

Vocational Guidance Education in Full-Time Compulsory Education in Europe



VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

AUSTRIA

School year 2007/08

Education is compulsory for pupils between the ages of 6 and 15. It includes primary education (*Volksschule*), lower secondary education and the first year of upper secondary. After four years of primary level, children aged 10 go on to lower secondary education for four years depending on their results in the last year of *Volksschule*. There are two possibilities: *Allgemeinbildende höhere Schule* (academic general lower secondary school) or *Hauptschule* (general lower secondary school). They may then move on to the different types of upper secondary school (general, technical or vocational). The first year of upper secondary education (age 15) is compulsory. The organisation of vocational guidance during this year is not covered by this description. We have decided not to include it for the countries where compulsory education extends beyond lower secondary (as it is difficult to find precise information for a single year and for the different pathways of upper secondary).

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The Education law (School Education Act 1974 – SchUG) stipulates that all young people must receive an education and training in the perspective of their future professional career. The preparation of pupils for decision-making in terms of their future career choice is defined by the law as an educational task of schools. It also stipulates that all schools have the obligation to provide counselling to pupils, specifically in the 4th and 8th year (in both types of secondary school), on the existing and recommendable pathways according to young people's interests and performance.

RESPONSIBILITIES

The Federal Ministry of Education, Arts and Culture defines the legislative framework and the mechanisms to be implemented in terms of vocational guidance education. The provinces and the regions are responsible for the realisation of this policy and for the implementation of different guidance services according to their needs. According to the type of activity provided by these services, they depend on the regional economic and social council, regional education or health authorities, etc.

It is the responsibility of the Federal Employment Service (*Arbeitsmarktservice Österreich* – AMS) to implement the national employment policy of the Federal Ministry of Economics and Labour, as well as to provide young people with information, guidance and counselling services. Access to these services is free of charge for everyone, including young people in compulsory education. This office outsources some guidance services to various organisms, which in turn may subcontract to private counsellors.

Other ministries, such as the Ministry of Social Affairs and Consumer Protection and the Ministry of Agriculture, Forestry, Environment and Water Management, offer young people many information services regarding apprenticeships and training, jobs during the holidays and support programmes.

The ministries concerned cooperate and the services they offer are coordinated.

In the schools, the implementation of other measures related to vocational guidance education and its quality are under the responsibility of the school heads and the competent authorities (for example, the heads of the regional education councils or regional inspectors).

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

For all pupils in the 7th and 8th year of school (lower secondary level), 'vocational guidance education' is an integral part of the national curriculum. Schools are free to offer it as a separate subject or to integrate it into other compulsory subjects such as German, geography and economics, foreign languages, mathematics, science, religion, etc.

The amount of time devoted to this subject is 32 hours per year. It is taught by regular teachers who are not specialised in guidance. Pupils are not evaluated in this subject.

The objective is to help pupils develop the necessary skills to take decisions concerning their future career choice and to provide them with information on their possibilities and higher education pathways. This subject also supports pupils' reflections on their centres of interest and their skills as well as their ideas on their future personal and professional lives.

Traineeships within the framework of the curriculum

The curriculum also gives pupils the possibility to make contact with the professional world through traineeships in companies or through encounters with representatives from the professional world. (Up to five days per year can be allocated to individual professional orientation activities of pupils outside school. The permission of the class head is required – SCHUG §13b, in force since 1 January 2005.)

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

See above.

Guidance services at school

In addition to vocational guidance education integrated into the curriculum, all secondary schools employ counsellors (teachers who have received special training). They provide pupils and their parents with individualised help, combining vocational guidance and assistance in the area of educational psychology, and information on existing pathways.

Counselling is offered to pupils free of charge and on a voluntary basis. The guidance hours are communicated and young people may make use of the services according to their individual needs, without having to make an appointment or a phone call.

In addition to the individual contact with pupils, the counsellors organise seminars and present projects in the classroom.

The counsellors may rely on assistance from the regional/central educational psychology/vocational guidance service (*Schulpsychologie-Bildungsberatung*). These services are integrated into the schools and are offered by qualified psychologists who deal with the personal, emotional and educational difficulties of pupils as well as their problems in terms of guidance. These staff members offer pupils psychological counselling, make diagnoses and give consultations in the case of difficulties related to decision-making in terms of choosing a career. They also provide information on the possible pathways within the framework of the education system.

Furthermore, secondary schools may organise different activities and rely on specific bodies to meet the special needs of pupils in terms of vocational guidance (this concerns more specific groups such as girls, pupils whose mother tongue is not German, or students with special needs).

Guidance services outside school

Vocational guidance in the employment sector is provided in the offices of the Federal Employment Service (AMS) and by a network of 52 specialised vocational guidance centres (*Berufsinformationszentren – BIZ*) managed by the AMS. The AMS staff combine vocational guidance and other forms of employment assistance such as work placements. Some guidance services are outsourced to various organisations, which in turn may subcontract to private counsellors. These services organise guidance courses for groups, centred on job search techniques and on career planning as well as on personal and social skills. Regular students rely on this service in order to receive guidance for their future career.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

The teachers in charge of the subject ‘vocational guidance’ do not receive specific training but must have a knowledge of the existing educational pathways at regional level, use information and communication technologies, have good communication skills, demonstrate an openness towards pupils and be capable of motivating young people.

The counsellors are teachers who receive special training at the *Pädagogische Hochschulen* (University Colleges of Education) amounting to 12 ECTS credits (4-5 semesters of training on the job).

The quality assurance of their work is guaranteed by the existence of official standards describing the tasks, the content of the curriculum and the obligation to participate in continuing education. Its content varies according to the provinces. The educational psychology service (*Schulpsychologie-Bildungsberatung*) also provides training and continuing education as well as professional support to counsellors.

For those who provide an educational psychology service, qualifications in psychology or education are required, without specific requirements for training in vocational guidance.

In other guidance services

All AMS guidance staff (part-time) receive initial in-service training (six months full-time), with a section on vocational guidance, completed by ongoing training for one and a half weeks per year (which does not have to concern vocational guidance directly).

An association of counselling professionals, with a voluntary code of ethics, was established in 2001 to improve the quality assurance of vocational guidance provided by the AMS subcontractor.

A platform of guidance practitioners (www.bib-infonet.at) was created to facilitate exchanges and the sharing of experiences between the staff involved in this field at national level.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

The schools often cooperate with parents, former students, representatives of higher education institutions and employers. This type of initiative does not have a legal basis but often finds explicit expression in educational projects and in the quality assurance policy of each school.

In the province of Styria for example, a regional network was set up to facilitate the vocational integration of young people. It gathers representatives of the provincial government of Styria, educational establishments, employer organisations, various companies, unions and public employment services.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

Information on vocational guidance for young people and adults is generally distributed via all the usual means (such as information brochures, summaries of the training programmes, videos, films, CD-ROMs, interactive computer-based services, databases on the labour markets and the possibilities for online training, as well as many websites). This information is prepared and disseminated under the responsibility of national and regional authorities. A platform was set up at the Ministry of Education, the Arts and Culture for the coordination of information production on vocational guidance.

The vocational information centres (BIZ) of the AMS offer their users access to individual self-testing as well as information on careers via websites (www.learn4life.at, www.berufsinfo.at). For example, the vocational information centres (BIZ) of the Vienna Chamber of Commerce run a project which offers a vast amount of printed information which is also available in digital format for a wide range of professions (www.biwi.at). In order to add to it and make it easily available to young people, the centre established a network of employers with whom young people may have a one-on-one discussion.

The 'Find a Job' project (*Berufsfundungsbegleiter*) is aimed at improving young people's access to information on vocational schools and on possible traineeships, as well as facilitating their contacts with companies.

Internet references

Federal Employment Service: www.ams.or.at

Federal Ministry of Economics and Labour: www.bmwa.gv.at

Federal Ministry of Education, Arts and Culture: www.bmukk.gv.at

Department for educational psychology and guidance:

<http://www.bmukk.gv.at/schulen/service/psych/kontakte.xml>

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2. ETV and Cedefop thematic analysis 'Guidance and counselling for learning, career and employment' on www.trainingvillage.gr/etv/Information_ressources/NationalVet/Thematic
3. Eurybase; Eurydice.
4. Career Guidance and Public Policy. Bridging the gap. OECD 2004.

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

BELGIUM (FLEMISH COMMUNITY)

School year 2007/08

Full-time education is compulsory for pupils between the ages of 6 and 15-16. It covers primary education lasting six years (*lager onderwijs*) as well as the first three years of secondary education (*secundair onderwijs*). Secondary education is divided into three two-grade stages. The first stage is general (with a differentiating first stage A and first stage B). The following two stages represent general, technical, vocational or artistic education according to the pupil's choice. Guidance regarding the different pathways is provided in particular at the moment of transition to secondary education, at the moment of transition to the second stage of secondary education (pupils aged 14) and at the end of the third stage of secondary education.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

Educational and vocational guidance is integrated and defined in the legislation of the Flemish Community in a very general manner. It is included in policies in the area of education, training and employment, and is the object of different measures according to the target public.

The Flemish Government, social partners and Education are joining forces for a holistic approach to talent development in Flanders. Bringing theory and practice closer together is a definite policy priority, and is included in the '**Competence Agenda 2010**', an initiative launched by the Flemish Minister of Work, Education and Training. This Competence Agenda consists of 10 priorities which have to explore, develop, recognise and put into action the capacities of students as well as employees and the unemployed, and this beyond the boundaries of education, employers and employees organisations.

Pupils' choice of study very much determines their professional choice and as a result also their chances on the labour market. Therefore several lines of action were elaborated supporting pupils and their parents to make a motivated study and professional choice. What is new and reinforcing is the fact that these actions are taken in collaboration with the professional world.

Some actions involving a closer link between education and the labour market are:

- the rethinking of part-time education to establish a full-time activity for all pupils;
- the creation of more opportunities for work experience in the private, public and non-profit sectors by means of agreements with certain professional sectors;
- the publication of a guide entitled 'Qualitative Learning in the Workplace' (2008), which contains practical tips on a general level, applicable to all forms of learning for all possible subjects in all sectors.

The decree on equal access to education (*Gelijke OnderwijsKansen – GOK*) of 20 June 2002 (published in the Belgian Official Gazette 14 September 2002) with several modifications by the decrees of 14 February 2003, 30 April 2004, 7 May 2004 and 15 July 2005 guarantees additional resources for the provision of guidance to specific target groups (such as pupils from disadvantaged backgrounds, those whose mother tongue is not Flemish) during the school years.

The decree governing the functioning of pupil guidance centres (CLB) of 1 December 1998 (published in the Belgian Official Gazette of 10 April 1999) requires these centres to adhere to a quality policy regarding the efficiency of services and the respect for others (protection of privacy, access to information, etc.) as well as rapid intervention and cooperation between the different stakeholders involved.

The policies also attribute a high level of importance to the relationship between education and the labour market. In 2006, the Ministries of Education and Economic Affairs launched an ‘Entrepreneurial Education’ plan of action whose objective is to give children a business sense and to get them interested in undertaking their own professional activity.

RESPONSIBILITIES

The responsibility for the establishment of initiatives in the area of vocational guidance is shared between different ministries, in particular the Ministries of Education and Training, Work and Economic Affairs (guidance to entrepreneurship). This responsibility also concerns different administrative levels and different partners.

The pupil guidance centres (CLB) constitute the main bodies responsible for guidance provided to pupils in compulsory education. In cooperation with schools, they conclude agreements consisting in the establishment of services and other measures related to educational and vocational guidance for pupils.

The services under the Ministry of Labour are not aimed at young people in compulsory education.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

A cross-curricular theme entitled ‘learning to learn’ is part of the compulsory education curriculum.

In primary education, true guidance education does not exist, and therefore the objectives for ‘learning to learn’ are limited to different approaches to studying and searching for information. In secondary education, a section with objectives concerning study choices and vocational guidance is included in ‘learning to learn’. These objectives have been established within the gradually expanding structure of secondary education in three two-grade stages. The first two-grade stage has a common curriculum, and the next two-grade stage involves a choice between general or vocational education. The last stage comprises two specialised grades.

For each stage, one of the four objectives from the section ‘learning to choose’ is as follows:

- First stage (4 objectives): pupils can assess their interests and possibilities in order to make a choice of study in the second stage
(www.ond.vlaanderen.be/dvo/english/corecurriculum/secondary/1grade/astream/learning.htm)
- Second stage (4 objectives): pupils acquire an overview of study and vocational options
(www.ond.vlaanderen.be/dvo/english/corecurriculum/secondary/2grade/cross/learn.htm)
- Third stage (4 objectives): pupils take their interests and possibilities into account when making a study or vocational choice
(www.ond.vlaanderen.be/dvo/english/corecurriculum/secondary/3grade/cross/learn.htm).

Schools are free to decide on how this theme will be integrated in the curriculum. In practice, the school advisory service provides support to schools for its cross-curricular integration into their curricula. The pupil guidance centre (CLB) may also provide support to schools. This cross-curricular approach to guidance is brought about and controlled in various ways: the obligation for schools to ensure the coordination between the programmes they offer and guidance is not only included in the legislation pertaining to education, but, furthermore, this coordination is one of the quality criteria taken into account by the school inspectorate in the evaluation of schools. This approach now takes on such importance in the definition of guidance that schools see to its adoption and it is sometimes the object of development projects and research on school curricula (test beds, *proeftuinen* – www.ond.vlaanderen.be/proeftuinen).

Traineeships within the framework of the curriculum

As regards traineeships in compulsory education in Flanders, much information is available as part of an OECD exercise designed to examine vocational education and training (VET) policy. (For further information, see OECD, 2007, 'Vocational education and training – policy and innovation: proposal for work', EDU/EDPC/CERI (2007))

When defining a VET programme, the vocational and technical content must represent at least 25 %. There are as many as 8 different programmes which meet this requirement.

1. Regular secondary education – 2nd stage and 1st and 2nd grade of the 3rd stage of BSO (vocational secondary education)

Pupils may begin this full-time programme when they are 14-15 years old for a theoretical duration of four years. The successful completion of the programme leads to a certificate (*studiegetuigschrift*). The Flemish government does not determine the proportion of practical training versus general academic VET. The government sets developmental and final objectives to be reached by the students. Apart from practical training in schools, traineeships and other forms of practical training are included in most of the curricula. Depending on the curriculum, it is organised on a block release or alternating basis.

2. Experimental vocationally-oriented secondary education for the 2nd and 3rd stage of BSO in a modular system

Pupils may begin this full-time programme when they are 14-15 years old. A modular system divides the programme into learning modules/units, each associated with a certain amount of

learning, leading to a qualification (credits, part of a qualification). Modular courses allow people to choose between different course options, and can provide some freedom in the sequencing and speed at which the modules required for a qualification can be completed. Within the framework defined for each qualification, pupils can compose their own profiles rather than complete a fully prescribed set of courses according to a prescribed schedule (OECD, 2000). The Flemish government does not determine the proportion of practical training versus general academic VET. The government sets final objectives for the general theoretical part, to be reached by the students. Apart from practical training in schools, traineeships and other forms of practical training are included in most of the curricula. Depending on the curriculum, it is organised on a block release or alternating basis.

3. Part-time vocational secondary education (DBSO) for 15 to 18 year-olds

Part-time secondary education is provided during 40 weeks a year and comprises 15 weekly teaching periods of 50 minutes each. (In practice, often 1 day of 7 teaching periods is dedicated to general education and 1 day of 8 teaching periods to vocational training.)

It comprises a number of sections (such as ‘construction’, ‘caring’, ‘clothing and ‘ready-to-wear’) which have further been subdivided into courses of study.

The centres set their own training programmes (no curricula). Training consists of general education, social and personal development, which are intrinsically linked to the youngster's social and professional context + vocationally-oriented training + (in principle) employment.

The ‘on-the-job-learning’ component can be met in various ways:

- **employment** within a company;
- a **bridging project** (which was introduced in 1990 for young people who have not yet attained the required level of labour maturity; it gives them the opportunity to gain experience within a local administration or non-profit organisation for a period of 40 weeks and they receive a minimum monthly apprenticeship allowance of 230 euro);
- a **preparatory pathway** (established in 1997) which puts the emphasis on intake, diagnosis and orientation. To that effect centres may establish a **reception group** for young people who do not yet have any clear career perspectives and who can still opt for another training programme, or for young people who do not have the required level of work attitudes and skills or who are not yet motivated;
- a **personal-development pathway** (as from 2007/08) for youngsters who came to the attention of the social services already and have had a turbulent school career.

Employment opportunities

Youngsters can start work:

- under a **part-time employment contract** which entitles them to a minimum income;
- with an **industrial apprenticeship contract** under which the employer undertakes to train young people on the shop floor. It is organised by the joint apprenticeship committees who draw up apprenticeship rules, propose a sample apprenticeship

contract and organise the final examinations for these young people. The company's training manager draws up an apprenticeship programme. The young is entitled to an apprenticeship allowance;

- under a **starting-job agreement** (if they start work before 1 January of the year in which they turn 19 years of age);
- as a **family-business assistant** (where they must be related to the manager);
- under a training contract with VDAB for **individual vocational training** (*individuele beroepsopleiding – IBO*) in which VDAB contracts its training assignment out to a company where the job-seeker will be taught his chosen vocation on the shop floor;
- under a **temping contract** with a temping agency;
- under a **vocational-immersion agreement** (*beroepsinlevingsovereenkomst – BIO*) with Flemish, provincial and local authorities.

In the 2003/04 school year, 5 693 pupils (aged 15-18) were enrolled in DBSO. DBSO was attended by 649 pupils aged 18-25. Six pupils are enrolled in part-time fishery education.

4. Apprenticeship training courses organised by Syntra Flanders (Flemish Agency for Entrepreneurial Training)

Over 200 vocations can be learned through apprenticeship contracts. The pupil follows practical training in a company during four days a week and supplementary courses the other day of the week.

These 'apprenticeships' are open to young people from the age of 15 who attended the first two grades of secondary education or from the age of 16. When they turn 18 they can enter into an apprenticeship agreement. Essentially, apprenticeship training takes 3 years. Depending on age and prior education a shorter training period may be possible.

The programme leads to a certificate (*getuigschrift leertijd*).

5. Regular Secondary Education – 2nd stage and the 1st and 2nd grade of the 3rd stage of TSO (technical secondary education)

Pupils may begin this full-time programme when they are 13-14 years old for a theoretical duration of four years. The successful completion of the programme leads to a qualification (*diploma van het secundair onderwijs*). The Flemish government does not determine the proportion of practical training versus general academic VET. The government sets goals (qualifications) to be reached by the students. Apart from practical training in schools, traineeships and other forms of practical training are included in most of the curricula. Depending on the curriculum, it is organised on a block release or alternating basis.

6. Regular secondary education – 3rd grade of the 3rd stage of KSO (artistic secondary education) and BSO

Pupils may begin this full-time programme when they are 17-18 years old for a theoretical duration of one year. The successful completion of the programme leads to a qualification (*studiegetuigschrift van het 3de leerjaar van de derde graad*). The Flemish government does

not determine the proportion of practical training versus general academic VET. The government sets goals (qualifications) to be reached by the students. Apart from practical training in schools, traineeships and other forms of practical training are included in most of the curricula. Depending on the curriculum, it is organised on a block release or alternating basis.

7. Modular secondary education – 4th stage of BSO

Pupils may begin this full-time programme when they are 17-18 years old. A modular programme is separated into learning modules/units, each associated with a certain amount of learning, leading to a qualification (credits, part of a qualification). Modular courses allow people to choose between different course options, and can provide some freedom in the sequencing and speed at which the modules required for a qualification can be completed. Within the framework defined for each qualification, pupils can compose their own profiles rather than complete a fully prescribed set of courses according to a prescribed schedule (OECD, 2000). The Flemish government does not determine the proportion of practical training versus general academic VET. The government sets goals (qualifications) to be reached by the students. Apart from practical training in schools, traineeships and other forms of practical training are included in most of the curricula. Depending on the curriculum, it is organised on a block release or alternating basis.

8. Regular secondary education – 3rd grade of the 3rd stage of BSO

Pupils may begin this full-time programme when they are 17-18 years old for a theoretical duration of one year. The successful completion of the programme leads to a qualification (*diploma secundair onderwijs*). For the third stage the Flemish government does determine the proportion of practical training (14 hours) versus general theoretical VET (12 hours). The government sets final objectives for the general theoretical part, to be reached by the students. Apart from practical training in schools, traineeships and other forms of practical training are included in most of the curricula. Depending on the curriculum, it is organised on a block release or alternating basis.

Apart from vocational training in compulsory education, there is a growing number of projects concerning the organisation of training in the working environment. This may involve ‘explorative traineeships’ and ‘pioneer companies’, or cooperation between schools and companies when writing a report or a thesis. However, these activities are not a compulsory part of the curriculum.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

The ‘Entrepreneurial Education’ plan of action established in 2006 (by COMPETENTO, the knowledge centre of the Flemish Agency for Entrepreneurial Training, *Vlaams Agentschap Ondernemingsvorming* – SYNTRA Flanders) has the objective to give children (centred on primary and secondary level) a business sense and to get them interested in undertaking their own professional activity (business). For this purpose, different projects (such as the creation of joint ventures between schools and companies, the establishment of a special course on companies, and a sharing of experience between schools and companies) are

supported by the government or other bodies (such as, for example, the King Baudouin Foundation).

Guidance services at school

In order to provide guidance to pupils, each school concludes a contract with a pupil guidance centre (CLB – see below).

On request of a school, a CLB will provide a supervision service. This supervision service (i.e. a guidance service which is not offered at school, but is a cooperation between schools and CLBs) is only offered when a pupil or parent has taken an initiative in this respect. If a school asks the CLB to supervise a pupil, the centre will always ask explicitly for the parents' consent first (for a pupil under the age of 14), or the consent of the pupil him/herself (from the age of 14).

The supervision provided by the CLB has a multi-disciplinary character and focuses particularly on pupils with learning difficulties due to their social background and situation. This service could also be considered as a guidance service outside school.

Guidance services outside school

Each pupil guidance centre (CLB) provides information, guidance and counselling services to pupils, parents, teachers and school management teams. They can provide support to schools, for example in the cross-curricular integration of themes related to educational guidance in their curricula. They may provide guidance to pupils with learning difficulties or behavioural problems, in the choice of future studies, etc.

CLB guidance is based on four important pillars:

- learning and studying;
- the school career;
- preventive healthcare;
- social and emotional development.

Priority must be given, among others, to guidance provided to pupils during the key moments in their education (such as the transition between the first and second stages of secondary education), to special education (the development of operational plans, the reduction in the number of young people at risk, etc.) and to the appropriateness and quality of transfers of pupils between mainstream and special schooling.

Counsellors and other staff (social workers, psychologists, teachers, etc.) form specialised teams in the different multidisciplinary areas. They provide their services free of charge to pupils, parents and schools, and may also submit proposals to schools in the area of guidance.

QUALIFICATIONS OF GUIDANCE STAFF

Due to the fact that the CLBs have a multi-disciplinary character, every discipline has its point of view in the guidance of pupils. This means that not only psychological or social themes, but also medical aspects, can be part of guidance.

Recently, the CLBs in cooperation with VDAB, launched a project on vocational and educational guidance and the provision of more information about labour market professions, in order to improve their skills and experience in that area. They have made an inventory of materials, visions and concepts in the sector, in schools and the Flemish Employment Services and Vocational Training Agency (VDAB). They also spread good practices and are looking for partners in order to share their experience. They intend to develop guidelines for teachers on how to integrate educational/vocational choice activities in their lessons. They want to facilitate and reinforce the common responsibility between schools, CLBs and VDAB.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

The Flemish minister for employment and education launched a decree regarding a new qualification structure in the Flemish Community. Recently (July 2008), this decree was approved by the Flemish government. It now links both training and professions with qualification levels. The aim is to have a common language which brings together all stakeholders regarding education and work, in order to facilitate cooperation between schools, employers, students, parents and other stakeholders.

A new decree concerning higher professional education has also been approved by the Flemish government (see <http://www.vandenbroucke.com>). In terms of educational policy in Flanders, it will be an important bridge between secondary and higher education. It focuses on students who want to acquire a professional qualification after secondary education. This short training includes existing training which is now clearly aimed at the labour market: higher education for social promotion (HOSP), the seventh grade of technical secondary education and the fourth grade of vocational secondary education (until now very unclear on the educational landscape). This new decree was necessary to enhance and facilitate better cooperation between all the concerned stakeholders of (initial and continuing) education.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

CLBs have the obligation to provide information related to educational and vocational guidance for pupils. Special rooms equipped with display shelves and pertinent information in printed and digital formats are available in these centres. The CLB website (www.ond.vlaanderen.be/clb) is also accessible to pupils and parents and provides the possibility to consult useful information.

A virtual centre on the knowledge of entrepreneurial skills was set up within the framework of the 'Entrepreneurial Education' plan of action (<http://www.competento.be>).

The VDAB website (www.vdab.be) provides complete information on careers and possible assistance in the search for employment, IQ tests, etc. It also provides links to other related sites (private bodies, projects, etc.). The same information is also available on CD-ROM.

Internet references

CLB: www.ond.vlaanderen.be/clb

Flemish Agency for Entrepreneurial Training: <http://www.competento.be>

VDAB website: www.vdab.be

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2. Guidance policies in the knowledge society. Trends, challenges and responses across Europe. A Cedefop synthesis report. Ronald G. Sultana. Cedefop Panorama series; 85. Luxembourg: Office for Official Publications of the European Communities, 2004.
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4. Career Guidance and Public Policy: Bridging the Gap. OECD 2004.

BELGIUM (FRENCH COMMUNITY)

School year 2007/08

In 1914, Belgium introduced a period of compulsory education for children and adolescents between the ages of 6 and 14. In 1983, this period was extended to age 18. Compulsory education is applicable to all young people under the age of 18 for a period of twelve years. Therefore, given the fact that the school year lasts from the beginning of September to the end of June the following year, compulsory education begins the year a child reaches the age of 6 and ends the year he or she turns 18.

Full-time education is compulsory for pupils between the ages of 6 and 15. It covers the six years of primary education and the first three years of secondary education. Secondary education is divided into three cycles (*degrés*) of a duration of two years each. The 1st cycle consists of common education for all pupils. In order to allow a differentiated educational pathway which is more closely adapted to the needs of certain pupils, these first two years may also be organised in a differentiated manner. The 2nd and 3rd cycles consist of general, technical, vocational and artistic education. The key moment in terms of guidance is the transition to the 2nd and 3rd cycles, when pupils must choose between the transition streams (also called 'general and technical upper secondary school', whose first aim is to prepare pupils for higher education, whilst allowing them to begin their working lives) and the qualification streams (also called 'vocational and technical upper secondary school', which prepares pupils to begin their professional lives, whilst allowing them to pursue studies in higher education).

Compulsory education is extended up to age 18, but from age 16 or age 15 (if the pupil has finished a 2nd year of secondary education), it is possible to meet this obligation through alternating secondary education and vocational training.

Young people under 18 may also meet requirements for compulsory education through distance learning at home if it meets the conditions established by the government.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

In 2002, the Council for Education and Training (advisory council gathering 28 member organisations) put forward an opinion on guidance and information on studies, training and careers. It defines the notion of guidance, which consists in 'allowing an individual to become aware of his or her personal characteristics and to develop them in view of choosing his or her studies, training and professional activities, in all situations, with the related concern of a collective future and the development of his or her personality and responsibility'. This definition should be enhanced by the European definition, which was the fruit of an agreement made by European ministers in 2005. It applies more specifically to the training and vocational guidance sector for adults: 'Vocational guidance is viewed as an ongoing process of lifelong support provided to people so that they may elaborate and implement their personal and professional projects by clarifying their aspirations and skills, through information and counselling on the realities of work, the evolution of trades and careers, the job market, economic realities and the provision of training'.

The ‘Missions (¹)’ Decree of 1997 governs educational and vocational guidance at compulsory education level. It defines the procedures and attributes the responsibilities in the guidance system to different stakeholders: the board of teachers (including the school head and the teachers), Psychological/Medical/Social Centres (CPMS, or PMS Centres) and parents.

According to the 19 July 1993 decree, vocational training for the Brussels-Capital Region is within the competence of the Walloon Region and the French Community Commission (COCOF). Therefore, the Walloon Office for Employment and Training (FOREM) is responsible for employment and training in the Walloon Region, whereas *Bruxelles Formation* (Brussels French-speaking institute for vocational training) is responsible for the vocational training of the French-speaking community in the Brussels-Capital Region. The FOREM and *Bruxelles Formation* provide information, support and guidance services to people and companies.

RESPONSIBILITIES

The PMS Centres are tri-disciplinary centres with three essential missions:

- to promote the psychological, psychological/educational, medical and social conditions which provide pupils with the best chances to develop their personalities harmoniously, to prepare them to take on their roles of autonomous and responsible citizens and to take an active part in social, cultural and economic life;
- to contribute to the educational process of pupils throughout their educational pathways, by encouraging the implementation of the means for them to make continuous progress, in view of ensuring equal access for everyone to social, civic and personal liberty. To this end, the centres will mobilise the available resources in the pupils’ family, social and educational environments, among others;
- to support pupils in the positive construction of their personal, educational and professional projects and in their socio-professional integration, in a perspective of lifelong guidance.

In order to guarantee the quality of execution of their missions, the activities must adhere to the basic programmes of the Psychological/Medical/Social Centres which include, in particular, guidance and support activities. Furthermore, they have a specific programme as well as a project.

These centres are dependent on the Ministry of the French Community. Even if they often intervene in schools, they are not dependent on them and their cooperation is subject to a contract.

The Psychological/Medical/Social Centres share the responsibility for guidance with the board of teachers in secondary education, which has the task of issuing guidance certificates according to the results obtained by pupils.

(¹) Decree defining the priority missions of basic and secondary education, as well as the structures required to achieve them (decree of 24 July 1997).

The information and vocational guidance services aimed at young people and adults (in particular people seeking employment) are organised under the responsibility of the FOREM and *Bruxelles Formation* (training for the French-speaking population in the Brussels-Capital Region) for the French-speaking part of the country. The Ministry of the French Community does not play a role, as these are public bodies under the Walloon Region and the Brussels-Capital Region. However, dialogues are ensured in a perspective of coherence in the framework of education and lifelong training.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Vocational guidance education is not included in the compulsory education curriculum as a subject in itself or as a cross-cutting approach.

However, articles 21 to 23 of the 'Missions' Decree make it an obligation for schools and the PMS Centres to provide guidance to pupils. Guidance as a mission of the PMS Centres is asserted in the decree of 14 July 2006 related to the missions, programmes and activity reports of the PMS Centres. (*See the bottom of page 5 concerning the PMS Centres and the first cycle*).

Furthermore, each school may assign the equivalent of two weeks spread over the entire third cycle of secondary education to activities intended to encourage pupils' to reflect on their professional choices and their resulting choice of studies. These activities are part of the regular studies of pupils. The staff members who coordinate and guide these activities are on active duty: there are teachers, PMS agents, and most of the time they work in cooperation.

Traineeships within the framework of the curriculum

Traineeships are not part of the curricular activities in the transition stream (general and technical transition stream).

However, they are generally part of the curricular activities in the qualification stream (technical and vocational qualification stream).

At the end of full-time education, young people may pursue compulsory education in alternating secondary education and training. This is intended in particular for pupils from 15/16 years of age who are still in compulsory education. It is organised or subsidised in the second and third cycles of vocational education as well as in the third cycle of the technical qualification stream. It is provided in an alternating secondary education and training centre (CEFA), which is attached to one or several full-time secondary schools which organise the technical and vocational qualification stream in the second and third cycles. The year of training may take place in accordance with the school calendar or may be organised according to other methods. The training may be organised in training modules. Pupils may be grouped with those in full-time education.

Young people may also complete their compulsory education through vocational training provided by the IFAPME (Walloon Institute for Alternance Training and Small and Medium-sized Companies) in Wallonia, and the SFPME (Training Service for Small and Medium-sized Companies) in Brussels.

This education (CEFA) or vocational training (IFAPME or SFPME) must include training activities in a company. These activities are therefore not considered to be work placements.

The Government of the French Community, the Government of the Walloon Region and the French Community Commission (COCOF) have supported the draft tripartite agreement to define the framework for cooperation related to alternance training.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Vocational training which meets the educational obligations of young people is organised (IFAPME or SFPME) in direct contact with companies (see above).

Partnerships are formed willingly between schools and companies in the framework of education, with a view to providing information on careers and guidance (traineeships, visits, conferences, etc.). The PMS Centres cooperate with the CEFA (as with all schools) but are not competent to provide vocational training. However, they may advise it to certain pupils.

Guidance services at school

The board of teachers (the school head and teachers) is among other things responsible for guidance provided to pupils at school. The PMS Centre (see below) and parents are involved to this end. The school board has the authority to take decisions on subjects such as moving up to the next class, cycle or phase and on issuing diplomas, certificates and accreditation of achievement within the school.

Secondary schools put pupils in the first cycle in contact with schools of the same type offering the transition stream as well as the qualification stream, through visits or short observation periods.

According to the law, one of the missions of the PMS Centres is to guide pupils. The staff who work there have the role of providing psychological, medical, social and educational guidance: it is their duty to inform pupils, support their choices and help them discover their own motivations and elaborate their career plans. The PMS Centres employ multidisciplinary teams (psychological/educational counsellors, psychological/educational assistants, social assistants, paramedical assistants and doctors) which are subject to professional secrecy. The PMS Centres are always available for pupils and parents. They provide information and/or counselling concerning possibilities for studies, training, trades and careers, as well as information on the job market to all people who request it. Their services are free of charge.

In the framework of its guidance mission, the PMS Centres favour a global approach to a gradual choice made by pupils, helping them to take stock of their skills, ideas about careers, studies and training, and to free themselves of social and sexist stereotypes. The guidance mission of the centres is in keeping with a perspective of lifelong guidance and training. They work in partnership with the different guidance stakeholders in the world of education as well as employment and training.

The centres inform pupils in the 1st cycle of ordinary secondary education about the educational possibilities organised and subsidised by the French Community as well as the training possibilities. They raise pupils' awareness about elaborating a vocational or training project. The centres propose counselling to parents, if necessary, to provide them with information on the school system and the appropriateness of their child's education/career choice.

The centres also inform pupils in the 2nd cycle of ordinary secondary education about the educational possibilities organised and subsidised by the French Community as well as the training possibilities. After formulating the offer, the centres meet the demands of pupils who request individualised assistance regarding vocational guidance or training. The centres also inform pupils in the 3rd cycle of ordinary secondary education about university and non-university higher education as well as training possibilities.

The role of the PMS Centres consists in guiding or restreaming pupils in secondary education throughout their educational pathways. In the case of special difficulties, a diagnosis and a treatment plan are established in agreement with the school and the parents.

As regards admission to specialised education, the PMS Centres are in charge of the multidisciplinary exam in order to advise guidance to parents. They must also agree with requests by pupils enrolled in specialised education to attend ordinary education.

The PMS Centres intervene at the request of young people, their parents or the school, or on their own initiative in various circumstances.

Each Centre provides guidance to a series of schools. The PMS Centres may intervene collectively (information sessions, maturation of the vocation, tests, etc.) in the schools they are tied to by contract. They may also meet pupils individually (interviews, follow-up of tests, restreaming, etc.) in the schools where they often have an office, or in their own offices.

Guidance services outside school

Non-profit associations exist, such as the SIEP (information service on studies and careers) and the CEDIEP (documentation and information centre on studies and careers), as well as sectoral initiatives (for example, Technopass, a resource and documentation centre for industrial trades).

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

Teachers are active in the area of guidance within the framework of the board of teachers, which issues guidance certificates (certificate A: pass; B: pass, with restriction to certain areas of specialisation; C: failure). During the board of teachers meetings centred on guidance counselling provided to pupils, the PMS Centres provide information to teachers without having to intervene systematically at the end of each cycle.

Guidance training is not included in the initial training of teachers. Modules of ongoing training are sometimes proposed jointly with PMS Centre staff.

The ‘Missions’ Decree specifies the qualifications required for PMS Centre staff, namely those of psychologist, nurse or social worker. The ongoing training for PMS Centre staff is of two types: compulsory (6 1/2 days) and optional (6 1/2 days). It is organised at three levels: at inter-network level, at network level and at the level of each competent authority (the competent authorities may call upon different training providers). University or non-university initial training does not exist for future guidance counsellors. They receive training in their own organisations or through modules of ongoing training.

The Board of Governors for PMS Guidance examines everything concerning the evolution of legislation and training for PMS Centres, with a concern for quality. It shares its opinions with the government.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Cooperation between schools, PMS Centres, parents, former students and other stakeholders is recommended in the framework of the ‘Missions’ Decree, but depends on the individual initiatives of schools. External partners may be from guidance services at universities, colleges of higher education, the public services (FOREM, *Bruxelles Formation*, *Carrefours Emploi Formation*, etc.) and non-profit associations (such as the SIEP, the CEDIEP, *Inforjeunes*, etc.). For example, the PMS Centres organise or are associated with career campaigns. Several PMS Centres prepare and/or support pupils who participate in fairs. Partnerships exist between PMS Centres and schools for the organisation of activities in the framework of vocational and educational guidance. Schools may organise encounters with the *Carrefours Emploi Formation* (employment and training forum which depends on the FOREM) or with university guidance services (CIO or SOU). Many activities exist which depend on the initiatives of schools and/or PMS Centres.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

The Government of the French Community provides secondary schools with information related to higher education as well as the requirements for each pathway. It is presented in the form of publications, such as: *L'enseignement supérieur. Mode d'emploi:* <http://www.enseignement.be/gen/syst/sup.pdf>

The French Community provides an information website called *Mon métier, mon avenir* (My career, my future – <http://monmetiermonavenir.cfwb.be/>) for young people attending compulsory education.

The information platform *Horizons emploi* (Employment Horizons) offers a database on careers and vocational training. This new website integrates data from Formabanque and the General Administration for Education and Scientific Research. A collaboration is under way with *Bruxelles Formation* (<http://www.leforem.be/former/horizonsemploi-index.html>).

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BELGIUM (GERMAN-SPEAKING COMMUNITY)

School year 2007/08

In Belgium, education is compulsory for young people under the age of 18 for a period of twelve years, beginning the year a child reaches the age of 6 and ending the year he or she turns 18. But not all young people are enrolled in full-time secondary school until the age of 18. The 1983 law on compulsory education only imposes full-time education for pupils between the ages of 6 and 15 (16 if they have not completed the first two years of secondary education), and authorises the others to meet their educational obligations through alternating secondary education (*Teilzeitunterricht*) and vocational training in a company. Thus, unless a pupil has had to repeat a school year, all young people are enrolled in full-time education for at least the six years of primary school and the first three years of secondary school.

Secondary education is divided into three cycles of a duration of two years each. The 1st cycle (the 'observation' cycle) consists of common education for all pupils. In order to allow a differentiated educational pathway which is more closely adapted to the needs of certain pupils, these first two years may also be organised in a differentiated manner. The 2nd and 3rd cycles (the 'orientation' and 'determination' cycles) consist of general, technical and vocational education (artistic education is not offered in the German-speaking Community). Unless a pupil has had to repeat a school year, the 1st cycle and the first year of the 2nd cycle of secondary education are compulsory for all pupils. The key moment in terms of guidance is at the end of the 1st cycle during the transition to the 2nd cycle, when pupils must choose between the transition streams (all of general education and certain pathways of technical education), whose first aim is to prepare pupils for higher education, and the qualification streams (most of the technical education pathways and all of the vocational education pathways), which prepare pupils to begin their professional lives, whilst allowing them to pursue studies in higher education.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

In the German-speaking Community of Belgium, there are three institutions which are legally responsible for vocational guidance: Psychological/Medical/Social Centres (PMS Centres), schools and the Employment Office (*Arbeitsamt*).

Educational guidance has existed since 1936 in Belgium. Alongside schools themselves, the law established **Psychological/Medical/Social Centres (PMS Centres)** intended to provide psychological and social guidance to pupils, as well as medical support throughout their schooling. Furthermore, the centres have the legal mission to 'provide pupils, people with parental authority, school authorities and all those who participate directly in the educational process, with information and counselling concerning educational and vocational possibilities, in view of promoting the process of individual choice'.

Since 1989, a national policy or national objectives no longer exist in the area of education and training, as each of the three Communities has become responsible for its own policy in these areas.

In the German-speaking Community, there are three PMS Centres, i.e. one for each education network. One of the political objectives of the current government (2004-2009) is to merge these three PMS Centres into one in order to make more efficient and targeted use of the significant human and financial resources invested by the Community in this area.

Schools themselves also have responsibilities in terms of vocational guidance. The decree of 31 August 1998 (*Grundlagendekret*) related to the missions of the competent authorities and school staff, attributes the responsibilities in the guidance system to the different stakeholders at the schools: the board of teachers, parents and the PMS Centres. Article 15 ('Information on training and careers') states, in substance, that: 'Schools are obliged, in collaboration with the PMS Centres or other specialised schools, to inform and advise pupils and the people responsible for their education regarding studies, training and career possibilities.'

On 17 January 2000, the German-speaking Community created the ***Arbeitsamt der Deutschsprachigen Gemeinschaft (Employment Office)*** by decree, and entrusted it with a mission – in addition to the usual tasks in the area of employment and vocational training – to coordinate and restructure an area of activities in which employment services were not yet active, i.e. that of vocational guidance provided to young people under the age of 18, in cooperation and consultation with other authorities, in particular the PMS Centres.

RESPONSIBILITIES

Currently, the three **PMS Centres** in the German-speaking Community provide services as a priority to the ordinary and special schools in their network. One of the missions of the PMS Centres is to guide pupils. The staff who work there have the role of providing psychological, medical and social guidance: it is their duty to inform pupils and support their choices. PMS Centre staff may sit on the board of teachers.

It is the duty of the PMS Centres to help young people acquire sufficient knowledge about current and future careers, and not only about the training required for these careers. To this end, they have a wide range of information concerning studies and careers in the German-speaking Community, the other Communities of Belgium – especially in the neighbouring French Community – and in bordering countries, especially in Germany.

The foundation of the responsibility of **schools** is contained in two decrees: that of 31 August 1998 (*Grundlagendekret*) related to the missions of the competent authorities and school staff, and that of 16 June 2008 establishing the essential skills and the educational curriculum guidelines. It is nevertheless explained in rather general terms, with the first decree stating that schools must '... prepare pupils to take an active and creative part in economic and professional life', and the second decree stating that the technology course in primary school and in the 1st cycle of secondary school must help pupils to become capable of making a sound choice at the end of the 1st cycle of secondary school (age 14) regarding the future of their educational and vocational training. But central legislation does not establish the educational methods and content by means of which the school must achieve these general goals. The content and

methods which they intend to use in order to reach the objectives of the curricula and develop the skills required by decree are within the remit of the schools and are therefore the responsibility of the competent authorities and teachers.

In secondary education, a certain responsibility for educational guidance and/or vocational training of pupils is incumbent upon the **board of teachers**, which has the task of issuing guidance certificates according to the results obtained by pupils (guidance certificate A: pass, with freedom to choose the type of studies; B: pass, with restrictions preventing access to certain areas of specialisation; C: failure, thus requiring the pupil to repeat the year of studies or – if the pupil has reached the age of 15 – to choose alternance training in part-time education (*Teilzeitunterricht*, organised in certain schools only), in a company or in the form of an apprenticeship contract for training part of the time in a company and the other part of the time in one of the two centres of the Institute of Vocational Training for the Middle Classes and SMEs (IAWM). During the board of teachers meetings centred on guidance counselling provided to pupils, the PMS Centres share information with the teachers and the experience they have acquired by providing support to pupils, often over many years.

According to the decree of 17 January 2000 creating an Employment Office in the German-speaking Community, the **Arbeitsamt** has the mission of providing information and guidance in the area of careers and training (*Berufs- und Ausbildungsberatung*). At the government's request, a guide for schools was made in cooperation and consultation with the PMS Centres, in order to develop and improve the coordination of vocational guidance education (*Leitfaden zur Berufswahlorientierung von Schülern und Lehrlingen in der Deutschsprachigen Gemeinschaft*).

The role of the ministry and the government must not be underestimated. In the framework of its analysis of the functioning of the German-speaking Community, at the beginning of the current term (2004-2009), the government drew up a long list of more than 170 measures (*Maßnahmenkatalog der Regierung*), with projects and a concrete plan of action for each of them, to be carried out until 2009. This list of measures is revised and updated each year. Approximately ten of these measures are aimed directly or indirectly at the improvement of information on studies, training and careers as well as educational and vocational guidance.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

The curricula are the responsibility of the competent authorities and are not established by central legislation. They must, however, adhere to the decree of 16 June 2008 establishing the essential skills (*Kernkompetenzen*) and curriculum guidelines (*Rahmenpläne*) in education. These curriculum guidelines, as well as the content mentioned in them, are compulsory and may be considered as minimum curricula imposed on all schools. The skills [*Kompetenzerwartungen*] described in them for the various disciplines must be developed by all pupils in all schools.

