



# Career Guidance and Counselling in Serbia

The Concept of  
Career Guidance and  
Counselling Services  
on the Education to  
Employment (E2E)  
Project



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra

**Swiss Agency for Development  
and Cooperation SDC**





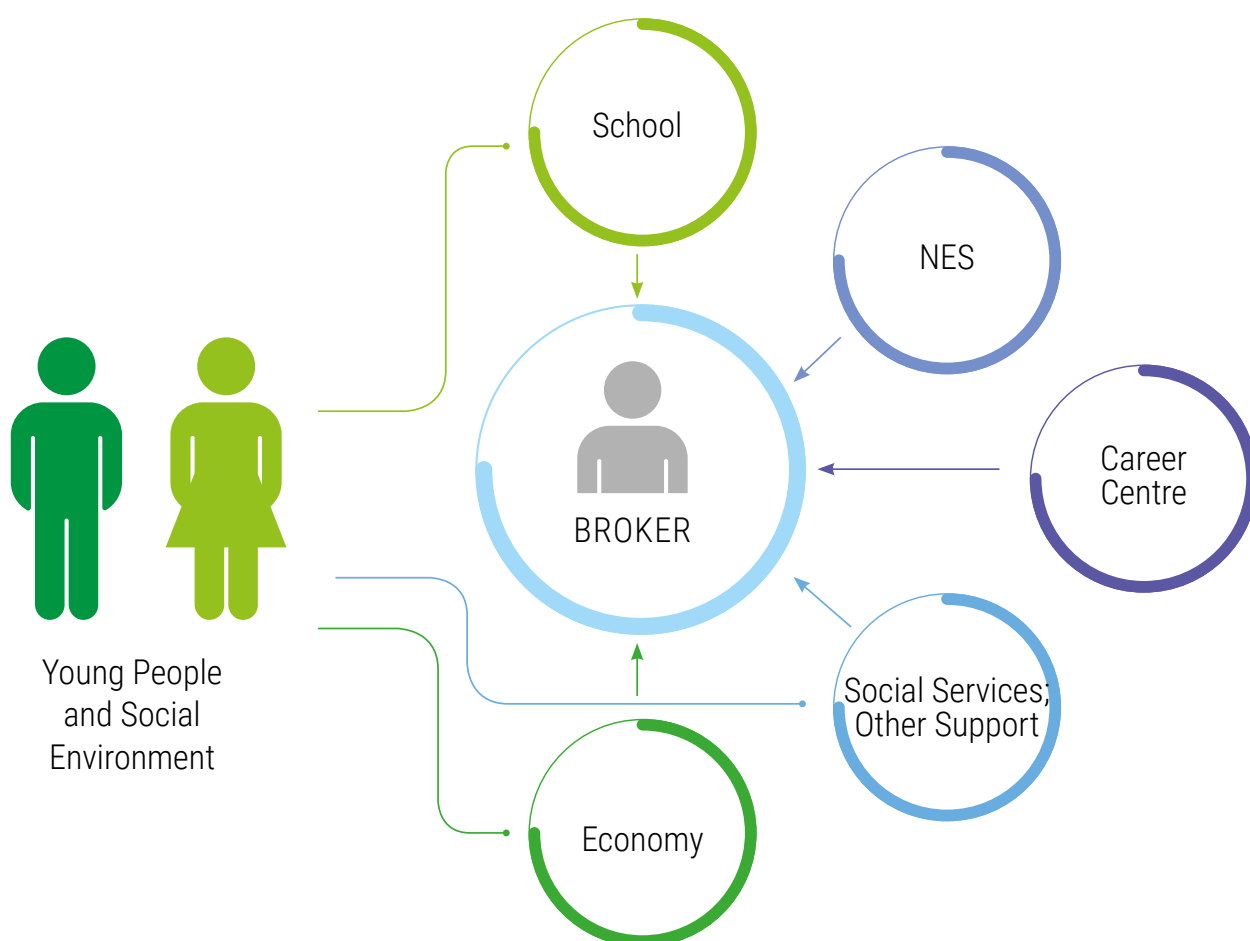
# 01 CGC Overview

## 1.1 Vocational and social integration as a cooperation task

Technological and demographic developments increasingly shape value creation processes, job profiles and educational formats in ever-faster cycles. Companies, educational institutions and the state are under constant pressure to adapt and innovate. They must constantly review, improve, develop and reinvent their performances and structures. Therefore, there is a demand for employees who can continually update and expand their competencies, understand flexible framework as an opportunity, communicate effectively and work independently.

Improving or maintaining employability of youth and their labour market participation, and sustainable vocational and social integration, place ever-higher demands on all those involved. Particularly affected are those who have one or more individual risk factors (low education, problematic family structure, lack of social integration, unemployment, mental instability, addiction, offenders, victims of violence, etc.).

The successful integration of as many people as possible into an increasingly volatile labour market requires close cooperation between authorities, educational institutions, the economy and the social environment. With the support of the Education to Employment (E2E) project, local partner organisations, so-called brokers, in five regions have been enabled to develop and implement new, further traineeship offers with work-based learning in private companies and theoretical trainings in schools. Thus, publicly available career guidance and counselling services (CGC)<sup>1</sup> (information on education and employment, counselling, traineeship mediation, job search assistance, etc.) will be offered in addition to the existing offers in schools and the National Employment Service (NES). On the one hand, mediators/brokers assume a coordination function between service providers, while on the other providing services that are not yet covered by other partners. They have an important mediator role between young jobseekers and companies in need of skilled labour and specific competencies profiles.



