



**Technical Assistance to VET and Employment Reforms in Georgia
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Handbook for Career Guidance

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Introduction to the Handbook

Dear Career Guidance staff,

You have a very pivotal task to contribute to the development of career guidance in your institution and in your country. As you are very much aware of, Career Guidance (CG) as a concept is relatively new. CG is not only to support the individual's empowerment and choices for the future, but also supports the achievement of public policy goals in the labour market, furthermore, to support a more pertinent and effective education and vocational training system. The demand for career guidance and related capacity building services worldwide has been in increase. CG is basically about NAVIGATION though a lifespan where uncertainty is high and there are several milestones where we need to decide which way to go.

CG has a key role to play in Georgia, which is indicated in the **Resolution of the Government of Georgia on the Development of Publicly available Lifelong Vocational Counselling and Career Planning Service and Action Plan.**

In this handbook, our aim is to provide you with a theoretical framework, the expected results and with a step by step process of career guidance which could be easily implemented in your target groups. In an annex we also provide you with some good practices from Georgia and other countries.

We strongly believe in the lifelong learning and continuous training and we hope that this Handbook facilitates your work in the Education sector, work with youth, IDP and Social Service Agency in your career development journey as well as the individuals you work with!

We would like to share a theory with you in this Introduction section that may give a better vision of career development and career guidance process.

There is a mathematical theory called **Chaos Theory**¹. From it arose the term “butterfly effect”—maybe you've seen the movie by the same name—which describes the phenomenon of small changes producing drastic results over time.

Robert Pryor and Jim Bright have combined chaos and careers in their new book *The Chaos Theory of Careers: A New Perspective on Working in the Twenty-First Century*. So how do the two mix? And more importantly, what does it mean for young and adults ?

Let's try to briefly describe this theory with an analogy: Imagine you drop a ping-pong ball in a closed, empty room. You can easily determine and measure all the factors that will influence the ball's trajectory and its final resting spot. This can be thought of as a linear system—it's very predictable and measurable.

Maybe you've been given the idea that yours' and others' career paths are predictable and measurable too. Some theories of career development state that it's just a matter of measuring all the relevant factors (i.e., your interests, skills, personality traits, and the qualities of different occupations and work environments) and coming up with a good match.

¹ <http://www.careeroptionsmagazine.com/>

But we all know life's not like that. In fact, there are more unpredictable factors in our lives than predictable ones. We can never know for sure what's going to change and impact our life's trajectory suddenly and unexpectedly. We can therefore describe life as non-linear—it doesn't unfold in a neat and tidy straight line.

So, let's go back to the room with the ping-pong ball. Now, instead of standing in an empty room, you're running on a treadmill in a sports hall. There are people walking around, fans keeping the air circulating, windows open, etc. What happens now when you drop the ping-pong ball? Suddenly it's much harder to predict where the ball will end up, because there are so many dynamic factors in our non-linear system. A small change in any of those factors could lead to a large change in where the ball ends up (if it stops at all).

It doesn't make sense to apply static ideas to a dynamic, shifting and constantly changing world of work. However, we don't like uncertainty. We want to know.

But maybe it's not that important to know. Maybe what's more important is having the courage to drop that ball in the first place, and the flexibility to allow it to follow the path that it will, accepting the fact that much of it is outside your direct control.

So what can you do in the face of chaos, when nothing is certain and everything is possible?

1. Reframe indecision as open-mindedness: Being indecisive fosters a passive attitude, like you're waiting for something to fall into your lap. Open-mindedness encourages intentional exploration and a more proactive attitude.

2. Be curious: What have you been missing out on? Being curious about new things, even if they seem scary, is the first step toward opening new doors that lead to future career possibilities.

3. Look for clues: There are all kinds of connections we don't see in the present that seem easily explainable when we recall them later. Create your own luck! By trying new things, you increase the chance that positive unpredictable events will happen. When something feels right, go for it.

4. Take lots of small actions: Focus your energy on small things you can do now or in the near future, like volunteering, participating in clubs and groups, or talking to people working in fields you're curious about.

5. Take stock: Things seem chaotic and unpredictable when you look at them up close, but patterns often emerge as you look at the bigger picture. Chaos theorists call this *self-similarity*, but it's easier to think of it as stopping to look at the bigger picture from time to time. Knowing where you're coming from makes this process much easier, and taking time to reflect on the patterns emerging in your life will give you as great an idea as you'll ever get of your strengths.

We have great confidence in you and the work you do to develop yourself and the individuals you work with.

Chapter 1: The Concept, Rationale and Policy Background for Career Guidance

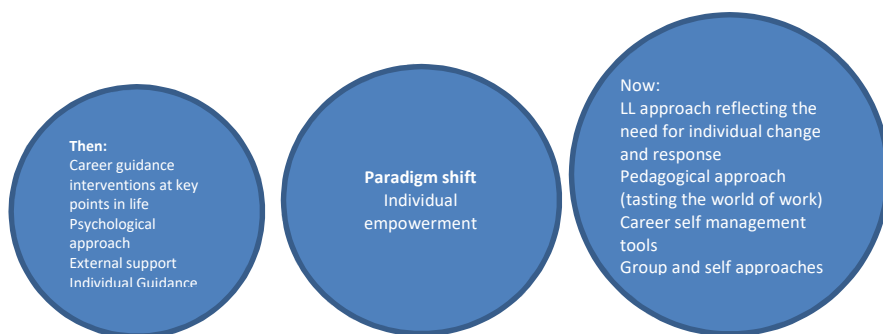
1.1 The Concept of Career Guidance: An essential link between education and the labour market

Career Guidance provides an essential link between education and the labour market. There are a number of variations in the definition of career guidance. The OECD Career Guidance Policy Review defines it as “services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers”.² This definition includes making information about the labour market and about educational and employment opportunities more accessible by organizing it, systematizing it and having it available when and where people need it. It also includes assisting people to reflect on their aspirations, interests, competencies, personal attributes, qualifications and abilities and to match these with available training and employment opportunities.

The traditional model of career guidance was based on talent-matching approaches: measuring individual abilities and matching them to the demands of different occupations. However, today, there is a shift to **a new paradigm** with three dimensions:

- Career guidance should be available throughout life to support personal lifelong learning and career development.
- It should be viewed as a learning experience, including a range of learning interventions.
- It should foster the individual’s autonomy, helping them to develop the skills and knowledge they need in order to manage their own decisions and transitions.

The new paradigm reflects a shift from a **psychological** to a **pedagogical** approach: from testing to tasting with a basic focus on helping individuals to develop their career management skills (CMS). In other words; to empower individuals for self-awareness, opportunity awareness, decision making and acting. The diagram below reflects the paradigm change of career guidance:



² OECD and European Commission: *Career guidance: A handbook for policy makers*, (OECD/European Commission, Paris, 2004), p. 10 (also available in French, *L'orientation professionnelle: Guide pratique pour les décideurs*).

With this new understanding, career guidance should be concerned not only with the matching of the existing attributes, but also with self-development and growth. Furthermore, the aim of career this process is to help people make decisions for themselves. In other words, careers are commonly not “chosen” at a single point in life, but “constructed” through a series of interrelated learning, experiences and work choices throughout life.³

Box1 summarises the definition of career guidance.

- **What?** Activities: e.g. information giving, advice, counselling, assessment, teaching, advocacy
- **For/with whom?** All citizens
- **When?** Any age and point in their lives
- **Focus?** Making meaningful life choices on learning and work. Empowerment to manage learning and career
- **Career?** Individual life paths in learning, work and in others settings in which these capacities and competences are learned and/or used
- **Where?** Education, training, employment, private

(EU Council of Ministries Resolution on lifelong guidance, 2004)

Source: Lifelong Guidance Policy Development: A European Resource Kit. European Lifelong Guidance Policy Network (ELGPN), 2012.

To develop national career guidance policies is both a moral-principle issue and an economic issue. It is a moral issue because individuals should get the best support to help them make the very best decisions in life. It is, by all means, an economical issue since too many people in the wrong places doing the wrong things and not contributing to the labour market.

1.2 Main Elements of Career Guidance

Career Guidance Services include three main elements:

- **Career information:** covering systematic labour market information, (occupational outlook) as projections of the labour market, Jobs on demand, labor market survey, numbers and ratios of unemployment, future career and job opportunities, courses and occupations.
- **Career education:** as part of the educational curriculum, assists students to make decisions at key transition points, aims to develop the career management competencies to equip students to manage their career pathways and opportunities throughout life.
- **Career Counselling:** conducted on a one-to-one basis or in small groups, in which attention is focused on the distinctive career issues faced by individuals.⁴

³ Watts, A.G (2013) Career Guidance and Orientation in Revisiting global trends in TVET: Reflections on Theory and Practice, UNESCO

⁴ bid

It could be helpful to elaborate on more on these three elements:

Career information consists of occupational information, educational information, employment information, and job banks. There are two very well-known and good tools for occupational information. One is O*Net (www.onetonline.org) and the other one is USA Dept. of Labour, Bureau of Labour Statistics, Occupational Outlook Handbook (<http://www.bls.gov/ooh>). This handbook covers a summary sheet and quick facts including median pay, work experience in a related occupation, on-the-job-training, number of jobs, job outlook, employment change and similar occupations. Moreover, a few European portals are (<http://berufenet.arbeitsagentur.de/berufe/>) which is about education in Germany, and Austrian AMS Karrierekompass is also a good tool (<http://www.ams.at/berufsinfo-weiterbildung>).

Career information is the core of all effective career guidance provision. The information on occupations and learning opportunities, the relationships and pathways between the two needs to be included. In many middle-and-low-income countries, career information in general, and labour market information in specific, is very limited⁵.

While information is essential for effective career decision-making, it is not sufficient. As noted by OECD, “public investment in information is of little value if its potential users are not able to access information, to understand and relate it to their personal needs and act upon it” (2004,p 91)⁶.

Career Education consists of planned, progressive learning experiences that help students develop Career Management competencies that will assist them to manage their lives. Career Education could be stand-alone activities and elements that are part of regular classroom teaching. A primary focus is helping the individuals for the development Career Management Skills (CMS). Box 2 details it more:

Box 2: Career Management Skills

WHAT?

- knowledge and understanding of:
- one's self
- the economic environment, businesses, and occupations
- education, training and qualifications systems and links to labour market

HOW?

- teaching and learning activities in schools, vet, higher education, and adult education and training
- training teachers and guidance practitioners
- involving parents, civil society, and social partners

⁵ Sultana, R. G. and Watts, A.G. Career Guidance in the Mediterranean Region. Turin, European Training Foundation (ETF).

⁶ OECD and European Commission. (2004). Career Guidance: A Handbook for Policy Makers. Paris, OECD.

- access to pertinent information

The elements of CMS are **developing self-awareness**, defined as competencies that enable young people to understand themselves and the influences on them; **Exploring opportunities** described as competencies that enable young people to investigate opportunities in learning and work, and relate them to themselves and finally, **deciding and acting** as competencies that enable young people to make and adjust their plan, to manage change and transition, and to take appropriate action. Box 3 elaborates on career management competencies.

Box 3: Career management competencies

Developing self-awareness

- Build and maintain a positive self-concept
- Interact positively and effectively with others
- Change and grow throughout life

Opportunity awareness (Exploring opportunities)

- Participate in LLL to support life and work goals
- Locate information and use it effectively
- Understand the relationship between work, society and the economy

Deciding and Acting

- Make life and career-enhancing decisions
- Make and review learning and career plans
- Act appropriately to manage their own careers

Source: nzcurriculum.tki.org.nz

Career Counselling focuses on longer-term career goals and more individual-centred in nature. This process could be also conducted with groups and unemployed/job seekers, students, employed adults and marginalized groups could also benefit from counselling services. There is also a need to distinguish **employment counselling** from career counselling. Employment counselling focuses mainly on assessment, on developing and implementing an agreed action plan aiming on pathway for effective and rapid labour market integration⁷.

Examples of guidance activities could be mentioned as:

- Information and advice giving
- Counselling
- Competence assessment
- Mentoring
- Advocacy

⁷ Borbély-Pecze, T.B & Watts, A.G European Public Employment Services and Lifelong Guidance: Analytical Paper. DG Employment, Social Affairs and Inclusion, 2011.

- Teaching decision-making and career management skills ⁸

1.3 Policy Dimension

The policy significance attached to career guidance has been significantly promoted and discussed in the last decade through a series of linked policy reviews carried out by a variety of international organisations including the OECD⁹, the World Bank (WB)¹⁰ and the European Commission and its agencies¹¹. These have included systematic reviews covering fifty-five countries¹².

Every country is unique as is every individual. Every country has its own culture and infrastructures for career resources and service delivery.

It is very pivotal to remember that career guidance provision has to be adapted to the cultural context in which it is set. Career guidance may also be influenced by values. For example, central to the provision of career guidance are the basic values of a society towards work and the role of the individual in relation to work. The role of values, as well as information and skills, is often unexamined. But values, more than information, are what motivate people and shape the institutions that form societies. They are also the filter through which individuals process information. Significance of family influences and patronage also need to be considered.

