

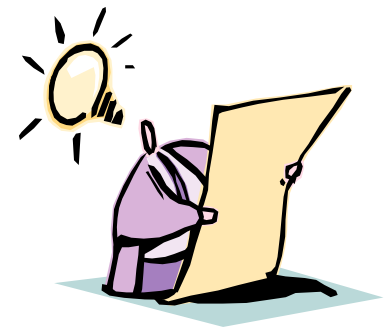
## **Serbia within European Paradigm of Career Guidance-Recommendations and Perspectives**

# **European trends and challenges of career guidance in Serbia**

**University of Nis, October 24<sup>th</sup> 2013**

## FIRST PART

# CAREER GUIDANCE IN SERBIA



# STRATEGIC AND LEGAL FRAMEWORK



# YOUTH – FACT AND FIGURES (education - employment)

According to the ILO youth are three times more likely to be unemployed compared to adults

Nearly 74 million young people globally are unemployed

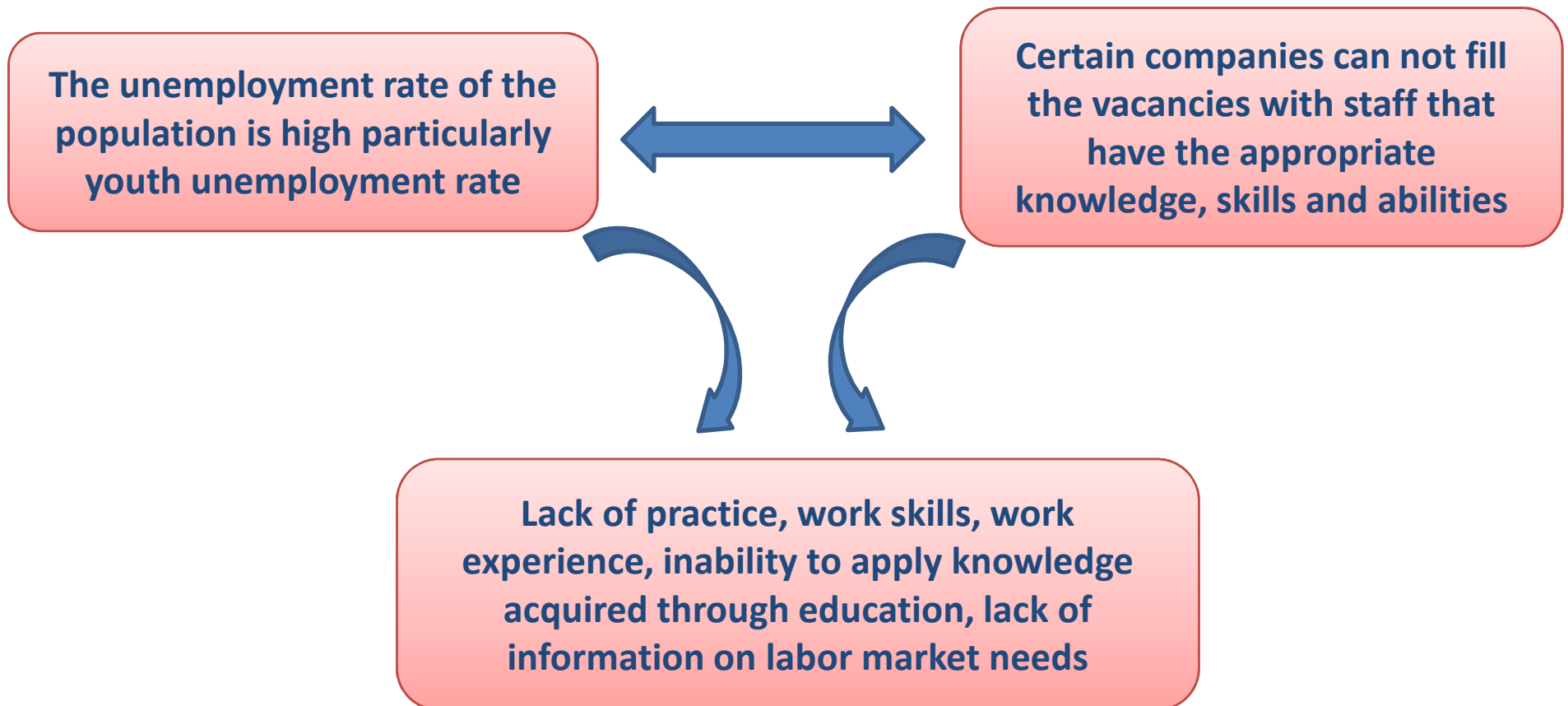
The youth unemployment(15-30) rate in Serbia is 40.4%, (age15-30) **49,7% (age 15-24)** while in the EU this percentage is almost twice lower – **23 %**

