



Erasmus+

Developing Future Careers Through Personalised Guidance

guidEU

Benchmark Report

Intellectual Output 1



PARTNERS





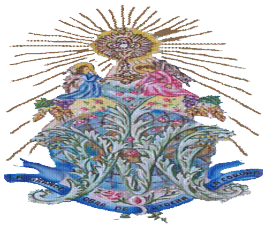
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Introduction

The project **Developing Future Careers Through Personalised Guidance – guidEU** responds to the Europe 2020 priorities in the area of education and training, youth and early school leaving in the context of globalization, free cross-border movement of workers and labour market integration. The project's main aim is to prevent pupils' disengagement from schools through provision of easy-accessible, high-quality personalized guidance and tools to facilitate transition into the next stage of education and employment, while valuing diversity of labour market and international career opportunities. The guidEU is the answer for the detected needs.

The objectives of the project are:

- 1) reduce early school dropout through professionalized career guidance
- 2) overcome shortages of counsellors at schools
- 3) enrich scarce offer of free-of-charge and barrier free tools (including the ICT-based ones), for the recognition of students' career predispositions and interest to be used on their own
- 4) enrich scarce offer of career-oriented materials and free-of-charge tools for guidance counsellors, devoid of technological barriers to the computer use
- 5) improve career guidance services through engaging tools, methods, linking school curricula to international job opportunities
- 6) foster youth provision, equity on the labour market

The objectives of the research work – literature review & desk research and field work are:

1. Identification of the theoretical concepts of skills, predispositions and career aptitudes and description of such categories as:
 - Basic definitions of important terms;
 - Key skills/abilities sought by employers which should be improved in the career guidance process;
 - Key professional predispositions required on the labour market;
 - The most-promising and long-standing career prospects;

2. Description of available ways to improve career guidance at schools:

- Characterization of national guidance system at school in different European countries;
- Indication of the main dimensions of effective career guidance at school and beyond;
- Summary of the best practices in career guidance;
- Overview of the most essential career aptitude tests and labour market games used in career guidance.

3. Assessment of key benchmarks of effective career guidance services defined in the Literature Review and Desk Research Report - analysis of questionnaire surveys and interview results:

- Current standards for conducting guidance activities at school in different countries and pupils' expectations;
- Skills sought by employers which should be improved during career guidance;
- Key occupational predispositions facilitating transition into the next stage of education or employment;
- Important dimensions of effective career guidance;
- Most promising and long-standing career prospects;
- Expectations on on-line career aptitude test;
- Expectations on Labour market games.

The Report is divided into two parts: 1) Desk Research and Literature Review and 2) Results of questionnaire surveys and interviews.

1. Methodology approach

1.1. Desk research methodology

Each project partner identified and analysed articles, books, institutional documents, reports on career guidance applicable in his country. Literature review & desk research was supported by Data Collection Tool 1 (DCT1): Form for the Identification of Key Literature, Institutional Documents / Reports Referring to High-Quality Career Guidance Services, a specific tool elaborated for research purposes which covered several questions related to national approaches to career guidance services (see Appendix). Partners analysed available scientific literature in the field of career guidance in their countries and filled out the DCT1 which addressed the following research questions:

- List of selected manuscripts (articles/ books/ institutional documents/ reports/other (e.g. law regulations);
- Theoretical background and most common definitions of skills, predispositions, career aptitudes;
- Definitions of key skills sought by employers and which should be improving during career guidance;
- Types and definitions of key occupational predispositions;
- Key dimensions of effective career guidance at school and beyond;
- Description of national guidance system at schools;
- The most-promising and long-standing career prospects;
- The best practices in the field of career guidance;
- Career aptitude tests;
- Labour market games.

This research was conducted in accordance with the *Guidebook on Research and Analysis for the elaboration of the Benchmark Report*, from October till November 2016 in all project countries: Cyprus, Poland, Spain and Turkey.

1.2. Questionnaire surveys and interviews methodology

Each project partner surveyed a restricted number of project end-users divided into following groups: pupils, stakeholders, teachers and guidance counsellors. Data collection was supported by research tools elaborated separately for each group (see Appendix):

- Data Collection Tool 2. Form for the Identification of Key Benchmarks of Effective Career Guidance Services for Teachers/ Guidance Counsellors of III and IV Educational Stage.
- Data Collection Tool 3. Form for the Identification of Key Benchmarks of Effective Career Guidance Services for Stakeholders (parents, experts in educational field, chief executive officers of school districts, academic staff).
- Data Collection Tool 4. Form for the Identification of Key Benchmarks of Effective Career Guidance Services for Students of Secondary and Upper Secondary Schools.

Questionnaires contained several questions referring to different aspects of career guidance and labour market in such areas as: standards and pupils' expectations for conducting guidance activities at school in different countries, skills expected by employers which should be improved during career guidance; occupational predispositions facilitating transition into the next stage of education or employment; important dimensions of effective career guidance; most promising and long-standing career prospects; on-line career aptitude test expectations and labour market games expectations. Questions were inspired by the results of desk research and literature review. The research was conducted from February to April 2017 in all project countries: Cyprus, Poland, Turkey and Spain. The characteristics of respondents (N=204) are presented in the table below. The age of the students ranged from 12 to 18 years.

Table 1. The demographic statistics of the respondents by surveyed groups

Respondent profile:	Country	N	%	Gender
Teachers, Guidance Counsellors	Cyprus	20	66,7	female (10, 50%); male (10, 50%)
	Poland	10	50,0	female (8, 80%); male (2, 20%)
	Spain	20	66,7	female (14, 70%); male (6,30%)
	Turkey	20	66,7	female (11, 55%); male (9, 45%).

	Partial sum	70		
Stakeholders	Cyprus	10	33,3	female (10, 50%); male (10, 50%)
	Poland	10	50,0	female (6, 60%); male (4, 40%)
	Spain	10	33,3	female (6, 60 %); male (4, 40%).
	Turkey	10	33,3	female (4, % 40); male (6, % 60)
	Partial sum	40		
Students	Cyprus	24		female (15, 57.7%); male (9, 34.6%)
	Poland	30		female (24, 60%); male (16, 40%).
	Spain	20		female: (10, 50%); male: (10, 50%)
	Turkey	20		female (9, % 45); male (number 11 , % 55)
	Partial sum	94		
Total:		204		

2. Theoretical concepts of skills, predispositions and career aptitudes

2.1. Basic definitions and concepts

Job and vocational counselling is a professional and systematic assistance and support process to a person for the purpose of self-awareness and personal development, as well as to help a person to recognize and understand employment trends, career opportunities and the world of work in order to make right career, education or life choices. This is also a professional help to an employee or a group of employees to support them in the journey to job satisfaction.

In career guidance there are a lot of approaches and ideas used to describe career development. Listed below are the most common ones:

Career - the progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position. While employees in some cultures and economies stay with one job during their career, there is an increasing trend to employees changing jobs more frequently. For example, an individual's

career could involve being a lawyer, though the individual could work for several different firms and in several different areas of law over a lifetime (Pisula, 2010).

Career guidance consists of the services that help people successfully manage their career development (Kania, 2010). Although this aspect of human development occurs on its own as we mature, everyone can benefit from assistance navigating through this process. Since career guidance is intended to support an individual through his or her entire career, it includes the following components:

- **Career Choice Assistance** - Career guidance often involves assisting students and adults who are trying to choose a career. Career development professionals may administer self-assessment instruments or teach their clients how to use self-administered tools, to help them learn about their interests, values, skills and personality type. They can educate individuals about how to explore occupations that are most suitable based on that information and then ultimately teach them how to decide which one is the best choice.
- **Job Search Help:** Helping you choose a career would be pointless if you didn't subsequently learn how to find a job in the field you chose. Therefore career guidance also consists of providing job search assistance. Job search strategies are not likely to be taught in the classroom. Therefore most people don't have these necessary skills when they start looking for a job.
- **Early and Mid-Career Advice** - While most people seek help with issues that occur as they are just beginning their careers, such as choosing a career or securing their first job, career guidance services also include providing advice about issues that occur later on as individuals establish and grow their careers. Individuals can get assistance with career advancement and dealing with workplace issues, such as getting along with their boss and coworkers, preparing for and responding to performance reviews, and managing job stress (Kania, 2010).

Career Guidance Providers - professionals who provide career guidance include career counsellors and career development facilitators. School guidance counsellors provide services to middle and high school students. A college student can seek career guidance from the career services office at his or her institution.

Career aptitude - acquired or natural ability for learning and proficiency in a specific area or discipline. Aptitude is expressed in interest, and is reflected in current performance which is expected to improve over time with training (Guest, 2010).

Job profile - a description of a particular work function that includes the elements deemed necessary to perform the post effectively. Specifically, a job profile developed by the personnel department of a business might include such things as job responsibilities, required qualifications, advancement prospects, and the initial hourly pay or salary associated with the position (Kania, 2010).

Skills - an ability to do an activity or job well, especially because you have practised it¹.

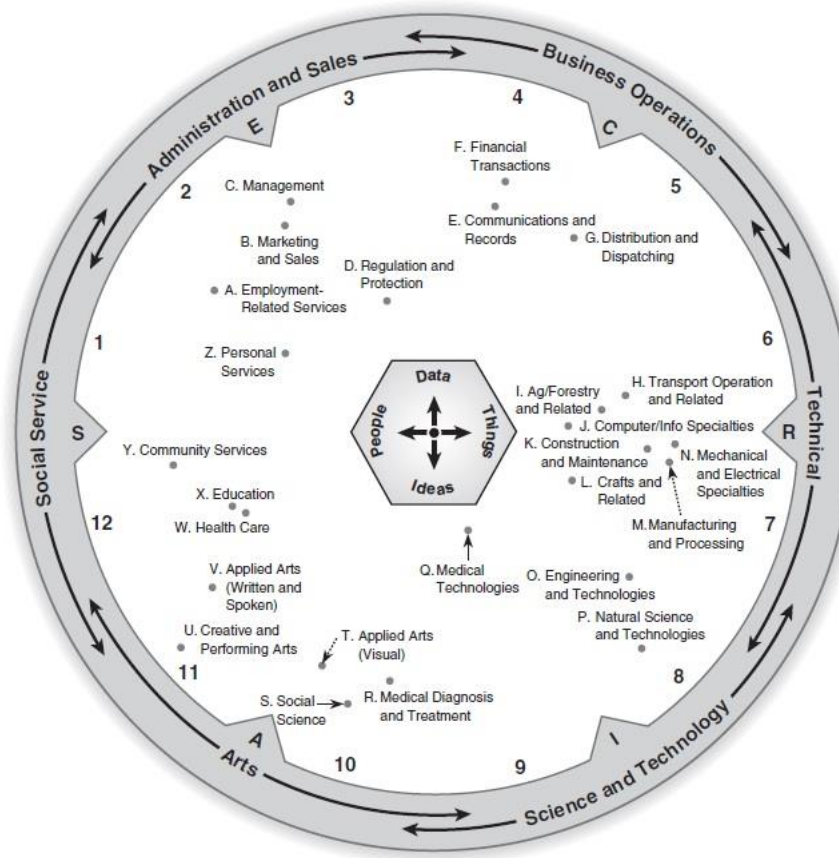
Predispositions - some factors such knowledge, personality, interests, skills that determinate one's choices in area of education and future job (Ausubel, 2002).

Competence - a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli). Four major components of attitude are (1) Affective: emotions or feelings. (2) Cognitive: belief or opinions held consciously. (3) Conative: inclination for action. (4) Evaluative: positive or negative response to stimuli (Pisula, 2010).

Interpersonal skills - the set of abilities enabling a person to interact positively and work effectively with others. Development of the interpersonal skills of employees is a key goal of training and development initiatives for many companies, and is considered a constructive manner in which to handle office disputes and other personnel issues. These skills include the areas of communication, listening, delegation of tasks and leadership (Dołęga-Herzog, Rosalska, 2014).

Prediger's World-of-Work Map - based on the data/ideas and people/things work task dimensions. The map shows how occupations relate to each other based on work tasks and organizes 555 occupations into 26 groups of similar occupations (career areas) (Prediger, 1976).

¹ Cambridge English Dictionary - <http://dictionary.cambridge.org>



Source: <http://psychology.iresearchnet.com/counseling-psychology/career-assessment/discover/>

Figure 1. Prediger's World of work map

Work task dimensions are defined as follow:

- **Data** (facts, records, files, numbers). "Data activities" involve impersonal processes such as recording, verifying, transmitting, and organizing facts or data representing goods and services.
- **Ideas** (abstractions, theories, knowledge, insights, and new ways of expressing something). "Ideas activities" involve intrapersonal processes such as creating, discovering, interpreting, and synthesizing abstractions or implementing applications of abstractions.
- **People** activities involve interpersonal processes such as helping, informing, serving, persuading, entertaining, motivating, and directing.
- **Things** (machines, mechanisms, materials, tools, physical and biological processes). "Things activities" involve nonpersonal processes such as producing, transporting, servicing, and repairing (Prediger, 1976, 2002).

2.2. Key skills/abilities sought by employers which should be improved in the career guidance process

Based on a number of surveys on the skills required by graduates undertaken by Microsoft, Target Jobs, the BBC, Prospects, NACE and AGR and other organizations, it can be said that most important skills for employers are (Kocór, Strzebońska, Dawid-Sawicka, 2015; Expected competences by employers from candidates for the job position²; Careers and Employability Services of University of Kent³):

- Verbal communication - able to express your ideas clearly and confidently in speech
- Teamwork - work confidently within a group
- Commercial awareness - understand the commercial realities affecting the organization.
- Analyzing & investigating - gather information systematically to establish facts & principles. Problem solving.
- Initiative/self-motivation - able to act on initiative, identify opportunities & proactive in putting forward ideas & solutions
- Drive - determination to get things done. Make things happen & constantly looking for better ways of doing things.
- Written communication - able to express yourself clearly in writing
- Planning & organizing - able to plan activities & carry them through effectively
- Flexibility - adapt successfully to changing situations & environments
- Time management - manage time effectively, prioritizing tasks and able to work to deadlines.

The European Commission define 'key competences' as a knowledge, skills, and attitudes needed by all for personal fulfilment and development, employability, social inclusion and active citizenship. Key competences include:

- literacy and languages;
- maths, science and engineering;
- digital competence;
- personal, social and learning competence;

² http://www.ksztalceniezawodowe.bialystok.pl/pliki/konf_20.03.15/kompetencje.pdf

³ <https://www.kent.ac.uk/careers/sk/top-ten-skills.htm>

- civic competence;
- entrepreneurship; and
- cultural awareness and expression.⁴

Conducted research shows that some skills are more important for employers than other groups (see Chart 1). Respondents give higher scores for such skills as: Teamwork, Problem solving, Responsibility, Time management, Flexibility, Communication, Coping with stress, Creativity, Planning and organizing, Vision of future, Productivity, Self-motivation and Decision making. Countries differ in evaluation of specific skills (see Table 2). Respondents have been also asked to indicate key skills which should be improved during the guidance process. Results from specific countries are presented in Table 3 and Chart 2.