1.3.1 What are the goals that career guidance promotes?

Recent research by the OECD, the WB, the European Centre for the Development of Vocational Education and Training (CEDEFOP) and the European Training Foundation (ETF) confirms the importance of career guidance, counselling and information in helping to achieve three main goals:

1. **Lifelong learning goals:** Combating early school leaving and ensuring an adequate knowledge and skills base to meet the challenges in creating knowledge-based societies in the context of economic globalization, and promoting adequate linkages between education, training and the world of work.
2. **Labour market outcomes:** Reducing mismatches between supply and demand for labour, dealing with unemployment and improving labour mobility.
3. **Social equity and social inclusion goals:** Promoting reintegration of marginalized and at risk groups into education, training and employment and mainstreaming of excluded groups into general training programmes and labour market services.

⁸ EU Council of Ministers of Education Resolution on Lifelong Guidance (2004)

⁹ OECD (2004). Career Guidance and Public Policy: Bridging the Gap. Paris, OECD.

¹⁰ Watts, A. G. and Fretwell, D. (2004). Public Policies for Career Development. Washington DC, World Bank.

¹¹ Sultana, R. G. (2003). Review of Career Guidance Policies in 11 Accessing and Candidate Countries: A Synthesis Report. Turin, European Training Foundation (ETF).

Sultana, R. G. & Watts, A.G (2007). Career Guidance in the Mediterranean Region. Turin, European Training Foundation (ETF). Sweet, R. (2007). Career Guidance in the West Balkans Region, unpublished paper. Turin, ETF.

¹² Watts, A.G (2008). Lessons learned from national reviews: implications for the United States. Paper delivered to National Career Development Association symposium, Washington DC, 7–8 July.

1.3.2 EU Guidance Policy¹³

European policies for Lifelong Guidance have been promoted by two Council Resolutions (2004, 2008) and by the European Lifelong Guidance Policy Network (2007, ELGPN) which has shown considerable impact on national guidance policies.

Priorities of the **2004 European Council Resolution** are summarized as below:

- Develop lifelong guidance systems
- Improve access to services for all sections of the population
- Citizens to acquire the skills to manage one's learning and work career path
- Develop citizen-centred quality assurance systems for guidance services and products
- Improve policy and systems coordination and cooperation between sectors and services
- Improve initial and continuing training
- Develop a strong evidence base

2008 EU Education Council Implementation Resolution is the resolution for « *better integrating lifelong guidance into national lifelong learning strategies* » *and reinforcing the principal areas for reform:*

- Encourage the lifelong acquisition of career management skills;
- Facilitate access by all citizens to guidance services;
- Develop the quality assurance of guidance provision;
- Develop an evidence base for policy making;
- Encourage coordination and cooperation among the various national, regional, and local stakeholders.

Facilitating access covers:

- Active promotion of guidance services; transparency
- Extending delivery modes (integrated service: telephone, web, face to face)
- Identification, validation of lifelong learning and of transferable skills

How Access is broadened by:

- Active promotion of guidance services with the public
- Developing sufficiently flexible forms of guidance service delivery – telephone, web site, face to face – to take account of people's living and working environments
- Supporting the validation of people's non-formal and informal learning outcomes for their continuing employability, (a set of skills and achievements to gain employment)
- Access to information and counselling

Box 5 outlines the Quality Assurance policy area.

- Improving the competence of practitioners
- Measuring the effectiveness of guidance provision

¹³ http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/104236.pdf
www.elgpn.eu

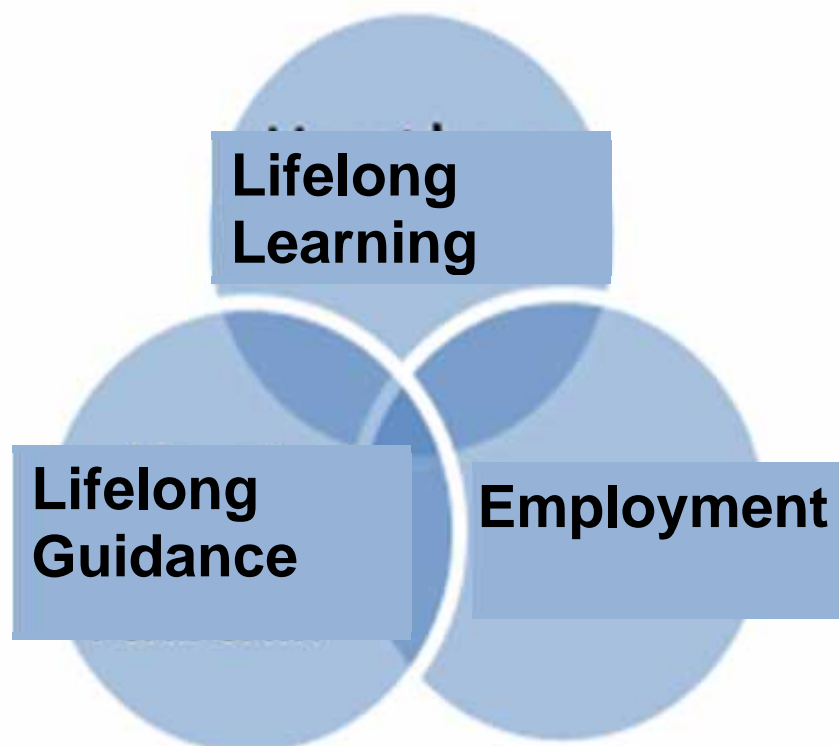
- Developing quality standards for guidance services which pay as much attention to goals and results for users/beneficiaries as to methods and processes

Communication, co-ordination and collaboration encompasses policy partnerships and local networking of guidance services, pooling resources to improve citizen access, common culture of quality assurance and effective, long-term national and regional mechanisms for coordination. This is characterised by effective long-term stakeholder consultation mechanisms, developing a guidance dimension to national lifelong learning and labour market strategies, policy partnership for service delivery: use of local networks and developing a common work culture among the various services.

1.3.3 Lifelong Learning and Lifelong Guidance

Lifelong learning (LLL) and sustained employability are the guiding frameworks for the development of policies, systems and practices for lifelong guidance (see diagram1). The four objectives of the LLL are **personal fulfilment**, **active citizenship**, **employability** and **social inclusion**. The ability to search for the education and training opportunities and guidance and/or support available is essential for an individual's personal fulfilment, professional development and social integration.

Diagram 1: The interface of LLL, LLG and Employment



Concluding remarks of Chapter 1:

Citizens' lives are increasingly characterised by multiple transitions: notably from school to vocational education and training (VET), higher education or employment, or from employment to unemployment, further training or departure from the labour market. Guidance plays a decisive role in the major decisions that individuals have to take throughout their lives. In this respect, it can contribute to empowering individuals to manage their own career paths in a more secure way in the context of today's labour market, and to achieve a better balance between their personal and professional lives¹⁴. Moreover, the role of the state is very critical in the development of a well-established labour market information system so that the practitioners could do their job satisfactorily. We should also remember that policies in relation to career guidance are developed in a co-ordinated way at national level, at regional level, at local level, and at institutional level, linked to funding structures and jurisdictional powers in the range of different sectors and structures in which it is located.

¹⁴ *ibid*

Chapter 2: Provisions for different target groups

2.1 National Career Guidance system

This chapter envisages providing a general frame of the service provisions for different target groups who are served under the responsibility of different ministries. The Government of Georgia strives to modernise the existing career guidance approaches in some sectors and altogether to introduce a national career guidance system.

Career guidance services are part of a holistic system of employment and education. Therefore, we will start with a brief overview of the educational and employment system in Georgia.

2.1.1 Education sector:

In the education sector career guidance is provided in secondary schools (in grade 9 and 11), in VET schools and to limited extent also in universities.

In secondary schools

Professional orientation service is delivered regularly in more than 500 public secondary schools in Georgia. In these schools **Professional orientation lessons** are provided once a month among the 9th grade students (8 lessons per one academic year) and among the 11th grade students (4 lessons per one academic year). **Professional orientation meetings** take place based on a plan, developed by professional orientation specialists (teachers). The content or topic of these meetings is based on students' interests and aspirations, revealed by a questionnaire. Professionals from different sector are invited at the meetings as guest speakers. The meetings are interactive and students have possibility to ask questions and get the answers from the practical specialists. Each student has possibility to attend at least two meetings per semester. Each public secondary school, involved in professional orientation scheme, organises students' **excursions at VET schools or enterprises**. Each student is involved in at least one study excursion per semester.

In VET Schools

Professional orientation and career guidance manager is assigned to each public **VET school**. The main responsibilities of the career guidance manager includes assisting potential and current students, graduates and other interested individuals in professional orientation and counselling, also – supporting in career planning activities.

Georgia has undertaken comprehensive educational reforms during the past 10 years, with the aim of creating a credible education system that is compatible with internationally accepted standards and concepts. Georgia joined the Bologna process and initiated vocational education and training (VET) reforms in 2005. The Ministry of Education and Science (MoES) encouraged stakeholder involvement in these reforms. One of the most important steps for the development of the VET system was taken in 2010: the Law on Vocational Education was substantially

amended, a comprehensive national qualifications framework (NQF) was adopted, the education quality assurance framework was implemented, and multi-stakeholder governance (National VET Council (NVETC) was established.¹⁵

Georgia has a significant need to improve equity in access and outcomes in the education system, given the disparities that exist, largely linked to family background, ethnic groups and location (Godfrey, 2006).¹⁶

2.1.2 Employment sector:

When we look at the employment side, recent research shows that employers complain about the insufficient skills of the workforce, and points to the need for a better match between the qualifications gained at educational institutions and the skills demanded by the labour market.¹⁷ The Employment Programs Department at the Social Service Agency should take over the major functions of a Public Employment Service. In this regard, the department plans to develop the career guidance and counselling service to support job seekers in job placement and matching. At the moment the functions of career counsellors are carried out by the staffs of the Social Service Agency, who at the same time have major function in other areas of the agency (e.g. administration of pension and social assistance benefits).

2.1.3 Youth sector:

The Ministry of Youth and Sports (MoYS) established a web portal for career advice of young people (age under 29 years). The main contents of this web based instrument consists of advanced self-assessment tests, which result in targeted proposals and recommendations regarding further qualification directions and future occupational career paths. In addition, the web portal includes links to a number of VET schools and higher education institutions. The provision of also personal career counselling services is planned in Regional Youth Centres, after their establishment across the country.

2.2 Provisions in the education sector

In the education sector, guidance is provided both as part of youth work as well as part of formal education. **Career education** is the pivotal delivery strategy of career guidance in the education sector. Career education and guidance in schools is most effective when it is seen as an essential component of the education a school provides for its students. There are two aspects to consider here:

- Establishing career education and guidance as a whole-school responsibility, and
- Supporting teachers to contribute to their students' career education.

¹⁵ ETF Torino Process Georgia, 2014.

¹⁶Zelloth,H(2009) In Demand: Career Guidance In EU Neighbouring Countries.

[http://www.etf.europa.eu/webatt.nsf/0/C12578310056925BC12576020050A7BC/\\$file/NOTE7UELKN.pdf](http://www.etf.europa.eu/webatt.nsf/0/C12578310056925BC12576020050A7BC/$file/NOTE7UELKN.pdf)

¹⁷ ibid, Torino process

2.2.1 Career education within the curriculum

Education is the total process of development. It contributes to the personal and social development as well as the academic development. The grounding assumption of career education is that career decision making is a personal process. This means that individuals have to decide their own way, and are responsible for their choice. In other words, they need to develop career management competencies to do this. It is necessary that they have some broad knowledge and understanding of curricula and career matters, as well as self-awareness of their own personality. Therefore, the role of career education consists of self-awareness, opportunity awareness and decision-making and providing students with labour market information and of developing their information gathering skills, self-assessment abilities, self-knowledge and self-esteem. The ultimate aim of career education and guidance is to equip students to develop their careers throughout their lives. Teaching students an identified set of understanding, skills and attitudes - career management competencies – helps them achieve their life, learning and work goals.

The career management competencies, which are based on international research and practice, are grouped into three areas:

- **Developing self-awareness** – competencies that enable young people to understand themselves and the influences on them
- **Exploring opportunities** – competencies that enable young people to investigate opportunities in learning and work
- **Deciding and acting** – competencies that enable young people to make and adjust their plans, to manage change and transition, and take appropriate action.

Details of these competencies are provided under Chapter 3 of this material.

Career education courses are comprised of three types of activities:

- Self-awareness exercises such as describing one's interests, values or personality traits;
- Labour market related activities, for example resume writing or gathering information on trades and professions, also the design and production of appropriate CVs and application/motivation letters is included here;
- Contacts with professionals through on-the-job training, company visits, or inviting professionals to give talks to schools.