Despite the economic crisis, there are more than 2 million unfilled vacancies in the EU

At the European Union **12.9% of young people (14 million)** are not included in any education nor in employment or in training programs (**NEET**)

In Serbia, 10% of young people do not complete primary school, 15% of youth do not complete high school, which means that almost a third of young people in the labor force are without jobs and qualifications

# CAREER PLANING – EDUCATION AND EMPLOYMENT OF YOUNG PEOPLE



# STRATEGY OF CAREER GUIDANCE AND COUNSELLING IN THE REPUBLIC OF SERBIA

(“Official Gazzette RS”, No 16/10)

**CGC affirm and promote 3 main social goals:**



**Career guidance and counselling** are one of the very basic instruments of human resources development, by which educational goals (improving the efficiency of the educational system), economic development goals and goals of social equality and inclusion are achieved.

## **Strategic goals of the Strategy:**

1. Establishing and Developing the System of Career Guidance and Counselling
2. Development of the career guidance and counselling system in education
3. Developing the system of career guidance and counselling in employment
4. Continuing promotion of career guidance and counselling

## IMPLEMENTATION OF THE STRATEGY

- **Working group for the implementation of SCGC** was established by Decision of the RS Government in April 2011 , consisting of representatives of five ministries, National Employment Service, the Chamber of Commerce, the Conference of Universities of Serbia, Standing Conference of Towns and Municipalities and NGOs.
- MOS submits **periodical reports** to the Government on the Working group's activities and the implementation of SCGC, and so far have produced **two comprehensive reports** provided by the Government to its members (available on the portal [www.zamislizivot.org](http://www.zamislizivot.org))

# PARTICIPANTS IN CGC POLICY IMPLEMENTATION



**Ministries and Institutions**  
(Working Group for Strategy Implementation)



**University Career Centers**



**Schools**



**NGOs**



**International Partners**



**Local Youth Offices**



# MAIN FINDINGS OF THE SCGC IMPLEMENTATION (1)

■ The biggest progress has been made related to the inclusion of a large number of young people in the CGC process, primarily through a **career information service**. It was result of the growing number of providers of career services, primarily Local Youth Offices (101), primary schools (734) and university career centers (8) that offer CGC through different modalities.

*For further improvement of this services it is necessary to increase the visibility of career information and its effects within the local community, both among young people and among institutions*

■ The number of **career guidance and counseling centers at universities and faculties** is increased and their capacities for work with students are strengthened. Also, university career centers enrich their work by organizing a program of apprenticeship and establish better cooperation with employers (through protocols of cooperation).

*It is expected that the experience and skills acquired during apprenticeship program will enable students to improve key competences they need in order to meet the demands of the modern labor market.*

## MAIN FINDINGS OF THE SCGC IMPLEMENTATION (2)

- **New centers have been established within the National Employment Service** (Center for Information and Professional Counselling in Novi Sad, Centers for vocational rehabilitation and employment of persons with disabilities in Belgrade, Kragujevac and Novi Sad).
- **Center for CGC of young talents** continued to provide services to Fund for young talents' scholars and the largest coverage was achieved through the services of career information and workshops for professional development. *In the future more emphasis will be placed on the organization of the apprenticeships and real touch with the world of work, bearing in mind the protocols that Fund have signed with different companies.*
- **There are various activities in schools and youth offices about career information and counseling** which is conducted in partnership with ministries, local governments, NGOs and international donors (eg GTZ project "Professional orientation in Serbia", Smart collective "Youth Business Serbia", BOS – "E-careers", etc).
- As a part of the project "CareerS", **Standards of CGC for the age group of 19 to 30 are under development** and in the following months it will be prepared the first draft of the CGC Programme and Methodology also for this age group.

