

RECREATE: Counselling Via Social Media

Intellectual Output 1

Report on Career Guidance and Counselling: a prerequisite for successful employment

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EXECUTIVE SUMMARY

This report forms part of the first Intellectual Output ***Career Guidance and Counselling: a prerequisite for successful employment*** of the **RECREATE: Counselling via Social Media** project, which is funded by the Erasmus+ Programme.

This report has been drafted by BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH, having as main aim to compile the national findings on the current situation of career advisors and counsellors in participating countries, namely in Austria, Belgium, Cyprus, Greece, Poland and Romania. The national analyses developed by each partner were a result of both a desk and a field research: i) the desk research was aiming at describing the current legal and political framework for career advisors and counsellors in each partner's country; ii) while the field research aimed at collecting the point of view of 20 career advisors/counsellors in each participating country in terms of how they provide their services and in what way they think these could be improved.

From the national reports, it is clear that the career advisory and counselling services and the profession of career advisor/counsellor have a different status, frames and requirements in the countries involved. Most of the countries associate this kind of services both to their education system as to the labour market, recognising that there is a demand of such services before entering the labour market, and later on, when job seekers are facing unemployment or when they decide to look for other opportunities. Although, this seems to be convergent in every country, the legislation and the definition of the job itself is not. There is no general frame, which makes almost anyone qualified to become a career advisor.

The lack of specific preparation of career counsellors can be proved by the field research, where they show their concerns and propose some suggestions to improve their performance fulfilling their jobs. But when a career advisor suggests as a measure of improvement "to know better the job market", "specific training" or "assessment techniques" it is obvious that something is lacking at an earlier stage. Although, career advisors generally act in a very traditional way, they showed great interest in possible (new) tools through social media and new technologies so that they can deliver better services.

The present report is structured into six sections and includes, inter alia, countries' state of the art on career advisors and counsellors, main national policies, key-findings, good practices and recommendations, and will guide partners in the development of an innovative blended learning course, as well as a set of interactive tools for careers advisors and counsellors.

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1 INTRODUCTION

The **RECREATE: Counselling via Social Media** is a project which is funded by the European Commission, under the Erasmus+ programme; it directly promotes lifelong learning by linking support to formal, non-formal and informal learning throughout the education, training and youth fields.

The objective of the **RECREATE** project is to give the possibility to career advisors and counsellors, being the direct target group of the project, to improve their provision of services through the development of tools available on social media. The use of the specific tools would enable career advisors to allocate their time with each one of the people in need of their services in a more constructive and effective way, by mobilising internet technologies and in specific social media networks.

The duration of the project is two years, starting from September 2014 until August 2016.

1.1 PROJECT OBJECTIVE

The current policies across the EU related to career advisory services aim at assisting people manage their professional life, through concrete occupational, educational and training courses. In specific, career guidance measures are applied as early as high school and their intended outcome is to help young people realise what they would like to focus on as professionals and how to achieve it. Career advisors and counsellors can contribute to the decision making process of an individual and help them make choices based on self-assessment, knowledge of the labour market and its needs and, most importantly, which ones satisfy them. It is safe to say, under this context, that career professionals contribute to the economic support of a country, by helping create committed professionals, ensuring that the labour market operates effectively and productively. Nevertheless, career guidance and counselling were not in the spotlight as much as they should have been and people are often forced to make professional decisions out of need or for lack of other choices.

Public policies on career guidance and counselling are receiving increased recognition and support within developed countries, as demonstrated by the 14-country study initiated by the Education Directorate at OECD, as well as the related study conducted by the European Commission as part of its emphasis on career guidance within the context of lifelong learning. In parallel, developing and transition economies are increasingly recognising the importance of career guidance and have expressed the desire to improve their services. The World Bank has been financing the development of relevant services in a number of developing countries, highlighting them as an integral part of lifelong learning, while at the same time as very important for the promotion of economic efficiency, social equity and democratic processes.

Therefore it is evidenced that the role of career advisors and counsellors has only recently been acknowledged for its importance. The partners of the RECREATE project understand the responsibility that career professionals bear, as well as the difficulty of the tasks they need to carry out. In fact, career advisors do not just provide services to young people who are in search of their first job; on the contrary, they come across many different people, with many problems to deal with, ranging from long-term unemployment to disabilities and learning difficulties. Therefore, their role does not solely include the identification of appropriate opportunities, but also the provision of assistance to people to improve their qualifications, through a set of training courses, by finding the suitable positions, considering the restrictions and, most importantly, helping people understand what would satisfy them and how to achieve it.

The objective of the project is to give the possibility to career advisors and counsellors to improve their provision of services through the development of tools available on social media. The use of the specific tools would enable career advisors allocate their time with each one of the people in need of their services in a more constructive and effective way, by mobilising internet technologies and in specific social media networks.

It is a fact that computer literacy has been significantly enhanced as a skill, not just by the fact that owning a computer and accessing the internet has become very easy, but also due to the projects and active labour market measures implemented across the EU countries for the development of basic skills. Nowadays, (almost) everybody has a computer and can access the internet; they are also connected with at least one social networking medium. Therefore, the provision of assisted career guidance services can be easily accomplished, under the condition that the tools available are tailored to be implemented in such a way.

The partners of this consortium aspire to facilitate the work of the career counsellors and foster the delivery of more targeted services to people who are looking for a job, with the vision that the economies of the countries can become more competitive, when the professionals are satisfied from their professional choices and options.

1.2 TARGET GROUPS

The direct target group that the RECREATE project is addressing are career advisors and counsellors. Throughout the project implementation the partners will include at least 200 members of the direct target group.

The indirect target group of the project are job seekers of various backgrounds, who will benefit from the tools developed, but most importantly from the improved quality of career guidance services delivered.

It should be highlighted that priority will be given to job seekers who belong to vulnerable groups and are in need of career advisory services. The consortium members will make sure

that at least 50 job seekers to whom the new tools will be applied will be people facing economic, social or other difficulties.

1.3 SCOPE OF THIS DOCUMENT

The objective of this overall report developed under the Intellectual Output 1 is to compile the national findings into one analysis that will facilitate the development of the tools and course in the next phase of the project.

In particular, each partner for the purpose of the this compilation report have undertaken a desk research which summarised what has been pursued at national policy level in terms of career guidance and counselling in their countries. Special focus was placed on the policies that foster the inclusion of vulnerable groups in the labour market. It was also required the identification of national good practices of effective career guidance and counselling tools.

At a second level, each partner carried out a field research, using a common questionnaire (Annex A) developed by the output leader, BEST, targeted to counsellors and career advisors. The research contributed to identify the tools that counsellors and career advisors have at their disposal within the partnership countries, their effectiveness and their perception and to prove that the availability of those tools through social media will add value to their work, in assisting them building collaborative structures with their peers at both national and European level and in improving their capacities.

2 CAREER ADVISOR/COUNSELLOR IN AUSTRIA, BELGIUM, CYPRUS, GREECE, POLAND AND ROMANIA

The scope of the professionals in the field of career advisement and counselling in the participating countries is diverse and vary from country to country as briefly described below.

2.1 AUSTRIA

In Austria, career advisory and counselling services are traditionally provided by institutions such as schools, universities and other adult education institutions, but also the national employment service (AMS). Therefore, the majority of the career counsellors and advisors are civil servants.

The professional profile of the career advisors and counsellors is not defined yet and, consequently, nor are the standards and parameters which set the quality level of the services. Nevertheless, in recent years, a certification and complimentary courses were introduced, which show the willing to improve and regulate this sector. Still it is not mandatory and for the time being most of the counsellors have their studies in Psychology and/or Pedagogy. On the other hand, the services they can offer focus not only several branches but also different life phases and age groups.

2.2 BELGIUM

The three territorial regions (Flanders, Wallonia and Brussels Capital Region) which compose Belgium have its own public employment office: ACTIRIS in Brussels Capital Region, VDAB in Flanders and LeFOREM in Wallonia. In the last ten years career counselling services have considerably grown in importance in Belgium. More and more job seekers and workers ask for assistance when dealing with their career-related challenges. In recent years, in order to improve occupational integration counselling has gradually put the “individual at work on himself” as a result of a radical change in perspective in which the individual/user/job seeker is less passive and is actively engaged in finding an occupation, through the support and the experience of a career counsellor.

In Wallonia the profession of career counsellor turned up to be more available and more accessible to individuals with all kinds of educational profiles, making the job profile of career counsellor more accessible but on the other hand less specialised. In Flanders formal secondary education and certified qualifications are essential to become a career counsellor.

2.3 CYPRUS

In Cyprus, the main actors for guidance and counselling in Cyprus are the Ministry of Education and Culture (MOEC), the Ministry of Labour and Social Insurance (MLSI) and the Human Resource Development Authority (HRDA). The lack of a concrete framework allows for the title “Career advisor/counsellor” to be used for professionals, both in the public and private sectors, who are active within the educational system or dealing with guidance for

entering/ re-entering into labour market. However, there is a distinction between “Counselling and Vocational education teachers” and “Employment counsellors”.

The first act in schools and offer students a broad range of services, which also include career guidance. The second deal exclusively with jobseekers, providing them not only jobs, but also programs and trainings which will support their professional development. The educational qualifications and background for both segments are still rather broad, as there are no mandatory professional requirements defined explicitly, thus allowing their disciplines to be related to any field associated with humanities.

2.4 GREECE

In Greece, the National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP) defines Career Counselling & Guidance as the provision of counselling aimed at supporting people (students, graduates, adults, unemployed, etc.) in making professional and career management decisions throughout their lives.

