



## The future of career guidance in the PES - Overview of the WAPES/ICCDPP survey on career guidance - WAPES

### Questions for Ms Vilma Mostahinić from [Croatian Public Employment Service](#)

**Question:** How can we benefit PES?

**Answer:** Since the opening of the first CISOK (Lifelong career guidance centre) in 2013, career guidance services have been provided by Croatian PES only to clients registered as unemployed or pupils in the final grade of the primary school with developmental or health difficulties. Today, career guidance services are more accessible to all citizens in Croatia and not only those that can be perceived as the traditional clients of PES services. CISOK services are part of PES, however they are dislocated from the CES premises and therefore accessible to all users. In such a way they are oriented at all inactive persons, their identification and outreach. CISOK includes a more comprehensive approach to lifelong career guidance and a new philosophy in providing services, bringing the CES closer to needs of beneficiaries.

**Question:** Very interesting service. Do you have services in English or other languages? We have similar model here in Finland but it is directed to persons who are not native Finnish or Swedish speakers.

**Answer:** English proficiency is one of the prerequisites for obtaining the employment in the Croatian PES and is tested during the job selection process. Although there are no career guidance services that are specifically aimed at those who do not speak Croatian language at the moment, counsellors are able to provide services also in English.

**Question:** Vilma- I'd like to hear more about your arrangements with employers and how they support the service perhaps through their own professional bodies.

**Answer:** CISOK centres have been signing cooperation agreements with different partners (NGOs, youth organisations, local bodies/municipalities, schools, universities, employers' organisations and chambers etc.) since 2016. Agreements are signed at the local level in relation to wide range of career guidance and lifelong learning activities, containing all relevant information on service provision, including the type of service available with a partner in question, means of service provision, procedures of referral and conditions under which the services will be provided. While the agreement is valid, included parties jointly analyse and monitor the success of agreement implementation and the activities taken pursuant to the agreement.

**Question:** Vilma - Could you provide information on your services for the vulnerable groups?  
Thank you!

**Answer:** CISOK centres are recognized for their role in the activation of unemployed persons already in the CES registry but also in the outreach of inactive persons. Activities are carried through partnerships since vulnerable groups need joint assistance of different stakeholders to raise awareness of their potential, empowerment, acquire the necessary knowledge and skills and return to the education system or training to participate in the labour market.

Variety of activities are organized (information, lectures, presentations, workshops, forums, etc.) and the services or opportunities offered by the CES and CISOKs to vulnerable groups are presented in order to ensure their social inclusion and improve employability:

- 1) development of job search and career management skills,
- 2) familiarization with active employment policy measures and vouchers for training,
- 3) familiarization with the PES digital services,
- 4) possibilities of individual support by the CES counsellor (individual career development and integration plan into the labour market) and others.

Activities and information are adapted to the specific target group of users.

If more in-depth support is needed for unemployed people who find it difficult to actively enter the labour market due to complex and interrelated barriers they encounter in their lives, multidisciplinary team (consisting of counsellors with different role within the CES) can be formed.

**Question:** Do you have a system for certifying the competences of counsellors? What are the skills and qualification required to have qualified Career Guidance staff members.

**Answer:** Unfortunately, there is still no study programme in Croatia for acquiring the competences of career guidance counsellor nor a system for certifying those competences. At the moment, in order to work as a career guidance counsellor in the Croatian PES, a person needs to have a university degree in the field of social and humanistic sciences (mainly psychology, pedagogy, education rehabilitation, teaching or social work). Psychologists are also required to have the permission of the Croatian Psychological Chamber to perform psychological activities.

Newly employed counsellors are assigned with mentor, in order to guide them through professional training period for the position of a career guidance counsellor. In addition, CES also developed standards for quality career guidance and psychological selection services.

### **Questions for Professor Tristram Hooley from [University of Derby](#)**

**Question:** Have the methodologies applied in guidance and their theoretical bases been explored?

**Answer:** Yes, there is an extensive literature which explores the theory, evidence and practices that are used in career guidance. I have recently published a book called [The Career Development Handbook](#) which provides a fairly accessible summary of research and practice in the field.

**Question:** Do you have any examples, how is the efficacy of career services measured?

**Answer:** I think that a good place to start on this is looking at the paper that we did for the European Lifelong Guidance Policy Network on [The Evidence Base on Lifelong Guidance](#). Beyond that there are lots of guides on how to evaluate career development services e.g. the CDI in the UK have gathered together a range of resource that may be useful for [evidence and evaluation](#).

**Question:** In your opinion, do you think there's a contrast in the aim to find employment for people as quick as possible and to help people to make a career?

**Answer:** Yes, I think that in practice these often drive different behaviours. In general I think that careers and employment services should be focused on helping people to achieve sustainable and decent work in the medium to long term (recognising that for some this path may run through training and development) rather than on just finding someone any job that they can start tomorrow.

**Question:** Really interesting presentations. Thank you. I would be interested to ask if data was collected about the specialism of guidance counsellors ie pedagogy, psychology, teaching?

**Answer:** No, we did not ask about the qualifications of guidance counsellors, but this is the focus of another project that I am involved in. In general training and qualifications are very mixed across the world and there is a need for professionalisation and further standardisation of skills and expectations.

**Question:** What are the Educational Qualification to have effective PES more especial those deals with registration and placement of jobseekers?

**Answer:** I think that we need a range of training and qualifications in PES. Many PES staff would benefit from receiving basic training and technician level qualification. But I also think that within PES there needs to be some staff who are qualified to a higher level in career guidance. This is probably graduate or postgraduate level and could be achieved through in-service training as well as via university based training.

**Question:** Both main speakers raise the challenge of finding and training sufficient qualifies careers practitioners. This is a issue in Austral also, especially in schools. It appears executive staff in schools are not actively supporting increasing careers services. What strategies can careers associations use to encourage greater executive support in schools?

**Answer:** I have written about this quite a lot in a variety of places. My book [The Careers Leader Handbook](#) looks at this specifically with reference to schools and vocational colleges.