Curriculum learning areas provide rich teaching and learning opportunities for career education. When career topics and concepts are highlighted within regular classroom teaching and learning, students develop their career management competencies in meaningful contexts. Teachers can consider how a learning module can be adjusted or enlarged to include some relevant career education learning outcomes and how career concepts can be fore-grounded without detracting from the subject-specific aims.

An example of how this might be done is a module that studies the environmental impact of sources of energy, especially electricity and gas. Teachers can address the career management competency of self-awareness by encouraging students to think about their own behaviour and values with regard to environment and energy. In considering the impact of energy production on the environment, they can think about how people's lives are affected. Students could then consider consequent career challenges and opportunities. They could explore disappearing and emerging occupations that relate to changing sources of energy.

A career education focus can facilitate the integration of different learning areas within the school-based curriculum. Career education often provides a context that crosses traditional subject boundaries.

An example of how this might be done is a module of work that requires students to research career pathways by interviewing people in a range of occupations. Students can choose occupations that reflect subjects they are studying. They will develop oral language, media and IT skills and they can be set tasks that relate in workplace technology and health. Also field visits of companies and organised discussions with employers contribute to career education and planning of students.

Within the educational system, curriculum adjustments are suggested to create increased exposure for young people to role models and work experiences with links made to both formal and informal learning and validation developments.

Georgia has developments in the area of validation of non-formal and informal learning and has a National Qualification Framework.

Good quality careers information and guidance/counselling together with the development of career management skills can play an important role in supporting young people to make well-informed and realistic decisions.

2.2.2 Developing career management competencies in curriculum learning

Some examples / proposals are provided below for the students at an age of 7 to 13 years. Of course teachers also need to be empowered for this kind of approach.

Self-awareness

- Ask students what skills and knowledge they bring to the subject and what skills they can develop. Then discuss how these can be transferred to the outside world, including how they could be used in specific jobs.
- Acknowledge and make use of all of a student's learning and extracurricular activities in current learning.
- Support the students to get engaged in work placement programmes and in work-based learning and provide opportunities for them to share these experiences in the classroom.

Exploring opportunities

- Include awareness of careers when planning experiences outside the classroom. If the class is visiting a workplace or doing outdoor pursuits, get students to ask the people they meet about the range of occupations and career pathways in that field.
- Use relevant role models and encourage students to research their career paths.
- Develop research skills by looking at careers in a variety of well-known contexts. For example, research industries and occupations that are involved in creating a television programme, with sporting World Cup.

Deciding and acting

- Ask guests who are speaking to students on any topic to also describe their career pathways and development.
- Encourage students to become mentors for younger students in your subject. Assist them to identify the skills they will be developing (interpersonal and communication skills, as an example).

- Provide opportunities for students to develop interview skills by conducting mock interviews on any topic¹⁸.
- Advise students how to draft appropriate CVs (by content and form) and how to produce application or motivation letters.

Some examples in relation to specific courses could be provided as below:

English

- Use work experience or work place visits as basis for commercial or creative writing.
- Interview a family member, neighbour or friend about their career journey and relate their story in speech, drama or writing.

Social Sciences

- Gather information to identify the aspirations, interests and skills of a family member, neighbour or friend. Develop a possible future career path for that person, showing the learning they will need and the decisions they might need to make along the way.

The arts

- Experience visits from performing and visual artists to become aware of career possibilities and to encounter role models and possible mentors who have careers within the arts field.
- Write a dramatic piece for radio, television or stage; create a visual art work related to a chosen occupation, career pathway or industry.

Moreover, web-based career information systems (e.g. the MoYS career guidance web portal) facilitate access and provide self-help provisions.

We should always keep in mind that all students/youth/ individuals have different **readiness levels**. Please review Chapter 3 for the details.

At present, the services in schools focus mainly on professional orientation and career guidance lessons, meetings and study excursions.

2.2.3 Services in relation to VET schools

In all VET schools (established by Ministry of Education and Science of Georgia/with the participation of Ministry of Education and Science of Georgia) professional orientation and career guidance service is available, which is implemented by the specially assigned career guidance managers.

The career guidance professionals are implementing the following activities:

- Provision of complete information to all interested individuals about professional-educational catalogue (provided by the VET school), - human resources, - relevant material -technical base and -organisations which are providing practical training;
- Organisation of “open doors days” for the VET school, as well as for secondary schools, preparing presentations about VET schools profiles;
- Registration of applicants for VET programmes, after professional orientation and career guidance consulting;

¹⁸ Developing career management competencies in curriculum learning. nzcurriculum.tki.org.nz

- Processing data bases about VET graduates' employment situation;
- Provision of professional orientation and career planning consultations for any individual interested in attending a VET school;
- Cooperation with the organisations, which provide practical training and promoting learning practises for students;
- Information of graduates about employment opportunities corresponding with their qualification;
- On request – support the preparation of application documents (CV, motivation letter) and the preparation for the job interviews.

2.3. Services for the unemployed individuals

Unemployed individuals, job-seekers, receive assistance in the job-search process by the Employment Department at the Social Service Agency. These individuals will often require personalised assistance in the job-search process, which is provided after the person gets registered in the database of the SSA. The steps of the process should be detailed as follows:

- The registration process tends to be purely administrative in nature, with individuals providing the required details. Once, the registration is completed, an appointment is made for a meeting with a career guidance staff.
- The interview session follows with the career guidance staff and is usually a longer meeting – lasting up to 45 minutes to an hour. It includes an initial diagnostic element (profiling), the setting of goals, and the joint development of a plan to attain those goals (personal action planning), as well as job-search assistance in relation to that plan. These often include individual- and/or group-based support in developing job-search techniques, in how to perform in employment selection interviews, in preparing job applications and curricula vitae (CV), and so on. The interview may consist of:
 - a) counselling skills of relationship-building;
 - b) diagnostic/assessment skills, to define the individual's needs, work experience, skills and qualifications relevant to his/her job-search;
 - c) skills of making occupational/educational suggestions, based partly on the his/her needs and wishes, and partly on the career guidance staff's knowledge of the labour market and of employers' demands; and
 - d) skills of supporting action planning.
- Further activities directly target the development of work skills, with the career guidance staff referring the individual to specialised vocational training programmes designed to improve the job-seekers chances of employment.

Please find under Chapter 3 physical and administrative set up for individual and group interventions, interviewing skills and career action plan.

In Georgia, as the present state of art, job-seekers do not receive particular career guidance support. However, the SSA currently establishes a career guidance support system within the SSA offices. The career guidance system starts in some 10 pilot regions and will be available in the all regions of the country until the end of 2016.

2.3.1 Services for the employed individuals

Also for employed individuals no particular career guidance service is provided at present. (Of course they can use the web-based career guidance support of the MoYS, which is dedicated to the target group of people up to 29 years of age. However, the future SSA / ESS career guidance system, as well as the future Regional Youth Centres, will include also employed individuals as a potential target group for career guidance service provision.

2.3.1.1 Self-service provision

In Europe and all around the world, there is a major shift towards self-help services. Adapting or adopting Information Communication Technologies (ICT) and software facilitates access to career, labour market and further education and training information and guidance in self-help mode. Examples include: the development of self- and career-exploration packages (e.g. Austria, Belgium-VDAB, Estonia, Ireland, Lithuania); web-based job-search facilities (e.g. Estonia, Ireland); and web-based registration, integrating the possibility of entering one's CV (e.g. Denmark, Ireland, Malta) or constructing a "personal skills register" (e.g. Luxembourg) online. A further example is the use of call-centre technology, which can range from a simple free phone number in order to access information (Belgium-VDAB, Finland, Greece, Hungary, Ireland, Italy, Norway, Poland, and Slovenia), to a more in-depth engagement in a distance counselling interview (e.g. Poland, Sweden).

In Georgia the career guidance web portal www.myprofession.ge of the MoYS is a good example in this connection. Here an efficient service is provided based on well-developed self-assessment tests and instruments, which are also directly and indirectly linked to information and websites which provide further orientation.

It seems pivotal to have efficiently and sufficiently functioning web-based systems as to facilitate access to services and to improve self-service provision. The present state of art in this respect is summarised in Chapter 3.

The study concluded that the most developed portals not only link self-knowledge and opportunities but also link the databases of the labour administration and education authorities (e.g. Career One Stop/Career InfoNet in the USA; O*NET in the USA; Choices Online in Canada; the national LLG portal in Hungary). The further development of such portals cannot be effective – in terms of both cost and reliability – without strong co-operation between the labour and education authorities. The new technology tools accordingly provide not only cost-effective one-stop solutions for career information provision, but also a good basis for cross-cutting policy approaches and cross-sector co-operation. This finding has a pivotal importance for Georgia as well.

The shift toward self-help services has been facilitated not only through distance services but also through the reorganisation of the office space. The physical design of the offices shapes the interactions that take place within them and the extent to which a social environment is created for job-seekers can improve their self-esteem and encourage their focus on finding a job. Many countries (e.g. Hungary, Ireland, Slovenia, Sweden) provide an open information area

where individuals have access to computer terminals, printers, fax, photocopying facilities, and telephones. France has made a major investment in this regard, with a radical restructuring of its offices. Others have started implementing plans to have standard, well-equipped, self-service zones (e.g. Iceland, Portugal, Slovakia). Some have re-designed their floor space into “zones” (most notably Austria, but also Italy and Norway). In principle, self-service frees up the staff to focus more of their time on those groups that need more support and more personal guidance.

Many ESS clients in Georgia may not have the literacy, digital or otherwise, to be able to navigate data bases, fill forms, and manage complex information on their own. With unemployed people, the share of self-service tends to be reduced as the duration of the individual's unemployment lengthens¹⁹. In the future, the ESS and SSA in Georgia are expected to get into a comprehensive service system. A common model is to define consisting of three levels of service (as in Austria, Finland, Netherlands, Portugal, UK):

1. Self-service, through use of resource centres and websites.
2. Group-based services and/or brief staff-assisted services. The group-based help can include job clubs, sessions to help individuals acquire self-confidence and motivation, and sessions on job-seeking (e.g. CV and selection, interview coaching) and other employability skills.
3. Intensive case-managed services, including individual counselling.

¹⁹Sultana, G.R & Watts, A.G. (2006) Career Guidance in Public Employment Services across Europe. *International Journal for Educational and Vocational Guidance* .6: 29–46 DOI 10.1007/s10775-006-0001-5

Box 1: EU good practice example of career guidance services in Belgium (VDAB)

The Flemish Employment and Vocational Training Service (VDAB) has drawn a distinction between two services: “pathway guidance” for unemployed individuals; and career coaching for working individuals.

Pathway guidance is a methodology through which a job-seeker is helped to develop and implement a structured pathway to sustainable employment. It comprises three phases:

The **intake interview**, in which the pathway guidance professional, with the aid of an “intake manual”, assesses the individual’s competences and labour market situation. This includes assessing their chances of finding a job, and the factors that may obstruct or promote this process. It could in some cases include specialised screening, e.g. medical and/or psychological examination, observation and orientation modules, and short exploratory work-experience placements.

Developing a **pathway plan**. This involves a concrete and realistic action plan designed to lead the individual to gain a job within a short period of time. It may include some training. The plan needs to be jointly agreed by the pathway guidance professional and the individual, and to be realistic both in terms of the individual’s competencies and needs and of the state of the labour market. It is then the basis of an agreement which is signed by both parties. Individuals entitled to unemployment benefits only retain this entitlement if they sign the agreement.

The **realisation phase**, in which the pathway guidance professional contacts the individual at least once a month to check their progress in relation to the agreed action plan, including following up of job vacancies notified weekly through the automatic matching system. In some cases, the plan may be adjusted with the agreement of both parties. If individuals on unemployment benefit do not follow up vacancies provided, they may receive a sanction.

2.4 Services for youth

Besides the activities provided in the education sector by the MoEs and its subordinated structures, career guidance service for youth is organised and provided by the MoYS in Georgia. The current state of affairs is that a web portal (www.myprofession.ge) offers

- a) Self-assessment tests, based on specific psychological methods and tools
- b) Videos and written description of different professions
- c) Case studies and other informational material

The MoYS plans to establish Regional Youth Centres across the country in 2016. Within these Regional Youth Centres the target group (young people up to an age of 29 years) can use the MoYS web portal instructed by service staff and can also receive direct, personal career guidance service from qualified career guidance staff.

Chapter 3: Career Guidance Provisions

Provisions for CG services need to be designed based on the infrastructures of that specific country, the demands of the target groups and the resources. In this chapter, an overview of models of individual and group interventions (“consultations” in the Georgian context), the basic background for the interventions and individual and group provisions are discussed.

3.1 A brief synopsis

Career guidance interventions, individual or group, may be delivered in different models or in hybrid models. It could be beneficial to review these to have a better understanding of the different service provisions.

In the **curriculum model** the CG is provided through a compulsory subject as career education or similar, compulsory part of (an) other subject(s), elective subject career, part of curricular activities or part of extra-curricular activities.

The **centre model** is a model of delivery where there is a centre inside/outside school or university, specifically for education, centre for the unemployed within the public employment services (PES), private providers, centre for all citizens, in or outside educational or labour market settings.

