



Združenie pre kariérové
poradenstvo a rozvoj kariéry



Finding a guidance system that promotes equality of opportunities – perspectives from the host country

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QUO VADIS CAREER GUIDANCE IN SLOVAKIA?

**Long history of counselling centres in educational sector and counsellors at schools
& also counselling services at PES**

Since 1999	Euroguidance
Since 2008	National Career Counselling Award - Euroguidance
2013 - 2015	VÚDPaP's project on a comprehensive guidance system
Since 2014	Foundation of the national association (ZKPRK)
Since 2014	Renewal of the counselling services at PES
Since 2015	Competence standard for LLG practitioners
Since 2017	Summer schools of career guidance
Since 2017	Development of National quality standard for LLG
Since Sept. 2019	„Career counsellor“ as a position in counselling centres in school sector
2019-2023	VÚDPaP project Standardizing the Counselling and Prevention System for Inclusion and Success in the Labour Market

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- More egalitarian societies, but **inequalities are rising** and social mobility is slowing down
 - Fast growth and flexible market enables “protean careers” - **for some**
 - **Lower female labour market** participation rate
 - Lower and **decreasing engagement in civic life**, rise of populist movements
 - Among the **lowest LLL and LLG participation** in the EU

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- The highest rate of **night work** in EU (15% vs 6% average)
 - Among the **highest working hours** in the EU
 - **Wage convergence** not really happening (35% of the EU average)
 - One of the **lowest unionisation rate** in EU (13%)

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- The highest **regional disparities** in the EU
 - An **increasing demand** from teachers towards counselling centers for special care for pupils
 - Number of **pupils in special educational system** 4x higher than the EU average
 - **Roma children** account for more than 88% of first-year pupils in special classes for children with “mild intellectual disability”

What **presentations** from the Conference or **examples of good practice** from your country could be relevant for tackling some of these challenges?



Case study 1:

- Refocusing of the guidance system in PES
- CMS checklist: Co-analysis of client's situation before and after the service
- Used for the identification of client's needs and assessment of the impact of guidance services