Table 2. Evaluation of skills' importance in different countries:

Skills:	Median score					Kruskal-Wallis Test	p
	All countries	Cyprus	Poland	Spain	Turkey		
Problem solving	5,44	5,39	4,63	5,79	5,5	18,659	0,001
Responsibility	5,44	5,59	5,07	5,76	5,05	17,495	0,002
Passion	4,85	5,05	3,64	5,27	4,94	21,972	0,001
Productivity	5,07	5,3	3,4	5,64	4,8	37,139	0,001
Using high technology	4,95	4,8	5,18	5,21	4,42	8,871	0,031
Communication	5,15	5,52	4,20	5,52	4,8	30,212	0,001
Teamworking	5,49	5,42	5,00	5,83	5,21	15,286	0,002
Commercial awareness	4,12	4,30	3,27	4,80	3,71	22,236	0,001
Analysing and investigating	4,39	4,53	3,59	4,67	4,61	12,818	0,005
Initiative	4,92	5,00	4,53	5,44	4,42	16,096	0,001
Self-motivation	5,03	5,22	4,41	5,46	4,74	18,892	0,001
Planning and organising	5,13	5,42	4,53	5,41	4,57	13,855	0,003
Flexibility	5,19	5,17	4,93	5,54	4,93	7,973	0,047
Time management	5,21	5,09	5,18	5,48	5,04	6,166	0,104
Delegation of tasks	4,46	4,58	3,76	4,85	4,47	12,537	0,006
Coping with stress	5,15	5,14	5,13	5,24	5,11	0,722	0,868
Persistence	4,9	5,14	4,38	5,21	4,75	9,738	0,021
Decision making	5	4,88	4,65	5,40	4,85	7,672	0,053
Entrepreneurial skills	4,77	4,5	4,44	4,85	5,25	6,835	0,077
Conflict management	4,62	4,5	3,21	5,52	4,58	40,470	0,001
Adaptability	4,93	5,09	3,00	5,4	5,17	46,468	0,001
Openness to new	4,96	5,09	4,72	5,22	4,64	5,504	0,138

⁴ https://ec.europa.eu/education/policy/school/competences_en

experience							
Conscientiousness	4,96	5,00	5,00	5,17	4,56	4,919	0,178
Creativity	5,14	5,00	5,00	5,18	5,33	1,025	0,795
Engagement	4,94	4,76	5,07	5,64	3,94	35,392	0,001
Assertiveness	4,61	4,55	3,94	5,17	4,57	17,809	0,001
Life-long learning	4,83	4,81	4,13	5,5	4,53	24,929	0,001
Vision of future	5,11	4,95	4,07	5,46	5,4	33,628	0,001

Chart 1. Skills important for employers (median scores for all countries):

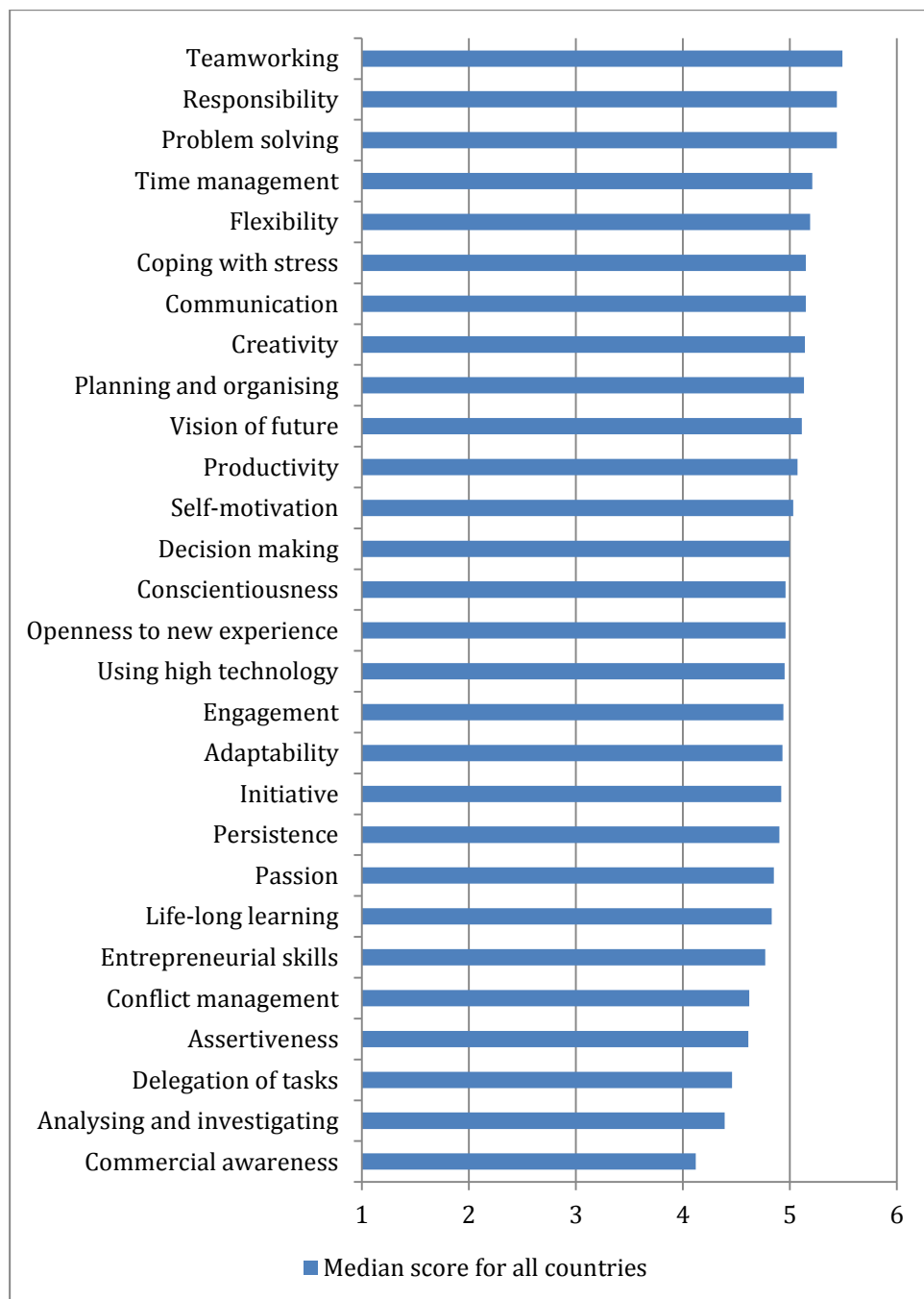
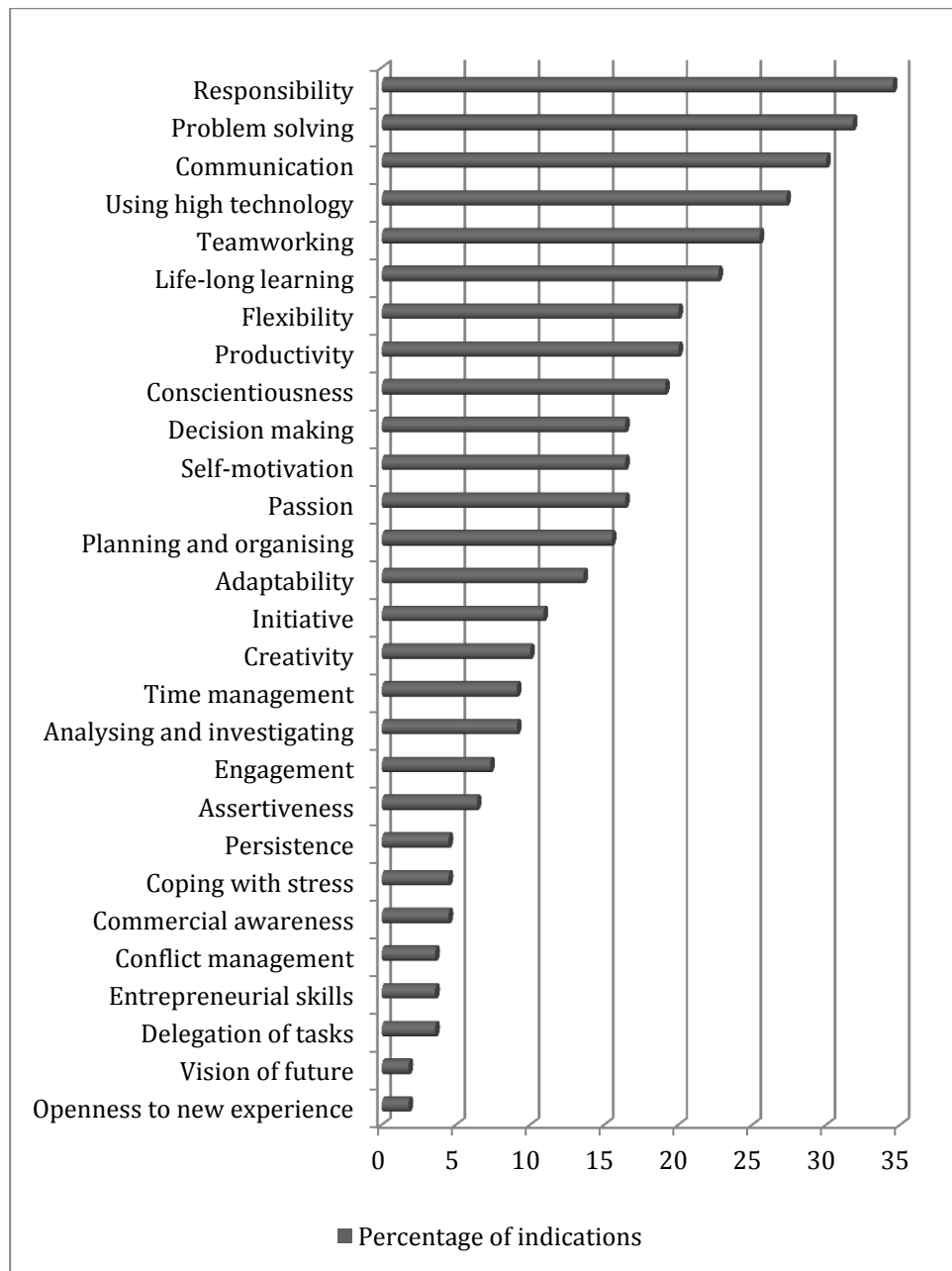


Table 3. Key skills that should be developed during career guidance:

Skills:	All countries		Cyprus		Poland		Spain		Turkey	
	N	%	N	%	N	%	N	%	N	%
Problem solving	35	31,8	16	53,3	11	55,0	1	3,3	7	23,3
Responsibility	38	34,5	16	53,3	12	60,0	4	13,3	6	20,0
Passion	18	16,4	8	26,7	3	15,0	1	3,3	6	20,0
Productivity	22	20,0	10	33,3	9	45,0	0	0,0	3	10,0
Using high technology	30	27,3	9	30,0	12	60,0	1	3,3	8	26,7
Communication	33	30,0	13	43,3	7	35,0	2	6,7	11	36,7
Teamworking	28	25,5	17	56,7	8	40,0	1	3,3	2	6,7
Commercial awareness	5	4,5	1	3,3	1	5,0	0	0,0	3	10,0
Analysing and investigating	10	9,1	2	6,7	3	15,0	0	0,0	5	16,7
Initiative	12	10,9	5	16,7	1	5,0	1	3,3	5	16,7
Self-motivation	18	16,4	7	23,3	3	15,0	0	0,0	8	26,7
Planning and organising	17	15,5	9	30,0	8	40,0	0	0,0	0	0,0
Flexibility	22	20,0	6	20,0	6	30,0	4	13,3	6	20,0
Time management	10	9,1	6	20,0	2	10,0	1	3,3	1	3,3
Delegation of tasks	4	3,6	0	0,0	0	0,0	0	0,0	4	13,3
Coping with stress	5	4,5	3	10,0	2	10,0	0	0,0	0	0,0
Persistence	5	4,5	3	10,0	0	0,0	0	0,0	2	6,7
Decision making	18	16,4	1	3,3	4	20,0	0	0,0	13	43,3
Entrepreneurial skills	4	3,6	2	6,7	0	0,0	0	0,0	2	6,7
Conflict management	4	3,6	1	3,3	0	0,0	0	0,0	3	10,0
Adaptability	15	13,6	3	10,0	0	0,0	8	26,7	4	13,3
Openness to new experience	2	1,8	1	3,3	0	0,0	1	3,3	0	0,0
Conscientiousness	21	19,1	2	6,7	3	15,0	1	3,3	15	50,0
Creativity	11	10,0	3	10,0	4	20,0	1	3,3	3	10,0
Engagement	8	7,3	1	3,3	1	5,0	5	16,7	1	3,3
Assertiveness	7	6,4	1	3,3	0	0,0	1	3,3	5	16,7
Life-long learning	25	22,7	2	6,7	0	0,0	11	36,7	12	40,0
Vision of future	2	1,8	2	6,7	0	0,0	0	0,0	0	0,0

Chart 2. Key skills that should be developed during career guidance (all countries):



It can be said that the most important skills are: Responsibility, Problem solving, Communication, Using high technology, Teamwork, Life-long learning, Productivity, Flexibility, Conscientiousness, Passion, Self-motivation and Decision making.

Respondents (teachers/ guidance counsellors and stakeholders) were asked also about key occupational predispositions and actions facilitating transition into the next stage of education or employment:

Table 4. Key occupation predispositions by teachers/ guidance counsellors and stakeholders

<i>What are key occupational predispositions facilitating transition into the next stage of education or employment?</i>	
<u>Teachers/ guidance counsellors:</u>	<u>Stakeholders:</u>
<ul style="list-style-type: none"> • Flexibility, adaptability (14) • Responsibility (9) • Creativity (9) • Teamwork (8) • Lifelong learning (8) • Problem solving (6) • Self-motivation, engagement (6) • Knowledge of foreign languages (6) • Using high technology (5) • Openness to new experiences (5) • Passion (5) • Planning and organising (4) • Coping with stress (4) • Communication (3) • Time management (2) • Persistence (2) • Productivity (2) • Effort (2) • Working experience (2) • VET (2) • Shift work (2) • Assertiveness (2) • Good quality information • Vocational position • Interests • Expectations • Using high technology • Effective guidance • Initiative • Professional recognition • Social abilities • Adventure • Dual enrolment • Conscientiousness • Critical thinking 	<ul style="list-style-type: none"> • Motivation, engagement (10) • Teamwork (7) • Responsibility (7) • Knowledge of foreign languages (7) • Flexibility (6) • Coping with stress (5) • Lifelong learning (5) • Openness to new ideas, experiences (4) • Conscientiousness (3) • Obligation/commitment/planning (3) • Communication (2) • Effort (2) • Using high technology (2) • Critical thinking • Stress management • Goal setting • Entrepreneurship experience • Creativity • Adequate training • Analytical skills • Leadership • Artistic skills • Interpersonal skills • Entrepreneurial Trainings • Vocational training • Analysing and investigating • High quality personalized guidance • Labour force participation • Full time work • Discipline • Proactive behaviour • Logical reasoning • Professional recognition

<ul style="list-style-type: none"> • Interpersonal skills • Readiness to work hard • Vision for the future • Efficiency • Recognition • Courses are taken in high school that are equivalent to those taken at a postsecondary institution • Credit is awarded on both the high school transcript and the transcript of the sponsoring postsecondary institution • Early college high schools • Students earn up to an associate's degree or 2 years of credit toward a baccalaureate degree while in high school • The middle grades are included, or there is an outreach to middle-grade students to promote academic preparation and awareness of the Early College High School option • Work learning experience to familiarize students with the workplace. 	
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Students were asked: ***Which actions, initiatives could facilitate your transition into the next stage of education or employment?:***

- ☐ Visiting workplace – 40
- ☐ Participating in meetings on career paths, jobs and education opportunities – 34
- ☐ Visiting next stage schools or universities – 33
- ☐ Participating in guidance lessons – 26
- ☐ Individual meetings with guide counsellors – 23
- ☐ Using guidance tools (games, career/aptitude tests) - 22
- ☐ Meetings with employers – 22
- ☐ Visiting employment agency/job centre/recruitment agency – 21
- ☐ Informing about the facilities and academic options (scholarships, University residences) – 21
- ☐ Information about labour market such as current employment trends, sought skills, etc. – 20

- ☐ Meetings with employee representatives – 17
- ☐ Participation in job fair – 16
- ☐ Meetings with representatives of higher education institutions – 13
- ☐ Other – 1: To try hard and people and people to give me choices.

Students in a majority of cases prefer visits to workplaces, schools and universities and meetings on career paths, jobs and education opportunities – these initiatives are most helpful for transition into the next stage of education or employment.