Although these curriculum guidelines do not include a course for vocational guidance education, the subject is nonetheless present. Therefore, in the curriculum guidelines for natural sciences and technology, a section entitled '*The specific contribution of technology to the development of*

skills' states that: '... The technology course contributes to discovering and developing talents, cultivating a taste for problem-solving and **stimulating an interest in technical careers.** At the end of the 1st cycle of secondary school [at the age of 14], pupils take a fundamental decision regarding the future of their educational and vocational training. The contact with technology in primary school and in the 1st cycle of secondary school helps pupils to become capable of making sound choices.' The law does not impose a method, however, or the content for reaching this objective. These aspects are within the remit of schools and teachers. Many initiatives are taken in this respect in the area of vocational guidance education. In addition to the lessons in various subjects which teachers devote to the different aspects of careers and trades, very interesting extracurricular activities exist in most schools. Many classes visit artisan workshops and other companies (bakeries, garages, etc.). In other municipalities, one or two open days are organised, during which a number of companies and public services welcome interested pupils from the 5th and 6th years of primary education, for example.

Traineeships within the framework of the curriculum

In compulsory education (between the ages of 6 and 18) only the curricula of the qualification streams – 2nd and 3rd cycles of technical and vocational education – include visits to companies, work shadowing and traineeships in companies, with the latter organised for one day per week or over continuous periods of two to six weeks, mainly during the 3rd cycle.

The law on compulsory education authorises young people between the ages of 15/16 and 18 to meet their educational obligations through alternating secondary education (*Teilzeitunterricht*) and vocational training in a company and a training centre run by the Institute of Vocational Training for the Middle Classes and SMEs (IAWM). In this alternance training, the presence of young people in a company may not, however, be considered as a traineeship. The alternance training organised by the IAWM, for example, is based on an apprenticeship contract signed between a company certified by the Institute and the young person and his or her parents. The young person works for 3 or 4 days per week in a company with the status of apprentice (*Lehrling*) and earns a small salary; for 1 or 2 days, he or she takes general and technical training courses in relation to his or her vocational training in one of the IAWM centres.

As regards part-time education, which also includes work placements for young people in companies, there are plans to restructure the *Teilzeitunterricht* and to elaborate a new legal basis for this form of education, and to increase cooperative efforts with the non-profit sector in view of creating more possibilities for traineeships.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Throughout compulsory education, very interesting activities exist in most schools on the initiative of motivated teachers. Among these activities, let us mention the initiative to invite professionals to primary schools, or pupils' visits to companies. At secondary school, this contact with the professional world takes place above all through traineeships in companies,

which are included in the curricula of the technical and vocational sections. Pupils in general education should also have the chance to be in contact with the professional world. This proposal has been made by a working group which is preparing a secondary education reform.

For 16 years, the IAWM has been organising its company discovery weeks (*Schnupperwochen*) during the two weeks of Easter holidays. The 5 000 young people in compulsory education aged 15 to 18 are personally invited – via their schools – to visit and explore one or several of the participating companies. They may spend anywhere from a few hours to one or several days in the companies, and even work in them for a trial period. In 2008, more than 800 young people and 275 companies participated.

Guidance services at school

The board of teachers is the main stakeholder responsible for guidance provided to pupils at school. The PMS Centre (see below) and parents are involved to this end. At the end of the first 8 years of compulsory education, pupils are directed towards the type of education which is best adapted to their aspirations and capacities, i.e. general education, technical education or vocational education, or one or two years later, towards one of the types of vocational training organised by the IAWM in the form of an apprenticeship contract.

In the framework of their responsibility for educational and vocational guidance, secondary schools provide pupils with information brochures on studies and the various vocational training possibilities in the German-speaking Community or elsewhere. For example, the brochure *JOB Start – Bewerberinfos* has been published by the ministry since 2004 to facilitate the transition of pupils and apprentices from school or vocational training to studies or additional qualifications, or to the professional world.

Secondary schools organise information days or evenings on studies and careers in collaboration with the PMS Centres, the *Arbeitsamt*, the IAWM, the parents' association, universities and colleges of higher education, service clubs and other partners.

Guidance services outside school

The multidisciplinary teams at the PMS Centres (psychological/educational counsellors, psychological/educational assistants, social assistants, paramedical assistants and doctors) provide services free of charge to pupils and their parents, as well as to teachers who are interested. The PMS Centres intervene at the request of young people, their parents or schools, or on their own initiative in various circumstances. They work in close collaboration with schools, where they sometimes have an office, and with the Employment Office (*Arbeitsamt*). The role of the PMS Centres consists in guiding or restreaming pupils in secondary education throughout their educational pathways. In the case of special difficulties, a diagnosis and a treatment plan are established in agreement with the school and the parents. In this case, a personalised interview usually takes place during a school day, if possible during breaks or periods when the pupil does not have classes. Group interventions are also possible, for example, for information

sessions, the choice of studies or a career, tests, etc. In these cases, the PMS Centre counsellor usually goes to classrooms to speak with the pupils.

Girls' Day, a European action day for vocational guidance provided to young girls, was organised in the German-speaking Community on 24 April 2008 on the initiative of the IAWM, thus adding a new important element to vocational guidance organised in schools. It was an excellent occasion for young girls aged 11 to 18 to experience the reality of professional activity in one of the 39 companies which participated, and to become familiar with the professional world and various fields of activity which are not typically considered to be 'feminine'.

Young people and companies (certified to train apprentices) may benefit from the IAWM's electronic platform called the *Lehrstellenbörsen*, where companies may list their offers for apprenticeship contracts, and pupils seeking alternance training may find up-to-date offers.

The *Arbeitsamt* provides young people, PMS Centres, the IAWM and information centres for young people with various publications: a 31-page brochure presenting all the training possibilities for young people in the German-speaking Community, a 20-page guide for parents (*Die Berufswahl. Ein kleiner Ratgeber für Eltern*), a 40-page brochure on higher education in the French and German-speaking Communities, and approximately 90 information files on careers.

The *Arbeitsamt* is currently considering the introduction of standardised professional aptitude tests, which have been used in Germany since 1992 for career choices (*Berufswahltests*).

Career choices are discussed at seminars (*Berufswahlseminare*) organised on the initiative of the PMS Centres and/or the *Arbeitsamt*. Through practical exercises, role-playing and simulations, participants approach different issues related to choosing a trade or a career.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

Teachers are active in the area of guidance. During their initial or ongoing training, they are not prepared to provide guidance to pupils regarding their choice of studies and career.

In other guidance services

The qualifications and degrees required for the staff at the PMS Centres, namely the psychologists, nurses or social workers, are regulated by royal decrees. No special training for guidance practitioners is included in initial training. They learn about guidance through experience at work.

'Learning by doing' was also the motto of the people at the Employment Office of the German-speaking Community who were responsible for vocational guidance and the coordination of the information and guidance efforts of various stakeholders in the area of guidance provided to pupils about studies, careers and training.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Cooperation between schools, parents, former students and other stakeholders is not only recommended by the ministry and in statutory texts, but is also practised in schools and elsewhere, as discussed in the present study. The achievements depend greatly on the motivation of the people responsible for guidance and on the individual initiatives of schools and teachers.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

Since 2004, the Ministry of the German-speaking Community has provided secondary schools with access to information brochures on studies and various possibilities for vocational training in the German-speaking Community or elsewhere (see above).

The PMS Centres and the *Arbeitsamt* (Employment Office) are very well equipped and are accessible to everyone (see above).

The *Jugendinformationszentrum St Vith* (JIZ) and *Infotreff Eupen* (information centres for young people) provide information on education, training and career possibilities.

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VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

BULGARIA

School year 2007/08

Education is compulsory for pupils between the ages of 7 and 16. It covers basic education organised as a single structure and divided into two cycles: primary level (4 years – *natchalno utchilishte*) and lower secondary (4 years – *progimnazialno utchilishte*). Pupils go from primary to lower secondary automatically. The curriculum is the same for everyone (there are no options to choose from). At the age of 14 (for arts schools and specialised schools) or 15, pupils must choose between general and vocational upper secondary education, whose first year (or first two years) is also compulsory.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The main objectives of national policies in terms of information, guidance and vocational counselling consist in helping young people and adults in their decision-making and career choices, to ensure satisfying personal growth on the labour market. The fulfilment and establishment of these objectives is based on the 2001 Law on Employment Promotion.

The 1999 Law on Vocational Education and Training also constitutes a statutory basis for activities related to vocational guidance. In accordance with this law, guidance is an integral part of the education and training system. Information and advice on vocational or career choices must be provided to pupils, students and any other person seeking employment. This law foresees the establishment of a Centre for Information and Vocational Counselling.

RESPONSIBILITIES

The Ministry of Education and Science defines the principles and strategies of the state policy in the area of vocational guidance, makes the necessary guidance services available to pupils, and coordinates and controls activities of the responsible units.

The offices of the employment agency of the Ministry of Labour are responsible for information and counselling services provided to anyone seeking employment or a change of career.

In 2005, the National Pedagogical Centre within the structure of the Ministry of Education and Science was established with representation offices countrywide (32 Regional Pedagogical Centres overall). These regional offices provide vocational guidance services for pupils.

In October 2008, the National Strategy for Lifelong Learning was endorsed for the period 2008-2013. The responsibilities for its implementation are assigned to the Ministry of Education and Science and the Ministry of Labour and Social Policy. According to the newly adopted Strategy, a national system for lifelong vocational guidance is to be developed and implemented within the indicated period 2008-2013.

The structures in place provide vocational guidance at regional and local level and operate under the Ministry of Labour and Social Policy. Besides disseminating information and providing consultancy services to adults, these establishments give advice to pupils on their future vocational orientation.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

In line with the recently adopted National Programme for School and Pre-school Education – 2006-2015, short-termed modules on vocational guidance oriented exclusively to primary school students have been developed.

In addition, activities may be organised at individual initiatives of teachers, schools or authors of textbooks.

In 2007, the national curricula on vocational training, devised for different occupations and professions, encompassed guidelines for exploration of topics also relevant to continuing education, professional fulfilment and career development in the pursued occupation or profession.

Traineeships within the framework of the curriculum

There are no official rules for the organisation of traineeships in the framework of the primary and secondary education curriculum. These activities may nevertheless be made available on the basis of the individual initiatives of schools or teachers.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Guidance services at school

In lower secondary and upper general and vocational education (from the 5th to the 12th year), the teacher responsible for the class has one hour per week for vocational guidance education. Part of the time is devoted to discussions with pupils regarding their problems/questions related to their choice of profession and future career.

Within the education system (from I-XII degree) over 800 pedagogical advisors have been employed in schools. Their specific role is to provide advice and guidance, thus supporting students, parents and teachers in matters related to vocational guidance. They employ for this purpose a complexity of approaches and communication means, such as meetings, conversations, questionnaires, information dissemination, advice and consultancy services, trainings, discussions, competitions etc.

The educational counsellors employed by schools provide pupils with information and advice on possible educational and vocational pathways after the 7th and 8th year (end of lower secondary) as well as at the end of upper secondary education, and help pupils to determine their centres of interest and their professional skills based on a specific methodology. These services are offered individually or in groups. Furthermore, pupils and their parents may obtain specialised individual assistance related to personal, social and psychological problems.

Guidance services outside school

The 13 vocational information centres of the Ministry of Education and Science at regional level, whose services were aimed at pupils, parents and teachers as well as at other people, in particular those seeking employment, employees, etc., have been transformed into Regional Pedagogical Centres. Their main functions, however, are kept unchanged. These centres were initially established as a pilot project in the framework of a flagship project entitled 'School for everyone'. Their role is to prevent school drop-out, establish a return to the education system, ensure a professional training offer and teacher training, etc. For example, the centres organise theme-based conferences, group information sessions with professionals, etc.

The Ministry of Education and Science has established a network of the so called Resource Centres for inclusive education of children and pupils with special educational needs. One of the underlying functions of these establishments is to provide vocational guidance and duly inform students and parents of all existing and relevant possibilities.

The Minister of Education and Science approves the annual National Calendar (schedule) for student competitions in different professions. These outside school educational competitions in the professions pursued in the system of vocational education and training, take place at national, regional and local level. Such various outside school activities complement the regular provision, further contribute to the awareness raising and stimulate the students to consider following more closely vocational training possibilities and provisions.

The offices of the employment agency of the Ministry of Labour offer their information and vocational guidance services specifically to those seeking employment or, in certain cities (for example in Sofia), to people with physical handicaps. An information and counselling centre of the regional employment office (in Sofia) provides services related to the search for employment, career planning, work placements, etc. to those seeking employment, employees and students.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

Educational counsellors employed by schools have a degree in psychology, education or sociology (bachelor's or master's level). A growing number of higher education institutions have provided for specific training courses in educational and vocational guidance, intended particularly to prospective career advisors. For example, the University of Rousse and the University of Veliko Turnovo have established such training courses.

In other guidance services

The staff at the employment agency offices are specialists with degrees in economics, social science or technical science (bachelor's or master's level), and are appointed according to the regulations for administrative staff. The description of posts for these staff members defines the skills required (such as knowledge of the professional world and theories of career development, and communication and organisation capacities).

Besides, at national level, the Ministry of Education and Science has undertaken certain steps to ensure the staff development within the school vocational guidance system by organising regular trainings in career consulting aimed at the professionals in vocational guidance, employed at the Regional Pedagogical Centres, as well as at pedagogical advisors and teachers. In 2007, 800 individual professionals have attended these trainings, and the number has increased to 1 000 individuals in 2008. The large-scale in-service trainings were funded from the public budget and allocations were provided by the National Programme for qualification training of the Ministry of Education and Science.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

The Ministry of Education and Science organises every year forums on vocational guidance, both at national and regional level. They are attended by educational institutions, employers and NGOs. The forums are meant to raise the awareness for the existing possibilities of vocational education, training and employment. One of the regular events held in order to provide information and guidance, is the educational fair organised for candidate students, where employers, universities, NGOs participate and display information materials.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

The information and publication centre of the employment agency is responsible for the development, production and publication of information in terms of vocational guidance (centred on the professions included in the national classification, the training programmes, schools, etc.). The information is presented as printed information (brochures, folders, etc.), videos, on the agency website and via other multimedia products. A specialised committee from the agency approves the distributed information. Each year, the agency releases a publication entitled 'Labour Market', presenting the national and regional general data on the market as well as analyses and conclusions on dynamics and trends.

The Ministry of Education and Science has set up an Educational Gateway that provides information on:

- the education institutions in Bulgaria;
- the list of professions for which education and training is provided;
- the profiles, specialities and professions, for which education and training is provided;
- the documents setting out the terms and conditions for enrolment in public and municipal schools;
- the national educational requirements for the education and training in professions, syllabi, national curricula, national examination programmes in vocational education and training provided;
- digital study content in the compulsory and vocational school subjects;

Internet references

Links for contact

Ministry of Education and Science: www.mon.bg

Ministry of Culture: www.mct.government.bg

Ministry of Agriculture and food supplies: www.mzgar.government.bg

Ministry of Labour and Social Policy: www.mlsp.government.bg

National Agency for Vocational Education and Training

Service structures

Human Resources Development Centre: www.hfdc.bg

National Centre for Information and Documentation:

<http://mail.nacd.bg/newdesing/bg/inden.php/> nacid@naci-bg.net;

National Pedagogical Centre: <http://www.npc-bg.com/centrove1.htm>

Centre for Control and Assessment of the Quality in Education: www.ckoko.bg

Centre for Information Assurance of Education

Sources

1. Thematic overview (CEDEFOP)
2. Country report (CEDEFOP)
3. Guidance policies in the knowledge society. Trends, challenges and responses across Europe. A Cedefop synthesis report. Ronald G. Sultana. Cedefop Panorama series; 85. Luxembourg: Office for Official Publications of the European Communities, 2004.
4. Eurybase; Eurydice.

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

CYPRUS

School year 2007/08

Education is compulsory for pupils between the ages of 4 years and 8 months and 15 years, and covers pre-primary education (*prodimotiki ekpaidefsi* – ages 4 years and 8 months to 6 years), primary education (*dimotiko scholeio* – ages 6 to 12) and lower secondary education (*gymnasio* – ages 12 to 15). The end of compulsory education is a key moment in terms of guidance. Pupils have the possibility to go on to general, technical or vocational upper secondary education.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

Specific legislation does not exist concerning information services, counselling and educational and vocational guidance for pupils. The guidelines established by the Council of Ministers based on the recommendations made by different ministries constitute a legal basis for these services. Furthermore, detailed descriptions (*Schemes of Service*) of the different posts of guidance practitioners exist.

The main objective of the national policy in the area of educational guidance is to provide young people with the necessary assistance and education to allow them to make well-informed and reasoned choices regarding their future studies and career.

In the employment sector, the objective of the policy in the area of vocational guidance is aimed mainly at the situation on the labour market (the reduction in the level of unemployment).

RESPONSIBILITIES

The main stakeholders involved in the establishment of counselling and guidance services are the Ministry of Education and Culture (*Ypougeio Paideias kai Politismou* – YPP), the Ministry of Labour and Social Security (*Ypougeio Ergasias kai Koinonikon Asfaliseon* – YEKA) and the Authority for the Development of Human Resources (*Archi Anaptyxis Anthropinou Dynamikou* – AnAD).

Counselling and Careers Education Service – Ministry of Education and Culture

The Counselling and Careers Education Service (CCES) operates within the public secondary education system of Cyprus and offers help to students and other young people through the Counselling and Careers Education Offices at schools and the central offices of the service at the Ministry of Education and Culture (MOEC).

The goal of the CCES is to provide specialised help to students and other young people through counselling in order to deal effectively with the personal, educational, vocational and social problems they face.

At the level of the Ministry of Labour, information and vocational guidance services are offered via the Public Employment Service (*Dimosies Ypiresies Apascholisis – DY*A) and are aimed mainly at people seeking employment (as well as pupils in certain situations).

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Counselling and Careers Education Service – Ministry of Education and Culture

The ‘Careers and Social Education’ course is included in the formal curriculum of the 3rd year of lower secondary school (*gymnasium*). The course is offered by the school counsellors once a week during the first term of the academic year and its educational objectives are described below:

Careers education (objectives):

After completion of the course the students will:

- realise the need for vocational guidance and counselling;
- know the goals of the Counselling and Careers Education Service;
- acquire the self-knowledge needed in order to make suitable educational/vocational choices;
- familiarise themselves with the world of work, the different professions, the scientific taxonomies of professions, work values, working conditions, the recent changes in the Cyprus and European labour market, etc.
- know the educational system in Cyprus with specific emphasis on the existing educational choices after the completion of lower secondary school (*gymnasium*);
- be informed about post-secondary education institutions in Cyprus, Greece and other foreign countries;
- develop the necessary decision-making skills so as to be able to make suitable educational/vocational choices.

Social education course (objectives):

After completion of the course the students will:

- acquire appropriate self-knowledge;
- develop self-approval;
- develop self-confidence;
- develop the skills needed for a normal adjustment to the school and social environment;
- develop self-resilience skills to protect themselves from different social dangers;
- develop problem-solving and social skills;
- develop decision-making skills;

It needs to be mentioned that the CCES publishes two instructional books ('Careers Education' and 'Social Education') related to the teaching of the abovementioned course. The books include theory, as well as student activities related to the thematic subjects of the books. The course is not graded.

Traineeships within the framework of the curriculum

Ministry of Education and Culture

During the 2nd year of upper secondary school (*lyceum*) students have a one-week traineeship in a job of their interest. This activity is organised and supervised by the schools in collaboration with the world of work. The school counsellors help the students in deciding on a suitable job setting according to their interests, skills and abilities. Additionally, students in technical education (students can choose to follow technical education after they complete lower secondary school, or *gymnasium*, ages 12-15) have traineeships according to the specialisation of their choice within the framework of their curriculum.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Counselling and Careers Education Service – Ministry of Education and Culture

The Counselling and Careers Education Service (CCES) of the Ministry of Education and Culture (MOEC) organises different activities – specifically for pupils in the 3rd year of lower secondary school (*gymnasium*) and the 2nd and 3rd years of upper secondary school (*lyceum*) – with the goal of helping students get acquainted with the professional world, become familiar with the nature of different professions and university studies, as well as with the skills and interests needed to enter different professions, labour market demands in relation to different professions, etc. (An example of the abovementioned activities is the organisation of a four-day educational/vocational exhibition, where professional organisations are invited to help the students and other young people know more about the professions they represent. Another example is the production by the CCES of an informative educational film related to different professions.)

Guidance services at school and Guidance services outside school

Counselling and Careers Education Service – Ministry of Education and Culture

The CCES of the MOEC has the main goal to provide specialised help to students and other young people through counselling in order to meet the general goals of the Ministry of Education and Culture, which are the following:

- the healthy development of students' personalities;
- the development of problem-solving skills so as to deal effectively with their personal, educational, professional and social problems.

Specifically, the counsellors offer help to students and other young people in order to make effective personal, educational and vocational choices. The following areas are emphasised:

- self-knowledge;
- self-approval and self-confidence;
- self-actualisation;
- decision-making skills/problem-solving skills;
- healthy adjustment to the school and social environment;
- critical thinking and effective use of appropriate information.

The multiple socioeconomic and cultural changes caused by technological advances all over the world have increased the complexity of matters concerning young people (e.g. personal, educational, professional and social). As a result of these demanding changes, counsellors place special emphasis on helping students equip themselves with the necessary skills so as to make effective personal, educational and vocational choices through the following:

- personal, group and family counselling;
- administration of specialised tests offered during counselling sessions with an aim to help those interested to make an in-depth exploration of their personality, interests, abilities, work values, etc.
- teaching of the Careers Education and Social Education course (offered in the 3rd year of lower secondary school);
- organisation of seminars and conferences on vocational, educational and other related subjects;
- production of careers education films;
- publication of instructional and informative books.

Additionally, the CCES participates at a strategic level at the MOEC in different committees whose major goal is the strengthening of students' personalities, so as to deal effectively with the challenges of the modern world.

Additionally, based on the principle of providing equal opportunities to students with special needs to be educated along with other students of the same age in the public secondary schools of their community/neighbourhood, the counsellors provide personal and educational counselling to students with special needs and contribute towards the development of individual educational programmes for these students.

As mentioned above, the CCES publishes instructional and informative books, namely:

- The Role of the Family for the Educational Choices of the Children.
- Lower Secondary School (*Post-gymnasium*) Education in Cyprus.
- Careers Education.
- Scholarships for Upper Secondary School (*Post-lyceum*) Education.

- Informative Brochure about the Counselling and Careers Education Service.
- Public Higher Education Institutions in Cyprus.

At present, one of the main goals of the CCES is the provision of lifelong guidance, which is also promoted at European level through the newly established European Lifelong Guidance Policy Network (ELGPN), in which Cyprus participates as a member.

Specifically, the CCES has already proposed the operation of regional (district level) Centres of Counselling and Guidance, which will operate during hours which are convenient to the general public. The centres will be accessible to all European citizens, and emphasis will be placed on the provision of counselling/guidance to all citizens, irrespective of age, gender, religion, race, ethnicity and disability. The qualified counsellors, who will work in these centres, and generally all counsellors employed in the CCES, will have in-service training with special focus on helping their clients to develop appropriate career managing skills over their lifetime. Additionally, special emphasis will be placed on the provision of effective counselling to specific groups of people (already identified) depending on their needs, as well as on the formal evaluation of the services provided, the provision of appropriate in-service training to the staff of the service, and scientific research in areas of special interest to the CCES.

Furthermore, the CCES currently promotes the establishment of a National Forum on Lifelong Guidance, which is considered as a basic immediate goal for the upgrading of all services providing guidance and counselling in Cyprus.

QUALIFICATIONS OF GUIDANCE STAFF

Counselling and Careers Education Service – Ministry of Education and Culture

School counsellors have the official status of Secondary School Teacher for Counselling and Careers Education. In order to be eligible for employment at the CCES of the MOEC as a counsellor (Secondary School Teacher for Counselling and Careers Education) one needs to have a first university degree in a subject taught in secondary education and a post-graduate degree (master's and/or diploma) of at least one year's duration, either in counselling or in careers education/career guidance.

Since Cyprus still does not have a higher education institution which provides post-graduate studies in the abovementioned areas, those interested in the field complete the post-graduate studies required for employment mainly in the UK, USA and Greece. Their degrees have to be approved by the Cyprus Council for the Evaluation of Academic Degrees (KYSATS).

The Authority for the Development of Human Resources (*Archi Anaptyxis Anthroponou Dynamikou* – AnAD) organises seminars and lectures for counsellors, consisting mainly in the dissemination of information on the results of studies on the evolution of the labour market situation. Ongoing training is also offered by the Association of Counsellors and the Educational Institute of the Ministry of Education.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Counselling and Careers Education Service – Ministry of Education and Culture

The CCES considers cooperation with parents, employers and others stakeholders to be very important in providing effective help to students. Therefore, counsellors cooperate with them formally and informally, both at school and Ministry of Education level.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

Counselling and Careers Education Service – Ministry of Education and Culture

In addition to publishing informative books and producing educative films related to vocational guidance, the CCES of the MOEC has organised library services in secondary schools as well as a main library at the central offices of the service in the MOEC, where students and other interested people may access up-to-date information.

Furthermore, almost all counselling offices at schools have Internet facilities and provide students with access to online vocational guidance information. Additionally, online information on vocational guidance is available at the central offices of the service, which have also developed a website about the services offered by the CCES.

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2. Guidance policies in the knowledge society. Trends, challenges and responses across Europe. A Cedefop synthesis report. Ronald G. Sultana. Cedefop Panorama series; 85. Luxembourg: Office for Official Publications of the European Communities, 2004.
3. Eurybase; Eurydice.
4. Dr. Terpsa Constandinidou, Counselling and Careers Education Service – Ministry of Education and Culture

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

CZECH REPUBLIC

School year 2007/08

Education is compulsory for pupils between the ages of 6 and 15. It is offered in basic schools (*základní škola*) and is organised as a single structure. Pupils remain in the same education system and do not change schools. Some pupils with academic talents may access (via an entrance exam) *gymnázium* (lower secondary level) at the age of 11. The end of compulsory education is a key moment in terms of guidance. Pupils have the possibility to go on to general or vocational upper secondary education. Access depends on meeting entrance requirements, which are usually the results obtained in the entrance exam.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The 2004 Education Act stipulates guidance services at schools which are specified in the regulation. In the field of vocational guidance, the guidance services at school are focused on guidance assistance integrating education, information and support regarding a suitable choice of educational and later professional career. The 2004 Employment Act defines the state employment policy, including career counselling in labour offices.

RESPONSIBILITIES

The Ministry of Education, Youth and Sports and the Ministry of Labour and Social Affairs share the responsibility for the implementation of vocational guidance education and vocational guidance services. Their objective is to provide solutions to facilitate educational and vocational guidance for young people and adults.

Guidance services at schools (under the Ministry of Education, Youth and Sports) are aimed more specifically at solving the problems faced by young people, in particular those related to choices and changes in educational pathways.

The Ministry of Education, Youth and Sports has established specialised institutions. The Educational and Psychological Counselling Institute (IPPP) coordinates guidance services in schools and controls their quality and effectiveness. It also offers in-service training of educational staff in the field of guidance and conceptional, methodological, information and counselling activities.

The National Institute of Technical and Vocational Education (NUOV) is responsible for research, the development of methodologies and information on vocational guidance. It also offers in-service training of educational staff in the field of guidance through e-learning courses. One unit of the Institute is the Career Guidance Centre.

The National Institute for Further Education (NIDV) offers in-service training aimed at increasing the quality of guidance and career counselling of educational staff.

The Institute for Information on Education gathers statistics and, among others, informs on educational opportunities and available places at upper secondary schools.

The National Children and Youth Institute, and namely its department Information Youth Centre, gather all necessary information, information products, consultancy and services for children and youth, and also develop information and counselling activity in the broadest scope possible.

The Ministry of Labour and Social Affairs established Labour Offices (77) which are centred on the transition between school and the world of work, providing support to young people in their search for employment, and are aimed at increasing the level of employability. This Ministry founded the National Training Fund with the objectives to develop human resources and support lifelong learning, employment and social development.

Many other guidance services exist (bodies under the responsibility of the Ministry of Industry and Commerce, private organisations and employer associations).

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

In 2002, the educational area 'learning about career choices' was included in the Standard of Basic Education for *základní školy*. It is aimed at developing the knowledge and personal capacities of pupils in terms of their understanding of working life, which are necessary in order to begin and make progress in their academic and professional lives. Schools may integrate this topic into other subjects (such as citizenship education) or provide it as a separate subject (this is the case in 25 % of compulsory schools). The optimal number of hours is 60 lessons lasting 45 minutes each, in the last two or three years of basic education.

In 2004, a curricular reform began. The Framework Educational Programme of Basic Education has been implemented gradually since 2007/08 (starting in the first years of primary and lower secondary level of *základní škola* and relevant year of *gymnázium*).

One of the general aims of basic education is to help pupils to discover and develop their own abilities and skills in the context of actual opportunities and to use their abilities and skills in combination with their acquired knowledge when making decisions regarding their personal and professional aims.

Among the working competences acquired by the end of basic education, pupils use their knowledge in the various educational areas to the benefit of their own development and preparation for the future; make well-founded decisions regarding their future studies and/or profession; have a notion of the basic activities needed to set up and implement a business plan; and understand what it means to be an entrepreneur, the goals an entrepreneur pursues and the risks they face.

These competences can be acquired in the educational area 'People and the World of Work'. This educational area covers a broad spectrum of working activities and technologies, guides pupils towards gaining basic practical skills in various areas of human activities and contributes to shaping pupils' attitudes towards their lives and professional careers. The thematic area entitled 'The World of Work' is mandatory for the last two or three years of

basic education. The Framework Educational Programme is implemented at school level by a school educational programme prepared by an individual school.

Traineeships within the framework of the curriculum

Traineeships within the framework of the curriculum of compulsory education are not provided. There are several ways to prepare young people with special educational needs depending on their level of disability.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

The Framework Educational Programme of Basic Education sets only the competences and content of basic education. Methods and forms are not prescribed and depend on the school head and teachers. They can be specified in the School Educational Programme.

Guidance services at school

Schools are obliged by law to ensure provision of guidance services. They usually create a post of educational counsellor (*výchovný poradce*) who works in close collaboration with class teachers or other educational staff at school. Apart from the educational counsellor, a school psychologist or special pedagogue works at some schools.

The role of educational counsellors is to guide pupils in their choice of educational and professional pathway, to identify pupils with specific educational needs and to provide the necessary care and follow-up for their integration into school. They provide methodological support to teachers in the area of career guidance and care for pupils with special educational needs.

Within the project *VIP Kariéra* supported by the European Social Fund, school guidance centres (*školní poradenská pracoviště*) were established by the IPPP at 99 schools in 2005. Their aim is to increase the quality of guidance services to teachers and pupils. They are composed of the school psychologist or special pedagogue, educational counsellor, prevention specialist and a team of educational staff at the school.

Schools cooperate with educational psychology consultation centres (*pedagogicko-psychologické poradny* – PPP) and special education centres (*speciálně pedagogická centra* – SPC). A network of educational psychology consultation centres (PPP) in every district is available to schools. Among others, their responsibilities consist in determining pupils' level of knowledge and psychological preparation for school, advising parents or school heads as to pupils' choice of school or class, cooperating during school admissions procedures, counselling pupils who are at risk of becoming early school leavers or those who are particularly gifted, and providing guidance services to pupils in their personal and career perspectives. The counsellors in these centres (psychologists, special pedagogues, social workers) work with pupils and their parents, individually or in groups. They help young people make their future career choices through evaluations of their capacities, personal qualities, interests and other characteristics.

The special education centres (SPC), which are generally located in schools, provide counselling to pupils with different types of disabilities (physical, sensory or mental) and to health disadvantaged pupils.

Guidance services outside school

The labour offices (*úřady práce* – ÚP) under the responsibility of the Ministry of Labour and Social Affairs offer counselling to all citizens (including young people) who are seeking employment or vocational training, etc. These offices, among others, provide guidance and information services related to vocational training and further education and supplement guidance centres in the education sector. All labour offices have a career counselling centre and provide vocational counselling.

The National Training Fund and its Guidance Service Support Unit oversees guidance services in the sector of this Ministry.

Guidance services are also provided by private employment agencies (*agentury práce*) which must be accredited by the Ministry of Labour and Social Affairs.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

The teachers in charge of subjects which integrate ‘learning about career choices’ have specialised qualifications in a subject. The initial training of these teachers does not yet include specific preparation. Teachers may nevertheless take various in-service training programmes related to guidance (offered by the IPPP, NUOV, NIDV and other accredited institutions) and benefit from existing methodological documents.

The schools employ qualified teachers as educational counsellors, whose teaching workload is reduced by one to five hours per week (according to the number of pupils at the school) in order for them to devote time to guidance. They have to complete specific complementary training organised by higher education institutions.

School psychologists or special pedagogues who also work at schools and in guidance centres (PPP, SPC) devote part of their time to some form of vocational guidance. They must have a master’s degree in psychology and special pedagogy respectively.

In the employment sector

Counsellors in the public employment service must have a higher education degree. They usually have degrees in psychology or education.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Cooperation in terms of information, counselling and recommendations in compulsory education exists between schools, parents and employers at school level depending on the activities of these partners.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

The *VIP Kariéra* project, with the participation of the Ministry of Education, Youth and Sports, IPPP, NUOV and NIDV and supported by the European Social Fund, enabled the development of a comprehensive basis for guidance and counselling (in-service training and school guidance centres are mentioned above). Within this project, the NUOV created the Information System on School Leavers' Success on the Labour Market (ISA) with the portal www.infoabsolvent.cz. It offers a wide choice of educational and career opportunities, analyses of the labour market and other documentation. This Institute publishes an annual survey on educational opportunities at upper secondary level.

The Institute for Information on Education publishes a list of educational opportunities at upper secondary level (SET) and informs on available places at schools.

The Information Youth Centres (ICMs) gather information on educational pathway possibilities for all ages. These centres are grouped in an association which represents them in the Czech section of the international information portal for young people in Europe (www.infomobil.org).

An information database on employment exists on the website of the Ministry of Labour and Social Affairs (www.portal.mpsv.cz), which offers free computer access to those searching for employment.

There are also brochures, company listings, CD-ROMs, video presentations of professions as well as a wide range of information on education (such as, for example, school listings and video presentations of study programmes).

The private sector plays an important role in the production of information, the management of websites, etc.

Internet references

Educational and Psychological Counselling Institute: www.ippp.cz

National Institute for Technical and Vocational Education: www.nuov.cz

National Institute for Further Education: www.nidv.cz

Institute for Information on Education: www.uiv.cz

Information centres for young people: www.icm.cz

National Training Foundation: www.nvf.cz

Information System on School Leavers' Success on the Labour Market (ISA): www.infoabsolvent.cz

Guide to the World of Occupations: <http://www.gwo.cz/>

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VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

DENMARK

School year 2007/08

Education is compulsory from 7 to 16 but schooling is not. Pupils must receive an education whose requirements are similar to those in the schools referred to as *folkeskole*. A *folkeskole* is an integrated school with common general training for everyone. It is organised as a single structure, without a transition between primary and lower secondary levels and without a change of school. There is therefore no division into different pathways during compulsory schooling.

Pupils may enrol in a 10th year of education, which may be considered as a transition year before upper secondary: 60 % of pupils are enrolled. At the end of the 9th (and/or 10th) year, pupils may write the external final exam for *folkeskole*. The vast majority of pupils take this exam (90 to 95 % after the 9th year and 85 to 90 % after the 10th year). Approximately 95 % of an age group leaving *folkeskole* move on to secondary education.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

With the guidance system decentralised at municipal level, the policies and objectives of the different institutions which provide services are expressed in various legal documents aimed at different sectors and types of public. The different guidance services work according to two distinct perspectives: the perspective of young people whom the services must help in their choices based on their interests and aptitudes; and the social perspective which is aimed at reinforcing the qualifications of workers in Danish society.

In the framework of national education, the 2004 law on educational and vocational guidance (*Lov om Uddannelses- og Erhvervsvejledning*) and its amendment in 2007 and 2008 define the guidance framework and specify that it must prepare each individual to choose an educational and vocational pathway.

At employment policy level, vocational guidance is considered to be a strategic instrument in the stabilisation of the labour market.

In the social sector, guidance services facilitate a return to the labour market.

RESPONSIBILITIES

The general structure is determined at national level whereas the responsibility for ensuring educational and vocational guidance is distributed according to the level of education, either at national level or at municipal level. At municipal level, youth guidance is ensured by 45 municipal guidance offices (*Ungdommens Uddannelsesvejledning* – UU) responsible for the transition from compulsory education to youth education. Higher education guidance is ensured by the National Centre for Educational and Vocational Guidance (*Landscenter for Uddannelses- og Erhvervsejledning* – LUE).

Seven regional centres (*Studievalg*) provide the required services: these centres group together different schools and are required to cooperate with the partners from each region (schools, colleges of higher education, social partners, municipalities). The services of the Ministry of Labour are aimed mainly at people seeking employment, the unemployed, etc.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Educational and vocational guidance and the initiation to the professional world must be offered from the 1st to the 9th year of education. Career counselling is obtained through career education in general in a cross-cutting approach throughout compulsory education. Schools and teachers are responsible for this and for the objectives to be reached. There is no minimum time required for general career education or for guidance in the choice of studies.

Traineeships within the framework of the curriculum

Traineeships are organised in compulsory education in the 9th and 10th form, often as part of bridge-building to youth education. It can be of a duration of 1 week to 4 weeks maximum, often combined with visits to upper-secondary training institutions in order to prepare the young people for making qualified choices of future studies and employment.

Vocational education (at upper secondary level) is based on the dual training principle with alternation between school-based periods (25 %) and training in a company (75 %).

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

The guidance activities at school are centred on daily life and the local environment of pupils. Among others, school visits to local companies, visits to vocational education centres for young people, and periods of one or two weeks' experience in a professional setting are organised. Each *folkeskole* in collaboration with the municipal guidance centre (UU), ensures that the necessary contacts are established with private companies, public services and the institutions concerned.

Guidance services at school

In each *folkeskole*, a teacher is designated as a part-time guidance counsellor (on average for 20 % of his or her working hours). He or she provides assistance in the area of educational psychology and vocational guidance in cooperation with and supervision from the guidance centre. In each school, a guidance plan is established in cooperation between the school and the local youth guidance centre. It must meet pupils' needs in terms of their choice of educational and vocational pathway.

The municipal youth guidance centres (UU) organise compulsory activities for all pupils from the 6th to the 9th year of *folkeskole* and throughout general and vocational secondary education. The guidance activities take place at school or sometimes at the guidance centre, and include individual activities and group sessions. The objective is to help young people in an optimal search for information on training and careers. For the younger pupils, the

activities are held exclusively at school. The guidance centres work in close collaboration with the schools and organise guidance activities in schools in order to be in direct contact with young people. Teachers and counsellors work together, and guidance counsellors have an office in each school.

Through regular discussions with the counsellors in guidance centres, each pupil develops his or her own '*logbook*', which will accompany him or her until the end of compulsory education.

Guidance is reinforced from the 6th year of *folkeskole* and is aimed at pupils in difficulty. Early school leavers (4 %) are offered the possibility to participate in activities outside school, in order to clarify their requirements and return to school. Individual guidance plans are freely elaborated by pupils entering the 9th year and onwards. The 10th year is a transition year between compulsory education and the choice of specialisation which may follow. These plans are called 'bridge building' and include introductory courses on post-compulsory education. In the 9th form there is a possibility to be accompanied by a mentor, if the young person experiences difficulties in establishing social ties or if he or she has a hard time with daily life. The municipalities are obliged to offer their guidance services to young people under the age of 25 who have not begun or who have abandoned an educational pathway.

Guidance services outside school

The youth guidance centres (*Ungdommens Uddannelsesvejledning – UU*) are a source of coordination, methodological inspiration and content development for schools guidance practitioners.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

A large number of teachers provide guidance services part-time. Many of them work in compulsory education and spend on average seven hours per week providing guidance services. However, it is important to distinguish between guidance counselling and teaching. In order to become a guidance practitioner at schools, the teacher must complete a training programme for guidance practitioners at diploma level. It is equivalent to 12 months full-time studies and 60 ECTS points.

In other guidance services

In the centres, guidance practitioners have many different professional backgrounds. The majority are teachers, others are social workers or have experience from the social, the educational and/or the labour market sector. The amendment in 2007 of the law of 2004 requires that all people who provide guidance must further their training with the diploma programme mentioned above. This programme is offered by five university colleges. Access to these centres is free. It is estimated that approximately 3,000 people provide educational and vocational guidance full-time.

The Danish School of Education offers a [master's programme in guidance and counselling](#). Both the diploma and the master's programme are further training programmes which are

offered within the framework of the Danish adult education and training system, i.e. they are aimed at and adapted to adults who already have another higher education degree and who have at least two years of relevant work experience.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Close cooperation exists between schools, VET institutions, institutions of higher education and the guidance centres in order to secure a smooth transition from compulsory school to higher education. Much attention is given to the prevention of drop-outs. Parents and employers are involved whenever necessary.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

The Ministry of Education is responsible for the national guidance portal (www.ug.dk) which provides information on careers, living conditions and labour market statistics, education and learning possibilities at all levels, and the study programmes taught in English at Danish universities and colleges.

All national institutions and organisations also offer discussion forums. A national programme ensures the uniformity and propagation of guidance services throughout the country.

Internet references

Guidance services in the education sector: <http://eng.uvm.dk/guidance>

Sources

1. Guidance policies in the knowledge society. Trends, challenges and responses across Europe. A Cedefop synthesis report. Ronald G. Sultana. Cedefop Panorama series; 85. Luxembourg: Office for Official Publications of the European Communities, 2004.
2. ETV and Cedefop thematic analysis 'Guidance and counselling for learning, career and employment' on www.trainingvillage.gr/etv/Information_ressources/NationalVet/Thematic
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VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

ESTONIA

School year 2007/08

The Republic of Estonia Education Act (1992) provides the organisation and principles of the education system. Basic education is minimum compulsory general education. Minimum school leaving age is 17. After graduating from basic school, there are several options for the acquisition of further education: acquire general secondary education at an upper secondary school, secondary vocational education at a vocational educational institution or simply enter a profession.

Guidance in Estonia is mainly provided by the public sector within the education and labour market structures. Provision in the education sector tends to be more complex and is divided across many institutions compared to the labour market sector. In the education sector, guidance is provided both as part of youth work as well as part of formal education. Private career services exist, and tend to provide a different type of service, related mainly to job mediation and web-based career management resources.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The objectives of vocational guidance education in compulsory education are defined in the National Curriculum of Basic Schools and Upper Secondary Schools (2002). The objective is to allow pupils to become familiar with different professions, to determine their centres of interest, to develop the necessary capacities and skills to plan their professional life, and to learn how to learn, communicate, work in a group, and take decisions in a perspective of lifelong learning and future career choice.

The Education Act of the Republic of Estonia (1992) stipulates that the vocational guidance of children and youth (7-26) is the responsibility of local governments. It stipulates that the official guidance and vocational information services must be organised by these authorities according to their needs and their local characteristics, and must be offered to young people free of charge.

RESPONSIBILITIES

According to the Youth Work Act, the county governor is responsible for the organisation of guidance and counselling of young people in the county by contracting a respective institution or specialist. The responsibility is divided between the education and labour sectors. Guidance and counselling for youth (7-26 years) takes place under the jurisdiction of the Ministry of Education and Research and has been organised in all counties of Estonia through the service provision of information and counselling centres operating with support from state financing, which offer

services both in the centre and at schools. Career centres operate in several institutions of higher education. Employment services under the Labour Market Boards, which report to the Ministry of Social Affairs, provide counselling to people entering the labour market and the unemployed. Recently, they have extended some of their services to working adults who contemplate career change.

In order to develop a lifelong guidance system, the current situation of different types of guidance and counselling services, needs and providers was identified in 2006, and the basis was laid for integrating the counselling systems in the area of government of the Ministry of Education and Research and the Ministry of Social Affairs into an integrated system.

