

Euroguidance Cross Border Seminar 2019

Slovenia



SKILLS FOR THE FUTURE



National surveys

Euroguidance Cross Border Seminar

Skills for the future

14-15 May 2019, Bled, Slovenia

Coordinating country: Slovenia

Participating Euroguidance centres:

Austria, Czech Republic, Croatia, Germany, Hungary,
Poland, Portugal, Romania, Serbia, Slovakia

Euroguidance (www.euroguidance.eu) is a European network of national resource and information centres for guidance in 34 European countries. Its main target group consists of guidance practitioners in education and employment, among them professionals who provide information and guidance on international learning mobility to end-users seeking studying and training opportunities abroad.

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



CONTENTS

AUSTRIA National survey by Euroguidance Austria, Rene Sturm, AMS	9
CROATIA National survey by Euroguidance Croatia	19
CZECH REPUBLIC National survey by Euroguidance Czech Republic	27
GERMANY National survey by Euroguidance Germany	33
HUNGARY National survey by Euroguidance Hungary	41
POLAND National survey by Euroguidance Poland	51
PORTUGAL National survey by Euroguidance Portugal	57
ROMANIA National survey by Euroguidance Romania	65
SERBIA National survey by Euroguidance Serbia	75
SLOVAKIA National survey by Euroguidance Slovakia	83
SLOVENIA National survey by Euroguidance Slovenia	91

FOREWORD

We were happy to welcome you back to Slovenia on the 14th Euroguidance Cross Border Seminar Skills for the future.

Colleagues from Austria, the Czech Republic and Slovakia, invited us to join the seminar and we actively participated the first time in 2009. The seminar seemed a useful and interesting way of getting and sharing good experiences in the field of career guidance. It is also opportunity to meet colleagues from different countries working in the same field and spread the network.

This year's Euroguidance Cross border seminar has bring together guidance practitioners, experts and Euroguidance centres from 11 participating countries: Austria, Czech Republic, Croatia, Germany, Hungary, Poland, Portugal, Romania, Serbia, Slovakia and Slovenia. We also invited representatives of the Employment Service of Slovenia, the European Commission, Representation in Slovenia, representatives of the Center for Vocational Education (EQF NCP and Europass Slovenia), with whom we work closely together on several tasks as well as observers from Euroguidance Belgium Flanders, Euroguidance Macedonia and Euroguidance Switzerland.

Euroguidance Slovenia, which operates in the frame of Employment Service of Slovenia, is strongly aware of the rapid changes in the labor market and especially demands of employers those who want to employ new people with relevant knowledge, skills and competences. In the Career centers at the Employment Service of Slovenia we offer several short workshops for the unemployed in order to raise awareness of the importance of knowledge, skills, competences and how to present them to the (future) employers.

Rapid technological changes are changing the situation in which both Slovenian and global companies operate. Instead of doing business that is confined to a smaller local or national market, more and more companies are wishing to succeed in the wider, European and even global markets. All these companies need to participate in global processes that drive the global economy. Companies wishing to survive should be prepared for constant and rapid changes. Consequently, the forms of employment change; until recently the dominant form of employment contract for an indefinite period, is slowly disappearing. More and more shorter, flexible forms put new challenges ahead of the individual and require new skills.

Career development has become important factor in life of everyone. Employers are increasingly appreciating skills that enable effective teamwork and creative problem solving. An individual is expected to be open and focused on self-initiative training, knowledge of lifelong learning and education. Employers demand more and more skills from candidates who do not only relate to an individual's professional competence within the chosen profession. Future job seekers will need to know how to adapt effectively to changes in the environment, be able to successfully replace a job or profession, be able to plan and act in accordance with changing career opportunities, develop technical and social skills, and at the same time understand how and why the acquired skills can be used.

This compendium of national surveys brings forward views from 11 European countries participating in Euroguidance Cross Border seminar that can be a source of inspiration for us.

Zlata Šlibar,
Euroguidance Slovenia coordinator

AUSTRIA

01

AUSTRIA

National survey by Euroguidance Austria Rene Sturm, AMS

To elaborate on the country study for Austria, in 2019, Euroguidance Austria appointed the Public Employment Service Austria (AMS) as the central point of contact for education and career guidance to present the qualification trends and new skills on the Austrian labour market from the perspective of the AMS.

1 NATIONAL CONTEXT

In Austria, the most common definition of “skills and competences” is based on the European Parliament and Council definitions of knowledge, skills, competences, and learning outcomes (EQF Recommendation 2008):

- **'Knowledge'** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories, and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.
- **'Skills'** means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logic, intuition and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- **'Competence'** means the proven ability to use knowledge, skills and personal, social, and/or methodological abilities in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.
- **'Learning outcomes'** means statements of what a learner knows, understands, and is able to do upon completion of a learning process. These are defined in terms of knowledge, skills, and competence.

As has been elaborated in the Erasmus+ Project DISCO, coordinated by 3s, Austria, see http://disco-tools.eu/disco2_portal/projectInformation.php

In general, however, DISCO is based on a comprehensive understanding of skills and competences that include personal attitudes, values, behavioural patterns, and all vocational abilities, whether they have been acquired formally or informally.

We distinguish the following skill types:

- **Personal Competences:** personal attributes, attitudes and capacities; e.g. motivation, leadership, initiative, flexibility, adaptability, physical strength, good eyesight, etc.
- **Core Competences:** generic skills, key skills, and transferable skills needed for success in the labour market; e.g. communication, problem-solving, team-working, basic IT skills, etc. Basic skills like literacy, numeracy, and oral communication are part of core competences.
- **Occupational Skills:** specialized knowledge pertaining to a particular occupation or occupational group. Some occupational skills like IT-skills are transferable across occupations.

The Public Employment Service Austria (AMS) is an important institutional platform for the regular implementation of research activities in the labour market as well as vocational and qualification research in Austria¹. In particular, this also includes research activities on the topic of ‘new skills’ and the fundamental anticipation of qualification trends on the labour market as well as their publication for the general and professional public (experts and multipliers from politics, administration, area of education and vocational education, education and career guidance, research, human resources) in various information products.

In this broad interpretation, anticipation does not just include the identification of new skills in terms of required new qualifications, but also the assessment of the extent to which existing qualifications will remain more or less in demand on the labour market, or may possibly even ‘disappear’ from the labour market. These analyses on anticipating the development of qualifications must take account of and ultimately quantify vocational as well as industry-related components and their dynamics.

The results obtained represent the basis for the implementation of the Austrian labour market policy. Besides the direct insights gained, it also intends to promote the recognition and raise awareness of social problems in connection with economic activity as well as vocational education and continuing workplace education. The AMS tools for vocational and labour market orientation and to identify qualification trends and new skills on the labour market are an important foundation in this respect. For example, these tools include the AMS qualification barometer, publications (‘AMS Info’, ‘FokusInfo’, ‘AMS report’ and ‘Spezialthema zum Arbeitsmarkt’ by AMS Austria, visit www.ams-forschungsnetzwerk.at) as well as topical conferences on labour market, vocational and qualification research. These conferences are often held in cooperation with other relevant stakeholders, such as the National Agency Erasmus+ Education, ministries, social partners and relevant university institutions.

¹ The legal mandate (Austrian Public Employment Service Act 1994) for the federal organisation and the nine state organisations of the AMS also requires empirical (individual) research in the areas of the labour market, employment, qualification and the professional environment must be considered, particularly for labour market monitoring and statistics, for fundamental and development work as well as for empirical research targeting the current areas of focus.

2 LIFELONG GUIDANCE CONTEXT

2.1 Career guidance tools/seminars/trainings for guidance practitioners and end users (with a focus on the most important relevant instruments and offers of the AMS)

2.1.1 The AMS qualification barometer as an essential instrument for identifying qualification trends and new skills on the Austrian labour market – www.ams.at/qualifikationen

The AMS qualification barometer² is a comprehensive information system for identifying qualification trends on the labour market in Austria. The structure and presentation is based on 15 pooled vocational sectors³ and is broken down to the microlevel of individual professions. It also takes account of the specific regional conditions (state level) as well as ordering the professions and qualifications in highest demand in each of the 15 vocational sectors.

The AMS qualification barometer is intended for the general public, e. g. people deciding on their career, as well as, in particular, AMS employees, journalists and responsible persons in the areas of education, vocational education, politics and business. The amount of data it contains, its topicality, its forecast function as well as its clear method of presentation make it a valuable instrument for all persons – private or professional – who are interested in the developments in the labour market. A guided tour as well as help pages provide extensive support for users in navigating through the AMS qualification barometer. The forecast timeframe is four years.

Studies as well as the results of expert interviews (experts from the labour market and vocational research) and extensive analyses of job advertisements in Austrian media flow into the work on the AMS qualification barometer, while the use of big data analyses from the monitoring of online job search systems is also increasing. In addition, expert interviews with representatives from the private sector (company managers, HR managers) and with the managing boards of vocational associations and guilds take place several times a year to gain an insight into qualification requirements and skill trends.

² The AMS qualification barometer is administered by 3s Unternehmensberatung GmbH and the Institute for Research on Qualifications and Training of the Austrian Economy (Institut für Bildungsforschung der Wirtschaft – ibw) on behalf of and in ongoing cooperation with the AMS Austria, labour market research and career information department (ABI). Also refer to: www.bwpat.de/ausgabe11/kargl_woehl_bwpat11.pdf.

³ For the 15 vocational sectors see: <http://bis.ams.or.at/qualibarometer/berufsbereiche.php>

2.1.2 Regular AMS vocational and employment forecasts in cooperation with the Austrian Institute of Economic Research

The medium-term forecast of economic developments and the acquisition of knowledge on structural change and on sector-related changes with regard to employment, vocational and qualification trends aims to provide a decision-making tool for individuals, companies and labour market, education and economic policy institutions as well as education and career guidance.

Vocational and sectoral changes have taken place four times in the past:

- 2008 for the 2006–2012 period
- 2012 for the 2010–2016 period
- 2014 for the 2013–2020 period
- 2017 for the 2016–2023 period

The analyses took place at a national as well as state level. All reports can be downloaded from the AMS research network's E-Library at www.ams-forschungsnetzwerk.at.

2.1.3 The new skills initiative of the 'AMS standing committee on new skills' – www.ams.at/newskills

In October 2009, the AMS Austria board of directors set up the 'AMS Standing Committee on New Skills', an expert committee consisting of representatives of both the AMS and social partners. In light of the difficult economic situation at the time, a qualification initiative for new skills was established, which dealt with how labour market policy support measures (e.g. educational leave, short-time work with qualification, AMS training sessions) can be used in times of occupational under-utilisation in order to prepare workers and job-seekers for the coming vocational changes and requirements in good time.

In addition, the 'AMS Standing Committee on New Skills' also set itself the goal of supporting the general public with relevant information gained from the research and with specific recommendations for vocational training and development. In particular, the goal of providing relevant information material for education and career guidance over the coming years is developing into a priority.

2.2 Examples of initiatives tailored to address (future) skills development in employment/education sector for future career development and future labour market

2.2.1 New skills workshops with representatives of companies and social partners

As part of the ‘AMS Standing Committee on New Skills’, AMS Austria, labour market research and career information department (ABI), in cooperation with the Institute for Research on Qualifications and Training of the Austrian Economy (ibw), together with representatives of social partner organisations, identified organisational change processes and qualification requirements in multiple workshop series.⁴ The current workshop series, which is focused on the key new skills topic of ‘digitalisation’, starts in April 2019 and includes ten workshops with experts from business.⁵

The findings from the workshops and accompanying interviews will be used to draw conclusions on the current and future requirements for employees and job seekers and ultimately lead to the development of industry-specific curricula. These curricula will be used to implement relevant AMS qualification measures within the scope of the AMS ‘New Skills’ course programme and can also be used as guidance for planning continuing education in various industries.

Moreover, ongoing publication activities have taken place since the start of the AMS new skills initiative, which are dedicated to providing a focused presentation of the workshop results as well as various other issues related to qualification research on new skills. All reports, studies and curricula can be downloaded at www.ams.at/newskills and are particularly also intended to provide information on questions that arise as part of the education and career guidance with regard to qualification trends and to answer the question of how to respond to this with adequate education and training measures.

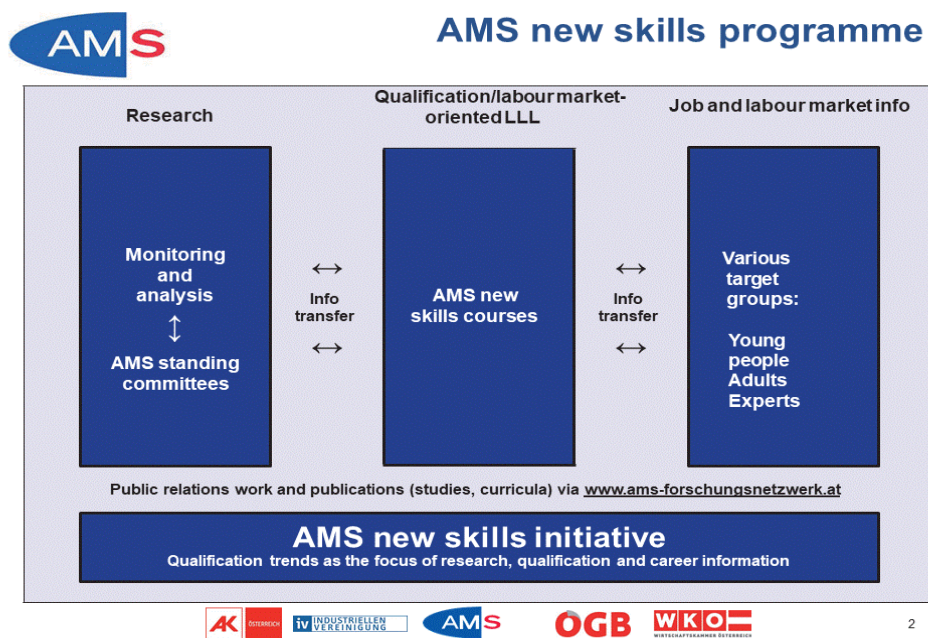
2.2.2 The AMS ‘New skills discussions’ interview series (since 2017)

The AMS ‘New skills discussions’ are organised by the Austrian Institute for Research on Vocational Training (öibf; www.oebf.at) together with the Institute for Research on Qualifications and Training of the Austrian Economy (ibw; www.ibw.at) on behalf of the AMS labour market research and career information department. As part of the ‘New skills discussions’, experts from business, education, politics and from interest groups as well as experts from basic and applied research and development provide fascinating insights into the many facets of a rapidly

⁴ The industries covered in the workshops included the following clusters: electrical engineering, electronics and telecommunication; tourism and wellness; construction and construction ecology; machinery, motor vehicles, metal; chemistry, plastics, new materials; office and administration; energy and environmental technology; trade.

⁵ The final report will be published in the spring of 2020 and will be available for education and career guidance stakeholders.

changing education and working world that is defined by buzz words such as industry 4.0 and digitalisation. The ‘New skills discussions’, which commenced in 2017, were also initiated by the ‘AMS Standing Committee on New Skills’. All interviews can be found at www.ams.at/newskills.



Structure of the AMS new skills initiative

(Source: AMS Austria, labour market research and career information department)

2.2.3 The digital journal ‘Vision-Rundschau. Innovationen-Trends-Prognosen’

The digital journal ‘Vision-Rundschau. Innovationen-Trends-Prognosen’ was established in 1996 and is an online medium provided by the career information centres run by the AMS in Vienna that is published several times a year.

The ‘Vision Rundschau’ covers various skills-related issues with a specific focus on qualification trends in different industries and professions as well as new skills in the actual sense. The ‘Vision Rundschau’ aims to provide highly relevant and practical support for education and career guidance throughout Austria. The ‘Vision Rundschau’ is available to all education and career counsellors as well as other interested parties as a separate menu item at www.ams-forschungsnetzwerk.at.

2.2.4 Regional surveys on qualification requirements and on new skills in Austria

– Skills monitoring in Lower Austria, Upper Austria and Tirol

The skills monitoring by WifOR⁶ is an information and forecast tool for the labour market that visualises data on the development of the skills supply and demand (qualification requirements) at a regional and sector-specific level and enables this data to be compared. The information and forecasts for skills development is intended for all potentially interested parties; it does not address a specific target group. Users, including education and career counsellors, can select the data from a range of parameters and filter this data based on their specific requirements. The tool was first made available online in Upper Austria in 2013; its implementation in Lower Austria followed in 2014 and in Tirol in 2016.