Situational analysis of the client

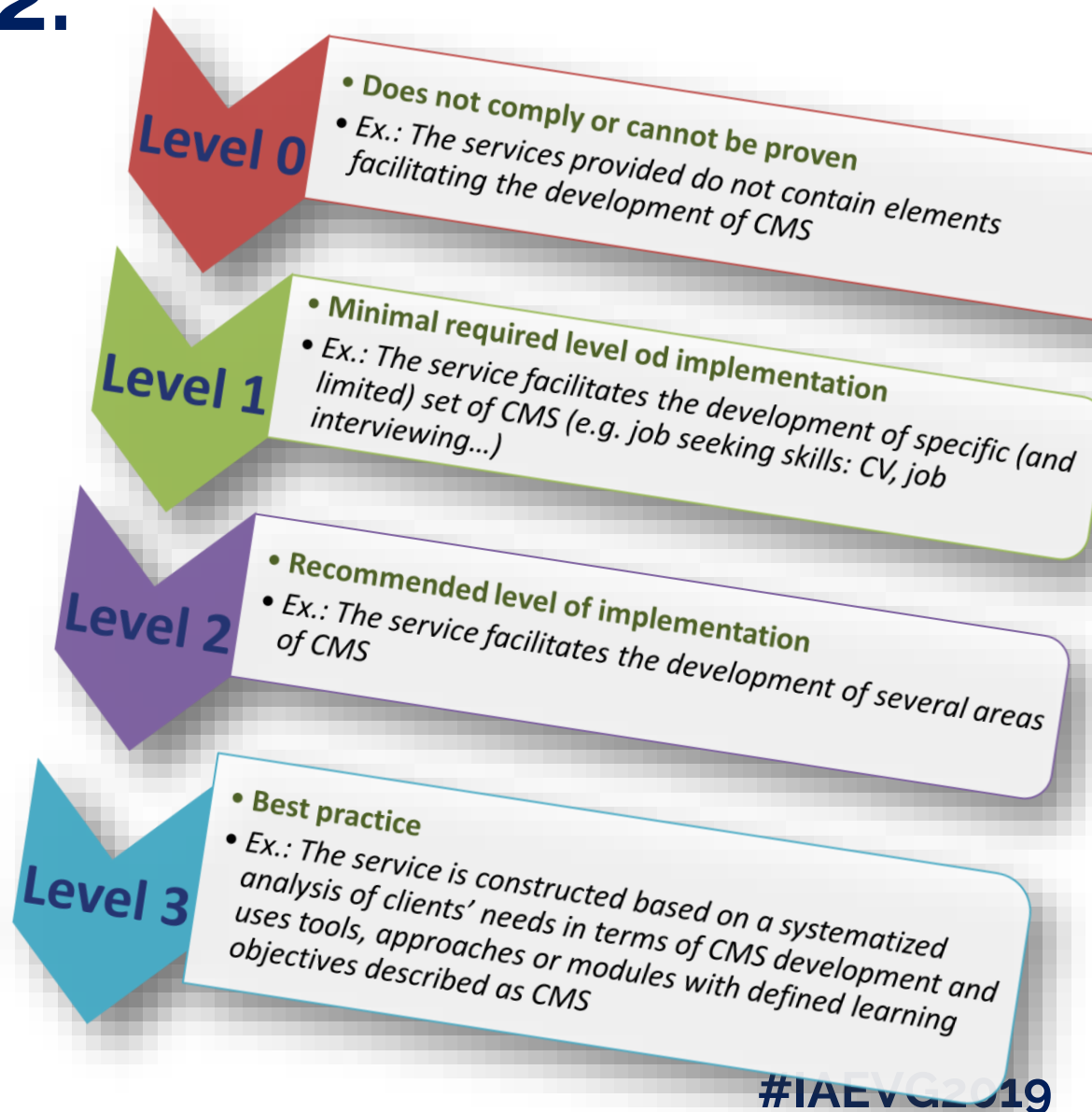
Name: _____ Counsellor/Office: _____

Initial analysis: _____
Final analysis: _____

	Init	Final
A: Identity and motivation		
A.1 Is able to maintain his jobseeking activity (at least one activity/week)	<input type="checkbox"/>	<input type="checkbox"/>
A.2 Understands the importance of work for having a balanced and meaningful life	<input type="checkbox"/>	<input type="checkbox"/>
A.3 Is able to describe his professional interests/ preferred work activities	<input type="checkbox"/>	<input type="checkbox"/>
A.4 Is able to describe his/her life and work values	<input type="checkbox"/>	<input type="checkbox"/>
B: Strengths / potential		
B.1 Is able to describe his/her strengths	<input type="checkbox"/>	<input type="checkbox"/>
B.2 Is able to prepare relevant paperwork for jobseeking (CV, motivation letter...)	<input type="checkbox"/>	<input type="checkbox"/>
B.3 Is able to identify training opportunities that can increase his chances on the labour market.	<input type="checkbox"/>	<input type="checkbox"/>
B.4 Is able to use the ISTP portal, including automatic job search agent	<input type="checkbox"/>	<input type="checkbox"/>
C: Horizons and planning		
C.1 Know what he/she needs to do in order to find work (action plan)	<input type="checkbox"/>	<input type="checkbox"/>
C.2 Is able to explain his/her choice of targeted occupation	<input type="checkbox"/>	<input type="checkbox"/>
C.3 Knows occupation in targeted professional area, that correspond to his/her interests, competences and strengths	<input type="checkbox"/>	<input type="checkbox"/>
C.4 Is able to follow job vacancies from at least two different sources (websites, journals)	<input type="checkbox"/>	<input type="checkbox"/>
D: Networks and relations		
D.1 Is able to act effectively during a job interview	<input type="checkbox"/>	<input type="checkbox"/>
D.2 Is able to effectively contact employers (by phone or in person)	<input type="checkbox"/>	<input type="checkbox"/>
D.3 Knows people who work in targeted occupation or professional area	<input type="checkbox"/>	<input type="checkbox"/>
D.4 Knows employers he/she can contact to gain employment in the targeted occupation	<input type="checkbox"/>	<input type="checkbox"/>
P: Structural barriers		
<input type="checkbox"/> Illegal work	<input type="checkbox"/> Inactivity trap (social benefits)	<input type="checkbox"/> Social isolation
<input type="checkbox"/> Low literacy	<input type="checkbox"/> Psychological problems	<input type="checkbox"/> Health issues
<input type="checkbox"/> Dependencies	<input type="checkbox"/> Gambling	<input type="checkbox"/> Indebted
<input type="checkbox"/> Taking care of family members	<input type="checkbox"/> Unsecure housing	<input type="checkbox"/> Other: _____
R: Progress achieved / contact with other services		
Resolved: _____		
Partially resolved / in progress: _____		

Case study 2:

- Intersectoral quality standard
- Developed in a bottom-up participative process
- Focused on professional development and strengthening the identity of the practitioners



Case study 3:

Standardizing the counselling and prevention system for inclusion and success in the labour market