A contractual agreement was signed between these two ministries on 12 March 2008. The contract was signed to decide the areas of responsibility in providing high quality guidance and counselling services to the whole population and to promote a unified qualification and training system for career practitioners, unified methodology for career services as well as to assess the impact and quality of the provided services. The Foundation Innove National Resource Centre for Guidance will implement the methodology and development activities. The relevant ESF programme will be launched in 2008-2013 to support these developments.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Within general education, all schools must implement *Professional Career and its Development* as a compulsory cross-curricular theme since September 2004. In addition, career guidance is often carried out during advisory teacher's class.

Furthermore, the opportunities for the students of general schools to acquire preliminary vocational education and training (VET) knowledge and skills have widened. Students in basic and secondary education have been given two options:

- Vocational preliminary training – VET orientation course which lasts up to 15 study weeks.
- VET in basic school and upper secondary school – courses that enable the students to acquire realistic VET skills in a VET institution studying a VET curriculum whose volume is 15-40 study weeks. If the student continues his or her studies in a VET school, the courses taken will be credited to his or her account.

In the 2007/08 academic year, only 13 % of general education schools gave this opportunity to their pupils.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Guidance services at school

As a pilot project, a model of a school guidance plan has been developed. The aim is to produce a well-structured guidance plan which organises the resources of the school to the best effect in meeting students' needs. The school career education action plan is the document in

which the school systematically defines the activities it offers, and states how resources are organised to deliver the programme. The plan defines target groups, objectives, activities, resources and review.

Guidance services outside school

In 2000, the guidance and vocational information centres for young people were set up according to the needs and characteristics of each region. Guidance offered to pupils is only part of the activities of the counsellors who work there. They must meet the specific needs of young people, see them without an appointment, and provide them with personalised and confidential counselling on a wide range of subjects. The services are free of charge. If agreements exist at local level, counsellors may go to schools to provide counselling, testing and interview services to pupils.

QUALIFICATIONS OF GUIDANCE STAFF

Currently, Estonian universities do not provide higher education in the field of career services. However, the knowledge and skills necessary for working in the field of guidance may be obtained by taking an elective subject at Tallinn University, Tartu University or Tallinn University of Technology. These subjects include career counselling and coordination, a career guidance module within human resource management studies.

The majority of career service providers in Estonia have taken various short- and long-term in-service courses and obtained the basic knowledge for working in the field. They have also improved their knowledge through non-formal and informal education, acknowledging the importance of continuing individual and professional development. Most guidance practitioners have a background in psychology or education.

As part of the Estonian qualification system, there are three professional standards for career practitioners: career counsellor, career information specialist and career coordinator at school (including VET institutions and higher education institutions). Professional standards contain requirements for the knowledge, skills, experience, values and personal characteristics arising from professional qualifications. The Estonian Qualification Authority adopted all three in December 2005.

In the schools

In many cases (1/3 of general education schools), a person is appointed to be responsible for the coordination of the career management activities within the whole school. Tasks of a career coordinator include cooperation with regional information and counselling centres and class teachers, supporting subject teachers in the implementation of the cross-curricular theme, organisation of student visits to/by employers, and in some cases, delivery of a designated career lesson. The latter is usually provided as an elective course for students in the last years of either basic or general upper secondary school who are generally considered as the main target group for guidance.

According to the abovementioned professional standards, presuppositions for applying for the professional qualification of a school career coordinator III are higher education, further training in the field of career services and two years of work experience in school ⁽¹⁾.

In other guidance services

Career counsellors and career information specialists provide services outside formal education. Their background, accordingly, is mainly psychology or youth work. Presuppositions for applying for the professional qualification of a career counsellor IV are a master's degree or a corresponding qualification, at least three years of work experience as a career counsellor, basic training in counselling and further training in career services. Presuppositions for applying for the professional qualification of a career information specialist III are higher education in information sciences and one year of professional work experience or higher education in any other speciality, and two years of work experience as a career information employee. In addition, the applicant for the professional qualification of a career information specialist III shall have passed further training in career services.

Pilot guidance training programme

Between November 2005 and June 2006, three Estonian public universities piloted a joint 9 ECTS training programme in guidance within the framework of the EU Structural Funds career guidance project. This was followed by three separate 3 ECTS specialisation courses for career counsellors, career information specialists and career coordinators at schools in 2007 and 2008 leading to the (voluntary) professional examinations to acquire one of the three qualifications. The pilot course was designed by 55 currently practising specialists, including 20 career coordinators from schools. The objective of the training was to synchronise basic knowledge and competency levels of career practitioners, and enhance their specific skills with the aim to ensure a higher level of service provision, corresponding to the needs of different target groups.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Collaboration between stakeholders is a challenge in Estonia. The issue has been on the agenda at national level in recent years. As an activity within an EU-funded project, a strategic plan for the establishment of a National Guidance Policy Forum in Estonia was agreed in the end of 2006. The role of the National Guidance Forum in Estonia would be to provide an opportunity for different stakeholders to agree upon a meaning of lifelong guidance services, and devise a corresponding model of a coherent lifelong guidance system in Estonia.

Cooperation between schools and employers varies according to the region and is often based on personal contacts. Employer organisations may be involved in the development of strategies and curricula by the schools. The organisation of work-shadowing days is another example of cooperation, where pupils have an opportunity to get acquainted with the world of work.

⁽¹⁾ There are five qualification levels (I–V) in the Estonian qualification system. Qualifications that require obtaining higher education usually start from the third level (III).

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

Both services of the Ministry of Education, the Youth Work Centre and the Foundation Innove National Resource Centre for Guidance (NRCG) are responsible for gathering and disseminating information related to vocational guidance. The first is concentrated on gathering information on important subjects for the general development of young people likely to help them in their career choices. The aim of the NRCG is to contribute to the development of the national system of guidance by introducing the best European practice; the development and introduction of ICT applications in guidance and counselling; the strengthening of cooperation and information exchange within the institutional network in the fields of education, training, guidance, youth work and labour market policy in Estonia; and participation in transnational projects under both Community and national programmes in the field of education and guidance.

Rajaleidja (Pathfinder; www.rajaleidja.ee; only in Estonian) is a career planning website divided into three subsections on the basis of different target groups: young people, advisers and adults. The subsection for young people is aimed at pupils who are at the very start of their career planning process, and therefore require both advice and information in getting to know themselves, investigating the world of work and finding suitable learning opportunities both at home as well as abroad. Information for young people is also divided into three subsections: Who am I? What do I want to become? Where to study? The subsection for advisers is aimed at teachers, counsellors and parents, and comprises both exercises and guidelines about supporting young people in their career planning process. One can also find a variety of materials that help to learn more about career guidance in general. The subsection for adults provides practical advice to people of all ages who wish to review their professional careers and make plans for the future, taking into consideration the current situation on the labour market. In addition, people can find news about studying and working, various competitions and scholarships.

The organisation of and/or participation in youth information fairs is also a way to meet young people in order to raise their awareness about learning and working opportunities, occupations and guidance in general, including access to relevant services.

Internet references

Youth Work Centre: www.entk.ee

Foundation for Lifelong Development Innove, National Resource Centre for Guidance: www.innove.ee

Labour Market Board: www.tta.ee

Ministry of Education and Research: www.hm.ee

Ministry of Social Affairs: www.sm.ee

Sources

National survey of guidance services – Expectations and needs of career guidance providers and users in Estonia. Foundation Innove, 2006.

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

FINLAND

School year 2007/08

Education is compulsory for pupils between the ages of 7 and 16. It is organised as a single structure, i.e. without a transition between primary and lower secondary levels, with common general training for everyone. From the 7th year of compulsory education, there is a combination of compulsory subjects and optional subjects, with periods of initiation to professional life but without guidance and therefore without separate pathways. Each municipality is free to decide on the options it offers and on their inclusion in the curriculum within the framework of the legislation. A tenth year of general education may be organised by municipalities as they wish: it is open to pupils on a voluntary basis (3 % enrol in this year). The objective is to reinforce skills when the student feels at risk or is undecided. The subjects that are studied are the same as in basic education and it is possible to improve grades. In addition there is preparatory training for working life and periods of work experience.

At the end of compulsory education, there is no national examination. Access to upper secondary vocational education therefore depends on pupils' success in basic compulsory education or in equivalent studies abroad. The municipalities or the schools themselves decide on their admission criteria and possible entrance tests. Post-compulsory upper secondary education divided into general education and vocational training is organised by the same institutions.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The Basic Education Act 628/1998 stipulates that each child must receive appropriate counselling. Educational and vocational guidance ensures, among others, that all students receive all useful information on an educational pathway before and during their education, as well as practical information on future professional life and employment possibilities: students must be informed of possibilities for studies and employment abroad and must receive the necessary assistance in the case of educational or personal difficulties. The objective is also to give them the possibility to learn to find information on the internet on training possibilities and professions and to take decisions and make study and career plans in an evolving context.

The Development Plan for Education and Research 2007-2012 outlines the following as priority issues in guidance: the prevention of social exclusion, the improvement of the efficiency of the educational system and the passing rate at all educational levels, as well as the reduction in the drop-out rates. In order to reduce drop-out rates, guidance counselling is to be developed, as well as training-related communications and counselling, student selections, study grants, individualisation of studies, study monitoring systems, cooperation between home and school, and the school and student healthcare. Flexible operations in

basic education and preparatory vocational basic education are to be made an established practice.

Student healthcare and support and guidance services will be secured for all children and young people who need them throughout the country in a manner required by legislation. Furthermore, the creation of connections between working life and basic education will be advanced and the utilisation of workplaces as learning environments will be increased.

RESPONSIBILITIES

The education and labour administrations are the two main authorities responsible for information and educational and vocational guidance services. They cooperate at national (ministries, the Finnish National Board of Education and the Employment Office) as well as local level. The conditions for this cooperation are defined jointly by the schools (responsible for guidance provided to pupils) and the local employment agencies (mainly responsible for people who have left the education system). Guidance and educational support for studies, careers and employment is provided for by the law. The time devoted to guidance is determined by the government.

Each role and the organisation of guidance must be distributed in the plan established by the local programme (local authority). The offer therefore varies and little centralised information is available on the way in which guidance is organised in each case. The local plan must define the cooperation with the local labour market.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

During the first years of basic education (primary level), vocational guidance education is integrated in the process of education. Its objective is to prepare children for the different phases of education and to teach them about the basic functioning of society and the professional world. In the upper years of basic education (lower secondary level), the curriculum includes a separate subject (Finnish: *oppilaanohjaus*, Swedish: *elevhandledning*). It is compulsory from the 7th to the 9th year included. Two weekly lessons per year are devoted to it from the 7th to the 9th year (one weekly lesson per year during the 10th year, which is optional). The local authorities or school may decide how to allocate the lessons to different forms.

Traineeships within the framework of the curriculum

Periods of work experience are organised during basic education. Their objective is to familiarise pupils with the professional world. During the 8th and the 9th years pupils spend one to two weeks in working life. During the 10th year of *perusopetus* (Finnish) or *grundläggande utbildning* (Swedish) (optional) pupils may establish their personal study plan including traineeships of a few days per week.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

The local authorities and school determine the contacts with the professional world, and practices vary from one school to another.

Guidance services at school

Counselling services as well as the activities related to guidance are organised continuously throughout the duration of basic education. The municipalities are expected to establish a global plan specifying the conditions according to which guidance activities are made available to everyone in the regular school system, as well as indicating the attributions of each stakeholder intervening in the different sectors and professions. This plan must describe the content and method of implementation of the vocational guidance education programme which is provided in classes as well as in individual or group counselling sessions.

The guidance counsellors (Finnish: *opinto-ohjaaja*, Swedish: *elevhandledare*) are recruited by the school and are members of the teaching staff. *Opinto-ohjaaja/elevhandledare* provide educational guidance counselling collectively and individually in secondary schools.

Teachers participate in guidance work with the counsellors. Each class has a tutor (*Luokanvalvoja* in Finnish or *klassföreståndare* in Swedish) – namely a teacher nominated for each class – who supports the students in their class in general school attendance issues (selection of optional subjects, organizing periods of work experience, etc.).

Pupils are guaranteed to receive guidance counselling during their studies and the final cycles of their educational pathway (in the last 3 years, a minimum of two weekly guidance lessons per year of at least 45 minutes). Teachers guide pupils in their studies and anticipate problems related to learning. Pupils and their parents must receive all the information on the schoolwork and acquired knowledge of the pupil, the possible choices and their implications for the future. Everyone – parents, children, teachers and educational counsellors – must discuss the pupil's guidance. The decision regarding future education or professional sector is ultimately that of the pupil and his or her parents.

School psychologists provide social assistance and deal with behavioural and learning problems.

Guidance services outside school

The guidance and counselling services of the employment offices complement school-based services. The psychologists, educational advisers and employment consultants employed by the employment offices of the Ministry of Employment and the Economy offer advice to anyone in need of assistance in terms of career choice. These services are aimed at adults on the labour market as well as young people in general or vocational school. Information services for educational and vocational choices provide the possibility to have a face-to-face discussion with a counsellor about issues dealing with professional development and studies in particular. The Employment Offices also provide various freely available online and printed materials about education and professions.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

There is no regulation about training teachers to provide vocational guidance education. This varies from one institution and study programme to another (HE institutions are autonomous in deciding the content).

Guidance counsellors in basic (and secondary) education must be qualified teachers with a master's degree (300 ECTS and 5 years) in education with specialist training in guidance and counselling. They perform their function on a full-time basis. The degrees they must have are stipulated in the national legislation and may be obtained at the end of theoretical studies as well as practical professional training. Two Finnish universities offer more advanced training at doctoral level.

In other guidance services

The psychologists in the employment offices of the Ministry of Labour have a master's degree in psychology and take short training sessions during their employment.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Student exchanges and collaborations between schools and local communities are encouraged in the national curriculum. Visits by representatives of the labour market to schools, visits to workplaces, and the use of different sector-based information are the main part of this cooperation. Cooperation between home and school exists from the beginning of compulsory schooling. It evolves in its operational methods according to the age and progress of the pupil and the moments of transition. During the final stage of basic education, parents must have the occasion to discuss possible problems and any issues related to the continuation of the pupil's schooling. If necessary, parents must have the possibility to analyse these problems with their child's guidance counsellor and school psychologist.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

Each year, the Finnish National Board of Education publishes manuals on the vocational training offers for upper secondary education and higher education. It also manages online services (www.edu.fi) and Education Net (*Koulutusnetti* <http://www.koulutusnetti.fi/>) and is a source of information for students who make educational applications via the joint application system.

The labour administration (ministry and local services) updates databases and information services. The website of the Employment Office of the Ministry of Employment and the Economy (www.mol.fi) offers information on employment and training possibilities. It provides similar services to people in search of training.

Internet references

Employment Office under the Ministry of Employment and the Economy www.mol.fi/mol/en

Koulutusnetti <http://www.koulutusnetti.fi/?file=315>

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4. Career Guidance and Public Policy. Bridging the gap. OECD 2004.

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

FRANCE

School year 2007/08

Education is compulsory for pupils between the ages of 6 and 16, and covers primary education (*école élémentaire* – ages 6-11), lower secondary education (*collège* – ages 11-15) and the first year of upper secondary (*lycée*). The end of compulsory education is a key moment in terms of guidance. Pupils have the possibility to go on to general or technical education in a *lycée* or to full-time general and vocational education in a vocational *lycée*. Parents (or pupils if they are of age) have the choice of options taken in the upper form, but guidance is chosen based on the family's request. This is discussed by the board of teachers in order to prepare the school head's decision, which may be disputed in the event of a disagreement.

This description does not cover vocational guidance education during the last year of compulsory education.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The July 1989 law on education states that 'the right to guidance counselling and information on education and careers is part of the right to education'. The April 2005 law on guidance and a programme for the future of schools specifies that 'pupils elaborate their educational and vocational guidance project with the help of parents, teachers, guidance staff and other competent professionals. The administrations concerned, local government, professional organisations, companies and associations contribute to this'.

The objectives of the national policy in terms of guidance are in keeping with the major public objectives of raising qualification levels provided for by law: 100 % with the first level of qualification, 80 % with a secondary school diploma (*baccalauréat*), and 50 % with a higher education diploma. They involve a better integration of the capacity to find one's way in basic education, through the development of individualisation with more personalised support, as well as through the quality of services provided and their accessibility, the production of reliable information, and specific measures to prevent the exclusion of target groups such as young people with difficulties at school or from socially disadvantaged areas, unemployed people, etc. The emphasis is also on the awareness-raising of the public concerned and of social stakeholders with respect to guidance in the context of lifelong learning (validation of experience, adults' skills, ongoing training, etc.).

Furthermore, the law of 10 August 2007 concerning freedoms and responsibilities of universities, made guidance and the integration of students one of the fundamental missions of higher education institutions and, as such, led to the obligation of preregistration and the generalisation of the 'active guidance' mechanism.

RESPONSIBILITIES

The ministries responsible for national education and employment are those which are most involved in the development of policies and the establishment of education and services related to educational and vocational guidance.

The responsibility of the Ministries of National Education and Higher Education and Research, is to provide services and counselling to young people in secondary schools and in higher education, whereas the Ministry of Labour, Social Affairs and Solidarity targets adults seeking employment, a change of career or training.

Most of the services of the Ministry of National Education are provided in schools themselves, which are responsible for the follow-up of all pupils for the first year after their studies, or in the Information and Guidance Centres (CIOs) and their agencies under the remit of the ministry.

The guidance activities under the ministry responsible for labour are run by the National Employment Agency (ANPE).

Furthermore, a large number of public, semipublic and private bodies (such as, for example local missions, youth information centres (CIDJ), etc.) play an important role in terms of vocational guidance or are aimed more often at young people who have finished compulsory education.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Vocational guidance education is included in the national curriculum for compulsory education. In addition, vocational discovery education was introduced in 2004 in the guidance cycle in *collège*, corresponding to the third year. It is aimed at providing pupils with greater exposure to the professional world and at helping them pursue their reflection on their educational pathway. Two vocational discovery formulas are proposed:

- an optional vocational discovery course of 3 hours/week aimed at providing pupils with initial knowledge of the professional world. It must be offered in all *collèges* to all pupils who are interested. The results of its continuous evaluation are considered for the award of the national degree (*brevet*);
- a vocational discovery module of 6 hours/week aimed more specifically at pupils at risk who are willing to get involved in a professional training project after the third year.

Furthermore, the gradual establishment of the common foundation of knowledge and skills provided for by law clearly identifies objectives in the 7th pillar – developing autonomy and initiative – to acquire the capacity for lifelong self-guidance, also leading to the national degree (*brevet*).

Finally, from the start of the 2008 school year in volunteer schools in view of a generalised implementation at the start of the 2009 school year, a ‘careers and training discovery pathway’ will be established for all pupils from the 5th year (age 12) until the last year of *lycée*. It is organised as ‘career stages’ – chances to meet professionals, visits to

companies, observation in a professional setting, etc. – and as ‘highlights’ at each level of training – a day spent in a *lycée*, LP, CFA, etc. for each pupil in the 4th year, and in a higher education institution for each pupil in the 1st year. Each pupil will have his or her own follow-up notebook. These activities will be based on academic specifications and on the dynamic relationship between schools and companies.

Traineeships within the framework of the curriculum

In the 3rd year of *collège*, each pupil spends a week of ‘observation in a professional setting’ in the framework of his or her pathway, which may also take place in the 4th year. In total, by the end of *collège*, each pupil spends 10 days in a company or in contact with professionals.

In addition to the alternating mechanisms which exist in *collège* for pupils in the 4th year (aged 14 and over), a new alternating mechanism for an initiation to careers is proposed to volunteer pupils in *collège* (aged 15 and over), to discover one or several careers via alternate training, whilst pursuing the acquisition of the common foundation of knowledge and skills.

Furthermore, a traineeship is required for each technical and vocational diploma.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

See the section above on traineeships within the framework of the curriculum.

Guidance services at school

These services are based on two main stakeholders:

- the main teachers in charge of conducting personalised guidance interviews, in cooperation with the guidance counsellors/psychologists, in the 3rd year of *collège*, the 1st and last years of general and technical *lycée*, as well as in vocational *lycée* where, from the 1st year, personalised interviews are already an essential element of vocational guidance provided to pupils and of the fight to reduce school drop-out rates. These personalised interviews are held as early as possible in the school year and families are invited to participate, allowing the immediate establishment of the desired individualised support.
- guidance counsellors/psychologists (CO-P), who work essentially with pupils in *collège* and *lycée*, young people in the process of professional integration and older students. They also work with adults. They help them build their training and integration pathway gradually and make use of different techniques (individual interviews, group work, evaluations, etc.). In all their actions, they intervene directly with young people in schools and in Information and Guidance Centres (see below).

They are individual guidance counselling specialists and, in *collèges* and *lycées*, technical counsellors on the educational team. In their counselling activity, guidance counsellors/psychologists also ensure the continuous follow-up of pupils, and contribute to ensuring the conditions for their success.

Guidance services outside school

There are close to 700 Information and Guidance Centres (CIOs) and agencies under the Ministry of National Education. The role of the CIOs consists essentially in providing support to all sectors of the population, especially to young people who have received an education and their families, and information on studies, professional training, qualifications and careers, as well as providing individual counselling (helping people know themselves better, retain useful information, organise the elements of their choice, etc.). They are also responsible for the production of summary documents for educational teams and pupils, as well as for coordinating exchanges and reflections between partners in the educational system, parents, young people and local and economic decision-makers.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

The recent specifications for the initial training of teachers, which are also used as a reference for their ongoing training, explicitly include the acquisition of knowledge and capacities in order to provide guidance to their pupils. Furthermore, a work placement will become compulsory before their recruitment.

In the framework of the ‘careers and training discovery pathway’, the academic specifications must explicitly implement a mechanism for the specific training of teachers.

In other guidance services

The guidance counsellors/psychologists in the public education service are recruited from applicants with a psychology degree (or another psychology degree accepted by the laws in force) who have passed the competition tests and have undergone training for two years, leading to the national degree of guidance counsellor/psychologist. They also benefit from ongoing training.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

These cooperative efforts are recommended explicitly by the 2005 guidance law (see above). They are established on the initiative of the academic authorities and schools.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

The bodies responsible for gathering, producing and disseminating vocational information for pupils are the National Office for Information on Education and Careers (ONISEP) and the Information and Guidance Centres (CIOs).

ONISEP has developed a high-speed computer network which allows a maximum amount of information to be exchanged via the internet. It works in collaboration with the Study and Research Centre on Qualifications (CEREQ), a public body under the education and employment public services, whose mission is to provide expertise in various areas such as integration, professional opportunities, the relationships between training and employment, etc.

Each CIO has a self-documentation service on education and careers allowing people to consult documents according to their interests and level of education. The CIOs work in liaison with the National Office for Information on Education and Careers, which provides them with important documentation.

In addition to traditional documentation, the use of information and communication technologies (computers, multimedia, internet access, etc.) has been growing for over a decade.

The Academic Guidance and Information Service (SAIO) proposes information on guidance to each director of education: open days, events, studies, current events, statistics, etc.

Furthermore, a national specialised information centre – the Info Centre (www.centre-info.fr) – provides information on ongoing training for adults.

Internet references

The common foundation of knowledge and skills in 4 languages:

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VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

GERMANY

School year 2007/08

As a general rule, education is compulsory for pupils between the ages of 6 and 15 (exceptions in some *Länder*). Following four to six years of primary education (*Primarschule*) children move on to secondary education (*Sekundarbereich I*) which is characterised by a division into various educational pathways (*Gymnasium*, *Hauptschule* or *Realschule*). The decision as to the choice of pathway is the responsibility of parents or schools (or the responsible authorities). Early school leavers who do not finish their full-time compulsory education must complete a full-time vocational preparation year (*Berufsvorbereitungsjahr*) or three years of part-time vocational education (up to age 18).

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

In 1971 and again in 2004, the Federal Employment Agency and the Standing Conference of the Ministers of Education (*Kultusministerkonferenz*) passed a framework agreement on the cooperation between schools and vocational guidance agencies to facilitate a successful transition for young people from school to vocational training, higher education or working life. Supplementary agreements are passed at the level of the *Länder* and detailed agreements are negotiated each year at local level between the local Labour Office (*Arbeitsamt*) and the schools.

In 2005, the Federal Government and the business associations entered into the National Pact for Career Training and Skilled Manpower Development in Germany (*Nationaler Pakt für Ausbildung und Fachkräftenachwuchs in Deutschland*). The training pact aims at offering vocational training positions to all school leavers who are willing and able to receive vocational training. Through comprehensive quality development measures, the *Länder* contribute to improving the qualifications of school leavers and to facilitating the beginning of their career. The educational standards adopted by the Standing Conference in 2003 and 2004 form an important basis for this.

The *Länder* in Germany are also responsible for providing comprehensive and nation-wide school (career) guidance and study guidance. The Federal Employment Agency (BA) offers nation-wide careers guidance, job placement and counselling services for the unemployed and for people threatened with unemployment. The labour administration's careers counselling monopoly was abolished in 1998. The BA has withdrawn from the field of supporting and providing counselling on continuing vocational education and training faster than the OECD experts expected. Training vouchers and counselling based on quick placement and high placement rates characterise the BA's change of attitude towards training and employment guidance with the result that the labour administration in Germany

– like in many other EU countries – is concentrating on its core task, namely of ending unemployment and dependence on benefits as quickly as possible by reintegrating people in the labour market.

RESPONSIBILITIES

The public service for information, vocational guidance and employment is provided under the responsibility of the Federal Employment Agency and its regional offices. The role of the Ministry of Labour is limited to the legal supervision of these activities.

This function adds to the responsibilities of schools in terms of vocational guidance within the framework of the curriculum and traineeships, as well as in terms of educational guidance at school.

A large number of institutions in Germany provide counselling in the fields of education, vocations and employment on the basis of various legal regulations.

In addition to the Federal Employment Agency (SGB III) and providers which are responsible for granting a basic income (SGB II) as well as schools, institutions of higher education and local authorities, educational and vocational counselling is also provided by a large number of different (education) providers and institutions – sometimes for specific target groups (i.e. women, migrants, people with a disablement) and increasingly also by private providers.

Youth welfare agencies and independent welfare agencies also provide educational and vocational counselling services on the basis of SGB VIII (Child and Youth Services Act), depending on the type of problems involved and the details of the individual case. The nation-wide expansion of the Federal Ministry of Youth's Competence Agencies, which also offer counselling for certain target groups in the context of case management, is an example of the dynamism in this field.

The majority of counselling services to date have concentrated on certain decisive or transitional situations, particularly the transition between school, vocational training, job-hunting and unemployment.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

An introduction to the professional and working world is a compulsory component of all courses of education at lower secondary level. The instruction is given either as a separate subject (*Arbeitslehre*, or pre-vocational studies) or as part of the material covered in other subjects such as social science, economics or technology studies. This teaching is often provided during the last two years of compulsory education but may also begin earlier. It is provided less often in schools offering general education (*Gymnasium*) than in other types of school (*Hauptschule* or *Realschule*). The average amount of time devoted to vocational guidance in the 16 *Länder* is two hours per week.

The objective of this subject is to develop the skills and maturity required in order to choose an educational and professional pathway. The emphasis is placed on understanding working life and its requirements.

Pupils who are not felt to be ready to begin upper secondary education, often for reasons such as their disadvantaged background, difficulties at school or the need for assistance with the German language (migrants), may begin a vocational preparation year (*Berufsvorbereitungsjahr*).

Traineeships within the framework of the curriculum

Two or three long traineeships, usually following classroom preparation, are offered in almost all the *Länder* (in cooperation with companies, chambers of commerce and schools). Some *Länder* have published complete teaching manuals and have prepared teaching material to support the work placements.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Work experience placements, usually following classroom preparation, aim to provide first-hand insight into the working world and guidance in choosing an occupation.

The visits are organised mainly within the framework of subjects related to the initiation to working life as well as other subjects such as chemistry, physics, German or geography.

Guidance services at school

The professional counsellors of the Federal Employment Agency visit schools to give vocational guidance courses to each class during the next-to-last year of compulsory education. During these courses, pupils receive personal counselling and are informed about events such as fairs or seminars related to employment and about possible careers, and learn how to apply for a job, prepare their CV, etc. Counsellors are also available for complementary courses, guidance workshops for small groups or short discussions. Pupils may then go to a career information centre (BIZ) of the Federal Employment Agency for more in-depth discussions.

Guidance services outside school

The offices of the Federal Employment Agency offer individual counselling to young adults that generally helps to determine needs and future strategies, or which involves interventions in the case of critical situations such as school drop-out. Counselling is provided directly or from a distance (for example via telephone or email). The 'online' service via the Internet is also used.

The Federal Ministry of Education and Research's 'Learning Regions – Support for Networks' programme (*Lernende Regionen – Förderung von Netzwerken*) has dealt with the topic of vocational counselling in particular in 25 learning regions. These projects have developed and tested holistic model solutions for the establishment and expansion of regional educational guidance agencies which meet the demands of individual situations and take into account the biography of their clients. The networks of the Learning Regions, in which all regionally relevant stakeholders in the fields of education, industry and the local environment work together, enable comprehensive vocational counselling involving all areas

of education and education providers and fall back on the whole range of counselling services in the interest of the people seeking advice.

In addition, the collaborative project entitled 'Professionalization of Regional Vocational Counselling in Germany' has developed a framework curriculum for vocational counsellors based on the specific needs of the Learning Regions. The focus is on guidance involving the whole educational spectrum, counselling in networks, and at regional level in the centre. Based on this curriculum, qualifications are now meanwhile being offered at nine regional Qualifications Centres (RQZ), complemented by special additional modules (e.g. on the topic of vocational counselling in companies). The target groups for these qualification measures are staff in the educational guidance agencies in the Learning Regions as well as members of staff also performing advisory tasks *inter alia* in continuing training institutions, in schools, institutions of higher education, local authorities, chambers of commerce and educational projects.

Additional activities

In order to convey basic knowledge about the world of business and commerce, model businesses (*Schülerfirmen*) are set up by pupils. Pupils also visit fairs, talk to professionals and are encouraged to attend classes in vocational school.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

Depending on the subject, teacher training, especially the Preparatory Service (*Vorbereitungsdienst*), includes vocational guidance education (*Arbeitslehre*). Teachers also often work together closely with school social workers, graduate youth and community workers (*Sozialpädagogen*), psychologists, parents and scientists in order to identify pupils' individual strengths and weaknesses early.

In other guidance services

A study which is to be published soon on the topic of quality and professionalism in educational and vocational guidance (*Qualität und Professionalität in der Bildungs- und Berufsberatung*, Schiersmann et al., 2008) has discovered ten courses of study, nine academic/university programmes and ten courses of continuing training whose titles include the word guidance.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

The counsellors of the Federal Employment Agency often organise (in cooperation with schools) information days or evenings for parents, and participate in the organisation of other events such as employment forums. Parents are also invited to accompany their children during visits to the offices of the Federal Agency.

Employers are represented in the administrative bodies of the Federal Employment Agency offices and participate in the management of their policies.

Companies participate in school projects, provide sponsorship, organise work placements, etc.

The national Guidance Forum for Education, Career and Employment should also be mentioned in this context. This is an independent network in which all institutions and organisations relevant to research training for guidance practitioners, governmental authorities and non-governmental agencies dealing with, offering or financing guidance and counselling as well as guidance user and consumer organisations can collaborate. The Guidance Forum deals with guidance provided for individuals in the education, vocational training and employment sectors. The Guidance Forum sees itself as a platform for all stakeholders and actors in this area and provides an opportunity for an exchange of knowledge and experience across all institutional sectors, for discussions on common concerns and projects, and for the achievement of common aims.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

The Federal Employment Agency provides free information (magazines, guides, brochures, CD-ROMs and information online) to all pupils and to teachers in charge of *Arbeitslehre*. It currently has separate databases on the content of trades (BerufeNet), training offered (KURS), available apprenticeships and traineeships (ASIS), and employment offers (SIS). These databases are separate from a career selection programme (MACHT'S RICHTIG) and other self-exploration programmes.

The Ministries of Education of the *Länder* publish their curricula, which also include subjects providing vocational guidance education.

The *Länder* offer a variety of information about the cooperation between schools and companies.

There is also a vast private market for books, magazines, CD-ROMs, etc.

Information quality control is ensured, for example, via the participation of representatives of employers and staff in the media supervisory council or via complementary research conducted by companies and industry associations.

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3. Eurybase; Eurydice.
4. Career Guidance and Public Policy. Bridging the gap. OECD 2004.

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

GREECE

School year 2007/08

Education is compulsory for pupils between the ages of 5 and 15. It covers primary education (pre-primary school and primary school) of a duration of seven years, and the first cycle of secondary education (*gymnasio*) of a duration of three years. At the end of the first cycle of secondary education (end of compulsory education), pupils must decide whether to go on to non-compulsory upper secondary education (*lykeio*) of a duration of three years, choosing between general *lykeio*, vocational *lykeio* or another type of *lykeio* (e.g. artistic, musical, athletic, etc.).

After students have successfully completed the first year of *lykeio*, they must decide whether to continue their education in one of the abovementioned types of *lykeio*, or to continue focusing on a vocational specialisation in the vocational schools which operate under the auspices of the Ministry of National Education and Religious Affairs (YPEPTh) or other ministries. Therefore, the third year of *gymnasio* as well as the first year of *lykeio* are key moments in terms of the educational/vocational decisions of students.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The basic legislative and formal stages of vocational guidance were the laws of 1976 and 1985, as well as the latest law, No. 2525 of 1997. Based on this latest law, the aim of vocational guidance is 'to provide the person with the appropriate scientific support and facilities to better him/herself, and to become aware of his/her identity, by developing and cultivating aspects of his/her personality that he/she wishes to develop, while at the same time preparing him/herself to face the outside world effectively, with the higher aim of being able to feel satisfied and complete in his/her daily life by pursuing his/her choices'.

RESPONSIBILITIES

1. **Ministry of National Education and Religious Affairs** (Directorate of Vocational Guidance and Education Activities/SEPED)
2. **Educational Institute** (vocational guidance sector)
3. **General Secretariat for Lifelong Learning**
4. **Vocational Training and Education Organisation** (OEEK)
5. **Ministry of Employment** (in relation to the vocational guidance of adults and young people aged 16 and over who are not part of the education system)

The main organisational structures are:

1. The **National Centre for Vocational Guidance** (EKEP), whose central aim is to provide scientific and technical support to the Ministry of National Education and Religious Affairs and the Ministry of Labour and Social Security, for the planning and implementation of a national policy in the area of vocational guidance. The EKEP has also been appointed to take charge of the certification of the structures and human resources which provide guidance services.
2. The **National Transition Observatory** (of lower secondary education graduates and initial vocational training in the labour market), under the responsibility of the Educational Institute, observes the extent of labour integration of secondary education graduates into the labour market as well as the frequency of attendance of students in compulsory and non-compulsory secondary education, in order to find out the reasons and issues related to early school leaving.
3. The **Vocational Development and Career Offices** (GEAS) at the Vocational Training Institutions (IEK) of the Vocational Training and Education Organisation (OEEK).
4. The **Guidance Centres and Centres for Promoting Employment** (KPA) (under the responsibility of the Ministry of Employment and Social Protection); the **Active Guidance Programme** for young people aged 16 and over has been set up in the past three years.
5. The **Observatory of Occupational Research and Information Technology** comprises one of the two subsidiary companies of the Greek Manpower Employment Organisation (OAED). Its main aim is to conduct research and studies on the labour market and to provide complete solutions for the computerisation and statistical observation of the actions developed by the OAED and its subsidiaries.
6. The **National System Linking Vocational Education and Training to Employment** (ESSEEKA) incorporates 5 auxiliary sub-systems of vocational education and training and operates as a coordinator of the entire institutional environment.

In addition, the new Operational Programme of the YPEPTh called 'Education and Lifelong Learning' (which establishes the national aims for education and training for 2007-2013), and more specifically, the second strategic objective of the programme, tries to achieve – through combined actions – the formation and consolidation of a positive climate of cooperation and participation of those directly involved in the education procedure (pupils, students), the labour market and the world of entrepreneurship. The more specific interventions which have been included for its achievement are:

- the institutional, organisational and operational expansion of the **liaison offices**;
- the expansion of traineeships within the framework of the curricula of the different levels and degrees of education;
- the promotion of youth entrepreneurship in order to develop a spirit of enterprise and familiarity with matters of research, technology and innovation;

- the re-planning and expansion of vocational guidance in all degrees and levels of education for the improvement of its quality and effectiveness. The foundation of management units/vocational guidance structures in the regional directorates of primary and secondary education, with support provided to existing and new structures. The establishment of *pupils' reports and CVs* and the promotion of *individual counselling*. The reform of the vocational guidance curriculum, development of the appropriate educational material and promotion of programmes for the academic and vocational training of teaching staff, with the possibility of earning a specialised master's degree.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Vocational guidance education exists in a minimum form in the framework of the curricula:

- in the third year of *gymnasio*** (1 hr/week for the entire duration of the school year);
- in the first year of general *lykeio*** (1 hr/week in the second term of the school year);
- in the first year of vocational *lykeio*** (2 hrs/week for the entire year in the technological course and in the services course).

For the application of vocational guidance in class, educational material has been produced under the responsibility of the Educational Institute for the third year of *gymnasio* and the first year of *lykeio*, which is addressed to pupils in the corresponding classes and to the educational staff who implement it.

Traineeships within the framework of the curriculum

Traineeship activities in compulsory secondary education have partly materialised in the form of pilot programmes (e.g. Leonardo). Traineeships in non-compulsory secondary education concern specialisations in vocational *lykeio* (e.g. auxiliary nurses), where traineeships are included in the official curriculum and are realised in the corresponding working areas (e.g. hospitals). Traineeships in the form of *apprenticeships* are implemented by OAED vocational schools which belong to the Ministry of Employment. Following a decision by the Minister of National Education and Religious Affairs, optional traineeships of a duration of 6 months have been established for students who have completed their studies at public and private IEKs.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Guidance services at school

a. Services *incorporated in school activities*, such as:

- The application of vocational guidance in class (referred to above).
- The implementation of vocational guidance in *gymnasio* and general *lykeio* courses.

b. Additional extracurricular services, such as:

b.1 Targeted activities

- i. *Career training* programmes, which are carried out in the framework of extracurricular activities.
- ii. *Career Days*, aimed at preparing pupils for the transition between different levels of education and/or from education to training or the labour market.
- iii. *Library – vocational guidance* archives.
- iv. *Visits to educational and work places* for pupils in classes which apply vocational guidance.
- v. *Visits of professionals to schools* for pupils in classes which apply vocational guidance.

b.2 Structures of vocational guidance

- i. Foundation and operation of **570 vocational guidance offices** (GRASEPs) at corresponding general and technical secondary schools. The vocational guidance offices support the application of vocational guidance at *gymnasio* and *lykeio*, and provide individual or group counselling to the entire school community.
- ii. Foundation and operation of **132 labour market liaison offices for vocational guidance** (GRASYS) in the corresponding vocational *lykeio*, which, in addition to the characteristics of the vocational guidance offices, target the connection between education and the labour market by carrying out research into the local employment market (via networking with local businesses and others).

c. Services outside school

- i. **81 Counselling and Guidance Centres (KESYPs)**. The KESYPs provide counselling and information on career matters. These centres target young people under age 25 who are or are not part of the school system, their parents and guardians, the teaching staff at schools and, in a broader sense, the local communities (with special emphasis on vulnerable social groups).
- ii. Upgrading of the central administration service of the YPEPTh involved in the institution in the **Directorate of Vocational Guidance and Innovative Activities** (Law 2986/2002, article 8).
- iii. Foundation and operation of the **National Centre for Vocational Guidance** (EKEP) (referred to above).

Guidance services outside school

a. In the Ministry of Employment

a. 1. OAED Centres for Promoting Employment (KPA)

a.2. Vocational Guidance Centres with the following organisational structures:

- **vocational Guidance and Information Centres (KEP);**
- **vocational guidance offices** (at regional level);
- **employment services** as well as the **Centres for Promoting Employment** (at local level).

The OAED vocational guidance services aim to help citizens make the right vocational choices in the following different manners:

- **individual vocational guidance**, which mainly targets young people aged 14-18 who wish to be pointed in the right direction, and who visit the services on their own initiative;
- **active vocational guidance**, which is another way for the OAED to introduce vocational guidance to young people and especially to those who leave school after the 9 years of compulsory education. Active vocational guidance is a new progressive programme which addresses young people aged 15-18 once a year, and aims to inform them briefly about trade groups, so that they may evaluate their capacities and chose a profession, whilst being aware of the advantages and disadvantages of their choices.

b. In other public organisations in the broader sense and in the private sector

- **Local authority organisations** (e.g. offices for the promotion of women's entrepreneurship, etc.).
- **Non-profit organisations** which work with special groups in the population, under **public sector organisations apart from the Ministry of Education and the Ministry of Employment** (e.g. therapeutic programmes for drug addicts, psychiatric patients, victims of abuse, etc.).

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

The staff in vocational guidance structures (KESYP, vocational guidance offices, etc.) are secondary school teachers who, in addition to having the basic qualifications which allow them to be employed in education, may possess one of the following:

- a master's degree or a doctorate in vocational guidance;
- master's-level training in vocational guidance of a duration of one year;

- in-service training in vocational guidance of a duration of 1000 hours, under the supervision of the YPEPTh;
- in-service training in vocational guidance of a duration of 520 hours, under the supervision of the YPEPTh;
- in-service training in vocational guidance of a duration of 5 months.

In the services of the Ministry of Employment

a. Specialised counsellors

b. Professionals holding a University degree with or without a specialisation in the area of vocational guidance (who subsequently obtain a specialisation within the framework of in-service training organised periodically by the relevant Directorate of Vocational Guidance).

In other guidance services

The staff in other services have a background in social science (psychologists, social workers, sociologists, etc.) with or without additional education in vocational guidance.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Parents and guardians are invited to the schools to be informed about the aims and targets of vocational guidance and the educational and vocational outlets for their children. Parents and guardians are informed about the possibilities for their children to continue their studies in secondary education, and the educational and vocational possibilities and outlets after graduating from secondary education.

Within the framework of these activities developed at school and the implementation of vocational guidance, a possibility exists for cooperation between schools and **social partners** and **organisations operating at local level**.

Furthermore, the **entrepreneurship programme** places special emphasis on employers' organisations and has been operating for the last six years on the initiative of schools in collaboration with the **Federation of Greek Industrialists (SEV)** and the **Educational Institute**.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

The **Ploteus** website (www.ploteus.net) provides access to information for professionals in the area of vocational guidance, as well as young people, pupils, students, those seeking employment, etc. in relation to educational and vocational opportunities at national and European level.

The vocational guidance structures (KESYP, GRASEP, GRASY) are connected and communicate with each other via the **Nestor** network, which is an internal intranet providing the staff who work in these structures exclusive access to organised information archives which are updated centrally on a regular basis.

In addition, the Educational Institute's website (<http://sep.pi-schools.gr>) provides access to recent educational information in electronic format to anyone who may be interested. The same Internet site offers the possibility to research study subjects at different levels by means of a keyword search, as well as vocational monographs drafted under the supervision of the Educational Institute. A complete list of the vocational guidance structures which operate throughout Greece is also provided along with useful links.

Additionally, the Directorate of Vocational Guidance (SEPED) website (<http://seped.ypepth.sch.gr/>) which targets pupils, parents and teachers, provides information on vocational guidance in secondary education, the vocational guidance office, the relevant legislation on vocational guidance in secondary education and, finally, the programmes carried out in the framework of EPEAEK II.

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VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

HUNGARY

School year 2007/08

Education is compulsory for pupils between the ages of 5 and 18. It begins during the last year of pre-primary education and covers primary and lower secondary education for a duration of 8 years, organised as a single structure (*általános iskola*), as well as upper secondary (*gimnázium, szakközépiskola, szakiskola*) for 4 years. There are, however, possibilities to continue studies after the 4th year of primary school either in an alternative or a structured general upper secondary educational institution (*gimnázium*) (with 6 to 8 years). Education and teaching begins in the seventh year for the six-year *gimnázium*, and in the fifth year for the eight-year *gimnázium*, with both finishing in year 12. All schools until the age of 16 offer general education; pupils can choose vocational options only after they reach the age of 16.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The main objectives of the national policy related to vocational guidance education and career choice is to reduce the failure and drop-out rates in schools as well as to decrease and prevent unemployment. Career choice education is an integral part of the educational process and has the objective of making pupils aware of the fact that lifelong learning is essential for their employability.

The obligation to provide some vocational guidance in compulsory education is directed by the following laws:

- the Amendment in 2003 of Act LXXIX of 1993 on public education; § 34 prescribes the creation of professional educational services, among them guidance for further study and career choices;
- act LXXVI of 1993 on vocational education and training; § 1 and 29 explain each pupil's right to receive professional guidance. The same act explains each adult's right to receive professional guidance if a career modification occurs during the adult's professional life.

