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# ImPrO-F European Comparison Report

## Career guidance system

### 1. Introduction

The significance of professional orientation and guidance in schools and vocational training institutions is getting more and more important. As it is about and for youth, about generation that represents our society not only today, but also in the future.

Based on the national reports from five different European countries (Germany, England, Austria, Spain and Lithuania) the country comparison report shall help to identify good practice, innovative and transferable ideas, similarities and differences of career guidance systems. It will overview the main aims of career guidance system, career guidance regulations, association and resource centres, existing measures, strengths and weaknesses. Moreover, this country report is designed to reveal the situation of professional orientation within school and VET systems analyzing their main aims, professional orientation curriculum, organization and methods, target groups, career guidance service providers, competency levels, good practice and innovative and transferable ideas. The last, but not least theme of the country report is professional orientation and the inclusion of adolescents at risk of social exclusion, where points on the national policy on career guidance for this target group, existing groups of adolescents at risk of social exclusion, career guidance service providers, special measures and strengths and weaknesses will be discussed.

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## **2. Overview of Career guidance system**

### **2.1 The main aims of career guidance system**

Professional orientation and guidance are to be understood in their comprehensive, socio-political significance. Preparation for and guidance on professional paths as part of a successful life have to be the main goal of our society. So it is very essential to look through the differences and similarities in the main aims of career guidance in different European countries.

The national career service in the UK provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice, supported by qualified career advisers. Whereas in Spain the main aim of career guidance system is to report on existing educational resources, career guidance, counseling on the various support programmes for a better educational integration and promotion of leisure and recreation activities, alternatives addressed to families, minors and the entire school population, and design of interventions and activities focused on preventing dropouts during compulsory schooling, and specific actions to achieve a better integration of students in ethnic, cultural or social disadvantage situation. In Germany career guidance aims at counseling young persons regarding their/according to their skills, interests, character sketch and personal talents. Austria does not have legal regulation for guidance and counselors but reference to career guidance has been made on a national level in 2006. The main aims of career counseling in Lithuania are to provide Lithuanian people with high quality information about education and employment opportunities and at the same time to provide all people with high quality career counseling service. In this country career guidance covers information, counseling and guidance services helping persons in different age categories to choose their own pursuits in the area of education, training and employment and to undertake an active role in the development of their own professional career.

### **2.2 Career guidance regulations**

A business and working world becoming ever more challenging and even international is changing much faster than the schools or vocational institutions, so it is very important that the regulations should be up to date talking about career guidance.

In the UK the National Careers Service, which was launched in April 2012 by the UK Government, brings together elements of previous publicly-funded careers services for adults and young people – Next Step and Connexions – and signals the start of a new chapter in information, advice and guidance. It

provides authoritative information on learning and work and expert professional advice on how to use it.

All National Careers Service providers in the UK must undergo a matrix Standard assessment and meet the matrix Standard by the end of March 2013. The matrix standard is the unique quality standard for organizations to assess and measure their advice and support services, which ultimately supports individuals in their choice of career. To achieve accreditation, organizations must undergo inspection and show that they meet requirements around leadership and management, resources, service delivery and continuous quality improvement.

In Germany the bigger part of career guidance is provided by the Employment Agencies. Furthermore there are commercial providers of career guidance and application training. Professionalism is not guaranteed by a legal minimum standard.

The system of VET in Germany is founded on a legal system with differing levels and specifications of regulations. Initial training in enterprises is regulated by a series of federal Laws and regulations. The most significant framework conditions are the free choice and practice of an occupation, as provided for in the Constitution. Of crucial importance for the organization of out-of-school vocational training is the Vocational Education and Training Act. Guidance and counseling provision in Germany is embedded both in the overall employment strategy as well as in the educational and lifelong learning strategy. Whereas there is a long tradition of guidance and counseling in German labour market policy as part of the legal responsibility of the Public Employment Service the issue of lifelong learning and lifelong and life wide guidance and counseling has only recently become a high level topic on the political agenda enhanced by European Lisbon strategy and its follow-up policy. Recent EU 2020 strategy endorsed the important role of information, advice and guidance services for the achievement of the EU 2020 and the E&T 2020 goals.

In Austria information and orientation for career, further education and VET in the 7<sup>th</sup> and 8<sup>th</sup> school year is compulsory. The career guidance in this country is highly differentiated.

In Spain the administration at NATIONAL level, through the Spanish Constitution of 1978, art. 27, gives the right to education for all; The Ministry of Education with the Bologna Declaration (1999) regulates the information for university and training centers education; and the Ministry of Employment -The Public State Employment System gives the necessary guidelines for the entire Spanish territory, delegating its competence in the Regions.

The information and professional orientation services of the public administrations (Educational and psychological orientation Teams) for non-university students provide information / orientation on the education system to students, families and teachers, aiming to achieve integral development and

their social integration. Regulation by Organic Law 2/2006, dated 3 May, on Education (LOE) states that the basic education consists of ten years of schooling (between 6 and 16 years) which is organized in primary and secondary obligatory education.