Although there are required skills and qualifications, such as theoretical training and practical experience etc., career counsellor come from different fields of study, even if there are formal education entities which offer formal and specific training for the execution of this job (ex.: Master programmes in different universities). The range of institutions which offer counselling and guidance services are rather wide, they are both private and public and are specialized in different target groups, some of which vulnerable ones.

2.5 POLAND

In the Polish counselling support system the notion of career counselling is not precisely defined, but its career counselling system is based on assumption that planning and development of vocational career is a process lasting from early childhood until termination of vocational activity of an individual. With such a broad scope and a gapping definition it is no wonder that the names of this profession vary much from “career guidance” to “lifelong counselling”.

The actions (both in the labour and education areas) in the field of career counselling and guidance are mainly carried out within the public system of services, covered by four departments, which remain key-players: educational, labour and social policy, defence and higher learning departments. Public services are complemented by activities carried out by employment exchange agencies, which conduct actions from the field of personal counselling, and non-governmental organizations—but their activities are limited both in terms of provided service and relatively small scale.

2.6 ROMANIA

The Romanian guidance and counselling system is mainly based on two networks: education (for pre-university and university levels) and labour market (state run agencies for employment and private providers). Within the educational frame, counselling comes within the curriculum with counselling and guidance classes and/or in psycho-pedagogical assistance offices in schools.

For the labour market, there are other career information, guidance and counselling providers from both public and private sector (private sector employment agencies are accredited by NAE). The private (for-profit sector) information, guidance and counselling services are focused mainly on the finding, selection and placement of personnel, generally highly qualified and specialised labour force. Some private institutions or companies

contract these private employment agencies, which also provide career guidance and counselling services to select, test and employ personnel, according to specific criteria and standards. In Romania, the career/vocational advisor/counsellor require a qualification such as being licensed in social and human sciences, social, educational sciences, psychology, pedagogy or law and / or to persons who have a Master degree in social and human sciences and wishes to specialize in vocational counselling.

3 MAIN POLICIES FOR CAREER GUIDANCE AND COUNSELLING IN AUSTRIA, BELGIUM, CYPRUS, GREECE, POLAND AND ROMANIA

In the participating countries, the policies considering career guidance and counselling are in general promoted by different national organisations and cover a range of actions, more specifically:

3.1 AUSTRIA

In Austria education and career guidance is traditionally rooted in the adult education system. Structures vary widely and are often fragmentary (depending on institutional backgrounds). There are only a few formal framework conditions (no job profile, no uniform education, etc.) and relevant research is rudimentary.

The education and career counsellors in Austria originally come from different professions and have very diverse job backgrounds.¹ But there is already being offered complementary courses and trainings (post-graduation courses provided by universities to specific trainings provided by private institutions or the employment service) which shows the interest of promoting the professionalization of this area. Another step to achieve this purpose is the existence of a union² since 1994, which proves the effort of regulating this area, but again, there is plenty of room for improvement in this field.

3.2 BELGIUM

In Belgium, the Plan d'Accompagnement des Chômeurs (Support Plan for Unemployed, PAC)³, represents the main result of the Cooperation Agreement between the Federal State, the Regions and the Communities, which aims at strengthening the monitoring and guidance for the job seekers in their research. The idea of monitoring jobseekers reflects the new perspective of engaging jobseekers in a more active way to achieve their own goals. To better harmonise the five public services SYNERJOB was created on July 2007 as the Federation of Public Employment and Vocational Training services in Belgium.

In the Region of Wallonia the implementation of the European employment policy dates back to 1997 and since 2004 is part of a legal framework. In the Decree concerning the Occupational Integration (01/04/2004) the Government of Wallonia specifically appoints a professional group to monitor the beneficiaries throughout their contracted integration process and grants these professionals the exclusive license to practise their activity (Article 5). The Conseillers en Accompagnement Professionnel (Counsellors in Professional Guidance) are defined as the single referent responsible to welcome, inform, accompany and coach job seekers.

¹ Havlik, M. (2011:26) „Professionalization of Education and Career Guidance in Austria“

² Verband für Berufs- und Bildungsberatung: <http://www.berufsberater.at/>

³<https://wallex.wallonie.be/index.php?doc=4082>

3.3 CYPRUS

There is no specific legal framework for the provision of guidance and counselling services, either in the education or the labour sector, in Cyprus. However, the organization and management of the Governmental Bodies providing these services are governed by the general Operational Regulations which are modified occasionally by the Council of Ministers based on recommendations of the respective Ministries and which are ratified by the House of Representatives.

It should be mentioned that various bodies such as trade unions and research centres in Cyprus are currently participating in other European Projects aiming to develop Training Systems, ICT tools, Forums and material for Career Guidance Counsellors, through the adaptation of already established innovative approaches interlinked with the current working and business environment. Overall the country is in the process of setting clear goals for the development of a more concrete national strategy relating to lifelong guidance, while undertaking a research to identify needs, to assess quality and to formulate standards.

3.4 GREECE

Although counselling and career guidance in the field of employment was first introduced in Greece in 1953 and school career guidance in 1996, it was not until 2003 that a National System set the connection of Education and Training with Employment (law 3191/2003). Its main innovation was that the institution of career counselling and guidance incorporated both the fields of education and employment under a common relevant strategy, linked the bodies and services of counselling and career guidance with the all the education and employment systems and defined the National Centre for Vocational Guidance - EKEP, as the supervising/ regulating body in this field.

After 2010 there were several laws developed to incorporate lifelong guidance to the national framework, in 2011 the National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP) was established and in 2013 it was defined which provisions were in their charge and they are currently in the process of regulating the profession of career advisor / counsellor by developing and certifying the occupational profile.

3.5 POLAND

Unlike other countries, Poland has a legal framework regulating the profession of career counsellors, although it is said to be rather large and depending of the sector of operation of the advisor/counsellor. The basic legal act regulating the operation of public employment services is the Act of 20.04.2004 on promotion of employment and job market institutions⁴, which defines the provisions of a career counsellor. The Order Ministry of Labour and Social Policy also defined the standards and conditions for providing job market services on 14 September, 2010,⁵ §36, which also includes new forms of counselling such as remote service (through telephone or ICT networks).

Another area is career counselling in educational system, and this was regulated by the Act of 7 September, 1991⁶. These acts define a number of obligations connected with providing career counselling services in schools and information bureaus, both being components of

⁴ Polish Journal of Laws 2004, no. 99, item 1001

⁵ Polish Journal of Laws, no. 177, item 1193

⁶ Polish Journal of Laws 1991, no. 95, item 425

educational system. They regulate the scope, form and means of providing services and indicate competences a career counsellor should possess. Recent legislation also foresees the use of IT tools as a compulsory equipment of a career counsellor. Although the application of all these standards of services is not mandatory, they are widely used in Poland in the extent of their own capacities and limitations. Currently, in the system of providing career counselling, there is no institution, which sole task would be to improve the quality of services provided by career counsellors. The current system in force is, however, strongly supported through projects financed from the European Union funds. There are also numerous non-governmental organizations uniting career counsellors and offering a number of services that enable them to expand their knowledge and upskill.

3.6 ROMANIA

The Romanian system of information, guidance and counselling services is composed of many networks, centres and services under the supervision of several Ministries (the Ministry of Education -MoE-, the Ministry of Labour and Social Solidarity - MoLSS-, the Ministry of Youth -MoY- and the Ministry of Health network -MoH-). All of these institutions are funded by the state budget. There are some important legal instruments steering guidance and information services. One of those is the Education Act No. 84/1995 which regulates the information, guidance and counselling activities organised by institutions (ex.: Psycho -Pedagogical Assistance Centres or Offices) that come under the Ministry of Education.

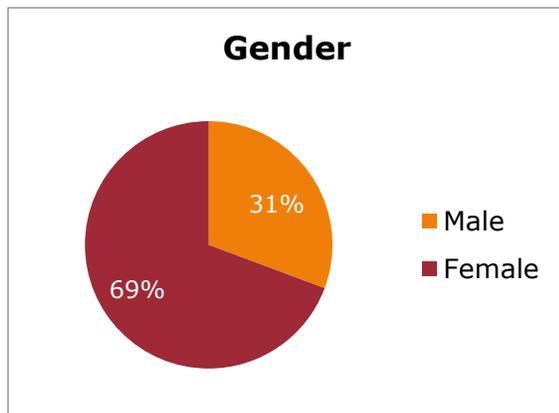
Besides this, there are other legal instruments which regulate the statute of the centres, describe the job of guidance teachers and counsellors and define regulations. The information, guidance and counselling activities operated by institutions subordinated to Ministry of Labour are regulated by Law no. 145/9.07.1998 regarding the establishment, organization and function of the National Employment and Vocational Training Agency (now the National Employment Agency, NAE). According to the article 6.2 of this law, the employment agency offers two kinds of services: services for individuals and services for employers. The first category includes guidance and counselling services for unemployed people and for others with the purpose of finding proper jobs. Another important law is Governmental Decision 277/2008 which regulates the accreditation criteria for specialized service providers for stimulation labour force employment.

4 PRACTICING CAREER GUIDANCE AND COUNSELLING: KEY-FINDINGS

A common survey was applied among the career guidance and counselling professionals of the countries involved in this project and it showed interesting findings concerning the situation they face within their jobs, including difficulties and suggestions.