RESPONSIBILITIES

The Ministry of Education and Culture and the Ministry of Social Affairs and Labour share the responsibility for establishing vocational guidance education and vocational guidance services. The first is responsible for the establishment of services aimed at pupils, students and adults in the education system. Their role is to facilitate the transition between school and the professional world as well as career choices. The second makes services available to facilitate the integration of or return to the labour market for people seeking employment or training and for socially disadvantaged groups.

The National Council for Vocational Guidance gathers representatives of the public authorities and other stakeholders as well as key partners of the service offer.

The National Council for Vocational Guidance began its function in 1961 under the supervision of the Ministry of Labour. In 1969, it developed the network of teachers which would be responsible for career guidance in their respective schools. These teachers worked semi-independently, being responsible for career guidance. Meanwhile, the network also created career guidance centres in every county of Hungary to help pupils – mostly at the end of primary and secondary school – to find the most adequate professions or jobs for themselves. Nowadays, these institutions for vocational guidance have practically disappeared in Hungary. They have been replaced by two types of vocational guidance institute:

- Labour Centres, whose network covers the whole country, deal with career and vocational guidance duties in the case of adults (mostly unemployed or unqualified persons); under the supervision of the Ministry of Social Affairs and Labour;
- Educational Centres, whose network covers the whole country, deal with pupils under age 18; under the supervision of the Ministry of Education and Culture.

The management of these programmes is the duty of the National Union of Career Guidance, and the National Centre of Career Information provides the necessary information. (The latter is located in Szeged.)

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Vocational guidance education is part of the National Core Curriculum at all levels of education (primary included) as a cross-cutting approach called ‘learning about daily life and practical skills’. The objectives of this approach are to allow pupils to self-evaluate skills and become familiarised with the professional world and to impart knowledge to them about the different professional areas. All teachers at all levels of education have the role of preparing pupils for their future career choices.

In all types of educational institution, a separate subject called ‘career counselling’ exists for pupils aged 13-14. It is taught in the framework of the cross-cutting approach ‘learning about daily life and practical skills’. The objective of this subject is to facilitate pupils’ future school and career choices. Pupils receive assistance in formulating and defining their individual interests, in establishing their career objectives and in planning their educational pathways.

In upper secondary education, courses are offered which consist of presentations of different trades and careers, aimed at helping pupils to take decisions in terms of their choice of future educational pathways and careers. In vocational secondary schools (*szakközépiskola*) in years 8 and 9, there are programmes for professional orientation before beginning vocational training. In *szakiskola* (vocational training school), this type of education takes the shape of a programme of 8 lessons per week. In the other types of upper secondary school, activities are less formal, i.e. the teachers responsible for the class decide which topics come into question in the lectures, the extent to which the school psychologist is involved, or on the role of the parents’ association.

Traineeships within the framework of the curriculum

Traineeships are part of the upper secondary vocational education programme (from the 9th year of compulsory education). The number of hours devoted to theory and practice is divided approximately equally. Traineeships are not included in the general education curricula.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Visits to companies and with employers, and experience on the labour market are organised by upper secondary schools.

Developing and maintaining direct contacts with the world of work is a practice which exists in vocational schools, but which cannot be fulfilled easily in general secondary schools.

Guidance services at school

In addition to vocational guidance education offered to pupils in the framework of the curriculum, lessons (one hour per week) consisting of individualised counselling aimed at helping pupils to take decisions regarding their choice of educational pathway and training as well as their careers are generally provided by a teacher/counsellor or the teacher responsible for the class (*osztályfőnök*).

Since the semi-independent teachers responsible for career guidance ceased to operate in all schools, the role of teachers responsible for classes has increased. The teacher must recognise pupils who have problems in choosing their future school or jobs so that they receive help from the adequate experts. It is also up to the teacher to provide the necessary information on job expectations and possibilities. They must know about the services which help with decision-making, for example the '*Let's start together*' computer program package, or take pupils to visit exhibitions which are organised regularly by the Labour Centres. In all types of secondary school in particular, it is very important to teach the subject '*Entrepreneurial knowledge*' which already has its own curriculum for all levels of education.

Other types of educational and vocational guidance are made available according to the type of education. For example, some years ago in vocational schools, a very important vocational development programme (*Szakiskolai Fejlesztési Program*) was launched. Activities and other mechanisms developed in the framework of this programme (such as a curriculum based on skills, manuals and multimedia aids, an ongoing training programme for teachers, conferences, etc.), are aimed at improving the quality of career counselling and, in the end, at allowing pupils to obtain much more general knowledge and to make well-informed and reasoned career choices. They are freely accessible to anyone who is interested.

Guidance services outside school

The county educational institutes (*megyei pedagógiai intézet*) and pedagogical professional services (*pedagógiai szakszolgálatok*) (under the supervision of the Ministry of Education and Culture) exist in each district. The counsellors who work there offer pupils diagnostics of

their talents, abilities, skills and intellectual orientations, as well as advice on educational pathways and the choice of school. In certain cases, these services are aimed at young people with difficulties related to school, integration or behaviour, or at those who are particularly gifted.

In addition to the Labour Centre network (there are 20 Labour Centres with 173 local sub-offices), there are 9 regional retraining centres (*Regionális Átképző Központok*) under the direction of the public employment service (*Állami Foglalkoztatási Szolgálat – ÁFSZ*). Their local branches also offer vocational guidance services mainly to unemployed persons.

They both aim to provide training programmes for adults (sometimes also for disabled people) to gain adequate and useful qualifications on the labour market, in the framework of adult education. Young people who have dropped out of school or who are above the compulsory school-attendance age, may also make use of these services. These centres also conduct surveys called *prior learning assessment and recognition*, which are also obligatory in the case of adults, according to the Act LXXVI of 1993 on Vocational education and training (29.§.) The educational methods used in these programmes are differentiated and individualised according to the personality of students, and the programmes are organised as training modules.

QUALIFICATIONS OF GUIDANCE STAFF

The requirements in terms of qualifications for guidance practitioners are regulated only for teachers responsible for guidance as well as for public employment service counsellors.

A guidance training programme for teachers is offered by several higher education institutions specialised in teacher training and by one university.

Until recently, very little information and knowledge on career guidance could be obtained by teachers during their studies at universities and colleges. Now there are compulsory courses – mostly in colleges – dealing directly with these topics, and it is also possible to get acquainted with them through further education and training programmes. (In-service training is organised mostly by educational services.) Psychologists who work in the field of vocational guidance are trained at university in the area of work psychology.

The qualifications of counsellors in the employment sector are defined by law and include a higher education diploma in the area of vocational guidance and career counselling, social education, etc., according to the type of post.

The counsellors may participate in ongoing specialised training and other activities allowing them to improve their qualifications.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Examples of best practices in terms of cooperation between different stakeholders (local authorities, employers, schools, etc.) consisting in organising joint events exist sporadically at local level.

Some pilot projects covering a small number of schools were launched in the past few years.

The examples of best practices were developed mostly through the support of international European Union programmes (i.e. Leonardo da Vinci projects) organised by the Tempus Public Foundation and with the help of the National Employment Foundation. As a result of these programmes, a number of schools have created a consortium in cooperation with international stakeholders, e.g. developing new qualifications in Szombathely at BAU-EXTRA training school, or realising study visits abroad, mostly in the framework of school partnerships, etc.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

The network of organisations providing career counselling information (*Foglalkozási Információs Tanácsadó, FIT szervezetek és bázisok*) run by the employment centres, has developed and made various modern tools available to help with career choices (databases, software, etc.).

The website of the National Centre for Vocational Guidance Resources (*Nemzeti Pályainformációs Központ* – www.npk.hu) provides information on the bodies involved in educational and vocational guidance as well as on the education system, the labour market, employment opportunities, etc. Requests may be made by telephone or by email.

Websites (such as www.epalya.hu, www.palyainfo.hu) provide information and databases on training and the labour market, career planning assistance programmes, etc.

Internet references

National Centre for Vocational Guidance Resources: www.npk.hu

Ministry of Social Affairs and Labour: <http://www.szmm.gov.hu/>

Ministry of Education and Culture: <http://www.okm.gov.hu/>

Tempus Public Foundation: <http://www.tpf.hu/pages/forum>

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VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

ICELAND

School year 2007/08

Education is compulsory for pupils between the ages of 6 and 16. Compulsory education is organised as a single structure (*grunnskóli*) without distinction between primary and lower secondary levels. The end of compulsory education is a key moment in terms of guidance. Pupils have the possibility to go on to general or vocational upper secondary education. The conditions of access vary according to the branch chosen.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

Education at compulsory level is governed by the Compulsory School Act from 1995 (*Lög um grunnskóla*). According to this Act, the local municipalities are responsible for the operation of schools at this school level.

The Ministry of Education, Science and Culture issues National Curriculum Guidelines (NCG) which are intended to provide more detailed objectives necessary to implement the Compulsory School Act. According to the Act each school is obliged to write its own school working guide which must be based on the NCG, but gives each school an opportunity to take into account its circumstances and special characteristics.

According to the Compulsory School Act, all municipalities are obliged to organise and provide young people with educational guidance. In order to facilitate pupils' decisions in their choice of educational and vocational pathway, all schools must provide pupils with careers guidance and information on training and career possibilities.

The importance of lifelong learning has introduced new challenges in the area of vocational guidance. In 1998, the Ministry of Education published a report which underlines the major importance of actions in the area of accessibility to information and vocational counselling services and to new information technologies for all citizens. The update of the skills and qualifications of guidance practitioners is also part of these challenges.

RESPONSIBILITIES

The Ministry of Education, Science and Culture and the Ministry of Social Affairs share the responsibility for the establishment of educational and vocational guidance services. Other stakeholders, such as the local authorities, experts in the area, organisations of employers, the Association for Educational and Vocational Guidance (*Félag náms- og starfsráðgjafa – <http://fns.is>*), etc., also play an important role in the development of these services.

In the employment sector, the network of public services supervised by the Ministry of Social Affairs (Labour Department) provides information and counselling to people seeking employment, those with special needs (handicaps) and other target groups, sometimes in cooperation with the local authorities, schools or lifelong learning centres.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

According to the national curriculum guidelines, careers guidance may be integrated into the compulsory subject called 'Life Skills' but may also be part of other optional subjects. Based on guidelines, each school elaborates its own programme in which it is obliged to include the details on the way in which careers guidance will be taught. 'Life skills' is a compulsory subject from the 4th to the 10th year of compulsory education (one lesson per week). The general objective is to help pupils develop their social and personal skills, respect for themselves and others as well as to encourage their spirit of initiative, creativity and capacity to adapt to a changing environment and the challenges of society.

Electives are a part of compulsory education. Compulsory schools must define and clarify the aims of the electives that are offered. Furthermore, they must submit teaching schedules, lists of topics to be covered and decisions concerning the nature of assessment, and introduce these plans to pupils and their parents as soon as they have been approved by the local authority. Individual schools must organise up to 30 % of the total teaching time to electives in years 8, 9 and 10. In these years the schools must offer their pupils the possibility to choose between subjects and fields of study. The aim behind this increased freedom is to allow individual pupils to adjust their education according to their needs and to allow them to emphasise in their studies what they are interested in and how they see fit to plan their future in cooperation with their parents, teachers and educational counsellors. There are various course options in the last year of compulsory schooling which the pupil, his/her parents and teachers may jointly decide on in their search to obtain the best educational solution for that particular pupil.

The electives that are offered in years 8, 9 and 10 may be divided into three main groups. Firstly, there are electives that prepare pupils systematically for the academic education programmes of secondary school. Secondly, there are electives that relate to specific preparation for a professional career, or for further education in the fields of arts or technology. Thirdly, pupils are able to select subjects that broaden their horizons or make their lives more meaningful.

Traineeships within the framework of the curriculum

According to the regulations concerning optional subjects in compulsory education (No 387/1996), the school may, in cooperation with the pupils concerned and their parents, validate a traineeship or vocational training as an optional subject.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

These contacts are determined by local authorities and schools and vary from one school to another. This is practised at lower secondary level, mainly in years 9 and 10.

Guidance services at school

A guidance counsellor in a school environment has four main functions: prevention (research, directing towards other services, proposals for organisational changes and

counselling); a therapeutic function (assistance with searching for solutions to personal problems which prevent pupils from benefiting from their educational experience and which hinder their development); an informative function (gathering and dissemination of information on educational and vocational possibilities, either individually or collectively through school guidance programmes); and a development function (individual counselling in order to help pupils reflect on their school results and on their professional interests, and to understand how these elements must be taken into consideration in their educational choices and career plans).

All compulsory schools have access to counsellors who work either part-time or full-time. In some cases one counsellor is responsible for counselling in a couple of schools. In rural areas there is usually one counsellor for a whole region, working in many small schools.

Guidance services outside school

Information and counselling services offered within the framework of public employment services are not aimed directly at pupils in compulsory education.

QUALIFICATIONS OF GUIDANCE STAFF

The level of qualifications required for guidance counsellors is defined only for those working in upper secondary schools (they are obliged to have a university degree in educational guidance and teaching experience at upper secondary level). In compulsory education, they may have a degree in education, sociology or psychology. In large schools, they must have a specialised guidance degree, whereas in smaller schools they may be teachers or part of other staff.

A master's programme in educational guidance is offered by the faculty of social science of the University of Iceland. It lasts nine months and consists of 34 credits (one credit corresponds to 40-60 hours). Each year, twelve students with a bachelor's degree in education, psychology or a similar area are accepted for this programme.

Distance training lasting five semesters organised jointly by the Ministries of Education, Science and Culture and Social Affairs is offered to guidance staff in the employment sector. The ongoing training programmes are accessible in the form of traineeships abroad within the framework of European programmes, courses (*Akademia* programme) or study visits, for example.

In the employment sector, the quality standards for guidance practitioners are defined at central level.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Legislation encourages cooperation between schools and other stakeholders in the community. Parents are invited to participate in school activities (in particular via counselling provided to parents). The local authorities provide guidance counsellors in compulsory education schools with the possibility to organise training and study visits in cooperation with companies and other institutions. Peer education exists in a large number of schools, involving former pupils in particular.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

Several projects involving online databases containing information on educational and vocational pathway possibilities are conducted jointly by the different ministries, social partners and school representatives. For example, an interactive programme on educational pathway possibilities including lifelong training is offered via the website www.mennt.is. Another project (www.idan.is) specialises in the possibilities offered by the labour market.

The public employment services have rooms equipped with computers allowing access to information on training possibilities, etc.

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www.frae.is

www.mimir.is

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www.fns.is

www.raf.is

www.mennt.is

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VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

Ireland

School year 2007/08

Education in Ireland is compulsory for children between the ages of six and sixteen. The primary school curriculum is an eight-year programme and most schools offer primary education to children from four years of age. Second level education is of five years' duration. An additional optional year – the Transition Year (TY) – is available in just over 70 % of second level schools and is taken when the first three years have been completed.

Typically, students transfer to second level education at twelve years of age. The junior cycle of secondary education is a three-year programme at the end of which students take a State examination, the Junior Certificate. During their last two years of second level education, students take one of three senior cycle programmes – the Established Leaving Certificate (LC), the Leaving Certificate Vocational Programme (LCVP) or the Leaving Certificate Applied (LCA). Each of these programmes culminates in a State examination which leads to the award of a Leaving Certificate for each student. Places on higher or further education and training courses are allocated on the basis of students' performance in the Leaving Certificate examination.

Each school which offers the Transition Year designs its own programme according to a curriculum framework laid down by the Department of Education and Science. The year focuses on the development of general, technical and academic skills as well as on personal development. It provides opportunities for students to explore a range of personal interests and to engage in work experience and community work. In 2007/08, approximately 540 second level schools offered a Transition Year programme and over 27 000 young people participated in them.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

Section 9(c) of the Education Act 1998 states that schools must ... ensure that students have access to appropriate guidance to assist them in their educational and career choices. To assist schools in meeting their obligations under the Act, the Department of Education and Science provides second level schools with an additional allocation of ex-quota hours for the provision of guidance. Each school's allocation is related to the size of its enrolment.

RESPONSIBILITIES

The Inspectorate of the Department of Education and Science has a statutory quality assurance obligation in relation to educational provision in schools. This is set out in section 13 of the Education Act 1998. The functions of an inspector include evaluating the quality of provision in schools and centres for education, supporting schools and teachers and advising the Minister. Inspectors of Guidance carry out inspections and advise the Minister on matters related to Guidance. Other legislation, such as the Education (Welfare) Act 2000, also has a direct bearing on the work of the Inspectorate.

The National Centre for Guidance in Education (NCGE) is an agency of the Department of Education and Science. Its main role is to support and develop guidance practice in all areas of education. In 2004, the NCGE undertook the management of the National Guidance Forum. The Forum was established as part of the programme of events of the Irish Presidency of the European Union in 2004. It was a joint initiative of the Department of Education and Science and the Department of Enterprise, Trade and Employment. The Forum had thirty-four members representing policy makers, guidance practitioners from education and labour market sectors, trainers of guidance counsellors, employers, trade unions, education managers, parents and consumers. The Forum launched its final report, *Guidance for Life – An integrated Framework for Lifelong Guidance in Ireland*, in October 2007 (see www.nationalguidanceforum.ie for the report).

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

In Ireland, guidance in second level schools encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career/vocational guidance. The Education Act 1998 (section 21) requires schools to have a school plan. Each school is expected to develop a guidance plan as part of its whole school plan.

Almost all second level schools receive an allocation of ex-quota hours from the Department of Education and Science for the provision of guidance. The exceptions are certain private fee-paying schools with fewer than 350 students. The number of hours is allocated on the basis of the number of students enrolled and it ranges from eight hours per week to fifty-five hours per week. The guidance service in schools is delivered mainly by guidance counsellors.

Programmes with an additional vocational guidance component

The Leaving Certificate Vocational Programme (LCVP) is designed to enhance the vocational dimension of the Leaving Certificate. The programme was introduced in 1994 in response to the challenge placed on Ireland's education system by a changing work and business environment. The programme combines the academic strengths of the established Leaving Certificate (LC) with a particular focus on self-directed learning, innovation and enterprise. This two-year programme was introduced as an expansion of existing provision to cater for the diversity of needs of senior cycle students.

The primary goal of the LCVP is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid change. Participants are encouraged to develop skills and competencies fundamental to both academic and vocational success. The strong vocational focus of the LCVP is achieved by arranging Leaving Certificate subjects into Vocational Subject Groupings (VSGs) and through the provision of additional courses of study in work preparation and enterprise known as the Link Modules. Guidance counsellors are involved in the delivery of these modules. They assist students in maximising their use of the opportunities provided and in exploring the range of progression options available. There are two Link Modules.

One Link Module is Preparation for the World of Work. This Link Module enables students to research and investigate local employment opportunities and develop job-seeking skills such as letter writing, CV presentation and interview techniques. They gain practical experience of the world of work or they may work-shadow a person in a career area that is of interest to them.

The other Link Module is Enterprise Education. Typically, students taking this are involved in organising visits to local business and community enterprises, in meeting and interviewing enterprising people on site and in the classroom, and in planning and undertaking activities designed to build self-confidence, creativity, initiative and to develop teamwork, communication and computer skills.

The Leaving Certificate Applied (LCA) is a two-year Leaving Certificate programme intended for students who wish to follow a practical programme with a strong vocational emphasis. In addition to work experience, students take a Vocational Preparation and Guidance module. This module, which is delivered by the school's guidance counsellor, facilitates the students' vocational development by raising their awareness of their interests and aptitudes, by developing their job search skills, by investigating career, education and training options and by devising personal career action paths.

One objective of Transition Year (TY) is the development of work-related skills. Students are provided with opportunities to develop more awareness of the world outside school. Many students in TY undertake work experience, work shadowing or set up mini-companies.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Guidance services outside school

Youthreach is an initiative for young people in the 15-20 age group who have left school. It is funded by the Department of Education and Science and the Department of Enterprise, Trade and Employment with the assistance of the European Social Fund, as part of the National Development Plans 2000-2006 and 2007-2013. The Department of Education and Science delivers the Youthreach Programme through centres for education managed by Vocational Education Committees (www.ivea.ie). The programme is also delivered in a network of forty-five Community Training Centres funded by FÁS (the Irish National Training and Employment Authority) and ten 'Justice Workshops' funded by FÁS (www.fas.ie) and the Department of Justice, Equality and Law Reform. A parallel programme in a culturally appropriate setting is delivered in the Senior Traveller Training Centres, of which there are thirty-three nationally (www.sttc.ie).

Adult learners who wish to access information about education courses can avail of the guidance services provided by the Adult Educational Guidance Initiative (AEGI). This service which is funded by the Department of Education and Science and managed by the NCGE was established in 2002. The AEGI now consists of thirty-eight guidance projects throughout the country which aim to provide a quality adult educational guidance service to participants in the Vocational Training.

Opportunities Scheme (VTOS) as well as literacy and other adult and community education programmes nationwide.

QUALIFICATIONS OF GUIDANCE STAFF

Guidance counsellors in second level schools are qualified teachers who have professional training in guidance at post-graduate level. Courses in guidance are provided by a number of the Irish universities. Some courses are full-time for one academic year and others are part-time over two years. The available recognised courses lead to a diploma in guidance at Level 7 or 8 on the National Framework of Qualifications, a master's degree in guidance or a master's degree in education which includes guidance as a major module component.

Most guidance counsellors are members of the Institute of Guidance Counsellors (IGC). The IGC is a professional body representing over 1 200 guidance practitioners in second level schools, third level colleges, adult guidance services, private practice and in other settings. The Department of Education and Science provides funding to the IGC for the continuing professional development of its members. Professional development activities are organised and delivered at local branch level and through an annual conference.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

In 2001, a new three year initiative, the Guidance Enhancement Initiative (GEI), was introduced to build on existing provision of guidance in schools. Under this initiative, schools were invited to apply for inclusion in the GEI by submitting proposals on how they would address one, or more, of the following:

- developing and promoting links between schools and industry, local agencies and the community;
- increasing the uptake of science subjects in senior cycle;
- increasing retention rates/combating early school leaving.

Over 170 schools participated in the GEI. Each school received an allocation of ex-quota hours for guidance over and above its normal entitlement to implement its proposals. Schools continue to receive this additional allocation.

The Department of Education and Science issued guidelines to schools in 2005 to assist them in the provision of appropriate guidance to all their students. The guidelines stress the need for schools to address the provision of guidance in a whole-school context and to involve all relevant members of staff, parents, students and representatives of the local community, especially local business and other relevant agencies, in the development of the school's guidance plan.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

All schools are now equipped with broadband. Access to information and communication technology (ICT) for guidance purposes is considered an essential element of the guidance programme.

The Department of Education and Science funds Qualifax, a national learners' database of further and higher education and training courses. Qualifax is managed by the National Qualifications Authority of Ireland and it is being further developed to include information

about careers and training pathways for those seeking information about lifelong learning and training opportunities. The website (www.qualifax.ie) has links to other relevant websites and services.

Career Directions is a FÁS developed interactive multimedia program which provides adults and young people with comprehensive up-to-date information on approximately 700 careers. It also features a self-directed interest inventory which helps match individuals to potential suitable careers. It is available online (www.careerdirections.ie) or through a CD Rom version.

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VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

ITALY

School year 2007/08

Since the 2007/08 school year, compulsory education now lasts 10 years and concerns pupils between the ages of 6 and 16. It covers primary education for a duration of 5 years and lower secondary education for a duration of 3 years. At the age of 14, pupils must choose their pathway for the last two years of compulsory education, i.e. either upper secondary education or initial vocational training (FPI) in three-year pathways (until 2008/09, when the reform of the 2nd cycle of education will take place). Therefore, according to the right/duty to education and training for at least 12 years or until the obtaining of a vocational qualification, young people aged 16 may not abandon their studies and must remain in secondary education (until completion of the 5th year) or in the three-year pathways of educational and vocational training (until the acquisition of the 3rd-year vocational qualification). They may also choose the apprenticeship pathway leading to a qualification, after meeting an annual quota of training outside a company. Following the two years of compulsory education, young people aged 16 may also decide to change pathways by validating the credits they have acquired previously in another pathway.

This description will present an analysis of the activities and functions of guidance in relation to compulsory education, the choice which young people aged 14 must make between the two pathways (general secondary or FPI) and the right/duty (secondary, FPI, apprenticeship) of young people aged 16. It will also present the ways in which guidance is provided, not only during the key moments when pupils must make choices, but also when they might decide to change pathways: in other words, this description will examine how guidance takes shape in Italy during the transitional phases, educational pathways and training.

As mentioned above, given the fact that the choices concern the educational and initial vocational training systems, this description will cover guidance established by schools and vocational training centres, as well as by the employment services of local governments.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The period of compulsory education was extended to 10 years as part of a reform introduced by law n° 296/2006 and regulated by decree n°139/2007 of the Ministry of Education.

After compulsory education, young people must pursue their pathway in accordance with the right/duty to education and training in general education, in the three-year pathways or in apprenticeships, as provided for in the previous law n° 53/2003 (Moratti Reform). This law also provides for the preparation of a plan of support for guidance interventions to combat early school leaving, in order to ensure adherence to the right/duty to education and training.

However, in law n° 59/97 on the reform of public administration, it is stated that schools, in their autonomy, must establish initiatives to prevent early school leaving, in particular by using outside environments to create ties between the vocational world and the training system.

With ministerial order n° 487/1997 on guidance for schools and universities, guidance initiatives are part of the curricula and, in a broader sense, of the process of education and training. In the application of the abovementioned law n° 59/97, other measures (legislative decrees n° 469/97 and n° 112/98) have transferred functions and obligations related to the job market to the regions and local government, including the organisation of guidance activities. In this respect, the State-Region Agreement of 2 March 2000 holds that young people in compulsory education governed by the right/duty to education and training must have access to employment services, in order to benefit from guidance services, support and counselling.

As regards vocational training, decree n° 166/2001 established the parameters which vocational training centres seeking to be accredited by the regions must adhere to in order to provide guidance activities. Furthermore, with the recent decree of the Ministries of Education and Labour (November 2007), in order to be able to provide pathways and activities connected to compulsory education such as inherent guidance activities, these bodies must now be accredited at central level.

Schools, local employment services and vocational training centres are therefore the stakeholders in the guidance system for young people in compulsory education.

As regards guidance initiatives at national level, a National Guidance Committee was created in 2004 (made up of representatives of the Ministries of Education and Labour, the regions, provinces, municipalities and employers' associations) in order to bring together the experiences and projects of the different stakeholders (schools, training institutes, local government) to promote pilot projects and initiatives which meet local needs as well as those of young people and their families. The committee also elaborated a National Guidance Plan which was launched in 2004/05. This national plan has the mission to pursue certain fundamental objectives, including the reinforcement of guidance intended to encourage success in education and training; integration into the professional world and, in a broader sense, young people's right of citizenship, in particular to combat early school leaving; the creation of an integrated guidance system aimed at overcoming the fragmentation of initiatives and projects; and the promotion of integrated training for all participants according to shared choices and methodologies.

RESPONSIBILITIES

In order to have a better understanding of the Italian education system, it is useful to bear in mind that the school system comes under the Ministry of Education, which defines the basic levels of services and standards, whilst respecting the autonomy of schools. The training system is within the competence of the regions, although the Ministry of Labour exercises its authority as regards the basic levels of services.

In accordance with regulation 257 of 2000, each school is responsible for launching the necessary initiatives to ensure educational and vocational guidance for pupils. These initiatives must be coordinated with those of the local authorities. They are provided at the end of the first cycle of education (age 14) by schools themselves, based on the choices of young people who, in order to complete their last two years of compulsory education, move on to the upper secondary cycle or to the FPI three-year pathways. The restreaming

activities, carried out by schools and vocational training centres, are therefore necessary during the pathways in both systems, as well as at the end of the two years, in order to continue in the same pathway or to change training pathways (see the section entitled 'Vocational guidance education in the curriculum').

In the framework of the employment services, under the responsibility of the provinces, a specific service for young people aged 14 to 17 was created in order to establish important activities connected to the recovery and restreaming of young people who have abandoned their studies (see the section entitled 'Guidance services outside school').

Other guidance centres devoted to young people have been created by the municipalities, such as *Informagiovani* which provides young people with guidance services on a bigger scale. For more information on the characteristics of these structures, see the section entitled 'Guidance services outside school'.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

As regards educational guidance in view of completing compulsory education, the first key moment occurs at the end of the **first cycle of education** when pupils aged 14 must decide whether they will complete their last two years of compulsory education in the general or vocational education and training system. Guidance activities are provided in different ways according to the school. The number of hours devoted to these activities is also very different from one school to the next, and depends on the projects accomplished by schools at a given time in the school year, usually at the end of the third year of the first cycle of education. The guidance projects elaborated and established by schools or carried out in collaboration with the regional education offices (decentralised sections of the Ministry of Education) or with the regions, are therefore cross-curricular. For more information on how they are carried out, see the section entitled 'Guidance services at school'.

In addition to guidance provided when pupils must make important choices, restreaming activities are carried out by schools and training centres once pupils have begun their pathways, as well as at the end of the last two years of compulsory education, in order to continue in the same pathway or to change training pathways. In this respect, in 2004, with the State-Region Agreement, national mechanisms were developed in order to allow the validation of training credits; this allows pupils in a training pathway to begin a general education pathway and vice versa, and guarantees the possibility for pupils to modify their choice of training up to age 18.

In the **initial vocational training pathway**, guidance is part of the curriculum for each year and represents a variable but significant number of hours. Guidance activities are part of the support measures aimed at encouraging the integration of young people into the pathways and to provide them with support in their search for employment. Specific actions are undertaken in order to facilitate the learning process and the reasoned choice of pathway for young people in difficult situations (immigrants, disabled people and early school leavers). The guidance initiatives are composed of a series of measures whose nature and objectives are discussed in the section entitled 'Guidance services at school', in the description of vocational training centres.

Traineeships within the framework of the curriculum

As regards the educational pathway of the upper secondary cycle, practical and laboratory activities are established in the framework of an increased flexibility of the curricula in vocational institutes and arts institutes, allowing the productive processes of the vocational sector of reference to be followed. Traineeships are specific to these institutes, and may begin during the first year, in keeping with the many existing options.

As regards the other educational pathways (secondary schools and technical institutes) which offer less laboratory and practical activities, legislative decree n° 77/2005 introduced 'alternance training' as a study method for courses in the second cycle, in secondary schools as well as in the vocational education system. The alternance pathways are aimed at encouraging 'guidance provided to young people by promoting their personal vocations, interests and individual learning styles'. Pupils must be aged 15 in order to request an alternance pathway. The alternance pathways are prepared, launched and evaluated under the responsibility of schools or training institutes, based on agreements with companies, professional associations or public or private bodies which accept pupils for their learning periods in the workplace, but it is not based on a labour contract. Alternance involves an internal supervisor from the school (who assists and guides pupils in order to ensure that everything runs smoothly), and an external supervisor from the workplace, who supervises pupils in the work environment, assists them in their learning pathway in the workplace and verifies the efficiency of the pathway with the internal supervisor.

The **FPI regional pathways** are also compatible with alternance training. However, traineeships, which have always been a characteristic guidance measure for vocational pathways, are carried out in companies from the first year. With local differences considered, traineeships involve a minimum of 100 hours and a maximum of 300 hours per year. The duration of traineeships is defined individually by the regions, according to the vocational qualification to be acquired. For the FPI three-year pathways, traineeships in the first year are intended above all to provide a form of guidance (through the organisation of visits to companies), whereas traineeships in the following years are of a practical nature and take place in companies. In these cases as well, traineeships require a training project agreement involving the pupil, the training centre (via the internal supervisor) and the company (via the external supervisor).

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Since 2004, following the creation of the National Guidance Committee, the Ministry of Education has encouraged schools to participate in the national *Orientagiovani* day organised by *Confindustria*, a body representing Italian industries. This event – now at its 14th edition – represents a combination of a whole series of events organised at regional level by the local *Confindustria* associations. In each Italian province, the industrial associations, in collaboration with schools, training centres and universities, provide pupils and teachers with an opportunity to meet entrepreneurs and reflect on skills and professional choices together.

Guidance services at school

The methods used by schools in the **first cycle** to establish guidance according to compulsory education do not follow a specific model, as they vary from one school to the next and are often connected to specific cross-curricular projects, which take place at a given point during the year (generally at the end of the last year of the first cycle). However, guidance activities are generally based on the desires, skills and needs of pupils who have consulted the brochure or have received support in researching other sources of information on the internet. The information concerns the local distribution of schools as well as the characteristics of upper secondary schools. The subjects included in the curricula, the calendars and the professional or study opportunities of the different pathways are verified. Guidance activities also provide a knowledge of the system of initial vocational training, i.e. the vocational pathways offered by regional vocational training centres. The information on vocational pathways also concerns the subjects, calendars and the different methodologies used. However, recent studies (ISFOL) have highlighted the fact that young people aged 14 and their families have poor knowledge of the FPI system in general and the vocational training centres in their region, as well as the training programmes they offer.

Vocational training centres offer a wide variety of guidance activities according to different methods, throughout the training pathways. Guidance is part of the curriculum and corresponds to a specific number of hours, and is provided by specialised guidance professionals (guidance counsellors, counsellors, psychologists, teachers).

Guidance provided during the pathways is enhanced by a series of measures: reception in the class; counselling of pupils in difficult situations; restreaming to provide support to pupils in the re-evaluation of their choices; support at work at the end of a training pathway; counselling to provide support to pupils throughout their training pathways; and support in the transition to another training or educational pathway. This guidance measure is implemented in the Laboratories for the Recovery and the Development of Learning (LARSA), which prepare pupils individually for the transition from one pathway to another, in general or vocational education. One of the tools used is the portfolio, a sort of file compiled by the pupil and his or her teachers, which defines and gathers the materials, products, documents and certificates highlighting the skills, knowledge and aptitudes developed by the pupil during his or her pathway.

Guidance services outside school

Employment services exist everywhere in the country, and provide their services to adults and young people between the ages of 14 and 17. Their functions are:

- to obtain data on young people enrolled in schools, vocational training or with apprenticeship contracts, in order to work out how many young people between the ages of 14 and 17 are outside all pathways of education at national level. Currently, these data are gathered in a provincial or regional register, with an aim to create a national register of pupils of compulsory school age;
- to implement services in the centre provided to young people who are outside all pathways; information on the possibilities provided by the different educational and

training structures; guidance to determine training or work projects; and counselling and support provided to young people in carrying out these projects.

The employment services take charge of delicate and problematic situations connected to specific groups of young people (mainly disabled people and immigrants).

As mentioned above, other guidance centres called *Informagiovani* also exist and are governed by the municipalities. The difference between *Informagiovani* and the employment services is that the main function of *Informagiovani* is to provide general information to young people on education, training and work, as well as on health, leisure activities, hobbies and cultural events in the region.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

Since 1990, the responsibilities and professional profile of each primary and secondary school teacher has included guidance provision for pupils. During their university studies and teaching specialisations, **school teachers** receive training devoted to the study and preparation of the subject of guidance.

However, the National Guidance Plan elaborated by the National Committee in 2004, provides for the implementation of integrated training activities for all participants as one of its main objectives.

School teachers, who coordinate guidance projects and are specialised in guidance activities, are given specific responsibilities by educational institutions as part of their 'instrumental' functions. These include tasks in relation to 'interventions and services for pupils' which involve the 'coordination and management of follow-up, guidance and counselling activities'.

However, as regards the **vocational training** pathway, stakeholders in the area of guidance are often former instructors who have acquired a specialisation in guidance activities for adolescents, through courses provided by the training structures themselves or through a master's degree at university. They have usually had socio-educational training.

Let us also mention the recent realisation of the 'ongoing training system online', a national ongoing training project for the public free of charge, based on new technologies (*e-learning*), and promoted by the Ministry of Labour directorate general for policies to promote guidance and training, carried out with the technical help of *Italia Lavoro* and ISFOL. This project is aimed at participants in the integrated system of training/education: training professionals, including guidance counsellors and supervisors; upper secondary school teachers who provide vocational guidance and education; and staff in the employment services. After registering for this service, one may access the course catalogue and training online, for which personalised supervision is also offered. Among the subject areas considered are, for example, specific courses on guidance/assessment and the analysis of individual skills; assistance and training for people in difficult situations (the disadvantaged and immigrants); integration and alternance training; and employment services, traineeships,

apprenticeships and counselling. Registration is required in order to access this service at <http://www.xformare.it>.

A list of interesting websites for the training of stakeholders in the area of guidance is presented below:

- <http://www.consortioineco.it>: the website of the Information and Communication Consortium. It contains a guide to establishing information and counselling services for young people.
- <http://www.centrotransizioni.it>: a research and operational elaboration laboratory designed by the University of Bologna for guidance professionals.
- <http://www.orientamento.it>: a 'home-made' website for Italian guidance participants.
- <http://www.jobtel.it>: a guidance website intended for users and professionals in the sector.

The periodicals which, for years, have dealt with the fundamental themes of training, work and guidance for the ongoing training of professionals are presented below:

- *Magellano* – bimonthly review, 2000, Florence, Iter.
- *Orientamento scolastico e professionale* (Educational and vocational guidance) – Italian association of educational and vocational guidance, quarterly review, 1960, Rome, AIOSP.
- *Professionalità* (Professionalism) – Culture, experiences and innovation in in-service training, bimonthly review, Brescia, La Scuola Editions.
- *Rassegna CNOS* (CNOS Review) – Issues, experiences and perspectives in vocational training, four-monthly review, 1984, Rome, CNOS.

In other guidance services

Guidance counsellors in the employment services are often people with different qualifications in terms of guidance. Some of them are psychologists, sociologists, statisticians and researchers. Others do not have master's degrees, but have acquired solid experience over the years with unemployed people.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Schools and guidance centres establish relations with local guidance services as well as with other bodies (such as local companies). In general, the objective is to organise guidance sessions and, in particular, alternance pathways and traineeships (see the section entitled 'Vocational guidance education in the curriculum').

Local guidance projects promoted by the municipalities, provinces and regions also involve interaction between the different stakeholders in the area of training (schools, training centres, volunteer associations) and those present locally (employment services and companies). In other cases, the projects encourage the dissemination of regulations and

possibilities in terms of education and training at local level, between the families of young people in compulsory education.

At national level, *Orientagiovani* day (see the section entitled ‘Other types of activity’) encourages interactions between schools and companies in order to promote entrepreneurial culture.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

Young people and their families have access to information on guidance at local and national levels. On the websites of the municipalities, provinces and regions, and in particular in the sections devoted to the provision of educational and vocational training, it is possible to access databases on local training pathways and schools for young people in compulsory education.

The project which is under consideration by the Ministry of Education recommends the creation of a national database containing not only the names of local schools and the educational provision planned for the beginning of a given school year, but also the names of vocational training centres and their training offers.

As regards printed documentation on guidance, certain provinces, regions and employment services provide brochures for young people and their families, aimed at explaining the standards for compulsory education and the concept of the right/duty to education and training, and at providing more pertinent information concerning their choices.

The *Europa Lavoro* website (<http://www.lavoro.gov.it/Lavoro/EuropaLavoro>), created by the Ministry of Labour, is devoted entirely to the activities of the European Social Fund (ESF): it allows quick access for professionals in the sector and citizens to up-to-date opportunities proposed by the ESF in the area of vocational training and guidance, and also provides tools for integration into the professional world. One of the initiatives promoted is *Circuml@vorando* (www.circumlavorando.it), a nomadic information service about the world of vocational training, guidance, work and social integration.

Among the *Europa Lavoro* publications, let us mention *Orientamento al lavoro – Vademedum per i genitori* (Guidance at work – vademecum for parents) in the section devoted to editorial products. It is aimed at parents of young people between the ages of 16 and 25 who have finished university or non-university higher education or vocational training, and who require information on choosing a career.

Another service which should be mentioned is the *Orientaonline* project of the Ministry of Labour, Directorate General for Guidance and Training, carried out thanks to financing from the ESF and the technical help of ISFOL. *Orientaonline* (<http://www.isfol.it>) is an integrated database devoted to guidance and vocational training: it contains detailed data and information on careers, presented in a map of professional sectors which attempts to cover the entire production system in Italy.

Internet references

<http://www.comune.name of the municipality.it>. For example: www.comune.fiumicino.it

<http://www.provincia.name of the province.it>. For example: www.provincia.firenze.it

<http://www.regione.name of the region.it>. For example: www.regione.toscana.it

On the websites of the municipalities, provinces and regions (as indicated above), one may find the local initiatives and databases related to schools and vocational training in the sections devoted to educational and vocational training.

<http://www.istruzione.it>: the website of the Ministry of Education contains education legislation and material on guidance, as well as updates of educational initiatives and projects, in particular in the section www.pubblica.istruzione.it/dgstudente/orienta.shtml

<http://www.indire.it>: the website of the National Agency for the Development of School Autonomy presents guidance projects and projects aimed at combating early school leaving, as well as documentation on teacher training in Italy and abroad.

<http://www.lavoro.gov.it>: this website contains regulations concerning work and the access to work. In the section entitled *Europa Lavoro* (<http://www.lavoro.gov.it/Lavoro/EuropaLavoro>), one may also find information on the training projects financed by the European Union, as well as editorial and multimedia documents on guidance.

<http://www.isfol.it>: the website of the Institute for the Development of Vocational Training of Workers contains a database with information on employment, numerous files on careers and a guide devoted to training pathways in the *Orientaonline* section. A very useful list of publications for professionals may be found in the guidance section.

<http://www.cosavuoifaredagrande.it>: this website provides useful information and methodological instruments to help pupils discover their personal aptitudes and interests in view of their future school, university and career choices.

<http://www.jobtel.it>: this guidance website is intended for users and professionals in the sector.

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8. La Regolamentazione dell'obbligo di istruzione/diritto-dovere (The regulation of compulsory education/the right-duty to education and training), February 2008 (ISFOL).
9. Skills and Competences Development and Innovative Pedagogy, Isfol – Cedefop, 2007.

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

LATVIA

School year 2007/08

Education is compulsory for pupils between the ages of 5 and 16. It begins during the two last years of pre-primary education (children aged 5 to 6) and continues during the 9 years of basic education (single structure without distinction between primary and lower secondary levels). The age of 16 is a key moment in terms of guidance. Pupils have the possibility to go on to general or vocational upper secondary education.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The Law on Education defines **vocational guidance** as the provision of information regarding the opportunity to acquire vocational and higher education in compliance with the interests and abilities of the learner.

The 2002 Law on Assistance to the Unemployed and Job-seekers stipulates that the objective is to promote the competitiveness of these people on the employment market and to help them in their professional choices. The Law considers guidance and counselling services to be necessary preventive measures to reduce the rate of unemployment.

In order to improve the accessibility and quality of vocational counselling and careers education in the education sector, the Ministry of Education launched a project tender under the ESF National Programme for education in 2005 to reinforce the establishment of vocational guidance services and careers education (*Fostering the Implementation of Vocational Guidance Provision and Careers Education in the Education Sector*). This project focuses in particular on in-service training for classroom teachers/tutors to prepare them to provide careers education, the establishment of professional standards for guidance practitioners and, following from this, the development of a master's degree programme. It also focuses on the development of training material and information resources. The project was implemented by the State Education Development Agency (*Valsts izglītības attīstības aģentura – VIAA*).

In 2006, the White Paper on Improvement of the Career Guidance System was passed by the Cabinet of Ministers of the Republic of Latvia with the purpose of explicitly defining the terms used in the guidance system and improving the coordination of activities among guidance stakeholders at national level.

RESPONSIBILITIES

The Ministry of Education and Science (*Izglītības un zinātnes ministrija – IZM*) and the Ministry of Welfare (*Labklājības ministrija*) are responsible for vocational guidance and counselling services.

In accordance with the 1998 Law on Education, the local authorities organise services for children and young people. According to the 1999 Law on Vocational Education (amended last in 2007), the Ministry of Education and Science organises the implementation of vocational guidance and careers education within the vocational education sector.

In 2000, the State Education Development Agency (a body under the supervision of the Ministry of Education and Science) created the National Centre for Vocational Guidance Resources (*Profesionālās orientācijas informācijas centrs* – POIC) to represent Latvia in the European Commission's Euroguidance Network.

As of 2007, the State Agency for Career Counselling (*Profesionālās karjeras izvēles valsts aģentūra* – PKIVA) has been integrated into the State Employment Agency as the Career Services Department. The Department is responsible for the application of the policy of the Ministry of Welfare in terms of guidance. The Department organises the provision of counselling to young people and adults (employed or unemployed), teachers and parents of pupils.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

In 2005, a new cross-cutting subject area entitled 'social science' was added to the curriculum for all nine years of basic education. This subject area covers four subjects: ethics, health education, introduction to economics and citizenship. The objective is to help pupils acquire a better understanding of themselves and of social processes, as well as skills allowing them to cooperate with others, take decisions, etc. In the framework of this cross-cutting subject, there are themes such as 'Me and my time' which include certain learning targets related to career guidance. The number of hours to be devoted to each theme is indicated, but it is up to the teacher to decide how much time to devote to each learning target. Career choice is also a popular topic for the annual project week when students practise research and group work methods.