The Vocational training in the educational system regulated by Royal Decree 1538/2006, of December 15, includes a set of training courses organized in vocational modules of varying duration and adequate theoretical and practical content to the various professional fields, including one module of workplace training.

The National Institute of Qualifications (INCUAL) was created by Royal Decree 375/1999, of March 5. It is the technical instrument, with the criteria capacity and independence to achieve the objectives of the National System of Qualifications and Vocational Training. Its objectives are: To propose the necessary measures for regulation of the system of correspondences, validation and equivalence between the three subsystems of FP (regulated, occupational and continuous), including the work experience, and promoting relevant support to the social agents by the Public administrations, universities, chambers of commerce and training institutions.

There are currently 664 approved qualifications by the Ministers Council and published in the Official State Gazette.

The formation and development of the career guidance system in Lithuania is under the responsibility of two executive authority institutions of Republic of Lithuania – the Ministry of Education and Science and the Ministry of Social Security and Labour.

General vision of vocational counseling in Lithuania is: Cohesive and efficient system of vocational guidance in Lithuania – component of lifelong learning policy, contributing to country's economic and social development, stimulating individual progress of citizens.

Career counseling and guidance in Lithuania is regulated by: National programme of professional orientation in education system (2007); Education Act of Lithuanian Republic (1997); Vocational Guidance Strategy (2003); Lifelong Learning Strategy (2004) and Procedure schedule of professional training implementation (2012).

### **2.3 Association and Resource Centres (Institutes)**

In a growing measure, professional development consists of processes, changes and transitions, which in addition to core qualifications, demand alternating and supplementary competences in knowledge. Therefore the collaboration of many institutions is a matter of great importance while seeking the best results.

In the UK the National Careers Service, educational institutions, and local authorities, all play a role in providing access to information, advice and



guidance. Beyond that, the government believes there should be a flourishing commercial market in products and services that help people make career choices, driven by innovation and a desire to help people make the most of their lives.

Similar situation is in Germany, where the executive institution is Employment agency, then go profession Information Centres (BIZ – Berufsinformation-zentren) and private institutes.

The main institutions that provide information about career guidance in Austria are WIFI Institute of Economic development, BFI Vocational Training Institute and other subcontractors of the AMS the Austrian Public Employment Services.

In Spain the state has delegated competences in the Regional administrations and Municipalities. At regional education level there are compulsory public education centres, secondary schools, vocational training centres and occupational centres.

- *The Regional Centre of Innovation and Training "Las Acacias" (CRIF)* in the Region of Madrid has the purpose to support teachers and schools in training, development and dissemination of innovative material, exchange and evaluation of projects, and also support the professional training of non-profit organisations and trade unions in the educational area. The CRIF "Las Acacias" aims at design, management and delivery of teacher training, both of general and special/experimental character, which are directed to the teaching staff in pre-university education as recognized for this purpose by the current educational standards. The CRIF's functions include the development and evaluation of research and innovation projects identifying educational experiences considered as good practices and undertaking activities to promote their exchange and dissemination. It is responsible also, on exclusive basis, for the coordination and management of the online training which perform the training centres network.
- *Educational and Vocational Guidance Teams (EOEP)* are responsible for the educational guidance in the stages of childhood and primary education. They are involved also in schools of secondary education. They determine specific support needs that may require the students, for special educational needs, specific learning difficulties and high capacities. They perform a psychological intervention and educational guidance.
- *Educational technology platform* in the Region of Madrid ([www.educa.madrid.org](http://www.educa.madrid.org)) is consisting of virtual classroom and digital magazine. The Virtual Classroom of EducaMadrid is a Moodle platform, available to educational centres giving possibility to teachers and students to access an educational portal where they can develop their own resources and on-line materials. Moreover, the Virtual Classroom provides general didactic resources organized by educational levels.
- *Centres-companies of professional insertion* aim at achieving the people integration into the regular labour market, for which the contracting

company provides the workers with access to training and guidance through the established actions and measures.

- Centres of participation and integration of immigrants dependent on the GDI - Community of Madrid with two main objectives: Increase the integration and academic success of immigrant students involving their families in the process, and guide, redirect and provide non-formal training to the host population and the immigrants.

At local level there are centres for information, training and counselling provided by local development agents in town halls, doing complementary work to the services offered by the State and the Region; social-educational centres, schools of crafts workshops, training and job placement workshops, etc.

Career guidance service providers in Lithuania are:

- Career Information Points (CIP) – Career Information Points provide vocational information services: information on issues of career choices, training and employment opportunities in the country and abroad and the situation within the labour market and vocations. Career Information Points are set up at general education and training schools, youth centers, education centers, non-formal development institutions, etc. At present, the network of CIPs is in the process of expansion.

- Pedagogical-psychological services – perform psychological and pedagogical assessments of the child, advice parents and teachers on issues related to learning, behaviour, emotions and communication problems of learners with special needs or psychological difficulties, and provide recommendations on their further development. Psychologists of some pedagogical-psychological services also provide learners with the services of vocational information and counseling.

The services are provided to learners, their parents and teachers.