## MAIN FINDINGS OF THE SCGC IMPLEMENTATION (3)

- Draft **protocol on cooperation to be signed by key stakeholders** in CGC system is under preparation
- MoYS, in co-operation with the BOS, has prepared a project for the development of the "**Feasibility Study Regarding the Founding of the National Resource Centre for Career Guidance and Counselling in Serbia and Further Development of Career Guidance and Counselling System in Serbia**", which was accepted by Ministry of Labor, Employment and Social Policy and approved by the EU and which should start in November.
- Based on the Agreement between the EC and Ministry of Education, Science and Technological Development in 2013 it was **founded Euroguidance Center in Serbia**, within the Tempus office.
- As a part of **Needs Assessments Document** that sets Serbian needs for international assistance for the period 2014-2017 with projections of 2020, among the **priorities are the activities of career guidance and counseling.**

## SECOND PART

# EUROPEAN TRENDS IN LIFELONG GUIDANCE



# European framework in lifelong learning

■ The current **European Union policy and strategy framework for lifelong learning** (general education, vocational education and training, higher education, adult learning) and employment sets favorable **conditions for establishing holistic and coherent lifelong guidance systems** in the Member States to cater fully for the information, advice and guidance needs of diverse target audiences in their learning and career pathways.

■ Many recent EU documents **address the importance of guidance** in aiding lifelong learning in formal, informal and non-formal settings as well as in improving the employability and active labor market participation of all citizen groups. In this context, **the main aim of lifelong guidance is to support individuals acquisition and continuous development of knowledge, skills and competences.**

Source: CEDEFOP Report, 2011

# Main strategic documents



- EU Council Resolution 2004 and 2008
- Recommendation of the European Parliament and of the Council on key competences for lifelong learning (December 2006)
- EU 2020 Strategy
- The Strategic Framework for European cooperation in education and training - “ET 2020”

# EU Council Resolution (2004)

EU Council Resolution «Guidance Throughout Life» (2004) is historical milestone in career guidance in the EU.

## Five key areas identified :

- (1) **Development of lifelong guidance systems**
- (2) **Broadening access across the lifespan**
- (3) Strengthening **quality assurance** mechanisms
- (4) Refocusing guidance to develop **citizens career management skills**
- (5) Strengthening **structures for policy and systems at national and regional levels**



# EU Council Resolution (2008b)

EU Council Resolution «Better Integrating Lifelong Guidance into Lifelong Learning Strategies» (2008b)

■ Resolution identifies four politically significant priority areas:

1. Encourage the lifelong acquisition of career management skills
2. Support access for all citizens to guidance services
3. Develop quality assurance in guidance provision
4. Encourage coordination and cooperation among the various national, regional and local stakeholders.

■ Encouraged European cooperation on lifelong guidance provision through ELGPN



# Key competences (2006)

Recommendation of the European Parliament and of the Council on key competences for lifelong learning (2006):

Each citizen needs a wide range of **key competences** for adapting flexibly to a rapidly changing world:

- 1) communication in the mother tongue;
- 2) communication in foreign languages;
- 3) mathematical competence and basic competences in science and technology;
- 4) digital competence;
- 5) learning to learn;**
- 6) social and civic competences;**
- 7) sense of initiative and entrepreneurship;**
- 8) cultural awareness and expression.

*The eight key competences are defined as a combination of knowledge, skills and attitudes appropriate to the context and they contain several themes such as critical thinking, creativity, initiative, problem-solving, risk assessment, decision taking, and constructive management of feelings.*

# European Lifelong Guidance Policy Network (ELGPN)

*ELGPN was founded in 2007 as a platform for guidance policy cooperation in education and employment sectors between the EU Member States.*

The first six years of ELGPN (2007-2012) have **created active collaboration between relevant governmental and non-governmental bodies across ELGPN member countries and other relevant networks**, as well as with the relevant units of DG EAC and DG EMPL, in support of the development and implementation of European LLG systems and policies and of related economic, social and political goals.

This will continue in 2013-14, including closer links with CEDEFOP, ETF, Euroguidance and the European Network of Public Employment Services (PES), as well as with the reformed EURES.