<sup>1</sup> 'Career guidance and Counselling' is used in this document, in general terms, as a support in the choice of an education, profession or training, and in career planning. This can be provided by various persons or organisations in whole or part. Those persons conducting these activities are career practitioners, and for the purposes of this handbook, specialised job guidance agencies are here referred to as the 'Career Center'.

## 1.2 Career guidance and counselling happens in many places

Career guidance and counselling is seen at E2E as an effective bridge between school and work, between youth and companies, and between family and society. For young people, it is the link and bridge-builder between systems (education, the economy and society) and institutions (family, school, employers and authorities). It is a fundamental human resources tool that can be used to achieve educational goals (improving the efficiency and effectiveness of the education system), social equality and integration goals, as well as economic development goals.

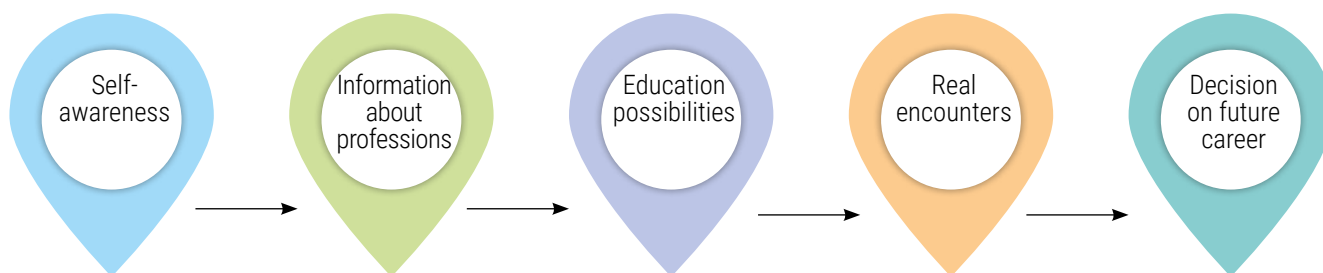
Thanks to CGC services, people are able to interpret their personal starting position in relation to the economic and private environments, can evaluate options and possibilities for action, make a decision about career steps they are going to make, take responsibility for them, and actively participate in the labour market. CGC services also have a significant impact on increasing the level of self-efficiency, which represents a way of perceiving personal abilities and competencies to deal with different circumstances. In doing so, CGC services optimise investments in personal futures and help optimise public investment in education, the labour market, and social security.

CGC thus appears in all areas of life: in the family, the social environment, at school, in supporting institutions, and in business. In the case of E2E, the newly-created Career Centres not only provide conventional CGC services – careers information and counselling – but also traineeship or job placement assistance, matching services and support to companies in the selection of trainees and potential employees. Furthermore, career practitioners in centres also monitor the decision making of youth in the job application process. They can also network between the involved institutions and initiate Case Management as needed.

One of E2E's specific goals is to develop a comprehensive broker-service concept that includes the services of Career Centres. E2E places a strong focus on the development of CGC service concepts of brokers, the development and improvement of brokers' competencies in CGC and the provision of various CGC services to youth, as brokers must have the capacity, know-how, skills and tools to provide services that facilitate the transition of young people from school to work.

## 1.3 Career choice

The core elements of CGC are self-awareness, opportunity awareness and decision making. In line with these, a well-conceived decision always comprises the following elements in varying forms, depending on the individual starting position. The most important consecutive elements can be represented as a process:



### 5 Phases Model

**Phase 1:** Self-awareness ➡ Raising self-awareness and creating a realistic picture of self in the current life phase.

**Phase 2:** Information on occupations and careers ➡ learning about different occupations, their content, what skills are needed for that specific occupation, and the actual needs of the labour market.

**Phase 3:** Information about educational pathways ➡ possibilities for further education and the schooling process required for the preferred career. In addition, students compare their interests and aspirations with the knowledge required for a certain occupation.