2.3. The most promising and long-term career prospects

The labour market is changing rapidly. Demographic changes and technological advancements may lead to the net loss of 5 million jobs by 2020, according to a report published by the World Economic Forum⁵. In total, the report estimates that a total of 7.1 million jobs could be lost, the majority of which will be white-collar office and administrative jobs. The report predicts that there will be some occupations that are more in demand. Below there is a look at some of the job categories that are expected to see the growth:

- Data analysts - will become increasingly more important in all industries by 2020 because people will need help making sense of all of the data generated by technological disruptions.
- Computer and mathematical occupations such as computer programmers, software developers, and information security analysts will grow.
- The demand for people skilled in architecture and engineering will continue to increase. This growth will be especially for engineers focused on biochemical, nanotechnology, robotics, and materials.
- More specialized sales people will also be needed. The demand for specialized sales people who can explain the company's offerings to a wide range of clients, including businesses, governments, consumers, as well as to new clients will grow.

⁵ <https://www.weforum.org/agenda/2016/01/8-jobs-every-company-will-be-hiring-for-by-2020/>

- Senior managers will be also needed. Areas such as media, entertainment, and information will need a new type of senior manager to help companies navigate the rough waters of change.
- The demand for product designers will be observed. One of the most wanted skills by 2020 will be creativity. A lot of monotonous jobs can be automated but creative one will still require a human. Designers will be needed in commercial and industry to promote and develop products like cars, appliances, gadgets, and other manufactured goods.
- Human resources and organizational development specialists will be needed to retrain workers. Some jobs will disappear completely, other will be created. Some companies are going to train existing employees with new skill sets. So development specialists and human resource professionals will be needed not only for hiring in a competitive market, but they will also be needed to help employees develop new skill sets.
- Regulatory and government relations experts will continue to increase. As companies adopt and develop emerging technologies, they will also be looking to hire those familiar with how to navigate the legal side of things. For example, as traditional automakers and tech companies both develop driverless cars; they are also hiring people to understand the relevant laws and to work with government regulators in figuring out the best way to implement the technology.

Having into consideration most promising career prospect, respondents identified several sectors offering employment opportunities. These are: education (especially vocational one), technology, distribution and transport sector as well as business, healthcare, IT alternative source of energy, international law, finance, science (especially computer science), foreign languages, geriatric, biochemistry, business consulting and management. Analysis of these areas implies that the most promising occupations relate to subjects collectively known as STEM (science, technology, engineering and mathematics).

The respondents' detailed answers to the question referring to the most promising career prospects are presented in table below.

Table 5. The most promising, long standing career prospects by teachers/counsellors and stakeholders

Country	Teachers and counsellors	Stakeholders
Cyprus	<ul style="list-style-type: none"> • Education • Vocational education • Technology • Distribution and transport sector as well as business • STEM • Healthcare • IT • Alternative energy • International law • Financial analyst • Science 	<ul style="list-style-type: none"> • VET • Business • Finance • Education • Tourism
Poland	<ul style="list-style-type: none"> • Using high technologies 	
Turkey	<ul style="list-style-type: none"> • Work based learning • Workplace experience • Competitive • Good contract • Free services • Capacity develop courses • Vocational training • Social trainings • Labour market analyses • Entrepreneur courses 	
Spain	<ul style="list-style-type: none"> • Engineering • Computer Sciences • Medical Sciences • Civil Servants (categories A1, A2) • Vocational training: (Mechanics, electronic, Industrial cold, Clothing) • Geriatric • Biochemistry • Business Consulting and Management 	

3. Available ways to improve the career guidance at school

3.1. National guidance system at project partners' countries

National Guidance System in Cyprus⁶

Guidance and counselling services were first introduced into state schools in Cyprus in 1964/65 as a pilot scheme in 27 secondary schools, based broadly on the American model. Teachers were appointed as teacher-counsellors, and fortnightly inservice seminars were organised to provide them with training in guidance and counselling. But most were expected to perform their new additional duties on top of a full teaching load.

In 1991 the basis of what is now the Counselling and Career Education Service (CCES) was established within the Ministry of Education and Culture, and qualified counsellors began to be employed by the Ministry. A programme to train around 15 school counsellors was run for a year by an American professor under the Fulbright programme, but subsequently all of the counsellors have been trained overseas, in the UK or USA.

The CCES currently comprises 119 school counsellors, 7 of whom are based in the central offices and the rest spread across the 123 secondary schools under the Ministry's jurisdiction. Of these, 69% are women: a little higher than for secondary teachers as a whole (for whom the figure is 60%). Of those in schools, a dozen or so have become school principals or assistant principals, and so spend only a small proportion of their time on guidance and counselling tasks; others cover more than one school. Thus only 49 of the 123 schools have a full-time counsellor (though none of the counsellors does any conventional subject teaching). The staff in the central offices carries out administrative tasks, and also offers a guidance and counselling service available to the general public.

While there has been some development within the model established in 1991, there has been no significant review of the principles on which the CCES is based, in the light of the issues which have emerged in its operation. This has produced a sense of stagnation. Our review is accordingly timely, particularly since it takes place at a time when other changes are occurring

⁶ (<http://euroguidance.eu/guidance-in-europe/national-guidance-systems/guidance-in-cyprus-introduction/>)

within the education system in Cyprus that could have implications for the service. These include moves towards a curriculum focused more on students' needs, likely changes in the option structure within lyceums, possible merging of lyceums and vocational schools, and moves to encourage more initiative on the part of teachers within schools.

It is important to note that the service does not operate in the northern part of Cyprus, covering nearly a quarter of the island's population, where many of its Turkish community are based: this is under the control of a separate administration, the legitimacy of which is contested by the Cypriot Government. In addition, within the main part of the island, the service does not operate directly in the private schools, which cater for around 14% of the secondary-school population. Many of these schools have counselling and career education services, but these are outside the Ministry's jurisdiction. Private-school students may however visit the CCES central services, and their teachers may attend the staff-development events run by the Ministry.

The main stated goal of the CCES is to assist students and other young people to meet the general goals of the Ministry of Education and Culture, which include:

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

More specifically, the goal of the service is defined as being 'to provide specialised assistance to students and youngsters through counselling and guidance in order to deal effectively with their personal, educational, career and social problems'. Emphasis is placed on:

- Self-knowledge.
- Self-approval and self-confidence.
- Self-actualisation.
- Decision-making and problem-solving skills.
- Healthy adjustment to the school and social environment.
- Critical thinking and effective use of appropriate information.

In practice, the school counsellors spend much of their time working with individuals or small groups of students (normally 2-4), both through timetabled sessions during class periods (usually around 45 minutes) or by being available for shorter sessions during breaks; sometimes students may be accompanied by their parents. These sessions can cover a wide range of issues, ranging

from guidance on educational and career choices (sometimes using psychometric tests), through disciplinary and relationship issues, to issues like drugs and sexual/psychological abuse.

In addition to their work with individual students, the counsellors in the gymnasium (middle school) teach courses on career education and social education in the early part of the final year; while in the lyceum (upper school), they support an assistant principal in organising a one-week work-experience programme in the second year. They periodically visit classes to give talks on educational options and the like, and organise visits to post-school education institutions. They also maintain a careers library (usually in their offices).

A substantial part of the counsellors' work is devoted to liaising with other teachers, with parents and with a range of external services, including educational and clinical psychologists, social workers, psychiatrists and the police, in relation to the problems of particular students. In the case of students with special needs in terms of physical disabilities or learning difficulties – where the Ministry's policy is now to include them in mainstream secondary education wherever possible – the counsellor plays a central role (alongside an assistant principal) in convening case conferences to determine an action plan for addressing their distinctive needs within the school: these may involve various teachers, external agencies, and parents. The same approach is now also often used for students with literacy problems or exhibiting challenging behaviour within the school. In some schools, we were told, there might be up to 150 students requiring this kind of approach; in others, only 20 or 30. In the former, such work might now take up to half of a counsellor's time. The growth of this work since the service was established has not been accompanied by any growth in the number of counsellors, and has accordingly been at the expense of other core tasks.

Work with parents may include parents' attendance at interviews with their children, and parents' evenings relating to educational choices and the like. Some counsellors also run workshops for parents on topics like parent-child relationships. Through such means, they are acting as an important link between the home and the school.

Alongside their guidance and counselling work, the counsellors undertake a variety of administrative tasks. These include maintaining student records for guidance purposes; they also include, for example, checking application forms and writing reference letters for overseas universities (which can take up a lot of time in lyceums). Some of these tasks are directly related to and support their guidance and counselling work, but some (e.g. invigilation and break duties) clearly do not, while others are questionable in this respect (writing references, for example,

might arguably be done by class teachers). Because the counsellors are not timetabled for regular work with classes, it seems that school principals tend at times to regard them as being available for tasks which bear little relationship to their professional role or their professional skills.

The school counsellors are supported by a small central team based at the Ministry of Education and Culture. This currently comprises seven staff members. With the exception of the Director of the service, all are trained counsellors, who may spend up to eight years in the Ministry before returning to school work. The various Directors of the service in recent years have not had any professional background in the field of guidance and counselling: they have been appointed because of their seniority within the education service as a whole.

The central team provides support to the counsellors in schools in five main respects:

- Developing publications and other resources (e.g. a film on the world of work).
- Developing and maintaining the service's web pages within the Ministry's website.
- Organising staff development courses and conferences on particular topics.
- Organising careers fairs, where universities, colleges, professional associations and employers are invited to exhibit the opportunities they offer.
- Responding to queries and requests.

In addition to their support work, the counsellors in the central team also spend over half of their time providing a direct guidance and counselling service to young people and their parents. These may include those who have left school, those who are in post-school educational institutions with limited services of their own, or those who prefer – for whatever reason – to go to an external service rather than to one within the school or other institution where they are based. During 2008/09, 1,675 people were seen on this basis, of whom 26% were secondary education students, 32% secondary education graduates, 27% university students, and 15% working.

In the past this service has been offered mainly in Nicosia, but recently a pilot programme has been run in three regional centres (in Larnaca, Limassol and Paphos) under which a service is available to the general public, staffed by the central team on a day per week. This service is not yet widely publicised, and the take-up has accordingly been limited.

Current counsellor qualifications

Before being appointed, the counsellors are expected to be qualified at three levels:

- To hold a first degree in a subject taught in schools.
- To hold a postgraduate diploma or master's degree in guidance and/or counselling from an overseas university.
- To have completed a one-year initial teacher training programme in Cyprus. Until 2006, this was run by the Pedagogical Institute: it is now managed by the University of Cyprus.

In the case of the first of these, the requirement that the counsellors' first degree should be in a subject taught in schools is anomalous. It appears to be a relic from the system prior to 1991, when counsellors also taught a conventional school subject. Since this is no longer the case, the rationale for the requirement has been removed. Its retention is, in our view, a sign of the lack of capacity in the current structure of the service to manage change.

National Guidance System in Poland⁷

Vocational guidance in Poland is carried out within institutions of four ministries as well as in the non-public sector (NGO, private institutions). The following ministries are responsible for vocational guidance:

- Ministry of National Education and Ministry of Science and Higher Education – vocational guidance for children and studying youth.
- Ministry of Family, Labour and Social Policy – vocational guidance for adults and for youth, in particular for youth at risk of social exclusion and unemployed.
- Ministry of National Defence – vocational guidance for professional soldiers and former professional soldiers.

Educational and vocational guidance in the Polish education system is governed first of all by the following legal acts:

- The Act of 7 September 1991 on the Education System: Art. 1. The education system provides in particular: 14) preparing pupils to choose the profession and direction of education.

⁷ <http://www.euroguidance.eu/guidance-in-europe/national-guidance-systems/guidance-system-in-poland-2/>

- Regulation of the Minister of National Education of 9 August 2017 on the principles of organization and provision of psychological and pedagogical assistance in public kindergartens, schools and educational institutions:
 - Art. 6.2. At school, psychological and pedagogical help is provided in the form of: 6) Activities related to the choice of education and occupation - for primary school pupils and pupils of post-primary schools;
 - Art. 20. 2. Teachers, educators, and specialists in kindergartens, schools and institutions conduct in particular: 2b) at school - Assist students in choosing the direction of education and occupation;
 - Art. 26. 1. Determines the tasks (i.e. 1. diagnosing of students' needs for educational and vocational information and supporting them in planning their education and career; 2. collecting, updating, and sharing educational and professional information; 3. conducting individual counselling or classes which help to choose the direction of education and profession – during such classes weaknesses/ strengths/ talents/ predispositions/ interests of students are recognized; 4. coordination of information and counselling activities at school; 5. collaboration with teachers at school in creating and conducting activities/classes supporting the students' choice of future profession or education) of a vocational counsellor at schools. Vocational counselling begins in kindergartens.
 - Art. 26.2. In the case of absence of a vocational counsellor at the school the headmaster appoints a teacher or give an additional obligations for psychologist/ pedagogue, who realizing his/her task.

Every school and college should have an embedded programme of career education and guidance. Schools are obliged to create intraschool vocational guidance systems (inclusive: goals, topics, vocational actions, number of teaching hours, teachers responsible for implementation etc.). Some of schools organize school career centres. Conducting vocational guidance schools cooperate with: others schools (higher level), universities, psychological and pedagogical counselling centers, labour offices, employers, NGO.

The student may also receive free career counselling outside the school. Such counselling is provided by educational institutions (i.e. psychological and pedagogical counselling centers, occupational counselling centers).

Many institutions, such as the Voluntary Labour Corps, Lifelong Learning Centres and Vocational Education Centres employ vocational counsellors who help students to select the appropriate training course. Also many institution support vocational counsellors, such as **National Centre For Supporting Vocational and Continuing Education /NCFSVCE/**, Centre for Education Development (CED). In the non-public sector there are vocational guidance agencies and non-governmental organisations and associations which include vocational guidance in their action programmes.

National Guidance System in Spain⁸

Law 8/2013, published on December 9th, for the improvement of the quality of education (**LOMCE**. BOE December 10th, 2013). Behind the talents of people are the values that guide them, the attitudes that keep them going, the competitions which invigorate them and the knowledge/experience that makes them up. It's difficult for a democratic society to create the conditions so that every student can acquire and express his/her talents. These conditions form a compromise using quality education as the backbone for equality and social justice.

Only a high-quality, inclusive, integrating and demanding educational system guarantees the equality of opportunities and gives viability to the possibility that each student develops his/her maximum potential. It is only possible to comply with the mandate from Article 27.2 of the Spanish Constitution using exceptional quality.

Education is key for this transformation through the creation of active people with self-confidence, curiosity, leadership skills, innovative ideas and who possess the desire to participate in the society to which they belong, as well as obtain both individual and collective value who are also able to judge for themselves the proper balance between effort and reward. The education system ought to make things like learning in different styles for the benefit of students which change with society possible.

⁸ <http://www.euroguidance.eu/guidance-in-europe/national-guidance-systems/guidance-system-in-slovenia-introduction-2/>

Although cognitive abilities are a must, they alone are not enough; it's necessary for one to begin developing from an early age skills like critical thinking, management of diversity, creativity, proper and concise communication as well as key attitudes like self-confidence, enthusiasm, an unwavering will, and capacity to accept change and adapt. Early education is continuously becoming more and more important with regards to development now that what one learns through the education system isn't only for use there- it also helps to shape one's overall personality over the course of his/her entire life.

The Organic Law 8/2013, of December 9 for the improvement of educational quality (LOMCE), published in the BOE, December 10 2013, is a modification of the old Organic Law of 2006, which brings changes on the basis of the LOE. The same happens with the Decree-law 5/2016.

The LOMCE establishes new slogans into the educational system including: standards of evaluation, key competences, classification of the subjects, external evaluations, but actions of the professional guidance system in schools are not specified.

The public sector is governed by the norms, laws and decrees that the Ministry of Education and Science (MEC) publishes. Currently in effect:

- LOMCE (2013).
 - In title III about teachers, designates their functions (Art.91.c), tutoring of students, the direction and guidance of their learning in collaboration with the families and the educational, academic and professional orientation of students, in collaboration, where appropriate, with the services or specialised guidance departments (Art. 91d).
- Royal Decree 126/2014, of February 28, which establishes the basic curriculum of Primary Education, in Art. 9 deals with the process of learning and individualized attention.
- Royal Decree 1105/2014, of December 26, which establishes the basic curriculum of Compulsory Secondary Education and Upper Secondary, deals in Art. 9 about the students with specific needs of educational support. It establishes that:
 - It shall apply as directed in the chapter I of the title II of the Law 2/2006, of May 3, in articles 71 and 79 bis, to students who require a different from the ordinary educational attention, by presenting special educational

needs, for specific learning difficulties, Attention-Deficit Disorder (ADD), by their high intellectual abilities, for having been incorporated later into the educational system, or for personal conditions or school history, so they can reach the maximum possible development of personal abilities and, in any case, the objectives laid down in general for all students.