- Skills monitoring in Upper Austria: www.fkm-ooe.at
- Skills monitoring in Lower Austria: <http://fachkraefte-noe.at>
- Skills monitoring in Tirol: www.fkm-tirol.at

– Austrian Economic Chamber skilled workers radar 2018

The two-part ‘Skilled workers radar 2018’ study designed by the Institute for Research on Qualifications and Training of the Austrian Economy (ibw) on behalf of the Austrian Economic Chamber shows the current situation in relation to the demand for skilled workers and the skills shortage in Austria. Part 1 focuses on key indicators for unemployment, employment development and the job market based on secondary statistical analyses. The second part of the skilled workers radar presents the results of the company survey on the demand for skilled workers and the skills shortage: the study is primarily focused on providing an assessment of the extent of the demand for skilled workers, the reasons for and impact of skills shortages as well as a projection of the demand for skilled workers. The study is available at: www.ibw.at/bibliothek/id/475.

3 LINKS AND REFERENCES

Literature tips (examples) on new skills for education and career guidance

FokusInfo 40: AMS Standing Committee on New Skills (Kurzdarstellung der Ergebnisse der New-Skills-Workshops der ersten Phase)
www.ams-forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=10602

⁶ WifOR is a spin-off of the Chair of the Financial and Economic Policy department at the Technische Universität Darmstadt. The company operates in the field of economic research with a focus on labour market research and, for example, is also responsible for the skills monitor in Bavaria. The contracting authority for the skills monitoring in Lower Austria, Upper Austria and Tirol are the Lower Austrian Economic Chamber, the Business Upper Austria – Upper Austria Business Agency and the state of Tirol. The relevant AMS state organisations also provide funding.

FokusInfo 59: AMS Standing Committee on New Skills (Kurzdarstellung der Ergebnisse der New-Skills-Workshops der Follow-up-Phase)

www.ams-forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=10624

AMS info 354: New Skills in der betrieblichen Aus- und Weiterbildung - Welche Auswirkungen haben die Entwicklungen in der Arbeits- und Berufswelt auf den betrieblichen Qualifikationsbedarf, und wie reagieren Betriebe darauf?

www.ams-forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=11861

AMS report 105: AMS Standing Committee on New Skills 2013

www.ams-forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=10540

AMS report 112: Zur Digitalisierung der Arbeitswelt. Globale Trends – europäische und österreichische Entwicklungen

www.ams-forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=11274

AMS report 120/121: Die Transformation der Arbeits- und Berufswelt. Nationale und internationale Perspektiven auf (Mega-)Trends am Beginn des 21. Jahrhunderts

www.ams-forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=11900

AMS report 127: Arbeitsmarkt- und Berufstrends im Gesundheitssektor unter besonderer Berücksichtigung des medizinisch-technischen Bereiches

www.ams-forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=12369

AMS report 134: HochschulabsolventInnen und Soft Skills aus Arbeitsmarktperspektive

www.ams-forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=12678

CROATIA

CROATIA

02

CROATIA

National survey by Euroguidance Croatia

1 NATIONAL CONTEXT

The Croatian Qualifications Framework Act (OG 22/2013) defines competences as knowledge and skills, as well as relevant autonomy and responsibility. Key competences for lifelong learning are competences of a respective level required by an individual to be included into community life. Key competences are fundamental to acquiring competences in the course of life for all personal, social and professional needs, and include communication in the mother tongue, communication in foreign languages, mathematical competence, basic competences in science and technology, digital competence, learning how to learn, social and civic competence, initiative and entrepreneurship, as well as cultural awareness and expression.

One of the instruments for determining actual labour market needs and supporting the process of developing relevant education and training programmes aligned with the labour market needs is the Croatian Qualifications Framework (CROQF). The process starts with the development of occupational standards, which take into account key tasks, which are performed by an individual in a specific occupation, work conditions as well as a list of necessary competences. Occupational standards (competencies identified) are seen a starting point for the recognition of learning outcomes, i.e. qualification standards which define content and structure of a specific qualification. Occupational standards questionnaire was developed in 2013 by the representatives of the Ministry of Labour and Pension System, Ministry of Science and Education and the Croatian Employment Service. By the end of January 2019, a total of 8 Occupational Standards and 93 units of competences validated by Sectoral Councils have been entered in the Croatian Qualifications Framework Register (Register).

At national level there is no single comprehensive system for predicting the skills of the future, however there is a number of different initiatives, surveys and research that, among other things, aim to provide answers and predictions of the competences required in the labour market in the future. In 2018 the Ministry of Science and Education set up a National Team for the development of qualifications tracking system, which will encourage the establishment of the national tracking system for persons who have finished or abandoned their vocational education and training, higher education or adult education. The collection and exchange of such data among different stakeholders, as well as the establishment of the appropriate legal and institutional framework, will allow new nation-wide insights into the level of compatibility between competences and education/study programmes and the needs of the future labour market.

Information on future skills and professions is provided by various actors in the employment and education system.

Information on future skills and occupations, as well as guidance and career services are offered by the Croatian Employment Service (CES) and the accompanying regional Centres

for Information and Career Counselling (CISOK), which are established in 13 Croatian cities. These Centres provide career information and consulting services, which are offered through one-on-one counselling or group activities, as well as online through the e-counselling portal.

2 LIFELONG GUIDANCE CONTEXT

2.1 Career guidance tools/seminars/trainings for guidance practitioners and end users

Guidance services and preparation for the labour market is also a key part of the education system. In primary and secondary education guidance services are delivered in primary and secondary schools and are mostly performed by the non-teaching staff (which includes school expert associates - pedagogues and psychologists, experts of education - rehabilitation profiles, librarians, principals etc.), followed by the teaching staff. School counsellors offer group information and counselling to pupils and parents regarding education opportunities and provide basic insights related to future skills and future jobs.

In higher education, such information is provided by faculty and university-based career centres. Career advisors working in such centres provide support to students in exploring career possibilities, which include providing information on occupations and competences which are required or will be required in the labour market, supporting the development of students' individual career plans and supporting the development of skills needed to put this into practice.

Since the mismatch between the supply and demand of skills and knowledge has been identified as one of the biggest issues in the Croatian labour market, the CES has developed a number of initiatives to address (future) skills development in the employment sector.

The CES conducts the so-called Employers' Surveys, which gathers information on employers' needs and issues on the labour market. The results from the last available Employers' Survey, conducted in 2017 on 8.826 employers, employing a total of 514.192 workers, indicate that almost half of the employers experienced some difficulties in finding suitable workforce. Two of the main reasons stated include the lack of persons with the required education level (49,5%) and the lack of persons with adequate work experience (48,2%).

Based on the Regulation on Monitoring, Analysis and Forecasting of the Needs of the Labour Market, the CES regularly conducts analyses and labour market needs forecasts, which serve as the basis for the Recommendations for the Enrolment and Scholarship Policy (for upper secondary and tertiary level of education). Recommendations are produced at regional, and in some cases local level, and are referred to relevant stakeholders in the field of education and economy, especially to the Ministry of Science and Education at national, as well as to the local governmental offices responsible for education on county level with the purpose of adjusting education programmes with labour market needs and diminishing skills mismatch.

Long-term projections of future labour market trends are not always reliable because the market is affected by a number of unpredictable factors, which make it difficult to predict with certainty

the occupations and qualifications that are going to be important in the future. However, some needs are already visible, such as the need for key and transversal competences applicable in all business environments. The only way to predict future market trends is through research, surveys, analyses and studies that provide information on various forms of mismatch between existing and sought-after skills in the labour market.

For this reason, Croatia has been involved in the **‘EUROGRADUATE Pilot Survey’**, a European graduate survey conducted in six EU pilot countries, which aims to gather comparable data on European-level graduates, their transition to the labour market and EU-wide mobility. By participating in this pilot study, Croatia aims to improve its national research on the employability of graduates, which is conducted annually by the Agency for Science and Higher Education. At the same time, the development of key and transversal competences is one of the key objectives of the development of quality education and is as such one of the main responsibilities of higher education institutions, aiming to ensure the quality of higher education and the development of the entire society. At institutional, national and European levels, Croatia will continue to encourage the improvement of quality teaching activities by applying all contemporary concepts, didactic tools and continuous professional development of academic staff in the development of teaching competencies.

Different target groups, such as pupils, students and job seekers, can access online guidance through the online counselling portal, **e-Guidance** (<http://e-usmjeravanje.hzz.hr>), managed by the CES. Users can access information related to education and career choices, information on vacancies, employment skills and self-assessment tools, which can be used to assess their interests, competences and facilitate their choice of profession.

The idea behind e-Guidance portal was to put all the relevant information on choosing educational programmes, career planning, job search, and setting career goals in one place and make them easily accessible.

The portal follows the so-called **Career compass**, a tool that enables search by target groups. For each target group the most relevant information is provided:

- For **pupils** there is information on high schools and colleges in order to facilitate their choice of further career path, and other information that can be of assistance, such as accommodation in pupils’ dorms, high school jobs, etc.
- **Students** can find information on scholarships in Croatia and abroad, advice for further steps after the completion of their studies, student jobs, volunteering possibilities, etc.
- The content for the **unemployed and employed persons** looking for possibilities of career change includes information on available job openings in Croatia and employment possibilities in other EU countries. The portal also offers information on self-employment and advice on increasing employability and competitiveness in the labour market.

The main assets of this web portal are newly developed self-assessment questionnaires, which help users, assess their interests and competences with the purpose of choosing the right career path, and assess the competences that are desirable in the labour market, such as communication skills, team work, etc.

- **My choice** (Moj izbor, <http://e-usmjeravanje.hzz.hr/Predanketa>)

Self-assessment questionnaire on interests and competences for citizens over 13 who are choosing their profession or thinking about changing their current profession, as well as those who want to learn more about specific occupations (**information on more than 257 different occupations** - brief descriptions, skills required, working conditions, related occupations, job opportunities, etc).

- **Self-Assessment Questionnaire on traits sought by employers** (<https://e-usmjeravanje.hzz.hr/kojevjestinetrazeposlodavci>)

Self-assessment questionnaire to help individuals determine whether they possess personality traits and skills generally valued by employers.

One of Croatia's recent initiatives for reaching out to both youth and adults throughout the country and providing career and educational guidance is the network of **Centres for Information and Career Counselling (CISOK Centres)**. The network of CISOK Centres was established by the CES in 2013 in order to decentralise the provision of information, advice and guidance on careers and educational opportunities through ‘one-stop-shops’ at local level. The network of 13 CISOK centres effectively acts as an outreach mechanism and covers 12 cities in Croatia, with a plan to expand and cover each of Croatia’s 21 counties by 2020. The purpose of CISOK Centres is to provide lifelong career guidance to all citizens based on identified needs of clients – young people, adults, the unemployed, NEETs, students, teachers and employers.

CISOK centres were set up and CISOK portal was developed under the EU-funded IPA project “CES Services to clients: Improving Lifelong Career Guidance and ICT Support”. CISOK portal is a web portal for career development, which includes different self-help web services such as self-assessment tools, information on careers, job vacancies, education and training opportunities and other labour market information. Furthermore, a number of e-tools has been developed and is publicly accessible on the CISOK portal:

- **Self-Assessment Questionnaire on personality traits associated with work** (<http://samoprocjena.hzz.hr/>), which is intended to determine the characteristics of individuals that are important for adaptation to different positions in various business situations, providing an approximate estimate of their personality traits.
- **Labour Market Information System (LMIS)** (<http://trzisterada.hzz.hr/>) combining and visualizing information on employment, unemployment rates and salary rates in Croatia. It gives overviews of the labour market for individual activities at both national and county level, while offering comparisons of certain occupations or activities. The information is based on statistics of several institutions, such as the Croatian Employment Service and the Croatian Bureau of Statistics.
- **Statistics online** (<https://statistika.hzz.hr/>), managed by the CES, is a tool aimed at improving and modernizing public access to data on registered unemployment and employment. Information is available in year and month periods, and according to different characteristics, such as gender, age, education level, economic activity, occupational groups, etc.

There are also materials that provide support in career planning, such as job interview or CV writing advice. These materials are accompanied by short videos to make them more appealing to all target groups, especially to young users. E-Guidance also provides information on available education opportunities, prequalification opportunities, education and offers by the CES and partner organizations, including information on various labour market measures and incentives.

2.2 Examples of initiatives tailored to address (future) skills development in employment/education sector for future career development and future labour market

Euroguidance Centre Croatia organises **EU-wide job shadowing and study visits** for career counsellors related to different aspects of guidance in higher education. Career advisors have the opportunity to learn about a wide spectrum of methodologies, techniques, tools and practices in career guidance in different European countries. Career counsellors in higher education also have the opportunity to participate in education, training and networking activities, which bring together members of the academic community and the business sector aiming to provide a platform for mutual learning and cooperation.

Euroguidance Croatia also organises **seminars on career guidance** that are intended for school teachers and expert associates - pedagogues and psychologists in primary and secondary schools, for the purpose of expanding the knowledge of counsellors relating to the provision of support to pupils in developing skills and work habits in order to develop future career and long-term employability.

In addition, Euroguidance Centre provides pupils, students and teachers with information on education and training systems in Europe, EU programmes that provide international mobility and information on national guidance and counselling opportunities for professional development purposes.

The Agency for Science and Higher Education organises workshops for career counsellors at higher education institutions aimed at strengthening their competences and supporting higher education institutions in developing their career guidance services. This allows career advisors to enhance their skills and knowledge to provide support to students in defining their education goals, developing practical skills for the labour market and defining activities that foster connection between education and the world of work.

In line with priorities set out in the Strategic Framework for European Cooperation in Education and Training, ET2020, Croatia encourages continuous professional development of the teaching staff in higher education and the implementation of technology in teaching in order to improve the quality of learning outcomes and encourage students to be motivated, active participants in the education process. In December 2017 an international peer learning activity workshop was held together with the European Commission as part of the coordination of Member states' education policies. The workshop was held on the topic of Supporting Educators for Innovative, Open and Digital Education and included discussions on how to provide quality and systematic support to teaching staff in high education to be digitally competent and have the necessary confidence to teach in an open and innovative way. This was also an opportunity to present the

Commission's new European Framework for the Digital Competence of Educators.

The Strategy of Education, Science and Technology of the Republic of Croatia (OG 124714) recognizes activities and measures related to the development of digital skills of students and teachers. The Department of Higher Education at the Ministry of Science and Education has successfully implemented the Erasmus+ **Educa-T project** "Emphasis on the Development and Upgrading of Competences for Academic Teaching" (<http://educa-t.hr>). The project included the development of competency profiles of the teaching staff in higher education, and the framework curriculum for the acquisition of teaching competences in higher education, in line with Recommendations for Developing and Improving the Teaching Competences in Higher Education.

Systematic support for teachers and institutions in the application and integration of new technologies into the education process is provided by SRCE Centre for e-Learning (www.srce.hr/ceu) and different University components. SRCE e-Learning Centre provides continuous training in digital skills for teachers through courses and workshops, supports the development of e-learning modules, provides the national platform for e-learning etc; (more details available at <https://www.srce.unizg.hr/osnovni-tecajevi/popis-tecajeva>).

The European Commission has launched a pilot project for the development of digital skills through internships in higher education called the "**Digital Opportunity Scheme**". The project will be implemented in Croatia under the Erasmus+ Programme in 2018 and 2019. The objective of the project is to support students in all study areas in the acquisition of digital skills needed to advance in the contemporary world and successfully address future challenges.

A memorandum on the establishment of the National Coalition for Digital Skills and Jobs was signed in Zagreb in December 2018. The Memorandum was signed by members of the HUP-ICT Association, representatives of the Croatian Government, the representatives of the Ministry of Science and Education and the Ministry of Labour and Pension System. SRCE e-Learning Centre is also part of this coalition. The goal and mission of the National Coalition is to support the growth of employment and the retention of qualified experts in Croatia.

Training of the unemployed is one of the CES's active labour market policy measures (ALPM) implemented within national active labour market programs. The overall goal of the implementation of training for the unemployed is to enhance their employability and to create the necessary qualified work force, as well as to diminish skills mismatch in the labour market. CES Regional Offices deliver training for the unemployed, conduct public procurement procedures, select the candidates, refer them to educational institutions and make all eligible payments (to the unemployed and service providers). Among different programs, in previous year the CES has provided training in digital skills.

An example of **successful cooperation between the HE sector and the CES** is the cooperation agreement, signed between the regional CISOK centre in the city of Varaždin (NW Croatia) and the Faculty of Organization and Informatics in Varaždin. CISOK Centre users can get advice and counselling services aimed at improving their career management skills and active job searching skills, and at the same time they can attend in courses for improving digital skills organized by Faculty of Organization and Informatics in CISOK premises. Partners are responsible for coordination, management and implementation of the agreed activities and there is also a mutual exchange of information among the partners.