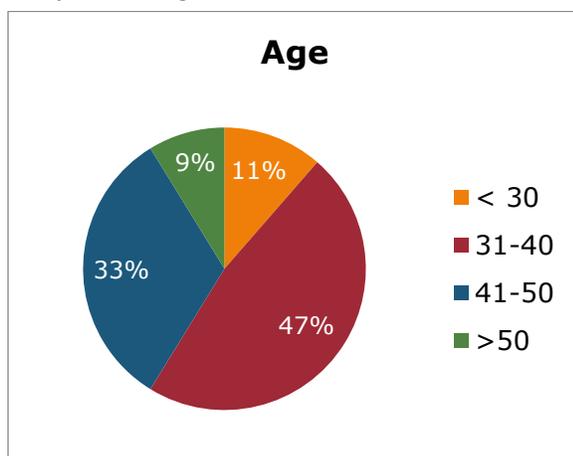
To begin with, the survey had the contribution of 114 participants: Austria: 21 participants, Belgium: 13, Cyprus: 20, Greece: 20, Poland: 20 and Romania: 20. From this universe, the majority were female (69%), while male participants were just 31%.

Graphic 1: Gender



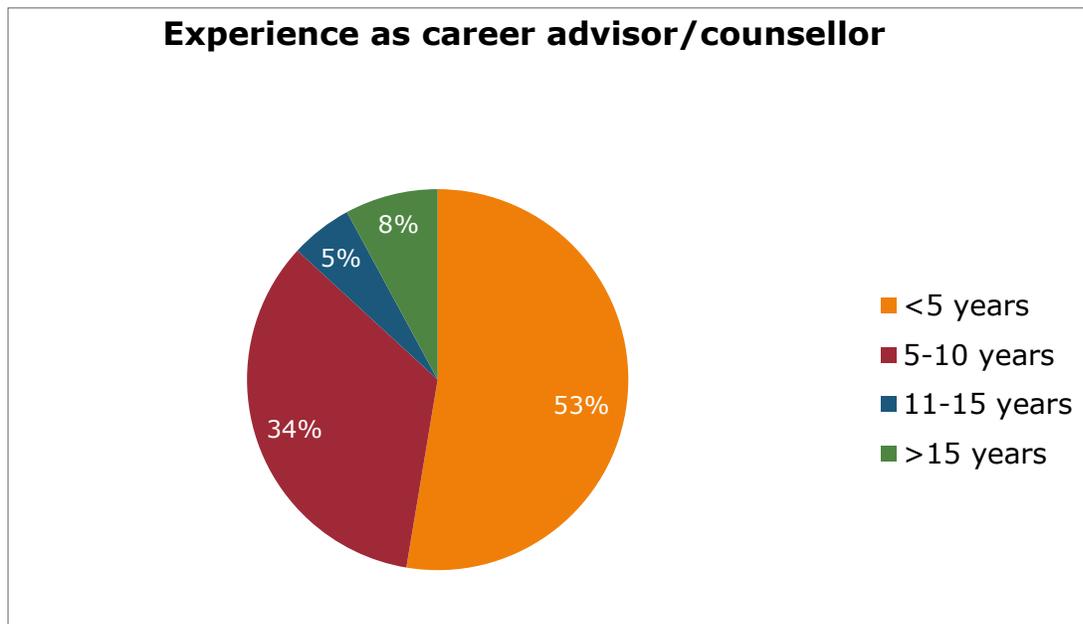
Considering their age, almost half of the sample (47%) is from 31 to 40 years old, one third (33%) from 41 to 50 years old, and younger as 30 and older than 50 completes the chart with slightly 10% each, as it is shown in graphic 2.

Graphic 2: Age



The results concerning the years of experience as a career advisor/counsellor reflect the age graphic. This means that the division of the chart is slightly the same: a bit more than half (53%) has less than 5 years of experience, a third (34%) has been working between 5 and 10 years in this field, only 5% has an experience of 11-15 years and the remaining 8% are working for more than 15 years in this profession. (See graphic 3)

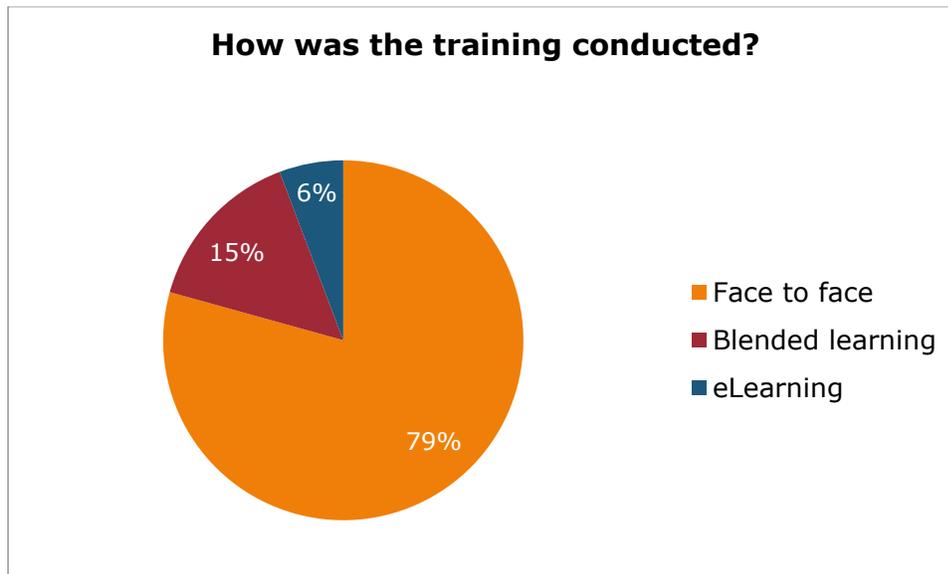
Graphic 3: Experience as career advisor/counsellor



Considering their education, there is a minority (12%) whose highest level of education is a technical college, the remaining completed a university degree (whether it is a BA or a MA level or the academic title previous to Bologna). It is interesting, though, to have a look on the main field of their studies which could not be more diverse. The predominance is clearly social studies; psychology and sociology, but there is also a varied range of areas, from economy to human resources, from languages and literatures to business administration and tourism, from engineering to criminology. This shows that the profession of career advisor/counsellor lacks a profile and a legal framework in many countries, which makes it possible to everyone with any sort of studies, at least theoretically, to undertake the profession.

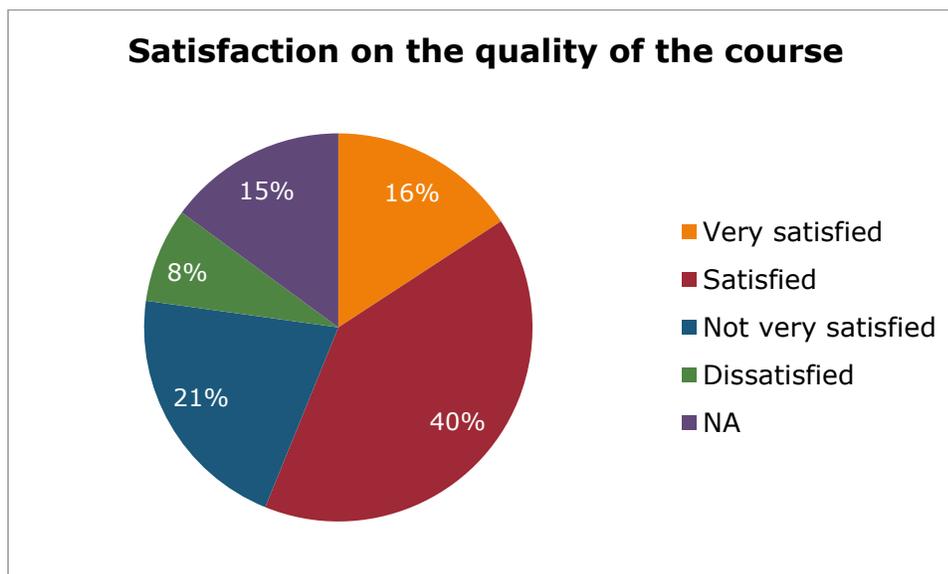
On the other hand, 79% of the informants did receive some special training before starting to work as a career advisor. This percentage is slightly lower (74%) concerning trainings attended in the last two years. Still, the big majority of career advisors not only had some preparation to do their job prior to their career start, but also did some recent training. When asked about the details concerning the training they attended in the last two years, most of the informants (79%) said they were held in a traditional face to face course. A small slice of 15% had it in a blended learning method and only 6% did the training through e-learning tools. This behaviour indicates a very traditional attitude towards education and trainings in specific.

Graphic 4: How was the training conducted?



The level of satisfaction with the courses is rather positive, as it is shown in graphic 5: more than half are very satisfied (16%) or satisfied (40%), a less than a quarter (21%) are not very satisfied and 8% claimed they were not satisfied at all. 15% did not answer or did not find the question appropriate to their case.

Graphic 5: Satisfaction on the quality of the course



Although most of the participants were generally satisfied with the courses they attended, they make suggestions concerning trainings not yet available and/or they find necessary. The scope of suggestions is rather wide, but it is curious that the dominant answer consists of tools and competences one would assume career advisors should have, such as: "general

training”, “specific training”, and “knowledge of the job market”, “diagnostic tools”, “entrepreneurship”, “assessment techniques”, “psychometric testing”, “motivation for slightly depressed people”, “conflict solution”, “multiculturalism and diversity”, etc.