- Career planning centre under the Lithuanian Youth technical Creativity Palace – the purpose of this center is to establish the background and organize vocational information and career planning activities within education institutions. The center is in charge of coordinating the activities of career information points and providing them with any required information and methodological material. The center also provides services to vocational information specialists – it develops and implements qualification improvement programmes for them, holds seminars and training courses. The center also collects and provides information on various professions, training establishments, training and qualification improvement opportunities for vocational information specialists, counsels learners, their parents and teachers on issues of vocational choice and training specialization, arranges workshops on career planning and vocational information.

The services are available to learners in general education schools and their parents, teachers, vocational advisors, social pedagogues, school

psychologists, and to any other persons interested in vocational information and career planning.

- University career centers – are generally represented by university subdivisions functioning independently and dealing with existing and future students' career planning, vocational choices and employment. Career center provide counseling to future students of universities on issues of vocational choices, provide information to students and graduates as well as Lithuanian and foreign companies on professional career, career planning, and human resources management, practical training and the employment of young specialists, watch graduates' career development and counsel on the job search strategy and tactics. Some career centers are oriented more towards the development of students' career planning skills, the provision of information on possible job search methods and the arrangement of practical career planning and job search classes. Other centers, in addition to the abovementioned activities, also perform a role of students' employment mediators, i.e. they cooperate with employers, collect and provide information on job vacancies and, together with collaborating enterprises, organize careers fairs and tender collections for future employees.

- The Lithuanian Labour Market Training Authority – the priority customer groups for labour market training and counseling services of this organization are the unemployed and senior-grade learners at general education schools. The work is also expended in the field of working with groups having special labour market needs – existing and former convicts, disabled, soldiers, long-term unemployed, immigrants. The organization develops labour market integration, career planning, social adaptation and professional and personal growth programmes, adapts, standardizes and implements diagnostic methodologies.

The organization also provides online counseling services on all issues of concern with respect to vocational choices, self-determination, training, study specialization, career planning and job search. It is also possible to run tests on the website obtain and scrutinize their results and, should more comprehensive counseling is required, applies directly to the counselors of the territorial labour market training and counseling services.

- The Lithuanian Labour Exchange – this institution has 46 territorial branches, which provide services of vocational information and employment counseling and mediation to job seekers and refer them to the territorial labour market training and counseling services for psychological counseling. The Labour Exchange is expanding its network of open information centers. In order to provide territorial labour exchange vocational guidance services, there are 5 job center, 6 youth employment centers, 50 information and counseling centers and a vocational information center.

- *Private institutions* – Career guidance services can also be provided by private entities. At present, there are ~30 private counseling organizations, providing services in personnel selection and job search. Some of them also provide career guidance.

## 2.4 Existing measures in implementation of career guidance

Professional orientation and guidance can only be efficient if it is embedded in an educational environment that recognizes changes and reacts to the requirements for lives and career that young people have after finishing school. Consequently each organization that implements career guidance should think of most effective measures.

In the UK the government aims for the National Careers Service to have the capacity to:

- help 700,000 adults face-to-face each year;
- handle up to one million telephone enquiries each year;
- provide 20 million online website visits.

Alongside this, government reforms are introducing new opportunities, such as new schools, Academies, University Technical Colleges, National Skills Academies, as well as the reform of Further and Higher Education. Knowing what learning options are available – both academic and work-based – how they lead to different jobs, and what the job prospects are, is vital for making choices. Young people and adults need the right information and advice at the right time. The other measure that helps in the process of career guidance is website which provides access to: information about different careers and occupations; information about the job market, sourced from Sector Skills Councils, the national employer-led organizations responsible for the development of skills and qualifications in the workforce; information about courses; a range of tools to help people plan their next step and make choices including:

- a CV builder;
- skills health check tools so people can assess their own skills, interest and ambitions;
- a Lifelong Learning Account, to help people manage their learning and career plans;
- a form of webchat, known as Pro-Chat is a proactive webchat that has been set up so that advisers initiate a webchat with any customer using the CV builder, the Skills Health Check tools, the Action plan or the Lifelong Learning Account if the customer has been on that page for a while;
- booking a free call back up to seven days in advance at a time to suit the customer;
- forums to ask a question or read other people's questions;
- email an adviser to get careers advice or provide feedback.



Careers advisers provide tailored information and advice on getting into learning and work using web-chat or over the phone. They tailor their service to the individual's needs. Advisers help people to:

- understand the job market;
- Find out about jobs and careers and what qualifications and skills they require;
- Look at the skills they already have and how to improve them;
- Develop their CV and improve their interview skills;
- Find learning or training course;
- Find out about volunteering opportunities to help develop work skills;
- Find out how to pay for learning.

The service is also available over the telephone through bi-lingual advisers. Face-to-face careers advice for adults aged 19 or over is available in a wide range of locations in towns, cities, and rural communities.

A Lifelong Learning Account, which is now available to anyone aged 16 or over, provides you with an online space to keep important information, such as CVs and job searches, safe and to hand.

The National Careers Service is a service of the Skills Funding Agency on behalf of the Department for Business, Innovation and Skills (BIS).

In Germany free coaching and counseling is available for everybody looking for career guidance by the employment agencies (and private institutes in public order).