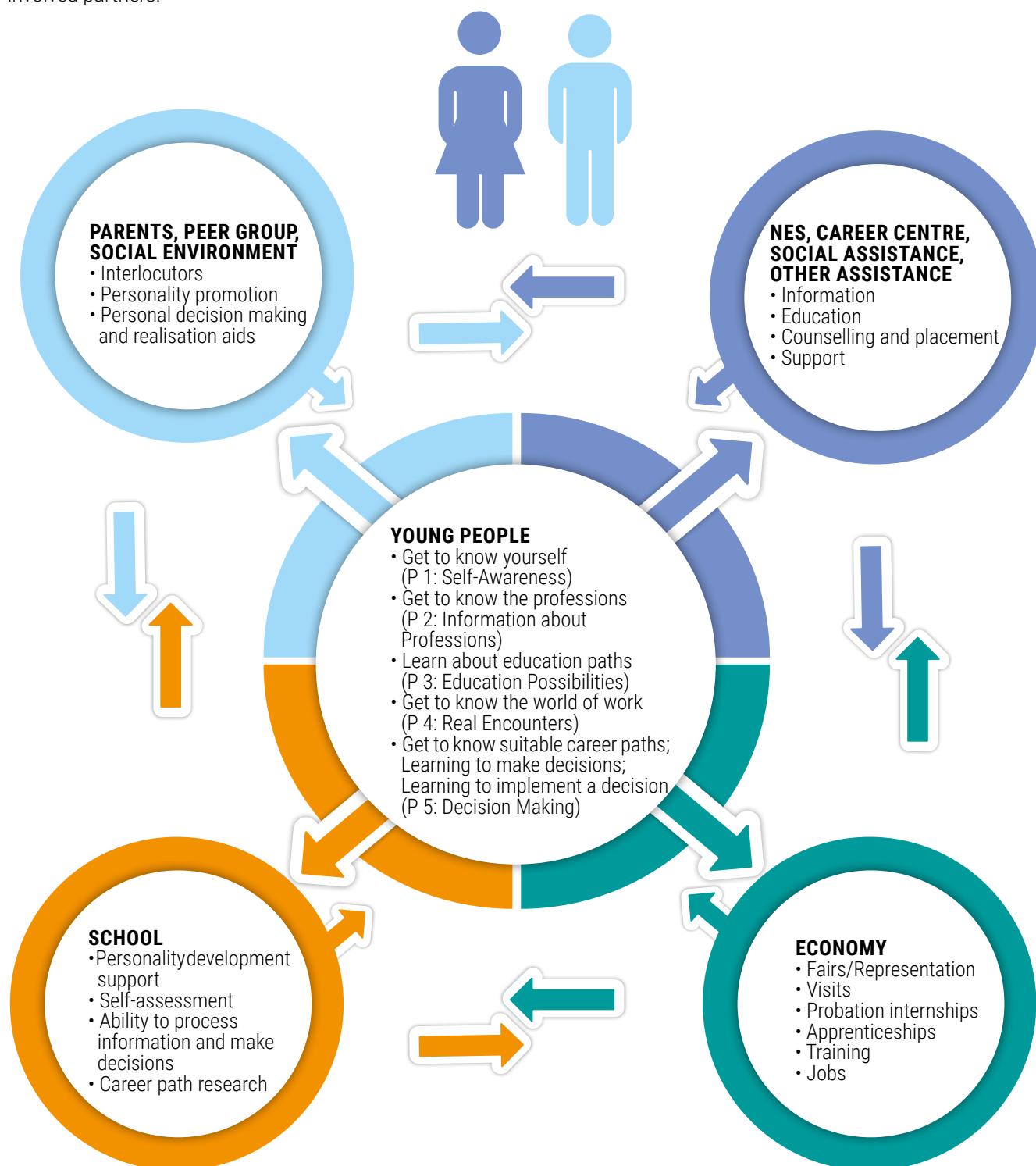
**Phase 4:** Real encounters with the world of work and occupations.

**Phase 5:** Decision making ➡ Making a decision about a future occupation or career path ➡ profile check: comparison against the requirements, decision making and defining next concrete steps ➡ acquiring specific techniques and methods for decision making, planning, monitoring and adapting plans where needed.



## 1.4 Stakeholders involved in the decision-making process

Making a choice and the decision-making process regarding a future educational path, profession or employment is not a one-off event, but a process which is influenced by many stakeholders. In this process people are supported by career practitioners who are skilled in providing guidance activities: informing, advising, assessing, teaching, enabling/empowering, advocating, networking, managing and mentoring. CGC tasks are mainly carried out by the following involved partners.



**Source:**

Illustration based on Laufbahnzentrum Zürich, Daniel Jungo

# 02 CGC in E2E phase I

## 2.1 Career guidance and counselling in the E2E supported Career Centres



The Career Centres, operated by the local partners, have developed service packages related to CGC for different groups of youth and labour market support for employers to facilitate youth employment and better match the required and offered job-related skills on the local labour market.

### SERVICE PROVISION AREAS

#### 1. Information and documentation

- collection, bundling, processing, provision
- website, newsletter, brochures, information leaflets, books, other media, presentations
- general information about the organisation and services in Career Centres, information about the education system (formal and non-formal), labour market information, profiles of jobseekers.

#### 2. Providing information, distributing information and training

- online, in person and in various event formats
- social media, online information service, chat services, workshops on different topics, public lectures and discussions, visits as real encounters within the world of work, education fairs, employment fairs, consulting hours in schools, information desk at the Career Centre, job placement and matching, workshops for parents, workshop on CVs, interview with employer, and qualification profile, workshop application check for trainings, vacancies.

#### 3. Counselling and brokerage/mediation

- individual, in groups
- clarification of skills, competencies, interests, tendencies and resources, diagnostics with performance tests, counselling for professional and/or study choice, consultation on employment after school, consultation on career planning, counselling for placements (jobs, trainings, internships), consultation on CVs and



qualification profile, consultation on application, job interviews practice, diagnostics with personality tests, competency assessments and aptitude tests, consultation on personal difficulties, organisation of work-based learning opportunities (traineeships, internships).