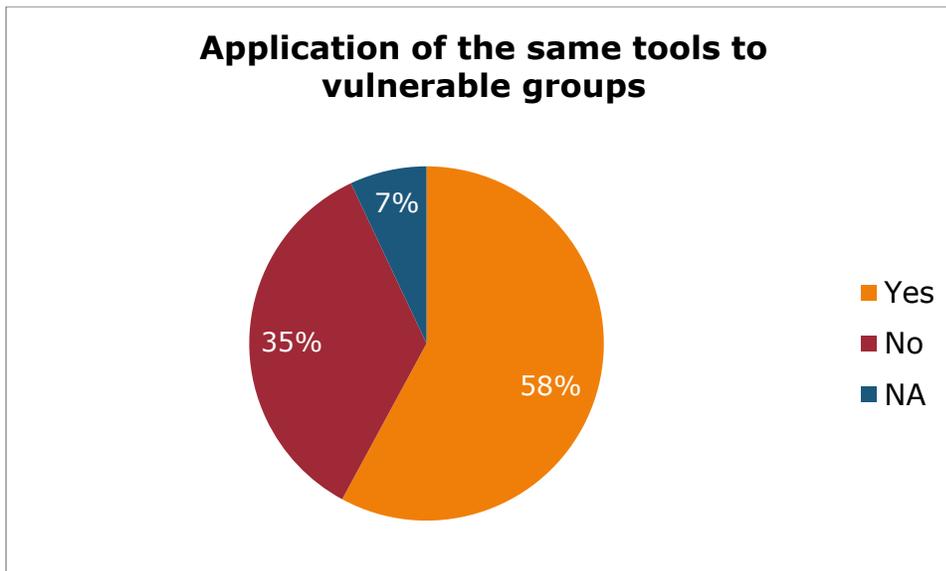
Having a closer look to the answers according to the different countries, there are suggestions which might be country specific, at least the most repeated within their borders. The following table shows this in detail:

Austria	Belgium	Cyprus	Greece	Poland	Romania
-counselling techniques	-general training	-tools for vulnerable groups	-mentoring -psychometric testing	-counselling for different social groups	-praxis (practical aspects, practical application, practical examples)

A rather curious and also very significant suggestion comes from Cyprus, where “mistakes on career guidance” are also demanded.

When asked about which tools they use for vulnerable groups, most of the half (58%) say they use the same tools they use for other groups, 35% say they use different tools and 7% didn’t answer or mentioned that it depends of the cases.

Graphic 6: Application of the same tools to vulnerable groups



The reasons that justify the use of the same tools to everyone are diverse. If some claim all users’ aim is to reach the same goal (finding a job) and do they need to pursue the same process, others say people from vulnerable groups feel more comfortable when treated as equal. The most referred answer is that there are no special or specific tools available, and career counsellors also recognise the need to have specialized material. The ones who do

not use the same tools justify it with cultural or language barriers and also with the approach that has to be different. This is an opinion that some who said yes also shared, even if using the same tools, their application has to be different, but this relies the most on the personal competences of the counsellor on analysing the situation.

83% recognise to use peer feedback as a means to discuss about the difficulties in their everyday activities as career counsellors, learn about new methodologies, practices and, in general, evolve as a professional.

There are many obstacles and limitations every counsellor faces in their daily activity: the main complaints go straight to the bureaucracy and to the lack of investment and time from one side and the lack of interest from the other. The analysed countries do not differ much on their complaints, but the table below gives an overview on the most mentioned limitations per country.

Austria	Belgium	Cyprus	Greece	Poland	Romania
-language problems -bureaucracy -unwilling participants	-lack of financial resources	-lack of (appropriate) tools -lack of time	-lack of knowledge on the participant background -unwillingness from the client to pay the service	-bureaucracy	-Lack of interest, trust, time, support and infrastructures

A part from Facebook, the presence of social media tools is not very significant in career advisory services. Facebook is the only tool almost everyone found familiar and assumed to use it. Other tools like LinkedIn, Twitter and YouTube are not so popular, some admitted to know them but the most recognised they did not use them. But in case of being presented with a set of tools available online, 94% said they would use them to carry out part of their everyday activities in their job. To support this opinion, they were asked to justify their opinion and recommend anything that could be improved in their sector. The answers were varied and repeated the ideas already expressed concerning possible trainings and courses although there were some respondents who claimed the following observations: the relevance to know how to use social media in their daily business, the importance of networking or the meaningfulness of having international standards in different countries in order to make international mediation easier. So, it is no wonder that their interest both to have more information about the Recreate project (82%) and to participate in a blended learning course about innovative tools available through social media for career advisors/counsellors (81%) is rather high.

To conclude, career advisors identify fragilities in the system that could be overcome, so that they can deliver better services to their clients. Trainings, courses and tools are always very welcome, not only to provide basic competences but also to keep up with the state of art trends.

5 GOOD PRACTICES IN CAREER GUIDANCE AND COUNSELLING

The following 12 national good practices in career guidance and counselling were selected by the RECREATE's partners:

5.1.1 AUSTRIA	
Title	Weiterbilgunsakademie Österreich (Academy of continuing Education – Austria)
Description	The wba was founded in 2007 having as target group staff related to adult education. It is a partner institution of the Austrian Adult Education, it verifies and recognises competences of staff who works with adult education according to certain standards, it provides a two-phased degree: 1 st – Certificate, 60 ECTS (extensive basic knowledge) and 2 nd – Diploma, additional 60 ECTS (one of four specialized programs: “teachers, education managers, education and career counsellors and librarians”)
Impact	Since its foundation in 2007, wba had 1870 inscriptions (status from 14.10.2014) and for the time being 796 certificates and 190 diplomas issued. More statistical data can be found here.
Success factors	wba can be seen as a successful example of the path to take in sense of modernization, but specially organization and giving parameters to be taken: “wba is not only an innovative project but rather unique within Austria´s adult education with regard to the following two aspects: – it is supported by all ten major adult education umbrella organizations (the so-called KEBÖ-institutions) – it recognises formally acquired competences as well as competences that have been obtained in non-formal or informal ways. Adult educators often possess competences that have been acquired in various ways. wba enables adult educators to combine these competences and skills in order to receive recognised qualifications. The wba certificate / wba diploma: – is a trans-institutional, European-oriented adult education qualification. – can be acquired whilst working and whilst gaining practical experience, without a predetermined time limit. – acknowledges competences that have already been obtained - also those acquired non-formally and informally. – fosters professional further development and positioning in the job market. – enhances the identity as a professional adult educator. – provides the opportunity to use the wba-logo "certified or graduate adult educator".
Weaknesses and restrictions	The main focus of wba is to certificate (with the correspondent certification and diploma) and to recognise competences which were formally, non-formally and informally acquired, but they don't offer any sort of complementary course nor training.
Transferability	It would be interesting to transfer an institution such as wba to other countries. Besides of the human and physical resources (offices and

everything one office should have), it would be necessary to have a good picture of the situation of the counselling and guidance profession in this country, so that a possible certification would be adapted to the system involved, even having in mind that the certifications are orientated by an European frame.

5.1.2 AUSTRIA	
Title	Bildungsberatung in Wien (Vocational Counselling in Vienna)
Description	<p>The Bildungsberatung in Vienna⁷ is a network of institutions concerning counselling and guidance. This network consists of several institutions with different focus, for instance:</p> <ul style="list-style-type: none"> - abz*austria – provides counselling for women and people who supply assistance to others. - BFI Wien – has several stands around the city which makes it very convenient and accessible. - biv - Die Akademie für integrative Bildung – focus on people with disabilities or chronicle diseases. - Die Wiener Volkshochschulen GmbH – VHS Zentrale – it conveys development of the qualification and the professionalization of guides and counsellors. - etc. <p>In this sense most of people can be a target of this entity. The innovative aspect of Bildungsberatung in Vienna is the fact that they include ICT in the methods of work. In their website there are videos where a summary of their services is presented. The services are all free of charge and can be provided by telephone, per e-mail or online. The site is rather user-friendly and has in mind the main migrant communities in Austria, which reflects the site being translated (original German) into English, Russian, Bosnian-Croatian-Serbian and Turkish. An interface in Facebook and Google+ is also to be found. The offer of the free telephone number for counselling is rather new: from 3.11.2014, so probably it is still too early to set conclusions.</p>
Impact	<p>In 2013, there was a conference organized approaching the specific topics around the field of counselling and guidance⁸. This sort of activity shows the interest of swapping knowledge, good practices and of improving the methods being used. For instance, there were a workgroup considering the fact that youngsters nowadays hardly live without internet – either through a pc or a digital gadget – and this have to be taken into account when approaching this specific group, for instance. (cf. Ebner (2014) “Digital Natives – Lernen sie anders?” in Lernfeld Bildungsberatung p. 20).</p>
Success factors	<p>The fact of the offer being conveyed in several platforms (from the classical personal meeting or telephone to the e-mail swap or even chats and forums) and different languages (besides German and English, the site is also accessible in the languages of the major migrant communities in Austrian Russian, Bosnian-Croatian-Serbian and Turkish) makes it available to a rather large number of people, who probably wouldn't access the most traditional ways of counselling. Besides that there are also special programs for minorities (women, disabled people, etc.) which enables the program to be specially</p>

⁷ Home page: <http://www.bildungsberatung-wien.at> (last access on 23.11.2014)

⁸ The main aspects of this conference were registered in a jornal “Lernfeld Bildungsberatung), which can be find here: http://www.bildungsberatung-wien.at/fileadmin/user_upload/download/Doku_Fachkonfernz_2013_140528.pdf (last access on 23.11.2014)

	prepared for a certain target-group.
Weaknesses and restrictions	Although this effort to include different languages and different platforms, some of them don't seem to be that successful: Since the Facebook account was opened in 2011, it doesn't seem to be very popular with "307 likes" (on 16.11.2014), despite the activity on the page itself with new posts nearly every day.
Transferability	This good-practice would be easily transferred to another country without the need of much investment. It would just be required that an institution from this country which already provides the counselling and guidance would broaden its services to other platforms and into other languages which are meaningful in that country.