CZECH
REPUBLIC

03

CZECH REPUBLIC

National survey by Euroguidance Czech Republic

1 NATIONAL CONTEXT

There are couple national strategies in place in the Czech Republic addressing the topic of future skills and their anticipation and development of society. One is the National innovative strategy 2012-2020, which talks about the need to change the educational system in favor of creativity, entrepreneurship and key competences. Strategy of the International Competitiveness of the Czech Republic 2012-2020 focuses on the importance of transferable competencies, especially the competencies for further learning, skills for cooperation, reading, mathematical and financial competencies, language skills and soft skills. Specifically digital competencies are addressed by the Digital literacy strategy of the Czech Republic 2015-2020.

One defining strategy is the **Strategic Framework Czech Republic 2030** that talks specifically about the skills anticipation, education, labor market, and implementation strategies that needs to be undertaken in the future. As from the chapter on Competence development: The goal of education is to develop competencies for active personal, professional and participative citizen life. Especially skills such as critical thinking, work with changes, resilience, language skills, etc.

Skills and competencies required for respective positions are defined by the National Register of Qualifications (<http://www.narodnikvalifikace.cz/en-us/>).

Framework Educational Programmes

The following competencies are regarded as key competencies at the basic education stage: learning competencies; problem-solving competencies; communication competencies; social and personal competencies; civil competencies; working competencies. During secondary level of education pupil should acquire also entrepreneurial competency.

Digital Education Strategy for 2020 (Strategie digitálního vzdělávání do roku 2020) of The Ministry of Education, Youth and Sports, 2014, available at: <http://www.msmt.cz/file/34429/>

Organisations providing **information on future skills and future occupations** needed on national labour market:

- Labour offices, regional career centers,
- University career centers,
- National Institute for Education, Education Counselling Centre and Centre for Continuing Education of Teachers (NÚV),
- National Training fund (NVF),
- Research Institute for labour and social affairs (VUPSV),
- The Economics Institute (EI) of the Czech Academy of Sciences (CERGE-EI and the Center for Economic Research and Graduate Education (CERGE) of Charles University in Prague),

- Czech Chamber of Commerce,
- Confederation of Industry of the Czech Republic,
- Association of Small and Medium-Sized Enterprises and Crafts of the Czech Republic.

2 LIFELONG GUIDANCE CONTEXT

2.1 Career guidance tools/seminars/trainings for guidance practitioners and end users

Many organizations and NGOs provide trainings for guidance counsellors and end user focusing on various skills such as CMS, self-evaluation, mapping competencies and further working with them. One of the important aspect is working with a change, which is also a subject of many trainings available for end users, and competencies to handle change in their future.

In work with the individual client, it often depends on the counselor's work how to present the labour market's changes and associated skill requirements. But many school counselors realize their own responsibility to prepare pupils for the future world of work and they work with: information from Euroguidance; www.infoabsolvent.cz; national career centres such as Centre of education for all <https://vzdelavanivsem.cz/>; fair of secondary schools and universities www.gaudeamus.cz.

Career counselors generally use tools such as training courses, conferences, professional associations' membership, website <http://www.mamenato.cz>; psychodiagnostic methods such as Job choir questionnaire by J. Holland etc.

There is also Erasmus+ project that focuses on the quality of career guidance in the Czech Republic that helps to evaluate the services of guidance counsellors and therefore self-evaluate their skills.

2.2 Examples of initiatives tailored to address (future) skills development in employment/education sector for future career development and future labour market

Czechitas

Education of female analysts in the Czech Republic is a unique concept that brings together an IT course - Digital Academy (DA) - which focuses on a development of hard skills in data analysis training, and a career programme that helps participants with professional transition to the new field of expertise. This 3 months long course for women combines 300 hours of data analysis training with a professional mentoring programme, internships, presentation of final professional paper to companies, and full career support aimed at the successful transition of women who

went through the training to new jobs or to their own projects. As a part of the course, career guidance is provided to the participants in the form of workshops, which follow specific DA milestones and that mainly focus on the ability to define competences that can be transferred from the old to the new field, individual consultations, 'speed dating' – facilitation of contact between companies involved in DA and programme participants, mentoring and many others. <https://www.czechitas.cz/en/>

Inovační laborato

This practical seminar taught on Charles University works with methods both of the start-up and NGO world. It focuses on the elimination of the risk during the innovative process. Students work with a real project and try business model (Lean Canvas), Results Chain, experimenting (Lean Startup) etc. During the seminar students work together and get feedback from their mentors and potential users, investors and each other. The main goal of the seminar is to provide students with the experience of social innovation process in practice and teach them more about their future work possibilities. <http://www.inovacnilaborator.cz/>

3 LINKS AND REFERENCES

National Institute for Education, Education Counselling Centre and Centre for Continuing Education of Teachers (NÚV) - <http://www.nuv.cz/?lang=2>

National Training fund (NVF) - <http://en.nvf.cz/>

Research Institute for labour and social affairs (VUPSV) - <https://www.vupsv.cz/en/#>

The Economics Institute (EI) of the Czech Academy of Sciences (CERGE-EI and the Center for Economic Research and Graduate Education (CERGE) of Charles University in Prague) - <https://www.cerge-ei.cz/>

Czech Chamber of Commerce - <https://www.komora.cz/en/>

Confederation of Industry of the Czech Republic - <https://www.spcr.cz/en>

Association of Small and Medium-Sized Enterprises and Crafts of the Czech Republic - <http://amsp.cz/about-us/?lang=en>

Digital Education Strategy for 2020 [Ministry of Education, Youth and Sports], 2014. Strategie digitálního vzdělávání do roku 2020 [Digital Education Strategy for 2020]. [pdf] Available at: <http://www.msmt.cz/file/34429/>

GERMANY

04

GERMANY

National survey by Euroguidance Germany

1 NATIONAL CONTEXT

Definition and contextualization of the concept of competence

Competence is generally understood in the broader education discussion as the combination of knowledge and ability in the handling of action requirements. Competent are the persons who can regenerate currently required action on the basis of knowledge, abilities and skills. In particular, coping with requirements and situations that require special non-standard action and problem solving is emphasized with the competence concept.

In German vocational education and training, the concept of vocational competence plays a central role. As early as 1974, the German Education Council defined occupational competencies as distinct from qualifications as skills, abilities, knowledge and attitudes that enable the comprehensive professional and social action of the individual in a professionally organized work. With the introduction of the concept of action orientation (Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK) 1996), training methods and also means of regulation are oriented to "complete actions".

On the vocational school side, the concept of competence with the introduction of the learning field concept was anchored in the framework curricula in 1996. In the amendment of the Vocational Training Act 2005, the main objective of vocational training was to establish the ability to work. Thus, essential prerequisites exist for the formulation of competence-oriented standards. As a normative concept, occupational competence is usually subdivided into professional, social and self-competence, which in turn can be differentiated into individual competence facets. In the German Qualifications Framework (DQR), too, specialist competences and personal competences are defined as central dimensions (<https://www.bibb.de/de/8570.php>).

A short general overview of skills anticipation

The Future Skills Framework

A foresight study, published by Stifterverband and McKinsey in September 2018, presents a future skills framework that represents the current need for competence of business and society. It defines future skills as competences that will become significantly more important for working life or social participation in the next five years. These include the design of transformative technologies (Artificial Intelligence, Smart Hardware, Robotics) as well as digital and non-digital key skills (digital interaction, adaptability, entrepreneurial thinking).

The Future Skills Framework seeks to map the latest trends and demands in the German economy, to predict skills gaps, and in doing so to deliver short to medium-term triggers for education policy as well as universities and further training institutions. The framework forms the conceptual basis of the future skills initiative of the Stifterverband, and will be regularly updated and adapted to changing circumstances. Building on this framework, the second part of this paper will deliver an initial approximation of the future demand for individual future skills in businesses. This in turn will be differentiated according to demand for specialists with a specific skill in new technology fields and demand for key cross-disciplinary qualifications. The calculations and analyses show that there is a high demand for training in both areas, which can be provided through very different measures. <https://www.future-skills.net/which-skills-are-lacking-in-germany/framework>

The demand for technology specialists is high: In the next five years, Germany will need around 700,000 more people with technological skills than are available today. In addition, over 2.4 million workers must be retrained in key skills such as agile working, digital learning, and collaborative methods.

There are 18 skills in 3 categories: **Technological, basic digital and classical skills**

Technological skills	Digital basics	Classical skills
complex data analysis	collaboration	problem solving skills
smart hardware-/robotic-development	digital literacy	creativity
user based design (UX)	digital interaction	entrepreneurial activity
concept and administration of networks and IT-systems	agile work	self-initiative
blockchain-technology-development	digital learning	adaptational skills
tech-translation	digital ethics	persistence

The following federal institutions and Ministries provide information on future skills and occupations in Germany:

- IAB – Institute for employment research- of the Federal Employment Agency (<https://www.iab.de/en/iab-aktuell.aspx>)
- BIBB – Federal Institute for Vocational Education and Training (<https://www.bibb.de/en/index.php>)

- BMBF – Federal Ministry of Education and Research
(<https://www.bmbf.de/en/index.html>)
- BMAS – Federal Ministry of Labour and Social Affairs
(<https://www.bmas.de/DE/Themen/Arbeitsmarkt/Arbeiten-vier-null/arbeiten-vier-null.html>)
- Bundesagentur für Arbeit – Federal Employment Agency
(<https://arbeitsmarktmonitor.arbeitsagentur.de/>)

2 LIFELONG GUIDANCE CONTEXT

Demographic change, digitization, technical progress: In the labour market of the future, employment biographies become more unstable. More frequent job changes and regular job adjustments tend to be the rule rather than the exception. Likewise, the trend towards higher education is undeniable in almost all professions.

For example, the Federal Employment Agency (BA) intends to use the new strategic approach "Lifelong guidance" to offer individual and preventive vocational orientation and career guidance for people in every phase of life - from vocational orientation and career guidance in schools to counselling during training or studies up to counselling for employees who want to reorientate or develop their career.

In order to be able to offer sound counselling services, placement and information systems play an important role. They deliver up-to-date information about new occupations, technical developments, requirements and competences as well as corresponding training and further education opportunities.

2.1 Career guidance tools/seminars/trainings for guidance practitioners and end users

The majority of guidance practitioners are working within the Federal Employment Agency. They are not only organised in regional and nationwide networks, they can also benefit from in-house trainings and tools within the Employment Services' own organisation.

The Federal Employment Agency provides lifelong learning e-learning services:
<https://www.arbeitsagentur.de/karriere-und-weiterbildung/e-learning-lernboerse>

They also run the world's biggest database on professions and information around the world of work. This database also provides insight into skills and talents one will need:
<https://berufenet.arbeitsagentur.de/>

or the labour market monitor:
<https://arbeitsmarktmonitor.arbeitsagentur.de/>

or the self evaluation tool:

<https://www.arbeitsagentur.de/bildung/was-passt-zu-mir>

This tool, the “**Futuromat**”, can show if a profession is likely to be replaced by technological development.

<https://job-futuromat.iab.de/>

2.2 Examples of initiatives tailored to address (future) skills development in employment/education sector for future career development and future labour market

Skilled professionals for Germany

<https://www.bmwi.de/Redaktion/EN/Dossier/skilled-professionals.html>

Skilled professionals are the key to innovation and competitiveness, to growth and employment, and to prosperity and a good quality of life. As the demographic development progresses, securing a sufficient supply of skilled labour will be one of the most important challenges that lawmakers and business as well as science communities will be facing in the decades to come.

It is therefore vital to take proactive measures now to expand the skills base in order to meet future challenges. For this reason, the Federal Ministry for Economic Affairs and Energy sponsors the KOFA (www.kofa.de), a centre of excellence for securing skilled labour. Its aim is to assist SMEs in their efforts to become attractive as employers and to remain competitive by recruiting qualified staff.

Jobstarter – Training for the future

https://www.bmbf.de/upload_filestore/pub/jobstarter_training_for_the_future.pdf

Jobstarter projects assist SMEs in offering training places, support young people in their transition from school to work and foster collaborative training ventures. Jobstarter has also succeeded in improving participation in training by self-employed individuals with a migrant background. Jobstarter has continued strengthening dual training in Germany.

Vocational education and training 4.0 – skilled worker qualifications and competencies for the digitalised work in the future – key findings presented at symposium

<https://www.bibb.de/en/26729.php>

<https://www.bibb.de/en/91849.php>

Key findings of the initiative entitled “Qualifications and competencies of skilled workers for the digitalised work of tomorrow”, which has been implemented as a joint initiative by the Federal Ministry of Education and Research (BMBF) and the Federal Institute for Vocational Education and Training (BIBB), were presented and discussed in the context of Vocational Education and Training 4.0. at a symposium in Bensberg near Cologne.

The outcome of all project phases reveals a consistent pattern showing that the impact of digitalisation is already significant in terms of both the future demand for skilled workers and vocational education and training.

It is apparent that increasing digitalisation is accompanied by a further shift in the expectations regarding the core competencies of skilled workers. Occupational professional competence remains important; the use of information and communication technologies, digital work and IT security are becoming increasingly incorporated within work tasks; process and system understanding are called for as well, as are independent and ongoing learning, flexibility, and problem solving and communication skills.

As part of regulatory work, a fundamental redefinition of many occupational profiles will be unavoidable in the medium term.

The latest results from the skilled worker forecasts, in this case in particular the BIBB-IAB qualification and occupational field projections, point to a temporary increase in the population figure by 2035 due to immigration. However, this will not cause any increase in unemployment despite the increase in labour supply. Instead, the labour market is characterised by a shortage of persons in gainful employment. Not only is the demographic change causing increased internal demand for goods and services, but it is also changing the labour force structure in terms of occupations. In 2035, the health sector will have most employees, while at the same time, the greatest shortages, in absolute terms, will emerge in the medical health care occupations. On the other hand, agricultural occupations are losing their appeal, which means shortages will also occur here.

The greater impact of digitalisation means that in 2025 around 1.3 million of today's jobs will no longer exist, while around 2.1 million new jobs will be created. By 2035, the structural transformation will be even greater and almost 3.3 million jobs will be created by then as a result of digitalisation. However, 4 million jobs will disappear over the same period. In relation to today's workforce figure of almost 45 million, 16% of all jobs (7.3 million = (3.3 million, -4.0 million)) will be different in the labour market of the future and in 2035 there will be 740,000 fewer jobs than there are today. Yet, a digitalised world of work is not the sole driver behind this transformation. There will also be a smaller working population due to demographic factors.

BIBB developed a model of media-pedagogical competence for training personnel. It was created as part of a research project by BIBB and was developed in cooperation with trainers in order to define - using a case study approach - the expertise for this target group, which they can use to deliver and develop vocational media and IT competence in day-to-day training in a domain-specific and practical manner. The model provides an acquisition process, conceived as an ideal, which sets out the possible didactic framework for a continuing training format appropriate for the training personnel.

3 LINKS AND REFERENCES

<https://www.bibb.de/de/8570.php>

<https://www.future-skills.net/which-skills-are-lacking-in-germany/framework>

<https://www.iab.de/en/iab-aktuell.aspx>

<https://www.bibb.de/en/index.php>

<https://www.bmbf.de/en/index.html>

<https://www.bmas.de/DE/Themen/Arbeitsmarkt/Arbeiten-vier-null/arbeiten-vier-null.html>

<https://arbeitsmarktmonitor.arbeitsagentur.de/>

<https://www.arbeitsagentur.de/karriere-und-weiterbildung/e-learning-lernboerse>

<https://berufenet.arbeitsagentur.de/>

<https://arbeitsmarktmonitor.arbeitsagentur.de/>

<https://www.arbeitsagentur.de/bildung/was-passt-zu-mir>

<https://job-futuromat.iab.de/>

<https://www.bmwi.de/Redaktion/EN/Dossier/skilled-professionals.html>

www.kofa.de

https://www.bmbf.de/upload_filestore/pub/jobstarter_training_for_the_future.pdf

<https://www.bibb.de/en/26729.php>

<https://www.bibb.de/en/91849.php>

<https://www.springerprofessional.de/aus--und-weiterbildung/personalentwicklung/diese-future-skills-benoetigt-deutschland/16278042>

<https://www.bildung-forschung.digital/de/mediathek.php>

<https://hochschulforumdigitalisierung.de/en>

<https://www.bibb.de/en/91849.php>

HUNGARY

05

HUNGARY

National survey by Euroguidance Hungary

1 NATIONAL CONTEXT

The 2003 National Core Curriculum was the first Hungarian legislation, which focused on key competences. Subsequently, this national law incorporated the key competences laid down by the European Union in 2006 into the legislation. The current National Core Curriculum, which has been in force since 2012, specifies under “*Development fields – educational goals*” that the basis for key competences is constituted by skills, knowledge, attitudes, along with abilities. The document devotes a separate chapter to key competences, where it specifies the following:

- Communication in the mother tongue,
- Communication in foreign languages,
- Mathematical competence,
- Competence in science and technology,
- Digital competence,
- Social and civic competence,
- Sense of initiative and entrepreneurship,
- Aesthetic and artistic awareness and expression,
- Efficient and independent learning.