- To enable students with specific special needs of educational support referred to al in article 71 of the Organic Law 2/2006, of May 3, to reach the maximum development of their personal skills and the objectives and competences of each stage, appropriate curricular and organizational measures that ensure their adequate progress will be established.
- Royal Decree 1631/2006, of December 29:
 - It establishes the minimum learning in compulsory Secondary Education and it makes reference to the importance of the academic and professional guidance (Art. 1.2) “in Secondary Education special attention will be paid to the educational and professional orientation of the students”.
 - Art. 19, dedicated to mentoring and guidance: it corresponds to the educational administrations to promote the necessary measures so that personal mentoring and the educational and professional guidance constitute an essential element in the management of this stage.
 - In the instructions which regulate the organization and functioning of teaching centres (May 25 2005), in Art. 30, it is exposed: the academic and professional guidance plan shall include the criteria to organize such guidance, which will take into account the interests of the students who study in the schools and the reality of the country in which they are located.
- Order of July 24 1998 which establishes the organization and operation of educational and vocational guidance in the Autonomous Community of Galicia regulated by Decree 120/1998.
- Resolution of April 30 1996, of the Directorate-general for Educational Renewal, that dictates the instructions for the Plan of Activities para el Plan of the Guidance Departments of high schools (B.O.M.E.C., 13 of Mayo 1996, nº 20).

- Resolution of April 29 of 1996 of the General Directorate Schools, about organization of Guidance Departments in High Schools (BOE May 31 1996).
- Order of December 9 1992 which regulates the structure and functions of the Teams of educational and psychological guidance. It points out that, among their functions are:
 - Develop, adapt and disseminate materials and instruments for guidance in education and psychology intervention useful for teachers.
 - Contribute to the coordination of curriculum projects.
 - Collaborate in the development of training programs for students 'parents.
 - Collaborate with tutors on the establishment of tutorial action plans.
 - Collaborate with tutors and guidance teachers on the educational and professional guidance of the students, fostering in them the ability to make decisions and promoting vocational maturity.
- **Eurydice España-REDIE:** mechanism for territorial cooperation of the Ministry of Education, Culture and sport (MECD) at the service of the State educational author.
- Organic Law 2/2006, of May 3, of Education:
 - Chapter III. Compulsory Secondary Education
 - Chapter IX. Adult Education. Articles 66, 67, 68, 70.
- Royal Decree 1631/2006, of December 29, which establishes the minimum learning in Compulsory Secondary Education.
 - First Additional provision. Adult Education
- Order DEF/464/2017, of May 19, by which the rules governing the teaching of perfection and of High Studies of National are approved.

Vocational guidance for students or adults is provided through different agencies and institutions, of the public sphere. It must be taken into account that, at local or regional level, each Administration develops its own guidance structure. All high schools of Compulsory Secondary Education are equipped with the figure of the “counsellor” (pedagoga, psicólogo o psicopedagogo) having legislated functions (LOMCE and Plan of Attention to Diversity) which materialize annually under a specific schedule adapted to the educational center: objectives,

vocational action, vocational academic information sessions, dynamics of decision making and informative, intervention of specialists, visits to centers of higher education or companies, etc.

With regard to the institutions of higher education (post compulsory), are classified according to the teaching they provide:

- Non-University
 - Upper Secondary (Bachillerato): public and private
 - Vocational Training (Medium and Top Grade): public and private (Royal Decree 596/2007, of May 4: Special Regime Teachings, that include higher artistic education, Professional teaching of Plastic Arts and Design, and Higher Sports education).
- University: Public University and Private University (The RUCT (RD 1509/2008, of September 12) has been created to provide the most relevant information about universities, centers and titles that make up the Spanish University System, which have registered the new official titles of de Degree, Master y Doctorate. Besides, the RUCT has public character and administrative record, and has been conceived as an instrument of continuous update).

National Guidance System in Turkey

The purpose of Ministry of National Education Regulation for Guidance and Psychological Consultancy Services at Schools is to regulate the guidelines for the establishment and operation of guidance and psychological counselling services at the provincial / district level and guidance and research centres provided with these services and guidance and psychological counselling services at educational institutions.

Ministry of National Education is responsible for doing the regulations and provide materials for teachers at school by means of Education Directorate Organizations at local level. The schools are in charge with providing services to students. In case of more complicated situations, Centre for Guidance and Counselling will support the teachers at schools.

Ministry of National Education Regulation for Guidance and Psychological Consultancy Services at Schools:

Article 8:

Guidance and psychological counselling services are provided for making professional choices, orienting to the appropriate profession, preparing for work life and profession for each student in the training process;

These services are based on the following aspects:

- a) Services are treated as a process, starting from pre-school education and the beginning of primary education till the end of high school (end of compulsory education)
- b) In services the developmental period and individual characteristics of the student are taken into account.
- c) the student and his / her parents; up-to-date information about the characteristics of the student, the business world, the professions and ways of getting them are systematically transmitted.
- d) The student shall not leave under the pressure of selecting a profession or a field.

Article 10:

Individual recognition activities are carried out in order to provide educational, vocational and individual guidance services in a systematic and healthy way and in accordance with the characteristics and needs of the learners. Pay attention to the following points in these studies:

- a) Individual characteristics such as the talent, interest, desire, professional value, achievement, and social and cultural characteristics of the learner are handled in a multi-dimensional way as possible as.
- b) Follow scientific standards in the collection of data, evaluation and use of information.
- c) The use of measuring instruments, methods and techniques applied in these studies is not an objective but an instrument.
- d) The main purpose of individual recognition activities; the student's self-definition. The information obtained about the student is used to support his development.
- e) Individual recognition activities are carried out within a process.
- f) The information obtained is integrated and evaluated.

Group Guidance Activities**Article 11**

Educational and vocational guidance and guidance activities are organized with the group for the individual and social development of the students. These events are programmed,

implemented, evaluated and developed in accordance with scientific standards to meet the developmental needs of students.

Group guidance activities, such as giving information, do not require special expertise to apply, can be applied to classroom guidance teachers during guided hours. Those who need technical skills and expertise in the field are applied by psychological consultants.

The Ministry of National Education (known also as MoNE) conducts educational activities on a central level in the Republic of Turkey. Each level of education, Pre-School, Primary and Lower Secondary, Upper Secondary and Higher Education, is organised by its own General Directorate. Pre-school education is carried out by kindergartens. Primary and lower secondary education consists of eight years of compulsory education. Upper secondary education is not compulsory, but the vast majority of the population participates and have different options such as vocational and art schools. Higher Education is provided by state and private universities. Higher Education Council is responsible for the organization and management of higher education institutions. Adult education is a priority and takes many forms, ranging from formal class-based learning to self-directed and e-learning.

Educational Guidance and Support in Turkish educational system is provided by the Ministry of National Education at all levels of education including early childhood education, primary and secondary education. As for the higher education, Council of Higher Education regulates the provisions regarding educational guidance and support at tertiary level.

The content and context of the guidance vary in accordance with the needs and nature of the given student in early childhood education, primary and secondary education. Generally, all of the schools have a teacher specialized in psychology and guidance appointed by the Ministry. They provide psychological and consultant services for those who need certain affective support. Psychological consultancy and guidance teachers work as therapists, guides and career planners for the students of upper secondary education.

Career education and guidance is provided in the classroom and takes various forms, in conjunction with the general information. It is also common that pupils undergo so called 'work practice' at different workplaces a couple of weeks towards the end of their compulsory schooling. Most schools have specially trained career and guidance counsellors. Although career education and guidance is the responsibility of all school personnel, the career and guidance counsellors have specialist knowledge that plays a central role in career education and guidance.

In order to be employed as a career counsellor in the public school system the applicant must have an education that is intended for such work.

Career and guidance counsellor education is offered by Higher Education Institutions and lasts for three years. Every pupil in compulsory school is entitled to at least three general health examinations evenly distributed during the period of schooling. The first examination should take place during the first school year. In between the general health examinations the pupils should be offered sight and hearing tests and other special health examinations. There should be a school medical officer and school nurse for health care. The entitled school healthcare is free of charge.

Special educational support is provided within mainstream education as well as in education for pupils with severe intellectual impairments by special schools, the upper secondary school for pupils with impaired hearing, upper secondary schools for pupils with severe physical disabilities and education for adults with severe intellectual impairments. There are also possibilities for municipalities to organise special needs education in accordance with their specific local situation. There are grant-aided independent schools for pupils with severe intellectual impairments, but they are few and the range of courses rather limited.

Psychological counselling:

In early childhood education, academic counselling is mainly based on the observation of students' talents and types of multiple intelligences, identifying the areas in which a pupil displays academic success and sharing this information with family for the future academic choices and recognition of tendencies of a pupil. Also the gifted students with particular needs may be led to certain educational institutions that offer additional education for the talented students in their future education.

School-family collaboration is ensured in the early childhood education so that the desired behaviours can be taught in advance. To this end, administrators and teachers gather at the beginning of the educational year and resolve how they can involve families in the program. The teacher is obliged to pay at least one home visit to each child's house every term. The child and his/her family can be observed in home environment. The families are advised about what can be done at school and at home, the active participation of the families in planning and practice is ensured (Okul Öncesi Eğitim Programı).

Availability of a psychologist in pre-primary education institutions is essential for the purpose of solving problems that might occur. In the event that there is no school psychologist available, provincial/sub-provincial facilities are used for psychological health services.

The psychologist takes the measures necessary for the healthy psychological development of the children. S/he ensures that the necessary tests are conducted and records are kept. S/he provides assistance with the education offered by participating in the integrated education of the children in need of special needs education⁹.

Summary and comparison of career guidance system in project partners' countries

Description of the career guidance/counselling in lower-secondary and upper-secondary schools in project partners' schools (based on in-depth interviews with career counsellors in four countries):

		Lower-secondary schools	Upper-secondary schools
Career guidance programs	Cyprus	<ul style="list-style-type: none"> There is a school counsellor but there are no classes. Students can book an appointment if need any advice. 	<ul style="list-style-type: none"> There is a school counsellor but there is no lesson. Students can book an appointment if they need any advice. At the last class (6th Grade) students complete with the school counsellor the application for the Universities or Colleges.
	Spain	<ul style="list-style-type: none"> No structured program Each center carries out a specific program of annual character, based on experience and proposals that have given good results in previous courses and that is extended with new proposals that are innovative and useful for students. Currently, legislation requires the editors to have an advisory board in each of the personalized secondary courses. 	<ul style="list-style-type: none"> Orientation in secondary agrees in its approach with the one applied in bachillerato (Upper secondary), except in the following aspects: in concerted centers in Spain the figure of the counsellor (there is no agreement with the ministry) yes in the public school is not recognized. In our center we offer, in any way and free of charge, attention to this stage adapted to their ages and interests.
	Turkey	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Yes
	Poland	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Yes

⁹ (Turkish Regulation on Pre-school Education InstitutionsOkul Öncesi Eğitim Kurumları Yönetmeliği)

		Lower-secondary schools	Upper-secondary schools
At which stage is career guidance programme implemented?	Cyprus	3 rd Year	6 th Year
	Spain	The orientation program starts in the last course of primary education (one or two annual sessions), in secondary in all courses, but with greater implementation in third and fourth secondary and in the two high school courses.	
	Turkey	1 st year	4 th year
	Poland	1 st year	1 st year

		Lower-secondary schools	Upper secondary schools
Is career guidance compulsory?	Cyprus	No	No
	Spain	Yes	
	Turkey	No	Yes
	Poland	Yes	Yes

		Lower-secondary schools	Upper secondary schools
Who can conduct career guidance classes for students?	Cyprus	School counsellor or Psychologist or Social Worker	School counsellor
	Spain	Freely the supervisor plans his actions	
	Turkey		Counsellor teachers and expert guidance teachers work together.
	Poland	Guidance counsellors, teachers, psychologists	Guidance counsellors, teachers, psychologists

		Lower-secondary schools	Upper secondary schools
How many years does a career guidance last for students?	Cyprus	Less than a year	Less than a year
	Spain	1 year	
	Turkey	4 years	4 years
	Poland	3 years	3 years

		Lower-secondary schools	Upper secondary schools
How many hours monthly/annually takes career guidance for students?	Cyprus	A week a year	A month a year
	Spain	Approximately 9 hours a week (36h / month) since the rest of the schedule assigned to orientation work is used for attention to diversity (educational reinforcement, educational needs, etc.)	
	Turkey	At least one hour	At least one hour on a

			weekly basis with a class counsellor teacher
	Poland	3 workshops annually with a guidance counsellor plus 2 workshops annually with a psychologist	<p>3 workshops annually with a guidance counsellor plus 2 workshops annually with a psychologist</p> <p>There is guidance content included in school curriculum in each subject, so teachers implement these topics on their regular lessons.</p> <p>Each student can consult the counsellor whenever they need.</p>

		Lower-secondary schools	Upper secondary schools
Is career guidance provided for individual students, in a group setting, or mixed?	Cyprus	Mixed	Mixed at the beginning and Individual after.
	Spain	Mixed	
	Turkey	Mixed	Mixed.
	Poland	Mixed	Mixed

		Lower-secondary schools	Upper secondary schools
Teaching methods and tools in career guidance classes	Cyprus	<ul style="list-style-type: none"> A counsellor presents to their students, in group, different professions from different sectors and with discussion the students start thinking about their future job. 	<ul style="list-style-type: none"> At the beginning the counsellor presents and discusses with the students, in group, the different professions and option for the Universities and Colleges. After that one by one they pass his/her office to complete the application for the entrance exams in the universities of Cyprus and Greece.
	Spain	<ul style="list-style-type: none"> The group sessions, in the classrooms, allow different methodologies. It is started presenting the current academic structure focusing on the academic reality to offer them the range of options. Other sessions focus on self-knowledge (skills, abilities, 	

		<p>preferences) with participatory dynamics that are complemented by orientation test.</p> <ul style="list-style-type: none"> • They are also offered situations and experiences in which decision-making is encouraged. 	
	Turkey	<ul style="list-style-type: none"> • Individual • Group work • Individual research 	<ul style="list-style-type: none"> • Research • Observation • Interview, survey • Sociometric scales • Multi-problem screening inventory • Biography
	Poland	<ul style="list-style-type: none"> • Tests, • Discussions • Observation • Data analysis 	<ul style="list-style-type: none"> • Tests, • Discussions • Observation, • Data analysis

		Lower-secondary schools	Upper secondary schools
Problems/obstacles with conduct of career guidance at school	Cyprus	<ul style="list-style-type: none"> • Lack of guidance lesson in the curriculum • Lack of money for tools to applicable during guidance sessions • Usually only one counsellor available for the whole school. 	<ul style="list-style-type: none"> • Lack of guidance lesson in the curriculum • Lack of money for tools to applicable during guidance sessions • Usually only one counsellor available for the whole school.
	Spain	<ul style="list-style-type: none"> • Guidance sessions are usually held during the tutoring hours (1h a week) or the student is requested to leave during class hours (which interrupts their academic activity) 	
	Turkey	<ul style="list-style-type: none"> • It depends on the content of the activities, if the activities are designed according to learners' needs and likes, and if they are clear enough to understand, at that time you have no obstacles. 	<ul style="list-style-type: none"> • One of the obstacles may be having not enough information about the progress, not being expert on guidance

	Poland	<ul style="list-style-type: none"> • Lack of time • Lack of money to buy advanced tools • Lack of qualified counsellors 	<ul style="list-style-type: none"> • Lack of time • Lack of money to buy advanced tools • Lack of qualified counsellors
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The table includes propositions from the interviewed career counsellors to make school guidance more effective and to better prepare young people for labour market in different countries. The elements that should be improved in career counselling and pre-orientation career programs (the current system) are:

Cyprus	<ul style="list-style-type: none"> • Students should go through work learning experience to familiarize themselves with the workplace • School should run activities to foster leadership skills as well as interpersonal skills to enhance 21st century skills like public speaking and financial literacy
Spain	<ul style="list-style-type: none"> • To have greater knowledge of the training that can be accessed nowadays, since the legislative changes and the changing structure of higher education does not facilitate it. • Have a professional of reference to whom to go to consult specific questions key to the decision making of the students. • Extension of the schedule that allows personal contact with the students of the last two high school and high school courses. • Greater stability and continuity of programs or structures of the education system.
Turkey	<ul style="list-style-type: none"> • The counselling programs should help learners to know themselves, let them make a plan for their labour life according to both their talents and needs, and at the end each one should have an access to jobs that they can be good at.
Poland	<ul style="list-style-type: none"> • Employ more counsellors • Systematic guidance classes in schools

Career guidance programs are realized in all analysed countries. In the most countries they are mainly implemented in optional version in the form of individual contact with an adviser. Rarely are they realizing during special lessons devoted only for this kind of support. Career guidance programs at the stage of lower-secondary schools are start the earliest in Turkey and Poland (1st year). At the stage of upper secondary schools they start in the second half of education (with the exception of Poland). Career guidance is not compulsory only in Cyprus during all stages of education. Guidance is usually conducting by school counsellor, teachers, guidance counsellors, psychologist, social worker or together by teacher and guidance expert. The shortest professional counselling is carried out in Cyprus (less than a year), the longest in

Turkey (four years). The number of hours devoted to career guidance in individual countries varies, the maximum is about 2-3 hours per month. Usually career guidance is provided for mixed groups of students. Teaching methods and tools used in career guidance classes are: test (skills, abilities, preferences), discussions, group sessions, data analysis, presentation of professions or faculties. There are three main problems/obstacles connected with conducting career guidance at school: lack of time at school for this kind of activities; lack of money for advanced tools and insufficient number of well-prepared advisors. Among the activities carried out in the course of career guidance, which could more effectively prepare students for entering the labour market should be: creating activities which let students know themselves, conducting training developing soft skills and talents, the opportunity to see real workplaces and organising meetings with employees, employers or representatives of universities.