5.1.3 BELGIUM	
Title	Fédération bruxelloise des organismes d'insertion socioprofessionnelle – FeBISP (Brussels Federation of institutions of socio-professional integration)
Description	<p>FeBISP was established on 25 November 1996 when thirty associations signed the charter of the Brussels Federation of socio-professional integration organizations (FeBISP) having the following objectives:</p> <ul style="list-style-type: none"> - Be the speaker of public authorities and economic and social actors - Build professional capacity and expertise of its members through research, training and evaluation of different aspects of their activities. - Participate in the consolidation, professionalisation and industry recognition of the training and professional integration also through career counselling within the non-profit sector at all levels (local, regional, community, federal and international). <p>Among the organisations the FeBISP represent there are also some specialised in career guidance activities and services such as les Missions Locales and the already mentioned Carrefour Formation.</p>
Impact	FeBISP represents today 75 associations and over 1,000 employees serving of low-skilled job seekers. This gives the federation a strong role when relating to public and regional authorities. The FeBISP meets every month during its general meeting and the decisions are discussed and taken by all members. The FeBISP remains the emanation of its members.
Success factors	<p>One of the priorities of our federation is to promote the exchange of good practice, collaboration the federation and other institutions, as well as the creation of innovative projects related to the evolution of our society.</p> <p>FeBISP played a pivotal role in exchanging information among its members to provide an overview of this vast and complex reality. Thanks to the many working groups it organizes or in which it participates, the FeBISP allows member associations and their trainers to build synergies in terms of pedagogical practice and continuing education, by this very fact to network exchange of methods and tools.</p>
Weaknesses and restrictions	As already stated before, the FeBISP is a representation body of its members and has not a real active role in deciding counselling new methodologies or strategies: every step has to be approved by its members.
Transferability	This body could be easily transferred in another national context. It gives a strong answer to the need of exchanging good practices and information between these organisations and the public and regional/national authorities.

5.1.4 BELGIUM	
Title	European project Key Competences for All
Description	<p>The project "KC4All" – Key Competences for All – was funded by the EU Lifelong Learning programme and launched at the beginning of 2010 and involved partners from Spain, UK, Belgium, Latvia, Romania, and Germany.</p> <p>The aim of the project was to support the improvement of the basic key competencies of low qualified adults in order to increase their employability opportunities through an alternative learning approach (ICT-based, user-centred, interest-oriented) that was delivered in national Telecentre networks and beyond (civic centres, adult education centres, worker unions, etc.).</p>
Impact	<p>"KC4All" – Key Competences for All – aimed at supporting low qualified adults with the intention to enable end users to develop ICT skills, a 'learning to learn' attitude, a sense of initiative, as well as interpersonal and social skills. By participating to the workshops and working in a group, end users will improve their competencies.</p> <p>In 2012 the project was included in the "Get Online Week 2012", a digital inclusion campaign in Telecentres: public internet centres in NGOs, libraries & education venues.</p> <p>The campaign brought together 5.000 telecentres in at least 50 countries across Europe, Eurasia and Africa to support at least 200.000 people in their online journeys.</p>
Success factors	<p>The expected outcomes realised by the project consortium included a Toolkit for end users, a Handbook for facilitators and guidelines for new actors. Besides this, the project also achieved other results as the Exchange of good practice in the field of adult non-formal training on Key Competencies required for Employability.</p> <p>The Key competencies addressed within the project were: digital skills, learning to learn, social and civic competencies, sense of initiative and entrepreneurship..</p>
Weaknesses and restrictions	<p>KC4All was intended for Online Centre users, but it could also be used by vocational learning centres. Although end users could access KC4All independently, it was preferably to participate in the training workshops led by a facilitator or teacher in order to be supported in acquiring the new tools, especially the ICT based ones.</p>
Transferability	<p>The project does not have precise conditions that prevent its transferability. Although a previous field study on the situation of the telecentres (National telecentre networks) and the situation of low qualified adults is still preferable.</p> <p>The deliverables (as the toolkit) are online and available for free downloading.</p>

5.1.5 CYPRUS	
Title	One Stop Career-EU Shop ⁹
Description	<p>The University of Cyprus, along with five other Institutions based in Greece, Portugal, Italy, Norway and France, founded in 2010 the European Association of Career Guidance – EACG, in Cyprus, aiming to promote the creation of the One-Stop-Service-Shop for career guidance counsellors. This One-Stop-Service-Shop provides a common framework of best practices concerning vocational guidance, methods</p>

⁹ Please see for further information: <http://www.career-eu.info/index.php?id=1657>

	<p>and practices that apply to public and private organizations and local authorities in the EU, but also, presents to career guidance counsellors specialised training programmes.</p> <p>This One-Stop-Service-Shop is a Portal which includes information related to career counselling from various countries and cities. Among others the information concern Career Guidance and Counselling Training-Courses, Links to EU job sites and Job-finding openings, Labour market trends-FAQ, a Toolkit for Career Guidance, Training Programmes and Education Programmes for Clients, Entrepreneur Training Programmes, Mobility Programmes and Placements, Senior Citizens Career Guidance information, Special Needs Citizens Career Guidance information, Integration and Inclusion Programmes as well as Funding programmes for Career Guidance in general.</p>
Impact	<p>The fact being that there was a European survey on best practices and presentation of the results in an electronic guide which is a huge source of information, the organisation of training courses for career guidance counsellors on various issues, the organization of Annual European Conferences on Vocational Guidance (2011-2014), the creation of a European Network / Career Guidance Counsellors Association and the development of a "one stop Career-EUshop", contribute to the provision of high quality lifelong guidance services across Europe and convey a more inclusive approach to improving the conditions and available tools for career/ employment counsellors across Europe.</p>
Success factors	<p>The continuation of the education seminars ensures the provision of information to those engaged in vocational guidance as regards to indicating to them a successful model and how to design a "One-Stop-Service-Stop" in their country, as well as providing them with good practices and useful tools to be used on behalf of the career guidance counsellors and the relevant career service offices.</p>
Weaknesses and restrictions	<p>For the sustainability of this platform a membership fee for Institutions and individuals has been set for being able to access more specialised information, which in the long term will on the one hand sustain the operation of the portal, however on the other hand the membership fee may be proven high for counsellors and career advisors who work independently.¹⁰</p>
Transferability	<p>This good-practice can be easily transferred to other countries, as it has been proven already, without the need of much investment. It would just be required that an Institution from this country, which already provides counselling and guidance services, subscribes as a member to the portal so as to receive all the relevant information on trainings and educational seminars.</p>

5.1.6 CYPRUS	
Title	Computerised Placement System (CPS) ¹¹
Description	The Computerised Placement System (CPS) provides a detailed report of unemployed persons and vacancies, the allocation of unemployed with suitable skills for a specific vacancy, the procedures for fulfilling vacancies and the preparation of statistical reports. Since January 2005, with the upgrade of the system to a web system, it also provides services to individuals (Cypriots or European citizens) seeking job vacancies. Persons registered at the local District Labour Offices can

¹⁰ Career-EUshop Membership details: <http://www.eacg.eu/index.php?id=3>

¹¹ Ministry of Labor- Department of Information and Technology: <http://www.mof.gov.cy/mof/DITS/dits.nsf/All/5F71D39EE1D325A4C22578180025F1FD?OpenDocument>

	<p>access their job application, renew their application, search for available vacancies in their desired occupation and submit their C.V.s so that employers can look through them. Employers can register job vacancies and search through the C.V. library to find people that they might be able to recruit.</p> <p>The CPS was launched aiming to achieve more effective placement and improving the collection of information from the labour market. It serves as a management tool to support the work of employment counsellors. Job seekers are required to update their registration status every 6 weeks. An analysis from the PES register shows that compared to the pre-crisis period the number of unemployed that resort to the labour offices in Cyprus Quadrupled. This has resulted in the assignment of more workload to all employment services staff, including those trained to provide in-depth counselling being stationed in the front-office-services. This is why there is limited provision of individualised counselling and guidance services in Cyprus.</p>
Impact	<p>The CPS is linked to the EURES network which currently serves 31 European countries. This provides the users with the opportunity to access a larger database of job listings all at once and to save time when it comes to applying for various positions. In addition, the CV Bank provides the employers with the opportunity to draw a particular profile for current job opportunities or even for positions that have not been declared yet.</p>
Success factors	<p>The success factor is that it is a clearly defined structured system (Job search, Job seekers services, employer services, CV Bank) to which anyone can get access and search individually, based on their personal needs and current employability status. It is user friendly and the information acquired through the on-line system can be further discussed in the meetings that the individuals arrange with their advisors/officers.</p>
Weaknesses and restrictions	<p>Although the CPS intended to increase time for counsellors for the provision of in-depth counselling services to job seekers at risk of exclusion from the labour market, there has not been any obvious impact on their workload or time, due to the fact that the registrations of unemployed people started to increase dramatically. Another issue is that the staff handling the system compared to the registered unemployed people cannot meet the basic requirements (2013 ratio-1:139)¹², while due to the crisis job postings have decreased providing little incentives for registration.</p>
Transferability	<p>This good-practice could be easily transferred to other countries, as it would just be required that the relevant services of the country providing the services for counselling and guidance acquire and adjust the programme/platform/database to their own existing society and labour market needs.</p>

5.1.7 GREECE

Title	Lifelong Career Development Portal
Description	<p>The newly developed Lifelong Career Development Portal is supported within the activities of EOPPEP as the Euroguidance Centre of Greece, providing innovating services for career development and mobility information targeted to adults of all ages. In the portal people can find digitized career tests, E-Counselling Services (soon to be launched), E-Lifelong Career Portfolio Development Tool, which is available also in</p>

¹² Corbanese V., Rosas G. (2014) Jobs and skills for youth: Review of policies for youth employment of Cyprus. International Labour Office – Geneva, (Table 3.4- p.68).