The definitions were based on Recommendation 2006/962/EC of the European Parliament and of the Council, which formulated the key competences needed for lifelong learning. The most significant difference between Hungarian legislation and the Recommendation is that mathematical competence is distinguished from competence in science, and that competence in technology is specified, covering the ability to make use of knowledge. In Hungary, ability is thus one of the constituents of competence, and in recent years key abilities have come to the fore in this context.

The notion of “ability” has also become a priority in the 2018 draft version of the new National Core Curriculum. The teacher’s task is formulated as follows: *“They shall provide support to students in developing their skills and shall encourage them to value the sense of initiative, entrepreneurship, confronting challenges, creativity, versatility, the ability to work independently and to cooperate... With their continuing professional development and professionalism, teachers set a credible example for lifelong learning as an opportunity to renewal and progression.”*

However, for each subject, the draft covers the linkages of the subject with competences under a separate sub-section, listing the spheres of competence related to the above-mentioned abilities. The legislation treats the relevant abilities and skills under the spheres of competence.

The new draft currently being developed also devotes a separate chapter to competences, along with the subject-based breakdown; however, besides greater or lesser changes, it is crucial that the Core Competence has been included, defined as the 0th competence, covering speaking,

reading, writing, reading comprehension, quantitative skills, spatial, visual and temporal orientation, and mobility-related knowledge.

Regarding abilities, one of the most important elements is the **Hungarian Qualifications Framework** (HuQF), which aims at establishing a link with the European Qualifications Framework (EQF). The concept is essentially about achieving the comparability of obtained certificates and diplomas within Europe. In the long term, the HuQF aims at classifying each Hungarian qualification in a system consisting of eight levels, from public education through vocational education and training and adult learning until higher education. The Framework is still being implemented, but a number of education documents already include the HuQF classification number. Along with the denomination of the educational attainment level, the elements describing each level indicate the skills and abilities of persons holding the specific level certificate or diploma.

HuQF is featured as a competence-framework. Competence is generally defined in pedagogy and learning research as consisting of integrated pieces of knowledge, skills and attitudes. HuQF applies these elements and complements the descriptors with an element that features the situations in which competences are mobilized. The concept of skills can be defined as the collection of three „skill elements”. These skill elements are (1) motoric skills manifesting in actual acts, (2) domain-specific cognitive skills and (3) domain-general cognitive skills. The HuQF considers these skill elements as procedural type of knowledge: the information saved cannot be accessed deliberately or can be accessed only with difficulty.

A general overview of national approach to skills anticipation

Pursuant to the provisions of Act CLXXXVII of 2011 on vocational education and training, territorial Chambers of Commerce and Industry operate county development and training committees in each county, and in the capital. This makes up altogether 19 committees. Their main task is to draw up a proposal on training paths and schooling rates in vocational education and training, until the end of March before the academic year preceding the academic year in question, subject to the labour market needs of the counties and the companies’ demand for qualified workforce. Following the so-called proposals on profession structure made by the county development and training committees, a Government Decree is issued after preparatory works done by the ministry responsible for vocational education and training and adult learning.

A priority aspect of the Decree is that it specifies vocational qualifications giving an entitlement to the Szabóky Adolf Vocational Scholarship Training, i.e. skills shortages. The committees also draw up county-level proposals in this context. In order to gain an understanding of labour market trends and to ensure that students leave vocational education and training in possession of appropriate knowledge and abilities, surveys are being conducted in support of the work of the county development and training committees regarding the companies’ demand for qualified workforce and the labour market situation of skilled workers starting their career.

This area also involves Sectoral Skills Councils (SSCs), which started their operation on 1 July 2018 pursuant to the Act of 2011 on vocational education and training.

The SSCs' task is to facilitate the alignment of labour market needs with the training system, as well as to contribute to the operation and to the necessary transformation process of vocational education and training and adult training system, by issuing opinions and making proposals. The permanent membership of SSCs varies between 7 to 19 persons, depending on the size and the structure of the sector concerned. The permanent members of Sectoral Skills Councils have been elected from companies that have assumed unifying and intermediary roles within the sectors, and in addition, possess enough information about labour market needs and are able to formulate professional needs in order to improve the (vocational and adult) training situation of their sector.

Several organisations active in the private sector publish research papers and publications, which are accessible to everyone, about labour market trends, as well as the most important abilities required from workers. This includes the interface of the HR portal and the site of Jobgarden, too. Therefore, it can be concluded that feedback and forecasts by labour market actors shape the scope of abilities needed in the future.

Future skills and future occupations needed on national labour market

The Institute for Economic and Enterprise Research of the Hungarian Chamber of Commerce and Industry (HCCI) (MKIK Gazdaság- és Vállalkozáskutató Nonprofit Kft.) is a non-profit economic research institute. Its aim is to provide theoretically and empirically established knowledge and analyses about several fields of the Hungarian economy and about the economic and social processes that influence the situation and the prospects of Hungarian enterprises. The Institute is the market leader in the field of empirical studies, including the field of conjunctural studies: it conducts approximately 17,000 questionnaire-based surveys per year.

The Institute was founded by the Hungarian Chamber of Commerce and Industry in March 1999, with the aim that this research institute could assume an active part in economic decision-making by providing information and structured data about domestic and foreign markets and about the current and expected business situation of the Chamber's member companies. In doing its work and in implementing its research programmes, it can surely rely on the cooperation and active involvement of the management staff of the Chamber's member companies (this represents a contact with more than 35,000 companies producing about 60% of the Hungarian GDP), as well as on the network of experts of the territorial Chambers. In addition, there is a permanent administration operating in such a way that in the course of its work it also makes use of the network of researchers and experts of universities and scientific research institutes.

From the research done by the Institute on the transformations and changes related to the labour market, a 2016 study entitled "Future labour market trends" presents the changes in the occupational areas concerned that have occurred as a result of the fourth industrial revolution. The study invokes international documents such as the research results of the World Economic Forum. Also in 2016, the Institute published a study entitled "The labour market impacts of automation", which performed a district-level analysis on the fields and the extent of the impact of automation in the labour market, and a new study was also published in 2017 on the same subject.

Among Cedefop's publications, the 2018 edition of the "Skills forecast" processing data from Hungary also provides information, mainly as regards the occupations of the future.

At ministry level, a new ministry, the Ministry for Innovation and Technology was created in 2018, which is the legal successor of the Ministry for National Development. Both vocational education and training and adult training falls within the competence of the Ministry for Innovation and Technology which is the institution that monitors, inspects and provides news about the changing labour market expectations in Hungary.

Furthermore, studies drawn up by instructors and researchers of higher education institutions about the research done in this field are published in education-related periodicals, such as *Munkaerőpiaci Tükör*, *Munkaiügyi Szemle*, *Educatio*, *Opus et Educatio* and *Magyar Tudomány*. Their focus is on the impacts of digitalisation, automation, Industry 4.0, and how the achievements of technological development and their presence at workplaces transforms the expected competences on the labour market.

2 LIFELONG GUIDANCE CONTEXT

2.1 Career guidance tools/seminars/trainings for guidance practitioners and end users

Several websites are available in Hungarian, where individuals may assess their own abilities with the help of an online self-assessment procedure. One such website is the national career guidance portal, whose earlier (<http://eletpalya.munka.hu/kerdoivek>) and more recent version (<https://npp.munka.hu/>) also provide ability-related questionnaires, such as the "questionnaire of abilities and skills", the "inventory of competences" or the "test for business starters". Of course, the questionnaires are thematic according to age groups and are thus available with a content adapted to the particular target groups. The renewed version of this website is currently being edited and uploaded. The relevant questionnaires will become available on the new site as well.

As regards the websites, the interface of **Felvi.hu** is prominent, which is primarily intended for the electronic submission of higher education applications, but it also allows for registered users to fill in questionnaires: <https://www.felvi.hu/>. Self-knowledge tests highlight, among others, the competences to be developed by individuals in order to be able to start higher education studies, as well as the level of development of the individual's abilities that will be needed in the future.

Pedagogical Professional Services, organised at county level, e.g. organisations responsible for career guidance processes, regularly publish methodological guidance material for teachers. However, given that half of the counselling professionals are qualified psychologists, besides the self-assessment procedures the individuals' abilities may also be assessed by psychological methods. By virtue of their educational attainment, the staff of Employment Departments of

Government Offices delegated to county levels provide labour market services professionally, by considering the individuals' abilities. The above-mentioned Institute for Economic and Enterprise Research, operating within the framework of a County Chamber of Commerce and Industry may help the consultants in providing information regarding the abilities and skills that are expected by the market. In addition, this year a Methodological Centre for Career Guidance will be set up within the framework of the National Office of Vocational Education and Training and Adult Learning, which will provide methodological training and support for professionals, with a primary focus on career guidance professionals of VET centres.

In Hungary, career guidance tasks in schools must be performed usually by teachers, therefore the published set of ideas and methodological collections also target teachers. This trend was reinforced by a provision imposed in 2017, which stated that the schools may use a working day without teaching exclusively for career guidance. The publication entitled "Career planning at school - Methodological ideas and practices for teachers for the preparation of students", published by Tempus Public Foundation, provides help in identifying and formulating the individual's abilities in such a way that those abilities are also included in the Europass CV appropriately. It provides examples for job advertisements, for labour market expectations reflected in those advertisements, and for the steps of making the most appropriate CV for an application.

2.2 Examples of initiatives tailored to address (future) skills development in employment/education sector for future career development and future labour market

Several national projects focus on the skills development of workers. One such project is the construction entitled "**GINOP – 5.1.4-16 Development of labour market competences in convergence regions**", which focuses on the development of key competences needed for the labour market, making use of the Open Learning Centres (NYITOK). The NYITOK Network is a model developed within the framework of the construction TÁMOP 5.3.9.-11/1, which led to the establishment of such Centres at 50 locations across the country in 2013. The project is aimed at developing a mobile education system and an online platform supporting the basic skills development of the staff of the Network of Open Learning Centres and NYITOK SMEs, complemented by other training programmes enhancing the efficiency of the GO-model and of SMEs, makes basic skills development programmes more easily accessible for SME employees and for adults of active working age in need of basic skills development.

With the aim of developing the competences of the companies' workforce, programmes have been launched to support on-the-job training: *GINOP-6.1.8-17 "Establishment and operation of a system of Corporate Training Centres"*, *GINOP-6.1.5-17 "On-the-job training for employees of large companies"*, and *GINOP-6.1.6-17 "Support of on-the-job training for employees of small and medium-sized enterprises"*. The headline target of the measures also includes fostering that workplace learning opportunities are made accessible to as many persons as possible among those whose basic and personal competences need to be developed in order to remain in the labour market. The establishment of a system of Corporate Training Centres would fill a major training gap, which absolutely needs to be addressed.

The development of digital competences among workers is highlighted by several projects running in parallel, distinguishing of course the target groups. One such project is the project entitled **“Reducing the digital divide”** bearing the identification number *GINOP-6.1.2-15-2015-00001*, which is a programme focusing on the digital skills development of disadvantaged persons, especially persons not possessing digital skills, of active working age (aged between 16 and 65 years), with low levels of educational attainment. The training programmes are provided on the basis of standard training programmes entitled “First steps into the digital world” (IKER, level 1) and “I use my IT device independently” (IKER, level 2), developed by the Governmental Information Technology Development Agency (KIFÜ), each with a duration of 35 contact classes. Feedback relating to the programme is very favourable: the satisfaction assessments of both the on-the-spot checks and of the last contact classes confirm that knowledge acquired at the training programmes helps in maintaining contacts, in managing administrative tasks, and in enhancing knowledge through the use of computers, tablets or smartphones, i.e. it may improve the quality of life and increases the chances of employability.

Another project, which is also about the improvement of digital skills, is VEKOP-8.5.4-17 **“Development of digital labour market competences in Central Hungary Region”**. Target groups involved in the programme include the population of active working age in Hungary (aged between 16 and 65 years), who are able to learn in order to improve their labour market situation and to respond to employers’ expectations, with appropriate motivation and after having been reached appropriately. When determining the target group of the project, a specific emphasis was put on the training of professionals employed by VET institutions and VET centres in teacher jobs.

As a general rule, further training programmes linked to specific career guidance are also implemented in the context of specific projects. Within the GINOP-6.2.2-VEKOP/15 **“Reducing the number of VET dropouts without a formal qualification”** project a further training programme is planned for career guidance professionals, with high priority on the staff of VET centres, and will probably be implemented in 2020.

The EFOP-3.2.5-17 **“Career guidance, especially developing STEM skills and competences in the system of public education”** project was launched with the aim of reinforcing career guidance in the system of public education, in particular with regard to the promotion of career choices in mathematical, science, IT, and engineering paths and to the development of the relevant competences. This also includes the support of teachers and public education professionals involved in career guidance tasks in their preparedness for career guidance. The programme gives high priority to postgraduate specialisation programmes and to the exchange of experience of Pedagogical Services staff, since in Hungary the execution of the tasks of educational institutions is assisted by Pedagogical Services as regards further education and career counselling.

A similar project is EFOP-3.2.13-17 project entitled **“Comprehensive establishment and development of a professional methodology for career guidance, supporting career orientation activities of primary and secondary schools, with an emphasis on STEM skills and competences”**, however, with a different professional content. Its aim is to develop measurement tools assessing students’ skills, abilities, and competences, orienting their career

choices and supporting their decision-making regarding career choices, as well as to develop an accredited further training programme for teachers (30 to 60 hours of blended learning), which prepare them for analysing students' profiles. In addition, it is aimed at providing training and further training programmes for teachers in each county of the less developed regions.

In the course of the career guidance process in school settings, having regard to the prominent role of teachers, there is an opportunity to prepare for the pedagogical professional examination in the field of career guidance. This further training opportunity is not project-specific, it is provided to applicants in university settings. The training is aimed at conveying knowledge and developing skills which make it possible to support students participating in public education in their career, school and job choices; using an interdisciplinary approach, it helps and prepares students for making informed choices, for the recurrence of decisions, for identifying the need for active orientation in making choices, for orientation techniques, for planning their career.

3 LINKS AND REFERENCES

Educational Authority, EQF National Coordination Point (2015) Referencing and Self-certification Report of the Hungarian Qualifications Framework to the EQF and to the QF-EHEA:

https://www.oktatas.hu/pub_bin/dload/LLL/HuQF/HuQF_referencing_report.pdf

Government Decision No. 1229/2012. (VII. 6.) on the tasks related to the introduction of the Hungarian Qualifications Framework, and on the amendment of Government Decision No. 1004/2011. (I.14.) on the establishment and introduction of the National Qualifications Framework

Educational Authority, EQF National Coordination Point (2015) Referencing and Self-certification Report of the Hungarian Qualifications Framework to the EQF and to the QF-EHEA:

https://www.oktatas.hu/pub_bin/dload/LLL/HuQF/HuQF_referencing_report.pdf

Government Decision No. 1229/2012. (VII. 6.) on the tasks related to the introduction of the Hungarian Qualifications Framework, and on the amendment of Government Decision No. 1004/2011. (I.14.) on the establishment and introduction of the National Qualifications Framework

Government Decree No. 110/2012 (VI.4.) on the issue, introduction and implementation of the National Core Curriculum

Education 2030: (2018) Draft of the National Core Curriculum:

https://www.oktatas2030.hu/wp-content/uploads/2018/08/a-nemzeti-alaptanterv-tervezete_2018.08.31.pdf

Act of 19 December 2011 on vocational education and training

Hungarian Chamber of Commerce and Industry (2018):

<https://mkik.hu/en/rules-of-proceedings-2018>

Jobsgarden:

https://www.jobsgarden.hu/wp-content/uploads/2018/09/Jobsgarden-kutat%C3%A1si-%C3%A9rt%C3%A9kel%C5%91_201809.pdf

Institute for Economic and Enterprise Research: <https://gvi.hu/home>

Cedefop (2018): Hungary - 2018 Skills forecast:

<http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/hungary-2018-skills-forecast>

Hungarian Academy of Sciences publications:

<http://econ.core.hu/english/publications/lmyb.html>

Munkaügyi Szemle, the knowledge base of human resource management:

<https://www.munkaugyiszemle.hu/>

Opus et Educatio: <http://opuseteducatio.hu/index.php/opusHU/index>

National Career Guidance Portal:

<http://eletpalya.munka.hu/>

<https://palyaorientacio.munka.hu/>

Tempus Public Foundation / National Europass Centre: Career planning at school —

Methodological ideas and practices for teachers for the preparation of students

http://europass.hu/documents/karriertervezes_modszertani_kotet_20161216.pdf

Carrer Management Skills Training Manual for VET teachers:

<https://raabe.hu/career-management-skills-training-manual-for-vet-teachers-en/>

<http://carma.hu/#aboutus>

Operational Programmes of New Hungary Development Plan:

https://www.palyazat.gov.hu/new_hungary_development_plan

POLAND

06

POLAND

National survey by Euroguidance Poland

1 NATIONAL CONTEXT

Skills are recognised as a core factor that has impact on the quality of socio-economic situation. Rapid changes in the economy result in new workplace and skills needed whereas demographic and social changes, such as globalisation, older society or digitalisation create challenges for citizens and countries.