Traineeships within the framework of the curriculum

Traineeships are limited to vocational education and do not play a role within the compulsory education level. Traineeships make up between 480 and 960 hours of the curriculum, depending on the level and type of qualification being trained for. They are intended to widen and improve the grasp of knowledge as well as enhance professional skills according to vocational standards. Traineeships provide practical work experience and are assessed as a separate subject area.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Each year, 'job shadowing' – an 'observation day in the workplace' – is organised by Junior Achievement Latvia (a member organisation of Junior Achievement Worldwide) at national level for students in years 1-12. Students accompany an employee of a business, public body or organisation for at least four hours during one working day. Schools must sign an annual partnership agreement with Junior Achievement Latvia to participate in these

activities. The objective of 'Job Shadowing' is to allow pupils to have direct contact with the professional world.

Within schools, class teachers and deputy directors for out-of-school activities organise excursions to companies or arrange for representatives of companies to visit schools or participate in career day events.

Guidance services at school

Since vocational guidance in the general education sector is the responsibility of local governments, there are varying levels of guidance services available at schools in different regions. In most cases, career choice and other subjects related to educational and vocational guidance are discussed with pupils during the hour devoted to the teacher/tutor and his or her class. The teacher/tutor may invite representatives of the State Employment Agency, who test the pupils to determine their skills, interests, preferences and attitudes. Stronger emphasis is placed on educational and vocational guidance during the three last years of basic education (years 7-9).

Furthermore, if necessary, schools may provide psychological assistance to pupils, parents and teachers; pupils with learning difficulties may take remedial classes, etc.

The project currently implemented by the State Education Development Agency under the ESF National Programme of the Ministry of Education, organises the creation and piloting of methodological material for careers education (workbooks intended for pupils and kits for teachers) in general education (years 7-9 and 10-12) and in vocational schools.

Guidance services outside school

The State Employment Agency provides counselling to young people and adults (employed or not), teachers and parents of pupils. The counsellors who work there use different methods, including individual or group consultations on the choice of educational and vocational pathways or on career planning, as well as consultations to determine the individual characteristics and professional areas or professions likely to correspond best to each pupil. They organise workshops on job search techniques and writing a curriculum vitae, etc. In 2008, the structure of the agency included 26 local offices.

Guidance for people with special needs is provided by the Social Integration State Agency and takes into account the physical and mental challenges of clients as well as their career interests and abilities. These services are available for persons who have completed at least basic education.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

The ESF National project, currently implemented by the State Education Development Agency, organises the establishment of four training modules (72 hours) to improve the qualifications of teachers in terms of providing careers education: a basic module and three specialised modules (for teachers working with students in years 7-9, 10-12 and vocational

school). It has also organised training for 40 teacher trainers/multipliers and for a total of over 5 000 teachers.

The development of a national qualification framework and a master's degree programme for the training of guidance counsellors (including detailed content and methodological support for the establishment of courses) are part of this ESF project. The study programme was implemented in autumn 2007 in five higher education institutions. The graduates will receive a professional master's degree (*magistra grāds*) and a professional qualification upon completing 2 years of full-time or 2.5 years of part-time studies.

As yet, there is no specific staff position at schools devoted exclusively to career counselling. Class teachers and social science teachers include career choice and educational pathway issues in their lessons. School libraries contain information materials which can be accessed by teachers and students. Discussions are under way at national policy level to decide whether career guidance counsellors should be considered as part of the teaching staff or as auxiliary staff at schools. This status will determine if their salaries should be paid by the Ministry of Education and Science or by local authorities.

In other guidance services

The career counselling staff of the State Employment Agency must have either a bachelor's or a master's degree (academic or professional) in psychology or education. The Agency's Career Services Department organises in-service training for staff on different career guidance methods and tools.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

The White Paper on the 'Improvement of the Career Guidance System' (2006) foresees the need to establish a policy coordinating body at national level, including both representatives of ministries and social partners. The development of the Career Support System Cooperation Council was initiated in 2007.

On a practical level, contacts between schools, employers and parents take place informally and not on a regular basis, within the context of out-of-class activities, project weeks or career days. The level of activity in this area is at the discretion of individual schools, some of which are more active than others.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

The ESF National Project, currently implemented by the State Education Development Agency, has created a searchable electronic database on educational opportunities as well as self-evaluation tests accessible online. The project has also produced a series of DVDs on job clusters in five industry sectors, and three student guidebooks on choosing an educational pathway after the 9th or 12th form.

The State Employment Agency's Career Services Department includes the Division for Methodological Support which produces reference tools for guidance counsellors. The department has produced a catalogue of professions which is available in printed and electronic format. The department has also produced daily planners for students, which

include questions and exercises to promote career exploration. The department's website allows registered users to access various electronic tools for facilitating career choices.

Several organisations, both public and private, produce various types of printed or electronic catalogues of education opportunities.

Euroguidance Latvia, located within the Career Guidance Department of the State Education Agency, compiles information on vocational and educational guidance issues in Latvia and Europe. The information is used to create printed and electronic materials for policymakers and guidance practitioners, as well as end users.

Internet references

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State Education Development Agency: www.viaa.gov.lv

State Employment Agency: www.nva.gov.lv

The Centre for Curriculum Development and Examinations: <http://isec.gov.lv/en/index.shtml>

Junior Achievement Latvia: <http://www.pirmaismiljons.lv/parjal/Lapas/default.aspx>

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4. *Koncepcija "Karjeras attīstības atbalsta sistēmas pilnveidošana"* (White Paper on the 'Improvement of the Career Guidance System'), approved by the Cabinet of Ministers on 29 March 2006.
5. *MK Noteikumi par valsts standartu pamatzglītībā un pamatzglītības mācību priekšmetu standarti Nr. 1027* (Cabinet Regulation No. 1027 on the National Standard of Basic Education and Standards for Teaching Subjects in Basic Education), last amended 3 March 2008.
6. *Sociālās zinības 1.-9. klasei – mācību programmas paraugs* (Social Sciences for Years 1-9 – Sample Curriculum); Centre for Curriculum Development and Examinations, Riga 2007.

National Euroguidance Centre

External expert of Euroguidance: Ms. Ilze Astrīda Jansone

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

LIECHTENSTEIN

School year 2007/08

Education is compulsory for pupils between the ages of 6 and 15. It covers primary education lasting 5 years (*Primarschule*) and the first level of secondary education (*Sekundarstufe I*) lasting 3 years in a *Gymnasium* or 4 years in an *Oberschule* or a *Realschule*. According to the school, pupils then go on to upper secondary education (general in the *Gymnasium* – *Sekundarstufe II* or vocational in other schools).

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

Legal references:

- 7 July 1976 Law on vocational education (the revised law will be in force from 1 August 2008) – http://www.gesetze.li/get_pdf.jsp?PDF=1976055.pdf
- Decree on vocational education (will presumably be in force from 1 September 2008)

National objectives/current debates: The secondary school reform planned for the beginning of the 2009/10 school year will probably also influence vocational guidance education in compulsory education.

RESPONSIBILITIES

- Ministry of Education (*Regierung, Ressort Bildung*)
- Office for Vocational Training and Career Guidance (*Amt für Berufsbildung und Berufsberatung*)
- Office of Education (*Schulamt*)

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

The objectives of the ‘life skills’ subject area included in the curriculum for *Sekundarstufe I* level consist, among others, in preparing pupils for their choice of career by giving them the possibility to develop the capacity to evaluate their own needs and skills according to the demands and characteristics of the professional world. Pupils must be capable of planning their educational and vocational pathway.

The preparation for a career choice, included in the subject ‘Life skills’ takes place in the 8th and 9th year (secondary school pupils between the ages of 14 and 15). During this time, a strong cooperation exists between schools and the Vocational Guidance Centre.

Traineeships within the framework of the curriculum

Until now, apprenticeships have not been included in the curriculum for compulsory education. With the revision of the school law, in conjunction with the reform of the secondary school level (see above), apprenticeships will eventually take place during the 9th year.

During the optional 10th year (*Freiwilliges 10. Schuljahr*), apprenticeships are part of the curriculum within the subjects 'bridge to the future' (*Zukunftsbrücke*) and 'working class' (*Werkklassen*). The subject *Zukunftsbrücke* offers an apprenticeship day in a company once a week (every Wednesday). Four periods of apprenticeships are foreseen, for 7 weeks each. The subject *Werkklassen* has a very practical orientation: for 19 weeks, two days per week are devoted to apprenticeships in companies. For 22 weeks, projects, basic courses and work placements take place. The age groups concerned are pupils aged 16 to 17.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Apprenticeships (*Schnupperlehren*) lasting two to five days are organised for pupils from the 8th year on, from the age of 14. The aim is to provide young people with an objective and complete vision of a profession as well as the possibility to practise it in order to facilitate their future choice of career. Young people aged 14 and over may be employed for posts of a short duration. During their apprenticeship, the young people remain under the supervision of their teacher.

Guidance services at school

There are no guidance services located in schools.

Guidance services outside school

At national level, the vocational guidance service under the Ministry of Education is accessible to anyone who requires information and counselling in the area of vocational guidance. The staff from this service provide counselling and guidance to pupils in compulsory education regarding the choice of career and other aspects related to guidance. Counsellors from this service may go to schools.

QUALIFICATIONS OF GUIDANCE STAFF

There are different ways to become a vocational counsellor:

- University studies in psychology and a specialisation for vocational counsellors.
- Bachelor's degree in psychology e.g. at the *Hochschule für Angewandte Psychologie* in Zurich as well as a specialisation (Executive Master or Master of Advanced Studies).

- Bachelor's degree in a field of study other than psychology (education, economy, etc.) as well as a Master of Advanced Studies, e.g. at the *Hochschule für Angewandte Psychologie* in Zurich.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

In the process of making a career choice, cooperation between schools, teachers, parents, employers and vocational counsellors exists on a non-formal basis (e.g. through informative days/evenings etc.).

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

The Office for Vocational Training and Career Guidance Centre provides information through newsletters, personal guidance, documentation (folders on professions), information events, two-day seminars on vocational and study choices, on its website, etc.

Internet references

<http://www.llv.li/amtstellen/llv-abb-home.htm>

<http://www.llv.li/amtstellen/llv-sa-home.htm>

<http://www.llv.li/amtstellen/llv-aiba-home.htm>

Sources

1. Eurybase; Eurydice.

National Euroguidance Centre

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Nationalagentur Lebenslanges Lernen LLP

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VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

LITHUANIA

School year 2007/08

Education is compulsory for pupils between the ages of 7 and 16. Provision of primary education commences when a child is 6/7 years of age. The four-year primary education curriculum is implemented by kindergarten schools, primary schools and other schools. Primary education is aimed at providing children with the basics of moral, cultural and social maturity and elementary literacy and enabling them to get ready for studies according to the basic education curriculum. The duration of the primary education curriculum is four years (forms 1-4). Upon completion of the primary education curriculum, a person gains primary education.

After completing primary education, 10/11-year-old children are taught according to the basic education curriculum implemented by gymnasiums and secondary, basic, youth, vocational and other types of schools. The purpose of basic education is to provide an individual with the basics of moral, socio-cultural and civic maturity, general literacy and the basics of technological literacy; to raise national consciousness; to develop the ability to make decisions and choices and to continue learning. The duration of the basic education curriculum is six years (forms 5-10). Upon completion of this curriculum, a person gains basic education.

Initial vocational training may be provided to individuals who have basic education and are at least 14 years old. Upon completing the initial vocational training curriculum and/or passing qualifying examinations, the student gets an initial professional qualification and/or completes basic education.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The law on education (2003) (*Švietimo įstatymas*) states that vocational information and counselling services include provision of information and counselling on learning opportunities (vocational education and higher education study programmes), education in other countries and employment prospects on the Lithuanian labour market. These services are provided in schools, information centres, counselling offices and labour exchanges in accordance with the regulations of the Minister of Education and Science and the Minister of Social Security and Labour.

Requirements of the vocational information and counselling services provision (2005) (*Profesinio informavimo ir konsultavimo paslaugų teikimo reikalavimų aprašas*) were approved by the Minister of Education and Science and the Minister of Social Security and Labour. This document defines the main institutions providing vocational information and counselling services and their functions: general education schools, vocational schools, career information points and career guidance centres. Institutions responsible for the coordination of the abovementioned services provision are the Ministry of Education and Science and the Ministry of Social Security and Labour. Institutions responsible for guidance

materials and the training of guidance staff are the Lithuanian Youth Information and Technical Creativity Centre, Lithuanian Labour Market Training Authority and the Lithuanian Labour Exchange (*Lietuvos darbo birža*).

The law on vocational education (2007) (*Profesinio mokymo įstatymas*) states that vocational guidance constitutes an integral part of the vocational education system. Guidance services are provided in general education schools, vocational schools, career guidance centres and labour exchanges in accordance with the order approved by the Ministry of Education and Science and the Ministry of Social Security and Labour. The municipalities plan, organise and administrate vocational guidance. The role of social partners in vocational guidance is also defined.

In 2003, the Vocational Guidance Strategy (*Profesinio orientavimo strategija*) and, in 2004, its action plan (amended in 2005), were jointly approved by the Ministry of Education and Science and the Ministry of Social Security and Labour. The main objective of this strategy is to develop a system of guidance and appropriate services in accordance with economic developments and individual needs. Its action plan includes the creation of a legal framework, the establishment of a necessary infrastructure and training system for guidance practitioners, the development of a methodology and the improvement of the funding system. From 2005 to 2008, the implementation of the Vocational Guidance Strategy in Lithuania was carried out using the European Union Structural Funds. At national level, two interrelated national projects were implemented by the Ministry of Education and Science together with partners, namely the Lithuanian Youth Information and Technical Creativity Centre, the Lithuanian Labour Market Training Authority and the Centre of Information Technologies of Education: 'Development and Implementation of the Career Guidance System' and 'Development and Elaboration of the Open Information, Counselling and Guidance System (AIKOS)'. Due to these projects, regulatory documents (standards and methodological recommendations) important for career information and counselling (standards for career information provision, standards for career counselling, etc.), as well as various training programmes and methodologies for guidance practitioners (career advisers, teachers, vocational education teachers, social pedagogues, school psychologists and career counsellors) were developed. Under these educational programmes, 1 800 teachers in general and vocational schools, 1 280 career advisers, 480 social pedagogues and school psychologists, 30 assessors of Career Information Points (CIP) and 10 experts of career counselling quality underwent training. In order to satisfy the needs of various target groups, a new version of the Open Information, Counselling and Guidance System (AIKOS) portal was developed (www.aikos.smm.lt). It includes about 4 000 descriptions of the study and training programmes, qualifications, education and science institutions and other items, in Lithuanian and English. 640 Career Information Points (CIP) have been established and provided with technical equipment.

In 2007, the Ministry of Education and Science approved the National Career Guidance Programme in the Educational System (*Nacionalinė profesinio orientavimo programa švietimo sistemoje*). The aim of this programme is to create conditions for the further development of the career guidance system and improve the areas of management, infrastructure, contents and staff training in career guidance. The programme highlights the necessity to ensure the integrity of the career guidance system, the continuity of the

guidance services provision in the transition from general education schools to vocational and higher education schools. For this purpose, there are plans to create infrastructure and careers education (*ugdymas karjerai*) models for students in general, vocational and higher education schools, as well as students' career monitoring tools. There are also plans to train career guidance specialists, create new methodological materials and further develop the AIKOS system.

RESPONSIBILITIES

The Ministry of Education and Science and the Ministry of Social Security and Labour share the responsibilities for the development and establishment of guidance policy and practice.

The Ministry of Education and Science establishes the order of guidance services (career information and careers education) in the educational system, i.e. it coordinates the provision of guidance services to pupils and students. The Ministry coordinates the work of a subordinate institution in the field of guidance – the Lithuanian Youth Information and Technical Creativity Centre.

The Ministry of Social Security and Labour establishes the order of guidance services in the labour market system, i.e. it coordinates the provision of guidance services to job seekers, employees, individuals with special needs, individuals who are not in training or employment, etc. The Ministry coordinates the work of subordinate institutions in the field of guidance: The Lithuanian Labour Market Training Authority and the Lithuanian Labour Exchange.

In 2006, the Lithuanian Vocational Guidance Council (*Lietuvos profesinio orientavimo taryba*) was established. It is a supervisory body which assists the two ministries responsible for the development of the guidance system. The Career Guidance Council consists of representatives of the Ministry of Education and Science, the Ministry of Social Security and Labour, associations of municipalities, social partners (employers and organisations representing employees' interests), associations representing general and higher education institutions, associations of the institutions providing guidance services and career guidance practitioners, organisations representing students, youth and adults, the Euroguidance project and other stakeholders. The key task of the Council is to analyse various issues regarding the development of the guidance system at national level and make proposals to institutions and organisations which implement the Vocational Guidance Strategy, provide guidance services or in some other ways are related to the provision of these services.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Vocational guidance education as a separate subject is not included in the curriculum. For general education schools, the Ministry of Education and Science approved the integrated technology course, technology and art technology (textiles and clothing, business and management, cinematographic art and fine arts, etc.) general programmes (2007) which include career guidance topics.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

The integrated technology course, technology and art technology (textiles and clothing, business and management, cinematographic art and fine arts, etc.) general programmes (2007) include career guidance topics which help to familiarise students with various occupations, learn which branches of the Lithuanian economy are promising and what their development trends are and learn about the world of work, the business environment and tools. This course is offered to students in general education schools (ages 14-19).

Some general education schools prepare optional courses or programmes on career guidance, career planning and similar issues for their students, integrating career topics into different subjects. Schools cooperate actively with other institutions providing career guidance services, educational and training institutions, companies and organisations, and organise activities, events and excursions in order to help students explore their personal qualities, get acquainted with learning opportunities and the world of work, and encourage students to be responsible for choosing an occupation and planning their studies and career.

Guidance services at school

Some general education schools have special career guidance working groups coordinated by deputy principals. These working groups solve issues related to the provision of career information and career education services at schools. The working groups prepare career guidance programmes which include plans for career guidance activities such as student assessment, individual counselling by social pedagogues and school psychologists, various thematic events, etc. The schools maintain direct links with all institutions providing guidance and with companies and organisations (to do the work shadowing).

Since 2003, almost 500 Career Guidance Points (CIP) have been established in general education schools by the Ministry of Education and Science, and the training of school specialists working as career advisers at CIPs has been carried out.

Guidance activities are organised on the basis of Career Information Points in these schools. In some schools, CIPs have been reorganised into career centres or similar subdivisions where services are provided by teams of school specialists. The teams usually consist of career advisers (teachers, class masters), a school psychologist, a social pedagogue, etc.

Career Information Points can be established in various types of institutions (school, labour exchanges, libraries, etc. as a subdivision and have free access to the Internet and national education and labour market databases. CIPs have career information materials such as publications, CDs, etc. Services at Career Information Points are provided by career advisers. In order to ensure the quality of services provided by Career Information Points, the Lithuanian Youth Information and Technical Creativity Centre arranges accreditation of the CIPs. In the case of successful accreditation (i.e. recognition of the high quality of the information services provision), they are granted with the accreditation certificate and certain benefits. The accreditation procedure is not obligatory at the current stage. In 2007/08, 285 Career Information Points at general education schools, 12 at educational centres, 4 at vocational schools and 9 in other institutions were accredited.

A Career Centre is a subdivision of a general, vocational or higher education school providing career training services to the students studying at these schools. The majority of career centres have been operating in higher education schools. Some general education schools have also established subdivisions for pupils' career development. In future, career centres are planned to be established in general education and vocational education schools on the basis of Career Information Points.

General education schools employ psychologists whose responsibilities include providing counselling to students about choosing the profession.

Guidance services outside school

The Lithuanian Youth Information and Technical Creativity Centre (under the Ministry of Education and Science) is the central institution of the educational system which performs important functions in career information and careers education: it plans and coordinates the development and accreditation of Career Information Points (CIP), the further development of specialist qualifications in career information and careers education and the preparation and publication of guidance materials (programmes, methodologies, etc.). Since 2003, the Career Planning Unit has been operating in the Centre. The objectives of the Centre are to plan and coordinate the development of the network of Career Information Points and Career Centres together with the municipal institutions; arrange accreditation, provide assistance, arrange qualification development for specialists working at the Career Information Points (career advisers, social pedagogues, school psychologists, etc.) and develop and publish methodological material for career information and careers education. In implementing the functions of the Central Career Information Point, the Career Planning Unit provides career information services to pupils, their parents and school specialists, and organises lectures on career planning and the search for career information.

Career information and careers education services may be provided at various subdivisions of educational institutions. Since 2003, 700 Career Information Points have been established by the Ministry of Education and Science in general education and vocational education schools, educational centres, libraries, labour exchange offices and other institutions. 59 % of CIPs are established in rural areas, 18 % in the district centres and 29 % in the largest towns of Lithuania.

The Lithuanian Labour Market Training Authority under the Ministry of Social Security and Labour is the central institution of the labour market system which performs important functions in career counselling. It coordinates the development and accreditation of Career Guidance Centres and carries out the quality assessment of activities at Career Guidance Centres, implements the further development of specialist qualifications in career counselling and develops and publishes methodological and information material (programmes, methodologies, etc.). The Career Planning Unit operates in the Authority. Seven Territorial Labour Market Training and Counselling Offices under the Authority are located in the major towns of Lithuania. At the end of 2007, territorial offices received accreditation and gained the right to provide career guidance activities in the country.

Territorial offices provide career counselling services to the unemployed, job seekers, employed people, students and anyone interested in obtaining a marketable occupation that

would suit their individual characteristics and satisfy the labour market needs. Besides the guidance services provided to job seekers, employees, individuals with special needs and individuals who are not in training or employment, the territorial offices also offer extracurricular guidance services to students in general education schools. Counsellors from the territorial offices have accumulated extensive experience in working with the long-term unemployed, young people without vocational education, soldiers, prisoners, the disabled, etc. Individual counselling is provided along with the possibility to receive counselling on various aspects of career choice, career planning and job searching via the Internet and telephone.

The Education Exchanges Support Foundation administers the Euroguidance project in Lithuania. The main aim of the project is to promote career guidance ideas in Lithuania and deliver information on career planning, studies and mobility opportunities in Europe. The target groups of the Euroguidance project are career guidance practitioners, institutions working in the field of career guidance, pupils and their parents and students. The coordinators of the project also organise training seminars for career information and counselling professionals and information events for young people choosing an occupation, and administer and disseminate information about various electronic means for career guidance.

QUALIFICATIONS OF GUIDANCE STAFF

The minimum qualifications for guidance practitioners are not strictly regulated. Depending on the institution, specialists providing career guidance services are called career information counsellors, career advisers, career counsellors, etc. Psychologists, social pedagogues, teachers and other specialists in higher education who develop their professional competence at various specialised training courses usually work as the abovementioned specialists. Several Lithuanian universities offer master's degree study programmes (e.g. Career Designing, Careers Education), programme specialisations (e.g. Carer Advising) or single courses in the field of career information, career counselling or careers education. The training and qualification development of guidance practitioners are usually implemented under various projects supported by the European Union structural funds.

In 2005, the Career Counselling Specialists' Association was established in Lithuania. This Association is an independent voluntary union of persons and legal entities implementing career information and counselling, career planning and careers education.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

The cooperation between schools, employers and other stakeholders is usually arranged on an informal basis and takes the form of cooperation contracts between schools and employer organisations, which gives students the opportunity for work shadowing. Parents and the community are usually involved in the implementation of careers education programmes in general education schools.

The participation of employers and other stakeholders in the development of guidance policy and practice is ensured by the Lithuanian Career Guidance Council (2006). The Career

Guidance Council includes delegates of social partners (employers and organisations representing employees' interests), associations representing general and higher education institutions, associations of institutions providing guidance services and guidance practitioners, organisations representing students, youth and adults, the Euroguidance project and other stakeholders.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

Information on vocational guidance may be accessed via the specialised guidance portals as well as from the websites of institutions involved in guidance services provision.

Specialised guidance portals

The Open Information, Counselling and Guidance System (AIKOS) – www.aikos.smm.lt

The Open Information, Counselling and Guidance System (AIKOS) is the main information system that introduces learning opportunities in Lithuania for students in general education schools, individuals entering vocational and higher education schools, people developing qualifications, career information counsellors, employers and anyone seeking information about educational programmes in Lithuania, educational and scientific institutions, qualifications, training licences, etc. The website also contains information about occupations, admission rules at vocational and higher education schools, the labour market trends, classifications, Europass certificate supplements, etc. The portal provides an opportunity to search for the information necessary for choosing an occupation, training or studies, or for planning a personal career. At the end of 2008, a link between the AIKOS and PLOTEUS portal <http://europa.eu.int/ploteus/portal> will be established. It will be possible to access AIKOS information about learning opportunities in Lithuania on the PLOTEUS II portal.

A Guide to the World of Occupations – www.profesijupasaulis.lt

This website was created for individuals choosing a profession or trying to get employed. It also provides specialised information for higher education graduates, students in general education schools and vocational education schools, job seekers, people considering a change of profession, the unemployed and the disabled. Questionnaires for assessing interests and skills are also available.

Internet site of the publication *Career Guidebook* – www.euroguidance.lt/profesijosvadovas

This website contains an electronic version of the publication *Career Guidebook*. *Career Guidebook* is a publication about professions and ways to obtain a profession. It targets pupils, their parents, career advisers and counsellors and other people interested in occupations.

The Guidebook includes descriptions of occupations, specifies personal qualities required for a particular occupation and career trends. It also includes the latest information on educational institutions which provide professional training and their admission requirements. The Guidebook introduces learning opportunities abroad and career planning principles. A separate chapter is devoted to learning opportunities for the disabled.

Your Career School – <http://www.karjerosmokykla.europass.lt/>

This website is for anyone interested in a career: young and older people, students, people in employment or people looking for a job. It includes all publications of the Euroguidance and Europass projects and links to other useful pages. The information on the website is divided into three categories: education, work and careers.

EUROPASS – <http://www.europass.lt/>

This website introduces the Europass folder consisting of five documents (Europass CV, Europass Language Passport, Europass Mobility document, Europass Diploma Supplement and Europass Certificate Supplement). The purpose of Europass is to encourage the use of these documents, as they facilitate access to employment, working practice, or studies both in one's native country and the rest of the EU and help to provide information about education, professional skills, competencies and skills and abilities gained during training or practice abroad in a standardised form.

EURODESK Lithuania – <http://www.eurodesk.lt>

The website contains information about the European network of information services operating in 29 European countries and provides information especially for young people or people working with youth. The website includes information about European Union programmes, directly related to education, training and the youth environment. Information about addictive behaviour (drug and alcohol abuse) and its impact on health, youth mobility issues (working, living and studying abroad) and other topics are also available on the website.

The CareerGuide – <http://www.career-guide.eu>

The CareerGuide website (a Lithuanian version of the site is also available) provides information about the project designed for career counselling at general education schools and its results (the material is subdivided into three sections: 'Know about Yourself', 'Know about the Job Market' and 'Develop Yourself for Your Career Path').

Websites of institutions involved in guidance services provision

The Ministry of Education and Science of the Republic of Lithuania: www.smm.lt

The Ministry of Social Security and Labour of the Republic of Lithuania: www.socmin.lt

The Lithuanian Youth Information and Technical Creativity Centre: www.lmitkc.lt

Career Planning Unit at the Lithuanian Youth Information and Technical Creativity Centre: <http://kpc.rmtkr.lt>

The Lithuanian Labour Market Training Authority: www.ldrmt.lt

EUROGUIDANCE: www.euroguidance.lt

Internet references

See above for the list of websites of institutions involved in guidance services.

Sources

1. Thematic overview (CEDEFOP)
2. Country report (CEDEFOP)
3. Guidance policies in the knowledge society. Trends, challenges and responses across Europe. A Cedefop synthesis report. Ronald G. Sultana. Cedefop Panorama series; 85. Luxembourg: Office for Official Publications of the European Communities, 2004.
4. Eurybase; Eurydice.

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

LUXEMBOURG

School year 2007/08

Education is compulsory for pupils between the ages of 4 and 16. The first two years are spent in pre-primary education, the following six years in primary education and the remaining three years in lower secondary education (*lycée général* or *technique*). The transition from primary education to secondary education is based on a recommendation. Pupils may choose different systems, sections and specialisations in general and technical secondary education.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

Apart from the legal frameworks of the different services and their missions, Luxembourg does not have specific legislation defining the guidance strategy. In view of the conclusions of an analysis conducted by OECD experts in Luxembourg in June 2002, the current government introduced a synergy between educational guidance and vocational guidance as part of its reflection on the subject of lifelong guidance.

The law of 13 July 2006 concerning the reorganisation of the psychology centre thus defines two missions:

- to advise the minister on the initiatives to take in order to implement the provision of information and educational and vocational guidance to pupils, in particular as regards the activation of relations between the professional world and the educational world;
- to coordinate relations between the services and the external bodies whose duties include the provision of guidance and information to pupils.

Two structures have been established in this respect, namely the National Information and Guidance Commission for the first mission and the Information and Guidance Coordination Committee for the second.

Similarly, in the framework of recent European developments in the area of guidance (European Lifelong Guidance Policy Network), a national forum was set up, whose mission is to propose a concept of modern guidance counselling based on individual development and not on selection, separation or matching. This forum will present a first report during the last quarter of 2008.

RESPONSIBILITIES

There are four active structures in the area of educational and vocational guidance, two of which depend on the Ministry of National Education and Professional Training, namely the Psychological and Educational Guidance Centre (CPOS) and Local Action for Young People (ALJ), and one on the Ministry of Culture, Higher Education and Research, namely the Centre

for Documentation and Information on Higher Education (CEDIES), with the fourth one being the Vocational Guidance Service (OP) of the Employment Office, under the supervision of the Ministry of Labour and Employment.

In order to provide adequate service, a close and ongoing collaboration exists between these institutions.

The field of activity of the CPOS with the Psychological and Educational Guidance Services (SPOS) in the schools and of the CEDIES is centred on guidance in a school or university environment. However, the interventions of the OP and the ALJ are not limited to vocational guidance or guidance provided to young people in a school environment, and include counselling and support provided to unqualified and unemployed people.

The agencies of the Employment Office and Vocational Guidance Service (ADEM-OP) are the main bodies within the framework of the vocational guidance measures established in the employment sector, aimed at adults and people with special needs.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Vocational guidance education is not compulsory. However, certain *lycées* (from the 7th to the 9th year) have launched pilot projects in which up to two hours per week may be devoted to vocational guidance education. This programme is based on an educational approach to guidance providing young people with tools to allow them to discover the environment, to understand it better and to give meaning to their education. The objective or challenge is to help young people learn to find their way, individually and collectively, in an ambivalent, uncertain and increasingly complex world. Teachers are responsible for this programme with the support of school psychologists. The programme includes an initiation to work, observations of work situations, support from older pupils, and the realisation of personal projects.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

In the framework of preparations for future career choices, a number of activities are organised for young people by the Psychological and Educational Guidance Services (SPOS) in collaboration with other stakeholders in the area of guidance, according to the population and the aim.

Traineeships within the framework of the curriculum

Apart from work placements which are part of the curriculum, traineeships as an introduction to the professional world may be organised for young people who must decide on a professional training project. After preparation in the classroom, the young people look for a company where they may become familiar with the professional world. These traineeships may last up to two weeks. During the traineeships, students remain in touch with the contact person at their school (teacher, instructor, etc). A report is made at the end of the traineeship.

These work placements may take various forms adapted to different populations.

Guidance services outside school

Following the same logic of preparation for a future career choice, a number of activities take place outside school and may or may not be included in teaching time.

The guidance services of the Employment Office and Vocational Guidance Service (ADEM-OP) assist young people in the formulation of their career plans and in their search for employment. The counsellors who work there organise information sessions or extracurricular courses about the professional world, for example. These activities may take the form of individual interviews, information activities in the Career Information Centre or in the offices of the OP, or information sessions in the classrooms.

For early school leavers, the Local Action for Young People service offers systematic individual support. This assistance is provided by qualified instructors and may take various forms, in particular individual guidance, the elaboration of a plan of action and training in job search techniques. As regards this last type of assistance, sessions are also organised with classes in technical secondary schools, with the collaboration of the OP.

The ALJ also collaborates with classes in technical secondary schools, where there is the highest concentration of the weakest pupils who are most at risk of unemployment, in order to carry out preventive actions.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

The staff of the Psychological and Educational Guidance Services (psychologists, social workers and qualified instructors) must have a university degree in psychology or education, without specific requirements for training in guidance or vocational counselling.

Teachers who collaborate in the area of guidance have introductory courses on the subject, in the framework of their ongoing training.

In other guidance services

The staff of the Employment Office and Vocational Guidance Service (ADEM-OP) are generally recruited according to conditions which apply to all state employees, and do not need special qualifications in vocational guidance. Some staff members nevertheless have higher education degrees in education or social science.

The ALJ staff are qualified instructors who have undergone specialised training as instructor/guidance counsellors during their initial training, or who have become specialised during ongoing training. Technical secondary school teachers are employed by the ALJ.

Generally speaking, guidance counsellors are not required to have special qualifications. Nevertheless, this aspect should be reviewed in the framework of the abovementioned policies.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Certain cooperative efforts exist between schools, parents, former students, etc. but depend on individual initiatives. For example, employers and parents may get involved by presenting careers to pupils. These services take place in the framework of specific events or during the preparations for future career choices described above.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

The information published by public bodies on educational pathways and careers exists in the form of brochures, guides and websites. Publications are available, such as: '*What to do after the 9th school year*', '*What to do after the 6th school year*' and '*Upper secondary education*', or for upper secondary students, '*Reports on careers*' and '*Higher education in...*'.

The Vocational Guidance Service has a wide range of documentation on studies and careers, including information from the German 'Berufsinformationzentrum'.

A database on careers (www.bif.lu), financed by the Ministry of National Education and supported by trade associations, is accessible in German and French. It contains a multicriteria search engine on training and existing careers.

Information is also provided by trade associations and the University of Luxembourg.

The majority of this information is accessible on the Internet.

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VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

MALTA

School year 2007/08

Education is compulsory for pupils between the ages of 5 and 16 and covers primary education (ages 5-11) and lower secondary education (*junior lyceum* and *secondary school* ages 11-16). A number of these secondary schools and junior lyceums have now been integrated to form Colleges. These Colleges were established 'with an aim of improving the quality, standards, operation, initiatives and educational achievements in State schools ... which shall network within them State boys and girls schools, and which would ensure educational experience and services in a full and continuous process starting from early childhood education, and through the primary and secondary levels' (Education Act XXIV (1988) as amended by Act XIII of 2006, para. 49).

Guidance and counselling services are an integral part of the educational setup within the recently established colleges. Various activities are organized by the guidance teachers and counsellors to assist students in their whole-person development and to instil in them the skills necessary for them to be able to adapt to the different changes in school and transitions they will encounter in life. Throughout their school years, students are constantly provided with guidance services which focus more on the personal and social development of the individual and in dealing with problem situations faced by the students. At the end of compulsory education school guidance focuses more on the career aspect which prepares students for the transition from secondary schooling to a general or vocational upper secondary education or for some, to the world of work. Students may in fact opt to attend various upper secondary schools available, namely the Malta College of Arts Science and Technology, Junior College, Giovanni Curmi Higher Secondary School, Institute of Tourism Studies and other private educational institutions. Other students opt to enter directly into the world of work without pursuing their education at a further level.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The legal mandate for the provision of vocational and career guidance services is to be found in the Education Act of 1988 as amended by Act XIII of 2006. This Act 'establishes a Directorate for Educational Services under the responsibility, guidance and administration of a Director General. The mission of this Directorate is to ensure the effective and efficient operation and delivery of services to the Colleges and State schools within an established framework of de-centralization and autonomy' (Education Act 1988 as amended by Act XIII, 2006, para. 10). One of the main functions of the Directorate for Educational Services (in collaboration with colleges and schools) is to ensure the supply and the coordination of vocational and career guidance services, including the implementation of programmes aimed at achieving and improving school workplace correlation and assist in the transition stages including those from school to work.

The directorate also binds itself to ensure the provision of effective services of counsellors, social workers, psychologists and other professional persons according to the needs of the students and their families. The directorate has the duty to promote educational and cultural activities within the context of lifelong learning (Education Act 1988 as amended by Act XIII, 2006).

The legal implementation of a new Directorate for Educational Services consolidated the work which had been taking place since the introduction of a National Minimum Curriculum (Ministry of Education, 1998). The Ministry of Education, Youth and Employment has been steering a significant reform process in the Maltese educational sector in a bid to strengthen the ‘educational system by transforming it into a new framework that will make it respond in a more relevant, effective and timely manner to the needs of our children, our families and our country’ (p. xii). As part of this transformation, the Ministry of Education commissioned the review of career guidance in Maltese schools. This review resulted in the publication of the policy document entitled, ‘*Career guidance policy for schools*’ (Ministry of Education, Malta, 2007). The aim of this policy document was to re-launch career guidance within the Maltese compulsory education system by clarifying the role of career guidance, offering recommendations on the setting up of an adequate career guidance infrastructure and describing how these services could be carried out in a more professional way.

Following the amendments made to the Education Act (1988) in 2006 and the launching of the new career guidance policy, a new collective agreement was signed between the Government of Malta and the Malta Union of Teachers introducing and establishing new posts that ensure the effective delivery of career guidance in schools. The agreement ensures that students in schools are supported by a range of students’ support services. The career guidance policy (Ministry of Education, 2007) suggests the employment of a range of qualified personnel including counsellors, trainee counsellors college counsellors, career advisors, trainee career advisor and college career advisor. A subsequent document entitled ‘Student services within the directorate for educational services: a framework of operation’(2007) outlines the new framework of student services the Education Authorities intend to put into place to improve career guidance provisions.

RESPONSIBILITIES

The responsibilities of providing educational and vocational information, guidance and counselling services are shared mainly between the Ministry of Education and the Ministry of Social Policy.

The Ministry of Education plays a major role in this area. It delegates the organisational tasks to the Directorate for the Educational Services. At the level of the Ministry of Social Policy, the Employment and Training Corporation (ETC) is responsible for guidance services aimed at young people and adults seeking employment and people with special needs. The ETC develops a considerable data regarding employment (such as the Employment Barometer). In 2004, ETC published a very useful ‘*Manual for Gender Sensitive Vocational Guidance*’.

National objectives

Career guidance services should equip all individuals with the necessary skills and knowledge to make effective lifelong career decisions. The National Objectives for Career guidance as outlined in the policy document *Career Guidance Policy for Schools* (2007) are to widen access to career guidance services and to ensure coherence of provision across education and employment sectors; to establish a clear guidance structure outlining the roles and functions of guidance practitioners; to ensure a smooth transition from childhood to adolescence to adulthood through a guidance structure that promotes lifelong learning; to shift from a service supply to a service demand focus; to offer a wide range of delivery options; to gather, compile and publish research in the field of career guidance; to ensure more accountability so that career guidance services result in effective outcomes.

Within such an organisational structure career guidance can give students the opportunity to understand themselves and the influences that affect them; investigate opportunities in learning and work; learn about change and transition; explore issues about stereotyped images related to jobs; be exposed to experiential learning; understand the importance of continuing education throughout life.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Career guidance in schools has largely focused on helping students make important educational decisions at particular points in time, especially during the last years of secondary schooling, when students make choices on subject clusters and start seeking information on post-secondary educational institutions or job opportunities (Sultana, 2004). There are two types of personnel employed in secondary schools as part of the Guidance and Counselling Services. There are guidance teachers and school counsellors. Their roles differ in a number of ways. A guidance teacher in a school is assigned for every 300 pupils. The role of these staff members is to provide pupils with educational and vocational guidance. Guidance teachers allocate half of their time to teaching their subject and the other half is allocated to guidance duties. They work with pupils individually or in groups. They are also responsible for the management of a room dedicated to the dissemination of information on educational pathway and career possibilities (which exist in approximately half of schools), manage the cumulative record card system and organise seminars for pupils, teachers and parents, chances to meet representatives of the professional world, pupils from upper secondary schools, etc. Special attention is given to pupils at critical moments in their studies, such as the end of compulsory education and the transition to upper secondary, the moment they choose options in compulsory education, and during transition from one level of education to another and education to work transitions.

At central level, within the Guidance and Counselling Service Unit, school counsellors are responsible for guidance provided to pupils in several schools. Their work is different from that of guidance teachers and is centred on the personal development of pupils (in particular those sent to them by teachers, head of schools, guidance teachers and even parents). They hold counselling sessions with students in need and sometimes work with the parents or with the whole family to be able to help the student better. When the need arises they refer students to other agencies or/and professionals. As part of their preventive programme they organize talks on various topics according to the needs of the particular school in

question. The counsellors also monitor, provide support and work in collaboration with the guidance teachers. The school counsellors provide training and organize seminars for the professional development of guidance teachers.

School counsellors are attached to the central unit however each counsellor is responsible for a number of schools and spends a minimum of three days per week in one or several schools. They have no teaching duties and work both in the primary and the secondary schools.

Guidance activities and programmes

In Maltese schools students are provided with specific guidance activities. As described in the document, *Career Guidance Policy for Schools* (2007), these main activities are:

Transition talks and option exercise in year 6

Each year the guidance teachers and the school counsellor hold meetings for parents and pupils of all year 6 classes. The aim of these meetings is that of:

- making parents and pupils aware of the educational implications of transition from a primary sector to a secondary sector;
- making parents and pupils aware of the functions of the guidance and counselling services and the different roles of the school counsellor and the guidance teachers;
- informing parents and pupils about the subject choices and give them all relevant information so that pupils make informed choices (some colleges invite subject teachers to also address parents and pupils about the subject options).

Option exercise in Form 2

In Form 2 students are again asked to consider subject options according to their interests, abilities and attainment. The guidance teachers within each school dedicate a lot of time in the organization of meeting, both in groups and individually to help students make the best choice possible. The guidance teachers also collaborate with subject teachers and include them in the talks to parents and students.

Career orientation activities

Seminars, career information days and visits to companies are organised for pupils in the last year of compulsory education. These activities are generally organised by the school guidance teachers/counsellors. The Guidance and Counselling Services central unit organises a programme of Career Orientation Visits and career seminars which complement the activities organised at school level. All activities are organised in cooperation with other stakeholders

Choice programme

The Malta Tourism Authority (MTA) has been organising the ‘Choice’ programme with the objective of promoting careers in the hospitality industry. The programme includes visits to hotels, restaurants, travel agencies and historical places. The MTA collaborates and works with the guidance teachers to organize such visits for secondary school students.

Tracer study

Guidance teachers comply information and trace students who leave compulsory education. Such information is important to educational planners since it supplies them with data regarding the number of students who continue to study after compulsory schooling and the choices being made.

One to one interventions

Guidance teachers conduct one to one interventions when the need arises. Such interventions help students explore their feelings and concerns, reflect on information they might have collected and work on any emotional difficulties which they might experience when choosing a subject or make a career decision. They also deal with personal issues that arise during the day to day running of the school, such as bullying, truancy, absenteeism, lack of motivation and other challenges that students encounter during their stay within a school set-up.

Work related programmes

Co-ops in Schools Project (Scoops)

An initiative which tries to link school to work is an initiative outside the formal guidance sector, namely the Co-ops in Schools Project (Scoops) which was launched in October 1995. This activity is part of the extra-curricular educational programmes and emphasizes entrepreneurship and self-employment.

The aim of such a project is that of enhancing co-operative awareness among students and educators; building entrepreneurial skills among students; and enhancing students' personal and social skills.

Job shadowing experience

Although there are no formal requirements for job shadowing experience, some guidance teachers take the initiative to organize a week long job shadowing experience for students, in their last year of compulsory schooling.

The aims of such an initiative is to help students become accustomed to the world of work; become aware of the different intra and interpersonal skills necessary to work within any type of job; motivate them to continue with their studies and embark on a career of their choice.

Young Enterprise

In post-compulsory education especially at the upper-secondary level, students participate in Young Enterprise. Young Enterprise Malta has a vision to inspire and educate young people to understand and value the role of business through practical business projects which develop attitudes and skills for professional success lifelong learning and employability. This programme is sponsored by private industry. Young Enterprise has plans to introduce a primary programme for primary school children in order to help young students understand the importance of business, economics and education in the workplace.