	English, Career & Mobility information Resources, Career, training and networking opportunities for the disabled people, entrepreneurship guides and information and Career Management Skills Section.
Impact	The practice is targeting not only at the potential users of the platform but also at the career counsellors that may use the available tools to provide cost and time effective, valid services to their clients.
Success factors	Lifelong Career Development Portal can be seen as a successful example of public initiatives towards both the penetration of the concept of lifelong guidance and to the provision of open, free of charge services to the public, especially in the current conditions of the economic crisis. The portal provides a wide range of information regarding education, training and employment and when the E-counselling service will be launched it will be an easy to use integrated tool for the adults that are reviewing their career development.
Weaknesses and restrictions	The material and online tools that are available at the platform are mainly in Greek therefore cannot be used at the moment by foreign people living in the country. Also, at the moment, e-counselling services are not available therefore people who use the tools have to look for and consult with a professional face-to-face. In addition, the maintenance and management of such a large open portal requires financial resources that have to be ensured in order to ensure viability in the long run. Finally, career advisors / counsellors and users do not seem to be very familiar with the existence of the portal, therefore its use is still limited.
Transferability	This good-practice could easily be transferred to another country (either to a central public body or to private / public career counselling providers / professionals) with a small scale investment for the development of the platform and / or the translation of the available online tools in different languages.

5.1.8 GREECE	
Title	Quality Framework For Lifelong Learning & Guidance
Description	<ul style="list-style-type: none"> - The quality framework for lifelong learning and guidance, π^3, is a complete set of the framework, its implementation guide and a KPIs toolkit that help lifelong learning and guidance providers and public authorities - Define quality, by establishing specific quality principles in the three components of lifelong learning and guidance, ie inputs, processes and outputs and - Measure with qualitative and quantitative indicators their performance against the quality principles - The framework, developed by the General Secretariat for Lifelong Learning, is applicable to all public and private stakeholders of lifelong learning and guidance, more specifically to <ul style="list-style-type: none"> - Adult training providers - Vet providers - Lifelong guidance providers <p>The framework was developed based on European recommendations, conclusions and workshops regarding lifelong learning and guidance as well as national legal framework, country specific reports and studies and the EFQM model of excellence.</p>
Impact	The scope of the framework is to analyse the definition of quality in area of lifelong learning and guidance, using existing studies, and to set quality terms for the assessment of government agencies and public and private providers of lifelong learning and guidance through a

	<p>process of consultation and consensus with stakeholders, with the aim to create an open system for the continuous improvement of lifelong learning and guidance for the benefit of people, employers and the country.</p>
Success factors	<p>It is necessary to note that π^3 does not substitute other models / tools of total quality (e.g. EFQM, CAF), management systems (eg ISO9001) and strategic management systems (e.g. administration through targets), which for the Greek Public Administration have been established with the N.3230 / 2004, but complements them.</p> <p>More specifically, the π^3 is an additional evaluation tool in the sectors of vocational education & training and career guidance, which utilizes the documentation resulting from the application of total quality tools, management systems and systems strategic management as a source of assessment information (e.g. satisfaction questionnaires for recipients of services, performance indicators, etc.).</p> <p>In addition to the above the framework was pilot tested with in a wide number of providers and authorities and was fine-tuned, in order to adjust to the characteristics of all different kinds of lifelong learning and guidance organisations.</p>
Weaknesses and restrictions	<p>The framework, although available since 2011, it has not been incorporated in the national legislation, therefore its use has not yet been mandatory and very few if any providers and authorities use it as an assessment tool.</p>
Transferability	<p>This good-practice, presented as such at the EQAVET (European Quality Assurance for Vocational Education and Training Network) could be very easily transferred to another country and adopted either by national authorities or provider and the only related costs refer to translation and or small scale adjustments.</p>

5.1.9 POLAND	
Title	"Projekt Praca" (Project—Job)
Description	<p>A presentation of the practice, the city/area and country, the main target group(s) addressed, year of implementation, background, innovative elements (i.e. which are the elements which make it qualify as a "good" practice).</p> <p>An example of a modern approach in career counselling is "Projekt Praca" (Project—Job), realized by the Municipal Employment Office in Kielce in partnership with local media—Radio Kielce and daily newspaper "Echo Dnia".</p> <p>The first edition of "Projekt Praca" (Project—Job) was carried out in the period from 18 March to 17 June, 2009. The project was addressed to a wide group of recipients: both to the unemployed, job-hunters, those wanting to change their the then profession, those getting back to the job market, or those entering the job market for the first time, for those who wished to launch business firm and for employers looking for employees. Each person who wanted to find an employment or change the place of employment could use adviser's/counsellor's assistance: in choosing vocation, re-qualifying, planning vocational career path. The project aimed not only at popularizing information about sources of job offers, teaching how to communicate directly with employers, how to prepare application documents and how to make a good impression during an interview. It created also a new space for public discussion about the possibilities of providing job market services in an innovative manner.</p> <p>As part of the project a website www.projektpraca.eu was launched, where many local job offers were placed and where quite an extensive</p>

	<p>knowledge base concerning career counselling was available. It is still possible to ask career counsellors and employment exchange specialists questions via the webpage. Additionally, while the project was carried out, career counsellors:</p> <ul style="list-style-type: none"> - took part in 14 radio programmes; - executed 30 on-duty telephone hotlines in the premises of Radio Kielce and the daily newspaper "Echo Dnia"; - published 30 articles corresponding to the subject of the programmes and career counselling, and job-hunting; - replied to e-mails sent by radio listeners and newspaper readers, - made 14 live evaluations of self-presentations of Radio Kielce listeners. <p>The radio listeners' interest exceeded the originators' expectations. During the first days the project's website was visited by 300,000 people. Although the project was local in its character, during on-duty telephone hotlines, career counsellors had phone calls from radio listeners from various parts of Poland. Although the project was completed, webpage is still running and it is still unflagging.</p>
<p>Impact</p>	<p>Benefits on target groups and lessons learned.</p> <p>Communication process with the use of radio microphone appeared to be effective. Customers who took part in the project were satisfied with the form and way they had received support. In each situation they received feedback information, containing evaluation of a self-presentation, according to the rule: "Communication is what we get". Counselling service seized to be a service limited to the known, traditional support system. Thanks to using different media and endowing them with feedback direction (radio listeners asked questions live and received advice, newspaper readers could write questions and send them to editorial staff—e-mail address was constantly available on the webpage), career counsellor was no longer an "employee of the employment services" but became an interesting person, one might even use the notion of media "star". By presenting career counselling in media it became more easily available.</p> <p>The obvious benefit for the recipients was the propagation of career counselling services. The huge popularity of the webpage proves this well enough. The materials available there are easy to understand and clearly formulated. They encourage personal contact. The knowledge base contains materials about self-education, but also information about the traditional form of the counselling service.</p>
<p>Success factors</p>	<p>The key factor for the success of the project was its widespread availability and professional preparation. Thanks to using different forms and channels of communication for a sole purpose—providing counselling service—it was possible to gain the interest of people, who had not been previously interested in it. Actions of career counsellors were presented in a professional—and at the same time attractive—way, touching aspects that go beyond common understanding of career counsellor's profession that is an office clerk.</p> <p>Services promoted in the project were carefully selected. The main magnet focusing recipients' attention were the job offers presented on the radio and on the website. At the same time, the focus of people who had already shown attention was directed onto counselling services. This combination secured the initiative's success.</p>
<p>Weaknesses and restrictions</p>	<p>Significant restrictions for the project were the limitations of media partners. The project was funded from the resources of partners, by way of financial contribution. The limited potential of the partners did not allow for larger number—exceeding the established limits—of radio programmes and newspaper articles. Limited capabilities of the career counsellors, for whom the project was an additional task, did not allow</p>

	<p>them to provide real-time services, outside the designated on-duty times. For this reason, it was decided upon excluding popular at that time—chats and foras—communication services and using only e-mails. Although popularity of the project exceeded the originators' expectations, it seems that the assumed activity period of 4 months was sufficient for reaching the set promotional and educational aims. Longer media presence regarding the project activities surely would not significantly influence the rise in number of provided counselling services. The solution might be found in the periodicity of the project, which would allow for consolidation of positive image of career counsellors and would positively influence realization of services, including remote services.</p> <p>Low level of service individualization was the major limitation. Although concrete problems of specific persons were addressed, the answer had to include public character of the answer statement.</p>
Transferability	<p>The prerequisite for the "Projekt Praca" (Project—Job) project's success was the right selection of project's partners—who collectively secured a complementary offer—and their strong commitment. On the one hand, media presented counselling service as available to everybody. On the other hand, by selecting the right tools: webpage, newspaper articles, radio programmes, this service was actually provided. There is also a need for coordinating actions between the partners and specific knowledge of individual electronic media.</p> <p>Surely, the indispensable resources are:</p> <ul style="list-style-type: none"> - local media partners, - possibility to construct the right webpage, - availability of highly-trained career counsellors.