According to the Legal Act on Integrated Qualifications System skills are the ability to perform tasks and solve problems specific to the professional or educational domain, gained during the learning process. Depending on the level, the skills are described in the learning outcomes specific for the qualification framework.

Poland has been involved in the development of national qualification system toward lifelong learning policy in the framework of the Council and European Parliament Recommendations (2008) establishing the European Qualification Framework (EQF). As a result various sectors of Polish education system has been already redesigned towards the common qualification framework. Polish Qualification Framework (PQF) consists of 8 hierarchical levels that are assigned to a qualification based on the learning outcomes required for a particular level in the area of knowledge, skills and social competences. However PQF defines two levels where the universal descriptors are further developed into 3 types for general education, professional education and higher education.

In that context a new initiative launched in 2018 by the Polish Government “Integrated Strategy for Skills” improved the area of lifelong learning by taking into account skills development of the citizens also beyond the formal education system. The strategy is aimed at enhancing the potential of the human capital and promote inclusion. A set of actions is planned in order to raise awareness on the importance of skills, enhance professional development and ensure a coherent policy towards skills enhancement on the national level.

European Commission has identified a set of Key Enabling Technologies that are strategic for the economic growth of EU as knowledge-based, linked to the research and short innovation cycles, large investments and highly qualified employees. There are six KETs (micro and nanoelectronics, nanotechnology, industrial biotechnology, advanced materials, photonics, and advanced manufacturing technologies) that would be the drivers and catalyst for further growth however on the EU level there has been identifies a shortage of skills in those areas. Such an approach has been recognized by the Council of Ministers in 2017 in the document “The strategy for the Responsible Development till 2020” (pl. „Strategia na rzecz Odpowiedzialnego Rozwoju do roku 2020”) where Industry 4.0 sets a framework for future development of the economy in Poland. As such the pivotal group of skills are from the engineering domain, such as data analysis and data selection backed up by the IT skills: data miners, developers, AI specialists and

e-leaders who would combine digital skills with leadership. Therefore, there is a need to create a coherent vision and enhance collaboration across formal education, training and industry sectors in order to enhance competencies and skills that would facilitate innovation uptake.

The Polish Agency for Enterprise Development (PARP) <https://en.parp.gov.pl/> provides:

- the largest cross-sectoral research on Human Capital that has been conducted jointly with Jagiellonian University since 2009. The latest research started in 2017 and will be carried till 2022 with the population of employers, employees and citizens in general as well as in three specific sectors: IT, tourism and finances. The data is available for public access. <https://www.parp.gov.pl/component/site/site/sektorowe-rady-ds-kompetencji#blk>
https://www.parp.gov.pl/images/publications/Bilans_Kapitalu_Ludzkiego_2017/Bilans-Kapitau-Ludzkiego-2017---Raport-z-badania-ludnoci-w-wieku-18-69-lat.pdf
- A database for development services containing a wide offer of trainings and courses on various levels of EQFs.
- The Sectoral Skills Councils that allows entrepreneurs to influence the education services of schools, universities and training institutions.
- Publications and research on the labour market, skills and competences in Polish SMEs <https://www.parp.gov.pl/component/publications/publications/>.

2 LIFELONG GUIDANCE CONTEXT

2.1 Career guidance tools/seminars/trainings for guidance practitioners and end users

According to the researchers (Turek K, Worek B. Learning after school, 2015) the employers indicate that there is a significant skills mismatch in 3 types of competences needed for the workplace 1. Self-organisation, management, decision-taking and initiative, 2. Professional qualifications 3. Communication and problem-solving. The employers also emphasize the lack of adequate education programmes despite the strong demand from the market as well as the lack of impact on the formal programmes' content. The response of the formal education may be too remote in time and as such it requires supportive actions in order to help the employees to get more satisfactory work placements.

- **Career Path in Małopolska region** (pl. Małopolski pociąg do kariery): integrated portal coordinated by a regional Employment Office that provides information for the guidance counsellors. The material refers to three areas: knowledge, professional development and skills for guidance counselling. Access: <https://www.pociagdokariery.pl/>
- **Centre for Education Development (pl. Ośrodek Rozwoju Edukacji ORE)**
 - Support Network for Guidance Counsellors <https://moodle.ore.edu.pl/>

- Information hub for guidance counsellors
<https://doradztwo.ore.edu.pl/programy-i-wsdz/>
- **Career map** (<https://mapakarier.org>) a free of charge interactive portal developed by Katalyst Education Foundation that contains:
 - A game-based catalogue of professions that can be located on a city map. It is targeted at the adolescents and helps them understand the skills related to the particular jobs. Each profession is shortly described in terms of skills and responsibilities.
 - A career paths catalogues contains more advanced descriptions with a clear label of “future professions” as well as full description of the job, key competences and statistics for the job market.
 - Lessons scenarios for guidance counsellors.

2.2 Examples of initiatives tailored to address (future) skills development in employment/education sector for future career development and future labour market

Meet-ups and seminars: in the IT-related sector the popular form of dissemination and networking are informal meetings that focus on a specific topic, where the specialist on the field can meet and discuss with colleagues. Usually thematic social networking groups provide relevant information and enrollment, and although not directly focused on guidance counselors they are the source of updated information on trends, skills and competences needed in a highly innovative IT-related companies. Aggregator: <https://www.meetup.com/pl-PL/>

Conferences: Digital Competences Congress, Kongres Kompetencji Cyfrowych, 16-17.03.2019 Tarnów <https://www.mwi.pl/wydarzenia/49-ii-kongres>, the annual event that focuses on the strategic planning for digital competence development in Poland. Its aim is to have an impact on policy level as well as practitioners, such as guidance counsellors, teachers or educational leaders.

DigiComp Self-Assessment tool provides a free of charge online self-assessment of digital competences in line with the DigComp Framework. It highlights the strong and improvements areas and provides recommendations on the training modules. The project was focused on DigiComp Framework (2013) <http://www.digitalskillsaccelerator.eu/learning-portal/online-self-assessment-tool/>

3 LINKS AND REFERENCES

Integrated Strategy for Skills in: Instytut Badań Edukacyjnych, Strategia Umiejętności <http://www.ibe.edu.pl/pl/projekty-krajowe/zintegrowana-strategia-umiejtnosci> access: 1.03.2019

Legal Act on Integrated Qualification System in: Ustawa o Zintegrowanym Systemie Kwalifikacji on 28.10.2018; access: 1.03.2019

Key Enabling Technologies

https://ec.europa.eu/growth/industry/policy/key-enabling-technologies/eu-actions_en#kets_skills

Final report: Skills for Key Enabling Technologies in Europe, 2016,

https://ec.europa.eu/growth/content/final-report-skills-key-enabling-technologies-europe-0_en

The White Book on Development Services, ed. Piasecki P., 2017

http://www.kep.com.pl/files/pdf_biala_ksiega.pdf

Turek K, Worek B. Learning after school, 2015

https://bkl.parp.gov.pl/pobierz.html/PARP_ksztalcenie_po_szkole_srodek_www.pdf

Labour market as seen by the employers, Kocór M., Strzebońska A, Dawid-Sawicka M. 2015

<http://www.uj.edu.pl/documents/102715934/546e8b8c-5922-49f3-b15f-b1c4cdae1197>

PORTUGAL

07

PORTUGAL

National survey by Euroguidance Portugal

1 NATIONAL CONTEXT

The continuous and accelerating change that characterizes the contemporary world reflects on people's well-being and in the demand for new skills by the labour market as well as in the need for more frequent transitions and the flexibility of professional and academic trajectories. These characteristics pose a complex challenge to the social, educational and employment sectors, in what it regards the need to include and develop transversal skills and to build personal and professional adaptive trajectories. These challenges can only be addressed through a process of permanent education and training, the development of lifelong skills. Instrumental, interpersonal and systemic skills (soft skills), are relevant not only for academic performance and professional practice, but also for the exercise of responsible citizenship and personal and social fulfilment of individuals. In this sense, improving and promoting the development of skills is considered essential to promote economic growth, social cohesion and well-being.

Competences are intrapersonal characteristics, deep and solidly structured in individual's personality, which are related to performance of tasks in specific situation. They are intrinsic characteristics of an individual that results in an effective performance. Examples of competences are: adapting to change, self-confidence, self-control, written communication, oral communication, critical thinking, initiative, leadership, negotiation, problem solving, etc. Skills can be organized into hard skills and soft skills. The hard skills are technical, analytical and evaluative skills (e.g. computer skills, conceptual thinking, technical specialization, analytical thinking, personal and organizational planning skills, teamwork and cooperation, written communication). The soft skills correspond to behavioural, interpersonal and organizational (e.g. flexibility, initiative, persuasion, relationship construction, team leadership, capacity and willingness to learn).

Scientific and technological knowledge, increasing robotization and artificial intelligence are developing such an intense way that it is crucial the adoption of new paradigms and conceptualizations of education and training systems.

Regarding skills anticipation, in 2017, it was developed an official document **“Students’ Profile by the End of Compulsory Schooling”** that offered a clarification of the skills and competences concepts, which has been thereafter adopted by school practitioners and researchers, thus facilitating a common language among educational partners. (http://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf)

According to this document, competences are complex combinations of knowledge, skills and attitudes, which are central to develop within the students' profile' in compulsory schooling. While skills are conceived as specific abilities, competences are conceptually broader and

include skills, attitudes, knowledge and dispositions. They are of diverse nature: cognitive and metacognitive, social and emotional, physical and practical. Competences involve knowledge (factual, conceptual, procedural and metacognitive), cognitive and psychomotor skills, attitudes associated with social and organizational skills, and ethical values. It seeks to create a balance between knowledge, understanding, creativity and critical thinking, forming autonomous people, responsible and active citizens capable of facing the diversity of the world, change and uncertainty.

The competence profile areas are complementary, and their enumeration does not presuppose any internal hierarchy between them. Globally, the assumed proposal in this document defends an educational perspective centered more on the processes than on the results that allows a holistic and positive development of the students.

In the context of the training system since 2015 there is a **National Qualification Needs Anticipation System** (SANQ) (http://sanq.anqep.gov.pt/?page_id=23) with the aim to support, in advance, the definition of the learning opportunities to be developed to face future needs of labour market. The model of identification of qualification needs incorporates a strong regional dimension. With the aim of assuring the results of the model of identification, the system on identification the needs of qualifications is composed by three pillars, linked between them:

- Diagnose – Establishes the reference items to all the country and an analysis by regions (NUT II). The analyse includes a quantitative and qualitative approach.
- Planning – Establishes the ways in which information is organized and the analysis criteria to support the priorities and the guidelines that should be considered to put in place the learning opportunities.
- Regional Approach – Adjusts the planning to the regional context.

A Coordinating Council, composed by representatives from national authorities with responsibilities on the fields of training and employment, trade unions, business associations and OIT. The Council meets periodically with the purpose of monitoring the development of the work, validating the procedures for applying the system and analyzing the results obtained.

Another tool, under the responsibility of the National Agency for Qualification and Vocational Training, is **National Qualifications Catalog** (<http://www.catalogo.anqep.gov.pt/>), which is an instrument for regulating the training opportunities. The sectorial advisory councils, participate for its definition and updating.

In the definition of the areas to be prioritized in the development of vocational training in the period 2018-2019, the Institute of Employment and Professional Training (IEFP) deepened the harmonization exercise with SANQ. This document defines the priorities for each occupation at the regional level, and the different levels of priority defined for each occupation should be a reference for the activity of the Employment and Vocational Training Centers of the IEFP.

Priority setting was done by focusing more on harmonization with SANQ, both by articulating the scales of relevance of the two planning exercises and by approaching the priorities assigned.

Even these the IEFP seeks to ensure that the provision of training contributes to bridging skills mismatches and, accordingly, annual training plans are flexible enough to enable timely responses to the specific needs of the labor market.

Information about needed future skills and occupations on labour market are provided mainly by two public entities: the National Agency for Qualification and Vocational Training (<http://www.anqep.gov.pt/default.aspx>) and the Institute of Employment and Professional Training (<https://www.iefp.pt/areas-e-saidas-profissionais-prioritarias>).

Business associations, trade unions and Portuguese Association for Career Development provide also information.

2 LIFELONG GUIDANCE CONTEXT

2.1 Career guidance tools/seminars/trainings for guidance practitioners and end users

The project Live2Work aims to increase the chances for successful integration of people in situations of professional vulnerability. This project is being adapted to the Portuguese population. It is an example of the kind of skills to be developed to facilitate the vocational development of disadvantaged populations: Self-knowledge, World-knowledge, Transitional Skills and Decision Making (<https://live2work.eu>).

Contrasting to comprehensive approaches such as the Live2Work project, Cardoso and Duarte (forthcoming) focused on the analysis of psychological microprocesses related to career decision making. In this sense, they adapted "Two chair dialogue" (Greenberg, Watson & Elliott, 1993), a technique used to solve intrapersonal conflicts underpinning career decision-making difficulties. Grounded in dialectical constructivist view of psychological functioning this technique evokes the dialogue between two conflicting self-positions, each one in a different chair. It is sought that this dialogue fosters harmony between both sides of the conflict and, this way, career decision-making is facilitated. Thus, it is sought that of this dialogue is constructed harmony between the two parties in conflict facilitating the decision making. The exploration of emotional experience is valued to foster meaning construction.

The use of digital tools has been progressively assuming relevance in the number and scope of different audiences. Examples of these tools are for example: PordataKids (<https://www.pordatakids.pt/>), which affords students the possibility to explore their community and think of themselves as active citizens and societal participants; the Design the Future Platform (<http://www.designthefuture.pt/>), which affords students the possibility to watch short videos and learn more about different jobs and career transitions; the vi@s platform (<https://vias.iefp.pt/Paginas/bemvindo.aspx>), which helps the individuals to identify their own interests and competences as well as to improve their decision-making skills; My Future, portal on information about the educational system options for young people (<http://www.myfuture.pt>). The Portuguese Association for Career Development offers a set of career exploration guides,

which propose various alternatives of diverse and specific career exploration, for students from different levels of studies.

Other initiatives are:

- Involving the students in the creation of simulated businesses with the cooperation and partnership of employers, teachers and career professionals (<http://www.japortugal.org/blog/893-ja-portugal-a-empresa/102-tudo-comecou-com-um-convite-do-nosso-professor-de-empreendedorismo-alexandre-guerra-para-participarmos-no-concurso-da-feira-ilimitada-da-junior-achievement.html>).
- Job-shadowing initiatives during late basic and secondary education (<https://estudogeral.uc.pt/handle/10316/12718>).
- Expansions of interests and perceived competences since early childhood via the use of inventories (e.g. the Inventory of Children's Activities- revised – ICA-R) that provide the information needed to design customized institutional, group and/or individual interventions (<https://estudogeral.sib.uc.pt/handle/10316/32257>).
- Early intervention aiming to broaden children's interests and aspirations, and thus allowing to overcome the early restriction of interests and the early reduced involvement in academic activities due to powerful variables such as gender or SES (e.g. by using the Career Choices Questionnaire as a screening device).
- Early intervention involving schools, parents, teachers, municipalities and Ciência Viva Centres network aiming at the promotion of STEM interests and STEM perceived competencies in children attending basic cycle and Live Science Centers (<https://www.circuitoscienciaviva.pt/about>).
- Universidade Júnior, activities program of the University of Porto that provides the possibility of getting to know different courses for students of secondary education (<https://universidadejunior.up.pt/>).
- Future Time Traveller, project that proposes to transform the career orientation of generation Z (<http://future-time-traveller.eu/>).
- Junior Achievement Portugal, educational training to entrepreneurship (<http://www.japortugal.org/>).
- Uniarea, community of reference for future and current students of higher education (<https://uniarea.com/>).
- RESAPES, psychological Support services network for Higher Education (<http://resapes.pt/>).
- Click, project to activate Employability Skills (<https://click.eapn.pt/>).
- City of Professions, a portal that seeks to promote knowledge about education, lifelong learning and employment for all citizens (<http://cdp.portodigital.pt/>).

2.2 Examples of initiatives tailored to address (future) skills development in employment/education sector for future career development and future labour market

There has been an investment in training opportunities for career practitioners and teachers. Particularly, local inter-municipal communities have been establishing partnerships with higher education institutions to organize scientific events for school counselors and discussion groups. Regarding the promotion of the digital skills of the end users, the Directorate-General of Education promotes the area of educational resources and technologies, which the main objectives are to propose ways and modalities for the integration of Information and Communication Technologies in all the levels of education and teaching as well as to establish guidelines for a rational, effective and efficient pedagogical and didactic use of infrastructures, equipment and educational resources available to educational institutions.