# CMS AND NEW SKILLS FOR NEW JOB (1)

*Career management skills refer to a whole range of competences which provide structured ways for individuals and groups to gather, analyze, synthesis and organize self-educational and occupational information*

The experts' report: **New skills for new jobs**: Action now (January 2010 ) underlined:

- **the lack of right skills in Europe**, the high number of low skilled people (77 mill.);
- **the demographic trends** (38% of over 65s by 2030);
- need for **better links between education and training sector and work**;
- need for the **recognition of the value of skills** and of **investment in education**.

They conclude with **4 priorities** which are detailed in **34 specific recommendations**:

- 1. provide the right incentives to upgrade and better use skills for individuals and employers;*
- 2. bring the worlds of education, training and work together;*
- 3. develop the right mix of skills;*
- 4. better anticipate future skills needs.*

# CMS AND NEW SKILLS FOR NEW JOB (2)

*In Policy Briefing related to the Career management skills, Francoise Divisia stressed this:*

**“New skills for new jobs” implies the capacity of managing transitions, therefore career management skills must be the cornerstone of the four priorities’ implementation proposed in the report.**

1. Individuals need must take over more responsibility for lifelong learning and develop CMS. They need adequate support –including at school- to learn how to do so.
2. Better networking between companies in order to share best practices.
3. The aim should not only be “new jobs” but also “better jobs”.
4. CMS programme should be integrated to the initial and continue training of teachers and trainers.

# Strategy 2020 and lifelong guidance (1)

The current and future work of the Network is in line with the **three key priorities of the Europe 2020 Strategy** (smart, sustainable and inclusive growth).

**Of the five Europe 2020 headline indicators, four (1,2 4, 5) are potentially linked directly to the further development of European lifelong guidance systems and policies:**

**Employment:** 75% of 20–64-year-olds to be employed

**Education:** reducing school drop-out rates below 10%; at least 40% of 30–34-year-olds completing third - level education

**Research and development :** 3% of Eus GDP should be invested in R&D

**Poverty / social exclusion:** at least 20 million fewer people in or at risk of poverty and social exclusion

# Strategy 2020 and lifelong guidance (2)

## STRATEGY 2020 PRIORITY

- 1. Smart growth** – developing an economy based on knowledge and innovation.
- 2. Sustainable growth** – promoting a more resource efficient, greener and more competitive economy.
- 3. Inclusive growth** – fostering a high-employment economy delivering economic, social and territorial cohesion.

## This priorities and Flagship Initiatives require:

- 1. Career management skills**
- 2. Access to information** about the skills needed by the professions and training opportunities
- 3. Lifelong guidance** in order to manage the transitions to new jobs.
- 4. Easy access to a clear range of guidance services** and quality insurance in lifelong guidance provision, co-ordination of the various services and active role of the citizens through acquisition of Career Management skills.

*Resource: Policy Briefing related to the topic of WP1 Career management skills, Françoise Divisia*

# E&T 2020 and CMS

The Council conclusions of 12 May 2009 on a **strategic framework for European cooperation in Education & Training (“E&T 2020”)** intend to address four strategic objectives for the period up to 2020.

## **Strategic objective**

- 1. Making lifelong learning and mobility a reality**
- 2. Improving the quality and efficiency of education & training**
- 3. Promoting equity, social cohesion and active citizenship**
- 4. Enhancing creativity and innovation, including entrepreneurship at all levels of Education and training.**

Guidance is explicitly included in the first strategic objective (*“increase the quality of guidance systems”*). The strategic objectives imply CMS through the :

- aim of ensuring *“better transitions”* (Strategic obj. 1),
- the *“acquisition of key competences by everyone”* (obj.2),
- *“the update and development over a lifetime of job-specific skills”* (obj.3) ,
- *“the acquisition by all citizens of transversal key competences, such ...as learning to learn, a sense of initiative..”* (obj.4).