5.1.10 POLAND	
Title	Virtual Counsellor "Detektyw" (Detective)
Description	<p>Project of virtual career counselling—"Detektyw" (Detective)—was the expansion of Planeta 11 multimedia library's offer in Olsztyn. From the very beginning this facility offered workshops and counselling that helped in choosing and finding job. After a year of library's functioning, Bertelsmann Foundation proposed financing a project connected with career counselling.</p> <p>The idea of creating an app, which would allow planning future career was interesting enough for the Foundation to decide upon financing it. The action was aimed at the young people, who were entering adult life and the job market. It was assumed that the app should be, in its character, a joyful game and should be breaking stereotypes that job-hunting must be frustrating.</p> <p>Project originators largely adduced the methods of searching for a vocation described by Richard Nelson Bolles in his workbook "What Color is Your Parachute" (Polish edition titled "Spadochron - Praktyczny podręcznik dla osób planujących karierę, szukających pracy i zmieniających zawód", published by the Foundation for Social and Economic Initiatives). In the "Detektyw" (Detective) project also the techniques of career counselling for the young people—the majority of people who seek career counsellor's assistance in Planeta 11 are secondary-school learners. The materials were being prepared 6 months. The ready product was presented in 2005: planning vocational career and job-hunting resemble the work of a detective, who looks for trails, tries to solve a mystery and draws conclusions on the basis of own observations. At the beginning, the user needs to know one's interests and define employers, who might offer an employment. That is</p>

	<p>why the app was designed in the form of an adventure game. App's user, acting as a detective, must solve and fulfil many tasks, which are to facilitate the choice of the right vocation. Detective is equipped with palmtop/tablet which displays a hologram with detective's virtual assistant. The assistant invites the detective to fulfil 6 tasks and complete activities that are connected with them:</p> <ol style="list-style-type: none"> 1. Benefits from work. 2. How to find a rewarding job? 3. Your character traits. 4. Picture of your dreamt job. 5. Job market. 6. Methods of job-hunting. <p>Within the scope of the fulfilled tasks, the user gains knowledge about oneself, one's strong and weak sides, learns about the rules according to which the job market functions.</p>
Impact	<p>Benefits on target groups and lessons learned.</p> <p>One of the strengths of the "Detektyw" (Detective) app is the fact that it does not assure the user, it would deliver the whole knowledge of the methods of selecting and hunting for a job. Appealing to users' imagination, it stimulates them to independent search for an interesting employment.</p> <p>The app is easy to use and intuitive. Virtual assistant leads the customer step by step, according to a planned scenario, thus enabling the user to unconsciously gain knowledge of oneself and the job market. The user plans one's career—or at least is forced to think about one's future. The app is not an ordinary game, as it has no obvious ending. Knowledge gathered about oneself may be printed and kept for future reference. After completing all the adventure tasks, the customer is invited to directly contact adviser/counsellor and to continue the started adventure.</p>
Success factors	<p>The prerequisite of the project's success was its simplicity and the right design, suited for the recipient. For a young recipient, career counselling is simply "boring". To prepare a form of self-assessment in an attractive form was the right choice, and effective one, too. It is true that the number of customers of career counsellors of Planeta 11 did not rise, however the level of satisfaction from a service provided in such a form was higher.</p>
Weaknesses and restrictions	<p>One of the weaknesses of the "Detektyw" (Detective) project is that it offers too small a number of tests, checking predispositions of a young man for certain vocations and the part devoted to further steps connected with career planning is too vague. The app has not been updated and is available only in Polish, after directly contacting its designer.</p>
Transferability	<p>The project could be adopted in any place. The app was designed on the basis of presentation and its translation should not pose any difficulties. The cost for the whole project amounted to PLN 35,000. No other resources were used.</p> <p>Source: Jolanta Koral, Biblioteka Dobrych Praktyk FISE [Library of Good Practices of the Foundation for Social and Economic Initiatives]. Warsaw, 2008</p>

5.1.11 ROMANIA

Title	Project VIA – Vocation, Interests, Self-knowledge and development, the road to professional success
Description	A presentation of the practice, the city/area and country, the main target group(s) addressed, year of implementation, background,

	<p>innovative elements (i.e. which are the elements which make it qualify as a “good” practice).</p> <p>The project VIA -Vocation, Interests, Self-Knowledge and development, the road to professional success was implemented between July 2010 and June 2013 with the support of European Social Fund, Sectorial Operational Program Development of Human Resources 2007 – 2013. The project was implemented by Profiles International Ltd in partnership with the Ministry of Education, Research, Youth and Sports¹³ and Multi Consulting Group Ltd.</p> <p>The project’s general objective was the provision of required premises for the students' and pupils' transition towards upper education or labour market levels, through access to the information and orientation and counselling activities.</p> <p>The project is innovating, as it proposes an ITC-based approach of professional educational and orientation services.</p> <p>The target group was made of 4800 pupils and students registered with the national education system.</p> <p>The tool VIA is available at www.via-consiliere.ro</p>
Impact	<p>Benefits on target groups and lessons learned.</p> <p>The school counsellors have now the possibility to work with an extensive set of data, information and ICT tools, to the significant benefit of the target group.</p> <p>The target group benefited from the tools developed and implemented through online media. Using the tool VIA, the target group could plan their career, plain their educational path and also they could find the best solution for their training.</p> <p>On the website the target group can find the following:</p> <ul style="list-style-type: none"> - Information through relevant materials, access to a national databases (professions, occupational fields); - Predominating trades database. As each trade requires a different knowledge, skills and capabilities mix and it is performed using a series of specific activities and duties, the database includes a series of standardized and measurable descriptors for each predominating trade (designation, correspondence with the Romanian Classification of Occupations, competencies, tools and technologies used, required knowledge and skills, trade-related activities, working context, interests and values, etc.). - IT system for the assessment of psychological and vocational profiles. Using an online individual assessment tool (thinking pattern, behavioural features, occupational interests), a series of reports will be obtained concerning the individual's job-fit and based on which customized professional counselling and orientation can be provided. In this stage, the database will support the pupil/student in choosing the best professional path, according to his/her identified features <p>Another benefit is given by the fact that now the school counsellors have at their disposal a national database including 500 job profile diagrams, relevant materials drafted to support the professional counselling and orientation activity, 1 manual for the supply of professional orientation and counselling services within the national education system.</p> <p>The people trained (192 education personnel) during the implementation of the project will use the tool and also they will ensure the transfer of know – how to their colleagues.</p>
Success factors	<p>One of the factors that ensured the successful implementation of the project is the fact that the Ministry of Education was partner in the</p>

¹³ Now is the Ministry of Education and Scientific Research

	<p>project and through it, the involvement of the 48 public institution (schools, universities) where the tool was tested and implemented was ensured.</p> <p>Another success factor was the using of ICT to provide counselling. Pupils were more opened to use the online assessment tools than face to face counselling.</p>
Weaknesses and restrictions	<p>Even if the website is translated in Romania, the platform is not translated full and it can be used only by Romanian speaking language. The platform is not for public use.</p>
Transferability	<p>The project could be transferred in any country but it is necessary to adapt the tools to the national conditions like correspondence with the National Classification of Occupations. The tool is registered mark so it is necessary to obtain the approval of the owner in order to use it.</p>

5.1.12 ROMANIA	
Title	Guide to the world of occupations
Description	<p>The GWO program is designed for users who need assistance in their occupational choices and in seeking employment. It offers support in all phases of the career guidance process: from self-awareness, awareness of labour market opportunities, and career decision making, to implementing decisions and getting appropriate employment. The first version was developed in the framework of the EC Phare programme in 1997 by DHV CR as a tool for Information and Counselling Centres by National Labour Offices in the Czech Republic</p> <p>To secure further development as well as broader dissemination the programme gained further funding from the EC Leonardo da Vinci programme in 1999. DHV CR became a coordinator of the project and the software developer remained, again, 5D software. Besides those two Czech partners, three partners from the UK, Slovakia and Greece joined the partnership. The project finished in 2001 and during this period significant new content was added to the programme's content as well as giving users new ways to access it. Apart from Czech application, Slovak and Greek applications were also developed during the project period.</p> <p>The programme evoked interest in many countries. As a consequence of this interest 11 partners from 10 countries (Czech Republic, Slovakia, Greece, Cyprus, Italy, Spain, Romania, Bulgaria, Lithuania and the United Kingdom) set up a partnership for a follow up project realised again within the framework of the EC Leonardo da Vinci programme. This project lasted from 2001 to 2004.</p> <ul style="list-style-type: none"> - The objectives of the Guide to the World of Occupations are: - To offer clients several procedures to support their occupational choices based on different selection criteria, including the possibility of selecting related occupations - To provide brief and apposite textual information about each occupation - To introduce the main work activities in colour photographs and, for selected occupations, to make the clients acquainted with some activities by recorded sample work dialogues - To give clients guidance on how to apply for a job, write a CV or succeed at an interview - To advise a client who wants to change his/her occupation to browse the possibilities of related occupations - To provide basic information and suggestions to those who want to start their own business

	<ul style="list-style-type: none"> - To help the unemployed to tackle the problems of their situation in a positive manner - Special modules of the program cover the specific selection procedures. They are as follows: - The module "Graduate" offers advice on searching for a job, including writing a CV , preparing a job application, preparation for an interview, and allows the user to search the related occupations, and contains advice on starting your own business. - The module "Occupational choices" contains eight different selection procedures. The procedures are designed to help a client to choose the most suitable occupation for him/herself. The selected occupations provide brief descriptions, photographs of the main work activities, in several cases even recorded sample work dialogues. The module provides links to related occupations including descriptions of similarities and is specifically focused on disabled people. - The module for the "Unemployed" provides advice on how to cope with and fight against unemployment - The "Training Module" is designed for guidance counsellors using the programme in individual or group settings. <p>Along with the programme users can find out concret information about labour and educational opportunities in the portal "Career navigator". The portal contains relevant web links divided into three sections – Career test, Educational opportunities, Job opportunities.</p>
Impact	<p>Benefits on target groups and lessons learned.</p> <p>Guide to the World of Occupations (GWO)</p> <ul style="list-style-type: none"> - provides information nearly 700 occupations in text and image format - offers a variety of ways to choose the most suitable occupation by interests, skills and many other criteria - gives directions and information for successful entry and re-entry into the labour market
Success factors	<ul style="list-style-type: none"> - It is working as a counsellor - The platform is easy to use - The menu is intuitive
Weaknesses and restrictions	<p>The platform after the project ended was not updated</p>
Transferability	<p>The GWO tool could be transferred very easy, because it has an English version as a framework and what you need is to translate the content in your own language and you will have GWO national version. It is necessary to request permission at info.linhart@5d.cz.</p>

6 CONCLUSIONS AND RECOMMENDATIONS

The overall conclusion drafted from the present analysis on current status of career guidance and counselling is it that the field is not homogeneous around Europe, particularly in the participating countries of the RECREATE project.

