast majority of

countries discussed in this report, there is a strong indication that this would contribute greatly to the professionalism and quality of guidance provided.

There is a minimum qualification required for some (education sector) but not all services in Ireland. Those providing guidance in the education sector are qualified teachers with post-graduate degrees in guidance counselling available from University College Cork, Trinity College Dublin, NUI Maynooth, Dublin City University and the University of Limerick. There is a CPD process in place for guidance counsellors in second level and further and higher education under the aegis of the NCGE, however this is not mandatory. The Department of Education and Skills provides for CPD for staff in its programmes through a range of different resources, including through the Professional Development Service for Teachers. Generally those providing guidance in the employment services have at minimum a Certificate in Adult Guidance, Theory and Practice. There are also a number of degree and post-graduate courses in guidance available. Regarding CPD, the Dept. Of Social Protection has stated that NEES Staff will be provided with the necessary training, support and infrastructure to perform their jobs.

In Croatia there is no formal education (undergraduate or postgraduate) or training programme in career guidance, no educational institution in the field of LLCG and no systematic and unified approach to development of the professional competencies of guidance practitioners in all sectors. Guidance counsellors in the employment services mainly have MA's in humanity and social sciences and gain the guidance skills necessary through "on the job training" and mentorships. They are obligated to engage in continuous professional development in order to maintain their professional licence. Training for 60 LLCG counsellors will be provided through EU funded project "Services of the Croatian Employment Service to the Clients: Improvement of Lifelong Career Guidance and ICT Support".

Similarly to Croatia, in France most guidance counsellors do not have specific degrees in guidance, but mainly "Psychology of work" as their background. The COP (Conseillers d'Orientation Professionnelle) who work in the CIO (Centre d'Information et d'Orientation), hold a state diploma (State diploma of orientation counsellor – psychologist). The main guidance courses are accessible through initial or further education, and are provided by universities, as well as major training centres in this sector such as INETOP (courses for high school career guidance & further education for guidance counsellors) or CNAM (degrees in 'Psychologist at work'). As regards CPD, organisations and workers are free to undertake and have any training course paid for if it links with professional goals. The organisation may choose the course or it may be chosen by the employee, in which case it is paid for with the 'DIF (Droit individuel à la formation / Individual Rights for Training).

To ensure high quality of vocational counsellors' services in Poland, the necessary qualifications of a teacher-vocational counsellor have been specified in the Ordinance of the Minister of National Education of 12 March 2009. Depending on the school or institution type, first (B.A.) or second (M.A.) degree studies in vocational counselling or first (B.A.) or second (M.A.) degree studies of any kind and postgraduate studies in vocational counselling, and having pedagogic preparation are required. To be a vocational counsellor in the labour offices, a person is required to have higher education. The preferred study areas are: psychology, pedagogy or sociology. Over 50% of counsellors possesses psychological education, and the rest (over 40%) – pedagogical or sociological. There are a number of degrees and post-graduate degrees specifically in vocational guidance, including a 3 year bachelors degree in vocational counselling and a 5 year masters degree in psychology specialising in the psychology of vocational counselling. They also offer post-graduate courses in the vocational guidance for psychology graduates and those with other high education qualifications.

Guidance practitioners in Turkey require a psychological counseling/guidance bachelor's degree (those with other degrees require further training) as well as 360 hours of further training organised by the Turkish Occupational Qualification Authority (MYK), through several universities across the country. After completing the training successfully, practitioners are then required to pass a general qualification examination to become certified. Ankara University has both Master and PhD degree programs for practitioners. Several other universities across the country also have been accredited to deliver further trainings to counsellors. As regards CPD, each organisation has its own CPD process and provides in-service training to practitioners to upgrade their knowledge; both MoNE and ISKUR have their own in-service training centers where they organise training in association with universities. In addition, they implement EU funded projects to deliver trainings to their staff. EU study visits also provide the opportunity for continuous professional development.