In the **virtual model**, there are websites and web-based interactive tools for career guidance²⁰.

In schools, these interventions may include career education programmes that form part of the core curriculum. Such programmes have been established in a number of school systems, particularly in lower secondary schools, though sometimes extending to primary and upper secondary schools too. They may be stand-alone programmes run as a separate course, subsumed within other courses (such as personal, social and health education, or social studies), infused within most or all subjects across the curriculum, or provided as extra-curricular programmes (often on an intensive basis over a day or longer). Also work side visits can be included, presenting exploratory work experience and work shadowing alongside or as part of such programmes. All of these programmes tend to be more highly developed in high-income countries.

Career counselling tends in many countries – including many middle-income countries²¹ to be provided as part of a broader role of guidance/school counsellor (or school psychologist/pedagogue). This role also covers guidance on pupils’ learning and behavioural problems, and on the personal and social problems to which these may be linked.

In the public sector, the main such provision is offered by Public Employment Services (PES). Such provision tends to focus mainly on employment counselling and on immediate employment goals, and to be linked to job placement. Some PES, however, also provide career counselling which focuses on longer-term career goals and is more individual-centred in nature. This may be offered to some unemployed individuals and job-seekers; it may also be offered to students and to employed individuals, or to individuals thinking of returning to the labour market.

²⁰ Zelloth, H (2009). In demand: Career Guidance in EU Neighboring Countries, Office for Official Publications of the European Communities, Luxembourg, 2009.

²¹ Sultana, R. G. and Watts, A.G. (2007). Career Guidance in the Mediterranean Region. Turin, European Training Foundation (ETF).

Sweet, R. (2007). Career Guidance in the West Balkans Region, unpublished paper. Turin, ETF.

Watts, A. G. and Fretwell, D. (2004). Public Policies for Career Development. Washington DC, World Bank.

In addition, PES may play a significant role in the collection and dissemination of career and labour market information²².

3.2 Physical and Administrative set up for individual and group interventions

The following set-up briefly summarised may not be the conditions in Georgia at present. However, with all the efforts and projects at the policy and implementation level, Georgia is expected to improve in these dimensions in the near future.

The most ideal centre facility is where individuals/job seekers, employers can gather for private one-on-one interviews with employers and centre professional staff. Centres need to have room/rooms designated for private interviews. There needs to be amount of space for individuals/job seekers to browse through career related information, including job listings. Obviously, from time to time, centre staff will need to use classroom facilities/offices and large areas for student/job seeker/employer events, in other words, for group interventions. Moreover, centres will need highly visible signage so individuals/job seeker and employers can readily identify it, when they visit the institution and the facilities for individual and group interventions should be highly visible and open for individual/job seeker visitations from early morning until late in the workday.

3.2.1 Marketing and Promotion

Brochures: The centres, themselves, and any new activity must be marketed to its target groups.

Appropriate marketing brochures need to be created. It could be beneficial to direct one brochure to the employing organizations. Another one or two page brochure could be designed for the use of individuals. The websites are always the major communication tools to individuals/job seekers so the brochure should drive individuals/job seekers and employers to the website. In Georgia, there are several websites of different ministries which could be further updated and developed to be fully used as Information, Communication and Technology Tools (ICT tools) in CG.

3.2.2 The qualifications of the career guidance staff

A pivotal element of quality assurance is the staff competencies. The development of career guidance staff competencies has a very critical role to the quality of services provided. The draft **National Quality Standards on Professional Orientation and Career Guidance for Georgia** describes the following functions and qualifications for their staff:

“A career counsellor will fulfil the following functions:

- Obtains information on the qualification, skills, work experience, personal characteristics, social skills, interests, as well as personal career plans of the individuals;
- Creates a profile of the individuals in line with the desired professional perspectives;

²² Sultana, R. G. and Watts, A.G. (2006). Career Guidance in Europe's Public Employment Services: Trends and Challenges. Brussels, Directorate-General for Employment, Social Affairs and Equal Opportunities, European Commission.
Borbély-Pecze, T. and Watts, A. G. (2011). European Public Employment Services and Lifelong Guidance: Analytical Paper. PES to PES Dialogue. Brussels, EU Directorate-General for Employment, Social Affairs and Inclusion.

- According to the needs, provides help to the individuals in identifying professional development possibilities;
- Identification the ways and means for implementation of the individuals' individual career plans;
- Informs individuals about the professional development opportunities and necessary steps to do for achieving the development targets;
- Provides support for career plan implementation;
- Doing monitoring and evaluation of career plan implementations.

To fulfil the above functions, a counsellor shall meet the following requirements:

- Knowledge of consultancy techniques;
- Knowledge of Career Guidance theoretical and practical aspects;
- Ability to work with LMIS (database and other relevant IT skills);
- Knowledge of psycho-diagnostic tools and methods and techniques of their application;
- Regular update regarding all relevant information on the current and prospective labour market demands;
- Ability to provide short term information about requirements and conditions of different professions on demand of the individuals (to be provided from LMIS, descriptions of professions and professional standards, etc);
- Knowledge of the VET system, professional education institutions and professional programs available;
- Basic understanding of labour legislation and labour relations system
- Very good interpersonal relation skills".²³

A study commissioned by the European Centre for the Development of Vocational Training (CEDEFOP, 2009)²⁴ developed a competence framework for career guidance practitioners and sets a good stage for different countries. This framework is built on three types of competences: foundation, individual-interaction and supporting. Please see Box 1 for the description of these competences.

²³ National Quality Standards on Professional Orientation and Career Guidance (Draft). Tbilisi, 2015.

²⁴ Professionalising Career Guidance: Practitioner Competences and Qualification Routes in Europe. CEDEFOP, 2009.

Box 1: Description of the Competences

PRACTITIONER SKILLS AND VALUES	1	FOUNDATION COMPETENCES
	1.1	Ethical practice
	1.2	Recognise and respond to clients' diverse needs
	1.3	Integrate theory and research into practice
	1.4	Develop one's own capabilities and understand any limitations
	1.5	Communication and facilitation skills
	1.6	Information and computer technologies
WORKING WITH CLIENTS	2	CLIENT-INTERACTION COMPETENCES
	2.1	Undertake career development activities
	2.2	Enable access to information
	2.3	Conduct and enable assessment
	2.4	Develop and deliver career learning programmes
	2.5	Make referrals and provide advocacy
	2.6	Facilitate entry into learning and work
SYSTEMS AND NETWORKS	3	SUPPORTING COMPETENCES
	3.1	Manage opportunity information services
	3.2	Operate within networks and build partnerships
	3.3	Manage own caseload and maintain user records
	3.4	Design strategies for career development
	3.5	Engage with stakeholders
	3.6	Engage in research and evaluation
3.7	Update own skills and knowledge	

Moreover, the International Association for Educational and Vocational Guidance (IAEVG) has developed international competencies and a credential system for guidance practitioners (Repetto, 2008)²⁵ and considered as a global “standard”.

Georgia has been in the process of empowering the staff and improves the quality of services provided. With initial and continuous training programs, this seems to be one of the significant areas of further development in the Georgian context. **Case study 11 in Annex 2** could be an example.

²⁵ Repetto, E. (2008). International competencies for educational and vocational guidance practitioners: and IAEVG trans-national study. *International Journal for Educational and Vocational Guidance*, 8(3),135-195.

3.3 Individual and Group Interventions (consultations)

Career guidance needs to move towards encouraging career management rather than providing one-off testing and advice to individuals. It also includes opportunities for career “tasting”, work-based learning and related opportunities.

These interventions may take place on **an individual or group basis and may be face-to-face or at a distance (including helplines and web-based services)**. They include career information provision (in print, ICT-based and other forms) and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness and other career management skills), taster programs (to sample options before choosing them), work search programmes and transition services²⁶.

In reframing career guidance and orientation provision, a key role is being played by information and communication technologies (ICT). These have huge potential for extending access to services and for improving the quality of those services. In addition, the more recent advent of Web 2.0 and 3.0 technologies, including social media and user-generated information, opens up new possibilities, including interactions with ‘career informants’ (people already in the occupation or course the person is seeking to enter)²⁷.

Technology is also increasingly being used to enable individuals to communicate with career professionals via the telephone or the web. A particularly innovative and significant initiative of this kind is outlined in Box 2.

Box 2: A career advice helpline in South Africa

In South Africa, a career advice helpline is being developed which comprises a multi-channel career development service accessible by various means (including telephone, text messages, email, Twitter and Facebook), linked to a career information and career resources website, media activities (such as a national radio campaign), and linkages with institutions providing career development services, such as community colleges.

The helpline is viewed as a core element of a new comprehensive career guidance system for South Africa. Its development is being led by the South African Qualifications Authority, as a means of activating learner usage of its National Qualifications Framework.

The helpline builds upon experience with similar helplines in New Zealand and the United Kingdom, but its development has also been enriched by drawing upon a tradition of equity-driven community-based career centres established by non-governmental organizations (NGOs) under the previous apartheid regime. One of its distinctive rationales is the capacity of the mobile telephone to reach out into rural and disadvantaged communities.

Sources: Flederman (2011), Keevy et al. (2012).

In Georgia, there are several websites. One is **www.myprofession.ge** from the *Ministry of Sports and Youth*. This website is made to deliver information to people about career planning, career development and vocational choice. Within the same program the first Georgian

²⁶ OECD, Career Guidance and Public Policy: Bridging the Gap, Paris, 2004.

OECD and European Commission, Career Guidance: A handbook for Policy Makers, Paris, 2004.

²⁷ World Bank (2006). World Development Report 2007: Development and the Next Generation. Washington DC, World Bank.

guidance for applicants was developed “Choose Your Profession”, which is a kind of “road map” for career planning, and even more for vocational choice. In this webpage there are two questionnaires in the Georgian language adapted for self-assessment, assisting users of the webpage in self-comprehension.

The webpage also includes reading and recommendation materials about career planning and career development including brief descriptions of professions, which would help interested people to get information about profession, they are interested in, and it will also support them in making informed vocational decisions. For the same purpose videos about 40 top-priorities for the professions were made, where a successful in a concrete sphere person speaks about significant characteristics of his profession.

The other one is the **worknet.gov.ge**, which has been established and is run by the *Social Service Agency*. It is a database where job-seekers can register on voluntary base. An additional module for employers (for registration of job vacancies) is not functioning at present. The career guidance staff and other related staff need to make the best use of these currently existing websites.

Moreover, there are needs for **differential service delivery**. In relation to this, services are organized in a way that:

- Assessed individuals with **a high level of work readiness** are referred to self-help services, largely resource rooms and web sites with access to some staff support on how to use specific material. Delivery is largely self-directed.
- Assessed individuals with **a moderate degree of work readiness** are referred to a menu of available services, some of which may be delivered in group settings. The delivery of “skills clinics” which instruct in the skills of job search and work-life management is common. In addition, personalized telephone counselling is being introduced in some countries as an intermediate level of service delivery.
- Assessed individuals with **a low level of readiness** are provided access to more intensive individual career-management services.

The career guidance staff could differentiate the services based on **the readiness level of the individuals**.

3.3.1 Individual Interventions

Most of helping takes place through a dialogue between the individual and the helper. The quality of the dialogue depends on the “**attending behaviour**” of the helper and **active listening**. Your posture, gestures, facial expressions and voice all send non-verbal messages to the individual. When you listen to the individuals, you listen to:

- Their experiences, what they see as happening to them;
- Their behaviours, what they do or fail to do;
- Their affect, the feelings and emotions that arise from experiences and behaviours;
- The context of the dialogue and daily life of the individual

Moreover, **basic empathy** is communicating understanding. In other words, it is the communication to another person of your understanding of his/her point of view with respect to his/her experiences, behaviours and feelings. It is a skill that you need through the helping relationship²⁸.