The main methods of career guidance according to the profile of career guidance counselor: diagnostic methods; provide information in a way suitable to the client; sense and include social and cultural environment of the client; methods of evaluating; competence assessment.

In Austria practice-oriented educational objectives, contents and methods as well as their regular updating (adaptation) constitute one characteristic of the Austrian VET sector. This is achieved by continually adapting curricula and educational objectives. The basis for the further development, updating and adaptation of existing VET programmes are the instruments and processes for identifying future qualification requirements.

In Spain the Initial Professional Qualification Programmes are directed to students over sixteen years old who have not obtained the title of secondary education. They aim at training the students in specific skills for level 1 qualification, which will entitle the issuing of professionalism certificate, promoting social and professional integration and acquirement of basic skills to continue studies in different areas.

Educational compensation activities are developed in Primary and Secondary Obligatory School, falling within the Diversity Attention Programmes.

There is special WEB site: [madrid.org](http://madrid.org), where could be obtained information for all training and employment issues of the public administration and carried out procedures via internet

Briefings to students who finish the obligatory educational system are organized by the public employment offices whose content deals with the situation of youth in the labour market, the vocational training programmes, actions to improve their employability, special contract measures directed to this group and general information on careers suitable to their profile. They receive guidance for obtaining professional certificate and labour contract under the dual training. Information is provided through the services for job seekers offered at the Job Portal and network of employment offices and also through the services of the EURES European Job Mobility network: guidance for active job search by the guidelines for the preparation of CV, vocational training to get speciality and no labour practices in companies programme as a means of improving their employability, the employment measures aimed at young people under thirty years old to promote self-employment and entrepreneurship.

Lithuania also has many measures for career guidance. The Ministry of Education and Science is in the developing stage of integrating new PLOTEUS portal to AIKOS (Atviro informavimo, konsultavimo ir orientavimo sistema – Open Information, Consultation and Orientation System) guidance system, which makes data on education, statistics and labour registers available to a wide range of customers and offers relevant information to career guidance services providers. The data is displayed as a result of a search query or referring to the links to other related information sources (<http://www.aikos.smm.lt>). The other measure is called Career Planning Steps. It is an online tool designed by Euroguidance ([www.euroguidance.lt/](http://www.euroguidance.lt/)). This tool is very popular among teenagers as it gives clear theoretical idea on future career path. It is also used by career counselors during the group vocational counseling session with IT. Career guidance system in Lithuania provides many online different tests for assessment of personal communicational - organizational skills (<http://www.euroguidance>), personal needs (<http://www.euroguidance.lt/profesijosvadovas/gui/testas3.htm>), questionnaire of interests and skills ([www.profesijupasaulis.lt](http://www.profesijupasaulis.lt)), online exercises for choosing a career ([www.profesijupasaulis.lt](http://www.profesijupasaulis.lt)). Guide for vocation – is an online product that also has a printed version. This product is provided to each Lithuanian school by authorities and shows a system of different professions, and their families in Lithuania.

Different online systems that provide information on filling CV (curriculum vitae) forms are

<http://www.europass.lt/en> and <http://www.cvonline.lt/>.

## 2.5 Strengths and weaknesses of career guidance

Naturally the transition from school to working life affects at least two systems of society, schools and the working world. They are joined by all those social players and institutions, linked to both systems and the



processes of transition. Though, it is not surprising that each country's career guidance has its strengths and weaknesses.

In the UK between April and September 2012, the National Careers Service has carried out over 560,000 face-to-face sessions with customers; held 48,000 communication activities with young people; advisers got 68,000 calls from adults over the phone and the website received 2.4 million website visits. As a result of contacting the National Careers Service 83% of all customers are satisfied with the service, 75% of all customers went into learning and/or work, 74% of face-to-face customers went into learning and/or work, 81% of phone customers went into learning and/or work, over 125,000 Lifelong Learning Accounts created.

The only weakness that is indicated by the UK is the budget cuts and employment shortages.

The most significant strengths of career guidance in Germany are: free career guidance for everybody (also for questions concerning financial aid) provided by the employment agency and other institutes in public order; free possibility for own research and guidance at the profession information centres and also special website appealing young people.

Weaknesses concerning career guidance in Germany are: the doubts if the offers reach the target group, especially adolescents at risk of social exclusion and the other problem is that guidance qualification of counsellors at employment agency is judged in variable ways.

Career guidance system has many strengths in Austria: cooperation with companies and institutions; professional approach in several schools; positive alignment of the people concerned; tight cooperation between the actors, above all on a regional level; social partners play an active role; three level concept in schools ("occupational orientation education, career guidance, school psychology"); occupational orientation education is obligatory; targets and direction of impact are generally good, but efforts to implement changes could be stronger.