The Portuguese Order of Psychologists and the Directorate-General of Education have also partnered to organize scientific events and training sessions for school counselors across the country.

Municipalities have been establishing partnerships with higher education research groups to organize discussion groups, training and supervision of career intervention practices.

Universities, research groups and scientific associations have organized conferences (e.g. <https://sites.google.com/view/seminario-carreira-3/>) that promote the knowledge and good practices between practitioners.

In the scope of Public Employment Service, IEFP has some projects:

- **Training in Competencies for Digital Citizenship**

Developed under the initiative INCoDe.2030, the Training for Digital Citizenship aims to promote the acquisition of digital skills through the development of modular training courses, in order to enable effective digital citizenship. They are aligned with the Dynamic Reference Framework for Digital Competences and we plan to include them in National Qualifications' Catalogue. Working on this project is a group of organisms that include IEFP, AMA - Agency for Administrative Modernization and CINEL. CINEL is a Vocational Training Centre specialized in ICT - Information and Communications Technology.

The Training for Digital Citizenship focuses on short-term training courses that incorporate several areas related to active citizenship, namely, the use of public online services, electronic notifications, digital security, social networks, among others.

These courses are intended for the entire Portuguese adult population, citizens aged 18 or over, employed or unemployed, but with a particular focus on those with the lowest levels of digital literacy.

- **Partnerships for Digital Requalification**

The partnerships for digital requalification are another way to increase the digital literacy skills. In this area IEFP has a requalification project for unemployed people with higher qualifications. This project is promoted through a strategic partnership with the Coordinating Council of Polytechnic Institutes and 14 Polytechnic Institutes throughout the country. This partnership also includes companies from the territories to be covered, all working in the design of the qualification courses and in the implementation of practical training in the work context.

A number of other private institutions also offer training programs for career guidance practitioners such as the Portuguese Association for Career Development (PACD), which provides supervision for guidance and career counselors' practitioners. Every year PACD organizes an international seminar where researchers and practitioners present innovation in the field of career guidance and counseling. Moreover, PACD also develops courses addressing the development of digital skills. It is illustrative the course "Vocations in digital era". All these initiatives are credited by Portuguese Psychologists Association.

Under the responsibility of Portuguese Psychologists' Association, Projecta-te and Espaço OPP are the OPP' structured programs to promote employability skills and career development for Psychologists (<https://www.ordemdospsicologos.pt/pt/p/projecta-te>).

Another initiative, named "Gulbenkian Academies of Knowledge" is being developed by the Calouste Gulbenkian Foundation, a private nonprofit organization. The aim is to prepare children and youngsters to face the changes, develop skills that allow them to solve complex problems and foster their opportunities to be successful in their lives. To achieve these goals the Foundation will give financial support to public and private organizations to implement projects to develop socioemotional skills, like self-regulation, communication, adaptability, critical thinking, resilience and problem solving. (<https://content.gulbenkian.pt/wp-content/uploads/sites/43/2018/05/18101013/ACG-Brochura-V2-190215.pdf>)

ROMANIA

08

ROMANIA

National survey by Euroguidance Romania

1 NATIONAL CONTEXT

There are many factors to consider when making plans for the future: life expectancy increases, information is a click away, WORLD is a few hours away, jobs are changing, and technology is increasingly becoming an integral part of our lives.

In this context, for Romania there remain a series of questions worth reflecting on: What are the skills that need to be developed today to meet the challenges of tomorrow? How do we provide each child with a quality learning environment to develop these skills? What will be the role of the school? How do we increase the relevance of learning in school?

In Romania, “competence” represents the key concept that crosses all educational levels (pre- and university levels) and all disciplines of study.

The change from the previous objective-based curriculum to the present competence-based curriculum was envisioned to be not only a change of label, but one of substance, with the option for competences not a mere accident. For the Romanian system of education that change reflected a powerful international trend which gives competences the status of reference term for: the development of training/educational syllabi and the assessment of their quality, the defining of the professional standards/benchmarks, the evaluation of the qualified performances in one field or another, the social-professional progress, etc. Important documents of the EU include significant recommendations for analysing, recognising and evaluating competences, but also challenges or expectations regarding the development of national frameworks for describing and certifying competences, compatible with the European reference frameworks.

Within the Romanian curriculum the competence is defined as *the proven capacity to adequately select, combine and use knowledge, skills and other acquisitions consisting of values and attitudes for successfully solving a certain category of work or learning related situations, as well as for efficient and effective professional or personal development.*

Furthermore, the National Educational Law (2011) states that curriculum for compulsory education refers to the 8 categories of key competences (European Commission, 2006).

The third document that plays an important role in defining and understanding skills and competences within national context is the European Framework of Qualifications, translated into the National Framework of Qualifications where competence is understood in terms of autonomy and responsibility.

Aside from the legislative documents that support the system of education and training, recent more theoretical approaches have been developed especially in relation to future skills. They

either make reference to European or international developments (e.g. OECD's 2030 learning outcomes framework, 21st century skills developed by The Partnership for 21st Century Skills) or to national experts (e.g. Mircea Miclea has developed a frame of 4 meta-competences of the future - design thinking, self-discipline, entrepreneurship and autonomy at the 3rd International Conference *Arhitectii educației – Building Skills for the Future*, November 2018).

At present, in Romania there is no structured dissemination strategy or practice in order to systematically provide information from the skills anticipation exercises undertaken by authorities or different stakeholders involved in the process to the target groups (government agencies and ministries, careers guidance counsellors in education and the public employment service, social partners, employers, students and their parents). Information reaches the users in the form of raw data and reports.

According to the **Skills Panorama** (2017), skills anticipation in Romania is largely the responsibility of government ministries and agencies, namely the Ministry of Education and the Ministry of Labour and Social Justice. Other important institutions involved in skills anticipation activities are:

- The National Commission for Prognosis, which is governed directly by the Prime Minister of Romania and provides the basic macro-economic forecasts;
- The National Institute of Statistics, which supplies validated statistical data from its regular research (labour force surveys, national accounts, etc.);
- The National Scientific Research Institute in the field of Labour and Social Protection (INCSMPS), which up until now has been the main supplier of research, studies and forecasting exercises in this area;
- The Ministry of Education governs the National Centre for Technical and Vocational Education and Training Development, which has played an important role over the past few years by providing data about the skills' supply and demand while also commissioning studies, research and forecasting initiatives in the field;
- The National Qualifications Authority also works under the Ministry of Education to conduct skills anticipation activities;
- The National Agency for Employment operates in a similar way under the authority of the Ministry of Labour and Social Justice;
- The Institute of Education Sciences, which is subordinated to the Ministry of Education.

More recently (2019), the Ministry of Labour has led a working group that includes: the ministries for Education and EU funds, the National Authority for Qualifications, the Institute of Educational Sciences, the public employment services, representatives of approved training providers and NGOs.

Skills data in Romania are mainly provided by the National Institute of Statistics, which collects, processes, and prepares statistics regarding the labour market (including data pertaining to skills). Skills' assessments and forecasting are conducted by the National Commission for Prognosis.

Social partners play a role in skills anticipation activities, particularly in conducting data collection. However, the extent to which stakeholders are actually able to use skills anticipation data to influence policy is uncertain.

The National Commission for Prognosis is the main national body responsible for forecasting. It has developed its own models to produce regular forecasts (twice a year) of the main labour market indicators such as employment rates, wages, unemployment rates, etc. The National Commission for Prognosis cooperates with CEDEFOP and the National Scientific Research Institute for Labour and Social Protection to contribute to the mid-term pan-European forecasting exercise.

The National Centre for Technical and Vocational Education and Training Development runs occasional forecasts regarding the demand for the skills of VET students. These forecasts are carried out in association with local stakeholders to inform local and regional plans for the development of VET provision.

Another ad hoc forecasting exercise (www.anofm.ro) was carried out as part of the Green Jobs skills assessment – undertaken by the National Agency for Employment and co-funded by the European Structural Funds (ESF), which focused on the demand for skills relating to the green economy.

2 LIFELONG GUIDANCE CONTEXT

2.1 Career guidance tools/seminars/trainings for guidance practitioners and end users

In Romania, the system of career guidance is organized on several levels:

- **At educational level** - the career guidance system is offered by:
 - The Centres for Educational Resources and Assistance (CERAs) established through Order of the Ministry of Education in 2005. Their main aim is to assure the quality on the educational activities undertaken by the county psycho-pedagogical assistance centres, the speech therapy, school centres for inclusive education, and specialized services of school mediation.
 - The county psycho-pedagogical assistance centres (PPAC) established in 1990, which offer services of psycho-pedagogical assistance (information, guidance and counselling) for pre-university students, parents, and teachers.
 - The career guidance and counselling centres (45) in universities, which facilitate the socio-professional insertion of graduates on the labour market.
- **At employment level** – there are 42 county level agencies for employment, which offer guidance services through the Centres for information and guidance in career. They provide information delivery regarding labour market and trends in professions, support in setting

career objectives, personality assessment and self-assessment, support in decision-making, training in job searching.

Concerning the training of the professionals in the field, there are several options for those who are interested in becoming a professional counsellor. This training options either lead to the certification of the qualification as counsellor or they support the development of counselling competences.

The **training** leading to a recognised certification in the field can be offered either by a higher education institution or a body, which has the accreditation for this:

- **The public and private system of higher education** offers Master degree level courses in guidance and counselling (e.g. universities from Bucharest, Cluj-Napoca, Timișoara and Iași).
- **National Board for Certified Counsellors (NBCC)** a non-for-profit, independent certification opened its office in Romania in 2007. However, since 2005 they implemented Global Career Development Facilitator (GCDF) programme, which is an international certification in career development. Until now, over 700 professionals have been trained and certified as GCDFs, working in human resources departments in companies, school counselling offices, university counselling centres and in private practice. The practitioners organised and participated at national and European level in many workshops, conferences, trainings and events on different topics of guidance and counselling were financed through the European Social Fund.
- **National Qualifications Authority (NCA)** regulates and coordinates the framework of continuing education and training for adults. NCA develops and manages the National Register of Qualifications, the National Register of Authorized Training Providers, and the National Register of graduates of training programs for adults. At present NCA also certifies the qualification in the field of counselling.

The continuous development for counsellors in career guidance is quite rich comprising conferences, workshops, trainings, etc. The most relevant national and international conferences in the field where Romanian counsellors are present are the conferences organised by national or international bodies such as Euroguidance (Romania is part of Euroguidance since 1999), National Board for Certified Counsellors, International Association for Educational and Vocational Guidance (IAEVG), Cross-Border Seminars also run by Euroguidance, Save the Children!, Centre for Partnership for Equality, etc.

It is worth mentioning the development of three relevant platforms with tools dedicated to career guidance that have been validated on national population. All of these platforms also offer training sessions for counsellors:

- **Testcentral / D & D Consultants**, Testcentral is a consortium of testing publishers, ie consulting companies specialized in the adaptation, calibration, publication and distribution of psychometric instruments, with a portfolio of over 70 instruments in all areas of psychological evaluation including career guidance. www.pemeserie.ro

- **Cognitrom** is a research and development organization, according to the Romanian and European legislation in the field, accredited by the National Research Authority. Their mission is to integrate research in psychology with IT solutions to produce new knowledge, solutions, products and innovative services. Cognitrom Career Planner is a multi-user platform designed for career counselling, which can be used by pupils, parents, teachers, counsellors and psychologists. <http://www.cognitrom.ro/>
- **Career4u** is dedicated to guidance, adapted for adolescents and adults. It can be used independently or with the support of a counsellor. <http://www.career4u.ro/>

2.2 Examples of initiatives tailored to address (future) skills development in employment/education sector for future career development and future labour market

The professional development of counsellors in the career guidance in relation to the future skills is still at the beginning in Romania. During the last few years some opportunities have appeared in relation to the developments involving different types of stakeholders raising awareness in the field and also launching a call for action:

- INACO - a non-profit community of managers, consultants, analysts, experts in the economic field, connected to the network of specialists in the state and private economy in Romania developed the **Guide on the future skills. Opportunities of the future labour market**, which was highly publicized in different media <https://inaco.ro/wp-content/uploads/2018/09/Ghidul-meseriilor-viitorului-6-sep-2018.pdf>
- Multinational companies run high-level profile campaigns, such as Vodafone, which initiated the campaign **See in the future! Get to know the jobs of tomorrow!** (<https://www.vodafone.ro/veziinvitor/>) or Orange, which has developed a platform, which supports a digital education program that encourages classroom use of interactive work methods and digital educational content to increase student performance (<https://www.fundatiaorange.ro/digitaliada/>).
- Higher education institutions become more aware of their role in professionalising students for future jobs such as the **Rethinking the Future of Work: Competing Perspectives and Methodological Challenges** organised by the Institute of Research of the University of Bucharest, Social Science Division, which featured Patrick Develtere, Principal Adviser for European Social Policy at the European Political Strategy Centre (EPSC), the in-house think tank of the European Commission and other key European and national representatives.
- Non-formal education providers focus especially on digital competences or the engineering skills of pupils of all ages.

In the light of these developments, targeted opportunities for counselling professionals have appeared in different context - national and international conferences dedicated to the topic open to different professionals including counselling, workshops during different conferences,

training sessions offered by various stakeholders from companies, higher education institutions, etc.

It is also worth mentioning some of the Erasmus+ projects that included conferences and training sessions for career guidance counsellors with specific focus on future skills:

- **MYFUTURE** is a project funded by the Erasmus+ strategic partnership program (KA2 action line). The project has three main aims: (a) to improve the quality of career guidance provision at school with digital resources, (b) to increase attainment levels and reduce early school leaving in European countries, (c) to promote relationships between different stakeholders involved in career guidance at a local, national and European level. Romanian partner: municipal centre of resources and educational assistance Bucharest. (<https://myfutureproject.eu/>)
- **EMPAQT** is a project that pioneers an innovative training program for teachers engaged in school education, which is aimed to contribute to introducing inclusive pedagogies in European schools as an approach for tackling the Early School Leaving (ESL). Romanian partner: The Institute of Education Sciences (IES). (<http://empaqt.eu/>)
- **JOB LAND** is a project funded by the Erasmus+ program KA2 Action line that works to improve career learning in primary schools. With new models and innovative resources, it aims to help children explore the world of work, strengthen competences, raise aspirations and broaden horizons. Romanian partners: Municipal Centre of Resources and Educational Assistance Bucharest and The Institute of Education Sciences. (<https://www.joblandproject.eu/>)

The involvement of the private companies should also be credited. One of the first companies addressing the field is Samsung, which developed Smart Classroom, a platform focusing on interactivity and a simpler communication system, factors that help develop important skills to prepare students for what really matters their future. Explore Smart Classroom quizzes for career guidance or interactive books and offers training sessions for teachers and counsellors to use the platform. <http://www.smart-classroom.ro/>

The impact of all these developments is starting to be transferred into more focused actions initiated by school counsellors, such as the development of the syllabi for Counselling and personal development for lower secondary education (<http://programe.ise.ro/Portals/1/Curriculum/2017-progr/118-Consiliere%20si%20dezvoltare%20personala.pdf>) and the school books that cover topics such as Career management, Digital challenges of future skills. As a result of the activities of some ESF projects handbooks and guidelines were developed for school counsellors, related to new learning strategies and environments, future learning, while the projects also include a training component.

In conclusion, we can state that career counsellors are becoming aware of and interested in their professional development related to the future skills, and furthermore are open to make this specific area accessible to the final beneficiaries, the students.

3 LINKS AND REFERENCES

National Education Act No. 1/2011 (ro. Legea Educației Naționale, 1/2011). Available at: https://www.edu.ro/sites/default/files/_fi%C8%99iere/Minister/2017/legislatie%20MEN/Legea%20nr.%201_2011_actualizata2018.pdf (Accessed 29 March 2019)

INACO. Guide on the future skills. Opportunities of the future labour market. Available at: <https://inaco.ro/wp-content/uploads/2018/09/Ghidul-meseriilor-viitorului-6-sep-2018.pdf> (Accessed 29 March 2019)

CEDEFOP. Skills Panorama (2017). Available at: https://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-romania#_overview_of_the_romanian_approach (Accessed 29 March 2019)

www.pemeserie.ro (Accessed 29 March 2019)

<http://www.cognitrom.ro/> (Accessed 29 March 2019)

<http://www.career4u.ro/> (Accessed 29 March 2019)

<https://www.vodafone.ro/veziinvitor/> (Accessed 29 March 2019)

<https://www.fundatiaorange.ro/digitaliada/> (Accessed 29 March 2019)

<https://www.educationandskillsforum.org/> (Accessed 29 March 2019)

<http://www.smart-classroom.ro/> (Accessed 29 March 2019)

<https://myfutureproject.eu/> (Accessed 29 March 2019)

<http://empaqt.eu/> (Accessed 29 March 2019)

<https://www.joblandproject.eu/> (Accessed 29 March 2019)

SERBIA

09

SERBIA

National survey by Euroguidance Serbia

1 NATIONAL CONTEXT

One of the recent initiatives in the field of career guidance and counselling – development of **Draft of Standards of Career Guidance and Counselling Services** (2017) – clearly recognizes Career Management Skills (CMS) as a key set of competencies for managing career in the context of contemporary labour market.