EURÓPSKA ÚNIA

Európsky sociálny fond
Európsky fond regionálneho rozvoja



OPERAČNÝ PROGRAM
ĽUDSKÉ ZDROJE

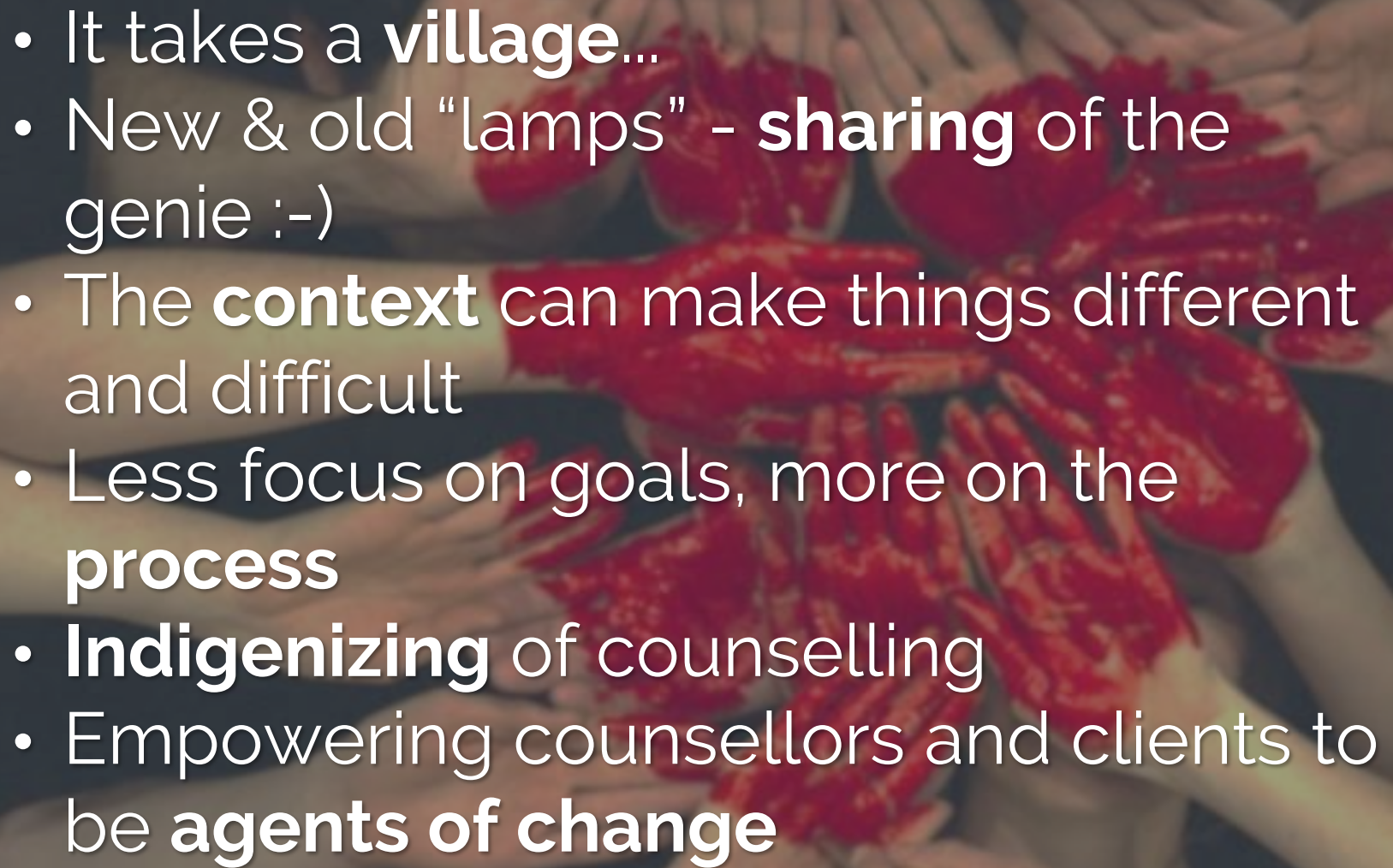


MINISTERSTVO
ŠKOLSTVA, VEDY,
VÝSKUMU A ŠPORTU
SLOVENSKEJ REPUBLIKY

#IAEVG2019

How to further develop a guidance system that promotes equality of opportunities?

- Building capacity
- Connecting state and civil society activities, cross-sectoral cooperation
- Building and strengthening the identity of counsellors
- Counsellors & clients as “agents of change”
- Counsellors as “advocates”

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- A background image showing a group of hands, some holding red clay lamps, symbolizing community and sharing. The hands are arranged in a circle, and the red clay lamps are being held up, creating a sense of unity and shared purpose.
- It takes a **village**...
 - New & old “lamps” - **sharing** of the genie :-)
 - The **context** can make things different and difficult
 - Less focus on goals, more on the **process**
 - **Indigenizing** of counselling
 - Empowering counsellors and clients to be **agents of change**

Wider questions...

- How can we support grassroots initiatives and efficient and inclusive policy implementation?
- Lower living standards, low risk-propension in career (even for the middle class) → **How can we rethink and contextualize the career construction/life design/(flexicurity) models and related policies?**
- Homogenous, conservative societies (interculturality, gender, emancipation of women less prominent topics) → **How to work on prevention of radicalization and other larger social issues (...inclusion of the Roma people)?**

Thank you

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