Individual interventions could be grouped in three thematic areas and are presented below:

²⁸ Egan,G (1998). Exercises in Helping Skills. Boston:Brooks/Cole Publishing Company

- **Find out about yourself (self-awareness)**

Self, general and life skills (learning skills and competences, talents, abilities), coaching, personal, values, interests and motivations

- **Find about the job market (opportunity awareness)**

Job market, skills, experience and knowledge required for different groups of professions,

marketable and non-marketable professions, easy steps how to find out the information about the job market

- **How to develop your career (Decision-making)**

Career design skills, work placement, transition

The career guidance process to develop these thematic areas could be summarised as below:

The Careers Guidance Process²⁹

<p>Where am I now? The career guidance staff will look at the current situation and explore the individual's:</p> <ul style="list-style-type: none"> • Experience • Skills and Interests • Qualifications • What is expected from employers • Values and attitudes, and personality • Barriers and limiting factors 	<p>SELF AWARENESS</p> <p>Guidance interviews for exploration and understanding of self</p> <p>Group work activities for developing techniques</p>
<p>Where do I want to be? The career guidance staff will find out about the individual's current knowledge and experience of the world work and help them develop skills to fill the gaps in their understanding. They will discuss their:</p> <ul style="list-style-type: none"> • Work experience • Knowledge about the labour market • Job opportunities • Training opportunities • Learning opportunities: <ul style="list-style-type: none"> • Short / long training course • Further /higher education 	<p>OPPORTUNITY AWARENESS</p> <p>Guidance interviews for checking understanding in relation to their Self Awareness</p> <p>Group work activities for exploration of opportunities</p>
<p>Making a decision The career guidance staff will work with the individual to facilitate a realistic decision by:</p> <ul style="list-style-type: none"> • Matching self-awareness to the opportunities • Drawing up an action plan • Evaluating the information • Overcoming barriers 	<p>DECISION MAKING</p> <p>Guidance interviews for identifying in the decisions are realistic</p> <p>Group activities to develop decision making techniques</p>
<p>How am I going to get there?</p> <p>The career guidance staff will complete the process by helping the individual work through their action plan to achieve their goals. They will help them improve their understanding of:</p> <ul style="list-style-type: none"> • The labour market and application procedures • Job opportunities and training programmes: helping them to identify the possible entry routes • How to complete a CV and application forms • Complete an Action Planning by setting and working towards achievable goals and targets. 	<p>ACTING!</p> <p>TRANSITION PLANNING</p> <p>Guidance interview for completing and checking relevance of action planning</p> <p>Group activities for implementing action plan</p>

²⁹ Stevenson, L. Career Guidance Background Material, Tbilisi, September, 2015

Step 1: Self-awareness (Where am I now?)

The first step for the individual is to have a better understanding of themselves, build and maintain a positive self-concept, interact positively and effectively with others and change and grow throughout life. As the career guidance staff, our first support is to help the individual with this process.

In this step, self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness and other career management skills), taster programs (to sample options before choosing them) could be tools to support the students/individuals. Please review case studies **1,2,4,6 and 7 in Annex 2** for some practices in different countries. In-print or web-based self-assessment tools for different ages facilitate this process and Georgia is in the process of developing/adapting these kind of tools.

As an example, an action plan will help the individual to visualise what he/she is doing and keep track of his/her achievements. To be totally effective, it must be a fluid document that is reviewed at regular intervals to ensure that it is always accurate, relevant and realistic. Please see Annex 3, for the details of the Activity 1.

Step 2: Exploring opportunities (Where do I want to be?)

Schools/centres assist students/individuals to participate in lifelong learning to support life and work goals, locate information and use it effectively, understand the relationship between work, society and the economy.

Labour market information is pivotal for this step. It includes:

- **Job-market information**, both employers and unemployed having an easy access. Individuals searching for a job can find information on existing vacancies and requirements for the job. Employers may have access to information about individuals searching for a job and the skills.
- **General information on the different professions**, skills, trainings, pay and projections
- **Information on VET**, information on schools for professional education, on companies offering job openings
- **Information on qualification programs**, qualification programs suitable for different professions

It is also important for schools to provide information about careers and the transition from school to work for students so that they can carry out much of the research for themselves. This is also one way of motivating students to take responsibility for their own career planning and is an essential element of the process. Schools could provide information on:

- Finding out about careers
- Applying for work or training
- Going to University
- Taking a year out – voluntary work, work/travel abroad, activity projects
- Entrepreneurship

Georgia is in the process of developing an effective Labour Market Information System (LMIS) and this will facilitate this step of career guidance. **Case studies 3, 5,13,14,15,17,18,19 and 20** could be some examples for this step.

Step 3: Decision making and Acting (Making a decision/How am I going to get there?)

Schools/centres assist students/individuals to:

- Make life and career-enhancing decisions
- Make and review learning and career plans (Example is provided in Annex 3, Activity 2)
- Act appropriately to manage their own careers

3.3.2 Group Interventions

Group interventions could have different goals in demand of the individuals to contribute to the **self-awareness, opportunity awareness and decision-making and acting**. A group meeting is always far more productive from a learning perspective and highly efficient from a staffing perspective. Some are suggested briefly below:

Workshops: Small workshops of 10-30 students/job seekers are ideal learning groups. The small group seminars could be given in a workshop format for the creation of CV and Cover Letter Cover paragraphs so the student/job seekers groups can review these with the staff and student/job seekers colleagues. Interaction with questions and answers is one of the best is one of the best ways to learn. Having a quality CV is essential to the student's/job seeker's success at networking events like job fairs and in job interviews. Another topic of workshops could be "Interviewing Techniques". The interview is a major valuable asset. It should not be left to a chance experience. Students/job seekers need to be taught how to prepare for interviews, how they are organised, what to say during the interview, and how to negotiate and follow-up after the interview.

Career Fair: During the particular month of each year, an organised job fair needs to be offered to students/job seekers and employers. This will enhance the performance of students/job seekers as they interact with employers. A job fair event is absolutely essential to offer at least one time per year to all students/job seekers. Regardless of when the event is held, it is important for employers to learn about the University academic programs and the graduating students. Some type of event that brings potential employers and students/job seekers together should be held every month if possible.

When you organise a career fair, the first step is to select a date and send an invitation to a large group of employers. The invitation must be followed by carefully targeting by carefully targeting key employers, public and private, that are important to get to attend. Publicity always helps in the promotion of any career in event. The event is typically 6 ½ hours in duration. There could also be specialized career fairs: A career fair is not always an open event to which any student/job seeker can just drop in to visit a potential employer. For example, smaller career fairs could be limited to students/job seekers from certain academic programs/profession.

Centre Staff Follow-Up: A follow-up correspondence and personal visit evaluation should be made with each participating employer within one month after the career fair. The goal is to get the employer to return in the future.

Job Clubs: Job clubs are a group technique that is used in many countries. With job clubs, the mixture consists of group activities (that can include self-confidence building, job-search skills (writing CVs/résumés, self-presentation skills, interview techniques) and attention to individual needs. Group participants can also help each other out, sharing job leads that might be suitable to colleagues. When the groups work well, each participant (and not just the group leader or mentor) is a resource for other group members, and they also help break the social isolation that unemployment sometimes imposes.

As an example from employment sector, the mission of the employment services is to teach students/job seekers how to prepare for career employment using techniques such as CV preparation, Cover letter design, networking, job sourcing, interview techniques, career strategies, etc. It is to initiate contact with potential employers within the region to promote the institution and request related job opportunities. This involves using tools, such as training courses, a website, bulletin boards, the media, and daily communication with students/job seekers and employers. The Draft National Quality Standards specify similar rationale, purpose and objectives.

Opportunity Awareness Activities³⁰

Researching a career can be carried out in group sessions and individuals can be tasked to find out about:

Occupations – Working in small groups people can do research about the range of job opportunities available in their locality. They could design surveys to find out about jobs done by peers, parents and friends.

Industries – Facts about local industries can be researched either through the internet or local newspapers.

Future of the World of Work – Groups can find out about the future trends relating to jobs in their areas, they can contact the Job Centres, Chamber of Commerce or local business organisations who may be able to give them an insight into future trends where jobs are likely to be lost and which industries are predicted to grow.

Job Market Trends – The changes in the types of jobs available can be researched along with the way in which people work.

For example groups can be asked to carry out research on the 10 most popular jobs in their areas, looking at:

- The most important aspects of the job
- The training and qualifications needed
- The local employment opportunities
- The average pay and conditions for the job
- Future prospects

At the end of the exercise they should be encouraged to prepare a presentation to the whole group. In this way, an individual who is looking at options will be given relevant information. A part of the work on opportunity awareness in schools can be to organise visits to local employers or to ask employers to visit the school to give a talk about their company; the opportunities available, the pay and conditions for the work and the future prospects for employees.

Decision Making

By encouraging debate and discussion amongst individuals' they will be able to consider the merits of different job opportunities and the qualifications, training and experience required. They will be able to talk about their own concerns about finding the right jobs and discuss entry routes to help them decide upon a plan of action.

³⁰ ibid

Learning how to make a Career Decision can be facilitated in group work. Individuals can be asked to consider which careers discussed by the group are right for them, taking into account:

- Their personal circumstances,
- The options available to them.

Once they have found out what is available they will need to refine their choices by linking what they want from a career and what they have to offer to an employer to the careers available in their locality. This may be limited in rural areas but individuals should be encouraged to see career planning as a long term goal. They should set short term goals whereby they are able to gain relevant experience and work towards their ultimate long term ambitions.

Helping people to make a career decision can be facilitated in groups where they can discuss their ideas and aspirations. They should be asked to consider:

- Their past work experiences in education, work experience, interests and what others say they are good at,
- Their interests and what they enjoy doing as well as their dislikes,
- What is important to them: good money, job security, career development, status, team working with others, being able to make their own decisions, etc? (Make a list)
- What kind of workplace would they like to work in?
- Have they talked to people they know to find out about the work that they do?
- Do they know what they want to get out of work? What is the most / least important to them?

Group exercises can be designed to develop individual's understanding of the world of work and their ability to make a realistic career decision.

Transition Planning

Transition planning consists of activities necessary to achieve the career aims. This aspect of careers guidance is easier to organise as group work activities as people will be able to support and learn from one another. Once they have made a career decision they need to start to apply for jobs, training or further education to enable them to achieve their goal. Group sessions can be organised for:

- Developing Job Searching Skills – applying for work
- Interview techniques
- Completing CVs

It could be good to elaborate on these more:

a) Job Search Skills – applying for work

The session can show how individuals can use a variety of “tools” to help them do the research about local/national and international jobs. These can be:

- Internet (as the LMIS is developed, more career information will be available)
- Local press
- Work Experience
- Talking to relatives/ friends/ teachers

Group work activities could include analysing job advertisements, taken from the local newspapers by using the list above to break down the needs of the employer before pupils can match their own skills to see if they are suitable and have the right level of skills, qualifications and experience needed by the employer.

b) Interview Techniques

Developing effective interview techniques is one activity that is best suited for group interaction and a variety of methods can be used to make this an interesting and supportive experience for individuals. Active learning methods such as role play, group discussions, individual presentations and small group interaction are all suitable depending upon the size of the group and the resources available. Inviting local business people into schools will give students the chance to test out their skills in a supported environment.

c) CV Writing

A CV is a record of the qualifications, experience and qualities that a individual has to offer to a prospective employer. It should be clearly laid out and easy to read. There should be enough information to give a good overview of the person and should be no more than two-three A4 sides of paper. The content should include:

- Name, Address, Telephone number
- A Personal Statement
- Education and Training
- Work Experience
- Hobbies and Interests

3.3.3. Counselling Micro Skills³¹

As career guidance professionals, you need to empower yourselves with the core communication skills of counselling: those fundamental skills that alone or together can help an individual to access their deepest thoughts or clarify their future dreams. The skills we briefly present here are attending skills, basic questioning skills, confrontation, focusing, reflection of meaning and influencing skills. More details are presented in Annex 4. Through the process of initial and continuous training, you will be empowering yourselves in acquiring and using these skills.

³¹ http://www.aipc.net.au/student_bonuses/Counselling%20Micro%20Skills.pdf

Box 3: Summary of Counselling Skills

Micro-skill	Purpose	When it's used	Examples
Attending Behaviour	Attending behaviours encourage clients to talk and show that the counsellor is interested in what's being said.	Throughout entire counselling interview. Particularly important in the initial stages of establishing rapport.	Attentive body language (eye contact, leaning forward slightly, encouraging gestures)
Questioning	Effective questioning helps guide the counselling conversation and may assist in enriching the client's story.	Questioning is useful in the information gathering stage of the interview. It can however be an important skill to use throughout the entire process.	"What would you like to talk about today?" "When does the problem occur?"
Responding	Accurate Responding allows the counsellor to confirm with the client that they are being heard correctly.	Responding is useful throughout all stages of a counselling interview. It helps the counsellor to clarify and encourage clients' stories.	"Let me see if I've got this right. You want to go back to full time study but are worried about your financial commitments?"
Noting and Reflecting	Noting and reflecting is used to bring out underlying feelings.	Noting and reflecting can assist in adding the emotional dimension to the client's story, so is often used in the interview stages of gathering information and exploring alternatives.	"You feel disappointed because your mother didn't call you on your birthday."
Client Observation	Skilled client observation allows the counsellor to identify discrepancies or incongruities in the client's or their own communication.	Observation is a skill that is utilised throughout the entire counselling interview.	Observing body language, tone of voice and facial expressions.

3.3.4 Quality Assurance

This seems to be a very pivotal dimension and there are resources on the standards for the service provision. One could be the Resource Kit of the European Lifelong Guidance Policy Network (ELGPN)³². However, at this stage of development in the Georgian context, a Monitoring sheet, Annex3 could be supportive.

³² Lifelong Guidance Policy Development: A European Resource Kit. Finland: 2012.

3.4. Summary to impact of interventions:

In terms of the relative impact of different career guidance interventions, meta-analyses³³ indicate that if the aim is to provide the greatest gain in the shortest amount of time for the individual, individual counselling is much the most effective intervention, followed by computer interventions, with group counselling, workshops and class-based interventions some way behind. But if the criterion is the greatest gain for the greatest number of individuals per unit of counsellor resource, the most cost-effective is computer-based interventions, followed by class-based interventions and workshops. Counsellor-free interventions are less effective than interventions involving a counsellor; computer interventions supplemented by counselling are more effective than computer interventions on their own.