This document is the first national policy document that defines key knowledge, skills and attitudes, which constitute CMS. These include competencies for:

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

This framework of CMS is planned to be used for development and improvement of existing services towards more comprehensive, targeted and outcome-based services and its adoption is expected in 2019.

Career Management Skills are also recognized as important outcomes of services provided in educational context by the *Law on Foundation of Education System* (2017) and its subsidiary laws - *Law on Primary Education* (2013), *Law on Secondary Education* (2013) and the latest *Law on Dual Education* (2017).

In addition to the recognition of CMS as one of the important competencies for contemporary world of work, competencies similar to *Key competencies for lifelong learning* (2018) are also recognized as important educational outcomes in Serbian education system as defined by the *Standards of general interdisciplinary competencies for the end of secondary education* (2013). This document recognizes the following key competencies:

- Competencies for lifelong learning
- Communication competencies
- Competencies for information and data processing
- Digital competencies
- Competencies for problem solving
- Competencies for cooperation
- Responsible participation in the democratic society

- Responsible relation to the environment
- Aesthetic competency
- Entrepreneurial competency

This framework represents general guidelines for teachers when planning their classroom activities so that they can ensure achievement of these important outcomes.

In the Republic of Serbia there are several activities focused on collecting data about labour force and market in general.

Labour Forces Survey (LFS) is periodically done by Statistical Office of the Republic of Serbia. LFS is the internationally comparable instrument for labour trends monitoring, registering demographic and socio-economic characteristics of population aged 15 and over. Aim of LFS is to describe labour force volume and to describe characteristics of following groups on labour market:

- employed (professional status of the employed persons, their activity, occupation, etc.),
- unemployed (acquired education, duration of job seeking, previous working experience, etc.),
- inactive population (their education, age, income source and readiness for involvement in labour market, etc.).

National Employment Service (NES) publishes every month **statistical reports** on the number and structure of unemployed persons and open vacancies in the register of the NES. Once per year, NES publishes employers surveys called **Anketa poslodavaca**, where are listed labour market movements within specific professions.

Infostud, one of the largest private portals that provide information on open vacancies, publish results of different **surveys** on labour market needs. They present number of published vacancies regarding job, profession, education and region. Alongside with that, they present number of applications and characteristics of applicants (i.e. education, years of work experience, etc.).

One of the ongoing initiatives on the national level is forming of sectorial councils, which represent expert bodies for different sectors with main role to investigate needs for qualification and skills on labour market within different sectors and advise the process of development of standards of qualifications.

2 LIFELONG GUIDANCE CONTEXT

2.1 Career guidance tools/seminars/trainings for guidance practitioners and end users

On the national level, there are several online portals and activities dedicated to the end users with the aim to support them in assessment of their skills, interests and traits and plan future development of their skills.

Example of such portal is “**BOŠ Karijera**” (BOŠ Career) developed by NGO Belgrade Open School, which provides several self-assessment tools for skills, traits and interests as well as *Career Profile*, which is a tool for creating action plan for career development.

Another example is the website of Centre for career development and student counselling of University of Belgrade <http://www.razvojkarijere.bg.ac.rs/> with Profil+ tool for self-assessment with short interpretation of the results.

In the employment sector, National Employment Service (NES) operates a separate website for primary school students as a guide for enrolment in secondary education <http://www.vodiczaosnovce.nsz.gov.rs/> with information on all occupations and online questionnaires about professional interests, skills and personality traits.

Europass centre, which is a part of **Foundation Tempus** has translated all Europass documents in Serbian in recent years and adjusted online CV editor for use in Serbian Cyrillic and Latin letter. In addition to be useful tool for organising CV, Europass CV editor provides different “tips and trick” on how to write CV and motivational letter. Additionally, for the past year and a half Europass centre in Serbia organizes each month workshops for writing a CV for secondary school students.

The competencies for presenting skills and knowledge are recognized as important part of career management skills and having that in mind **Foundation Tempus** in the scope of activities of **Euroguidance** and **Europass** centres in Serbia accredited 5 new training programs dedicated to career guidance practitioners in order to support them to develop competencies needed for supporting pupils in development of CMS. Two of these programs are dedicated to the topic of presenting skills and knowledge to employers. These programs are dedicated to secondary school teachers and school pedagogues and psychologist and one of them is one-day live program and other is more comprehensive 5-weeks blended (with live and online sessions) program covering different topics related to the career information – searching for information on career options, CV and job interview etc.

2.2 Examples of initiatives tailored to address (future) skills development in employment/education sector for future career development and future labour market

In the Republic of Serbia there is no specific qualification of career guidance practitioner and qualification and therefore the skills of those that provide career guidance services vary substantially. Guidance services are provided by psychologists, pedagogues, andragogues, teachers, youth workers and many others depending of sector. When it comes to career guidance at pre-university level of education, teachers and school psychologist and pedagogues are the key providers of career guidance services. Although there is a lack of content related to career guidance within the initial training of teachers, there are several, usually project-led, initiatives to provide training for these guidance practitioners. The newest call for accreditation of CPD programs was at the end of 2017 and 10 training programs were accredited then with the implementation period 2018-2021. These programs cover the topic such as introduction to

career guidance and counselling in schools, planning career guidance activities and organisation of school teams for career guidance and counselling, career information, presenting skills and knowledge and career guidance and counselling for vulnerable groups. The organizers of these programs are organisations such as **Foundation Tempus, Belgrade Open School** and **Centre Inventiva**.

Good tool for self-assessment and planning of further professional development of career practitioners in education sector was provided within above mentioned **Draft of Standards of career guidance and counselling services** (2017), which among other defines framework of competencies of guidance practitioners. The framework recognizes the following competencies as key for providers of career guidance and counselling services:

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

This framework is developed with the aim to serve as a guideline for planning professional development of practitioners but also to training providers to support them in developing and improving CPD programs in the field of career guidance and counselling. One of the accredited training programs of **Euroguidance centre** specifically focus on competencies for career guidance and counselling as defined in the Standards and present topics such as career counselling and information in the context of contemporary labour market. This 5-week long blended course supports participants in assessment of competencies for career guidance and counselling and planning further development of lacking competencies during the course based on the results of self-assessment.

For end users – pupils, students, adults – there are several ongoing activities aimed at preparing these target group for entering the world of work and managing their career development. On one hand, schools across the country provide curricular and extracurricular activities with the aim to support pupils to make career decision as well as to prepare them for some specific career pathways such as entrepreneurship. Many secondary vocational schools have Entrepreneurship as compulsory subject and entrepreneurial competencies are recognised as key interdisciplinary competence.

In addition to this, there are several organisations across the country, which provides CMS workshops and other activities. Among others, **Euroguidance centre** from Serbia provides set of webinars, lectures and presentation with the aim to support pupils to get important information on career and educational and mobility options and make career decisions.

3 LINKS AND REFERENCES

Institute for Improvement of Education. (2017). Draft of Standards of Career Guidance and Counselling Services / Predlog standarda usluga karijernog vođenja i savetovanja. Available at <http://zuov.gov.rs/wp-content/uploads/2018/01/Standardi-KVIS-PREDLOG.pdf>.

Ministry of Education, Science and Technological Development. (2017). Law on the Foundation of Educational System / Zakon o osnovama Sistema obrazovanja i vaspitanja. Available at <https://bit.ly/2jnmzR8>.

Ministry of Education, Science and Technological Development. (2013). Law on Primary Education / Zakon o osnovnom obrazovanju i vaspitanju. Available at <https://bit.ly/29JX8jx>.

Ministry of Education, Science and Technological Development. (2013). Law on Secondary Education / Zakon o srednjem obrazovanju i vaspitanju. Available at <https://bit.ly/1ImcDt7>.

Ministry of Education, Science and Technological Development. (2017). Law on Dual Education / Zakon o dualnom obrazovanju. Available at <http://www.mpn.gov.rs/wp-content/uploads/2017/12/dualno-zakon.pdf>.

Council of the European Union. (2018). Proposal for a Council Recommendation on Key Competences for Lifelong Learning. Available at <http://data.consilium.europa.eu/doc/document/ST-8299-2018-INIT/en/pdf>.

Institute for Evaluation of Quality of Education. (2013). Standards General Interdisciplinary Competencies for the end of secondary education / Standardi opštih međupredmetnih kompetencija za kraj srednjeg obrazovanja. Available at http://ceo.edu.rs/wp-content/uploads/obrazovni_standardi/Opsti_standardi_postignuca/MEDJUPREDMETNE%20KOMPETENCIJE.pdf.

SLOVAKIA

10

SLOVAKIA

National survey by Euroguidance Slovakia

1 NATIONAL CONTEXT

At the national level, skills and competencies are addressed mostly in the context of labour market needs and in terms of skill shortages and skill mismatch. Relevant data on expected labour market needs are administered and provided by the *Ministry of Labour, Social Affairs, and Family* and this provision is regulated by the *Employment Act* and the *Civil Service Act* of government bodies operating in the area of social affairs, family and employment services.

One of the main policy instruments to map labour market demand and supply and address skill mismatch in the economy has been a robust national project **‘Forecasting of Developments of Labour Market Needs’** (2014-2015: I. phase, 2017-2020: II. phase). The project introduced a system of monitoring and forecasting labour market needs, developments in skills mismatch and skills supply and demand. The forecasting (statistical) methodology is, in addition, continuously under development and, just recently, data on market needs for the services of self-employed have been added to the project deliverables. In order to gain a clearer view on job vacancies and skill mismatch, a legal obligation was imposed on employers as of January 2019, bounding them to publish all vacancies using one of the contracted online job portals.

Moreover, the national project also strives to define knowledge, skills, abilities and competencies that employers expect from graduates to have. Information gained through the analysis within the national project is aimed at both education and employment sector. Thus far, the results are already in use by public employment services, Ministry of Education, Science, Research, and Sport, Ministry of Labour, Social Affairs and Family, municipalities, labour unions, and associations of employers, schools and universities.

The external partner of this project is a private company **Trexima**, which is also responsible for application maintenance of an integrated portal **ISTP**⁷ that contains database of all existing job vacancies in the Slovak labour market. The portal also offers counselling tools that are useful for finding a job corresponding to one’s educational attainment, experience, knowledge, and digital skills.

Besides the national project, skills anticipation and skills intelligence is partially addressed by the main public research body – **Slovak Academy of Science** and its affiliated institutes, i.e. **Institute of Economic Research, Institute for Forecasting, and Institute for Sociology**. The Slovak Academy of Science is regularly issuing forecasts on the labour market developments. The latest edition was issued in 2018 under the title ‘Labour Market 2019+’.⁸

⁷ <https://www.istp.sk/english-information>

⁸ <http://www.prog.sav.sk/sites/default/files/2019-02/LMinSK2019%2B.pdf>

Partial labour market prognosis is also carried out by the **Institute for Educational Policy**, a specialised analytical body operating under the Ministry of Education, Science, Research and Sport. In its analyses, the institute focuses mainly on the optimisation of public spending in the education sector with overlaps to the sector of employment, evaluation of existing tools and strategies, recommendations on more effective policy measures in the field of education.

MESA10 - The Centre for Economic and Social Analyses is an independent think-tank, which provides studies on complex educational and social challenges in Slovakia and runs the project 'Learning makes sense' (To dá rozum). As part of their portfolio, the organisation conducted a survey among teachers, students, HR representatives and employers to identify key future skills. Based on their findings⁹, Slovak employers do follow global trends and reckon transversal skills and 'future literacy' as key competencies. Yet, most of the employers reported that nearly half of the fresh graduates lack these skills.

Interestingly, materials of abovementioned institutes differ in their evaluation of skill shortages and skill mismatch. Analysis within the national project focuses mainly on study programmes and work positions and their status on the labour market. This approach, however, disregards level of skills and competencies, which leads to a very narrow definition of future prospects for study programmes, especially those involving transferable skills.¹⁰ Institute for Educational Policy builds its research around data from Cedefop (employment data) and PIAAC (data on skills) and recommends to set up evaluations of graduates and their labour market potential.¹¹

To further support the skills agenda, the Slovak government is set to put forth the **National Skills Strategy**, which will be developed jointly with the Organisation for Economic Cooperation and Development (OECD). As part of the implementation process, strategic assessment of Slovakia's skills system and review of existing policy measures in the fields of education, training, and employment will be conducted.

Trexima is a private company that offers a complex research and statistical analysis of labour market trends in Slovakia. It monitors employment situation, wages, working conditions, work productivity and labour market needs.

In addition to statistical research, Trexima has developed various tools aimed at educational counsellors, teachers, pupils, students and their parents. One of such tools is **Profesiometer**, which was designed to provide information on occupational outlook and offers also the possibility to compare different occupations in terms of wages, current open vacancies and expected labour market demand in the future. Each profession is assessed on the scale from 1 to 100 based on different criteria (earnings potential; stability of the work position; availability of open vacancies; future prospects of the occupation).

Another tool **Odborogram** informs pupils and students on prospects of study programmes and vocational paths. It also contains information on graduate employability, comparison of wages, open vacancies and employment rates for different fields of study and vocations. Similarly, to

⁹ <https://en.todarozum.sk/>

¹⁰ <https://www.employment.gov.sk/files/slovensky/praca-zamestnanost/podpora-zamestnanosti/strednodoba-prognoza-potrieb-trhu-prace-horizonte-5-rokov-roku-2017.pdf>

¹¹ <https://www.minedu.sk/data/att/11874.pdf>
<http://www.minedu.sk/data/att/9645.pdf>

the Profesiometer, each study programme is rated between 1 and 100, higher score meaning better job prospect. Both these tools are available online at www.trendyprace.sk - a portal that was launched as an outcome of the national project 'Forecasting of Developments of Labour Market Needs'. The website includes information on national and regional labour market trends.

Profesia is a Slovak private company that focuses on the labour market monitoring and intelligence and administrates the largest job portal in Slovakia – www.profesia.sk. Based on the data acquired through the portal, Profesia regularly publishes information on labour market trends and skills anticipation on the website¹² and present the findings during job and educational fairs. According to the company's surveys, labour market developments in Slovakia follow global trends with a clear shift from hard skills to soft skills demand.

Another private entity that provides insights into the labour market developments in Slovakia is **Manpower**. The organisation issues labour market monitoring reports¹³ on a quarterly basis, which include information on sectoral and regional trends and dynamics. In 2018, Manpower issued results of a global survey - "Skills revolution 2.0"¹⁴, which mapped out and identified key skills for the future.

2 LIFELONG GUIDANCE CONTEXT

2.1 Career guidance tools/seminars/trainings for guidance practitioners and end users

Numerous organisations, both private and public, offer seminars and trainings to guidance counsellors, however, no specific (comprehensive) course on future skills and skills intelligence is available at the national level.

State-run **Methodical and Pedagogical Centres** provide teachers and other educational professionals (school psychologists, special educators, etc.) with further education and trainings, methodical and theoretical support. These centres offer courses on topics such as development of digital skills, reading skills (comprehension, critical thinking) and entrepreneurial skills.

Trexima, as an organisation with the access to big (labour market) data, processes all the labour market information and makes them available in the form of blogs, reports, and articles to wider public. Representatives of the Trexima also frequent regional education events for teachers and educational counsellors all around Slovakia where labour market trends are presented.

Apart from public and private organisations, trainings of guidance counsellors is delivered by multiple non-governmental organisations, including the **Euroguidance centre** and the Association for **Career Guidance and Career Development**. **American Chamber of**

¹² www.firma.profesia.sk/vlanajsok-napokon-rok-2017-neprekonal-budu-si-preto-uchadzaci-hladat-pracu-tazsie/

¹³ www.manpower.sk/manpower/sk/category/prieskumy/

¹⁴ www.manpower.sk/manpower/wp-content/uploads/2018/03/SkillsRevolutionSK_bez-orezu.pdf

Commerce in Slovakia is another NGO that support guidance counsellors by hosting seminars and workshops on variety of topics through the 'Business Service Center Forum' platform. One of such support schemes is 'Train the Trainer' program, organised since 2011, which consists of series of interactive workshops designed for university teachers and professors with the purpose of bringing innovative approaches and methods from the business environment into the education process. The Chamber also organises courses for university students 'Skills for Success'¹⁵ and regularly hosts conferences and practical workshops for teachers, career guidance practitioners and headmasters on development of future skills (e.g. situational leadership, soft skills, etc).