However there are some weaknesses of career guidance system in Austria. One of them is depending on the individual teacher. Also, in this country, some decisions for the professional way have to be made after the 4<sup>th</sup> school year at the age of 10. Moreover, there is not enough time per pupil, therefore only few pupils can be given individual advice. The integrative model of occupational orientation education usually does not work well due to a lack of teacher training and coordination. There is only little room for practical trainings or internships. The education of occupational orientation teachers is too unequal and too short. It should be enlarged and standardized. Career counseling for the third sector is done only randomly and basically consists in passing on information. Unfortunately information material is often focusing the producers instead of the consumers. There are no regulations for career guidance counsellors in adult education and there is a lack of quality criteria

for counsellors. Generally the quality management and development seems insufficient. Networking of the various players and institutions seem to work well only on a regional level, but on the contrary the networking on the national level seems weak.

Strengths indicated by Spain are the compulsory education up to age of 16, the free education and guidance for all pupils and the easy access to educational resources through the framework and specific programmes for vulnerable groups (immigrants). On the other hand, the biggest weakness the same as in the UK is the budget cutting in 2013 (limiting scholarships) and therefore decrease of human and technical resources. Also is noted that the guidance and educational and vocational monitoring are not equally applicable in all Spanish Regions and schools; the CVET is voluntary, so there are teachers who are not recycled into new knowledge, skills and techniques.

Career guidance strengths in Lithuania are career information points (CIP) net and AIKOS system in basic and vocational schools, career centres and universities. Moreover, the importance of professional orientation is emphasized not only in EU but also in Lithuanian law acts and strategic documents. What is more, there are possibilities of using EU structural support for professional orientation system and service development in Lithuania. Examples of good practice in education and labour institutions of various levels show that career guidance is successfully implemented in Lithuania. However, there are some weak points, as different interpretation and implementation of professional orientation and career guidance, insufficient administrative mechanisms of professional orientation, differences of attitude towards career and its development, drawbacks of professional orientation system and insufficient collaboration, activity coordination among responsible institutions and service providers.

### **3. Professional orientation within School and VET systems**

#### **3.1 Comparison of school system**

Initial education periods nowadays are becoming longer and longer consequently entry into working life happens later. This would mean that effective professional guidance must occur earlier. This awareness primarily affects schools.

Under new government reforms in the UK, careers service has been taken away from local authorities and handed to schools. Access to information and guidance about the options that are open to them – and the progression

routes to which those options lead – is an important factor in ensuring young people are able to make the most of the opportunities that are available post – 16. This goes hand-in-hand with a focus on raising aspirations, broadening horizons and increasing social mobility, to the benefit both of individual young people, and of the economy and society in general. In fulfilling their new duty, schools should secure access to independent face-to-face careers guidance where it is the most suitable support for young people to make successful transitions, particularly children from disadvantaged backgrounds or those who have special educational needs, learning difficulties or disabilities.

Schools are required to secure access to independent careers guidance for pupils in years 9 -11 (ages 13 – 16). Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. Careers guidance must also include information on all options available in respect of 16 – 18 education or training, including apprenticeships and other work-based education and training options.

The National Careers Service website has real life stories made up of first-hand accounts of some of the people who have been helped in their working lives by high quality, independent careers advice.

In Germany the social purpose of school is written down in the Schulgesetz (School law) of the particular federal state and consists of the development of the pupils to mature and responsible persons. School shall specifically impart knowledge, skills and values. Planning of life and vocational orientation are interdisciplinary part of the curricula of secondary modern school. In secondary and intermediate school pupils do work placement(s) for several days and in Grammar school (“gymnasium”) there is more theoretical information about professional orientation and applications.

German children enter (free) compulsory full-time schooling aged 6. This period lasts 9 to 10 years. On completion, young people who do not attend any full-time school are required to attend part-time (vocational) school for 3 years. After 4 years of primary school pupils move into different educational branches either: secondary general school, intermediate school or grammar school. Often these different pathways merge through the dual system. With the graduation of the Grammar school you can study at all kind of universities.

Since 2001 every year in April technical enterprises, enterprises with technical departments and technical training facilities, universities, and research centres are invited to organize an open day for girls. Girls’ Day – ‘Future Prospects for Girls’ initiated a large campaign in which a wide range of professions and activities is presented to girls of 100 years upwards. It is the biggest project for professional orientation for girls.

Another innovation that exists in Germany is ‘Education Pilot’. It is a part of a special initiative of Federal Ministry of Education and Research. Persons

support pupils with special needs to successfully reach graduation and find their way into professional world. They assist pupils in getting to know professions by e.g. organizing job placements.

One more successfully applied innovation is 'Job Planet' – a website of the Employment Agency especially made for young people in suitable design with a lot of offers and information, e.g. concerning jobs, application, apprenticeship, also for disabled adolescents.

As in Germany in Austria compulsory schooling starts at the age of six and lasts for nine years. For every child, it starts at primary level with 4 year primary school. This school type is a comprehensive school which provides general education and is completed with the primary school certificate. At the age of ten, when children transfer to lower secondary level, the first differentiation into three school types takes place: pupils can change to lower secondary school, new secondary school or the lower cycle of academic secondary school.

The acquisition of vocational skills, competences and qualifications, as well as a wellfounded general education, is at the centre of VET programmes at BMHSs. In this way, graduates can enter working life directly or opt for a wide range of CET and higher qualification programmes. To be admitted to a BMHS it is necessary to furnish proof of successful completion of the eighth school year. Here, in accordance with their abilities and interests, pupils can select from among a variety of specialist areas and training focuses.