Afterword

Dear all,

A well-established career guidance system could contribute to the labour-market dynamic by preventing or reducing unemployment, matching supply and demand of the labour market, contribute to the development of human resources and bridge the education system to the labour market. Career guidance can also contribute to achieving social equity goals, such as increasing the social inclusion of the disadvantaged groups.

Each of you, has a special role to play in this great challenge and endeavour to have lifelong guidance services for all target groups in Georgia. We have great confidence in you in your task and good luck with your work.

³³Whiston, S. C., Brecheisen, B. K. and Stephens, J. (2003). Does treatment modality affect career counseling effectiveness? *Journal of Vocational Behavior*, Vol. 62, pp. 390–410.

Whiston, S. C., Sexton, T. L. and Lasoff, D. L. (1998). Career-intervention outcome: a replication and extension of Oliver and Spokane. *Journal of Counseling Psychology*, Vol. 45, pp.150–165.

Annexes

Annex 1: Good/Interesting Practices from different countries

In an annex we present several examples not only from Employment sector, but also from Education sector, specifically the development of Career Management Skills, portfolio development. Moreover, examples for improving the communication-coordination and collaboration among the related stakeholders are also provided. A variety of cases are chosen to help you to have a holistic perspective to career guidance process.

Case Study 1: Job Exposure in Malta

Job Exposure is a national project in which a selection of Form 4 students (aged 14-15) are placed for one week in a workplace context related to the financial sector (e.g. bank or insurance company), the health sector (e.g. hospital or health-care centre) or the ICT sector (e.g. software company). Students observe workers on the job, while also performing small tasks. A log-book helps them to reflect upon personal and workplace issues. They are also prepared through weekly e-mailed tutorials, addressing four topics: gathering industry and health-related information; making a good first impression; planning your way to the place of work; and making good use of the log-book. Queries are followed up and appropriate guidance provided. Job Exposure helps students to think concretely about their career path and widens their awareness of career opportunities. It also helps students to understand the links between what they are learning in school and work opportunities. Consequently students are more likely to attend to their class work and build a positive mental image of their future. They are also made aware of the importance of mastering a number of soft skills. Exposure to the labour market plays an important role in preparing young people for their transition to employment and bridging the gap between schooling and the world of work.

Case Study 2: Partnership-based CMS model for persons with disability in Croatia

The Strategy on Equalisation of Possibilities for Persons with Disabilities in Croatia (2007-15) includes provision 'to allow access to career management for persons with disabilities'. The Croatian Employment Service in co-operation with URIHO (organisation for rehabilitation) have developed a model to enhance the employability of unemployed persons with disabilities by improving their career management skills using tailor-made work-related activities. The model includes group activities, individual sessions and social activities. These cover assessment and upgrading of vocational competences and of key competences (communication in the mother tongue; mathematical and digital competences; sense of initiative and entrepreneurship; social skills; job-searching skills). There are also possibilities for self-evaluation using the 'My Choice' career guidance software. In addition, individual counselling on career possibilities leads to improvements in career management skills. An evaluation indicates that after 6 months, participants have improved their working potential including that related to career management skills. According to follow-up surveys, 45% of unemployed persons with disabilities who have used URIHO facilities have found jobs on the open labour market.

Case Study 3: Career information for young people in Austria

In order to widen access to career guidance and vocational information, the Federal Ministry of Labour, Social Affairs and Consumer Protection is working closely with the Federal Ministry of Education. The ministries have made a common commitment that all 7th and 8th grades should visit the career information centres of the public employment service (PES). The regional offices of the PES invite schools for a visit and provide information about their guidance services and other information material. The ambition behind this measure is that in a knowledge-based economy and a dynamic labour market, young people should deal with educational and career choice at an early stage, in order to smooth the transition from primary school (1st to 9th levels) to secondary school or to an apprenticeship in the labour market, and also to prevent drop-outs. Young people must have access to information, advice and counselling in order to enable them to make a self-determined choice about their future career. As parents often play an important role in their children's career decisions, an effort is made to reach and inform them as well. Thus the career information centres organise events for groups like parents, organisers of training measures and teachers. Information is also provided in foreign languages.

Case Study 4: eGuidance in Denmark

The Danish Ministry of Children and Education launched eGuidance in January 2011. It provides individual and personal guidance to all citizens via various virtual communication channels: chat, telephone, SMS, e-mail and Facebook. eGuidance is for everyone who wants information about education and employment; it may also refer users to other guidance tools (www.ug.dk) and to institutions for further guidance. It is especially targeted at resourceful young people and their parents, to give them easy access to independent information and guidance and thereby to motivate the young people to continue the search and clarification process on their own. It plays a central role as a guide to the national guidance portal, and as a communicator of guidance information etc. Use of Facebook was introduced in January 2012, enabling eGuidance to provide guidance in a common forum and in the social media (www.facebook.com/eVejledning). Users can contact eGuidance during the day and evening as well as at weekends.

Case Study 5: Developing CMS in companies undergoing restructuring in Portugal

The Portuguese Public Employment Service has developed a programme in companies undergoing restructuring, with a view to decreasing the impact of these changes and to manage unemployment. This initiative is in the hands of guidance practitioners, who operate as part of a wider technical team that works closely with diverse entities. The goal is to support worker retraining while enhancing employability, largely by fostering the CMS that enable them to face not only this transition, but also the future management of their careers in an autonomous way. Workers typically accumulate knowledge that can be transferred to other work contexts. A 'balance of competences' can help identify, assess and enhance the skills acquired throughout life in various contexts, as well as to detect skills gaps. This supports efforts to re-integrate workers in employment, linked to the needs of the labour market.

After the 'balance of competences' is completed, a plan is drawn up to enhance CMS. This may include the development of relational skills, as well as problem-solving, information

management, learning skills, and teamwork. Other aspects that may be targeted include attitudes towards change, and entrepreneurship. Job-seeking strategies are also often part of the programme, as are efforts to promote self-esteem.

Case Study 6: The Berufswahlpass (Career Choice Passport): a portfolio approach to support CMS in general schools in Germany

In Germany, in all federal states (Länder), systematic vocational preparation and orientation have long been taught as a special subject, which may be named in different ways (e.g. lessons on work, or on work-economy-technology), or are embedded in other subjects. Career orientation and CMS are key components. To support the learning processes, the portfolio Berufswahlpass (career choice passport) is integrated into the lessons in 12 of the 16 federal states. It includes information for career orientation; helps to assess and evaluate personal strengths and interests through self- and external assessment; and provides checklists to match career orientations and personal strengths. Thus, it seeks to assess career learning and to encourage critical reflection and exchange with other learners. Through its resource-oriented portfolio approach, self-awareness, self-esteem and self-efficacy are strengthened. The career orientation process and the acquisition of CMS are further supported and assessed through career guidance, provided through co-operation with the PES guidance service. The passport helps pupils with documenting the steps in the career choice process and with managing and valuing relevant documents. Developed as part of a 'School/ Economy and Work' programme funded by the Federal Ministry of Education and Research, it has been widely used in about 80% of general schools since 2005. Continuing development is ensured by a working group of federal states using the tool, which also runs the website and organises related activities.

Case Study 7: Finland's core curricula and the promotion of CMS

In Finland, in the comprehensive education grades 1-6, school counselling is integrated in other subjects. Within grades 7-9, students have a total of 95 hours of guidance and counselling, which are timetabled like any other subject. In upper secondary general education, students have a 38-hour compulsory course and one optional 38-hour specialisation course in guidance. In vocational secondary level education, a relevant module is integrated into all vocational subjects. The basic goals of the curriculum guidelines (2004) for guidance and counselling are:

- To support personal growth and development of the students.
- To promote the development of study skills and to help with learning difficulties.
- To counsel and guide the students in educational and occupational orientation.

The curriculum guidelines stress the importance of using different sources of information, with computer-literacy use of the internet being considered particularly important. Guidance and counselling services in educational settings can be described as processes by means of which students are prepared for active transitions and for the future. This entails citizens having enough

information about educational opportunities, an experiential understanding of what the working life is like, and adequate information about different occupations.

Case Study 8: Career guidance in Slovenia – from policy to implementation

In 2006 the National Guidance Policy Forum in Slovenia, later renamed the Lifelong Career Guidance Working Group, produced a co-ordinated cross-sectoral proposal on guidance policy priorities for the Slovenian European Social Fund programme (2007-13). This was followed by proposals for concrete guidance projects. Subsequent progress has included:

- Within the project ‘national reference point for lifelong guidance’, some components have been carried out (technical/professional support for working group; national guidance glossary) while others are under way (training for career guidance practitioners; development of career guidance quality standards).
 - Career centres within higher education have been established and are now operational.
 - The network of counselling services in adult education has been strengthened and extended, with new operational centres.
 - Training for school counsellors in general and those in VET schools in particular has been carried out.
 - Career guidance services for employed individuals and their employers have been established.
 - A project on development of career guidance tools for work with the unemployed is under way.
- The work of the Forum and Working Group has thus contributed substantially to the development of a lifelong career guidance system in Slovenia.

Case Study 9: Discussion Platform for Lifelong Guidance, Poland

In 2007, the Ministry of Labour and Social Policy established a Discussion Platform for Lifelong Guidance. This initiative is designed to improve co-operation in career guidance activities at national level through involvement of the most important government and non-government institutions responsible for legal provisions and strategic solutions. Cross-platform meetings are held once a year. Each meeting is devoted to specific topics, allowing preparation of materials for discussion and facilitation of joint initiatives. Institutions which include guidance in their responsibilities take part, including the Ministry of Labor and Social Policy, the Ministry of National Education, the Ministry of National Defence, the Ministry of Science and Higher Education, the National Center for Supporting Vocational and Continuing Education, the Central Board of Prison Service, the Headquarters of Voluntary Labour Corps, the Management Board of Professional Development Centre, the Network of Academic Career Services, the Forum of Directors of District Labour Offices, the Assembly of Directors of Regional Labour Offices, the Polish Association of Educational and Vocational Counsellors, and the National Forum for Lifelong Career Counselling Co-operation. The meetings enable the partners to exchange key information and to seek common positions on important matters. The co-operation is not formalised: the institutions are not tied with any formal agreement or contract.

Case Study 10: National co-operation and co-ordination mechanisms in guidance practice and policy development in Norway

Public career guidance provision in Norway is available through public services in the education sector and in the work and welfare sector. At county level, local authorities have established regional partnerships to enhance co-operation and co-ordination between the different stakeholders in the counties. To support these partnerships, a need for national co-ordination was evident. A National Unit for Lifelong Guidance was accordingly established by the Ministry of Education and Research and situated in Vox, the Norwegian Agency for Lifelong Learning. The major focal points of the Unit are:

- Co-ordination of all the different career guidance provisions and the stakeholders involved, including regional partnerships.
- Competence development and research, both to develop career guidance as a specific profession and to enhance competence development for professionals.
- Quality development and quality assurance.

The Unit has established two national bodies for co-ordination and co-operation: the National Forum for Career Guidance; and the National Co-ordinating Group. The overall strategy is based on a lifelong perspective: that career guidance is relevant and necessary in all the different phases and transitions a person faces throughout life.

Case Study 11³⁴: Professionalisation of the career development workforce in Finland

By international standards, the career development system in Finland is strongly professionalised. All comprehensive schools have at least one full-time equivalent counsellor, who has normally had five years' training as a teacher, plus teaching experience, followed by a one-year specialist training. Duties include individual career counselling, and running guidance classes focusing on careers education and study skills. In addition, most pupils have at least two one-week work-experience placements, which are co-ordinated with employers through a web portal. Guidance is a compulsory subject within the curriculum, and there are clear quality guidelines for comprehensive and upper secondary schools, specifying the minimum level of guidance services permissible, together with a web-based service to support institutional self-evaluation of guidance services. Attempts have also been made to embed guidance policy issues in national in-service training programmes for school principals. In addition, Finland's Employment Office employs some 280 specialised vocational guidance psychologists. Each has a master's degree in psychology, and also completes short in-service training. Many obtain further postgraduate qualifications. Their clients include undecided school-leavers, unemployed people, and adults who want to change careers.

³⁴ Case Studies 1-11, Lifelong Guidance Policy Development: A European Resource Kit. European Lifelong Guidance Policy Network (ELGPN), 2012. You could check ELGPN database for further details of these case studies and others (<http://elgpn.eu>)

PES examples for the outreach of Not in Education, Employment and Training (NEET)

Case study 12: Finland – Outreach work

The outreach work, conducted by municipalities with co-financing from the Ministry of Education and Culture was first initiated in 2011, as a means to help and reintegrate NEETs under 29 years old, who are out of education and work and at risk of social exclusion. Outreach work is carried out by a network of designated outreach workers covering nearly 90% of municipalities across the country. They are in close contact with student welfare teams in schools and follow-up on school drop-outs. In addition, young people are referred to them by social workers, health care institutions, PES and youth workshops. Young people may also contact them spontaneously. Outreach workers are also very active online, using Facebook and social media effectively to reach out to young people. Larger cities in Finland also have outreach workers engaged in ‘street work’. Mobile outreach work may be undertaken in some of the more sparsely populated regions. As regards the outcomes of the outreach work, 75% of users of the youth outreach work were placed into different measures, in 2012.