At academic level, an accredited course entitled 'Leadership of Tomorrow'¹⁶ is taught at the University of Economics in Bratislava. It covers topics such as teamwork, information overload management, creative thinking and cross-cultural communication.

2.2 Examples of initiatives tailored to address (future) skills development in employment/education sector for future career development and future labour market

One of the main sources of innovative guidance practices in Slovakia has been the **National Career Guidance Award**, which has been run by the Euroguidance centre since 2009. Over the years, several initiatives that aimed at the development of future skills were awarded:

- In 2018, an entrepreneurship development programme '**Start your own business**'¹⁷ was awarded. The programme targeted students of the Pavol Jozef Šafárik University in Košice and focused on the development of 2 key competencies: entrepreneurship and career adaptability.
- In 2017, **Zuzana Machová**, a teacher of the 5th and 6th graders at a primary school, was awarded for an activity 'My future job' which was designed to develop pupils' career management skills, provide them with useful information on the functioning of labour market, lead them towards better self-awareness and self-knowledge, and improve their presentation skills. By integrating elements of career education into the computer science classes, pupils were led to a development of both career management skills and digital skills at the same time.
- '**Lifeology**'¹⁸ is an accredited annual "tailor-made" educational programme for students of secondary schools awarded in 2016. The programme is complementary to the classic school education and leads pupils to development of self-knowledge, communication, leadership and social skills.

¹⁵ <http://www.amcham.sk/policy-advocacy/committees-working-groups-and-task-forces/business-service-center-forum>

¹⁶ <http://cnas.sk/en/leadership-challenges/>

¹⁷ <https://www.upjs.sk/pracoviska/unipoc/aktuality/podnikni-nieco-280218/>

¹⁸ <http://www.zivotologia.sk/home/>

- Civic association **Future Generation Europe**¹⁹ received the award in 2016 for an innovative approach to the provision of career guidance for students of upper secondary schools. Their experience-based project ‘Mini-Erasmus’ was oriented at improving students’ labour market orientation, career and other soft skills (e.g. civic engagement, presentation skills).

As for the digital skills, in 2017 ‘Digital Coalition’ initiative was launched by the IT Association Slovakia to bring partners from public, private, non-profit, and academic sectors to develop products and resources which would help wider public to better prepare for emerging digital economy. One of such resources is ‘IT Fitness Test’²⁰, an online application for teachers, pupils and wider public, which provides a reference point of assessing one’s IT skills.

3 LINKS AND REFERENCES

<https://www.istp.sk/english-information>

<http://www.prog.sav.sk/sites/default/files/2019-02/LMinSK2019%2B.pdf>

<https://en.todarozum.sk/>

<https://www.employment.gov.sk/files/slovensky/praca-zamestnanost/podpora-zamestnanosti/strednodoba-prognoza-potrieb-trhu-prace-horizonte-5-rokov-roku-2017.pdf>

<https://www.minedu.sk/data/att/11874.pdf>

<http://www.minedu.sk/data/att/9645.pdf>

www.firma.profesia.sk/vlanajsok-napokon-rok-2017-neprekonal-budu-si-preto-uchadzaci-hladat-pracu-tazsie/

www.manpower.sk/manpower/sk/category/prieskumy/

www.manpower.sk/manpower/wp-content/uploads/2018/03/SkillsRevolutionSK_bez-orezu.pdf

<http://www.amcham.sk/policy-advocacy/committees-working-groups-and-task-forces/business-service-center-forum>

<http://cnas.sk/en/leadership-challenges/>

<https://www.upjs.sk/pracoviska/unipoc/aktuality/podnikni-nieco-280218/>

<http://www.zivotologia.sk/home/>

<http://futuregenerationeurope.eu/>

¹⁹ <http://futuregenerationeurope.eu/>

²⁰ <https://www.itfitness.sk/sk/>

SLOVENIA

11

SLOVENIA

National survey by Euroguidance Slovenia

1 NATIONAL CONTEXT

Slovenia has generally accepted the OECD Skills Strategy (<http://www.oecd.org/skills/nationalskillsstrategies/Skills-Strategy-Diagnostic-report-Slovenia.pdf>), which defines ‘skills (or competences) as a bundle of knowledge, attributes and capacities that can be learned, that enable individuals to successfully and consistently perform an activity or task, and that can be built upon and extended through learning. This definition includes the full range of cognitive, technical and socio-emotional skills. The sum of all skills available to the economy at a given point in time forms the human capital of a country. The OECD Skills Strategy shifts the focus from traditional proxies of skills (such as years of formal education and training or qualifications/diplomas attained), to a much broader perspective that includes the skills people acquire, use and maintain – and also lose – over the course of a lifetime. People need skills to help them succeed in the labour market, contribute to better social outcomes, and build more cohesive and tolerant societies.’

The **OECD Skills Strategy Diagnostic Report: Slovenia** (<http://www.oecd.org/skills/nationalskillsstrategies/Skills-Strategy-Diagnostic-report-Slovenia.pdf>) has 3 priority areas for action in Slovenia:

- Empowering active citizens with the right skills for the future (likely to require that people develop a portfolio of cognitive, socio-emotional and discipline specific skills that equip them to learn throughout life, interact effectively with others and solve complex problems).
- Building a culture of lifelong learning.
- Working together to strengthen skills.

Moreover, it identifies 9 skills challenges facing Slovenia, that reflect insights from workshops and meetings with stakeholders in Slovenia (2016):

- Equipping young people with skills for work and life.
- Improving the skills of low-skilled adults.
- Boosting employment for all age groups.
- Attracting and retaining talented people from Slovenia and abroad.
- Making the most of people’s skills in workplaces.
- Using skills for entrepreneurship and innovation.
- Inclusive and effective governance of the skills system.
- Enable better decisions through improved skills information.
- Financing and taxing skills equitably and efficiently.

Slovenia’s performance in developing, activating, and using skills depends on relevant actors and policies working together as a coherent, mutually reinforcing skills system. While Slovenia has relatively low skills mismatches today, keeping them low will become increasingly difficult as technological change and globalisation continue to transform the world of work. Effectively

assessing, anticipating and disseminating information on the changing needs for skills can help countries minimise mismatches. Slovenia lacks a comprehensive skills assessment and anticipation system, but it is improving the system it has. Some skills anticipation needs can also be generally identified by the economic forecast reports of the Institute of Macroeconomic Analysis and Development (IMAD).

The main forms of skills anticipation in Slovenia according to **EU Skills panorama** (https://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-slovenia) is:

- gathering administrative data on vacancies and unemployment and analysing relevant data such as those from the Labour Force Survey;
- employer surveys (by the Employment Service of Slovenia and employers' organisations) as well as surveys by labour market intermediaries and recently by the Statistical Office of the Republic of Slovenia;
- skills forecasts within international networks, primarily CEDEFOP;
- dialogues with representatives of key stakeholders.

The Ministry of Labour, Family, Social Affairs and Equal Opportunities and the Ministry of Education, Science and Sport have central roles in skills anticipation activities. The Slovenian government has allocated resources and efforts in the development of skills anticipation activities and improvement of the relevant tools.

The use of skills anticipation information in the framework of developing occupational standards and vocational education and training courses is well-developed.

Employment Service of Slovenia gathers skills intelligence and publishes analyses based on it. The **Employment Service of Slovenia** is one of the key Slovenian labour market institutions that conduct twice a year in April and October survey **Employment forecast** (https://www.ess.gov.si/files/11834/Strokovna_izhodisca_2019.pdf), which is based on the interviews with Slovenian employers who employ over 10 employees. The research focuses on business expectations and services, employment in the next 6 months (short term employment intention for future vacancies and needs) as well as problems with finding adequate staff in last 6 months.

The Employment Service of Slovenia also prepares quantitative research **Occupational barometer** (<https://www.ess.gov.si/obvestila/obvestilo/kaj-napoveduje-poklicni-barometer>), which shows a relation between offers and requests for occupations next year in the frame of Employment Service of Slovenia regional offices and on national level. The research is based on data gathered by counsellors for unemployed, counsellors who are in touch with an employers and employment agencies. Results of barometer forecast are: deficit, balance and surplus of particular profession on the national level. Additionally, Active Employment Policy programme in the Employment Service of Slovenia support unemployed to gather skills, which are needed on the job market and is focused mainly on long-term unemployed and other vulnerable groups that need more help to enter the labour market.

2 LIFELONG GUIDANCE CONTEXT

2.1 Career guidance tools/seminars/trainings for guidance practitioners and end users

Career guidance tools are an important source for counselling process focused on clients' career path developed in the frame of Employment Service of Slovenia where career counsellors work directly with the unemployed and job seekers.

Euroguidance Slovenia provides **Kam in kako (Where and how) online ICT guidance tool** in 2 specialised versions:

- Where and how online guidance programme for students of elementary schools, VET schools, general upper secondary schools and their guidance counsellors;
- Where and how online guidance programme for higher education students, the unemployed and all citizens interested in career change.

Its primal function serves as basis for personal career guidance counselling. The individual can independently or together with school counsellor or career counsellor go through answers on interests and skills as well as the suggested careers.

The Employment Service of Slovenia provides **modular training for career counsellors in lifelong career orientation** from employment and education sectors in order to provide career counsellors with the needed knowledge on useful working methods and their theoretical background as well as to encourage networking among career counsellors from different fields. The multidisciplinary 160-hour training includes group work, e-learning and independent work. It is divided into 4 modules (career orientation, guidance, lifelong guidance career tools and working with group in career orientation) for 4 different fields of practice (employment counsellors, education counsellors, HR and NGO). The training is provided in the frame of Service Development of Lifelong Career Guidance project.

Some other guidance tools developed within in Employment Service of Slovenia are (<https://www.vkotocka.si/gradiva/priporocila-in-orodja/>)

- Tools for modular workshops for development of job searching competences on the basis of competence profile Job searching (<https://www.vkotocka.si/wp-content/uploads/2018/08/BO-modularne-delavnice-SKUPAJ.pdf>).
- **eSvetovanje (eCounselling)** is self-evaluation guidance tool for effective career planning and job searching that can be used independently since it provides access to several guidance tools which guide individual through the key points of career planning. Several questionnaires lead the user to discover more about own personality, abilities, motives, values, life styles and their importance for career planning. Additionally one can discover more about interests, competences and vocations as well as learn about labour market, job searching, job applications, CV and activation plan.
- Scale for competence evaluation adapted from Dr. Amundson and developed as a self- help guidance tool in career orientation (<https://www.vkotocka.si/wp-content/uploads/2018/08/Lestvica-za-oceno-kompetenc.pdf>).
- **Career compass/Karierni kompas** (<https://www.vkotocka.si/wp-content/uploads/2018/08/Karierni-kompas.pdf>), guidance tool for career counsellors designed by

CINOP, Euroguidance Netherlands, and translated for professionals on the field of career orientation.

- CH-Q method for Career and competence self-management workshop for the unemployed, youth and long term unemployed.

Learning mobility has an overall positive impact on the development of skills as well as it expands career possibilities of the individual. Euroguidance Slovenia is raising awareness of the benefits of international mobility by providing training opportunities abroad, like Cross border seminar, Academia and Euroguidance study visits, where guidance practitioners from different European member states will get valuable practical learning mobility experiences.

Cross border seminar is a form of guidance cooperation on international level where guidance practitioners from central European countries become aware about careers and skills needed for the future. Seminar also present good guidance practices as a model, which could be implemented in other countries. This learning mobility will upgrade mutual learning, collaboration and sharing of expertise and information on European and national level.

Academia network (<https://www.euroguidance.eu/international-mobility/academia>) offers professional mobility opportunities for guidance practitioners in European countries. Academia offers guidance practitioners often the first professional learning mobility exchange and a chance to get to know the guidance system and guidance practices in another European country.

2.2 Examples of initiatives tailored to address (future) skills development in employment/education sector for future career development and future labour market

The Employment Service of Slovenia also manages the project **Increasing effective coordination of supply and demand in the labour market** with purpose to develop instruments suitable for quality forecasts of worker's needs, skills and competences, which will contribute towards the reduction of structural imbalances in the labour market and enable faster access to employment for the unemployed. This project also upgrades the existing methodology used to identify employers' short-term employment needs and develop a methodology to establish employer needs regarding knowledge and competencies in the labour market as well as develop a competency model of employment as a relevant tool to aid in the efficient identification of the employability of the unemployed and job seekers.

Public Scholarship, Development, Disability and Maintenance Fund of the Republic of Slovenia has various programmes to promote growth and development of knowledge, skills and lifelong learning to promote the delivery of adequate training and counselling activities to employees, based on the identification of training/skills needs. In cooperation with the Ministry of Labour, Family, Social Affairs and Equal Opportunities and the Ministry of Education, Science and Sport they support also **Competence centres for human resources** where employers in the sector cooperate and determine key desired competences and train employees depending on the requirements and the highlighted deficits. One example is International Postgraduate school Jožef Stefan's project on the field of advanced technologies in period 2014 – 2020 (A Competence Center for advanced technologies in the future factories, co-financed by European Union) is focused on professionals in nanotechnology (<https://mps.si/sl/o-nas/aktualno/projekt-kompetencni-center-za-napredne-tehnologije-v-tovarnah-prihodnosti-koc-top/>).

Day of open door of Slovenian economy is an annual event designed for school children and their parents to learn about occupations and skills needed by Slovenian employers. In more than 100 enterprises they can get in touch with employers, jobs, skills needed and workers to discuss about future employment and help in future career decision-making.

Diversification of schools (Popestrimo šolo) is project cofinanced by The Ministry of Education, Science and Sport and European Social Fund in which schools participate focusing on education of their professionals in order to strengthen competences of the school youth. The goal of the project is to coordinate and organise several group and individual activities that enables pupils and students to discover and strengthen their talents and actively involve them in lifelong learning.

3 LINKS AND REFERENCES

OECD Skills Strategy Diagnostic Report Slovenia:

<http://www.oecd.org/skills/nationalskillsstrategies/Skills-Strategy-Diagnostic-report-Slovenia.pdf>

Skills panorama Slovenia:

<https://skillspanorama.cedefop.europa.eu/en/countries/slovenia>

Skills anticipation in Slovenia:

https://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-slovenia

Employment forecast (Napovednik zaposlovanja):

https://www.ess.gov.si/_files/11834/Strokovna_izhodisca_2019.pdf

Occupational barometer (Poklicni barometer):

<https://www.ess.gov.si/obvestila/obvestilo/kaj-napoveduje-poklicni-barometer>

Active Employment Policy programme, Professional starting points for 2019:

https://www.ess.gov.si/_files/11834/Strokovna_izhodisca_2019.pdf

Kam in kako (Where and How) e-test for career self-assessment:

<https://www.ess.gov.si/ncips/kam-in-kako>

Career compass/Karierni kompas:

<https://www.vkotocka.si/wp-content/uploads/2018/08/Karierni-kompas.pdf>

Tools for modular workshops for development of job searching competences on the basis of competence profile Job searching:

<https://www.vkotocka.si/wp-content/uploads/2018/08/BO-modularne-delavnice-SKUPAJ.pdf>

Employment Service of Slovenia's project lifelong career orientation:

<https://www.vkotocka.si/gradiva/pripomocki-in-orodja/>

NATIONAL SURVEY GUIDELINES

The aim of the survey is to provide short overview on the national contexts and examples of initiatives/workshops/tools in employment and education sector that are available for guidance counsellors and end users to discover and improve their skills with focus to address skills needed in future as well.

1 NATIONAL CONTEXT

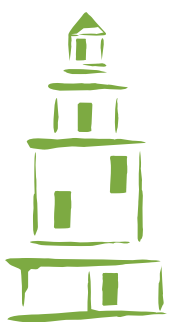
- Policy view: How do national define/understand skills and competences in your national contexts? Provide a short general overview of skills anticipation.
- The clients and media are frequently enquiring about future skills and future occupations needed on national labour market. Which organisations provide *these information* in your country?

2 LIFELONG GUIDANCE CONTEXT

Due to current fast technological development guidance counsellors are facing questions about changing nature of careers/occupations and (future) skills needed on the labour market. How are guidance counsellors in your country handling these challenges while counselling their clients regarding their career paths?

- Provide overview of career guidance tools/seminars/trainings for guidance practitioners and end users, which help them define, explore and self-evaluate their (future) skills available in your country (examples with descriptions and URL links when possible)?
- Examples of initiatives tailored to address (future) skills development in employment/education sector for future career development and future labour market. This can include specific trainings for guidance practitioners available in your country to learn about (future) skills and skills anticipation, including international professional mobility exchanges are guidance counsellors participating in your country, examples of initiatives tailored to address improving specific skills (e.g. entrepreneurship, digital skills, career management skills, etc.) of end users in your country, etc.

3 LINKS AND REFERENCES



euro | guidance

European Network to Support
Guidance and Counselling