At VET schools students acquire VET qualifications entitling them to immediately exercise relevant occupations and giving them access to specific regulated professional activities. Depending on its specialist focus, VET school lasts between one and four years and is completed with a final exam. Action – oriented teaching is a key basic principle at VET schools: the work in workshops, laboratories, kitchens, practice firms, etc. and mandatory work placements in business constitute part of training.

The objectives and content of education and training are laid down in framework curricula. They are regulated by the Federal Ministry for Education, Arts and Culture.

Cooperation with the Schools and the Federation of industry and Chamber of commerce successfully implement trainee programs by companies and mentoring programmes for qualified Migrants.

In Spain the main aims of schooling system is to achieve personalized and comprehensive information and ensure access to educational resources of the population in general. There is Orientation and adaptation curriculum course in school and Educational Vocational Guidance Teams provide information to the student, the family and the teachers. In the career guidance are involved kindergartens, primary education centers and Institutes of secondary and high school education, third sector entities. Innovative and transferable ideas are the Linked Classrooms, the Reinforcement and school support

instructor and the PROA Plan of reinforcement and school support with accompaniment, opened classrooms.

The main aims of career guidance in Lithuanian comprehensive school are to encourage students to know their own personal qualities, interests, abilities, skills and their connection with career; to develop understanding of job possibilities, labour world and variety and shift of professions; to raise a positive attitude towards job (career); to encourage linking the abilities with learning results competences and abilities and interests with career choice; and to develop the ability of raising aims of life and career and make career decisions. Career guidance services for students in Lithuania include career guidance (underlying service), career consulting and career conveyance (together with professional busyness) services and measures for career assessment and job seeking which is permanent and continuous process regarding student.

Schools implementing students' career guidance, implement career guidance programme which is confirmed by Minister of Education and Science, follow basic education plans, career guidance implementation procedure schedule and other documents which are also confirmed by Minister of Education and Science.

Planning implementation of career guidance programme school finds out the demand of schools community regarding career service provision and sets underlying aspects, wanted results and ways of implementation of career competence guidance in the education plan. In order to secure implementation of career guidance programme, as a whole, career counsellors and career consultants together with school's community (especially teachers of economics, psychology, ethics, technologies and other) coordinate the implementation of this programme.

The main career guidance providers in Lithuania are: Career Information Points; The Municipal Pedagogical-psychological Services; Career Centres and Career Planning Unit under the Lithuanian Youth Information and Technical Creativity Centre.

Students' career competences are developed in these areas:

- Self-knowledge;
- Career possibilities knowledge;
- Career planning;
- Career realization.

There are these career competence education levels in Lithuania:

- the first level – acquisition of primary knowledge, understanding and abilities, formation of attitudes; (primary education programme for students of 1-4 forms)
- the second level – acquisition of basic knowledge, understanding and abilities, formation of attitudes (I part of basic education programme for the students of 5–8 forms);

- the third level – acquisition of specific knowledge, understanding and abilities, fixing the attitudes (II part of basic education programme for the students of 9-10 forms);
- the fourth level – development and perfection of gained knowledge, understanding and abilities, fixing the attitudes (comprehensive education programme for students of 11–12 forms).

One more strong point of career guidance in Lithuania is that it takes several directions, such as activities of Career Information Points, provision of information to pupils during extra curricula lessons and various tests for analyzing inclination and purposefulness. Innovative and transferable ideas that are applied in Lithuania and could also be used in other countries are Career Days, Fairs of Specialties, Excursions of professional busyness and integrated lessons.

### 3.2 Comparison of VET system

It has been proven that being led quite early to the working world, having insight in real professional situations and combining forms of education with vocational institutions and businesses fundamentally have a positive effect, when these orientation measures are embedded well in vocational education system.

The introduction of Study Programmes in the UK represents a radical change to the way education and training is provided for young people aged 16-19 years. It builds on excellence in the way some vocational education is already provided and represents a further and significant contribution to this Government's commitment to raise educational attainment and achievement.

Schools, colleges and other providers are expected to introduce Study programmes from September 2013 and to begin their planning from September 2012. From September 2013 this will mean that:

- All 16 – 19 – year –olds will be offered high quality study programmes aimed at giving them the best opportunity to move into higher education or secure skilled employment.
- All students who are able will take either A levels, or a substantial qualification recognized by employers as being of real benefit to them in securing work or a university place.
- Where appropriate, students will also take part in work experience.
- Students who do not have a GCSE in English and maths at 16 will continue to study these subjects after 16.
- Students who are not able to study a qualification will take a programme of work experience focusing on developing their employability skills, along with work to develop numeracy, literacy and other core educational skills.



In the UK schools have a responsibility to act impartially and recognize where it may be in the best interest of some pupils to pursue their education in a further education college or a university technical college, for example. This may include A levels, apprenticeships and vocational options. This will require schools to establish and maintain links with local post-16 education and training providers, including further education colleges and work –based education and training providers, to ensure that young people are aware of the full range of academic and vocational options.