Such programmes consist of six sequential programmes, one per academic year, offered in curriculum, based on themes which teach students understand how people assume the roles of individuals, consumers and workers. By using storybooks, role playing, field trips, fun activities, use of technology etc. young students are introduced to business volunteers who help them understand business terms and concepts which provide students with a sound background of enterprise suitable for their tender age.

Traineeships within the framework of the curriculum

Official recommendations do not exist in the area of the organisation of traineeships within the framework of the curriculum for compulsory education; however such traineeship programmes are an integral part of post-compulsory vocational education.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

The Employment and Training Corporation (ETC) provides information and counselling services aimed at young people and adults seeking employment. Students in the last year of their compulsory education may be invited to the ETC's offices to become familiar with the services offered. The Youth Section, within the ETC, specifically caters for young adults between the ages of 16 and 24 years, and offers employment and career information, advice and guidance.

The ETC builds on an educational foundation and its main aim is to support young adults and help them achieve a successful transition into work. They also offer training and work experience to those who choose to use the services provided. The ETC has recently launched a Youth Employment Strategy, on a national level, and amongst the measures included in this strategy there are listed the current initiatives such as personal action planning and profiling, career guidance, courses on job seeking skills, job search facilities, schemes to gain work experience, training courses, apprenticeship schemes, traineeships and training grants. Additionally, there are also listed the planned measures, which include the Employment Aid Programme (co-funded by the ESF 2007-2013), a Youth Employment Programme designed to increase employability and labour market integration, a Job Rotation Scheme, Job Tasters Scheme, Basic Employment Training (which provides basic employment skills to young school leavers) who leave compulsory schooling without any form of qualification. Another project carried out in collaboration with schools is the Reach Project. The Reach project takes place within the schools and has the aim of targeting 15 and 16 year olds who are regularly absent from school, a special programme is organized for such students so as to bring them back to school.

Guidance services at school

The *Career Guidance Policy for Schools* (2007) states that a lot of work is already being done with regards to career guidance in Maltese schools, but most of the career guidance activities are tied up to the transitional periods in the student's lives. The policy document (2007) suggests that career guidance in Malta has to adopt a life-long perspective and must consciously make a gradual shift from largely focusing on helping students to make immediate decisions to a broader approach that encompasses the development of skills.

Such skills will help pupils and students make effective career decisions throughout their whole life. The document therefore outlines three main proposals in relation to 1) Organisational structures, 2) Career education 3) Quality standards.

Regarding **organisational structures**, the document *Career Guidance Policy for Schools* (2007) suggests that the career services should be composed of two main complementary structures, one operating with the educational system and one independent of it.

Within the educational system, a new structure for career professionals should be developed. This means that different people will offer and give different services, the counsellors will therefore focus on personal issues while the career advisors will focus solely on the delivery and organisations of career guidance activity. This suggestion has already been taken on board and the new collective agreement goes one step further, and introduces trainee counsellors and trainee career advisors. These will ensure the professional development of people who chose to take up such careers and also that there is always a pool of people who are giving such a service.

The independent centre suggested in the policy document (2007), the National Career Guidance Centre (NCGC) should have several functions including research, distribution of career information and a quality audit. The NCGC should be a centre of excellence for career guidance in Malta. It should facilitate the educational, training and employment transitions of all the population, with particular emphasis on students, thus giving career guidance a lifelong perspective. More specifically the roles of the NCGC are to promote and ensure high quality career guidance services; provide advice to government on policy developments; manage national career related initiatives; complement, assist and integrate career guidance services; liaise with the Employment and Training Corporation and the social partners; increase the interaction between the educational and occupational sectors; develop and distribute guidance support material for practitioners; research, compile and disseminate career related information.

Career education is a integral part of career guidance since it provides students with knowledge of the labour market; skills to make education/training, life and work choices.

Career education lessons ensure that students' entitlement to guidance is guaranteed. Although the topic of work features in various subjects (e.g. Social studies, Personal and Social Development, European Studies and Business Studies) within the Maltese educational setup, there is no comprehensive programme from primary till the end of secondary schooling that ensures that pupils and students begin to reflect on their attitudes and beliefs about the world of work and therefore develop the necessary skills and knowledge they would need to be able to embark on the career of their own choice.

Career Guidance Policy for Schools (2007) therefore suggests that:

- career education should be delivered as a subsumed programme included in the Personal and Social Development (PSD) subject. The PSD should be reviewed to include a greater component of career education and should thus be renamed Personal, Social and Career Development (PSCD). PSD provides the curricular space for dialogue, democratic learning, experiential learning and critical thinking, essential components in career education;

- there should be a developmental career education programme beginning in early childhood and continuing throughout life. The document highlights the number of hours each year or form should be entitled too;
- there should be cooperation between different professionals working within the framework of career guidance and therefore proposes that PSCD teachers work in collaboration with the college career coordinator and the career advisors to ensure that career education lessons complement guidance provisions in the school.

High **quality standards** are needed to ensure that clients get the best possible service and therefore the quality measures should aim to upgrade competencies and establish the boundaries that delineate professional career guidance.

The policy document *Career Guidance Policy for Schools* (2007) highlights the fact that career guidance practitioner should be adequately qualified and that they should demonstrate a commitment in continuing professional development. The formulation of a code of ethics and the development of quality standards will set minimum standards for professional conduct and it will ensure that clients will get the best service possible.

High quality standards can be achieved and maintained through appropriate data indicators adopted to evaluate the impact of the service. Such evidence base would include detailed information on issues such as the number of users of services, as well as their characteristics; the different needs of different types of clients; and client satisfaction rates and variation in these rates by client characteristics.

The approval of a post-graduate diploma in counselling and a post-graduate diploma in Lifelong Career Guidance and Development within the University of Malta contribute to the updating of skills and knowledge of guidance practitioners and ensures good quality service.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

All guidance teachers are professionally trained teachers with at least a Bachelor's Honours degree in education. However, guidance teachers are not obliged to have specific guidance qualifications. Nevertheless, a number of these staff members have taken a higher education programme in guidance at the University of Malta. This is a two year part-time course at the University of Malta leading to the Diploma in Guidance and Counselling. Between 2002 and 2004, the university organised a Diploma in Occupational Guidance and Career Counselling. In February 2006, the university started to offer a Post-graduate Diploma in Lifelong Career Guidance and Development, with the aim of enhancing professional career guidance services in Malta. The course is designed for applicants in possession of a graduate level of education who wish to work at a professional level in the career guidance field. In order to be admitted to the course, a candidate is required to be in possession of (a) a recognised first degree, preferably in a related area, such as education, psychology and other related fields; and (b) satisfy the Board through an interview that they have the necessary qualifications to follow the course, including: (i) professional aptitude and disposition; and preferably (ii) work experience in a related field.

Guidance teachers attend in-service courses during the summer and professional development sessions once a month. Teachers without qualifications in guidance, applying for the post sit for an interview during which qualifications, professional experience, recommendations and personality are taken into account. First time applicants with a qualification in guidance also sit for the interview. Those with a qualification in guidance and who have already been guidance teachers are appointed automatically as guidance teachers without an interview. Nominations are renewable every two years.

Some guidance teachers and school counsellors have continued their professional development abroad, sitting for a Masters degree in careers. In order to become a school counsellor, applicants must have ten years' teaching experience, five years as a guidance teacher as well as the required professional qualifications. These qualifications consist generally in a diploma or postgraduate diploma in counselling obtained at the University of Malta or from other universities abroad (some people have a master's degree).

As part of the reform of the education system into a network of Colleges and reflecting the agreement of 2007 between government and the Malta Union of Teachers, the guidance and counselling services will be re-organised. The post of School Counsellor will be phased out and it will be replaced by the posts of Counsellors and College Counsellors. Applicants for the post of Counsellor must have a first degree in education, social work, youth work, psychology or other related field and a post-graduate diploma or a Masters degree or higher qualification in counselling. They also must have at least two years supervised practice in counselling in a setup working with children and adolescents. A Counsellor will be accountable to the College Counsellor with the duty to operate on a College basis at both primary and secondary school level, supporting students, staff and parents. The College Counsellor will be recruited from persons who are qualified as counsellors and who have four years experience working as Counsellor in a licensed school. Two other positions which will be created will be those of Career Advisor and College Career Advisor. The Career Advisor will operate at both primary and secondary school level to support students, school staff and parents to ensure better continuity in the educational development of students and better professional practice. The position will be filled through a call for applications open to persons in possession of a first degree in education, social work, youth work, psychology or other related field and a Diploma in career guidance, or comparable qualifications. The College Career Advisor will be recruited from among Career Advisors with at least four years experience in the post, or a teacher in possession of a Diploma in career guidance with at least four years experience in career guidance and counselling in a licensed school. It is envisaged that Trainee career advisors and Ministry of Education, Culture, Youth and trainee counsellors will also be recruited.

In other guidance services

Employment advisors in the Maltese Public Employment Service (PES), namely the Employment and Training Corporation (ETC), are required to have a diploma or degree in a related field, mainly in social sciences such as social work, psychology, human resources, sociology and youth work. The majority of employment advisors enrolled in the Diploma in Occupational Guidance and Career Counselling when it was offered in 2002. Other

employment advisors have recently completed the Post-graduate diploma in Lifelong Career Guidance and Development offered in 2006.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Co-operation exists between the different stakeholders involved in guidance education provided to pupils. For example, schools organise meetings between parents and former students to discuss career choices. Seminars, visits to companies, etc., involving representatives of the professional world are also part of this cooperation (see sections above).

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

The use of the Internet in the area of guidance and counselling is limited mainly to the dissemination of information on websites on educational pathway possibilities and training opportunities. The Guidance and Counselling Services have their own web portal (<http://schoolnet.gov.mt/guidance/default.html>) which provides information and links regarding further education and employment. A large number of post-compulsory education institutions have their own websites. A national portal for access to national education has not yet been developed.

The public employment service also has its own website providing information on employment and training possibilities, found at www.etc.gov.mt. The ETC also administers the EURES Malta website, which can be found at www.euresmalta.com.mt. Both websites offer services to employers and job seekers alike. The most relevant with regards access to vocational information is the Career Paths database found on the EURES Malta website, where clients can access around a 100 career paths. The ETC website also contains extensive information geared for job seekers, including a Personal Action Plan Booklet which contains guidance and advice on job seeking.

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VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

THE NETHERLANDS

School year 2007/08

Education is compulsory for pupils between the ages of 5 and 17 (with an obligation to qualify until the age of 18) and covers primary education (*basisonderwijs*), lower secondary education and the first two years of upper secondary. At the end of primary education (at the age of 12), the majority of pupils take part in non-compulsory tests developed at central level. According to the results of these tests along with pupils' overall results and motivations, parents are advised by primary schools regarding the choice of secondary school (VWO, HAVO or VMBO). The decision as to the choice of school is taken by a competent authority, which may include the school head and primary school teachers.

VWO and HAVO schools offer general education. The first two years of VMBO also consist of general education but, at the age of 14, different pre-vocational options are proposed to pupils. At the age of 16, these pupils move on to the different levels of upper secondary vocational education in an *MBO* school.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The main objective of the policy of the Ministry of Education, Culture and Science in terms of vocational guidance education is to allow pupils in secondary and higher education, as well as adults, to obtain the necessary skills to make the 'right' choices concerning their future career, based on complete and objective information.

The law on secondary education (31 October 1995) stipulates that in each school 'one or several members of the teaching staff are assigned the tasks of head/coordinator of vocational guidance'.

Structures have been implemented by the Ministry of Education, Culture and Science, the Ministry of Economic Affairs and the Ministry of Social Affairs and Employment to coordinate the lifelong learning policies. In 2005, the Project Directorate Learning and Working was established, as a joint activity of the Ministry of Education and the Ministry of Social Affairs and Employment. The task of the project directorate is to take concrete steps towards lifelong learning. Their 2005-2007 action plan is continued in a new 2008-2011 programme.

RESPONSIBILITIES

Following the privatisation and near disappearance of regional guidance bodies (*Arbeid en opleidingsbureaus* – AOB) which used to work with schools, the state funds have been absorbed by the schools which, as autonomous bodies, formulate their own policies and objectives, and ensure and control the content of the guidance services provided. The inspections which schools are subject to represent the main mechanism for quality assurance in the area of guidance. Nevertheless, the standards are not very precise.

The inspectorate of education publishes a brief overall assessment based on these visits in its annual report.

The Centres for Work and Income (CWI) of the Ministry of Social Affairs and Employment assess the training needs of clients who receive vocational guidance, which is then provided (for a fee) by a series of (private) reintegration agencies. These services mainly concern people seeking employment or ethnic minorities, as well as young people who are early school leavers, for example.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

The intention is to integrate educational and vocational guidance into all subjects in general and vocational secondary education. Although it is compulsory only during the upper years of secondary school, all schools offer pupils guidance lessons for career choice throughout the entire duration of secondary education. All vocational disciplines in technical education make room for sectoral vocational guidance. It is at the schools' discretion to decide on the content of guidance.

As regards senior vocational secondary education, a document entitled 'Learning, career and citizenship' (*Leren, loopbaan en burgerschap*) has been drafted by relevant stakeholders, providing guidelines to institutions about which (career) competencies students must acquire and how to implement them in their curriculum.

Reflection on qualities, motives and networking are key competencies students are expected to acquire.

Traineeships within the framework of the curriculum

Since 2001, VMBO schools offer basic vocational education programmes with 640 (80 days) to 1 280 hours (160 days) of traineeships in companies during the 3rd and 4th years. Pupils receive a certificate which gives them access to upper vocational secondary education.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Traineeships as preparation for employment on the regional labour market may be organised within the framework of subjects chosen by the school authorities (such as Dutch or information and communication technologies) and in consultation with the municipal authorities and local employers. Schools (and industries) offer pupils portfolios of skills (within the framework of the national employment action), validating the non-formal and informal training received.

In all three sectors of secondary education, the concept of civic apprenticeship (*maatschappelijke stage*) is introduced, involving a period of voluntary work done by students. From 2008/09, financial incentives will stimulate schools to implement this.

Guidance services at school

Generally, a school offers first-line and second-line guidance to students. First-line support is offered by a dedicated teacher (mentor), and second-line support is offered by vocational advisers (*schooldekanen*).

Almost all schools appoint one or several *schooldekanen* (members of the teaching staff) to take on the tasks of head/coordinator of vocational guidance. Each school defines these tasks and decides on the amount of time and resources to allocate to them. Most schools also appoint a school counsellor who focuses on the psychological or social problems of students.

Guidance services outside school

These services are generally referred to as third-line support. They are offered by several institutions and are mainly market-driven. The Counselling Centres for Employment and Training (*Arbeid en opleidingsbureaus* – AOBs), whose services are offered for a fee, traditionally play a role in this. Other private reintegration agencies offer personalised counselling. They employ a wide range of specialised staff, including psychologists, guidance counsellors, employment counsellors and reintegration consultants.

The Centres for Work and Income (public employment service) of the Ministry of Social Affairs and Employment offer reintegration and career planning programmes as well as information on employment and social assistance services. These services are aimed in particular at adults and those seeking employment. CWIs are increasing their activities to provide support for younger people, especially in the prevention of early school leaving.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

Some vocational advisers (*schooldekanen*) who are responsible for vocational guidance have received specific part-time training lasting two years. This training is integrated into HRD studies and is offered at universities of applied sciences. Others have completed a traineeship lasting two or three days or have not received specific training.

The NVS-NVL is the main provider of career guidance in schools. One module normally takes two or three days.

The Netherlands introduced standards for teachers in vocational education and training (VET). These are laid down in the WET BIO (Professions in Education Act 2004; see the website <http://www.lerarenweb.nl/lerarenweb-english.html>). The Wet BIO anticipates registration and quality standards for vocational advisers.

In other guidance services

The staff at AOBs and other private agencies (psychologists, guidance counsellors, employment counsellors and reintegration consultants), generally have higher education degrees in areas related to career management.

A foundation for registering guidance counsellors and agents was created by the Association of Vocational Guidance Counsellors (VBA).

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Leaning/working arrangements and employability issues are being incorporated more often in regional cooperation efforts between stakeholders. In secondary education, these structures also exist, but with more emphasis on care structure (school absenteeism and early school leaving). Several parties may be involved in these structures, depending on the specific regional situation.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

Several databases on information structures have been developed. The Project Directorate Learning and Working coordinates the main databases in one portal: www.opleidingenberoep.nl. This portal provides information about learning and working. The portal is supported by the establishment of several ‘learning/working desks’ throughout the country. It is supported by a telephone help desk which citizens can access for free to obtain information on learning or working topics.

The information provided by the Centre for Work and Income (CWI) is available on the website www.werk.nl, which includes diagnostic tools (based on individual interests), data on professions (in particular, labour market trends and data on wages), information on training possibilities and access to an online version of the employment offers database.

There are also plans to develop a support centre by telephone, email, fax and post.

Parts of this website are integrated into the *opleidingenberoep* portal.

Internet references

www.minocw.nl (Ministry of Education)

<http://www.leren-werken.nl> (website of the Project Directorate Learning and Working)

www.opleidingenberoep.nl (portal of the Project Directorate Learning and Working)

www.werk.nl (website of the CWI)

www.nvs-nvl.nl (Association of Careers Guidance Counsellors)

Sources

1. Thematic overview (CEDEFOP)
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3. Guidance policies in the knowledge society. Trends, challenges and responses across Europe. A Cedefop synthesis report. Ronald G. Sultana. Cedefop Panorama series; 85. Luxembourg: Office for Official Publications of the European Communities, 2004.
4. ETV and Cedefop thematic analysis ‘Guidance and counselling for learning, career and employment’ on
www.trainingvillage.gr/etv/Information_ressources/NationalVet/Thematic
5. Eurybase; Eurydice.
6. Career Guidance and Public Policy. Bridging the gap. OECD 2004.

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

NORWAY

School year 2007/08

Education is compulsory for pupils between the ages of 6 and 16. It is offered in primary education and lower secondary education as a single structure (*Grunnskole*). Thus compulsory education consists of two levels, namely primary (years 1-7) and lower secondary (years 8-10). Pupils remain in the same education system according to the basic national curriculum. Reaching the end of compulsory education is a key moment in terms of guidance. At this point, pupils have the choice to continue in general or vocational studies in upper secondary education.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The 1998 Education Act, with amendments in 2000, concludes pupils' right to 'adequate educational, social and vocational guidance' (§9.2). Pupils shall receive an education corresponding to their skills, interests and knowledge (§ 1.2).

In the labour sector, the public employment and welfare service (NAV) is required by law to offer vocational guidance services to those requiring these services. In 2003, this service was responsible for setting up a second working group aimed at identifying means to ensure national and local coordination of all guidance services in the education sector as well as in the labour sector, including the possibility to create a permanent coordination. In 2008, there will be further debates about the role and positioning of a possible national body. At regional level, 19 partnerships for career guidance will be functioning from 2009.

International relations

International relations within career guidance are maintained by the Norwegian Centre for international cooperation in Higher Education (SIU), which is also the National Agency for Lifelong learning programmes. In the Norwegian Directorate of Education and Training, international relations are the responsibility of Euroguidance Norway. A Norwegian delegation of the education sector and the labour sector is represented in the European Lifelong Guidance Policy Network.

RESPONSIBILITIES

The responsibility to offer educational and vocational guidance is shared by the education authorities at national, regional and local levels (municipalities), and the public employment services. The Norwegian Ministry of education and Research (*Kunnskapsdepartementet*) and the Norwegian Directorate of Education and Training have a nationwide responsibility. In each county, there is an education office representing central authorities. The education office, integrated into the office of the county governors, links the national authorities with the municipalities and counties.

The main responsibilities for the education offices are reporting, inspection and supervision of existing legislation, administration, quality development, information and guidance. With wide autonomy in their choice of pedagogic tools, the municipalities have the responsibility for the actual education at primary and lower secondary level. The counties are directly responsible for upper secondary level. In relation to private schools at primary level, the local community has no responsibility.

The relationship between the education sector and the labour sector is guaranteed by 'partnerships for career guidance', which will exist in each county from 2009. These partnerships will consist of representatives from education, public employment, higher education, employers' organisations and other stakeholders in career guidance.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Educational and vocational guidance is defined in the curriculum as 'having an interdisciplinary character and as being the responsibility of all stakeholders in the school system'. Theoretically, the initiation to working life is included each year in the national curriculum of primary schools. The subject takes shape in lower secondary school in the curriculum of 'educational choices' (*utdanningsvalg*) consisting of a total of 113 hours in this subject.

Guidance portfolio systems

The implementation of a national guidance portfolio system is in process. The web-based portfolio will be running as a pilot from September 2009, and is expected to be implemented at national level by about 2011.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Links between school and workplaces are encouraged. Teachers organise visits to workplaces. Much of this contact also takes place through the career guidance subject 'educational choices'. Other contacts with working life can be arranged by 'Partnerships in Career Guidance', the regional cooperation between the educational sector and the labour sector. For further information, see the Internet references.

Guidance services at school

Guidance services at school are regulated in the Education Act as pupils' rights. Lower and upper secondary schools have their own guidance counsellors. Guidance services are divided into career guidance and social counselling, in order to make room for improvements in the provision of career guidance. The amount of time allocated to guidance is a minimum of one hour per 25 pupils. This minimum is often seen as the standard.

Every county has a guidance coordinator (often at the county education office). This coordinator acts as a link between the directorate of education and training and the practitioners. Guidance coordinators form a nationwide network financed by the directorate and meet twice a year.

In addition to guidance services, there is a specialised service which focuses on early school leavers.

These services are organised by the county administration. Management is regional, and some national networking exists between the centres (www.ks.no).

Guidance services outside school

Very few private career guidance services exist in Norway. They are concentrated in and around the capital. There seems to be a limited market for these private services.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

Guidance staff in schools are basically teachers, though there is no official sanctioning for this. It is often preferred both by employers and employees.

A new regulation is being prepared, stating the recommended minimum requirements for the qualifications of guidance practitioners in schools.

A number of university colleges offer specialist courses in career guidance. These courses range from 15 to 60 Norwegian study points, i.e. 15-60 ECTS points.

Traditionally, about half of the guidance counsellors in schools had undertaken specialist training, and this number seems to be increasing at present.

In other guidance services

No formal requirements exist for the qualifications of guidance practitioners in public employment services. Some districts have introduced minimum requirements locally.

Online and in-service training is available for the staff.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

The National Education Council and the Employment Directorate cooperate in the exchange of information on educational and vocational guidance via the 'YoU' Internet database. Their major partners in these exchanges are the local authorities and trade associations.

Both sides of industry are invited to cooperate with schools in the development of projects.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

Within the framework of the Norwegian strategy for e-learning, efforts have been made to provide information in electronic form in the field of career guidance. A number of electronic databases are available on the Internet. The two most well-known and well-used are:

www.utdanning.no, a national database on all levels of the education system, and

www.vilbli.no, a national database specialising in upper secondary education.

The Norwegian part of the PLOTEUS database and the website of the Association of Norwegian Students Abroad (ANSA) provide guidance information concerning studies abroad.

A dedicated website (*radgiver*) for Norwegian guidance counsellors was launched in May 2008, hosted by the guidance department in the directorate of education (www.udir.no/radgiver).

The public employment services (NAV) host a website for jobseekers, where vacancies can be found as well as general information about the labour market, measures taken by the authorities, and a few tests concerning vocational interest (<http://www.nav.no/page?id=318>).

Internet references

www.utdanning.no

www.vilbli.no

www.ec.europa.eu/ploteus

www.ansa.no

www.udir.no/radgiver

<http://www.nav.no/page?id=318>

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4. Eurybase; Eurydice.
5. Career Guidance and Public Policy. Bridging the gap. OECD 2004.

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

POLAND

School year 2007/08

Education is compulsory for pupils between the ages of 6 and 16 and then part-time until the age of 18. It begins during the last year of pre-primary education and covers primary education for a duration of 6 years (*szkoła podstawowa*) and lower secondary for 3 years (*gimnazjum*). The end of lower secondary education is a key moment in terms of guidance. Pupils have the possibility to go on to general upper, general/specialised, technical or vocational secondary education according to the results obtained in lower secondary education and the *gimnazjum* final exam.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The main objective of the vocational guidance education policy consists in creating vocational information systems and in ensuring permanent and complete services to a wide public throughout their lives. In the document published in 2000 entitled 'National strategy for the growth in employment and the development of human resources', the Ministry of Labour and Social Policy announced its intention to develop vocational guidance in order to meet its objectives. This strategy is aimed at integrating vocational counselling into the global objectives of the school system at all levels of education, at introducing the principle of continuity of services in terms of career planning and development, and at increasing the availability of vocational information for young people and adults. It plans to provide individual vocational counselling services (with harmonised standards for these services) and to continue to improve their methods and information materials.

In education:

Legal basis for the employment of vocational counsellors:

- in psychological and pedagogical centres – Regulation by the Minister of National Education and Sport concerning the operation of public pedagogical and psychological centres (11 December 2002);
- at schools – Regulation by the Minister of National Education and Sport concerning the principles for the provision and organisation of psychological and pedagogical support in public pre-schools, schools and other institutions (7 January 2003);
- in Continuing Education Centres and Practical Education Centres – Regulation by the Minister of National Education and Sport concerning the kinds of public institutions of continuing and practical training and their methods of organisation and operation (13 June 2003).

In the field of work:

- act on employment promotion and labour market institutions (20 April 2004). The Act introduced new instruments serving the improvement of labour market institutions, mainly public employment services. The document sets basic employment standards for key public employment services professions including vocational counsellors, and introduces three stages of professional licence;
- regulation by the Minister of Labour and Social Policy concerning the mode of granting the licence of employment officers and vocational counsellors (20 October 2004). Additional employment standards for these two groups of employees have been introduced, including the necessity to obtain the professional licence in order to be employed in the public employment services and continuing education institutions. The idea behind the introduction of the new legislation was to raise the profile of the two professions. The licences have three levels: basic, level 1 and level 2; the regulation establishes formal requirements for each level;
- regulation by the Minister of Labour and Social Policy concerning detailed rules for providing job recruitment services, vocational counselling, training for the unemployed and related activities (20 April 2004);
- regulation by the Minister of Labour and Social Policy concerning the on-the-job qualifying phase and the qualifying skills test in the process of obtaining the qualifications for the professions of recruitment officer and vocational counsellor (3 April 2006).

RESPONSIBILITIES

The Ministry of National Education and Sports and the Ministry of Labour and Social Affairs share the responsibility for the implementation of vocational guidance education and vocational guidance services for young people at school and for adults.

Based on an agreement between these two ministries, the National Centre for Vocational Guidance Resources (*Narodowe Centrum Zasobów Poradnictwa Zawodowego – NCZPZ*) was created. It supports mobility within the framework of education and vocational training, and gathers information in the area of guidance at European level.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Vocational guidance education is part of the basic national curriculum as a cross-cutting subject. Schools must integrate it into their detailed curricula in separate subjects such as citizenship education or social science.

At ISCED level 2, the compulsory subject called *civic education* (3 teaching hours per week in a period of 3 years) comprises elements of vocational guidance and consists of three sub-subjects: *family education*, *civic education* and *education for active participation in the economic life of the country*. The latter contains elements of vocational guidance. Its objectives are as follows:

Active participation in economic life:

- the comprehensive development of students, aimed at preparing them for active participation in the socioeconomic life of a country;
- the understanding of economic phenomena and changes;
- the ability to find one's place in the market economy conditions and the changing job market;
- initial job preparation /work-related instruction: national and local labour market, discovering and developing individual work-related qualifications, types of professions and professional skills, choice of career, examples of job application procedures, qualities of a good employee, professional mobility, the problem of unemployment.

At ISCED level 3, *introduction to entrepreneurship* is the compulsory subject which is most related to vocational guidance (2 teaching hours in a period of 3 years). Its objectives:

- preparation for active participation in economic life;
- shaping of the attitude for reliable work and entrepreneurship;
- developing communicative skills and teamwork;
- developing skills for active job searching and the suitable choice of career;
- mechanisms of market economy;
- basic rules for running various businesses;
- the role of the state and its law in the market economy;
- European and world economies.

Traineeships within the framework of the curriculum

The legislation regulating the issue of practical vocational training is the 1 July 2002 regulation by the Minister of National Education and Sport. The regulation concerns practical vocational training in school workshops, school laboratories, continuing education centres and practical training centres, with employers and on individual farms; it applies to students of public upper secondary schools offering vocational education as well as young workers/apprentices doing traineeships as part of their job preparation course.

Traineeships are organised by the school. Traineeships for apprentices are organised by their employers.

Practical vocational training has two forms: traineeships and practical training classes.

Practical training classes are organised in order to teach the students and young workers the vocational skills necessary to start work in a given profession. Traineeships are organised for students to enable them to apply and further develop the acquired skills and knowledge in real working conditions.

Traineeships may be organised throughout the whole school year and during summer holidays.

The curriculum for each profession specifies the range of skills and knowledge taught during traineeships.

Students below the age of 16 have a maximum of 6 hours of practical training per day, and students of 18 and over can have up to 8 hours of training a day.

In special cases, the training time for students over 18 may be prolonged but cannot exceed 12 hours a day.

Practical vocational training for students and young workers takes place in groups or individually.

Practical vocational training organised outside school is based on a contract signed by the headmaster of the school and the institution providing the training.

A school delegating its students for practical training is responsible for the supervision of the training, providing insurance for the students undertaking the training, accepting the instructors of the institution or delegating a teacher to run the practical training course, covering travel expenses for the students who need to commute in order to complete the training or providing free accommodation and care if commuting is not possible.

Institutions taking on students for practical vocational training are responsible for ensuring suitable conditions for the training including proper settings and equipment, proper clothing and supplies for personal hygiene and meals and drinks free of charge. They also supervise the training.

Practical vocational training is delivered by teachers of practical vocational training. In the case of training provided by an employer, it is delivered by employees with teaching qualifications who are referred to as instructors of practical vocational training.

Traineeships organised in firms or on farms have supervisors who are employers or nominated employees of the firm or individual farmers. The supervisors of traineeships should have teaching qualifications.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Seminars and workshops related to vocational guidance education programmes are organised by schools in cooperation with the professional world.

There is no national regulation concerning the issue. However, cooperation is taking place on an individual institution, local business and community basis. Many schools and businesses take part in the European educational programmes such as Leonardo da Vinci or Comenius.

Examples of projects involving schools (Comenius projects):

- Connecting schools with working life (project duration: 01.08.2006-31.07.2009)

The participating countries are Italy, Poland, Portugal and Romania. The aims of the project are to inform students about how the job market operates in their own countries and other European countries; develop the skills of teamwork, self-presentation and searching for information; and to develop active and committed attitudes. The students from the participant countries have taken part in numerous workshops concerning the above issues, learned how to work in teams, learned how to look for jobs and find other information related to the labour market on the Internet, and have become more confident and better at communicating in English.

- Get ready to work in Europe (project duration: 01.08.2005 – 31.07.2008)

This project was initiated by a lower secondary school in Katowice, Poland. The partner countries were Ireland, Germany and Slovakia. The students visited companies such as Bosch, Mercedes, Alstom and a school firm run by their German peers. The firm employs students following a job application process requiring them to present their CVs and cover letters and pass job interviews. The firm offers printing services and text editing, sells the school newsletter and distributes woodwork produced by the students. The Polish students, having returned from Germany, started cooperating with the Academy of Economy in the Katowice Career Office.

Examples of other ongoing projects:

- Youth and work in a changing Europe
- Schools and the professional world
- Counteracting discrimination on the labour market through self-employment in a developing Europe based on the examples of France and Poland
- Working life – work in a person's life

Guidance services at school

Since 2003, School Career Centres (*Szkolne Ośrodki Kariery* – SZOK) have been created in schools at lower (*gimnazjum*) and upper secondary level. Currently, 361 centres are operational. The educational counsellors who work in them are responsible for the implementation of a specific guidance system for each school. Their role is to provide pupils with information on possible educational pathways, the local labour market, labour laws, etc., and to help them acquire the necessary knowledge and skills to make their future career choices. They offer counselling to pupils and parents, individually or in groups. In 2002/03, about 10 000 educational counsellors were employed in these centres.

Guidance services outside school

The educational assistance and counselling centres under the Ministry of National Education provide a wide range of services, including vocational guidance, to pupils at all levels of education, and counselling in the area of educational psychology to teachers and parents.

Their services are free of charge and are offered on a voluntary basis, individually or in groups. In 2002/03, about 1 000 professional counsellors were employed in these centres.

Furthermore, a new form of vocational guidance – distance guidance – is being developed. A training programme and a manual for guidance practitioners have been created within the framework of the ‘Distance Counselling’ project.

Apart from the educational assistance and counselling centres under the Ministry of National Education at district level the Information and Career Planning Centres under the Ministry of Labour also offer job counselling services to the unemployed and job seekers as well as school graduates and students. Information and Career Planning Centres are specialised institutions operating within the regional labour offices. They provide information about the labour market and opportunities for acquiring qualifications, and support their clients in making decisions about their professional careers. Currently, 51 such centres are operational in Poland. They employ vocational counsellors, educational counsellors and psychologists.

In the employment sector

The Public Employment Services of the Ministry of Labour are addressed more specifically to unemployed people and to adults.

QUALIFICATIONS OF GUIDANCE STAFF

Teachers in charge of guidance teaching do not receive special training in guidance teaching. These teachers are usually academics or specialists in the field.

Guidance practitioners must have a master's degree which does not necessarily need to be related to vocational guidance (most often, they have received a master's degree in psychology, education, sociology, etc.). Specialisation programmes leading to a master's degree in this area have been set up.

Professional counsellors must also have specific social skills (such as the right personality, skills and interests for working with young people). They must improve their professional qualifications through self-training or ongoing training programmes. They must also have knowledge in the area of vocational guidance, psychology, education, social policy, etc.

There are employment standards for this staff in the education and employment sectors, which define in detail the skills they must have to perform their duties.

Employment standards for vocational counsellors:

According to the act on employment promotion and labour market institutions, a person employed as a vocational counsellor is required to possess a university degree and a professional licence issued/awarded (in the process of an administrative decision) by the head of region.

The licensing system was introduced to raise the profile of the job and to stimulate this group of employees to continue their professional development.

Vocational counsellors may obtain the following levels of licence:

- the vocational counsellor licence (basic level) may be awarded to someone who has worked in the profession for at least 12 months in the public employment services;
- the vocational counsellor licence (level 1) may be awarded to a person who has worked as a vocational counsellor in the public employment services for at least 24 months and who has a master's degree or has worked for at least 12 months and has a master's degree in psychology or vocational counselling;
- the vocational counsellor licence (level 2) may be granted to a person with 36 months of professional experience in vocational counselling with a level 1 licence and who has completed a post-graduate university course in vocational counselling.

Most people who work as vocational counsellors for the public employment services in Poland are graduates in education, sociology or psychology.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

See Contacts with the professional world.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

A multidimensional system of vocational information – Counsellor 2000 – which is aimed at supporting the efforts of users by associating information management and decision-making strategies, has been developed. Information on studies and training as well as career prospects are matched with the profiles of users, who establish their profiles using the self-evaluation tools available with the software. Furthermore, the system was adapted so that it may be used by specific groups, such as disabled people.

Counsellor 2000 was developed as part of the Ministry of Labour project for the promotion of employment and the development of employment services by one of its regional offices – the regional labour office in Białystok.

CD-ROMs, multimedia programs and websites providing information on careers and career possibilities also exist. The centres are usually not well equipped with computers.

Users are invited to express their point of view on the user-friendliness of the information provided to them, in particular the online information.

Internet references

Narodowe Centrum Zasobów Poradnictwa Zawodowego (National Centre for Vocational Guidance Resources) – NCZPZ: www.psz.praca.gov.pl

Centrum Matodyczne Pomocy Psychologiczno-Pedagogicznej (Educational Assistance and Counselling Centre): www.cmppp.edu.pl

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5. Eurybase; Eurydice.

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

PORTUGAL

School year 2007/08

Basic education (*Ensino Básico*) in Portugal is compulsory, universal, free and comprises 9 years of schooling, for students between 6 and 15 years old ⁽¹⁾. It is organised into three cycles: a 1st cycle with four years; a 2nd cycle with two and a 3rd cycle with three years. Students must take national tests in Portuguese language and Maths at the end of the 3rd cycle, and those who succeed have access to general or vocational upper secondary education. Basic education is the responsibility of the Ministry of Education.

The Ministry of Labour and Social Solidarity provides alternative pathways for students (more than 15 years old) who did not complete compulsory education. These pathways comprise the 3rd cycle of Basic Education, which confers dual certification (educational and vocational) and allows the pursuit of further studies, namely education and training courses (*cursos de educação formação*) and apprenticeship courses (*cursos de aprendizagem*).

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The legislative framework of vocational education and training is based on the Basic Law on the Education System, Law No 46/86, of 14 October (*Lei de Bases do Sistema Educativo*), which established the general framework governing the entire system in 1986.

In 2001, the scope of the legal framework changed: guiding principles were established for the organisation and management of basic educational curricula ⁽²⁾, and for the assessment of learning. This revision of the legislation governing basic education reflected one of the Government's strategic objectives in that this level of education is seen as the beginning of lifelong education and training.

In 2004, under the reform of secondary education ⁽³⁾, guiding principles were established for the organisation and management of curricula and for the assessment and certification of courses at secondary education level.

The legislative framework governing vocational education and training, in force since 1991, is being completely revised. This revision was rooted in the Agreement for Vocational Training Reform (*Acordo para a Reforma da Formação Profissional*), signed by the Government and the majority of the social partners, in March 2007.

⁽¹⁾ Basic Law on the Education System legislative framework.

⁽²⁾ Decree-Law No 6/2001, of 18 January.

⁽³⁾ Decree-Law No 74/2004 of 26 March, together with its respective changes and amendments: Amendment No 44/2004 of 25 May; Decree-Law No 24/2006 of 6 February; Amendment No 23/2006 of 7 April; Decree-Law No 272/2007 of 26 July.

The new regulatory framework (⁴), approved by the Government in October 2007, created a National Qualifications System (⁵) (*Sistema Nacional de Qualificações*). Under a new institutional framework, this system links vocational training, taking place in the world of work, and the educational system, providing them with shared objectives and instruments.

With specific respect to vocational guidance, Article 26 of the Basic Law on the Education System makes provision for guidance services to be present in schools' regional structures to support the psychological development of students, to provide educational and vocational guidance as well as psycho-pedagogical support in educational activities. The services also support school / community relations.

This framework is still based on the following legislation: Decree-Law No 190/91, of 17 May, creating the Psychology and Guidance Services (*Serviços de Psicologia e Orientação – SPO*) which sets out the frames of reference of these services; Decree-Law No 300/97, of 31 October, establishing careers in psychology under the Ministry of Education; Dispatch No 9022/99, of 6 May, establishing the national SPO network.

The new National Qualifications System, with respect to vocational guidance, aims at increasing the educational level of people in work and the improving their employability. Special importance is given to information and guidance as a means of facilitating the link between educational and vocational guidance, promoting learning and working pathways and contributing to the investment in efficiency in education and vocational training.

These goals are also recognized in the New Opportunities Initiative. It should also be pointed out that the national policy for information and guidance takes into consideration European and international recommendations.

RESPONSIBILITIES

Information and vocational counselling services are mainly organised under the responsibility of the Ministry of Education and the Ministry of Labour and Social Solidarity.

The National Qualifications Agency (*Agência Nacional para a Qualificação*), a body that is answerable to both Ministries, is responsible for the following information and guidance activities for qualification and employment, namely:

- ensuring the functioning of an integrated system of vocational training offers;
- promoting the sharing of the technical instruments produced in the respective services;
- boosting joint training actions for guidance professionals;
- providing the dissemination of territorial and sectoral diagnoses, related to the labour market.

The psychology and guidance services in schools, the new opportunities centres, the public employment services and other entities accredited by the competent authorities develop

(⁴) Resolution of the Council of Ministers No 173/2007 of 7 November.

(⁵) Decree-Law No 396/2007, of 31 December.

information and guidance activities for qualification and employment. These actions should be coherent, integrated, systematic, continuous and complementary, in accordance with the competencies of each service, taking into account their users' profiles and needs.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Vocational guidance education is not part of the compulsory education curriculum. Students in lower secondary education and mainly in the last year (9th year, third cycle of basic education) may nevertheless take extracurricular vocational guidance programmes organised by the school psychology and counselling services. Access to these programmes of 15 to 25 hours is voluntary and is also open to other students.

The psychology and guidance services of the Ministry of Education provide access to specialised educational support services that ensure an individualised or group pedagogic support to young people in their choices throughout their school careers, facilitating the development of their identities and the construction of their own life-projects.

Both school guidance specialists and teachers/heads of classes play a fundamental role in following up pupils, in clarifying possible paths for them, in cooperating with other socio-educational support services, in the proposal and signing of protocols between schools and different services, enterprises and other community actors at local level.

The psychology and guidance services also have a role to play in the identification and monitoring of problem situations in the learning process; the development of trainees' self-esteem via psychological support and study orientation; the implementation of transition strategies for working life, encouraging students in basic, upper secondary and further education; in the training of trainers and in the development of "lifelong learning" competences and attitudes.

Traineeships within the framework of the curriculum

At the level of basic education, only dual certification courses include practical and on-the-job training, for example:

1) At levels 1 and 2 of educational and training courses, the practical training component takes between 10 to 20 % of the total length of the courses.

This component is structured individually and activity takes place in a working environment. Traineeships are supervised by a training facilitator, and are aimed at the acquisition and development of technical, social, organizational skills and skills relevant for career management, for vocational qualification and consequent placement in the labour market.

The training entity is responsible for the traineeship organisation and the execution of its programme, in close coordination with the entity responsible for the traineeship.

The activities to be undertaken by trainees during on-the-job training are covered by a protocol agreed between the training entity, the trainee and the entity responsible for the traineeship.

Technical and pedagogical monitoring and assessment of trainees, properly developed in conjunction with guidance professionals, is provided by:

- The person responsible for the traineeship, appointed from amongst technological component teachers, in close relation with the entity responsible for the traineeship - in educational establishments of Ministry of Education;
- The course coordinator, in close relation with the tutor of the entity responsible for the traineeship - in direct and joint-management vocational training centres and other training organizations accredited by the Ministry of Labour and Social Solidarity.

2) At levels 1 and 2 of apprenticeship courses, the practical training component cannot exceed 50 % of the total length of the training. The work environment traineeship takes at least 30 % of the total length of the training, being complemented by simulated practical training.

This training component includes professional activities performed by the trainee, framed in structured training pathways and under the guidance of a tutor, in a real work environment and conducted in enterprises engaged in commerce.

The practical training component in a working environment is a professional experience in which trainees deal with technologies and techniques that go beyond simulated situations and represents an opportunity for the implementation and consolidation of the knowledge they have acquired (in plant training), for the development of working practices, entrepreneurial spirit and a sense of professional responsibility. These are inherent experiences with regard to labour relations.

These courses qualify students to enter the labour market but also allow them to continue their studies.

In 2007, the education and training courses were extended to upper secondary education, conferring a level 3 vocational qualification certificate.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

The school subject 'Environment Study', in the 1st cycle of basic education, integrates issues connected with working occupations and the labour world. At the end of the 3rd cycle of basic education (lower secondary education), seminars, visits to enterprises and vocational guidance fairs are included in the 'School Project' subject of the curriculum.

Other contacts with the professional world by basic education schools are made in the form of extracurricular activities, by organising visits to enterprises, vocational guidance fairs and other subject-related events.

In addition, the Ministry of Education regularly organises and participates in education and training fairs and events aiming to provide wider information to youngsters about employment and the labour market. Enterprises and enterprises associations are also invited to present their sector of activity and their experience in the promotion of employment.

Guidance services at school

The Psychology and Guidance Services are part of the Technical and Pedagogical Services of the school and are represented in the Schools' Pedagogical Councils (*Conselhos Pedagógicos das escolas*).

Each Psychology and Guidance Service is located in basic or secondary schools and can comprise only one school or several nearby. Students, parents or guardians, class directors, teaching and non-teaching staff can access these services.

The Psychology and Guidance Services develop their activities in 3 areas:

- psycho-pedagogical support to students and teachers;
- support to the development of interpersonal relationships inside the school and between schools and the community;
- educational and vocational guidance.

The Psychology and Guidance Services adopt two models of organisation, determined by educational level:

- a predominantly psycho-pedagogical approach, in view of the global nature of the 1st and 2nd cycles of basic education;
- an approach that includes school and vocational guidance, in the 3rd cycle of basic education (lower secondary education) and secondary education (upper secondary education).