In Austria, a recent study shows that the educational level of the practitioners is high. However, again only few of them have specialised training in vocational guidance. Among the most frequently mentioned initial qualifications are studies of psychology and pedagogy, training as trainer, coach as well as life and social counsellor and professional experience in general. There is no formal framework in the sense of an established occupational profile and no uniform quality and/or training standards in Austria. Within the AMS, practitioners have to meet certain requirements to be qualified guidance practitioners which differ in each federal state. By using a 10-point system, which captures both educational background and practical experience, professional competence is assessed. In the context of the schools there are some guidelines that should be expanded in the future. Both the Danube University Krems (DUK) and the Federal Institute for Adult Education in St. Wolfgang offer courses specifically in Educational and Vocational Guidance. The Academy of Continuing Education (wba – Weiterbildungsakademie) certifies formally and informally acquired skills and competences of guidance trainers by using defined quality standards and awards wba-certificates. On the basis of this certificate it is possible to acquire a wba-diploma. These are only some examples that demonstrate that the education and training landscape in the field of educational and vocational guidance in Austria is growing now. There are individual seminars offered by various educational providers, comprehensive training courses as well as courses on the academic level. Overall, counsellors in Austria seem to be very active in continuing training; in a recent survey more than two thirds of over 300 surveyed trainers took part in further education in recent times.

7. Existing Networks for Career Counsellors and Trainers

In Ireland there are both informal and formal forums/networks for guidance practitioners to exchange information and share good practice. The LESN Mediators Forum is a formal meeting held each month, where guidance practitioners get together to share information and discuss topical issues in guidance. The National Forum on Guidance, launched in October 2011, provides a national communication and co-operation facility for those involved in provision of guidance and development and support of guidance practitioners and services. The Institute of Guidance Counsellors, professional body representing over 1200 guidance practitioners also organises conferences and meetings that enable members to network and share experiences. Ireland (represented by the NCGE) is also part of the Euroguidance network which promotes mobility, provides expert assistance to career guidance counsellors and to individuals, enabling them to understand better the opportunities available to all citizens of Europe. Informal meetings are arranged bi-annually between the Ballymun Job Centre guidance staff and GEMS NI, which allows practitioners to share experiences, discuss guidance methods and provide support for one another.

Since 2011 the Republic of Croatia has been included in the European Lifelong Guidance Policy Network (ELGPN), with the aim of equalising the lifelong career guidance policies in the field of

employment and education. Croatia is part of the Euroguidance network, as well as being involved in the International Association for Educational and Vocational Guidance (IAEVG), which enables the exchange of experience among experts worldwide, through information publications and congresses. Also the CES organises an annual meeting for all career guidance counsellors in order to improve coordination and cooperation of its counsellors on a national level. Further to this the career guidance department of the Croatian Psychologist Chamber and the Croatian Psychology Association regularly organize workshops, conferences, peer group meetings, etc. The establishment of a National Lifelong Career Guidance Forum has also been planned.

In France thematic seminars and conferences are organized by various institutions; the most well-known are INETOP, CNAM and IISC (Institut International de Sociologie Clinique). Regional centres of resources for information on training and lifelong learning are active in the organising forums for information exchanges and events targeted at professionals. Networks also exist for independent counsellors and coaches such as Société Française de Coaching. The training insurance funds (OPCA and OPACIF) that finance the 'Bilan de compétences' service require that accredited Bilan de compétences centres set-up of practice-analysis groups to enable the sharing of practices among peers. Whilst these groups are formally organised and scheduled on a regular basis, informally the themes are decided by participants. Several types of networks also organise some events, or constitute informal networks to exchange information on the sector's changes such as: the national network of CIBC (unions of Centres de bilans de compétences) and the national networks of Local missions (missions locales). France is also involved in the Euroguidance network.

As with the other countries discussed in this report Turkey is also part of the Euroguidance Network. ISKUR has also an informal forum for its staff where they can exchange their experiences.

In Poland the Association of School and Vocational Counsellors is a non-governmental social organisation which supports vocational counsellors and promotes actions aiming to support development of pupils' career, so called "Days of Career". Guidance counsellors in Poland can also become members of the Association of Career and Personal Counsellors, which aims to support the development of career and personal counselling in Poland. The National Forum for Lifelong Guidance Policy, which aims to create a platform of contact, integration and exchange of experiences between all people associated with guidance services, organises trainings, workshops and conferences for guidance counsellors. Like Croatia, Poland is also involved in the European Lifelong Guidance Policy Network as well as participating in international projects. Furthermore, Poland is also part of the Euroguidance network. Within this project, books, articles and a bulletin concerning the topic of vocational guidance are being published. The Student Learned Society of Personnel and Vocational Counselling also organises a nationwide Student Scientific Conference annually. The National Centre For Supporting Vocational And Continuing Education is publishing handbooks directed at vocational counselors and makes them accessible on its website.