Schools are also encouraged to arrange visits for 14 – 16 year olds to local colleges, work-based education and training providers and universities and, where appropriate, to supplement these with local college and work-based education and training provider prospectuses being made available to pupils to assist informed decision making.

A public consultation on Study Programmes for 16 – 19-years-olds was completed on 4 January 2012 in the UK. A similar consultation was held on reforms to the 16 – 19 funding formula, which were needed to allow these changes to be implemented. The majority of respondents to the consultation welcomed the proposals and agreed with the principles presented and in particular, the emphasis on allowing schools, colleges and other training providers flexibility to tailor programmes to meet the needs of students. However the difficulties in implementing these changes with current funding and performance measures were acknowledged by a number of the respondents.

The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for pupils in years 9-11 (ages 13-16). Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.

Publishing the UK Government's new vision for young people and youth services, Positive for Youth, the Minister called on every local authority to get young people involved in local decision-making.

The Government also wants local authorities to build stronger partnerships with voluntary organizations and local businesses to develop opportunities for young people in their local communities. Many businesses, such as Starbucks, O2 and the Co-operative are leading the way with innovative projects that are inspiring young people.

Positive for Youth brings together everything the Government is doing to support young people. It has been produced with youth professionals and young people themselves.

To build a society that is more Positive for Youth, the UK Government is:



- Providing £320,000 to Business in the Community to build links between businesses and young people in their local areas.
- Giving young people the chance to 'youth proof' government policy. A new national scrutiny group and youth select committee will monitor and advise on government policy.
- Calling on all local authorities to give young people a voice in local decision-making. Local authorities should introduce programmes like youth mayors or youth inspectors to give youngsters a say. This could include: auditing local services such as youth clubs and leisure services to make them more youth-friendly.
- Establishing four new Youth Innovation Zones to develop new, creative approaches to youth services across the country.
- Publishing revised statutory guidance for consultation in the New Year on local authorities' duty to secure activities and services for young people.

Vocational Education and Training act in Germany states that vocational training has to impart the professional skills, knowledge and abilities necessary for the practice of a qualified occupational activity in a changing working world in an ordered training. Furthermore it has to make the acquisition of the required professional experiences possible.

The aim of training in the dual system of Germany is to provide, in a well-ordered training programme, broad-based basic vocational training and the qualifications and competences required to practice an occupation as a skilled worker. The system is described as dual because training is conducted in two places of learning: companies and vocational schools. It normally lasts three years. The trainees are in the average between 16 and 18 years old at the beginning of the education and training. Compulsory full-time education must have been completed by the time of commencing vocational training. Training takes place on the basis of a private-law vocational training contract between a training enterprise and a young person. The apprentice is trained in an enterprise for three to four days a week and in the vocational school for up to two days a week. The professional competences in occupations to be acquired in in-company training are specified in a training regulation and included by the training enterprise in an individual training plan. For the teaching in the vocational school, a framework curriculum, harmonized with the training regulations, is drawn up for every recognized training occupation. The higher education sector comprises various types of institutions of higher education and, to a limited extent, some federal states have vocational academies or universities offering courses leading to vocational qualifications for those who have completed upper secondary education with at least a qualification entitling them to attend a university of applied sciences.

For people with learning difficulties or social disadvantages who would find it difficult to participate in a recognized training occupation or equivalent vocational training, there is the option of prevocational training. In addition, the Federal Employment Agency provides prevocational training measures. The target group for these measures includes young people and young adults who have not undergone initial vocational training, are not yet 25, and have completed their compulsory general education. One more measure is assistance attending apprenticeship which encourages young persons who need special assistance during their apprenticeship with socio-pedagogical support (coaching, counseling, remedial teaching, private lessons).

In Austria, as well as in other countries, the final year of compulsory schooling corresponds to the first year of the upper secondary level. At this point, the school system's differentiation increases. As well as the four-year upper cycle of academic secondary school and the one-year prevocational school, there is a choice between the following VET pathways at this point, which lead to different qualification levels: VET schools, VET colleges, Schools for general healthcare and nursing and Dual VET. This diversity of pathways reveals the special importance of VET in Austria. Another indication of this is the high attractiveness of VET, which manifests itself in high participant figures. Some 80% of young people in the tenth grade attend a VET pathway. Some 40% complete an apprenticeship, the remainder opt for one of the available VET schools and colleges.

At the end of compulsory schooling, some 40% of young people take up dual training in one of the approximately 206 legally recognized apprenticeships. Their apprenticeship diploma represents a full professional qualification. Depending on the occupation, training lasts between two and four years. Traditionally, this form of VET is firmly established in particular in the crafts, trades and services, where around half of all apprentices are trained. Apprenticeship training as it is in Germany takes place at two places of learning: in the training company and at part-time vocational school. Company-based training, for which the Federal Ministry of Economy, Family and Youth is responsible, comprises about 80% of the apprenticeship time. For every apprenticeship occupation, there exists a training regulation, which is valid across Austria and includes the in-company curriculum or job profile. In-company training is largely funded by the companies themselves. Young people receive apprenticeship remuneration from their employer.