#### 4. Support/accompaniment

- accompaniment during the job search, follow-up

#### Target groups

1. Young people and their social environment (formal and non-formal social network)
2. Schools and teachers
3. Providers of training or employment opportunities
4. Vocational guidance organisations: NES, Social Services, Career Centres, NGOs, Youth Offices;
5. Public Community

The focus is on young, unemployed persons, particularly those that belong to the NEET group (Not in Education, Employment or Training), who are in school-to-work transition, and belong to the 15-30 age group, rather than on professional orientation in elementary schools or guidance for people over 30. Career guidance services are open to all young women and men, however, certain groups of young people face particular disadvantages on the labour market, which makes them hard to place and are thus in need of additional support measures. Such are: individual and group career counselling for young offenders in reform schools, individual and group career counselling, job search support, training and employment mediation for young people without parental care in cooperation with the Centre for Foster Care and adoption, soft skills training and guidance for Roma and mobile career teams for rural youth.

## CAREER CENTRES IN LOCAL COMMUNITIES

### Kragujevac:

Business Innovation Programs ([www.bips.rs](http://www.bips.rs))



Business Development Center ([www.rbcentar.org](http://www.rbcentar.org))



Address: Trg Topolivaca 4, 34000 Kragujevac

### Kruševac:

Youth Council ([www.osk.org.rs](http://www.osk.org.rs))



Address: Trg Kosturnica 58, 37000 Kruševac

### Pirot:

Association „Osveženje” - Job info center ([www.osvezenje.com](http://www.osvezenje.com))



ZIP Center (064/2752248)



Address: Bogojavljenka 3, 18300 Pirot  
Trg Republike bb, 18300 Pirot

### Novi Pazar:

Association of psychologists (063 1890130)



Youth office Novi Pazar ([www.pazarce.info](http://www.pazarce.info))



Address: Mitrovačka bb, 36300 Novi Pazar

### Knjaževac:

Timok club ([www.timok.org](http://www.timok.org))



Address: Trg Oslobođenja 1, 19350 Knjaževac

## 2.2 How do professionals carry out their work in Career Centres?

A consultation process does not follow a fixed procedure, but is tailored to the individual needs and abilities of the person seeking advice. In a consultational concept, however, the essential elements (definition of counselling, action model, methods, quality, theoretical background) can be outlined.

The trained career practitioners in the Career Centres have a set of instruments/tools and work documents for all the specified service areas that can be used as needed in accordance with a given situation. Guidelines for the application of materials are set out in a personal manual/folder with all materials, developed by E2E. Further development and distribution of materials is provided through a central server – Poolar Server - available to all employees of the project regions. In addition to this, five New tools in career guidance workshops were organised for employment counsellors at the National Employment Service (NES) and for career practitioners in schools. Through these workshops, participants had the opportunity to get know the various tools, instruments and approaches, exchange experiences and find a way for stronger cooperation and exchange between the NES and schools.

Some of the services, measures, instruments, and tools are developed based on lessons learned from the study tour to Aarau, Canton Aargau, Switzerland in 2017. Participants visited the *Consulting Service for Education and Employment - ask!* (official professional service for counseling in the field of career, study, mentoring, coaching - knowledge transfer). The objective of study tour was to exchange ideas and good practices, to transfer knowledge and get right insight into broker's future roles and responsibilities of being a local mediator in their respective municipalities and CGC service providers. Participants had a chance to see how ask is organized, how CGC services are provided, what are the tools used, and how socially excluded groups of young people are integrated into CGC and on the labour market. Top lessons learned from the study tour, highlighted by participants are structure of ask; career guidance and counselling services; organizing motivational semester and trial internships; networking of all stakeholders; a system of career informing; introducing young people to the business world; the importance of career guidance for students in elementary schools. Various tools and CGC material from ask were used in a set of trainings, organized for career practitioners from broker organizations on E2E, trainings were conducted by international expert Thomas Eichenberger (long-standing director of ask).

### SOME EXAMPLES OF THE TOOLS USED:

#### WayFI Career Choice Test

Online tool for recording interests, strengths and motivation. Based on the answers, a scientifically sound,

individual profile is created. This helps to find out which occupational fields best suit a candidate. With this profile, more information on professions of particular interest can be obtained.

#### Occupation Photos

Around 120 photos of employment situations have been taken on the project and they provide a valuable overview of a large number of professions and occupations. This photo series is one of the working tools for career practitioners in Career Centres. The occupational photos are particularly suitable for general clarifications of interest in order to make tendencies visible. Counselling seekers who are at the beginning of their career choice can, on this basis, express their wishes more concretely.

#### Competencies Cards

Through 49 competence cards, divided into three areas: social, personal and technical and methodical competence, 11 interest cards, 10 further information cards and 3 reinforcement cards, individual competencies can be systematically recorded in the conversation. Competencies cards contribute to focused and structured work and they speed up the process of matching and selecting candidates for specific jobs or training programs and secure the reliable presentation of competencies. The results can then be compared with requirement profiles.

#### Feeling Cards and Anamnesis Cards

The feeling cards and anamnesis cards can help develop a better understanding of ourselves and others. The collection of pictorial representations can facilitate the start of a consultation, especially for persons of an introvert nature, and those who are more comfortable with visual contact, rather than verbal.

#### Tables and Questions for Scaling

Tables and questions for scaling constitute a very useful tool for helping to define the start position and the point a person wishes to arrive at. They help with self-reflection, affording a better insight into what has been done and what should be done and also increase motivation for change and progress. This tool is especially suitable for those who have a problem focusing.