3.2. Key dimensions of effective career guidance at school and beyond

Based on the gathered data, the project partners identified key dimensions of effective career guidance at school and beyond:

- **Interest inventory** - a career tool for self-assessment that aids in career planning to assesses the likes of particular objects, activities, and personalities using the theory that individuals with the same career tend to have the same interests (www.le-network.nl).
- **Job posting** - arrangement in which a company posts job openings internally (with their descriptions and requirements) so that the employed persons who wish to move to different functional areas may apply. Also called job bidding (Pfeiffer, 2013).
- **Employee training** - Educational preparation for performing a job that is typically provided to staff by the business that has recently hired them before they become active in service to the company. Employee training is increasingly required to assist the work force in using modern techniques, tools, strategies and materials in their jobs (Guest, 2010).
- **Involving in career guidance process:** students at all levels, parents, teachers, administrators, specialists in career guidance centres, job and vocational counsellors, employers, universities, private sector, trade unions and employer associations, national institutions (ministry, employment agency etc.).

Career guidance lessons

The table below includes teachers /guidance counsellors' suggestions (from different countries) on how to conduct and what information should be presented during career guidance lessons:

Table 6. Feedback on desired form of career guidance lessons by teachers/ guidance counsellors

Cyprus	<ul style="list-style-type: none"> • The most common jobs in terms of employment possibilities • Familiarity with real-life scenarios • Learning to debate and discuss new ideas • Personality tests • Explore students inner world and who they really are, and try to link personal assessment feedback with potential future occupations • Stress management • Assertiveness training • Guided visits to enterprises, workplaces • Teamwork • Play different games • Personal stories of successful people
Poland	<ul style="list-style-type: none"> • Identification of students strengths and weaknesses • Meetings with successful people • Using high technology • Analysis of personality traits and skills for choosing the right career path • Conducting classes in an interesting workplace, at employer's
Turkey	<ul style="list-style-type: none"> • Technical visits • Interactive activities • Questionnaires • Role playing • Real life activities • Career planning activities
Spain	<ul style="list-style-type: none"> • Showing different career opportunities (real cases, talks, interviews) • Solving personal doubts/questions • Presentations of information about the different branches of vocational training/studies (academic offer and requirement) and inside each branch the main careers, or career opportunities that it might have • Information about the skills that must be purchased, tasks that need to be developed, subjects to study for each job • Personalized and useful counselling for the determination of a future career and/or a job • Lessons should be conducted in small groups of students with similar preferences • Possible labour opportunities and the difficulties • Inside-the-classroom instruction and outside-the-classroom experiences e.g. exploration trips for students to visit employers

Next table presents the data collected from students. They expressed their opinion on the preferable form of class delivery, types of activities offered by teachers, stage of education on which career guidance lessons should began and frequency of guidance counselling classes.

Table 7. Feedback on desired form of career guidance lessons by students

	The most frequently reported answers			
	Cyprus	Poland	Spain	Turkey
Form of delivery of guidance classes	<ul style="list-style-type: none"> • in group • outdoors – psychological benefits • individually • mixed: group and individual 	<ul style="list-style-type: none"> • activate and engage students to participate • present different professions and career path • present the statistics about the most needed jobs 	<ul style="list-style-type: none"> • information about different branches of vocational training and career opportunities • information on universities • information on working abroad • type of subjects required in the qualifications to find out if it will allow us to access to the desired employment 	<ul style="list-style-type: none"> • making lessons enjoyable and functional • use more concrete materials • conduct interactively
Types of activities offered by teachers	<ul style="list-style-type: none"> • discussions • educational films • educational games • tests • meetings with employers 	<ul style="list-style-type: none"> • career aptitude tests • writing a CV, application letter • class discussion • meeting with a successful person / employer • questionnaires • preparation for a job interview 	<ul style="list-style-type: none"> • tests, • interviews, • visits to universities • talks with the teachers of the future centers • interviews with employers • talks with graduates • films • debates • games • personalized and useful counselling for the determination of a future career and/or a job 	<ul style="list-style-type: none"> • using tests to measure skills • real business life activities
Stage of education on which career	<ul style="list-style-type: none"> • 1st year of upper secondary school 	<ul style="list-style-type: none"> • upper-secondary school 	<ul style="list-style-type: none"> • when the students ask for it or also anticipate to help them in decision- 	<ul style="list-style-type: none"> • at the beginning of upper secondary, • at the age of 12

guidance lessons should began	<ul style="list-style-type: none"> • lower secondary school (3rd year) 		making <ul style="list-style-type: none"> • end of the second year of Secondary education or start of third year of Secondary education • last year of Lower secondary education 	<ul style="list-style-type: none"> • during lower secondary education
Frequency of conducting career counselling classes	<ul style="list-style-type: none"> • 45 min, 2x per week • 45 min, 1x per week 	<ul style="list-style-type: none"> • 45 minutes once a month 	<ul style="list-style-type: none"> • once quarterly • once a week , this time would be part of the visits to job centers (enterprises) or formative talks. 	<ul style="list-style-type: none"> • 1 or 2 hours a week

Career guidance activities

Across countries there are different practices and ideas on conduct of guidance counselling at school to help students choose a right career path. Some of the proposed activities are more attractive than others, below table presents the guidance activities/ ideas most appealing to the surveyed students.

Table 8. Desired career guidance activities by students

Guidance activities desired by students at school	
Cyprus	<ul style="list-style-type: none"> • financial literacy – how to start your own business from a young age • workshop about some university in England and talks future career • Friday tutorial at school – specific topic that helps students decide about their career, share ideas about career guidance, discussion, debate, documentaries • career guidance activities through the student council which enhances leadership skills
Poland	<ul style="list-style-type: none"> • career aptitude tests • meetings with prospective employers
Spain	<ul style="list-style-type: none"> • stays in enterprises • professional profile test • visits to public university campuses • chats with experts and professional counselling activities in the school during lower secondary education (advice before changing the stage, selection of subjects to steer future studies, access to university or vocational education) • information about scholarships and universities

Turkey	<ul style="list-style-type: none"> • meetings with representatives of university departments • career guidance workshops • discussions • technical visits
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The next table presents the data collected on a group of teachers/ guidance counsellors on the tools, activities that should be used in the classroom.

Table 9. Activities pointed by teachers/guidance counsellors as the most effective at schools during career guidance

Categories	Cyprus	Poland	Spain	Turkey
Tools/questionnaires used by counsellors:	<ul style="list-style-type: none"> • Personal questionnaire (6) • Interview (3) • Discussion (1) • Inspirational media (1) • Occupational information (1) 	<ul style="list-style-type: none"> • Career aptitude tests (8) • Questionnaires (6) • Zainteresowania, Uzdolnienia, Labirynt Zawodów, Diaprezamus (1) 	<ul style="list-style-type: none"> • Questionnaires (6) 	<ul style="list-style-type: none"> • Outdoor activities • Tests (4) • Questionnaires (3) • Technical Visits (2) • Physical and Emotional Changes (1)
Guidance methodology:	<ul style="list-style-type: none"> • Lectures of learning what you enjoy doing (2) • Directive and supportive approach (6) • One that allows students to do their research (1) • Psychodynamic approach (1) • Discussion (1) 	<ul style="list-style-type: none"> • Tests analysis (3) • Individual talks (6) • Group work (7) • Supportive attitude (4) 	<ul style="list-style-type: none"> • Support methodology (4) • Mixed (3) 	<ul style="list-style-type: none"> • Supportive (4) • Students Based (4) • Cooperative Learning (2)
Form of counselling (individual/group):	<ul style="list-style-type: none"> • Individual (9) • Group (4) • Mixed (4) 	<ul style="list-style-type: none"> • Individual (5) • Group (3) • Mixed (2) 	<ul style="list-style-type: none"> • Individual (1) • Group (0) • Mixed (6) 	<ul style="list-style-type: none"> • Individual (2) • Group (5) • Mixed (4)
Career counselling activities:	<ul style="list-style-type: none"> • Discussion (6) • Job visits (3) • Tests (3) • Work experience arranged through the school (2) • Seminars (2) • Interviews (1) • Inspirational media (1) 	<ul style="list-style-type: none"> • Meetings with employers (4) • Career aptitude tests (6) • Meetings with psychologists (2) • Meetings with a representative of a job centre (2) • Films (1) 	<ul style="list-style-type: none"> • Professional visits (5) • Questionnaires (4) • Working practices (3) • Conferences (2) • Counselling sessions (2) • Career fairs.(1) • Interviews with 	<ul style="list-style-type: none"> • Extracurricular activities-a day at parent's job (1) • Tests (5) • Games (2) • Workshops (3)

	<ul style="list-style-type: none"> • How to perform in an interview (1) • Training (1) 	<ul style="list-style-type: none"> • Discussions (3) 	employers and human resources managers (1)	
Starting point (preferable educational stage to implement school counselling programme):	<ul style="list-style-type: none"> • 15 yrs old (3) • Key stage 3 (2) • Year 6 (2) • Year 10 (2) • 16 yrs old (2) • Key stage 4 (1) • Year 9 (1) • Year 7 (1) • 2nd grade (1) • High school (1) 	<ul style="list-style-type: none"> • Lower-secondary school (6) • Upper-secondary school (4) 	<ul style="list-style-type: none"> • Pre-Primary Education: (1) • Primary: (1) • Lower-Secondary: (4) • Upper-Secondary: (1) 	<ul style="list-style-type: none"> • 4th grade primary (20) • 5th grade primary (20) • 9h grade (10) • Primary – Secondary (3) • Upper secondary (2)
Duration/ frequency (length of class period and class frequency):	<ul style="list-style-type: none"> • 40 minutes twice per week (4) • 40 minutes per week (4) • 3 years minimum of guidance (2) • Monthly • 1h 40m per week • 40 – 80 minutes, 2 or 3 times per week • 2h per week 	<ul style="list-style-type: none"> • 45 minutes a week (4) • 45 minutes a month (6) 	<ul style="list-style-type: none"> • Weekly (0) • Monthly (5) • Two-month (1) • Quarterly (1) • 1 hour during class time (5) • More than 1 hour during class time (2) 	<ul style="list-style-type: none"> • 30 minutes (1) • 40 minutes (7) • 1 hour (2)
Requirements for career counsellor (skills, education, degree and licensing requirements):	<ul style="list-style-type: none"> • BSC or MSC in counselling and guidance (5) • Background in coaching and psychology (4) • Passion (3) • Enjoy working with people (2) • Ability to help the student understand what they like (2) • Providing training in advance through undergraduate, graduate or continuing education courses • Ongoing coaching 	<ul style="list-style-type: none"> • Communicative skills (6) • Empathy (2) • Analytical skills (3) • Knowledge of job market (5) • Openness (3) • Positive attitude (6) • Assertiveness (2) 	<ul style="list-style-type: none"> • Degree, education: Psychopedagogy: (2) • Communication (3) • Social abilities (5) • Lifelong learning (2) • Flexibility (1) • Adaptability (1) • Market labour knowledge (2) 	<ul style="list-style-type: none"> • Plans, assessment papers (4) • School Counsellor (5)

	of teachers <ul style="list-style-type: none"> • Knowledge about labour market in Cyprus • Objectivity • Patience • Openness • Assertiveness • Effective research skills • Ability to relate with people of all ages • Excellent communication skills 			
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Based on the received feedback, the effective career guidance applicable across different countries could be defined as follows (see Chart 3).



Chart 3. Effective model of career guidance based on survey feedback

Table 10. Lesson plans and training programs preparing young people to successfully enter the labour market - in-depth interviews with career counsellors in four countries

Cyprus	<ul style="list-style-type: none"> No available lesson or training program for career guidance Only once a year the financial literacy week is organized which students can attend and learn skills such as budgeting, selling, promoting, presenting, which will help them to enter the labour market
Spain	<ul style="list-style-type: none"> Offer experiences with professionals, even from other communities or countries, that adolescents select the profession they would like to play to go to a company The professionals of the schools and centres of higher education had meetings to inform of all the changes, demands, profiles more suitable, demands of each sector, even that they transfer it directly to the children
Turkey	<ul style="list-style-type: none"> Each lesson should be planned according to both counsellor teacher and learners' needs. Step by step may work for anyone who is new at counselling
Poland	<ul style="list-style-type: none"> No available lesson specific plans or training programs in area of career guidance

There is lack of professional lesson plans and training programs preparing young people to successfully enter the labour market in four countries. In some countries there are some activities in area of career guidance but they seem to be not sufficient and only incidental.

Table 11. Success factors of career counselling in different countries at school and beyond - in-depth interviews with career counsellors in four countries

Cyprus	<ul style="list-style-type: none"> Career education in the school curriculum Career trainings and presentations from Universities and Colleges Students should have access to companies or businesses of different professions to have direct contact
Spain	<ul style="list-style-type: none"> Visits programme to enterprises Visits to higher education institutions (university and vocational training centers) and orientation fairs Advice to individualized and group students Personalized interviews with students, families, representatives of the professional and guidance sector
Turkey	<ul style="list-style-type: none"> Counselling activities shall let a learner find out something about his/her ability, character/personality, as well as discover strengths & weaknesses
Poland	<ul style="list-style-type: none"> Diagnosis Knowledge of the labour market Interest in the field Meeting the expectations Individual approach

According to opinions of teachers and counsellors main factors determining successful career guidance at school are: organising meetings and presentations with representatives of Colleges and Universities, improving students' entrepreneurship by visiting companies, giving a students some opportunities to let know their potentials, skills or vocational preferences.

3.3. Best practices in career guidance

Successful career guidance needs some solutions and ideas that improve its effectiveness. In every country there are some concepts worth mentioning. In Cyprus, for instance, The **Youth Board of Cyprus** in cooperation with the Ministry of Education and Culture provides persons aged up to 35 years with Career Counselling and Career Management Services, in order to help them to make the best possible educational and professional choices. The meetings take place at the Youth Information Centres in all cities across Cyprus. Another best practice is **becoming a university student for a week**. The high school students have the opportunity to experience the academic life for one week to be able to decide later whether to pursue a degree at the university or to take up a job.