From the national reports, it is clear that the career advisory and counselling services and the profession of career advisor/counsellor have a different status, frames and requirements in the countries involved. Although in Belgium, Greece and Romania there are several laws and some legal frames governing and/or guiding the profession and its application; in Austria, Cyprus and Poland the professional profile of the career advisors and counsellors is not well defined yet and, consequently, nor are the standards and parameters which set the quality level of the services.

In any case, the profession "career counsellor", whichever the title or name, exists everywhere and faces mainly the same challenges in every RECREATE country: the lack of specific preparation of career counsellors can be proved by the field research in all participating countries, where these professionals show their concerns and propose some suggestions to improve their performance. But when a career advisor suggests as a measure of improvement "to know better the job market", to receive "specific training" or learn "assessment techniques" it is obvious that something is lacking from an earlier stage. A clear definition of a specific field of study on career counselling would be perhaps a way to tackle this at the very beginning.

In today's Europe, the challenges faced by career counsellors are changing. Public policies on career guidance and counselling are receiving increased recognition around Europe due to their crucial role in assisting people manage their professional life, through concrete occupational, educational and training courses. In specific, career advisors and counsellors are called to contribute to the decision making process of individuals and help them make choices based on self-assessment, knowledge of the labour market and its needs and, most importantly, which ones satisfy them. However, their role does not only involve the identification of appropriate opportunities. It also includes the support to people in improving their qualifications, through a set of training courses, finding the suitable positions that can be pursued by them, considering the restrictions, if any, but, most importantly, helping people understand what would satisfy them and how to pursue it. And, according to recent studies, the use of ICT and social media represents a very powerful tool for overcoming such barriers.

The use of online tools and social media is still not a current practice among the professionals participating in the RECREATE survey, as shown by the field research. In general they act in a very traditional way, but they also have expressed great interest in using possible (new) tools through new technologies and social media in order to deliver better services and innovative approaches. They demand more investment not only on their

further education (updated trainings, for instance), but also more time to invest on their clients.

Summing up, the career advisors involved in this research have clearly identified fragilities in the system that could be improved, so that they can deliver better services to their clients. In general, across the RECREATE countries, career counsellors nowadays, recognise the importance of social media tools however their presence in career advisory services is not very significant, except for Facebook. This is the only tool almost everyone found familiar and assumed to use it. Other tools like LinkedIn, Twitter and YouTube were not so popular, some admitted to know them but most of them recognised they did not use them. The majority expressed that in case of being presented with a set of tools available online they would use them to carry out part of their everyday activities and to reach in a more effective way their clients.

There is plenty of room for continuous improvement, further training, implementation of innovative approaches and provision of online tools in the field of career guidance and counselling services. Projects like RECREATE are a good step towards improving the daily practices and performance of European career advisors and counsellors. For this reasons, it is strongly recommended to carefully analyse the results of the present research, including the existing national good practices in career guidance and counselling described, in order to facilitate the development of innovative, tailored and useful tools and courses in the upcoming intellectual outputs of the RECREATE project, ensuring not only to provide basic competences but also to keep up with the state of art and current trends in this field.

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ANNEX A: QUESTIONNAIRE

INTRODUCTION

The **RECREATE: Counselling via Social Media** is a project which is funded by the European Commission, under the **Erasmus+** programme, which directly promotes lifelong learning by linking support to formal, non-formal and informal learning throughout the education, training and youth fields.

The *objective* of the RECREATE project is to **give the possibility to career advisors and counsellors**, being the direct target group of the project, **for better and more targeted provision of services through the development of tools available on social media**. The use of the specific tools would enable career advisors allocate their time with each one of the people who are in need of their services in a more constructive and effective way, by mobilising internet technologies and in specific social media to allocate part of their work.

The duration of the project is *two years*, starting from September 2014 until August 2016.

As a first step to the development of the aforementioned tools, the partners will conduct a survey which aims at *identifying the current situation the career advisors and counsellors have to face in their everyday practice* in terms of tools available, training provided, possibilities for improvement, capacity building issues, etc. The objective of this analysis is to *determine the most effective methods applied for career guidance and counselling in the participating countries*, so that the partners can support and promote them through the development of tools and techniques targeted for social media.

You are invited to participate at this survey, considering that your feedback is essential for the accurate analysis of the current situation, which will lead to the development of effective tools that will significantly assist you at your everyday professional tasks.

Thank you in advance

1. Please provide your name (optional)

2. In which country do you work? Please, select the appropriate answer.

- Austria
- Belgium
- Cyprus
- Greece
- Poland
- Romania
- Other (please indicate) _____

3. Please, indicate your gender by selecting the appropriate answer

- Female
- Male

4. Please, indicate the age group you belong to by selecting the appropriate answer

- Younger than 30
- 31-40
- 41-50
- 50+

5. How many years of overall professional experience do you possess? Please, select the appropriate answer.

- Less than 5 years of overall professional experience
- 5-10 years of overall professional experience
- 11-20 years of professional experience
- 20+ years of professional experience

6. Please, write the type of organisation are you currently involved in

7. What is your highest level of education you have accomplished so far? Please, select the appropriate answer.

- Higher
- Master's
- Bachelor's
- Diploma

8. What is the main field of your studies? Please, elaborate.

9. Please indicate which your current position is.

10. How long have you been involved as a career advisor/ counsellor? Please, select the appropriate answer.

- Less than 5 years
- 5-10 years
- 11-15 years
- Over 15 years

11. Have you received any special training prior to your involvement as a career advisor? Please select the appropriate answer. If you select yes, please indicate.

- Yes _____
- No

12. Have you attended any courses or trainings in the past two years? Please select the appropriate answer. If you select yes, please specify.

- Yes _____
- No

13. If you replied yes to the previous question, how long did the course or training last? Please write your answer in the space provided.

14. How was the course or training conducted? Please, select the appropriate answer.

- Face to face
- Blended learning (i.e. a combination of face to face with distance learning)
- eLearning
- Other (please, specify) _____

15. How easy is it for you to identify courses or trainings relevant to your profession? Please, select the appropriate answer.

- Very easy. There are many relevant courses or trainings available in my country
- Not very easy. There aren't many relevant courses or trainings available in my country
- Very difficult. There aren't any relevant courses or trainings available in my country

16. How satisfied are you with the quality of the courses or trainings provided in your country which are relevant to your sector? Please, select the appropriate answer and explain briefly the reasons why.

- Very satisfied, because _____
- Satisfied, because _____
- Not very satisfied, because _____
- Dissatisfied, because _____
- Not applicable (not participating at any relevant courses or trainings)

17. Do you have any suggestions for courses or trainings that you would like to participate at and/or think are necessary for any career counsellor? Please specify.

18. Please, mention which are the most commonly used tools used in counselling (i.e. forms, databases, assessment techniques, CV preparation, information material, etc.)

19. When you are dealing with people who belong to vulnerable groups (such as migrants/minorities, people with disabilities, people with other economic and/ or social difficulties, etc.) do you apply the same tools or not. Please, elaborate on the reasons why.

- Yes, because:

- No, because

20. Do you often consult with your colleagues to identify additional methods which can be applied in your everyday tasks with your clients? Please, select the appropriate answer.

- Yes
- No

21. Can you, please, indicate which are the most important obstacles or limitations that you face in your everyday professional activities?

22. Do you use peer feedback as a means to discuss about the difficulties in your everyday activities as a career counsellor, learn about new methodologies, practices and, in general, evolve as a professional? Please, select the appropriate answer.

- Yes
- No

23. Please, rate your familiarity with the following social media platforms

	Familiar and I use it	Familiar, but I sparsely use it or I don't use it at all	Not familiar
Facebook			
Linked In			
Twitter			
YouTube			
Other:			

24. If you were presented with a set of tools available online, would you use them to carry out part of your everyday activities in your job? Please, select the appropriate answer and elaborate on the reasons for your selection.

- Yes, because _____
- No, because _____

25. Can you please make specific recommendations on what you would like to improve in your sector in terms of tools, assessment techniques, further trainings, networking, etc.?

26. Would you like to be informed about the upcoming project activities?

- Yes
 No

27. Would you be interested in participating in a blended course about innovative tools available through social media for career advisors/ counsellors?

- Yes _____
 No

If you replied yes to any or both questions 24 and 25, please fill in your email below.

Thank you very much for your participation