Work Sheets and Questionnaires: Who am I? List of feelings; List of Competencies; Future Wishes; Occupational Research; Assessment of Occupation

Numerous other work tools support the career counselling and guidance work and help professionals quickly and systematically gain insight into a person's characteristics, the level of development, interests, competencies, and motivation.





# Occupation Photos

Occupation photos have proved a very useful tool, especially for the younger population and young people who still do not have a clear picture of their future occupation. The set of 120 photos is divided into 9 occupational fields: outdoor work - work with animals and plants; work with staples (production, service); creative jobs – renovating, decorating; craftsmanship; work with machines and vehicles, technical crafts; designing - planning; purchase, sale, office work and traffic; language, information and entertainment; work with people. Such a division allows for more systematic and efficient work. The most common way of working with this tool is dividing photos into two parallel series (What I like and where I can imagine myself in the future; Where I do not see myself), which result in clearer statements and wishes from young people and their parents. With the help of occupation photos, in a short space of time, an overview of different occupations can be generated. This material also offers different possibilities when working with groups.



Outdoor  
work –  
work with  
animals  
and  
plants



Work with  
staples  
(production,  
service)



Creative jobs  
– renovating,  
decorating



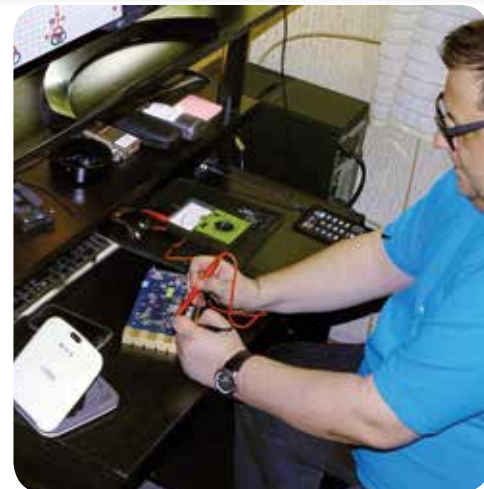


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## Craftsmanship



## Work with machines and vehicles, technical crafts



## Designing – planning

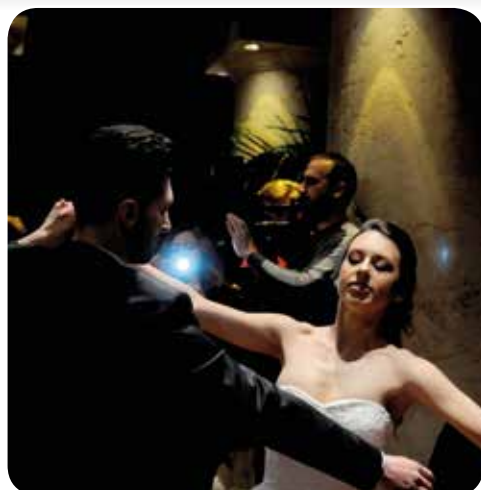




# Career Guidance and Counselling in Serbia



Purchase,  
sale, office  
work and  
traffic



Language,  
information  
and  
entertainment



Work with  
people



# From Education to Employment (E2E)







# Competencies Cards

The use of a set of competencies cards speeds up the process of selecting candidates for specific positions or training programmes, ensuring effective work on linking what the employer is looking for and competencies which person offers. This tool also provides systematic work and structured responses. Competencies cards can be applied in different situations, which makes them suitable for use in various institutions (schools, NES, career centres). They assist in:

- Determining whether the person fulfils the requirements of a certain position/occupation or training programme;
- Indicating when the client does not have a clear picture of their own competencies; self-knowing;
- Detailing and checking for levels of specific competencies;
- Working with parents - how they see the competencies of their child.



Nr. 01\_4 **Intercultural competence**



**I get along well with people from other cultures / countries**

Nr. 02\_11 **Creativity**



**I have a lot of good ideas.**

Nr. 03\_10 **Caring skills**



**I can deal with people who need help.**

## Nr. 01\_4 Intercultural competence



You approach people from other countries curiously. You are interested in other cultures and have no fear of approaching them.



Do you have contacts with people from other countries? Give an example! How do you feel about it?



01\_5 communication skills

03\_15 foreign language skills



W\_07 Competence Balance: Who am I? Origin and Family, p. 28-30, Example: 2.3.2 Intercultural Competence

## Nr. 02\_11 Creativity



You can create something new. You have artistic talent or ideas, how to approach something.

You are “creative”



Have you ever been artistically active in the broadest sense? Give an example. How did you feel? Is it a pleasure for you to invent or create something? Give an example.



03\_4 Ability to improvise

I\_10 Theatre

I\_07 Musicality

I\_05 Handicrafts, design

I\_02 Visual arts



W\_07 Competence Balance DJI: Who am I? Origin and family, p. 23-24, e.g: 2.10 Creativeb

## Nr. 03\_10 Caring skills



You can nurture and care for others. You do not avoid contact with sick or elderly people.

You know what is important for their care.



Did you already care for an old or sick person?

Give an example! What did you do about it? How did you feel?