Groombridge Wells Catholic School in the UK provides:

- A planned sequence of activities and experiences to achieve specific competencies such as self-appraisal, decision making, goal setting, and career planning
- Accountability (outcome oriented) and program improvement (based on results of process/outcome evaluations)
- Qualified leadership and supervision
- Effective management needed to support comprehensive career guidance programs
- A team approach where certified counsellors are central to the program
- Adequate facilities, materials, resources
- Strong professional development activities so counsellors can regularly update their professional knowledge and skills
- Different approaches to deliver the program such as outreach, assessment, counselling, curriculum, program and job placement, follow-up, consultation, referral
- Continues expenditures for program support
- Ensures program quality and effectiveness
- Requires career development and activities for special populations

- Promotes counsellor training and retraining:

Their mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

During 1997-1998, four career guidance programs were selected as exemplary in the following sites:

- Dorchester District Two Career Development Initiatives, Summerville, SC
- La Crosse Central High School Guidance/Career Center, La Crosse, WI
- Lewis and Clark Community College: Career and Employment Services, Godfrey, IL
- Rich South High School: Horizon Program, Richton Park, IL
- A planned sequence of activities and experiences to achieve specific competencies such as self-appraisal, decision making, goal setting, and career planning
- Accountability (outcome oriented) and program improvement (based on results of process/outcome evaluations).

The determinants of occupational choice identified are: the home; the environment; the school; peer groups; job opportunities, 'occupational choice', but of 'opportunity structure'. Roberts' (1977) contribution to careers theory carried with it particular significance because he spelt out the implications for careers guidance practice.

The general principles underlying developmental approaches to careers guidance are that: individual development is a continuous process; the developmental process is irreversible; these processes can be differentiated into patterns called stages in the life span; and that the result of normal development is increasing maturity.

Further research into comparative labour markets in the UK and Germany revealed striking similarities in the labour market constraints operating upon young people in these different European countries. Bynner and Roberts (1991) assessed the importance of a country's education and training system for its economic prosperity. Key findings included, first, that broadly similar routes to employment in the two countries were found to exist (career trajectories); second, that for each career trajectory, these routes originated in education, family and background.

Some of the most effective methodologies to get students involved and well informed are of course on line guidance, workshops, and or questionnaires.

Some of the online guidance, look at articles and exercises about career planning and job searching. For example, find your career goal, be attractive for employers, efficient job-seeking, be interactive/personal folder.

The activities and exercises are not typical “tests” tests with ready answers, but instead they are non-formal instruments designed to enhance the clients’ self- awareness – in a self-directed way designed to enhance the clients’ self-awareness – in a self-directed way or with the support of a career guidance practitioner. They include a wide variety of questions for reflection and present the result in a structured way. The student may decide to share the results with the online career facilitator or with other users and ask for feedback. Transition between the sections is flexible and provides users with complete autonomy.

Games are a potentially attractive way to support rich learning experiences in children’s and young adults’ education, and have also recently demonstrated their effectiveness in addressing adults’ (managers, professionals) competence development needs. For instance, SmallWorld Simulations and similar experiential, Learning-by-Doing / Learning-by-Playing, game-based approaches have been developed and deployed successfully in management schools and universities, as well as private and public organizations worldwide to address “complex” subjects such as change management, collaboration, and innovation. These game-based approaches are proving to be more effective than the traditional (and online) approaches used until now to support awareness-building, learning and competence development in these critical domains. As career guidance also requires effective awareness-building, learning and competence development services, the principal aim of this section of the report is to explore the current usage as well as the potential of adopting game-based approaches to address career guidance challenges.

In Turkey specific projects in the field of career guidance are implemented. One of them is **Vocational Education: A Crucial Matter for the Nation**. This project was initiated in 2006 in collaboration with Vehbi Koç Foundation, the Ministry of National Education and Koç Holding, with the intention of creating community awareness on the importance of vocational technical education, and to spread seeds of cooperation between the government and the business world. So far the project has involved 264 vocational high schools and 8,000 vocational high school students, as well as 20 Koç Group Companies from different sectors and industries, and over 350 employees as volunteers.

In Spain also some projects has been launched to support young people in career development. One of them is “**Designing Your Future**” program. During two consecutive courses students aged between 14-18 years enjoyed stays in companies (contact with the working world as mere observers) for a maximum of 15 days.

The counselling department at the service of the students of **Compulsory Secondary Education in Spain** offers the students a wide range of opportunities to approach the professional field, advising on academic, vocational and professional level. We could stand out as best practice:

- Intervention in tutoring services.
- Making tests to get to know professional profiles.
- Guidance: Group: dynamics of decision making, self-knowledge, transit from compulsory to post-compulsory education. Personalised: customized advice to students and families.
- Guided visits to colleges and schools of higher education.
- Attendance to Guidance Fairs.
- Stays with experts, in professional areas of interest for each student (minimum 10 days, out of lesson time, through agreements with companies).
- Information to families, group and individual.
- Advice in charge of higher education technicians (ABAU, universities ...).
- Coordinate programs like “Antena de difusión juvenil” “Youth broadcasting antenna” (gather relevant youth information and transfer it to the students, disseminate them on the school website, social media,...).

In Poland one of the best practices is a state-run organisational unit working to prevent the social exclusion of young people **The Voluntary Labour Corps**¹⁰. It is state budget unit performing state tasks for youth over 15 years of age and for the unemployed up to 25 years of age. This organisation offers the following vocational guidance services: Mobile Vocational Information Centres, Youth Career Centres and Job Clubs. The structure of VLC also includes the National Methodological Centre of Careers Information, which carries out methodological and implementation activity relating to vocational guidance and information. Young people in VLC have the opportunity to meet with psychologist, career counsellor, participate in free workshops

¹⁰ https://ohp.pl/?page_id=434

or use other resources as e.g. The Electronic Youth Activation Centre and Green Line Employment Services Information and Counselling Centre.

Career guidance system in lower-secondary school in Cracow: the program consists of three basic modules implemented in each lower-secondary school class (module 1 - self-knowledge, module 2 - education and work market, module 3 - planning a future career).

The aim of Module 1 is to develop a competency model for lower-secondary school students in the category of knowledge and skills in the process so-called self-determination (resources, talents and predispositions), to let the student know how to assess his or her potential and how to apply it to his plans and career aspirations. Module 2 is based on learning the local educational market together with the existing recruitment system, understanding the relationship between educational attainments the career planning and the job market together with the entire occupational structure from the new classification of occupational training. Module 3 aims to develop competence in decision-making, to reinforce the self-critical and critical thinking of the student about his / her future, to automate the development of his / her preferences and interests in lower-secondary school and pupil portfolio preparation (paper and electronic).

Detailed objectives of the program:

1. Provide students with basic skills and competences that are crucial for making good educational and vocational decisions (workshops, individual consultations with a professional counsellor)
2. Enabling pupils to access educational and vocational information resources provided in schools and in eLearning forms for the acquisition of professional information
3. Ensure that students in the school area have access to a vocational counsellor and provide them with career planning

Didactic methods:

1. Discussing theoretical issues.
2. Discussing individual cases.
3. Discussion.
4. Work in groups.
5. Individual work.
6. Simulations.
7. Multimedia presentations.

8. Projects.
9. Project exercises.
10. Brainstorm.
11. Debate.
12. Sessions to solve the problem.

Used research tools:

1. Tests of professional preferences
2. Interest Cards
3. Questionnaires
4. Profile of professional interests
5. A decision-making game for lower-secondary schoolers

Career guidance system in lower-secondary school in Elbląg: the main goal of the school career guidance system is to prepare the youth for the adequate choice of a profession and further career path.

The students:

- get to know their own job predispositions, interests, abilities and skills;
- develop the abilities to work in team, break the environmental barriers and shape proper social relationships;
- are able to identify their strengths and are aware of their limits;
- are motivated to make decisions about their career path;
- they know the factors of the right choice of profession;
- have information about professions and the situation on the job market;
- know the educational system and the offer of secondary schools;
- know the conditions and schedule of recruitment to upper secondary schools;
- choose their profession and school after analysing their own psychophysical abilities with the requirements of school and profession;
- know the health constraints in choosing a profession;
- know the educational and professional sources of information.

Parents:

- are involved and prepared to fulfil the role of guidance counsellors;

- know the factors of school and career choice, support children in educational and professional decision-making processes;
- they know the current and full educational offer at various levels;
- know where to look for help for children with health, emotional, decision, intellectual, family and other problems;
- are involved in information activities of the school (e.g. as representatives of different professions).

Teachers:

- can diagnose the needs and resources of students; - talents, interests, abilities, predispositions;
- support students in the decision making process of education and work;
- carry out activities in the field of preparing students for the choice of the professional path and the role of the employee;
- assist parents in the counselling process, provide information or refer them to specialists;
- involve representatives of institutions and workplaces in counselling activities of the school.

Objectives and activities of a school counsellor:

1. Preparation of young people to the right career choice and further education.
2. Preparing a student to cope in difficult situations, e.g. unemployment, adaptation to new conditions and occupational mobility.
3. Preparing the student for the role of an employee.
4. Preparation of parents to effectively support children in making educational and professional decisions.
5. Helping teachers in the implementation of advisory activities.

Tasks of a school counsellor:

- systematically diagnoses the needs of individual students, parents for educational and professional information;
- assists students in identifying their interests, talents and other relevant characteristics when making educational decisions and career planning;
- gives individual students professional advice;
- assists in determining the professional capacity of students with specific psychophysical limitations and indicates the type of employment they are eligible for;

- informs them about health constraints to the profession;
- collects, updates and provides educational and professional information relevant to a given level of education;
- carries out classroom activities to prepare students for career planning and undertaking the career path;
- carries out group activities (workshops) to enable students to acquire the skills to seek, obtain and retain work;
- cooperates with other teachers (pedagogical council) in creating and ensuring the continuity of occupational orientation;
- cooperates with parents, gives information on current educational offer of upper secondary schools, informs about occupations and current situation on the labour market;
- develops and updates information on professions, ways to obtain professional qualifications and labour market needs;
- disseminates knowledge about career planning, the ability to obtain career information, obtain professional qualifications, the local, national and EU labour market situation;
- keeps a record of the advice provided, draws up reports on their activities;
- in difficult cases directs to specialists in psychological and pedagogical clinics.

Forms, methods and techniques for the implementation of tasks of school career guidance system.

Individual counselling is one of the forms of supporting students in educational and professional development. The primary task of individual counselling in Lower-Secondary School number 2 is to assist in the diagnosis of the student's psychophysical interests and predispositions and to direct the choice of the direction of education.

Students with difficult decision-making skills can apply to the counsellor for individual advice. The consultation is in the form of:

- interviewing and consulting;
- diagnosis of professional predispositions: tests;
- providing assistance in making an educational decision;
- support in raising self-esteem and dealing with situations that hinder optimal development;
- providing information that is adequate to the needs of the student;

- help in the proper preparation of documents during the recruitment process for upper secondary schools.

Group forms of career guidance take place in the form of educational lessons, workshops, subject classes, interest groups, trips.

Methods in group counselling used in career guidance:

- activating the problem: brainstorming, discussion,
- record: decision tree, thought maps,
- drama: staging and role playing,
- test: questionnaires, tests,
- audio-visual: educational films, internet resources and multimedia presentations,
- social skills training, mini-lessons, talks,
- workshops for the apprentices.

Forms of counselling work addressed to students:

- study (diagnosis) of the demand for counselling activities conducted at school (interview, questionnaire);
- workshop classes to raise awareness of the necessity of planning students' own development and career, allowing them to know themselves and their professional predispositions;
- workshops improving skills in interpersonal communication and group co-operation, developing self-presentation and interview skills with employers, coping with stress;
- classes teaching the ability to edit application documents (CV, covering letter) and preparation for how to become an entrepreneur;
- information on occupations, upper secondary and tertiary education, labour market (local, national, EU), education and employment opportunities, labour law;
- meetings with representatives of various professions;
- organizing the open days during school holidays (presentation and promotion of the educational offer of Lower Secondary School No. 2 in Elbląg);
- organizing competitions within the Polish Career Week;
- student volunteering activities;

- giving individual advice to students in making educational and professional decisions, having health or personal problems, and providing advice to students with special educational needs;
- arranging trips to educational fairs, workplaces, upper secondary schools, career offices, integration trips.

Counselling activities for parents include in particular: presenting the current and complete educational offer at different levels of education, presenting the assumptions of the information and counselling work of the school for students, training to deepen the parents' knowledge about supporting the decision-making process of children. Parents of students with health, emotional, decision-making, family issues can benefit from the individual help of a specialist.

Forms of activities addressed to parents:

- presenting the assumptions of the information and counselling work of the school for students;
- individual work with parents of students who have health, emotional, decision, intellectual, family problems, etc.;
- assisting parents in the educational decision-making process of children;
- involving parents as representatives of various professions in school information activities;
- providing educational information (educational offer of upper secondary education, future professions, local, Polish and European labour market, etc.).

Forms of activities addressed to teachers: creating and ensuring the continuity of school career guidance system in accordance with the school statute; defining priorities for information gathering and guidance at school; identifying needs and adjusting the educational offer of the school.

The career guidance system at the schools of the project partners: Zespół Szkół Ogólnokształcących in Deblin. Pupils, parents and teachers are targeted activities of the school career guidance system. Forms addressed to students:

- workshop classes to help understand the need for career planning;
- self-learning, determining the predispositions necessary for professional development;
- improving students' communication and cooperation;

- teaching the skills of drafting application documents;
- development and improvement of self-presentation skills and initial conversation;
- promoting self-employment;
- collecting and sharing of educational and professional information (job market, educational paths, recruitment);
- creating a database of school graduates;
- participation in educational fairs, open days, local initiatives;
- organizing student volunteering;
- preparation of information about the educational offer of the institution;
- allowing individual interviews with a career counsellor;
- applying for EU funds under educational programs.

Teachers support parents in the counselling process, they perform activities in the field of preparation of students to choose the professional path, the role of the employee, according to the educational and preventive program of the institution. Teachers identify needs and adjust the educational offer of the school to changes in the labour market.

4. Career aptitude test

There is a lack of good, psychometric career aptitude test available free of charge. Nonetheless, some of the available, mostly paid tests may be an inspiration for the tool being developed in the guidEU project, these are:

- **Talent Insights** (Spain)¹¹ – evaluation of talent, it offers reliable, validated assessment tools which provide information to manage the development of capacities, driving forces. Concretely TRIMETRIX DNA combines factors of key learnings in a person within the professional field (behaviour, motivations, skills, competencies,...). After the test a personal profile report is generated DISC.
- **Batería de Aptitudes Diferenciales y Generales** (Spain) (Battery of differential and general skills). Test BADYG-E3. Carlos Yuste Hernanz. Ed. CEPE, S.L. It discriminates basic skills (razonamiento lógico, verbal, numérico, memoria y viso-espacial) and skills of general skills. Metric approach to multidimensional type to intellectual abilities.