Case Study 13: Austria - Youth coaching (Jugendcoaching)

By providing customised support and guidance Youth Coaching seeks to bring down the early school leaving rate and to facilitate smoother school-to-work transitions. In particular, it is intended to serve as a form of support for young adults but it also acts as a ‘preventive measure’ to stop those at risk from falling into the ‘NEET’ category. Youth Coaching has three main target groups: those in their final year of education who are in danger of dropping out of the education system or are socially disadvantaged; NEETs who are 19 or younger; and people with learning difficulties who are 25 or younger. This programme is run by the Ministry of Labour, Social Affairs and Consumer Protection and the Ministry of Education, Arts and Culture. It is implemented in partnership with the PES, schools, municipalities and training institutions. Youth Coaching offers free, personalised guidance to young people at crucial moments of transition. The youth coaches offer support and advice about education and employment, as well as personal or social issues that they may be facing. A total of 27 500 young people have benefited from coaching to date. A successful outcome has been found for 85% of participants.

Case Study 14: Denmark - Youth units (one-stop-shops)

Several municipalities have set up a youth unit at educational institutions as a way of offering a single-point provision which offers a broad and cross-sectoral service to young people. The units are made up of representatives from the job centre, health sector, social services and the educational sector.

Case Study 15: Germany – Youth employment agencies

Youth employment agencies were first established in 2007. They bring together three main institutions – Employment Agency, Job Centre and Youth Welfare services – to provide low threshold services and support to NEETs. The aim is to create transparency at the school to work transition phase and work in partnership to coordinate concrete measures for the target group.

Today, youth employment agencies operate in 147 locations across Germany with 100 PES, 136 institutions and 25 approved local providers involved.

Case Study 16³⁵: Croatia – Lifelong Career Guidance Centres (CISOK)

Lifelong Career Guidance Centres (CISOK) were introduced in 2013. They are under the responsibility of the Croatian Employment Service and they aim to provide guidance to all citizens, including NEETs. Guidance is tailored to the individual's needs and it can include coaching, self-help, case-managed services and group coaching. In addition, self-help services are available via the website. CISOKs are a result of collaboration between local chambers, universities, adult education institutions, schools and NGOs with respect to finances, premises and service delivery. The partnership approach is incorporated into outreach activities, service delivery and sharing and improving practices on a national, regional and local level. Eleven CISOKs have been established in ten regions in Croatia. It is intended that there will be CISOK's in each region by 2022.

Case Study 17: Jamaica: Labour Market Information System

The Jamaica Labour Market Information System (LMIS) supports the operation of an efficient, well-functioning economy by improving the availability of labour market information and facilitating better coordination among data providers and between providers and users. The LMIS is a one-stop data and information source, including an efficient electronic labour exchange to link potential employees and employers. Beneficiaries include policy-makers, employment and education programme planners, prospective investors, employers, jobseekers, career counsellors and students. The Ministry of Labour and Social Security is responsible for receiving and processing the data and maintaining the web site. Data providers include: the Statistical Institute of Jamaica, the Ministry of Labour and Social Security, the Planning Institute of Jamaica, the Ministry of Education, Youth and Culture, public and private training and educational institutions, employment agencies, trainers, educators, employers and jobseekers.

Case Study 18: Barbados: Labour Market Information System

The Barbados Labour Market Information System is an online information system comprising an electronic labour and a labour market information resource. It is managed by the Manpower Research and Statistical Unit of the Ministry of Labour and Social Security and has four components.

Electronic labour exchange: This facility allows jobseekers to review vacancies by occupational area, by industry category or by job title and to apply online. Employers can also review jobseeker CVs online. A job-matching component assists jobseekers to locate the occupations for which they are most qualified, in order of relevance.

³⁵ Case Studies 12-16. PES practices for the outreach and activation of NEETs :A contribution of the Network of Public Employment Services, 2015.

Industry profile: Cross-sectional profiles of various industries in Barbados, including: the types of technology used; associated occupations and required qualifications; occupation-specific wage and salary ranges; and industry prospects.

Job/occupational profiles: Contains selected job descriptions taken from the Dictionary of Occupational Classification for Barbados. Full job descriptions include job tasks, skills, knowledge and abilities needed and qualifications required. This information is intended to assist vocational trainers, guidance counsellors, employers and employees to better understand the job situation in the Barbados economy and what is required of the workers who perform these jobs.

Education and training: Provides information on local and overseas educational and training institutions, including summary overviews of courses of study and information on sources of finance for study.

Case Study 19: Bulgaria: The Job Tiger

Job Tiger is an Internet-based searchable database for jobs in Bulgaria, as well as a source of career information.

The Search Jobs Section of the Job Tiger web site helps jobseekers build and manage up to three CVs and three cover letters, informs them of the latest jobs by e-mail and lets them view and update their online applications. The Advice Centre Section provides jobseekers with information on preparing CVs, writing cover letters, interviewing techniques, assessing an offer of employment, and developing references. The More Information Section contains information on education and training opportunities, featured companies; a career library, calendar and other items. Additional features include information on the Job Tiger Scholarship; the *Ima nachin* ("There's a way") television show, a co-production of JobTiger and NCTV Evrokom, which focuses on the labour market and is broadcast every Saturday at 5.45 pm; a Careers Forum; and Coming Home (to attract skilled workers to return to Bulgaria).

Case Study 20³⁶: Germany: Employment information centres

Providing customers with available information relating to employment and various occupations has always been a key function of the German Employment Service. In the beginning of the 1970s, the Federal Institute of Labour (Bundesanstalt für Arbeit) recognized that the volume of information relating to careers, employment and training was becoming increasingly inaccessible to users. At the same time, opportunities emerged to utilize modern methods of ICT to improve the access to and distribution of information and to make more effective use of public resources.

In response to this situation, 180 Employment Information Centres (Berufsinformationzentren, BIZ), were established to publicize job vacancies and offer careers advice, based on the principle of self-service information for users. The system was created to assist PES clients to carry out their own research while enabling staff to provide specific information more rapidly. The system was first tested in a few large cities and was gradually extended to the rest of Germany.

These centres now employ a total of 700 people. The BIZ are generally organized throughout the country in a similar manner, with:

- media library with free access to documents, slides, films and online resources

³⁶ Case studies 17-20. Hansen, E. *Career Guidance: A Resource Handbook for Low-and Middle-Income Countries*, ILO,2006.

- computer access to the Employment Office Job Bank and vocational training database, as well as information on training and job opportunities throughout Europe
- group activity rooms for school classes, or groups of students, parents or teachers, and
- a documentation centre providing additional in-depth information material.

Since 1988, triennial surveys of the BIZ Centres have been carried out with sample groups of users. Results of the 1997 survey of 10,000 users nationwide revealed that one-third of users visit to obtain more information about a specific profession or type of training. Another one-third are interested in the information available relating to training and the job market. Most on-site consultations last between 1 and 3 hours; 75 per cent of users report that they found the information they were seeking. A total of 78 per cent of users are under the age of 20; the most preferred documentation resources are the computer facilities and teaching-related materials. The survey also found that the BIZ staff received high ratings, reaffirming the importance of personal contact for client satisfaction.

Annex 2: Sample Activities

Activity 1: Self-awareness development

The professional could ask the individual to do the following:

“Ask yourself a further 3 questions.....

Where am I now?

Where do I want to be?

How can I get there?

GETTING STARTED

Where am I now?

Firstly you will need to decide what your current situation is. You may find it helpful to consider the following questions.

- *What am I good at?*
- *What do I need to work on?*
- *What could help me along?*
- *What might stop me?*

The following exercise could be reviewed, then the individual could reflect on his/her own circumstances.

<p>Box 1 What am I good at?</p> <ul style="list-style-type: none"> • Good interpersonal skills • Sound IT skills • Fair organisational skills 	<p>Box 2 What do I need to work on?</p> <ul style="list-style-type: none"> • Limited qualifications • Does not like formal exams
<p>Box 3 What could help me along?</p> <ul style="list-style-type: none"> • Attending promotion course soon • Plenty of exciting projects underway at work 	<p>Box 4 What might stop me?</p> <ul style="list-style-type: none"> • Change to organisation imminent • Possible detachment • Lack of resources (money/time)

The above example could apply to someone wanting to improve their educational qualifications by concentrating on vocational skills (see box 1) rather than more formal exam-based courses (see box 2). They could use this exercise to identify that work-based learning would be an ideal solution as it involves gathering evidence from the many and varied projects that service personnel get involved with on a daily basis (see box 3). The skills gained are transferable and learning could continue wherever they are in the world (see box 4).

Where do I want to be?

This is the most exciting but also the most difficult stage to define. Only you can answer this question, but be aware that there are many factors to consider when finding the solution. You may find the following questions provoke thought in many areas.....

What do I like doing?

In my job, as a hobby....

What is my motive for learning?

Promotion, Personal Improvement, Overcome a Learning Difficulty....

What qualifications and/or experience do I already have?

Some of these may be transferable.

What method of study would suit me best?

Part-time, Distance Learning, E-learning....

How much time do I have to complete my learning?

Be realistic, development takes time.

What effect will studying have on my home life?

Consider commitments that you already have.

Are there any imminent changes to my lifestyle?

Marriage, Children, Promotion....

What is my ultimate goal?

A qualification, personal fulfilment, career development.

How will I measure my success?

Recognised qualifications, personal goals.....

Where can I get help and advice?

Once you have considered all of the factors, you will have decided on a future goal. This may be one single goal, or many smaller goals that make up the final solution.

How can I get there?

The best way to organise your work into manageable chunks is to set short, medium and long-term objectives. Always remember, short, medium and long are all relative terms and will mean different things to different people. Some plans may only last over a 1 year period, others may last up to 6 years, it all depends on you and your own circumstances. It is also important to remember that these short, medium and long term objectives are fluid and must be reviewed on a regular basis to ensure that they are still relevant. If your plan changes, that is OK, just follow the basic principles outlined here, and continually ask yourself the 3 main questions . Your plan will then remain an effective tool to support your personal development.

Activity 2: Template for career action plan

Career Action Plan	
Individual's Name:	
Background: (to include current interests, qualifications, work experience and achievements)	
Career Aim:	
Short term:	
Long term:	
Action Points:	By when:
Review Date:	
Signature:	Date:

Example of a completed Career Action Plan

Career Action Plan	
Individual's Name:	

Background: self-awareness
(to include current interests, qualifications, work experience and achievements)

I am currently in my final year of full-time education and I am interested in finding work where I will be able to use my practical skills. My favourite subjects include: languages, sciences, and commerce? I have a part-time job in a local restaurant where I serve customers and help in the kitchens. I am also keen on travel and enjoy learning different languages. (I am currently learning English and French at school)

Career Aim: linking self-awareness to opportunity awareness

Short term: To work in a local restaurant and to develop my enterprise skills
Consider the two options: find employment in a local restaurant and work my way up into management **or** to go on to university to study business studies with the aim of going straight into hotel and catering management.

Long term: To own and manage my own hotel, although I would like to spend some time working abroad to gain a greater knowledge of the hotel business.

Action Points: decision making & transition planning

By when:

1. Find out about the range of jobs in local restaurants – e.g. catering, waiting, reception and the opportunities for career progression)

2. Find out about possible local employers (consider different restaurants – small or large, different foods, location)

3. Ask the manager of the restaurant where I am on work experience about possible vacancies and whether he feels my skills are relevant for this type of work and if he will be able to give me a reference for potential employers.

4. Talk to my parents about my ideas for work, I may need to do further education when I leave school and consider my options:
Further education before going into work
Looking for a job with training and prospects for promotion.