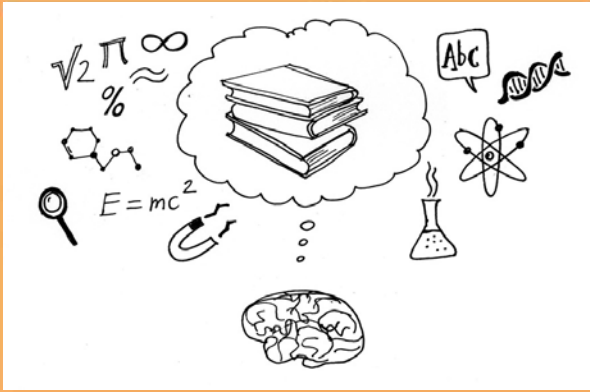
01\_1 empathy

01\_9 social engagement





## Nr. I\_01 General knowledge



Everything interests me and I can remember a lot.

## Nr. W\_01

### Working at the computer

**Operating System** (MS Windows, Android, iOS, macOS)

**Word Processing** (MS Word, OpenWriter, Apple Pages, LaTeX)

**Computing** (MS Excel, OpenCalc, Apple Numbers)

**Presentations** (MS Powerpoint, OpenImpress, Apple Keynote)

**Database Management** (MS Access, OpenBase)

**Project Management** (MS Project, OpenProject)

**Web browser** (MS Internet Explorer, Mozilla Firefox, Safari, Google Chrome)

**Personal Information Manager** (MS Outlook, Mozilla Thunderbird, Apple iCal)

**Statistics and Analysis** (SPSS, Stata, r, SAS)

**Literature Administration** (Endnote, RefWorks, Zotero, Citavi, JabRef)

**Image Processing** (Adobe Photoshop, Gimp, IrfanView)

**Desktop-Publishing** (Adobe InDesign, QuarkXPress)

**Graphic and Drawing Program** (Adobe Illustrator, Coral Draw)

**Programming Languages** (Java, C, C++, C#, Python, PHP, JavaScript, Visual Basic .NET, Perl, Ruby)

Nr. I\_01

## General knowledge



You have a broad general knowledge. You have a broad knowledge of many topics.

You are interested in news and current topics. You can remember a lot.



For what are you particularly interested in? Do you watch TV often, do you read a lot, do you spend a lot of time on the internet? Are you interested in many topics? Do you want to remember everything, can you remember everything?



I\_06 hobbies

02\_13 willingness to learn



W\_03 In which areas I can work with such interests?

Nr. W\_04

## Language exams

Test of English as a Foreign Language (TOEFL)

International English Language Testing System (IELTS)

DELFDALF-Programm (French)

DELE (Spanish)

HSK (Chinese)

Prüfung Deutsche Sprachprüfung für den Hochschulzugang (DSH)

CELPE-Bras (Portuguese)

UNlcert (with expert-specific knowledge)



# Feeling Cards and Anamnesis Cards

Starting from the generally accepted belief that a picture tells a thousand words, feeling cards and anamnesis cards have a significant role in working with young people who are of an introvert nature, with whom it is difficult to start a conversation, who are timid or do not express themselves clearly. The images provide a stronger visual component, make it easier to work with this group of young people and help in initiating conversation. This tool is especially suitable for working with younger people and for group work. The anamnesis cards cover a variety of topics that are relevant for defining a career path: desires, family, abilities, hobbies, interests, friends, favourite subjects at school, strengths, weaknesses and so on. Topics can be expanded as needed.

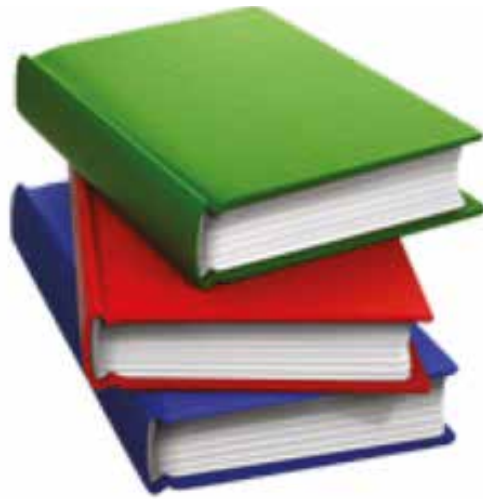








**ACHIEVEMENTS**



**FAVORITE ITEMS**



**INTERESTS**



# Questions for Scaling

Questions for scaling are an important tool for working with young people who have a problem with focusing on a goal, have a lack of motivation to reach a goal. Additionally, it's often used in work with persons who have unrealistic expectations or do not have a clear picture of where they are now in relation to what they want to achieve. This tool is used in the assessment phase and makes it easier to set career session goals. Possible scales that can be used are those of progress, benefit and competence. These can be used individually or simultaneously. It is important to choose a topic/field within which a young person wants to make progress.