¹¹ <http://www.ttisuccessinsights.es/si/porque>

- **Manual Test-Kuder¹²**. Editorial Paidós. Price: €22.72. Scope of application: From 15 years of age. Application time: There is no time limit. Most people cover it in 50 or 55 minutes. Score: 2, 1 or 0 points, depending on the type of response. Scores are obtained by adding a point for each response that matches the corresponding Correction Template.
The maximum score varies in the different scales of interest. Scope of application: From 15 years of age and adults. Significance: Elective questionnaire (set of 504 items), this test allows to locate the interests and preferences of the examinee in ten general areas or scales of interest: Outdoor activity, Mechanical interest, Interest in the calculation, Scientific interest, Persuasive interest, Artistic-plastic interest, Literary interest, Musical interest, Interest in social service, Interest in office work.
- **Professional Preferences of YUSTE (CEPE)**. Price: €119.69 (complete test). Age, for students of 14-16 years. Test of professional preferences with the possibility of being carried out independently for ESO-Bachillerato students and Medium-level Training Cycles. In the computerized version a detailed descriptive report is obtained recommending the different formative ways to follow based on the professional interests manifested.
- **IPPR (TEA)**. Price: €72.96. Objective: Appreciation of interests in 15 fields of professional activity, taking into account the professions and corresponding activities. Scope of application: Adolescents (from 13 years of age) and adults. Duration: Variable, between 20 and 35 minutes. Purpose: Appreciation of the interests of the people in 15 professional fields, taking into account the most representative professions of each field and the main tasks that integrate them. Information about the knowledge that the subjects have about the professions and existing tasks.
- **EXPLORE (TEA)**. Price: €70,83. Age: students and adults. Time: approximately 30 minutes. Objective: It provides information on six major professional fields linked to the Holland model and which are associated with a number of personal characteristics such as beliefs, goals, values, problem solving styles, etc. These fields are Technical-manual, Scientific-researcher, Artistic-creative, Social-assistance, Business-persuasive and Office-administration. It not only takes into account the preferences for certain professions or

¹² <https://es.scribd.com/doc/106052692/Manual-Test-Kuder>

activities but also the skills that the subject considers to have and their personal characteristics self-perceived.

- **Turkish Employment Agency's Vocational Test** is a free test and can be implemented after an official apply. The Agency is a Governmental organization and a multifunctional organization which runs different activities such as , vocational trainings, testing, providing grants for entrepreneurs etc. This vocational test helps students and trainees to define their interests and abilities to determine their future careers.
- **ARISTOTELEION Test for Vocational Counselling¹³** (€300). Aristoteleion Test is an expert system for vocational counselling, utilising advanced rules, algorithms and mathematical models, in order to identify the profession / occupation that suits your personality. When we refer to an "expert system" we imply advanced software and specialised knowledge regarding personality types, special aptitudes and abilities, and corresponding work environments. The software produces a report automatically, following extensive analyses of the answers you give online. The knowledge contained in the expert database is classified by age, sex, nationality, academic departments, occupations and specialisations, and is based on extensive analyses of thousands of professionals and young people. In other words, the test has been verified and validated on a very large sample of real cases. The results of the report produced can be used to support tasks related to personality analysis, vocational counselling and human resources management. More specifically, the results can:
 1. Identify hidden talents, professional inclinations, aptitudes, abilities, and special features of your personality.
 2. Verify whether your personality can cope with the requirements of specific work environments or specialisations that require University education.
 3. Verify the practised profession and the degree to which this is compatible with the personality of the individual.
 4. Identify alternative vocational interests and occupational areas that are fully compatible with your personality.

¹³ <http://www.aristontest.eu/Services.html>

Support tasks concerning recruitment, transfer and promotion, area of specialisation, placement in departments, vocational and career counselling, and general human resources management.

- **Career Gate Test¹⁴** (€67). Career Gate Test K.17 is one of the top career guidance tests in Greece and internationally. It has been tested in practice with absolute success during the last ten years by its distribution to more than 50,000 users. It is constantly updated and adapted in accordance with various needs and different versions. Based on recognized scientific bases, it is accurately weighted, reliable, valid, easy to use and easy to understand. Quickly, just within 20-30 minutes, the user responds through the computer and the Internet with Yes or No in easily understandable questions. The conclusions are issued directly in a personal report which accurately contains the degree of identification of the user's personality in relation to certain occupations that suit him in a descending scale. The report also contains the degree of identification of the user's personality in relation to the six types of Holland, as well as his self-image scales and personal determination. The internal control of the test software excludes error findings. In all the years of the test's application, there was never any user that challenged its conclusions. The test has been universally accepted in international scientific conferences, publications and daily use. It has been developed after many years of studies by a top university team of the University of Piraeus, Greece and of the London School of Economics that specializes in career guidance and labour market and has produced many studies, books and scientific papers in the related field. The basis of these studies are focused upon psychometrics combined with the labour market and the educational system. They rely on the modern and original classification K.17 in conjunction with recognized international theories of career guidance and especially that of John Holland. Besides the standard version of the test related to occupations associated with higher education, there exist separate versions for postgraduate studies, training and autonomous personality test, Holland test, emotional intelligence test, etc. The C.G.T.K.17 may also be available in English, Arabic and other languages. The distribution of the test is administered by the central scientific team through consultants and certified partners in Greece and abroad.

¹⁴ <http://careergatetest.com/brief-description-cgt/?lang=en>

- **The Career Key¹⁵** is a professional quality vocational orientation test developed by Lawrence K. Jones, Ph.D., a professor in the University of North Carolina. Several studies show its reliability, validity and help. The Career Key has been online since 1998, as a public service and free of charge for students and adults who want to take the right educational decisions and choose the right professional career.

Table 12. Feedback on career aptitude tests by teachers/ guidance counsellors

<i>Do you know any Career aptitude tests (e.g. tools, questionnaires, methods)?</i>				
	<i>Cyprus</i>	<i>Poland</i>	<i>Spain</i>	<i>Turkey</i>
Teachers/ Guidance counsellors	no: 19, 95% yes: 1, 5%	no: 8, 80% yes: 2, 20%	no: 17, 85% yes: 3, 15%	no: 18, 90% yes: 2, 10%

The respondents – teachers and guidance counsellors were asked about career aptitude tests. The survey shows a lack of knowledge of such tests. Most (about 80-90% depending on specific countries) of them do not know any career aptitude test. Respondents pointed out only nine tests. Information about them is presented in table below:

Table 13. Career aptitude tests known by teachers/ guidance counsellors

Name of the test	Author	Availability	Scope of assessment	Short description
Młodzieżowy Kwestionariusz z Zainteresowań Zawodowych	Talent Game	Krajowy Ośrodek Wspierania Edukacji Zawodowej http://www.interaktywnaeducacja.pl/?attachment_id=424	Interests	Based on the Holland ideas
Zamek	Danuta Piróg	Rozpoznanie Predyspozycji Zawodowych http://www.danutapirog.pl/index.php/pl/mstartowa/75-nowe/185-zamek.html	Job market, strengths and weaknesses	Career guidance
Test predyspozycji zawodowych		www.kluczdokariery.pl		Multiple choice test, 30 questions
Ariston	Computer Academy Ltd	www.aristontest.eu	Test vocational and career counselling	Online test, it generates automatically a report at the end

¹⁵ <http://www.careerkey.org>

Talent Insights	Marston	TTI Talent Insights http://www.ttisuccessinsights.es/si/porque	Character traits and motivation	24 questions with multiple choice answers
Personal interview	Natalia Zalvide	http://nataliazalvide.com/betanzos-motivado/		
Batería de Aptitudes Diferenciales y Generales	Carlos Yuste, David Yuste y José Luis Galve	Editorial CEPE	Nine tasks about verbal, numerical, visuospatial reasoning, memory and focusing.	Questionnaire with auto correction
PPS. Kurder.	Kurder de Luke J.Villa.	https://web.teaediciones.com/KUDER-C-REGISTRO-DE-PREFERENCIAS-VOCACIONALES.aspx	Decision making to create a career profile. 50 questions about labour interests	
Vocational Predisposition	-	Turkish Employment Agency	Vocational interest	The test measures the students' interest for vocational training, which department they should go etc.

Teachers' lack of knowledge about career aptitude tests is strongly connected with students' answers. Most of surveyed pupils (about 90%) haven't completed any career test during educational process. It may suggest that using career aptitude test at schools is not a standard in preparing pupils to entering on labour market.

Table 14. Students engagement with career aptitude tests

<i>Have you ever completed any career aptitude test?</i>				
	Cyprus	Poland	Spain	Turkey
Pupils	no: 24, 92,3% yes: 2, 7,7%	no: 17, 85%; yes: 3, 15%	no: 18, 85% yes: 3, 15%	no: 18, 90% yes: 2, 10%

Respondents (teachers, guidance counsellors and stakeholders) have some expectations connected with good test. They indicated that a good and attractive on-line career aptitude test should:

- allows for assessing a lot of hard and soft skills or predispositions;
- takes no longer than about 30 minutes for its completing;
- has no more than 30-40 questions;

- contains images, animations (cartoons motives), questions and some logical tasks;
- offer automatically generated feedback with such information as: results in each diagnosed predisposition or skill, suggestions for future development or choosing of profession, supportive tips and some suggestions how to improve level of competencies;
- has attractive final report with results which should be clear and contains graphs and tables.

Table 15. Desired form of career aptitude test by teachers/ guidance counsellors and stakeholders

What should a good and attractive On-line career aptitude test for pupils look like?		
	<u>Teachers/ guidance counsellors:</u>	<u>Stakeholders:</u>
Assessed predispositions:	<ul style="list-style-type: none"> • Teamwork (6) • Knowledge of foreign languages (5) • Social skills (4) • Responsibility (4) • Openness (3) • Scientific skills (3) • IQ level (3) • Mathematical skills (3) • Vocational Skills (3) • Verbal reasoning (3) • Adaptability (3) • Memory (2) • Interest discovering (2) • Communication (2) • Logical thinking (2) • Artistic skills (2) • Abilities (2) • Interests discovering (2) • Creativity (2) • Logical reasoning (2) • Skills discovering • Personal Information • Potential • Learning Background • Personal Needs • Expectations • Matching for future career • Likes and dislikes • Self-motivation • Assertiveness • Numeric reasoning • Visuospatial reasoning • Making decisions • Persistence 	<ul style="list-style-type: none"> • Skills/abilities/talents (10) • Knowledge of foreign languages (7) • IQ level (7) • Responsibility (6) • Teamwork (4) • Market knowledge (2) • Factors for a successful career • Hobbies • Goals • Academic results • Creative • Logical • Physical • Motivational interests • Communication • Solving Problems • Responsibility • Self-motivation • Initiative • Character traits • Learn to learn

	<ul style="list-style-type: none"> • Engagement • Focusing • Career counselling • Education • Screening, classification/ placement, program planning • Hobbies, skills, subjects the student enjoys doing 	
Assessment duration (in minutes):	<ul style="list-style-type: none"> • (3) • 10 • 15 (4) • 20 (6) • 30 (11) • 40 (4) • 45 (3) • 60 (2) • Less than 10 minutes (3) • From 11 to 20 minutes (7) • From 21 to 30 minutes (7) • From 31 to 40 minutes (4) • From 41 to 50 minutes (2) 	<ul style="list-style-type: none"> • 5 • 10 (2) • 15 (7) • 20 (1) • 20-30 (4) • 30 (3) • 40 (2) • 60 • 90 • From 11 to 20 minutes (5) • From 21 to 30 minutes (2) • From 31 to 40 minutes • From 51 minutes to 1 hour (2)
Maximum number of questions:	<ul style="list-style-type: none"> • 3-5 • 10 (4) • 15 (3) • 20 (9) • 30 (10) • 40 (13) • 50 (7) • 60 (4) • 100 (3) • 125 	<ul style="list-style-type: none"> • Few • 10 (4) • 15 • 20 (12) • 25 (5) • 30 (4) • 40 • 50 (2) • 60 (3) • 70 • 80 • 100 (2)
Scope of assessment (what and how should be measured? - by using items/questions, images, logical tasks etc.):	<ul style="list-style-type: none"> • Questions (18) • Logical tasks (12) • Images (10) • Tests (5) • Videos • Word problems • A combination of all 	<ul style="list-style-type: none"> • Logical tasks (9) • Images and questions (8) • Questionnaires (3) • Questions (2) • Multiple choice (2) • Images (2) • Mixed (2) • All • Personality traits • A variety should be applied for different styles of learning which will incorporate personality • Ability of expression and creativity
Content of feedback (what kind of information should be reported after examination):	<ul style="list-style-type: none"> • Career directions, Job predisposition (13) • A Job profile (10) • Skills and abilities, Professional skills (7) • Score (7) 	<ul style="list-style-type: none"> • Skills developing activities (10) • Suggestions of future jobs (7) • Strengths and weaknesses (6) • Personal skills (4) • Job profile (3) • Points to improve (2)

	<ul style="list-style-type: none"> • Results (4) • Written report and verbal discussion (2) • Results of tests compared to various models • What the student enjoys doing more • A breakdown of results for each assessed predisposition • Analysis of the answer • Knowledge learnt during the test 	<ul style="list-style-type: none"> • Strengths (2) • The field they are more likely to fit in (2) • Skills of students • Analysis of skills/criteria • Illustrations to explain – improvement • Interests • Aptitudes • Experience • Verbal with written evidence • Specific and clear feedback • Supportive tips • Mistakes • The solutions • The different possibilities in each question
Visual/graphic design expectations:	<ul style="list-style-type: none"> • Scoreboard (15) • Graphs, images and tables (13) • Visual (2) • Interesting and attractive • Standard and simple • Inviting but not distracting • Cartoons • Digital design • Interactive E-Book (ISSUU) 	<ul style="list-style-type: none"> • Colourful and entertaining (2) • Generation of a report at the end • Encouragement • Practical • Understanding • Achievement • Of paramount importance since it engages the participant • Simple • Graphs

Pupils also pointed out the features of aptitude career test which are presented in table below.

Their expectations are quite similar to teachers and career counsellors. They pointed out that:

- completing the test should take about 45 minutes;
- number of items should not be more than 50;
- test should allow diagnose skills, some vocational interests and personality features;
- must generate automatically feedback for student;
- method has to have interesting design.

Table 16. Desired career aptitude test by students

What do you think a good and attractive On-line career aptitude test for pupils should look like?	
<i>Duration</i>	<input type="checkbox"/> up to 15 minutes – 9 <input type="checkbox"/> up to 30 minutes – 22 <input type="checkbox"/> up to 45 minutes – 24 <input type="checkbox"/> more than 45 minutes – 22
<i>Number of items</i>	<input type="checkbox"/> up to 50 – 44

	<input type="checkbox"/> 51-70 – 3 <input type="checkbox"/> more than 70 – 2
Scope of assessment	<input type="checkbox"/> skills – 56 <input type="checkbox"/> predispositions – 28 <input type="checkbox"/> vocational interests – 42 <input type="checkbox"/> personality features – 43
Feedback	<input type="checkbox"/> automatically generated by computer program – 22 <input type="checkbox"/> prepared by guidance counsellor – 41
Other suggestions	Categories – N and % <ul style="list-style-type: none"> • add colours, make it brighter

Table 17. Career aptitude test – in-depth interviews with career counsellors in four countries

Cyprus	<ul style="list-style-type: none"> • Career aptitude tests are not commonly used. For assessment students are referred to external agencies. The most famous career test in Cyprus is “Ariston Career Test” (http://www.aristontest.eu/)
Spain	<ul style="list-style-type: none"> • Usually vocational/career aptitude tests have a high cost • Most of the available tests are paper-based. Attitude tests should be available both in printable and online versions. • The items in already existing tests are adequate but excessive; very time consuming for students which results in low-motivation to complete. • As far as the job profiles are concerned, the vocational/ career aptitude test should offer a broader picture, they tend to show branches of knowledge without specifying studies or professions. • Should have graphic solutions for the provided feedback so that students could appreciate the branches adapted to their abilities.
Turkey	<ul style="list-style-type: none"> • There are available and known tests for assessment of professional predispositions, hobbies, likes and talents. • Tests should be designed by the professional counsellors and reflect labour world, be consistent with learners needs, as well to help to establish critical competency gaps.
Poland	Some of the tests known to polish counsellors: <ul style="list-style-type: none"> • <i>Poznajcie siebie – zainteresowania</i> • <i>Ankieta uzdolnień – w czym jestem mistrzem</i> • <i>Ankieta – mój temperament</i> • <i>Czy lubisz jaki jestem?</i>

Summarizing information about students’/teachers’ and career counsellors expectations for the test it is worth to indicate the following: interesting design; small number of items/tasks;

possibility to measure vocational interests, skills and some personality features; attractive and automatically generated feedback with graphs, tables and suggestions about way of self-development in specific areas.