Different types of activities are legally defined, according to a student's aims and demands:

- educational and vocational guidance programmes;
- school and vocational information measures, geared mainly to 9th, 10th, 11th and 12th grade students;
- individual/group sessions (interviews and psychological assessment tests);
- activities aimed to raise awareness of the labour market (study visits, on-the-job training periods, professional contacts);
- training courses for teachers and other school staff;
- monitoring on-the-job training in technological courses and vocational courses that are part of the education system;
- psycho-pedagogical support measures.

The education and training courses, which have been held in schools since 1997, are included in the activities of these services.

Guidance services outside school

The guidance services provided by the Institute of Employment and Vocational Training of the Ministry of Labour and Social Solidarity aim to help individuals, young people or adults, to develop their careers by encouraging them to acquire the skills they need to gain access to employment or remain in the labour market. Access to vocational guidance services is voluntary and free.

The Institute of Employment and Vocational Training's Information, Guidance and Counselling Service targets the following groups:

- young people and unemployed adults, registered in the Employment Centres, or those who are seeking training;
- employees on retraining;
- employers and human resources managers;
- young people who are still at school.

Institute of Employment and Vocational Training vocational guidance as part of vocational training comprises the following activities:

- providing information about qualification requirements; training offers; occupations; labour market needs and prospects; retraining courses; workers' mobility and Community education, training and employment programmes;
- counselling to help potential trainees formulate their own personal and career plans and to develop strategies to put them into effect. To this end, training candidates are put through psychological evaluation tests; the results are afterwards analysed jointly by vocational counsellors and the candidates concerned. This aims to help candidates to clarify their personal attributes;
- monitoring: psycho-pedagogical support for trainees during training courses and individual support in the transition to the labour market. This monitoring can include the development of personal and social, acting without supervision, responsibility, decision-making ability, initiative, interpersonal skills; the development of learning abilities; the promotion of self-esteem and techniques for job search.

The methods used are matched to the target groups depending on their age, level of studies and personal characteristics. These activities may be organised individually or in groups.

Private organisations provide information on education and careers and help people construct a life plan. These organisations also provide support for young people who are having difficulties in adjusting to school or society.

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

The specialist team of the Psychology and Guidance Services includes psychologists and guidance counsellors who work in collaboration with school authorities. They offer

assistance to pupils, parents and teachers in the area of educational psychology and counselling related to school activities, career planning strategies and life, as well as interpersonal relations.

The counsellors employed by the psychology and counselling services must have a master's degree in an area which is not necessarily related to guidance, or teaching qualifications (primary or secondary), or a degree in applied psychology with a specialisation in guidance (4 / 5 years of studies including a traineeship). Moreover, all of them must take ongoing training courses organised by the training centre of the Portuguese Association of Educational and Vocational Counsellors. In addition, they must demonstrate communication skills, become familiar with the education and training system, the labour market, etc.

In other guidance services

Under the Ministry of Labour and Social Solidarity, and within the Institute of Employment and Vocational Training, vocational guidance is provided by Vocational Guidance Counsellors (*Conselheiros de Orientação Profissional*). These counsellors must hold a degree (five years of university study), preferably in psychology or sociology. Under the terms of their employment, they are required to attend six months' post-recruitment training, comprising a combination of study and work in central services and local units. They must also have skills and personal characteristics such as maturity and self-confidence, the necessary sensitivity and theoretical and practical knowledge.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

The central services of the Ministry of Education promote the creation of technical and scientific materials and the vocational informational guidance needed for the development of educational activities.

There are partnerships for the development of national and international projects. For example, the Academia of European Exchange Program for Vocational Guidance Counsellors (*Programa Academia Europeia de Orientação*), which maintains a partnership with the Regional Education Directorate of Lisbon (*Direcção Regional de Educação de Lisboa*). This Program is directed at the exchange of guidance professionals, granting traineeships of two weeks in the guidance services of the United Kingdom, Spain, Sweden and the Czech Republic.

The Psychology and Social Services of several national universities also have agreements for the development of joint activities with the Psychology and Guidance Services of the Ministry of Education.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

One thing that the reform of vocational training is attempting to do is to develop a more integrated system of information and guidance (academic and professional) involving the New Opportunities Centres, the Psychology and Guidance Services, the Information and Guidance Services of the Ministry of Labour and Social Solidarity and the Units for the Integration into an Active Life (*Unidades de Inserção na Vida Activa*). In this context, it

should be pointed out that the development of the Information and Management System for Educational and Training Supply (*Sistema de Informação e Gestão da Oferta Educativa e Formativa*) is a fundamental tool in support of youth and adult reorientation and providing guidance to training offers that allow the development of certified competencies.

Working under the Ministry of Education, the National Centre for Vocational Guidance Resources⁽⁶⁾ (*Centro Nacional de Recursos para a Orientação Vocacional* – CENOR), participates in the European Euroguidance network⁽⁷⁾, a Leonardo da Vinci Programme.

The mission of CENOR is to develop with several countries the European dimension in the national system of education, training and guidance, by sharing working methods and disseminating innovative practices.

As member of Euroguidance, CENOR, through its website, directed at students, professionals and organisations, is responsible for:

- the creation of information and training material, leaflets, CD-ROMs, etc.;
- the dissemination and management of information about education and training opportunities; qualification and certification levels and also academic and professional paths at national and European level; clarifying questions about guidance resources and transnational mobility; European policies and resources in the context of lifelong guidance.

To update innovative trends in guidance, CENOR participates in conferences, seminars and workshops, at national and at European level.

Certain offices of the Institute for Employment and Vocational Training have ‘Self-Service’ spaces for the search for employment and information. They are freely accessible.

Information on careers, employment offers and training programmes is also accessible on websites, for example the new website, NetEmprego, launched in 2006 by the Ministry of Labour and Social Solidarity.

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VOCATIONAL GUIDANCE EDUCATION IN FULL-TIMECOMPULSORY EDUCATION

ROMANIA

School year 2007/08

Education is compulsory for pupils between the ages of 6 and 16. It covers 4 years of primary education (*școala primară*) and 6 years of lower secondary education (4 years of *gimnaziu* and either 2 years of comprehensive (academic oriented) education in *liceu* – the lower cycle, or 2 years of vocational (occupation oriented) education in *școala de arte și meserii* (arts and trades school). At the age of 16, those who finish the lower cycle of *liceu* may continue their studies in the different pathways in these schools, at upper secondary level. Those in *școala de arte și meserii* must complete one year of upper secondary vocational education in order to move on to *liceu* and continue at the same level.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The information, guidance and counselling services offered by institutions under the Ministry of Education, Research and Youth are governed mainly by the Education Act (adopted in 1995 and modified subsequently). Those under the Ministry of Labour, Family and Equal Opportunities are governed by the 1998 law establishing the National Employment Agency. In Romania, the Education Act defines the educational ideal as the free, comprehensive and harmonious development of a human being, with an autonomous and creative personality. Vocational guidance is governed by this ideal, and some of its main objectives are the following:

- provision of relevant information and facilitation of access to data related to various education and training opportunities, both at national and international level;
- promotion of transnational professional mobility and the European dimension of education and training;
- integration of European standards, norms and good practices within the Romanian context;
- synchronisation of various activities carried out by the institutions actively involved in vocational guidance, counselling and training.

A set of quantitative quality criteria (number of people who receive counselling or testing, amount of information material produced, etc.) and qualitative quality criteria (user satisfaction, use of ICT, etc.) to evaluate the results of information, guidance and counselling services was elaborated by the community of counsellors.

RESPONSIBILITIES

The Ministry of Education, Research and Youth is responsible for the establishment of educational psychology assistance centres at regional level as well as educational psychology assistance offices in schools. These services are aimed at all young people in

the education system and are coordinated by the County School Inspectorates. The Institute of Educational Science has an educational and vocational guidance department, whose mission is to provide a methodological master plan to the guidance and counselling network of the Ministry of Education, Research and Youth.

The National Employment Agency manages the network of information and career counselling centres which offers its services to young people and adults seeking employment, the unemployed, etc.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

The national curriculum provides for educational and vocational guidance activities to be offered in primary and secondary education, through a distinct subject named Counselling and Guidance. This subject is included in the common core curriculum for all of compulsory education, covering mainly educational aspects in primary education, and both educational and vocational aspects in secondary education.

The framework objectives defined for Counselling and Guidance are the following:

- development of a positive attitude towards oneself as unique and valuable person;
- development of knowledge, skills and attitudes related to interpersonal aspects;
- development of skills necessary to use various types of information in the learning process;
- development of skills necessary in career exploration and planning;
- practice of management skills related to a quality lifestyle.

Traineeships within the framework of the curriculum

Schools are encouraged to establish partnerships with companies and other institutions at local level in order to contribute to the development of local communities and to familiarise pupils with the professional world.

After the first four years of general lower secondary education (*gimnaziu*), pupils must continue with two more years of lower secondary education in another institution. Those attending either the technological branch of secondary school (*Liceu*) or the Arts and Trades School (*Școala de Arte și Meserii*) participate – for a period of 3 weeks for the former and 10 weeks for the latter – in traineeships and work placements in public or private companies. These activities are based on the specific syllabi approved by the Ministry of Education, Research and Youth.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Information and career counselling centres, under the Ministry of Labour, Family and Equal Opportunities provide information about the professional world and organise meetings with pupils in secondary education (ISCED 2 and ISCED 3), following the request of the school psychologist.

Visits organised by schools in companies and other institutions also contribute to the familiarisation of pupils with the professional world.

Graduates of compulsory education receive a personal portfolio for further education, which contains the skills acquired during compulsory schooling, including those obtained as a result of practical activities, carried out in school workshops or in work placements.

Guidance services at school

The teacher/tutor, in cooperation with parents and the school psychologist, is responsible for organising and implementing activities related to guidance for pupils on the basis of curriculum guidelines and according to the age and characteristics of pupils. During the hours devoted to guidance at lower secondary level, in particular for pupils in the last years of the level of education concerned, specific activities are organised (debates and chances to meet representatives of schools or local employers, visits to different institutions, skill testing, etc.).

In each primary or secondary school with more than 800 pupils, the school's educational psychology assistance unit may be organised according to needs and available resources. Schools with less than 800 pupils may call upon these units in other schools. The counsellors who work there provide pupils with counselling in the area of educational psychology, individually or in groups, based on tests of aptitudes, personal skills inventory, decision-making techniques, techniques for career planning and development, and analyses of occupational profiles. They also provide counselling to teachers and parents.

Guidance services outside school

The educational psychology assistance centres (*Centre Jude<ştene de Asisten<şă Psihopedagogică*), organised at regional level under county school inspectorates, have the same responsibilities in terms of guidance as assistance units in schools. In cooperation with schools and the local communities, they implement educational and vocational guidance services for pupils, organise the information and documentation activities on the subject, etc.

In the framework of the national employment agency, the information and vocational counselling centres as well as the career counselling centres provide young people with information and advice on careers and work placements. Some of the main activities carried out by these centres are the following: guidance in choosing a professional career, provision of information on training alternatives, assistance in career planning and the elaboration of an action plan and its implementation. Generally, these guidance services are provided during the meetings organised by the representatives of these centres and pupils, through individual or group counselling sessions.

QUALIFICATIONS OF GUIDANCE STAFF

Initial teacher training includes educational psychology counselling as an optional subject, among other subjects such as education for gifted pupils, education of pupils with special needs, class management, ICT in education, etc.

The majority of staff who work in school units and educational psychology assistance centres are psychologists, teachers, sociologists and social workers, and have the same

status as teachers. When persons specialised in vocational guidance are not available in schools, teacher/tutors are responsible for the respective subject. In order to ensure the quality of this guidance, these teachers must undergo 40 hours per year of training, organised by Teachers' Resources Centres, in five-day sessions. The training is provided by specialist trainers and has the support of the Institute of Educational Sciences, in Bucharest. Generally, in-service teacher training is very decentralised and the proposed courses may include modules related to guidance, depending on the needs identified at county level.

Staff working in educational psychology centres have generally completed a guidance and counselling as well as public policies training programme with specialisation modules in vocational guidance, leading to a master's degree (2 years) at the University of Bucharest. Another university proposes training in preparation for a master's degree in counselling psychology.

The staff in national employment agency centres are generally sociologists, economists and engineers, as well as psychologists, teachers and social workers. Some staff members have completed a specific career guidance programme (master's level) offered in the framework of an internal project at the centres.

Practitioners have a certain degree of autonomy in measuring or evaluating their own activities in the framework of the evaluation of guidance services. The tools used are intended to guide them and provide them with feedback.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

At institutional level, the administration council, which, along with representatives of school staff, includes representatives of parents, local public authorities and employers, and makes important decisions related to school administration. Parent councils are also consulted by the school management concerning various important aspects, including educational and vocational guidance.

Consultative councils and local committees for social partnerships in VET development act at county level for the development of educational services, qualifications and specialisations provided.

At national level, the National Federation of Parents' Associations is consulted by the Ministry of Education, Research and Youth in relation to the major decisions affecting education.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

A Ministry of Education, Research and Youth portal (www.portal.edu.ro) provides information on school networks at all levels of education, admissions procedures, etc., and provides specialised information bulletins.

Every year, the county school inspectorates publish a brochure on schools and their profiles, the programmes offered, etc.

Each school organises its own 'information point' in libraries or in counsellors' offices.

The information and vocational counselling centres of the National Employment Agency develop databases containing information on careers, training and schools, legislation, etc. They also provide different online tests (skills, personality, etc.).

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VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

SLOVAKIA

School year 2007/08

Education is compulsory for pupils between the ages of 6 and 16. It covers basic education of a duration of 9 years (*základná škola*) and the first year of upper general and vocational secondary education. Basic education is organised as a single structure (without distinction between primary and lower secondary levels). Pupils receive the same education and do not have to change schools. Some intellectually gifted pupils may enter *gymnázium* (lower secondary level) at the age of 10 or 12 (after taking an entrance exam). The end of basic education is a key moment in terms of guidance. Pupils have the possibility to go on to general or vocational upper secondary education after passing an entrance exam.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The responsibilities of the education and employment sectors in terms of educational and vocational guidance are defined in law No 29/1984 on education, law No 279/1993 on schools and law No 5/2004 on employment services, as well as in their many amendments and revisions. Educational guidance is governed by decree No 43/1996 of the Ministry of Education. The new school law No 245/2008 adopted in summer 2008 will replace law No 279/1993 from 1 September 2008.

The strategy for lifelong training and guidance (*Stratégia celoživotného vzdelávania a celoživotného poradenstva*) adopted by the government in 2007 proposes to bring together the lifelong guidance and counselling systems which have been separate until now. The need to increase the number of experienced professionals for the development of policies in this area was declared to be urgent. In the framework of this strategy, the integrated policy system at national level was established, a group of national experts for the development of quality standards was formed and the quality assurance system was introduced.

Two other official documents were adopted in 2007 in the framework of the national policy in the area of guidance. The document entitled 'The development of the educational and psychological guidance system and implementation plan' (*Koncepcia pedagogicko-psychologického poradenstva systému a jeho implementácie do praxe*) underlines the importance of career counselling which should accompany educational and psychological guidance in schools, and redefines the role of counsellors and school psychologists. The document entitled 'The development of counselling in special education' (*Koncepcia špeciálnopedagogického poradenstva*) complements the first and emphasises the need to specify the missions of guidance counsellors and teachers in the area of special educational needs.

RESPONSIBILITIES

The responsibilities of providing educational and vocational information, guidance and counselling services are shared between schools and other institutions in the education sector and the public employment service.

In the framework of the education sector, guidance is ensured mainly by teachers with guidance responsibilities – educational counsellors employed by basic and upper secondary schools, school psychologists and special teachers, as well as by counsellors in educational and psychological counselling centres (see below).

An advisory body of the Ministry of Education – the methodological council for educational and psychological counselling and prevention (*Metodická rada pre výchovné a psychologické poradenstvo a prevenciu*) – was established. It is made up of representatives of staff at educational and psychological counselling centres, counsellors, school psychologists and other experts in the area. Its role is to supervise the activities of schools in the area of guidance, give advice and make comments on official documents, draft laws and proposals for action, etc.

The Ministry of Education authorised the Research Institute For Child Psychology and Patho-psychology to support, develop methodology and coordinate all parts of the school guidance system.

In the employment sector, the development of policies and the establishment of guidance services are managed by the Office of Labour, Social Affairs and Family (*Úrad práce, sociálnych vecí a rodiny*) under the responsibility of the Ministry of Labour, Social Affairs and the Family (*Ministerstvo práce, sociálnych vecí a rodiny*). For the most part, the services in this sector are not aimed at young people in the education system. The Office is responsible for prevention programmes in upper secondary schools.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Vocational guidance education is integrated into other relevant subjects. There is an optional subject entitled ‘Introduction to the world of work’ (*Úvod do sveta práce*), available in the last two years of study in upper secondary school.

To support entrepreneurship as part of professional training, the subject ‘Training firm’ was introduced into the curricula of upper secondary schools as an optional subject.

Traineeships within the framework of the curriculum

Official regulations do not provide for traineeships in the basic education curricula. Children under age 15 are not allowed to go to real working environments except in some cases mentioned in law.

Traineeships are a regular part of education curricula for all vocational schools. Their proportion of the total curriculum varies from about 15 % (for ISCED 3A) up to more than 50 % (for ISCED 3C). Practical training may be carried out at school training facilities and/or in companies.

Some schools take advantage of community programmes or good cooperation with foreign partners and organise part of obligatory practical training abroad.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

There is a low level of contact with the professional world in basic schools in terms of career guidance. Schools organise group visits to companies for a duration of 1 or 2 days per school year. The content and objectives of an excursion are decided by a head teacher. Excursions to local companies are only part of all types of contact. Excursions are supposed to help pupils become more familiar with history, nature and society within the context of their studies. The Ministry of Education determines the duration of an excursion from 1 day for the first level of basic school up to 7 days for upper secondary schools.

Schools have the possibility to organise competitions for pupils in cooperation with companies. People from the professional world may participate in the jury.

Guidance services at school

All basic schools (*základné školy*) as well as general and vocational upper secondary schools employ teachers with guidance responsibilities, referred to as educational counsellors (*výchovný poradca*). The counsellor fulfils tasks in the area of education, vocational orientation of pupils and prevention of problematic and delinquent behaviour. He/she gives consultations to children and their parents and must provide pupils with information on educational pathways, professional training and career possibilities as well as on the situation on the labour market. Counsellors are the contact people between schools and specialised counselling facilities. Educational counsellors use a separate counselling room with computers with access to the Internet. Their teaching duties are reduced by 1 hour per week for every 300 pupils, up to 3 hours per week. Career guidance services are concentrated mainly during the last two years of study.

Counsellors do not have the role of evaluating the individual capacities and attitudes of pupils. This evaluation is ensured by specialists in the Educational and Psychological Counselling Centres (*školská pedagogicko-psychologická poradňa*) (see below). Special attention in terms of counselling and guidance is paid to pupils from socially disadvantaged backgrounds, physically handicapped as well as gifted and talented students. In certain cases (5-6 % of schools), these counsellors are assisted by school psychologists (*školský psychológ*).

Special teachers (*školskí špeciálni pedagógovia*) provide specific help and counselling to pupils with special educational needs in separate special schools and in those which practise integration.

Guidance services outside school

The 79 Educational and Psychological Counselling Centres (*pedagogicko-psychologické poradne*) employ psychologists, teachers and social workers and offer their services to pre-primary, basic and secondary schools. These services are intended for pupils and students as well as for staff and parents, and cover the whole range of psychological, social and

educational activities. Generally these include diagnostics, counselling, therapeutic help and prevention and rehabilitation activities.

Vocational counselling and guidance are among the most important activities, as well as being one of the most frequent requests from clients: according to statistics, more than 27 % of all individual consultations are centred on this area. In the field of career development, professionals in centres focus on life planning, study and vocational choice, development of inner strengths, potentials and desirable personal characteristics, adaptation to school or jobs, and programmes on the social and psychological skills needed in the world of work. Vocational counselling and guidance is carried out in an individual or group setting and information services are an integral part of it. According to Law No 43/1996, centres are obliged to gather vocational and study information, and this, together with information on the labour market, should be distributed to pupils, their parents and educational counsellors. Internet-based guidance is also provided by centres. Consultations are offered on the request of pupils or parents and usually last 3 weeks.

The information and counselling services offered by the Office of Labour, Social Affairs and Family are aimed at people seeking employment. Although pupils in compulsory education are not a target group for these services, the Office can offer lectures on the prevention of unemployment with the permission of schools.

QUALIFICATIONS OF GUIDANCE STAFF

Educational counsellors (*výchovní poradcovia*) are teachers who are qualified in a subject (without special guidance qualifications) and who are obliged to complete specific ongoing training of a minimum of 200 hours. In order to provide them with more time for accomplishing their tasks as counsellors, their teaching load is reduced. Ongoing training programmes are offered by the Methodological and Educational centre and are approved by the Ministry of Education following verification by two independent experts.

School psychologists (*školskí psychológovia*) have a master's degree in psychology or educational psychology.

An initial training programme in vocational guidance was developed by the National Vocational Education Institute (*Štátny inštitút odborného vzdelávania*) in the framework of the Leonardo de Vinci MODILE-EUROCARCO project. The modules established in the framework of this programme were accredited for the ongoing training of educational counsellors.

In the employment sector, counsellors must have at least a bachelor's degree in any field of study.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Cooperation between schools and parents is ensured by associations of parents, which are established at basic and upper secondary schools and which take part in school management. Schools also organise regular meetings for parents to inform them of the possibilities for further studies and employment for their children, especially in the last 2 years of their studies in basic and upper secondary schools.

Cooperation between employers, schools and stakeholders is not regulated by any law. Only informal partnerships exist, which are usually established by ESF projects at local level. These examples of cooperation are separate activities without official state support.

Generally, the head teacher is responsible for the organisation of cooperation between schools and other stakeholders, with the support of the Office for Regional Self-government (founder of state upper secondary schools).

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

Although it is not clearly defined, the most important role in the production of information on careers is played by the Ministry of Education and its institutions, as well as by the Office of Labour, Social Affairs and Family.

Information on studies at secondary schools, their programmes, admissions criteria, etc. is gathered and published yearly by all the school information centres and by local administrations. Furthermore, towards the end of each year, the Institute of Information and Prognoses of Education publishes a guide containing all the useful information on secondary schools and universities. The Ministry of Education runs a website – www.modernaskola.sk – which is a useful source of information.

The Office of Labour, Social Affairs and Family is obliged to monitor the situation on the labour market and publish statistics in the area. It gathers information on the situation of unemployed people (such as their education level or types of qualifications). This information is transferred to the education authorities. The Office's department of client services is establishing a complex system of information on careers, in particular employment descriptions, programmes accessible via computer, guides, etc. A self-exploration website (in the framework of the Leonardo de Vinci II programme) intended for those seeking employment can be found at www.povolania.eu. Information for job seekers as well as for employers on the content of different occupations is gathered on the website www.istp.sk

Information on methodology or other aspects of vocational guidance is the responsibility of the Methodological and Educational Centre and Research Institute for Child Psychology and Patho-psychology. Their websites contain many useful links and information in this field. The Association of Educational Counsellors runs a website with applicable laws, methodological directions and guidelines as well as links to related institutions and websites.

The European Lifelong Guidance Policy Network has been a stimulus for producing the Strategy for Lifelong Training and Guidance, and thanks to its initiatives, there is an effort to establish better cooperation between the education sector and the labour and social affairs sector in terms of sharing and gathering information.

Internet references

Štátny inštitút odborného vzdelávania: www.siov.sk

Ústav informácií a prognóz školstva: www.uips.sk

UIPŠ – školské výpočtové stredisko: www.svsba.sk/index.php?id=poradca

Výskumný ústav detskej psychológie a patopsychológie: www.vudpap.sk

Metodicko-pedagogické centrum: www.mctba.sk

Asociácia výchovných poradcov: <http://asociaciavp.szm.sk/>

Národný úrad práce sociálnych vecí a rodiny: www.upsvar.sk

Portál – Spreivodca svetom povolaní: www.povolania.eu

Portál ISTP: www.istp.sk

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2. Country report (CEDEFOP)
3. Guidance policies in the knowledge society. Trends, challenges and responses across Europe. A Cedefop synthesis report. Ronald G. Sultana. Cedefop Panorama series; 85. Luxembourg: Office for Official Publications of the European Communities, 2004.
4. Eurybase; Eurydice.

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

SLOVENIA

Academic year 2007/08

Education is compulsory for pupils between the ages of 6 and 15. It is offered in basic schools (*osnovna šola*) and is organised as a single structure (without distinction between primary and lower secondary levels). Pupils receive the same education (divided into three cycles lasting three years each) without a change of school. The end of compulsory education is a key moment in terms of guidance. Pupils have the possibility to go on to general, technical or vocational upper secondary education.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

There are several legal sources which define (very generally) the objectives of the national policy in the area of guidance.

According to the law on basic education (1996; last revision 2007), the objective of guidance education is to prepare pupils to make their choice of profession. In 1999, Guidelines for guidance services in schools were adopted and 'vocational guidance' officially became one of the most important functions of school counsellors. Before that, the network of vocational counsellors was maintained by the Employment Service of Slovenia (ESS). Its responsibilities included the testing of pupils at the end of compulsory school. Vocational counsellors from the NEA visited schools and invited pupils to fill in an interest-related questionnaire and take a general aptitude test. Each school counselling service prepares its own 'Vocational guidance programme', which includes the following activities: gathering the information needed for the occupational and learning choices of pupils; vocational guidance diagnosis; vocational counselling; vocational education; and guiding, motivating and accompanying pupils and parents.

In the employment sector, it is implicitly recognised that guidance plays an important role in reaching objectives established by the country's Employment Service and in contributing to a high level of employability.

The document entitled 'Measures of Active Employment Policy 2007-2013' considers guidance services as a measure allowing different target groups (people who are or are not employed, early school leavers and others) to reach a high level of qualification.

RESPONSIBILITIES

The Ministry of Education manages and finances guidance services offered by schools. Basic (single structure) and upper secondary schools are responsible for the establishment of their own **counselling services with vocational guidance duties**.

The Employment Service of Slovenia (whose local and regional offices are coordinated by a central service) provides information and occupational counselling to anyone who may need it (adults as well as young school leavers). The ESS co-finances the Resource Centres for Vocational Guidance (NRCVG), including the national coordination centre, several regional RCVGs and still more information branches. The network of RCVGs has existed since 1999. Each basic school has its own counsellor at the RCVG. Schools and RCVGs cooperate by forming joint commissions for vocational guidance, whose members are teachers responsible for 9th-year classes, school counsellor(s) and the occupational counsellor of the local RCVG.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

According to the 1998 National Basic School Curriculum, careers guidance must be integrated as a cross-cutting approach into different subjects from the 1st to 9th years (e.g. in geography, ‘exploring what meteorologists do’, in art subjects, ‘visiting real artists at work’, and in natural sciences, ‘motivating pupils for jobs in sciences’). In the lower years (pupils aged 6-12) of compulsory education, teachers integrate information on the professional world and different professions into their subjects or other extracurricular activities. In the upper years, guidance is provided by teachers during school lessons and class discussion periods and by school counsellors after classes (see below). In the 7th and 8th years, pupils get acquainted with the electronic database on the choices available in upper secondary education (programmes, schools, entry requirements, study periods and further options in higher education) and learn how to use it. They all receive a free brochure called the ‘Vocational Guide’.

Traineeships within the framework of the curriculum

Traineeships are not included in the compulsory education curriculum (they are part of upper secondary vocational education curricula).

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Pupils in the last two years of compulsory education (ages 13-15) have the possibility to visit companies. These visits are organised by school counsellors. Counsellors often turn to the Resource Centres for Vocational Guidance, established and financed by the Public Employment Service. These services provide more possibilities for the organisation of visits according to pupils’ needs.

Guidance services at school

Each school employs one or several school counsellors who provide pupils with a wide range of services (personal, social and vocational guidance). They devote approximately 35 % of their working time to guidance tasks (in upper secondary education, the amount of time reaches approximately 20 %). Counsellors work with pupils individually, in small groups or in class. Each year, the schools gather teachers, school counsellors, counsellors from the Public Employment Service and local doctors to organise a ‘team conference’ whose

objective is to discuss the ‘professional preferences’ of each pupil from the point of view of different experts. The Institute of Education and the Vocational Education and Training Centre regularly publish promotional materials and manuals for careers guidance in basic and upper secondary education.

Guidance services outside school

In the public employment sector, guidance is provided by counsellors who work in the regional and local offices of the Public Employment Service as well as in the Resource Centres for Vocational Guidance. They provide their services to people seeking employment, adults and pupils (those in the last year of compulsory education). These services offer a test taken by pupils at the age of 14, which is used to identify pupils’ vocational preferences, interests and general aptitudes.

Pupils are informed about the occupations from different angles:

- choosing the ‘right’ institution for further education;
- competencies needed for working in a specific occupational field;
- the characteristics of the labour market (employment possibilities);
- companies and organisations which employ people for specific occupations.

QUALIFICATIONS OF GUIDANCE STAFF

Counsellors in schools and in the Public Employment Service must have a master’s degree (previously, a university degree) in psychology, education, social work or social pedagogy. Specific initial training for vocational guidance as such does not exist. Methods and tools for vocational guidance are incorporated in courses on school counselling work, which are compulsory for future psychologists and teachers. School counsellors have the possibility to take a large number of ongoing training programmes in connection with guidance, many of which are specialised in this area (e.g. ‘Training for vocational guidance’, ‘Models of vocational counselling’, ‘Experiential learning for vocational guidance’, etc.).

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

According to the Guidelines (1999), basic schools must try to involve parents in vocational guidance activities for pupils. For example, vocational and learning guidance seminars are organised for parents; parents are invited to organise visits to their workplaces with the objective to introduce young people to different professions, their content, etc. Other types of cooperation, such as cooperation between schools and the employment service offices – consisting in visits to these services – exist. Furthermore, cooperation with the local environment, which is one of the compulsory school activities, usually involves visits of pupils in the upper years to local companies and other prospective employers, and/or visits of external professionals to schools. In the past few years, Chambers (of Crafts, Commerce and Industry) have been showing increasing interest by initiating and joining vocational guidance projects. Often, the cooperation between schools and employers is organised on the initiative of the Centre for Vocational Education and Training (public agency), which

plays a linking role in the vocational guidance event. Since 1993, IZIDA (a private NGO) has been very active in the field of careers guidance for youth and adults. IZIDA provides ongoing training in vocational guidance and coordinates projects which bring together schools, employers and parents.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

A large amount of official information on programmes, schools, the labour market and different professions is published by the Ministry of Education, the Public Employment Service and other bodies involved in guidance at national level. Many other organisations also produce brochures, websites, etc., providing information in this area.

Websites containing information related to employment vacancies and programmes, training possibilities, etc., are provided by the Public Employment Service (www.ess.gov.si), the Centre for Education and Vocational Training (www.cpi.si), and many other organisations (for example www.acs.si).

Internet references

<http://www.ess.gov.si/eng/Introduction/Introduction.htm>

<http://www.ess.gov.si/eng/Nrcvg/nrcvg.htm>

<http://www.cpi.si/en/>

<http://www.izida.si/>

Sources

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3. Eurybase; Eurydice.

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

SPAIN

School year 2007/08

Since the 1990 educational reform, compulsory education in Spain concerns pupils aged 6 to 16 and covers primary education with a duration of 6 years (divided into three cycles of two years' duration each) and 4 years of general lower secondary education (ESO). In the third and fourth year of ESO pupils start to take options and to form a curriculum adapted to their own interests through the election of optional subjects. The end of lower secondary education is a key moment in terms of guidance. Pupils have the possibility to go on to one of the three modalities of general upper secondary education – Arts, Sciences and Technology or Humanities and Social Sciences – to intermediate vocational training or to the labour market.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The 1990 Act on the General Organisation of the Education System (LOGSE) stated educational and vocational guidance as a fundamental right of pupils and a basic principle of education and its quality and equity. This Act required information and vocational guidance services to be provided throughout the education system.

The 2002 Act on Qualifications and Vocational Training establishes that vocational information and guidance aims at providing assessment on the different educational options and possible pathways, in order to facilitate both labour insertion and reinsertion as well as professional mobility in the labour market.

Finally, the 2006 Act on Education (LOE) includes vocational guidance among the fundamental principles of the Spanish education system as a necessary measure to ensure individualised compulsory education in terms of knowledge, skills and values. This principle is reinforced as regards lower secondary education, in which special attention is paid to educational and vocational guidance of students. The LOE stipulates that it is the responsibility of the Autonomous Communities, within their area of authority, to ensure that guidance is carried out. Therefore, the Autonomous Communities are responsible for the promotion of guidance mechanisms as essential elements of compulsory education. Thus, it is in the regulation developed by the Autonomous Communities that the specific aspects about the organisation of guidance are established: aims, governing principles, structures, composition of guidance teams, and the specific measures to meet all students' needs. According to the aforementioned educational principle, schools must pay special attention to the guidance of both students and families in those moments when a decision about the educational future must be taken.

RESPONSIBILITIES

At central level, the Government's role is to provide the coordination and quality assurance of information and guidance services. Two different ministries are responsible for vocational training in Spain: on the one hand, the Ministry of Education, Social Policy and Sport and, on the other, the Ministry of Labour and Immigration. Both ministries have specific bodies that facilitate their coordination. The National Centre of Resources for Vocational Guidance, dependent on the Ministry of Education, Social Policy and Sport, is the body in charge of promoting vocational training in Spain, fostering the cooperation between social and educational agents and providing career guidance and information on work insertion to Spanish students who want to study or work in the European countries, or to European citizens willing to do it in Spain. In addition, and reporting to the same ministry, the National Institute for Qualifications (INCUAL) provides technical support to the General Council for Vocation Training, the body responsible for the organisation of vocational training which, in turn, is dependent on the Ministry of Labour and Immigration. At the level of the Autonomous Communities, the Regional Councils for Vocational Training coordinate the activities of all stakeholders involved (regional education and employment departments).

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Student guidance is offered all along compulsory education. The organisation and planning of guidance actions at school level are set in the Guidance Action Plan, which in turn includes the Tutorial Action Plan and the Vocational and Academic Guidance Plan.

The Tutorial Action Plan is a document that includes the organisation and functioning of all educational guidance actions carried out by form teachers in collaboration with the Guidance Department and the head of studies, mainly through the weekly hour of tutorship. In primary schools, this plan is drawn up by form teachers, while in secondary schools it is drawn up by the Guidance Department based on the proposals of form teachers and the guidelines set by the Pedagogical Coordination Committee of the school. Tutorship is considered one of the basic processes in school guidance. It consists of providing help and guidance to a student or group of students by a form teacher, who also teaches the group. This guidance is extended throughout compulsory education and its main objectives are: helping students to better in academic performance, improve self-knowledge and self-esteem, solve his/her difficulties in school, acquire the necessary skills to live in society, and how to think and take decisions. The general aim is to facilitate the students' teaching-learning processes and to contribute to their personal, professional and social development. Among the specific vocational guidance actions developed through the Tutorial Action Plan, the following can be mentioned: those promoting students' self-knowledge (as questionnaires, self-reports, activities, training in decision-making), and others consisting in giving information about the different academic paths offered by the education system and individualised attention to students.

Both in primary and secondary schools, each group of students should be assigned a form teacher who is appointed by the head of studies among those teaching the relevant group. In lower secondary education, the form teacher is responsible for the weekly hour of tutorship with his/her group, during which specific aspects related to the social and personal maturity

of students is dealt with and vocational guidance is of the utmost importance. This hour devoted to tutorship is part of the students' weekly timetable.

The Vocational and Academic Guidance Plan is a document that includes the specific vocational guidance actions to be carried out, such as training in career choice through vocational interest inventories, informative sessions with students and families, round tables, discussion sessions with professionals from different economic sectors and professions, visits to industries, etc. The aim of all these initiatives is to guide students in their future career choice and provide them with professional experiences as well to facilitate the transition towards adult life. Thus, the aim is to provide knowledge and capacity to access different educational pathways, to prepare young people to self-manage their career or professional project and to give advice on mobility possibilities in the European area.

As far as the curriculum subjects are concerned, students can choose one optional subject within those offered by the school in the third and fourth years of lower secondary education. As regards optional subjects, schools can include an initial vocational training subject related to the vocational training offered by the school or to the economic environment.

Timetable distribution of these subjects varies depending on the grade. Two hours per week are devoted to these subjects in the third year of ESO. In the fourth year, it consists in carrying out a monographic work in a subject chosen by the student with the supervision of a teacher.

Traineeships within the framework of the curriculum

Traineeships are not included in the curriculum of primary and lower secondary education. They are only part of the curriculum of the vocational training programmes.

Vocational training is organised into Intermediate and Advanced Training Programmes offered either in Secondary Education Schools or in Vocational Training Specific Schools. The main characteristics of these programmes are their organisation into modules related to the different professional fields, their variable duration (1 300-2 000 hours) and the inclusion of a compulsory training period in the workplace. To access these programmes, it is necessary to prove previous academic training. In the case of intermediate vocational training, it is necessary to have successfully completed the ESO. To access advanced vocational training, it is compulsory to hold the *Bachillerato* degree or to pass an entrance examination.

At present, there are 142 vocational cycles available – 64 for intermediate provision and 78 for advanced provision – grouped in 26 vocational families. The characteristics and curricular contents of these cycles are firstly specified by the INCUAL.

The educational institutions offering this provision count on the so-called Departments for labour-related training and guidance. Teachers of such departments teach modules of a cross-curricular nature in vocational training (Intermediate and Advanced Training Cycles and Initial Professional Qualification Programmes). The contents of these modules are on social and labour-related legislation, labour relations, job search and self-employment, business organisation and health and safety at work.

All training cycles include an on-the-job training professional module which consists of specific training where the contents are organised around practical-based activities corresponding to the specific professional profile. The most important characteristic of this provision is that it is developed in a real productive environment (the company), where students may, on the one hand, watch and carry out the activities and functions corresponding to different jobs, and, on the other, get to know the organisation of the production processes, services or labour relations, under the guidance and advise of tutors of the educational institution and the workplace.

Likewise, as a complementary measure addressed to tackle early school dropout and to favour social, educational and labour insertion, those over 16 (and, exceptionally, over 15) who have not obtained the *Graduado en Educación Secundaria Obligatoria* Certificate (certificate awarded on successful completion of ESO) may undertake Initial Professional Qualification Programmes. These programmes include both general modules (to broaden basic competences) and specific ones (regarding vocational competences), as well as a specific provision for young people with special educational needs who, even though they have an adequate level of personal and social skills to work, cannot be integrated into a mainstream modality.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Both in primary and secondary schools, out-of-school activities are organised every year to complement students' education in different areas. These activities are designed by the schools in order to help students to develop values related to socialisation, participation and coexistence, as well as to foster relations between students and the socio-cultural and labour environment. These activities are part of the school curriculum.

Guidance services at school

Spain is a decentralised country where the transfer of power in education has recently been completed. Within this context, some Autonomous Communities are introducing some changes in the existing guidance model, although it is still possible to establish a common classification of the guidance services for all of them. These services are structured into three levels: the class level, the institutional level and the sector level (Coordination Guidance Services external to the schools).

At class level, all actions included in the school plan and developed by form teachers can be included. Guidance is part of the teaching duties and inherent to any educational process; for this reason it is developed throughout primary and secondary education. Moreover, in lower secondary and general upper secondary education there is also 1 hour per week (36 hours per year) in the school schedule to be devoted to vocational and career guidance.

At the institutional level, all guidance structures working directly with students, teachers and families can be included, regardless of whether they are located in or outside the school.

In primary education, the guidance structures prevailing are those external to schools, as the educational psychology and career guidance teams. These teams are made up of

counsellors, teachers specialised in working with pupils with special educational needs, social workers, etc. At present, a process of transition is taking place, whereby the Autonomous Communities are placing the guidance services (i.e. Guidance Units) within schools. These Units are made up of a counsellor and teachers specialised in special educational needs. Both types of services carry out functions such as providing advice to different members of the school community and families; establishing preventive, diagnostic and intervention measures as regards pupils' difficulties; and coordination with the existing agents to attend to the diversity of pupils, including teachers of the different subject matters, specialised teachers, special education teachers and Community Services Technical teachers, who serve as a link with the social services.

In secondary education, the predominant type of guidance services are those placed in schools, i.e. the Counselling Departments. They are made up of at least one counsellor, teachers specialised in working with pupils with special educational needs, teachers and social workers. A department has been set up in each secondary school. The activities of these departments vary according to the Autonomous Communities but they must be formulated at the beginning of each school year, focusing on four major areas: support for the teaching process, educational and vocational counselling assistance related to SEN and tutoring support. In some schools, school counsellors can also teach for a small number of hours.

Finally, at the level of indirect or specific intervention in schools, the structures providing support, advice and resources to those at the intermediate level can be mentioned. They do not work directly with the users, but with those structures directly working with them, namely the Counselling Teams and Units at primary education level and the Counselling Departments at secondary education level. These services are always external to schools and are usually made up either as resource centres or as specialised advisory centres.

As an element for information that may help to guide students, the 2006 Act on Education establishes two diagnostic tests to be carried out during compulsory education. These tests, which assess the basic competences acquired by students, take place in the 4th year of primary education and in the 2nd year of compulsory secondary education. On the one hand, they have an educational and guiding nature for the schools and, on the other, they provide information to families and the educational community; however, they do not have a direct bearing on the students' educational pathway even though they may be of help when decision-making.

In the employment sector

Public services for vocational guidance are aimed at the social and labour integration of those who are officially registered as applicants for a job in the Public Employment Services. Such services do not carry out measures addressed to students who are undertaking compulsory education (either primary or secondary education).

QUALIFICATIONS OF GUIDANCE STAFF

As a general rule, guidance counsellors must have a higher education degree. The type of studies they must undertake depends on the context in which they work (either educational or work-related), though the degree required is the same for all the professionals who work

within the educational field, regardless of whether they work in primary or secondary education. Guidance counsellors must have a university degree in psychology, education or educational psychology (whose content is not necessarily related to vocational guidance) and it normally lasts for five years. In addition, they must have detailed knowledge of educational and training programme offers as well as possible careers and trades, and must be able to use the techniques necessary to collect and analyse information, and to communicate and provide counselling individually or in groups. They may also participate in continuing education offered by different public and private organisations. This continuing education includes actions regarding work with families, parent-school relations, students' behavioural problems in secondary education, tutorship support, problem solving and the improvement of coexistence.

Special education teachers who take part in guidance organisation must have a short-cycle teaching degree from a university. These studies generally last for three years, with the specialisation included. In addition, they may also participate in continuing education. In the Public Employment Services, guidance staff must have a university degree or equivalent in areas such as psychology or pedagogy. Vocational guidance courses are organised internally.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

The legislation related to secondary education provides for the involvement of parents' associations in guidance services. Schools encourage families, former pupils and representatives of the employment sector to cooperate in this area. An agreement exists between the Autonomous Communities, local authorities and employer organisations with respect to the involvement of companies in actions such as the organisation of on-site visits for pupils.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

The Ministry of Education and the Autonomous Communities are involved in the production of information on possible educational and vocational pathways.

Since each Autonomous Community is free to develop its own information system, the products which give access to information on education and training are published separately by the different Autonomous Communities.

The bodies of the Ministry of Labour and Immigration periodically organise studies on the labour market or on the existing information regarding careers (www.mtas.es).

Support material exists in printed or electronic form (publications, brochures, reports, CD-ROMs, websites, etc.). Some of these resources are addressed to users such as students or young people who are trying to find a job (vocational guidance computer programs and web applications for guidance). Other resources are addressed to professionals devoted to counselling (computer resources through web portals). The abovementioned support material is designed by either educational and labour institutions or by counsellors (acting on their initiative) who share materials and ideas.

Internet references

Access to information on vocational guidance on the website of the Ministry of Education, Social Policy and Sport: <http://www.mepsyd.es/educa/formacion-profesional/index.html>

Ministry of Labour and Immigration: www.mtas.es

General Council for Vocational Training: http://www2.inem.es/legis/asp/ley_19.htm

National Resource Centre for Vocational Guidance:
<http://www.mepsyd.es/educa/cnrop/index.html>

National Institute for Qualifications: www.mepsyd.es/educa/incipal/ice_incual.html

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7. CIDE. *Orientación educativa: marco teórico, modelos institucionales y perspectivas de futuro*. Madrid: MEPSYD-CIDE, 2008. (In press)

Legislation

1. October 3rd Act 1/1990, on the General Organisation of the Education System.
2. May 3rd Act 2/2006, on Education (LOE).
3. December 7th Royal Decree 1513/2006, establishing the minimum core curriculum for primary education.
4. December 29th Royal Decree 1631/2006, establishing the minimum core curriculum for lower secondary education.
5. January 26th Royal Decree 82/1996, establishing the regulations on the organisation of pre-primary and primary schools.
6. January 26th Royal Decree 83/1996, establishing the regulations on the organisation of secondary schools
7. December 15th Royal Decree 1538/2006, establishing the general organisation of vocational training in the education system.