## Questions for scaling

1. **Select the topic in which you want to make progress, e.g. choice of occupation, job search, certain achievements, behavior.**
2. **Where are you now on the scale of progress form 1 to 10?**
  - a) Mark your position;
  - b) What do 1 and 10 mean for your topic on the scale?
  - c) What is already there, what was not on 1?
3. **Pay attention to all the existing forces which are directed towards improvement and briefly write down:**
  - a) What exactly have you accomplished?
  - b) How did you accomplish this?
  - c) What factors were important and helpful?
3. **How far do you want to get on the scale? Mark the position.**
  - a) What is the difference compared to today?
  - b) What will you do differently?
  - c) What will be the consequences?
4. **What examples of good practice you had which got you closer to your goal? For each example, mark one point.**
  - a) How did you do it?
5. **When you make an improvement on a scale, what progress will show you that?**
  - a) What are you going to do then, and you are not doing today?
  - b) How will others notice the first sign of your success?

### POSSIBLE SCALES

#### Progress scale

Where do you stand with your plan between 1 (having first ideas) and 10 (exceeded the bravest hopes)?

#### Benefit scale

How useful is what you are currently doing on the scale between 1 (pure waste of time) and 10 (when I experienced it)?

#### Competency scale

How competent are you between 1 (a difficult beginner) and 10 (we should shoot a movie about me)?

1-2-3-4-5-6-7-8-9-10	Notes
1-2-3-4-5-6-7-8-9-10	
1-2-3-4-5-6-7-8-9-10	

resource: [www.solutionsurfers.com](http://www.solutionsurfers.com)





# Assessment of Occupations

The table for the assessment of occupations allows the creative and systematic exploration and assessment of specific occupations a person is interested in. It is suitable for working with young people who know what they would like to do, but need additional information or are considering several options. Comparing occupations based on given criteria helps a person to get a clearer picture of each occupation and to choose a future occupation.

# Occupational assessment

	OCCUPATION 1 _____	OCCUPATION 2 _____	OCCUPATION 3 _____	OCCUPATION 4 _____
WORK ACTIVITIES				
ADVANTAGES				
DISADVANTAGES				
PRECONDITIONS				

	OCCUPATION 1 _____	OCCUPATION 2 _____	OCCUPATION 3 _____	OCCUPATION 4 _____
WHAT OTEHRS THINK				
SCORES (1-10)				
RANK				

## 2.3 Competencies list - qualification profile

The career guidance practitioners have diverse skills and work competencies in 11 different areas. The present competence profile was developed over several steps together with professionals from the Career Centres in the E2E project regions. In addition, work competencies present assessment criteria, which help in reviewing the degree of fit with given requirements. This qualification profile serves to define the personal position of active career practitioners, for the quality control of work, for the formulation of personal needs for improvement. List of competencies also represents a form of guidelines for formulating job profiles, requirements and guidelines for the future training of practitioners and experts in this field.

FIELDS OF COMPETENCIES	WORK COMPETENCIES
<b>1. COUNSELLING</b> Career Counselling is a process through which the client solves a dilemma or acquires an insight into education or employment opportunities and in personal and professional development. That process is usually conducted through a conversation in which the counsellor and the client participate equally.	<ul style="list-style-type: none"> <li>• clarifying client questions;</li> <li>• definition of goals;</li> <li>• making agreements;</li> <li>• providing defined service;</li> <li>• continual assessment of the work process.</li> </ul>
<b>2. CONDUCTING CAREER COUNSELLING SESSION</b> Time-determined meeting of a counsellor and a client. It begins with an assessment of the client's needs, defines the goals of conversations and implements strategies. In the central part, strategies are applied and in the final part, the effects of conversations are evaluated.	<ul style="list-style-type: none"> <li>• determining available information and phase of counselling process;</li> <li>• realisation of interviews;</li> <li>• drafting a resume;</li> <li>• determining future steps/intervention;</li> <li>• writing records – case management.</li> </ul>
<b>3. DIAGNOSING</b> A procedure for assessing the personal abilities, competencies and other relevant aspects of the functioning of clients, which are important for their professional development and employment. It is implemented in the initial stages of counselling, using various techniques, tests, interviews, assessment scales and other tools.	<ul style="list-style-type: none"> <li>• determining the dimensions to be checked;</li> <li>• selection of adequate assessment criteria;</li> <li>• securing optimal conditions for providing reliable diagnostics;</li> <li>• analysis and interpretation of results;</li> <li>• presentation of results (in a client-tailored manner);</li> <li>• integration of results and counselling process.</li> </ul>
<b>4. INFORMING</b> The process of collecting, processing and exchanging information significant for client and employer; related to professional development and employment. Informing relies on different sources and includes different channels of information.	<ul style="list-style-type: none"> <li>• clarifying information needs;</li> <li>• searching for and using adequate information sources;</li> <li>• selection and transmission of information including highlighting the specific client's needs;</li> <li>• integration of information into the overall process.</li> </ul>
<b>5. MEDIATION</b> The process of connecting and representing users and employers in order to secure their best interests. Through this process, the needs and goals of employers are harmonised with the competencies and needs of the users/clients	<ul style="list-style-type: none"> <li>• identification of place for internship/training/position;</li> <li>• identification of respective profile of candidate;</li> <li>• drafting individual list;</li> <li>• mediation in exchanging of address/contact details;</li> <li>• active support in accordance with the requirements, through individual preparations for application;</li> <li>• interviews.</li> </ul>
<b>6. MODERATION OF GROUP SESSIONS</b> Directing the conversation and interaction of participants in group activities with the help of specific tools, based on pre-determined goals of the session.	<ul style="list-style-type: none"> <li>• clarifying participants' needs;</li> <li>• determining the contents;</li> <li>• application of adequate intervention techniques;</li> <li>• monitoring of the process, including the acknowledgment of group dynamics;</li> <li>• providing integrated results of individual participants in the project.</li> </ul>