5. If I decide to look for work now: attend a job searching session to write my CV.

7. If I decide to go on to further education: find out about business studies courses.

8. Discuss with my tutor and start to make applications, attend an interview techniques group session.

Review Date:

Signature:

Date:

Annex 3: Career Guidance Monthly Monitoring Report

Career Guidance Monthly Monitoring Report		
Month and Year:		
Name of the career guidance staff:		
Statistical Report		
Number of Individuals Seen during the month:		
Long term unemployed		
Adults with learning difficulties		
Adults with disabilities		
Young people (aged 18 -24 years)		
Ethnic Minorities		
TOTAL		
Feedback from Individuals		
1. How satisfied were you with the information provided by the professional?		
Very satisfied	Satisfied	Not satisfied
2. How useful did you find the career guidance provided by the professional?		
Very useful	Useful	Not useful
3. Did the professional make you feel welcome?		
Very welcome	Welcome	Not welcome
4. Did you feel able to express your opinions and ideas during the process?		
Very able	Able to express my opinions and ideas	Not able
5. Did you find the Careers Action Plan useful?		
Very useful	Useful	Not useful

Annex 3: Counselling Micro Skills³⁷

Attending Skills:

Attending is the behavioural aspect of building rapport. When a counsellor first meets with a individual, they must indicate to the individual that they are interested in listening to them and helping them. Through attending, the counsellor is able to encourage the individual to talk and open up about their issues. Eye contact is important and polite (in Western society) when speaking or listening to another person. This does not mean that the counsellor stares at the individual, but maintains normal eye contact to show genuine interest in what the individual is saying. To assist individuals to relax, counsellors can include in their repertoire, the matching of non-verbal behaviour. This skill can take a little time to learn effectively, but it begins with the counsellor sitting in the same position as the individual. For example, if at first the individual is sitting on the edge of her chair with her arms outstretched resting on her knees the counsellor can reflect or mirror this position. As the individual speaks more, the counsellor can either lean forward, to indicate empathy and understanding, or slowly slide back into the chair to take up a more relaxed sitting position. If the rapport has begun to be built between individual and counsellor, the individual is likely to follow suit. This will reduce the anxiety levels for the individual.

Counselling consists mainly of listening and talking, but sometimes the use of silence can have profound effects on the individual in the counselling session. When we first begin as counsellors, sometimes silence can be awkward and we rush to fill the gaps, but as our experience grows, we become more comfortable with the concept of simply “being” with the individual.

Questioning skills:

Questions during the counselling session can help to open up new areas for discussion. They can assist to pinpoint an issue and they can assist to clarify information that at first may seem ambiguous to the counsellor. Questions that invite individuals to think or recall information can aid in a individual’s journey of self-exploration. Counsellors should be knowledgeable about the different types of questioning techniques, including the appropriate use of them and likely results. It is also important to be aware and cautious of overquestioning. Asking too many questions sends a message to the individual that the counsellor is in control and may even set up a situation in which the individual feels the counsellor has all the answers. In determining effective questioning techniques it is important to consider the nature of the individual, their ongoing relationship with the counsellor and the issue/s at hand.

There are two main types of questions used in counselling: (1) Open and (2) Closed.

Open questions

Open questions are those that cannot be answered in a few words, they encourage the individual to speak and offer an opportunity for the counsellor to gather information about the individual and their concerns.

Typically open questions begin with: what, why, how or could.

For example:

1. What has brought you here today?
2. Why do you think that?
3. How did you come to consider this?

³⁷ Evans, D. R., Hearn, M. T., Uhlemann, M. R. & Ivey, A. E. (1998). Essential interviewing: a programmed approach to effective communication (5th ed.). Pacific Grove, CA: Brooks/Cole (p. 156 – 157)

4. Could you tell me what brings you here today?

How? Most often enables talk about feelings and/or process.
What? Most often lead to facts and information.
When? Most often brings out the timing of the problem, including what preceded and followed it.
Where? Most often enables discussion about the environment and situations.
Why? Most often brings out reasons.

Closed questions

Closed questions are questions that can be answered with a minimal response (often as little as “yes” or “no”). They can help the counsellor to focus the individual or gain very specific information. Such questions begin with: is, are or do.

For example:

- _ Is that your coat?
- _ Are you living alone?
- _ Do you enjoy your job?

While questioning techniques can be used positively to draw out and clarify issues relevant to the counselling session, there is also the very real danger of over-using questions or using questioning techniques that can have a negative impact on the session. The wrong types of questioning techniques, at the wrong time, in the hands of an unskilled interviewer or counsellor, can cause unnecessary discomfort and confusion to the individual.

Encouragers, paraphrasing and summarising skills:

A counsellor can encourage a individual to continue to talk, open up more freely and explore issues in greater depth by providing accurate responses through encouraging, paraphrasing and summarising. Responding in this way informs the individual that the counsellor has accurately heard what they have been saying. Encouragers, paraphrases and summaries are basic to helping a individual feel understood.

Encouragers, also known as intentional listening, involve fully attending to the individual, thus allowing them to explore their feelings and thoughts more completely. Paraphrasing and summarising are more active ways of communicating to the individual that they have been listened to. Summarising is particularly useful to help individuals organise their thinking.

Encouragers

Encouragers are a variety of verbal and non-verbal ways of prompting individuals to continue talking.

Types of encouragers include:

1. Non-verbal minimal responses such as a nod of the head or positive facial expressions
2. Verbal minimal responses such as "Uh-huh" and "I hear what you're saying"
3. Brief invitations to continue such as "Tell me more"

Encouragers simply encourage the individual to keep talking. For a counsellor to have more influence on the direction of individual progress they would need to make use of other techniques.

Paraphrases

To paraphrase, the counsellor chooses the most important details of what the individual has just said and reflects them back to the individual. Paraphrases can be just a few words or one or two brief sentences. Paraphrasing is not a matter of simply repeating or parroting what the individual has stated. Rather it is capturing the essence of what the individual is saying, through rephrasing. When the counsellor has captured what the individual is saying, often the individual will say, "That's right" or offer some other form of confirmation. **Example:** "I have just broken up with Jason. The way he was treating me was just too much to bear. Every time I tried to touch on the subject with him he would just clam up. I feel so much better now."

Paraphrase: You feel much better after breaking up with Jason.

Summaries

Summaries are brief statements of longer excerpts from the counselling session. In summarising, the counsellor attends to verbal and non-verbal comments from the individual over a period of time, and then pulls together key parts of the extended communication, restating them for the individual as accurately as possible. A check-out, phrased at the end of the summary, is an important component of the statement, enabling a check of the accuracy of the counsellor's response. Summaries are similar to paraphrasing, except they are used less frequently and encompass more information.

Reflection of feeling

Reflection of feeling, as the name suggests, is similar to paraphrasing except this skill concentrates upon capturing the emotional tones and phrases. This brings about clarification of feelings and emotions and allows the counsellor to empathise with how the individual may be feeling and/or how the individual was affected by the event. With an accurate understanding of a individual's feelings through reflection of feeling, the counsellor is often able to appreciate how an event or issue may be affecting the individual. **For example**, when listening to a individual, a counsellor could reflect on the feeling by saying "that experience saddened you".

Confrontation, focusing and reflection of meaning

Generally speaking the term confrontation means challenging another person over a discrepancy or disagreement. However, confrontation as a counselling skill is an attempt by the counsellor to gently bring about awareness in the individual of something that may they may have overlooked or avoided. There are three steps to confrontation in counselling. The first step involves the identification of mixed or incongruent messages (expressed through the individual's words or non-verbals). The second step requires the counsellor to bring about awareness of these incongruities and assist the individual to work through these. Finally, step three involves evaluating the effectiveness of the intervention evidenced by the individual's change and growth.

During the counselling process there are four (4) discrepancies which the individual could display. The discrepancy can be between:

- _ Thoughts and feelings
- _ Thoughts and actions
- _ Feelings and actions or
- _ A combination of thoughts, feelings and actions.

Having identified a discrepancy, the counsellor highlights this to the individual, using a confrontation statement such as:

- _ "On the one hand ..., but on the other hand..."

This is a standard and useful format for the actual confrontation. Of course, you may also use variations such as:

- _ "You say ... but you do ...," or

_ “Your words say ... but your actions say”

E.g. “Your words say you would like to spend more time with your sister, but your actions say that it’s not a priority for you.”

Focusing

There are seven areas a counsellor can focus on in the counselling session to bring about broader perspectives and potential solutions.

- The first is Individual focus, where the counsellor begins the counselling session by focusing totally on the personal aspects of the individual; the demographics, history, and the reasons why counselling is sought, from the individual. The counsellor will often use the individual’s name, to help bring about total focus on that individual. **For example**, “Joan, tell me a little about yourself”. “Joan, are you the oldest daughter in the family?”
- The second is; Main theme or problems focus. Attention is given to the reason why the individual sought counselling.
- Other focus, as no problem is truly isolated, the individual will often speak of friends’, colleagues, extended family members and other individuals that are somehow connected with the reason for the individual seeking counselling.
- Family focus, concerns siblings, parents, children. Flexibility is required in the definition of “Family”, as it can have different meanings to different people, i.e. traditional, single parent, nuclear and/or can include extended family members, or very close friends who are given family titles such as Aunt or Uncle.
- Mutuality focus is concerned with how the individual reacts to the counsellor, because this could be an indication of how the individual develops in relation to other people. It attempts to put the counsellor and individual on an equal level, with the counsellor asking: “How can we work together?” “How would you like me to help with this situation at this point?”
- Interviewer focus is where the counsellor may disclose information about themselves.
- Cultural/environmental/context focus. The counsellor will understand how a individual is influenced by the community/i.es. in which they grew up, but this can be extended to other issues such as gender, race, ethnicity, religion, socio-economic status to gain a greater understanding of the person the individual is today.

Reflection of meaning

Reflection of meaning refers to the deeply held thoughts and meanings underlying life experiences. For the counsellor who uses reflection of meaning in their work, they will find that individuals will search more deeply into the aspects of their own life experiences.

For example, imagine two individuals who take a holiday on an island resort: the same island, the same resort, the same time of year. One of them enthusiastically expresses the wonders of the

sunsets, walks along the beach and leisurely life style. While the other complains about the heat,

sunburn and boredom they experienced. This example illustrates how the same event can have a totally different meaning to the different individuals experiencing the event. Hence, the skill of reflection of meaning is to assist individuals to explore their values and goals in life, by understanding the deeper aspects of their experiences.

Influencing skills and strategies

Influencing is part of all counselling. Even if the counsellor only used attending skills to actively listen to the individual, being genuinely heard by another person can influence a person’s behaviour.

Influencing skills take a more direct approach to individual change, with specific alternatives for actions that can promote change quicker and in some cases be more permanent. The influencing skills briefly examined here are interpretation/reframing and information giving.

Interpretation/reframing

Through interpretation/reframing, the individual is encouraged to perceive their experience in a more positive fashion. The counsellor encourages this shift by offering alternative ways of viewing their experience. For example, a individual who is upset about having to move away from home is likely to be focusing on the loss of her support network and the familiarity of her community. The counsellor, while acknowledging the individual's loss, could reframe the event to be perceived as an opportunity to experience new places, people and things: an opportunity for growth. Interpretation/reframing encourage the individual to view life situations from an alternative frame of reference. This strategy does not change the facts of a situation, nor does it trivialise the hurt or pain the individual may be experiencing.

Information giving

Information giving involves providing the individual with factual information that may assist them in some way (such as details of a community support group or accommodation option). Sometimes individuals are not sure where to start to look for the information they need, so counsellors can help their individuals find that starting point.

Points to remember about information giving

1. When giving information:

- a. Provide data or facts relevant to the individual's needs.
- b. Ensure that the individual is receptive to the information.
- c. Be direct, clear, specific, concise and concrete.
- d. Break the information into units that the individual can utilize.

2. After giving information:

- a. Check that the individual has attended to the data and facts provided.
- b. Evaluate for distortions and use other interviewing skills to correct them.

3. Use information giving:

- a. To orient individuals to the interviewing process.
- b. To provide instructions or directions.
- c. To present feedback.
- d. To provide alternative perspectives.
- e. To direct individuals to other resources.

Questioning

As with all professions it is important to evaluate your performance as a counsellor. No one is perfect. No one gets it right 100% of the time. Most people are hesitant to objectively look at their performance. However, in counselling, as in many other professions, it is important to be able to critically evaluate how you performed. In this way you can identify any areas that may require change. There are a number of strategies that can be implemented to assist you in monitoring and/or improving the way you conduct your counselling sessions. Here are a few examples:

Self-assessment

This is the process of reflecting on your own skills, your professional strengths and limitations. Awareness in these areas will enable you to choose professional development or training

activities to fill any identified skill or knowledge gaps. Self-awareness of this nature will also enable you to identify individuals that are beyond your scope of expertise and will ensure that you refer responsibly.

Individual feedback

Providing individual with the opportunity to review the counselling process can be tremendously beneficial for both counsellor and individual alike. Not only does it acknowledge the individual's opinion as valid and valued, it also provides an opportunity for the counsellor to evaluate his or her current approach and adjust or continue accordingly.

Peer review

Peer review enables counsellors to come together and discuss individual cases, ethical dilemmas and brainstorm intervention options. It is a process that can increase counsellor accountability and improve the quality of service offered to individuals (please ensure confidentiality policies are appropriately upheld).

Professional supervision

Supervision is an integral part of counselling practice. Within supervision, counsellors can enhance their skill and knowledge base, ensure responsible and ethical practice and monitor their self-care and professional competence. Supervision acts as a mechanism to ensure that a counsellor's approach is aligned with professional standards and reflects the requirements of the industry. This importance of continually reviewing and updating your skills cannot be over-emphasised. Counsellors would, ideally, use all of the strategies listed above to ensure that they maintain a professional and ethical approach to their work.