***Career management skills acquisition is crucial in many current EU education, training, employment and inclusion policies.***

Resource: Policy Briefing related to the topic of WP1 *Career management skills*, Francoise Divisia

# THIRD PART

## RECOMMENDATIONS FOR FURTHER CGC SYSTEM DEVELOPMENT IN SERBIA





# RECOMMENDATIONS (1)

1. It is necessary to **harmonize all strategic and legal documents** in Serbia in order for them to **reflect essential elements of the European paradigm in CGC**.
2. Include essential ELGPN findings and recommendations and key elements of the European strategic CGC documents within the **new Strategy of CGC** of the Republic of Serbia.
3. It is essential to create **national team which would represent Serbia in ELGPN** in order to include Serbia in the further development of CGC on both national and European level.
4. Establishment and institutionalization of the **National resource centre for CGC**.
5. Establishment of the **National forum for lifelong guidance** (for example: expanded membership of the Governmental Working Group) in order to improve policy- and decision-making, to build leadership capacity, to manage reform and innovation processes and to rethink demanding cross - sectoral cooperation arrangements.

## RECOMMENDATIONS (2)

6. It is crucial to **put emphasis on the subject of lifelong guidance** in order to ensure adequate base of skills and knowledge needed to deal with the challenges of labor market and the creation of the knowledge-based society.
7. The goal of **social equality** and inclusion has been fully expressed in the period of the Strategy implementation but we need more ramified system for CGC, richer service offerings, as well as stronger links with employers, **reintegration of youth and adults from vulnerable social groups in education, training and employment system, inclusion of excluded groups in general**, development of training programs and development of employment services.
8. **Adequate selection, questioning and assessment of the candidates eligible for employment, training and educational programs**, improvement of employers work quality with the assistance of NES and career services within higher education institutions.

## RECOMMENDATIONS (3)

9. Inclusion of as many age groups as possible in CGC system (children, students, youth, adults, etc.), **promotion of CGC system** and **more accessible career centers**.

10. Development and **improving of existing and opening of new career centers** – the formation of career centers network for informing and professional counseling, introduction of modern technologies in CGC, development of the competencies of career services employees to users from vulnerable groups.

11. **Capacity building and connecting those who provide CGC services** in public and private sector and in civil society.

12. **Career management skills (CMS) should be developed through education** (compulsory theme across the curriculum or through extra curricular activities) and CMS programme should be integrated within the initial and further training of teachers and trainers.

# Recommendations for further development of CGC system in Serbia - ETF

The majority of the recommendations given in the document **Career guidance development trends in Serbia, 2010** are fulfilled, fully or partially. Next ones deserve additional consideration in order to be implemented:

*1.To undertake a **feasibility study on different options for career guidance in the education sector**, with particular emphasis to explore on possible curricular models of guidance. To invest in large-scale and systemic capacity building measures only after the most appropriate type of key delivery agents for the education sector has been identified and agreed and competence as well as selection criteria were defined.*

*2.To **introduce a comprehensive and national career information system** (both print-and web-based) which embraces all the single activities foreseen in the Action Plan. Such national career information system could serve the different target groups with a lifelong guidance perspective, being managed centrally (by the future National Resource Centre) and delivered locally by existing structures of multiple actors and access points*

*3.To **improve the quality and effectiveness of career guidance services** through the development of a strategic capacity building plan which includes systematic training provision as well as provision of a university-based post-graduate course in career guidance and counseling.*

**Resource: Career guidance development trends in Serbia, Final report – 5 December 2010, Helmut Zelloth, ETF**

# Recommendations for further development of CGC - CEDEFOP

*Lifelong guidance across Europe: reviewing policy progress and future prospects ,2011, CEDEFOP* - in cooperation with the Member States, ELGPN has been reviewing their achievements in developing guidance policies, systems and practices in four priority areas:

1. **Guidance coordination and cooperation:** the movement from traditionally reactive sector-based policy-making towards a solid proactive cross-sectoral and multi-stakeholder guidance policy collaboration will have to be further strengthened.
2. **Quality:** the development of quality in guidance is not an isolated process that takes place in a vacuum, but ideally an integral crosscutting element in a comprehensive national quality system that encompasses education and training and employment sectors.
3. **Access:** more targeted measures will still have to be introduced in the Member States to achieve the shared objective of guaranteeing open access for all citizens to a seamless information, advice and guidance system to support them in making choices and managing transitions as learners and workers.
4. **Career management skills:** acquisition of CMS should be well integrated into the individual's learning process and have concrete links to the knowledge and skills needed at work and in life in general.

# *THANK YOU FOR YOUR ATTENTION!*

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