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

SWEDEN

Academic year 2007/08

Education is compulsory for 9 years for children between the ages of 7 and 16. If the parents wish, a child may begin school one year earlier, at the age of 6. Compulsory education is organised in a single-structure (*Grundskola*). Almost all compulsory school pupils (98 %) continue straight on to upper secondary schools (3 years) which offer 17 nationally determined programmes aiming at a broad-based general education, 13 of which have a more vocational orientation.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

The overall national goals for compulsory education are set out by the Swedish Parliament and Government in the Education Act, the Curriculum for the Compulsory School System, the Preschool Class and the Leisure-time Centre (Lpo94) and course syllabi for compulsory school.

On the basis of these goals, every municipality is required to set out the general objectives for its schools in a school plan (*skolplan*) adopted by the Municipal Council.

Each school is required to establish a local work plan (*arbetsplan*) based on the national goals and the municipal school plan. The work plan should define issues that are not determined in the national documents, i.e. course content, organisation and teaching methods.

The Education Act (*Skollagen 1985*) regulates who can be hired as a counsellor within the Swedish school system.

Actions are taken to improve Swedish guidance. Since 2006, a major research project called 'Career choice and guidance' has been under way. It is based on a network of researchers from the universities in Sweden that offer a bachelor's degree in career counselling. This network aims, among others, at identifying urgent research areas and initiating research on career development and counselling. In 2007, the government gave the Swedish National Agency for School Improvement the task to support municipalities in their work in developing quality in vocational and educational guidance. This task will be completed in 2008. The Agency is working with specially chosen pilot municipalities that can act as good examples for others. Sweden also joined the European Lifelong Guidance Policy Network in 2007, and the Ministry of Education has chosen to get involved in terms of support for policy development and implementation at national level.

RESPONSIBILITIES

The Ministry of Education and Research is responsible for comprehensive education (<http://www.sweden.gov.se/sb/d/2063>).

Sweden has a very decentralised system for decision-making, and there is no central organisation which coordinates or governs guidance activities. This is done on a local or regional basis. The local municipal authorities plan their guidance and counselling services separately, in line with appropriation documents (kind of documents with which the work of the public service is directed, for example the budget appropriation) and school curricula. Financing of guidance services is part of the total funding for the local municipality, and is not specifically designated.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

The *grundskola* must provide educational and vocational guidance (syo). There are no compulsory lessons in career education, but counsellors working in the school occasionally provide lessons/information sessions both in comprehensive school and secondary school, most often at times when pupils have to make career choices.

The Curriculum for the Compulsory School System (Lpo94) states that:

'The teacher should support individual students in their choice of further education and help establish contacts with schools that will be receiving the pupils as well as organisations, companies and others who can help enrich the school's activities and establish it in the community.'

'Student guidance counsellors and vocational guidance staff or staff performing equivalent tasks should inform and guide pupils prior to the next stage of their education and vocational orientation and focus particularly on the opportunities for pupils with disabilities as well as assist the training and vocational guidance efforts of other members of staff.'

The school head should ensure that 'cooperation with schools and working life outside school are developed so that pupils have concrete experiences which will be important when making choices regarding further education and vocational orientation,' and that 'educational and vocational activities are organised in such a way that pupils receive guidance before choosing between the possibilities offered by the school and before their further education.'

Traineeships within the framework of the curriculum

The aim of the work experience programme, or PRAO (*praktisk arbetslivsorientering*), is to give the pupils tangible experiences with working life and to give them an opportunity to grow. The two weeks of PRAO also gives pupils an important opportunity to form an opinion of different vocations and training/educational programmes. All pupils in the 8th year visit employment sites in the area to gain some understanding of what is involved in various professions. Vocational guidance is stressed in the final 9th year, during which PRAO may be extended and students may work for three to six weeks in a factory, office or other locations. The educational and vocational guidance counsellors give lessons to inform every class about the purpose of PRAO and about the principle of selection for the trainee posts, and provide them with practical details. In Gotland, for example, the trainee posts are mediated by the Central Agency for Trainee Job Acquisition at the Local Department of Education.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

These contacts are determined by local authorities and schools and vary from one school to another.

Guidance services at school

The types and number of support and guidance staff are not centrally regulated; each school is responsible for employing the staff they need. In larger *grundskola*, *gymnasieskola* and schools for municipal adult education (*kommunal vuxenutbildning*), there is usually an educational and vocational counsellor (*studie- och yrkesvägledare* (*syokonsulent*)). These counsellors inform classes of pupils and their parents about the content of the different upper secondary programmes and about the purpose of upper secondary school education. Most pupils in the 9th year have personal interviews with their counsellor about their future plans and their choice of programme in upper secondary school. Many pupils also meet their counsellor before beginning their work experience in the 8th and 9th year.

Since the 2003/04 academic year, data have been collected on all educational and vocational guidance counsellors. In autumn 2005, there were 984 active educational and vocational guidance counsellors in compulsory schools, 73 % of whom were women. This means that there was one full-time post per 500 pupils in years 7-9 in municipal schools, and just over one full-time post per 1 000 pupils in independent schools. 64 % of educational and vocational guidance counsellors in municipal schools were professionally qualified, and 31 % were professionally qualified in independent schools.

Guidance services outside school

Some smaller municipalities have a central **guidance or information centre** instead of offering guidance in each school. They are often the result of cooperation with a local labour market office.

Career fairs are arranged regularly in different parts of Sweden. They are often organised jointly by local employers and upper secondary schools, and target pupils in the ninth year and in upper secondary school. Examples are the yearly Regional Educational and Vocational Fair of Gotland (<http://www.framtidsdagen.se/>) and the big student fairs organised by SACO, the trade union confederation of independent professional associations (http://www.valjayrke.se/sacomassan/utlandska_utstallare/startsida_utlandska.htm).

QUALIFICATIONS OF GUIDANCE STAFF

In the schools

A professionally qualified counsellor is a university-trained specialist. A school-leaving certificate (*slutbetyg från gymnasieskolan*) is required for admission to the training, with a passing grade in social sciences and at least one year of work experience. The training is offered at three universities (Malmö, Stockholm, Umeå) and consists of a three-year course leading to a guidance counsellor degree (*studie-och yrkesvägledarexamen*, or bachelor of education in career education). Guidance counsellors (as well as teachers) are recruited by

schools through open procedures and are employed by the municipality on a permanent contract.

Opportunities for ongoing training are available to guidance counsellors. Some municipalities in Sweden arrange regular information meetings on current topics of interest for practitioners. Two good examples are:

- *Lärarförbundet AB* (Further Training for Teachers) is a company that has been given the task by the municipality of Stockholm to arrange regular thematic conferences for guidance professionals, approximately seven times/year. The action is called *Vägledarkalendariet* (Guidance counsellor calendar) – <http://www.lararförbundet.se/web/lfort.nsf?OpenDatabase>.
- The Skåne Association of Local Authorities (Skåne is in the south of Sweden and consists of 33 municipalities) organises *Vägledarkompetensen* (Guidance Counsellor Competence), whereby conferences and study visits in Sweden and Denmark are arranged each year (<http://www.kfsk.se/vagledarkompetensen/>).

In other guidance services

Educational and vocational guidance counsellors may be found in schools, employment offices, colleges and universities, rehabilitation centres and in private and public work organisations.

Sveriges Vägledarförening, the Swedish Association of Guidance Counsellors (SAGC) coordinates approximately 1 800 Swedish guidance practitioners:

<http://www.vagledarföreningen.org/>

För vägledare (For Guidance Counsellors) is a section of the *Skolverket* website *Utbildningsinfo*, developed especially for guidance practitioners in order to support them in their daily work.

Studie- och yrkesvägledarna inom Lärarnas Riksförbund, LR is a forum for educational and vocational counsellors within the National Union of Teachers:

<http://forening.proventek.net/vagledarna/>

Euroguidance Sweden (the Swedish National Resource Centre for Guidance) provides a range of services to practitioners and other professionals in the field of guidance:

<http://www.programkontoret.se/euroguidance>

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Under the Co-determination Act, Teachers' and other employees' organisations are entitled to information about, participation in and influence over impending decisions. Student rights to determination are enshrined in the Education Act (*Skollag*), but their practical implementation is determined locally. Parental and student influence in the management of schools is enhanced by participation on local school boards (www.sweden.se).

An example of cooperation is the work experience website <http://www.praktikplatsen.se> to connect pupils, teachers and employers, matching supply and demand. The project is owned

and operated by the Gothenburg Region Association of Local Authorities, a cooperative organisation uniting 13 municipalities in western Sweden.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

Internet references

<http://www.utbildningsinfo.se> – a *Skolverket* (Swedish National Agency for Education) website for students, parents and professionals in the field of education. The site is a source for collected, current and neutral information about education in Sweden, which is financed or supervised/monitored by the state. The website contains a search tool for education in Sweden, a web-based career guidance tool, a description of the Swedish school system, a personal folder, a special section for guidance practitioners, and *Välj och Planera* (Choose and Plan), a web-based career guidance programme. This programme contains different tools such as pedagogical texts, exercises and examples in a well-structured matrix, and it raises awareness about different issues that are important in a career choice. The programme can be used independently or with the assistance of a career counsellor.

<http://www.svoguiden.com/> – Sweden's largest portal on studies and work in Sweden and abroad.

<http://www.arbetsformedlingen.se/> – the website of the Public Employment Service, also offering information for jobseekers.

www.avstamp-nu – the Public Employment Service's inspiration site, offering young persons jobseeking hints, an interview simulator and an interactive CV creator.

www.nystartsjobb.se – information for employers and jobseekers.

Contact information of the different municipalities can be found on the website of the Swedish Association of Local Authorities and Regions:

http://www.skl.se/startpage_en.asp?C=6390

Contact information of guidance counsellors in schools around Sweden can be found on the websites of each individual school. Search tool for schools in Sweden:
<http://www.skolverket.se/sb/d/244>

<https://www.studera.nu/> – provides information on higher education and careers.

<http://www.arbetsformedlingen.se/go.aspx?C=223> – the Swedish Public Employment Service (sorting under the national Labour Market Administration) – vacancies for jobseekers and vocational guidance information.

Sources

1. Euroguidance Sweden. The National Recourse Centre for guidance in Sweden.
<http://www.programkontoret.se/euroguidance>
2. Educational and Vocational Guidance and Counselling in Gotland, Sweden, 2004.
http://www.tjelvar.org/framtid/vagledning_E.htm
3. Eurybase; Eurydice.

4. Cedefop review of career guidance policies – report on Sweden, 2002.
http://www.trainingvillage.gr/etv/Projects_Networks/Guidance/Career_Guidance_survey/national_responses.asp
5. ETV and Cedefop thematic analysis ‘Guidance and counselling for learning, career and employment’. www.trainingvillage.gr/etv/Information_ressources/NationalVet/Thematic
6. *Skolverket*, the Swedish National Agency for Education:
<http://www.skolverket.se/sb/d/190> (English) & report 283 *Descriptive data on pre-school activities, school-age childcare, schools and adult education in Sweden 2006.*

VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

UNITED KINGDOM (ENGLAND, WALES AND NORTHERN IRELAND)

School year 2007/08

Education is compulsory between the ages of 5 and 16 in England and Wales and 4 and 16 in Northern Ireland. Children transfer from primary to secondary education at age 11.

Compulsory secondary education is divided into two key stages: key stage 3 is for 11- to 14-year-olds and key stage 4 is for 14- to 16-year-olds. Compulsory curricula differ between England, Wales and Northern Ireland, but within each country, all secondary schools are required to provide the same basic educational entitlement for all pupils. In key stage 4, pupils study a number of optional subjects alongside the compulsory core. The key stage 4 offer varies from school to school, but all schools offer a range of general subjects with the majority also offering some vocational subjects. Subject choices are made at the end of key stage 3 by pupils and their parents, guided by advice from the school.

At the end of compulsory education, after two years of study in key stage 4, young people take external qualifications. England, Wales and Northern Ireland share the same qualifications framework, and in all three countries the most common qualification taken at the end of compulsory education is the GCSE (General Certificate of Secondary Education). These are single subject qualifications and young people typically take between 5 and 10 or more. At this point in their lives, young people must decide on the pathway to follow for the next stage of education, training or employment. School sixth forms and (in England and Wales) sixth form colleges offer general qualifications and some also offer some vocational qualifications. Further education colleges offer the same but also a wider range of vocational qualifications. Some further education colleges focus on specific vocational areas. There are also work-based learning opportunities, such as apprenticeships, which enable young people to work towards a qualification while working.

Entry requirements to post-compulsory education and training programmes are set by the individual school, college or employer. In most cases specific grades and/or subjects at GCSE (or in other approved qualifications) are required. Programmes for students who have not attained GCSE level qualifications by the end of compulsory education are also available.

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

There are some differences in the legal frameworks and national objectives for vocational guidance education in England, Wales and Northern Ireland. Devolution of political powers to Wales and Northern Ireland has led to further divergence, for example with respect to the delivery of information, advice and guidance by bodies external to schools.

In England, the Connexions Service for young people aged 13 to 19 was launched in April 2001, bringing together the services offered by the former careers services with the services provided by a range of other agencies. In contrast, Wales and Northern Ireland retain all-age careers services.

England

Under the Education Act 1997, as amended, schools must provide a planned programme of careers education within the curriculum in years 7 to 11 (age 11 to 16). The Education and Skills Bill, published in November 2007 and currently before Parliament, amends the 1997 Act by requiring secondary schools to present careers information in an impartial manner and to provide careers advice which is in the best interests of pupils.

Careers education is designed to give young people the skills they need to manage their own careers, and to be able to:

- investigate learning and career opportunities;
- make informed judgements about learning and career options;
- understand how these choices will help them to achieve their aspirations;
- enable them to successfully manage key transition points.

Schools are required to give careers advisers from the external service – usually Connexions personal advisers (PAs) (see below) – access to pupils to provide careers guidance. Schools are also required to work with careers services to ensure that pupils have access to materials providing careers guidance and to a wide range of up-to-date reference materials.

There is also a statutory requirement, under the Education Act 2002, as amended, that schools include work-related learning within the curriculum for all pupils in years 10 and 11 (ages 14 to 16). Work-related learning is linked to careers education but is wider in its scope. It is defined as planned activity that uses the context of work to develop knowledge, skills and understanding useful in work. It includes learning through the experience of work; learning about work and working practices; and learning the skills for work. The aims of work-related learning are to:

- develop employability skills;
- provide pupils with the opportunity to ‘learn by doing’ and to learn from experts;
- raise standards of achievement;
- increase pupils’ commitment to learning, motivation and self confidence;
- improve the retention of young people in learning after the age of compulsory education;
- develop career awareness and the ability to benefit from impartial and informed information and guidance;
- support active citizenship;
- develop the ability to apply knowledge, understanding and skills;

- improve understanding of the economy, enterprise, personal finance and the structure of business organisations and how they work;
- to encourage positive attitudes to lifelong learning ⁽¹⁾.

Although both careers education and work-related learning are statutory requirements, they stand outside the National Curriculum and are not subject to statutory programmes of study or assessment arrangements. Non-statutory guidance and frameworks are in place.

The Secretary of State also has a statutory duty under the Trade Union Reform and Employment Rights Act 1993 to provide all young people with access to impartial careers advice. Since 2001, under the Learning and Skills Act 2000, this duty has been exercised through personal advisors (PAs) from the Connexions Service working with staff in schools. The Connexions Service is provided by Connexions Partnerships and also has a wider role in providing support services for all young people aged 13 to 19, giving particular attention to young people who are disengaged, or at risk of becoming disengaged from education and training.

In 2005, the Government outlined plans to reform careers education and guidance. In April 2008, responsibility for commissioning and funding information, advice and guidance (IAG) transferred from the Connexions Service to local authorities, working under Children's Trust arrangements ⁽²⁾. To support the new arrangements, the Department for Children, Schools and Families has launched new quality standards regarding the commissioning and delivery of young people's IAG services ⁽³⁾.

The Increased Flexibility for 14- to 16-year-olds Programme was introduced in 2002 to provide funding to enable schools to offer more diverse learning opportunities by forming partnerships with further education colleges and work-based learning providers. The programme ended in September 2007 as a national ring-fenced funding stream, but these opportunities continue to be provided as schools, colleges and work-based learning providers prepare to implement the Government's wide-ranging 14 to 19 reforms.

The reforms aim to create a system of qualifications for 14- to 19-year-olds which will provide a better and more coherent choice of routes, all of which lead to valuable qualifications and progression to further training. The reforms include:

- the Young Apprenticeships (YAs) programme for 14- to 16-year-olds. The programme was introduced in 2004 to provide an opportunity for motivated school pupils to pursue a qualification that is related to one of 15 vocational sectors and to spend up to two days a week in the workplace learning a trade;
- the new Diplomas for 14- to 19-year-olds. There will eventually be 17 'lines of learning', that relate to sectors of business and industry and provide an opportunity for a different way of learning. The first 5 are being introduced from September 2008. The Diplomas comprise distinct elements: principal learning (which relates to the

⁽¹⁾ *The Work-related Learning Guide: First Edition: A Guidance Document for Employers, Schools, Colleges, Students and their Parents and Carers.* DCSF. 2008. Available at: <http://www.nebnp.org/pdf/thework-relatedlearningguide-firstedition.pdf>

⁽²⁾ Children's Trusts are local area partnership arrangements for bringing together key agencies to deliver better integrated and more outcome focused services for children, young people and their families.

⁽³⁾ *Quality Standards for Young People's Information, Advice and Guidance (IAG).* DCSF 2008. Available at: http://www.cegnet.co.uk/files/CEGNET0001/ManagingCEG/QualityStandardsforIAG/quality_standards_young_people.pdf

specific line of learning); generic learning (functional skills and personal, learning and thinking skills); additional and specialist learning; and a project. They will be available at three levels – Foundation, Higher and Advanced.

Wales

Under the Education Act 1997, careers education and guidance (CEG) is compulsory from year 9 (age 13). CEG programmes aim to provide the teaching, learning, information and advice that help young people:

- increase their self-awareness and identify their personal development needs;
- become aware of changing career opportunities in the labour market, further and higher education, and self-employment;
- develop skills in career planning that help them make choices and manage their career development.

Schools are also required to give careers advisers from the external careers service – Careers Wales – access to pupils to provide careers guidance. Schools must also work with the careers service to ensure that pupils have access to materials providing careers guidance and to a wide range of up-to-date reference materials.

Under the Education Act 2002, as amended, work-related education (WRE) is compulsory in years 10 and 11 (age 14 to 16). The purposes of WRE are to:

- increase pupils' motivation, confidence, self-esteem and achievements;
- improve pupils' competence in the key skills;
- make pupils more employable;
- help pupils plan for more realistic and meaningful careers;
- encourage pupils' commitment to lifelong learning;
- strengthen and increase employers' support for, confidence in and understanding of education;
- support the nation's future economic competitiveness.

As in England, careers education and work-related education are statutory requirements, but are outside the Welsh National Curriculum and are not subject to statutory programmes of study or assessment arrangements. Non-statutory guidance and frameworks are in place.

Northern Ireland

Under the Education (Northern Ireland) Order 2006, Learning for Life and Work is a statutory part of the revised Northern Ireland Curriculum being phased in from September 2007 to June 2010. The aim is to ensure that all young people develop the personal qualities, skills, knowledge, understanding and attitudes which will give them a strong foundation for life and work. The curriculum consists of statutory minimum content which is supplemented by additional non-statutory guidance.

The Careers Service in Northern Ireland provides an all-age information, advice and guidance service to help young people and adults make informed choices about their future career paths. Careers advisors from the Careers Service deliver careers information, advice and guidance in schools and in Job Centres, Jobs and Benefits Offices and Careers Officers across Northern Ireland.

The Careers Service operates a Service Level Agreement (SLA) with schools. The objectives of the SLA are:

- to reinforce the strategic objectives set out in the school's policy statement on the Careers Education, Information, Advice and Guidance (CEIAG) programme;
- to promote equality of opportunity for all young people;
- to ensure that the CEIAG programme is impartial, learner/client centred and relevant to the needs and aspirations of individual pupils;
- to support the development of personal career planning;
- to facilitate student access to the Careers Guidance and Information Service offered by Careers Service Northern Ireland.

In 2007, the Department of Education (DE) and the Department for Employment and Learning (DEL) held a consultation on a new CEIAG strategy. The aim of the strategy is to develop effective career decision-makers, leading to increased participation in education, training and employment. The strategy and implementation plan are currently being finalised and will be launched in autumn 2008.

RESPONSIBILITIES

England

Schools are responsible for providing a planned programme of careers education and work-related learning. Schools are also required to give careers advisers, usually Connexions personal advisers (PAs), access to pupils to provide careers guidance.

Until April 2008, the Connexions Service was provided by 47 local Connexions Partnerships, funded directly by government. Local Management Committees were responsible for the local delivery of services.

In April 2008, responsibility for commissioning and funding information, advice and guidance transferred from the Connexions Partnerships to local authorities, working in partnership with other agencies under Children's Trust arrangements (⁴).

Schools are supported in developing and delivering their provision for work-related learning by an infrastructure of national, regional and local intermediaries referred to as education business link organisations. These organisations encourage employers in their local areas to work with schools by promoting the business benefits. They are then able to offer schools a 'one stop shop'. They are a very diverse set of organisations that have evolved over time

(⁴) Children's Trusts are local area partnership arrangements for bringing together key agencies to deliver better integrated and more outcome focused services for children, young people and their families.

but, broadly speaking, fall into two main groups: on the one hand, local education business partnerships, and on the other, a range of other organisations that tend to specialise in a particular type of activity and/or a particular part of the curriculum. Government funding to support education business link activity is provided through consortia of education business link organisations working under contract to the 47 Local Learning and Skills Councils⁽⁵⁾. The National Education Business Partnership Network (NEBPN), which operates across England, Wales and Northern Ireland, is an umbrella organisation for these organisations⁽⁶⁾.

The Young People's Information, Advice and Guidance Team at the Department for Children, Schools and Families is responsible for the Government's careers education support programme which was set up in 2001. The programme develops information and services to promote, support and improve careers education in schools and colleges. Its website is at www.cegnet.co.uk.

Wales

Schools are responsible for providing a planned programme of careers education and work-related education. Schools are also responsible for giving careers advisers from Careers Wales access to pupils to provide careers guidance.

Careers Wales is responsible for providing careers advisers to work in secondary schools in Wales. Careers Wales was set up in April 2001 bringing together six careers companies across Wales under one name. Careers Wales works in partnership with a range of organisations including the Welsh Assembly Government, educational establishments, employers, training providers and youth services to provide help and support for individuals, employers and schools and colleges.

As in England, schools are supported in developing and delivering their provision for work-related education by an infrastructure of national, regional and local intermediaries referred to as education business link organisations. The umbrella organisation, the National Education Business Partnership Network (NEBPN), operates across England, Wales and Northern Ireland.

Northern Ireland

Schools are responsible for providing a planned programme of Learning for Life and Work. As part of the careers education, information, advice and guidance programme, schools work in partnership with the Careers Service Northern Ireland to provide up to date careers information and impartial advice and guidance.

⁽⁵⁾ The Learning and Skills Council is a non-departmental public body responsible for planning and funding education and training for over 16-year-olds in England. It operates through a national office and 47 local offices, known as local Learning and Skills Councils (LSCs). The Further Education and Training Act 2007, which will begin to come into force from December 2008, will restructure the Learning and Skills Council by removing the current 47 local LSCs and creating nine regional councils to oversee the work of local partnership teams.

⁽⁶⁾ For more information on organisations that engage employers see *Building on the Best: Final Report and Implementation Plan of the Review of 14-19 Work-related Learning*. DCSF 2007. Available at: <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00780-2007&>

The Careers Service Northern Ireland is part of the Department for Employment and Learning (DEL) and careers advisers are qualified at postgraduate level.

As in England and Wales, schools are supported in developing and delivering their provision for work-related education by an infrastructure of national, regional and local intermediaries referred to as education business link organisations. The Department of Education's Business Education Strategy Unit supports business link organisations by providing funding for them to deliver work related education in schools⁽⁷⁾.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

England

Schools must provide a planned programme of careers education within the curriculum in years 7 to 11 (ages 11-16) and work-related learning within the curriculum for all pupils in years 10 and 11 (ages 14-16).

As there is no statutory programme of study for careers education, schools have great flexibility to determine what is delivered, how it is organised, and how much curriculum time and other resources should be devoted to it. A non-statutory national framework, setting out the links between careers education and guidance and work-related learning and other related curriculum activities such as personal, social and health education (PSHE) and citizenship is available⁽⁸⁾.

The most commonly used approach to curriculum organisation is a combination of the following:

- **discrete careers education** – often as part of personal, social and health education (PSHE) and citizenship and organised as a ‘carousel’ of modules, an integrated course, or a tutorial programme;
- **integrated careers education** – taught as part of other subjects, particularly English, humanities and ICT;
- **extended provision** – special activities such as work experience and collapsed timetable days⁽⁹⁾.

The national framework also sets out a number of learning outcomes. These are grouped under three aims, which are that young people should be able to:

- understand themselves and the influences on them;
- investigate opportunities in learning and work;
- make and adjust plans to manage change and transition.

⁽⁷⁾ For more information on organizations that engage employers see DCSF (2007). *Building on the Best: Final Report and implementation plan of the review of 14-19 Work-related Learning*. Available at <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductID=DCSF-00780-2007&>

⁽⁸⁾ DfES (2003). *Careers Education and Guidance in England: A National Framework 11-19*. Available at: <http://dev.cegnet.co.uk/resource/content/files/651.pdf>

⁽⁹⁾ The normal timetable is ‘collapsed’ or ‘suspended’ and activities for the whole year group or key stage run throughout the day.

Guidance on work-related learning for employers, schools, colleges, pupils and their parents is also available ⁽¹⁰⁾. This shows how the context of work enables pupils to:

- learn **through** work, by providing opportunities for pupils to learn from direct experiences of work, including developing the employability skills and ‘can-do’ attitude that employers value (for example, through work experience or part-time jobs, enterprise activities in schools and learning through vocational contexts in subjects);
- learn **about** work, by providing opportunities for pupils to develop knowledge and understanding of work and enterprise (for example, through vocational courses and careers education);
- learn **for** work by developing skills for enterprise and employability (for example, through problem-solving activities, work simulations, and mock interviews).

Work experience is an important element of work-related learning, and in the great majority of schools, pupils at key stage 4 (age 14 to 16) undertake a work placement on employer’s premises, typically of one or two weeks. Guidance to schools is available ⁽¹¹⁾.

Enterprise education is another aspect of work-related learning. Government guidance has been produced to help schools teach young people enterprise skills such as innovation, creativity, risk management and business understanding ⁽¹²⁾.

Schools are required to provide careers education and guidance and work-related learning for all their pupils. Additionally, there are more specific vocational learning opportunities for some pupils.

The Increased Flexibility for 14- to 16-year-olds Programme (IFP) was introduced in 2002 to provide vocational learning opportunities to young people who would benefit most. Young people can study off-site at a further education college or with a training provider for one or two days a week throughout key stage 4, and have opportunities to work towards vocational and work-related qualifications.

The Young Apprenticeships (YAs) programme for 14- to 16-year-olds was introduced in 2004 to provide knowledge and skills in a specific vocational area, such as engineering, automotive industries, business administration, the arts and creative industries, and health and social care. The programme is designed for able and well-motivated pupils, who have achieved a specified level in their assessments at the end of key stage 3 (age 14), with good behaviour and attendance records. Pupils participating in the programme are based in school and continue to pursue the statutory curriculum and qualifications over three days a week. They can spend two days a week on the Young Apprenticeships programme working

⁽¹⁰⁾ DCSF (2008). *The Work-related Learning Guide – First Edition*. Available at:
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-0048-2008>

⁽¹¹⁾ See the Teachernet website article on work experience:
<http://www.teachernet.gov.uk/management/atoz/w/workexperience/>

⁽¹²⁾ See the Teachernet website article on enterprise education:
<http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation/guidance/>

towards vocational qualifications, taught through a combination of classroom delivery, training provision and direct experience of work.

Wales

Careers education and guidance (CEG) is compulsory from year 9 (age 13 to 14) and work-related education (WRE) is compulsory in years 10 and 11 (age 14 to 16).

As in England, there are no statutory programmes of study and schools have great flexibility to determine what is delivered, how it is organised, and how much curriculum time and other resources should be devoted to it. A non-statutory national framework and supplementary guidance have been provided for careers education and guidance ⁽¹³⁾, and for work-related education ⁽¹⁴⁾.

Northern Ireland

A revised Northern Ireland Curriculum is currently being phased in. The revised curriculum includes a new area entitled Learning for Life and Work, which incorporates Employability. The aim is to ensure that all young people develop the personal qualities, skills, knowledge, understanding and attitudes which will give them a strong foundation for life and work. Employability has four dimensions:

- work in the local and global economy;
- career management;
- enterprise and entrepreneurship;
- skills and capabilities for work.

The Learning for Life and Work curriculum consists of a statutory minimum content which is supplemented by additional non-statutory guidance ⁽¹⁵⁾. The minimum content for Employability at key stage 4 (age 14 to 16) is set out in the following statutory statements:

Pupils should be enabled to:

- explore self employment and identify relevant sources of support;
- examine the impact of globalisation on employment;
- investigate the recruitment and retention procedures taking into account the rights and responsibilities of employees and employers;
- consider how employees and employers might maintain an effective working environment;
- investigate the increasing social responsibility of business in the community;
- develop a personal career plan based on relevant information and guidance.

⁽¹³⁾ See the careers education and guidance page on the Welsh Assembly Government website:
<http://accac.org.uk/eng/content.php?mID=252>

⁽¹⁴⁾ See the work related education guidance page on the Welsh Assembly Government website:
<http://accac.org.uk/eng/content.php?mID=258>

⁽¹⁵⁾ See *Education for Employability: Guidance for Key Stage 4* at:
http://www.nicurriculum.org.uk/docs/key_stage_4/areas_of_learning/guidance/ks4_employability_guidance.pdf

As in England and Wales, curriculum organisation and time allocation is a matter for the school. However, schools are advised that allocation of discrete curriculum time for careers education, information, advice and guidance is expected, and can be supplemented by learning across the curriculum and also by special days or events when the normal timetable is suspended.

Services provided to schools by the Careers Service Northern Ireland include class talks, group sessions, one to one interviews, psychometric assessment, labour market information and attendance at parents' evenings and careers events.

Alongside the revised curriculum an entitlement framework is being introduced for pupils in key stage 4 and above (age 14 to 18). The overarching policy objective is to guarantee all pupils aged 14 and above greater choice and flexibility by providing them with access to a wide range of learning opportunities suited to their needs, aptitudes and interests, irrespective of where they live or the school they attend. It will:

- increase choice from a wider range of general and applied/vocational courses to support progression and employment prospects of all pupils;
- redress issues of access to courses across the geographical and sectoral divides;
- facilitate the development of courses that match pupil needs and support economic growth;
- enhance the ability of schools to plan and manage collaborative arrangements for the benefit of all pupils in the local area;
- build capacity in terms of whole school and area based planning, ensure effective use of resources within a local area partnership/community and avoid duplication in schools and colleges.

The target date for the full implementation of the entitlement framework is September 2013 and by then schools will offer minimum numbers of academic and vocational/applied courses. Schools are already working together and with further education colleges in 'learning communities' to increase the range of courses on offer to their pupils.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

In England, Connexions Direct complements the face-to-face delivery of services by offering online information, advice and support for 13- to 19-year-olds (¹⁶). In Wales, a similar service is provided by Careers Wales (¹⁷) and in Northern Ireland by the Careers Service Northern Ireland (¹⁸).

(¹⁶) See the Connexions Direct website at: <http://www.connexions-direct.com/>

(¹⁷) See the Careers Wales website at: <http://www.careerswales.com/>

(¹⁸) See the Careers Service Northern Ireland website at: <http://www.careersserviceni.com>

QUALIFICATIONS OF GUIDANCE STAFF

Careers education and guidance is often in the hands of many different staff.

In schools, day-to-day management of careers education and guidance is normally in the hands of a careers coordinator who is responsible for leading and supporting the development of careers education and guidance across the school. Traditionally, this role would be taken by a teacher alongside his/her subject teaching responsibilities and would normally attract a teaching and learning responsibilities payment (management allowance in Northern Ireland). Some schools have appointed people from other professional backgrounds including those with a qualification in careers guidance and personnel from industrial, business or commercial backgrounds to the role of careers coordinator, while locating the curriculum leadership function with a qualified teacher. There is currently no initial teacher education programme in careers education and guidance, but a number of accredited qualifications for careers education and guidance staff are available which can be taken as part of continuing professional development (¹⁹). The careers coordinator would ideally have an accredited professional qualification in managing careers education and guidance for young people, but this is not yet mandatory.

The careers coordinator would not normally deliver all careers education him/herself. This subject is often taught by non-specialist teachers as part of a wide programme of personal social, health and economic education. In some schools, all teachers are expected to contribute to careers education and guidance and work-related learning in their roles as subject teachers and/or as form tutors.

Careers guidance is also provided by external guidance services (the Connexions Service, Careers Wales and the Careers Service Northern Ireland). In England, Connexions personal advisors (PAs) are likely to come from a range of backgrounds such as careers advice and guidance, youth work, health service, social services, youth justice and education. Advisors who deliver in-depth careers guidance are required to hold a relevant careers guidance qualification.

Careers advisers in the Careers Service Northern Ireland are all specialist careers advisers and qualified at postgraduate level.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Information on organisations which broker employer engagement for schools is provided above.

In addition, many specialist schools have developed strong local employer links as part of their specialist school status (²⁰).

(¹⁹) A list of accredited qualifications for careers education and guidance staff in England is available at the CEGNET website at: <http://www.cegnet.co.uk/content/default.asp?PageId=1172&sm=1172>

(²⁰) Most secondary schools in England and some in Northern Ireland have specialist school status. There are no specialist schools in Wales. Specialist schools have a special focus on their chosen curriculum area while meeting all statutory curriculum requirements and delivering a broad and balanced education to all pupils. They receive additional funding and are also required to raise funding through private sector sponsorship.

When, at the end of key stage 3, young people are making curriculum decisions for key stage 4, schools provide written information to parents on their key stage 4 offer. They also usually organise an evening event for pupils and their parents at which the different options are explained and can be discussed with staff. Similarly, schools and colleges providing post-compulsory education issue prospectuses setting out their offer, and organise open evenings for pupils at the end of key stage 4 (age 16) and their parents.

In England, the new quality standards for the commissioning and delivery of young people's information, advice and guidance (IAG) services place an emphasis on the need for IAG services to engage with parents (²¹).

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

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<http://www.cegnet.co.uk/site/cegnet/home>

Careers Service Northern Ireland:

<https://www.careersserviceni.com/Cultures/en-GB/Homepage.htm>

Careers Wales: careerswales.com

Connexions Direct: <http://www.connexions-direct.com/>

Teachernet website article on enterprise education:

<http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation/guidance/>

Teachernet website article on work experience:

<http://www.teachernet.gov.uk/management/atoz/w/workexperience/>

Welsh Assembly Government page on careers education and guidance:

<http://accac.org.uk/eng/content.php?mID=252>

Welsh Assembly Government page on work related education:

<http://accac.org.uk/eng/content.php?mID=258>

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VOCATIONAL GUIDANCE EDUCATION IN FULL-TIME COMPULSORY EDUCATION

UNITED KINGDOM (SCOTLAND)

Academic year 2007/08

Education is compulsory for pupils between the ages of 5 and 16. It covers primary education lasting seven years (primary school) as well as the first four years of secondary education, corresponding to lower general secondary level. The end of compulsory education is a key moment in terms of guidance. Pupils take the first national examinations (national qualifications examinations) and must choose options (academic or vocational upper secondary education).

LEGAL FRAMEWORK AND NATIONAL OBJECTIVES

Scottish Ministers have a duty under sections 8-10 of the Employment and Training Act 1973 to provide Career Services to Young People.

The Curriculum for Excellence ensures that education better prepares young people for life beyond school. This approach aims for pupils to become: successful learners, confident individuals, responsible citizens and effective contributors.

Education Scotland Act (1996) and Education Scotland (Additional Support for Learning) (2004) refer to the provision of vocational guidance within compulsory education.

More Choices, More Chances – a key policy and strategy document in Scotland laying out vision and measure to reduce number of unemployed 16-19 year olds in Scotland. A similar challenge exists in England and Wales but the above document guides the Scottish Government and local action to help young people find and sustain positive opportunities in employment, education and training.

Central to this strategy was the set up of local authority partnerships and these brought together a range of agencies which have actively contributed to a reduction in the number of unemployed people and to support young jobseekers. Representatives include key people from Local Authorities, Jobcentre Plus, further education colleges and other training providers. Representatives also come from the health and voluntary sector.

A key challenge for the Scottish economy is the effective utilisation of the high skills and qualification levels available to employers, as outlined in the Scottish Government's recently published skills strategy '**Skills for Scotland – A Lifelong Skills Strategy**'. See link below for more details: <http://www.scotland.gov.uk/Publications/2007/09/06091114/0>.

Another challenge within the Scottish labour market and for the wider Scottish economy is the level of unemployment amongst young people which has remained relatively steady for a long period of time and above levels for the rest of the UK. Other research carried out by Futureskills Scotland revealed employers felt that many young people were not prepared for the world of work and did not have the employability skills necessary to become successful employees.

High levels of often localised economic inactivity remains a persistent challenge recognised by both the Scottish and Westminster governments. The recently published Green paper '**In Work, Better Off**' seeks to link the Skills agenda with unemployment and inactivity and to find ways of meeting this challenge 'head on'. For more information on some of the key challenges impacting on the labour market and the Scottish economy see 'Measuring Progress towards a Smart Successful Scotland'

(<http://www.scotland.gov.uk/Publications/2006/12/19161336/9>).

Scottish Higher Education Employability Network (SHEEN)

Higher Education institutions are currently seeking ways in which they can integrate employability into their courses. A recent development is SHEEN, set up under the auspices of the Scottish Funding Council. SHEEN is a network of representatives from Higher Education institutions with a remit to

- support institutions in implementing, monitoring and evaluating their employability strategies, by providing a forum for Scottish HEI institutional champions;
- assist the Scottish Funding Council in taking forward its Implementation Plan for *Learning to Work*;
- provide a means for the higher education institutions to discuss and share their approaches in this area.

For more information, visit:

http://www.heacademy.ac.uk/resources/detail/resources/other/web0507_sheen_meetingreport_jan_2007

RESPONSIBILITIES

Ministers discharge their duty to provide career services through Careers Scotland (CS). The Careers Scotland (CS) service established in 2002 is in charge of providing information and educational and careers guidance to people of all ages. For the moment CS as part of Skills Development Scotland (Scotland's new skills body), which became operational on 1 April 2008, continues to operate under its universally recognised brand name. The service is provided via the network of local centres or via the interactive website <http://www.careers-scotland.org.uk/home/home.asp>.

Careers Scotland has been benchmarked against international best practice in the delivery of career guidance and employability services – which include those specifically targeted at young people. The report of this benchmarking exercise – 'Progress and Potential' – highlighted that Careers Scotland has the potential to be a world leader in this field.

All schools (public and private) are required to provide educational and vocational guidance adapted to their pupils.

Schools work in partnership with a range of opportunity providers and institutions to support vocational guidance. One example of this is School College Collaboration links, where pupils of compulsory school age, usually aged 14 years upwards, attend college on a part-time or flexible basis in order to experience vocational learning objectives. Partnership activity also

involves input to schools from the voluntary sector, youth development agencies, social enterprise networks, private training providers, employers and employer bodies such as Sector Skills Councils. This varies from school to school.

VOCATIONAL GUIDANCE EDUCATION IN THE CURRICULUM

Vocational Guidance Education in the curriculum is part of the new Curriculum for Excellence and the requirement for young people to be able to make changes for the future is found in the Health and Wellbeing section of the new curriculum.

Again, on a school by school basis, flexible approaches are taken to ensure guidance education objectives are met. This includes separate personal and social development sessions and cross- curriculum, cross subject based inputs. The introduction of the Curriculum for Excellence policy development, however, places career guidance and vocational learning firmly within the health and wellbeing aspects of delivery. This is a very welcome ambition to integrate guidance education into a holistic approach which integrates the importance of career planning into life skills and employability prospects for individuals.

Careers Scotland is working with Learning and Teaching Scotland to ensure that career planning and career education are inbuilt into the Curriculum through curricular guidance (<http://www.ltscotland.org.uk/curriculumforexcellence/index.asp>).

A key element of Careers Scotland's role in providing career guidance is *the understanding and interpretation of labour market intelligence* – including information about labour market shortages in our day to day work with customers of all ages, including young people. A key element of the Career Planning Journey – a tool used to support individuals to make well informed career decisions – is understanding more about opportunities and the world of work, and what it is that people themselves want from work. Labour market information is essential here. The Careers Scotland website has a whole range of information for young people and customers of all ages, including information on skills shortages and skills gaps.

Traineeships within the framework of the curriculum

The 'Enterprise in Education – Determined to Succeed' strategy of the government (Scottish Executive) commits the local authorities to organising entrepreneurial experiences for pupils. These experiences include traineeships for pupils aged 14 and over within the framework of their curriculum and guidance education.

A range of vocational learning opportunities are built into the curriculum. These include work based learning through exposure to employers and other bodies outwith school in the form of work experience placements, job shadowing, enterprise activities and specific themed events. Again, these vary depending on developed links within individual schools, their local authorities and partnerships. The Skills for Work course allows pupils to gain a recognised qualification utilising colleges and employer contacts. The involvement of schools varies and time commitments are flexible. All pupils will be offered at least one week's work experience in either S3 or S4 as an absolute minimum of input.

OTHER TYPES OF ACTIVITY/GUIDANCE SERVICES

Contacts with the professional world

Employers, employer bodies and representatives, further and higher education institutes and professional bodies all have variable input to schools in order to give information and advice about the range of opportunities, career pathways and selection and recruitment practices within their sector. The range, number and extent of input depends on such factors as the quality of partnership activity, the time and coordination of activity, which each school and the available pool of support within a local area. There are also a number of regional and national job fairs and career conventions where young people are able to meet with employers and other opportunity providers. A recent development has been to establish virtual job fairs where opportunity providers post details of their vocational area within on-line communities for prospective candidates to find out more details.

Guidance services at school

In all schools (primary and secondary level), teachers are responsible for guidance provided to pupils. In secondary education, pupils receive additional assistance provided by teachers with enhanced skills in guidance and personal coaching. These counsellors provide personal, educational and vocational guidance. They meet pupils individually and help them choose their options at the moment of transition in their education. They also organise guidance-related lessons (within the framework of the social education curriculum), often with the help of external participants.

In a large number of schools, the staff responsible for guidance cooperate with the Careers Scotland service to ensure that pupils are receiving appropriate support within career planning. These staff members also ensure a link with local industry and other schools.

In all cases, pupils make the final decision as regards educational and vocational guidance, assisted by parents and teachers/counsellors.

Guidance services outside school

The Careers Scotland service provides information and counselling regarding the labour market and career and training possibilities. Counsellors who work there provide counselling to pupils concerning their professional choices and help them evaluate their potential and their career plan.

Careers Scotland staff use a variety of tools, techniques and approaches to enable pupils to make well informed, realistic career decisions. These are available within the Careers Scotland website.

QUALIFICATIONS OF GUIDANCE STAFF

To obtain a qualification in careers guidance Careers Scotland counsellors must have a higher education degree and post-graduate qualification or equivalent.

Teaching staff undertaking a guidance role complete enhanced skill development through a comprehensive continuous professional development package of support.

COOPERATION BETWEEN SCHOOLS, EMPLOYERS, PARENTS AND OTHER STAKEHOLDERS

Careers Scotland facilitates engagement of schools, parents, employer, employer bodies, training providers and other stakeholders by establishing a range of different partnership agreements focusing on operational and strategic objectives. These are monitored on an annual basis.

ACCESS TO INFORMATION ON VOCATIONAL GUIDANCE

The Careers Scotland website is devoted to the multitude of educational options and the range of possible qualifications: <http://www.careers-scotland.org.uk/Education/Education.asp>

The Learndirect website contains information on learning opportunities: <http://www.learndirectscotland.com>

The SCQF website explains the parity between the academic and vocational education options: <http://www.scqf.org.uk/>

The website www.planitplus.net provides information on studies and training in a school environment, in colleges and universities and in the community, as well as information on careers and links to other useful websites.

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