5. Labour market games

There is also lack of good and attractive labour market games. However, some of them are noteworthy:

- **The Job Jungle: A Labour Market Game¹⁶** (online game). Students discuss labour demand and supply. Instructors must prepare participants for this exercise with a discussion of derived demand for and supply of labour. The demand side discussion should explain why profit-maximizing employers will not offer more than the value of a worker's marginal product. The supply side discussion should highlight the opportunity cost a worker faces when considering whether to accept a wage offer. This is a bare-bones discussion. Other issues, such as working conditions, unemployment insurance, or economic fluctuations are not important at this point. The goal of each worker is to earn the greatest total income. Workers earn income by finding an employer who will hire them at a mutually acceptable wage or by remaining unemployed and receiving public assistance. The goal of each employer is to generate the greatest total profits. Profits are equal to the difference between revenues and costs of production. Employers must hire workers in order to produce kites, which generate revenues. The costs of production are determined by the wages negotiated between workers and employers. Employers try to negotiate relatively low wages in order to increase profits, while workers seek relatively high wages to maximize total income.
- **The Labour Market - Introduction to Supply & Demand of Labour - PPT, Worksheet & Board Game.** A good introduction on the labour market. The PPT has key theory on the difference between the goods and the factor markets, the supply and demand of the labour market and the different factors that influence the supply of the labour market. It includes key supply and demand diagrams linked to the labour market. There are

¹⁶ www.fte.org

numerous examples and key words to help make the theory easy to understand and accessible to students. There is a nice lesson starter game, where students need to guess which whether the wage of the next job is higher or lower than the previous job displayed on screen. This starter activity can help start a group discussion on why some jobs are paid more / less than others. There is a nice worksheet on the labour market to help students consolidate their learning (Guest, 2010).

- **LE-Prohef - Labour market game with social VAT¹⁷.** LE-Prohef is a game simulation designed to simulate a fundamental change in the approach to labour market. The so-called “PROHEF” – system, which was designed by Piet van Elswijk, professor EOHS (economics on a human scale) at the Stenden university of professional education. LE-Prohef is developed after LE-Game gold, including also a labour market. The demand for labour arises because of the opportunity costs for the entrepreneur. This entrepreneur can increase his activities by hiring an employee. If so, he can produce more (= trade more LEGO towers, trade more raw materials like LEGO bricks or plates, produce more LEGO towers). Staying solely as entrepreneur in ‘his’ company he or she will miss the capacity to do so. The simulation game activates the demand for labour resulting from growth of added value. The Prohef system strengthens the demand for labour, especially if the “soft factors” (“soft skills”) will be activated.
- **Company Management Simulation¹⁸.** This is an online software/programme; as a learner you can start a business and run it there. The system allows you to choose your business sector and create your own market. It also provides you the capital at a limited amount and then you start to develop your company. It is not so simple just to sell and buy something. There are also some risks hidden in the software and you have to manage them too.
- **Financial Literacy.** The aims of the programme are: to enable children of different age groups to understand and appreciate the life skills involved in handling money, in valuing money and learning to budget; to encourage children to see the life skills of money as a positive aspect and to understand the experience of world economy, and businesses.

¹⁷ www.le-network.nl

¹⁸ www.finanskulup.org

- **Orienta** (Spain)¹⁹ - computer program Orienta (Windows, Linux, Mac-Wine), with license of use for computer. It provides updated guidance about the studies offered nowadays. It offers around two hundred jobs, internally grouped into twenty categories based on professional interests, sectors and production level. Required studies. Through a simple questionnaire, it analyses the qualifications profile, abstract reasoning, numerical aptitude, verbal factor, special aptitude, sensory development and perceptual aptitude as well as the creative and artistic sensitivity, memory, manipulative aptitude and personality traits (emotional control, sociability, responsibility, organization.
- **Playing to be a banker** (Spain) (Merchant Banker)²⁰. The goal is to earn enough money to retire, through purchases in a continuous market in which prices rise and fall, having to observe when you have to sell or buy the different product, to get the maximum benefit.

Respondents (teachers, guidance counsellors, stakeholders and pupils) were asked about labour market games. Most of them do not know any.

Table 18. Knowledge of labour market games by teachers/ guidance counsellors and stakeholders

<i>Do you know any Labour market games (games to get to know and understand the labour market)?</i>				
	<i>Cyprus</i>	<i>Poland</i>	<i>Spain</i>	<i>Turkey</i>
Teachers/ Guidance counsellors	no: 20, 100% yes: 0, 0%	no: 8, 80% yes: 2, 20%	no: 19, 95% yes: 1, 5%	no: 19, 95% yes: 1, 5%
Stakeholders	no: 10, 100% yes: 0, 0%	no: 9, 90% yes: 1, 10%	no: 9, 90% yes: 1, 10%	no: 10, 100% yes: 0, 0%

Teachers guidance counsellors and stakeholders do not have information about labour market games. Only 6 respondents (5,5%) know some labour market games.

¹⁹ <http://www.elorienta.com/or/>

²⁰ <http://www.mousebreaker.com/game/merchant-banker>

Table 19. Labour market games known to teachers/ guidance counsellors and stakeholders

Name of the game	Availability (game developer, website)	Description (technical aspects, availability online/ offline, graphic, players' tasks, educational purpose, feedback, price, users etc.)
Orienta	http://www.elorienta.com/or/	Online game where players make decisions about academic and labour career
Playing to be a banker	http://www.mousebreaker.com/game/merchant-banker	It tries to show the cost of living
Moblab	https://game.moblab.com	Experimental
My Tycoon	Google Play	Age target: 11-16, players create characters and live their lives from birth up to retirement
Talent Game – Tajemnice Acropolis	www.talentgame.download.pl	Free tool to measure interests and job predispositions
Monopoly	Bookshops	Money management

Most students have not ever played labour market games and are not familiar with this type of a game. In fact, as an example of labour market games, they mentioned e.g. computer simulation games such as Sims.

Table 20. Experience of students with labour market games

<i>Have you ever played in a Labour market game?</i>				
	<i>Cyprus</i>	<i>Poland</i>	<i>Spain</i>	<i>Turkey</i>
Pupils	no: 9, 34,6% yes: 17, 65,4% Most of students mentioned popular PC games, only 5 students gave example of labour market game.	no: 20, 100%; yes: 0	no: 15, 75% yes: 5, 25% All students mentioned Monopoly game.	no: 18, 90% yes: 2, 10% e.g. Metycoon game - user can learn to look to the events from different ways.

Respondents (teachers, guidance counsellors and stakeholders) indicated what a good and attractive labour market game looks should:

- be visually attractive (images, videos);
- be simple and compatible with various operating systems;
- allows to gain knowledge about labour market and some behaviours (CV preparation, job search) connected with future job or next level of education;
- provide some information about predispositions, skills, features or strengths;
- facilitate career planning;
- has specific and very interesting interactive tasks (role play), questions presented on images, clips etc.;
- be free of charge.

Table 21. Preferable labour market game by teachers/ guidance counsellors and stakeholders

<i>What should a good and attractive Labour market game (electronic version of a board game referring to e.g. employment and unemployment, job requirement and recruitment, future prospects, vocational development) for pupils look like?</i>		
	<u>Teachers/ guidance counsellors:</u>	<u>Stakeholders:</u>
Technical aspects	<ul style="list-style-type: none"> • Simple (4) • Basic/easy learning software (3) • Digital design (3) • Multiplatform (2) • Role game (2) • High software requirements • Windows 8 or 10 (latest version) • IOS or Android compatible • Technology • Intuitive • Multiplatform • Quiz • Attractive 	<ul style="list-style-type: none"> • Software (ios and Android) (9) • Excel – graph (diagram) • Basic • Images • Videos • Short TedEX videos • Internet access • Playability • Interactive • Intuitive • Easy • Multiplatform • No gaps in the working process • Visual attractive • Creative • Realistic design
Educational purpose	<ul style="list-style-type: none"> • Labour market Knowledge (6) • Job profile (2) • Future employment 	<ul style="list-style-type: none"> • Raising the awareness of job predispositions (2) • To solve problems in a company

	<ul style="list-style-type: none"> • Make and answer questions • Develop awareness of personal strengths • To enhance independent learners • Career counselling • Provide more and equal opportunities for young people in education and in the labour market • Thinking tasks • Learn how to manage their money in real life situations • Employment counselling • Professional role-playing • Labour counselling • Educational career knowledge • Reflexive tasks • CV making • Job search • Vocational discovering • Teach structure of a business • Teach how to establish a business • Matching careers 	<ul style="list-style-type: none"> • To assist in decision-making and goal-setting • Backing up assessment and progress with targets • Benefits of learning and advertisement • Enhance their skills in various fields • To provoke thought • Skills adaptability to job market • Decision making • Labour Market working process • Interest discovering • Learn to learn • Professional perspectives discovering • Labour counselling
Tasks for players	<ul style="list-style-type: none"> • Problem solving (2) • Questions about skills, attitudes and knowledges (2) • Research • Abilities identification • Time / resource management • Acting as consumers, workers, investors and citizens. Pupils to respond to incentives and influence the benefits of their behaviour • Pattern recognition • To live, work, spend their money as in real life • Exercises of logical reasoning • Professional Role-playing • Analysing cartoon • Analysing situations • Situation management • Activities about labour market Knowledge • Job interview preparation • Business start-up issues • Manage the company • Computational skills 	<ul style="list-style-type: none"> • Questions on job market and future career (2) • Professional Role playing (3) • Interactive with other people or the game (3) • Engagement and reflection • Conflict management • Responsibility • Decision-making • Initiative • Problem-solving • Profession discovering • Reflexive tasks • Abilities shown

Visual/graphic Design expectations	<ul style="list-style-type: none"> • Visual (4) • Attractive (3) • Increase of critical thinking • Engaging • To target all types of learners • Number of achieved goals VS number of required goals • Pictures, tables, exciting game • Video on a working environment • Modern and interesting graphics • Java cartoons • E-book interactive • Intuitive • Digital design • Accessibility for people with disabilities • Simple • With videos • With Dynamic website 	<ul style="list-style-type: none"> • Advanced (2) • To see results of others for every decision and compare • Fun but not too busy/overwhelming • Films/video setting • 4K • Engaging • Cartoon • Visual • Simple • Attractive • Creative • Motivating
Other issues	<ul style="list-style-type: none"> • Free (2) • Knowledge about future career needs • Simple • Interactive • Accessible for people with disabilities • Attractive • In different languages • Clear Instructions 	<ul style="list-style-type: none"> • Helpful activities (4) • Useful activities (3) • Interesting activities (2) • Consider cultural and linguistic aspects • Short time length • Colourful • Easy • Anonymous • Positive counselling, enforcing gamers • Funny • Motivating • Supportive activities

Pupils also pointed out the features of attractive labour market game. Regarding the feedback from the students, ideal game duration would be 46-60 minutes. It seems that there is a preference of individual rather than group performance. Regarding the content, there is preference in job requirements, employment and future prospects.

Table 22. Preferable labour market game by students

What should a good and attractive Labour market game (electronic version of a board game) for pupils look like?

Duration	up to 45 minutes – 16 46- 60 minutes – 28 61- 90 minutes – 18 more than 91 minutes – 5
Task performance	individual – 50 group – 38
Content	employment – 48 unemployment – 29 job requirements – 44 job recruitment process – 35 future career prospects – 47 vocational development – 37

Table 23. Labour market game – in-depth interviews with career counsellors in four countries

Cyprus	<ul style="list-style-type: none"> • Not known to school guidance counsellors.
Spain	<ul style="list-style-type: none"> • There is currently very little provision for 'professional' gaming. • These games should be easily accessible, known by the professionals of counselling sector, adapted to the educational reality of each country and even autonomy (region). • The game should be based on "self-knowledge" and "decision making" proposing real and near-time experiences adapted to the age group to which it will apply. • Should offer different professional realities more or less combining professional skills, skills and competencies among their approaches. • It would be very interesting that once finished playing, the players would receive a graphic summary with all the alternatives that cover their interests.
Turkey	<ul style="list-style-type: none"> • Not-known guidance tool. • Counsellors expect that these career games should have technical aspects, purpose for better learning outcomes, attractive and visual to be used by the learners.
Poland	<ul style="list-style-type: none"> • Not-known guidance tool.

Teachers and guidance counsellors were asked: **What kind of additional materials should accompany the Labour market game?** The most frequent responses were:

- Teacher's guidebook
- Lesson plans
- Skills training plan

And also:

- Instructions
- Mission to be completed
- Risk Management
- Task book
- Career plan
- Forms
- Tests
- Videos from real business world
- Training of teachers and students
- Extension tasks – role play, discussion
- List of websites with hyperlink.

Conclusions

Well prepared and organized career guidance process/system is very important for preparing young people to enter the labour market. In Poland, Spain, Turkey and Cyprus there are a lot of initiatives to do so. In this report a lot of information about provision of career guidance services at lower and upper secondary schools for young people has been taken into account. The success of this process depends on many factors, one of them being solid theoretical background (e.g. Prediger's World-of-Work Map) and up-to-date information on most-promising and long-standing career prospects. These two aspects allow to extract predispositions (people, data, things and ideas) and competences which should be develop during career guidance process. Especially competences are very important as they facilitate successful integration into the labour market. The conducted desk research analysis led to identification of key competences which should be improved among young people, some of them include: responsibility, passion, productivity, using high technology, communication, teamwork, commercial awareness, analysing and investigating, initiative, self-motivation, planning and organising, flexibility, time management, delegation of tasks, coping with stress, persistence, decision making, entrepreneurial skills, conflict management, adaptability, openness to new experience, conscientiousness, creativity, engagement, assertiveness, life-long learning, vision of future. The reliable diagnosis of this range of competences followed by tailored training to bridge the detected gaps, guidance classes and interesting learning solutions such as labour market games might ensure better preparation of young people for the world of work from early stages of education forward.

The research conducted on pupils, teachers/guidance counsellors and stakeholders revealed types of important skills in career guidance, key occupational predispositions/actions facilitating transition into the next step of education/employment, and expectations from the career guidance lessons, labour market game and tests.

During the survey research, the respondents indicated some important skills sought by employers and which should be improved during career guidance. Indicated skills are: teamwork, problem solving, responsibility, time management, flexibility, communication, coping with stress, creativity, planning and organizing. Whereas key occupational predispositions facilitating

transition into the next stage of education or employment reported by respondents are: flexibility, adaptability, responsibility, creativity, teamwork, lifelong learning and motivation.

According to respondents the most important elements in career guidance at schools are: counselling conducted on a regular basis by certified professionals, face to face contact/ sessions with pupils, application of reliable and attractive guidance tools (i.e. tests, labour market games) leading to improvement of vocational and educational skills.

Recommendations for development of Career aptitude test:

- Test should assess: (1) four predispositions (Based on Prediger's World-of-Work Map – four work task dimensions: Data, Ideas, People, Things) and (2) eight skills (Team working, Responsibility, Problem solving, Time management, Flexibility, Coping with stress, Communication, Creativity).
- Ideally a career aptitude test should consist of up to 50 items (include real-life situations and business activities) and have an approximate duration up to 45 minutes.
- Upon completion of the test, a report (feedback) should be generated. Content of feedback: job predispositions, suggestions of future jobs, strengths and weaknesses. Feedback should be prepared or interpreted/ explained by a guidance counsellor.
- It is important to ensure visual attractiveness and the appealing graphic design of both test and feedback (graphs, colours, tables etc.).

Recommendations for development of Labour market game:

- The ideal labour market game should involve problem-solving tasks simulating real-life situations and real problems. It should also raise students' awareness of the job market.
- It should take about 45-60 minutes (per game period), preferably on-line form.
- Preferable themes: employment, job recruitment, common faced problems when searching for a job, future career prospects, vocational development, education opportunities, first steps when establishing a business.
- It is important to ensure visual attractiveness, appealing graphic design.

Information collected during preparation of this report indicate lack of systematic and coordinated activities in area of career counselling at schools in specific analysed countries. We hope, that the collected data and the pointed recommendations allow to prepare useful new tools which help teacher and guidance counsellors conduct effective classes or trainings for students entering on labour market or choosing next step of education.

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