In Austria there are networks and associations that deal with the question of quality assurance in guidance, such as the Professional Association of Austrian Career Guidance Counsellors (VBB – Verband für Berufs- und Bildungsberatung) and the Association of Education and Career Counsellors (ÖVBBL – Vereinigung für Bildungs-, Berufs- und LaufbahnberaterInnen), which encourage networking and information exchange among practitioners. Austria, like Croatia and Poland, is part of the European Lifelong Guidance Policy Network (ELGPN). Austria is also involved in the Euroguidance Network, similarly to the other countries. Within the Austrian Euroguidance field of activity is the establishment of networks between the stakeholders in guidance at a national and international level.

All countries discussed have a number of national and international networks established to enable guidance practitioners to exchange information and share good practice. Guidance associations, national guidance forums and various guidance institutions organise events and conferences to enable this nationally, whilst the Euroguidance Network and European Lifelong Guidance Policy Network (ELGPN) fulfil this role internationally.

8. Existing Methods e.g. Handbooks, databases, resources etc.

In Ireland guidance practitioners keep up to date on guidance methods through informal and formal means. Informally knowledge sharing amongst peers and colleagues provides practitioners with information and new methods. In Ireland most formal methods used are online resources, such as the NCGE website, careers portal, qualifax, career directions, and newsletters. While these resources generally provide up-to-date detailed information on training/education and career information, some are less frequently updated at certain times, which result in outdated information. As regards specific target groups AHEAD, the Association for Higher Education Access and Disability, works to promote full access to and participation in further and higher education for students with disabilities and to enhance their employment prospects on graduation, provides information to guidance counsellors on disability issues in education. Furthermore methodologies and material from EU projects also informs the work carried out by practitioners.

Guidance practitioners in France also access information on guidance through informal and formal means. Newsletters, professional press, publishers advertisements keep practitioners up to date on guidance and informally, similarly to Ireland, peer discussions are used. Unique to France is the use of social networks for information sharing amongst guidance practitioners through Viadeo and LinkedIn. However, information shared mainly relates to events and not to the use of tools. Whilst there many resources available in France, no popular online platform for guidance practitioners and the resources are quite scattered and spread out.

As in Ireland, guidance practitioners in Poland also use methods and information gained from EU projects as well as websites and online portals to gain information and to improve their practice. Those who work with the public employment service are provided with a unified information resource and have access to lots of information on occupations and professions. Further to this they have access to computer programs, also available in the Internet, which are databases of vocational characteristics, information on educational and training institutions and local occupational information that are being input by the counsellors from the whole country. The Ministry of Labour and Social Policy also publish handbooks for vocational counsellors. The National Centre For Supporting Vocational And Continuing Education is publishing handbooks directed at vocational counselors and makes them accessible on its website. Within the project Euroguidance books, articles and a bulletin concerning the topic of vocational guidance are being published.

The Quality Standards for the Vocational Guidance and Selection at Croatian Employment Service (CES) define the processes, activities, methodologies, target groups and outputs etc. for guidance in Croatia. Croatia, like Ireland, is actively trying to provide guidance practitioners with information and resources to specifically deal with disabled clients. Under the project 'Fostering effective inclusion of persons with disabilities into the labour market' a manual of different techniques for fostering employment for people disabilities, a web portal to support guidance practitioners, employers and disabled people, as well as guides for employers and for disabled people have been produced.

In Turkey guidance organisations provide their counsellors with information and material regarding new methods in guidance using letters, newsletters and posters. As regards online platforms used by practitioners in Turkey to gain information "The Strengthening Vocational Education and Training

Project”, implemented by the MONE, has defined and uploaded the standards of 65 occupations to the internet.

In a similar way as in Turkey, some guidance organisations in Austria also provide practitioners with the materials required; such as the Federal Ministry for Education, Arts and Culture provides materials to guidance practitioners within the school sector. Austria also uses the internet widely as a means for guidance practitioners to access information. There is an internet guide for educational counselling which provides information on schools, universities and professions. An online resource providing intensive guidance for high school graduates called ‘Studienchecker’ has also been developed. The Austria’s Public Employment Service (AMS) also provides a great variety of online information on occupations and educational opportunities in Austria as well as a comprehensive collection of guidance methods for counsellors. The media of the AMS is well-known and frequently used by practitioners; 40-50% use it in their practice. Austria’s social partners also provide online career information eg BIC (Computerised Career Information) provided by the Austria Economic Chamber.

In summary the majority of countries mainly use formal methods to access information and new guidance methods. Ireland and France appear to be the only countries that combine both formal and informal means of keeping practitioners up to date. Online resources are becoming increasingly important in informing practitioners of new methods and resources. With the ever-increasing importance and usage of social networks it is likely that more and more countries will follow France’s usage of social media in this area.