<p><b>7. MENTORING</b></p> <p>Tracking, supporting and undertaking corrective action in the client's activities, according to a pre-designed individual career plan.</p>	<ul style="list-style-type: none"> <li>• assessment of current status;</li> <li>• defining a support strategy;</li> <li>• development of individual career plan/ employment plan;</li> <li>• development of an action plan;</li> <li>• directing the monitoring of client and client support;</li> <li>• progress assessment.</li> </ul>
<p><b>8. PROMOTION OF CAREER GUIDANCE AND COUNSELLING SERVICE IN PUBLIC</b></p> <p>The continual communication process with the target and general population for the purpose of transmission of relevant information about available services and results achieved in the field of CGC, and the importance of these results for increasing employability and employment, through mass communication channels.</p>	<ul style="list-style-type: none"> <li>• following specific CGC topics;</li> <li>• selection of the strategy, content, and form of communication;</li> <li>• provision of information;</li> <li>• checking the communication effects.</li> </ul>
<p><b>9. WORKING IN NETWORKS</b></p> <p>Establishing and maintaining efficient and functional inter-departmental relationships for the purpose of contributing to the overall quality of CGC.</p>	<ul style="list-style-type: none"> <li>• identifying contact persons;</li> <li>• establishing contact and setting the form of cooperation;</li> <li>• development of efficient cooperation;</li> <li>• checking the quality of cooperation.</li> </ul>
<p><b>10. QUALITY ASSURANCE</b></p> <p>The continual process of checking and improving quality.</p>	<ul style="list-style-type: none"> <li>• regular observation of defined measure units;</li> <li>• collecting data;</li> <li>• analysis, interpretation, and discussion of results;</li> <li>• checking the effect of implemented measures.</li> </ul>
<p><b>11. SOCIAL AND PERSONAL SKILLS</b></p>	<ul style="list-style-type: none"> <li>• self-assessment;</li> <li>• continual improvement;</li> <li>• updating professional knowledge;</li> <li>• keep personal balance;</li> <li>• flexibility and adaptability relationships building;</li> <li>• ability to create trust relationships;</li> <li>• ability to contour to client needs;</li> <li>• orientation towards client needs;</li> <li>• overcoming stress and conflict;</li> <li>• defining priorities;</li> <li>• managing time;</li> <li>• respecting professional codes;</li> <li>• initiative and creativity;</li> <li>• communication.</li> </ul>

## 2.4 Results and outlook

A number of young people who have received CGC services: individual/group career guidance and counselling, soft skills training (CV writing, job interview, job search); career info sessions, job search support, traineeship mediation.	<b>8.760</b>
Number of trainees who passed work-based learning training	<b>1.158</b>
Number of trainees employed	<b>More than 60%</b>
Number of trained career practitioners	<b>16 career practitioners</b>

### IMPACT

The broker organizations in the project regions have succeeded in successfully positioning themselves with their services to authorities, businesses and public employers, to schools, to institutions with similar support services, as well as to young people and their social environment. They became visible and they are recognized in their local communities as important service providers in the field of CGC, who provide comprehensive and continuous services, with a strong focus on individual needs, services that meet the needs of young people and that are open and accessible to all of them.

#### Success factors are:

- Transparent cooperation with all involved institutional partners (authorities, companies, business associations, schools);
- Involvement of partners in strategic planning;
- Coordination of existing services and service providers;
- New, complementary career guidance services in the Career Centres
- Quality assurance.
- The satisfaction of beneficiaries/young people.

*"In the modern business world, where job demands are changing at an incredible rate and many new professions appear, when young people decide whether to listen to reason or heart in choosing a profession, career guidance and counseling is a natural answer to their dilemmas."*

Tijana Stefanović, career practitioner, Omladinski Savet, Kruševac

*"Through CGC, we want to encourage high school students, but also primary school students, to start thinking in time about an important and not easy decision about their future profession. We also need to show that someone understands them, and that we are here to facilitate and help them make such a difficult life decision. We are trying to be flexible and adapt to their needs, which they certainly recognized and valued."*

Mira Zlatkov, career practitioner, Job info center, Pirot

*"Career guidance workshop encouraged me to think about what I really want and what my next steps are."*

High-school student, Pirot

*"Career counselling helped me decide what I wanted to be. I hope you get many more young people on the right track."*

High-school student, Kruševac

*"Workshop for job interview/interview with employer and individual career counselling helped me to prepare better for traineeship, to present myself and to understand my obligations, now I am more self-confident"*

WBL trainee, Novi Pazar

### GOALS:

- Institutionalisation and funding of Career Centres and their scale-up;
- Further development of the service catalogue and career guidance tools and instruments for high-quality and standardised CGC services for young people and labour market stakeholders: **labour market information, early job recognition, matching services, matching platform, placement services, competency assessment;**
- Development of career guidance practitioner competencies;
- Intensification of know-how and innovation transfer at the national level with focus on EU-base;
- Development of an accredited training programme for career practitioners.