The main aim of VET system in Spain is to promote technical information and acquisition of personal/professional skills and possibilities for youth employability. The career guidance curriculum involves orientation in VET professionals' workshops and performances of educational compensation and Initial Vocational Training Programmes.



Vocational training is provided by vocational training centers, occupational centers, Centers-companies of professional insertion, Initial Professional Qualification Programmes in Secondary Schools, Vocational Training at medium and high level in Secondary Schools, Integrated Vocational Training Centers: vocational modules of medium and high level and other forms of continuous and vocational training directed to employed and unemployed workers leading to the award of diplomas and professional certificates included in the National Catalogue of Qualifications, local entities: social-educational centers, schools, workshops and craft centers, training and job placement workshops and third sector entities. The main target groups are young people of age 16 – 21 years old. Career guidance service providers are vocational guidance technical teams, local development agents, Public Employment Service, Guidance teams in public secondary schools and Integrated Vocational Training Centers.

As innovative and transferable ideas applied in Spain could be highlighted:

- The First Job Activation Forum taking place for first time in 2013. It is directed to young people seeking for their first job. They may be new graduates or other groups who are suffering from particularly intense unemployment.
- Your first EURES Job: This is an initiative funded by the European Commission for 18-30 years old (occupations as nurses and engineers up to 40 years).
- "The job of my life: This initiative comes from the German Employment Service and is aimed at the realization of dual training in Germany. It is addressing unemployed youth aged 18 to 35 who lack training title and has finished the mandatory minimum education.
- The Entrepreneurship initiative at the University, launched in 2013, which replaced the initiative "entrepreneurial campus" carried out until 2011. Through a partnership with the School of Industrial Organization, will be realized four editions, of four weeks each one with students of last Degree year at the Madrid's public universities. The aim of this initiative is to promote entrepreneurship spirit and give first tools to the students for development of business plans.
- Formative stays in Companies for VET Teachers: scientific and technological update of teachers acquired directly at the Company getting closer the skill needs of employers to the school. They are organized in the Community of Madrid since 2011 with very good results.

In Lithuania the main aims of VET institutions implementing career guidance are to encourage students to know their own personal qualities, interests, abilities, competences and their connection with career; to develop understanding about working life and career; to deepen the ability to analyze the situation of labour market and future tendencies; to raise positive attitude towards studying and job (career); to form and develop placement skills and

to secure continuation of career competence development considering student's experience gained during formal or informal education and self-education.

Career guidance services at Lithuanian vocational training schools are not well developed yet. Career guidance at the majority of schools implies presentation or promotion of their curricula, learning conditions, and perspectives of the future job according to the relevant qualification and demand in the country. In 2008, Career Information Points have been established and the career advisers trained for the nearly 40 vocational training schools.

Vocational training organizations, implementing students' career guidance, implement career guidance programme which is confirmed by Minister of Education and Science and they follow basic education plans and/or basic vocational training plans. Forms of career competence education and implementation are coordinated by community of vocational training institutions and social partners. Using the possibilities of study process flexibility, career guidance in Lithuania is recommended to integrate into basic study programmes of economics and business and into professional training.

Integration of career guidance should be more intensive into the subjects which are directly related to career competence education, also the subjects which require much studying time.

In Lithuania VET institutions have these career competence education levels:

- the third level – acquisition of specific knowledge, understanding and abilities, fixing the attitudes – vocational education programme for people who do not have basic education;
- the fourth level – development and perfection of gained knowledge, understanding and abilities, fixing the attitudes – vocational education programme for those who just want to get qualification; vocational education programme for people who have basic education and want to get qualification and secondary education; vocational education programme for people who already have secondary education and adults who want to get or develop their professional qualification.

#### **4. Professional orientation and the inclusion of adolescents at risk of social exclusion**

Basically professional orientation and guidance needs to be the same for everyone yet there are target groups for which special offers need to be developed.

In the UK national policy on career guidance for adolescents at risk of social exclusion is declared in the Education Act 2011. It states that pupils should receive independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances. For those with learning difficulties and/or disabilities, this advice should also include information on the full range of specialist provision that is available. Schools should work closely with local authorities who have an important role to play, in particular through the provision of SEN support services and section 139A assessments.

In Germany the Federal Ministry of Education and Research is in charge of national policy on career guidance for adolescents at risk of social exclusion. Moreover there are different programmes to assist the transition from schooling to work life.

Austrian government finances programmes for the people of group of social exclusion and subcontractors offer special programs to the adolescents at risk.

In Spain the national policy on career guidance for adolescents at risk of social exclusion is guided by:

- The II Strategic Plan for Citizenship and Integration, which affects all areas (including education and training) 2011 – 2014.
- National Action Plan for Social Inclusion in regard to adolescents and career guidance focusing on the fight against poverty and social exclusion, promoting education and training for employment of all citizens, taking into account the diversity of people and foreigners; training of unemployed workers; promotion of the professional certificates and qualifications; promotion of self-employment, and individual programmes of integrated labor employment itineraries. In addition to the fight against all types of discrimination is the combating absenteeism from school and early drop (Programme PROA); support for the integration of foreigners with special programmes as well as creating a forum for social integration at national and regional levels.
- Integration Plan 2009-2012 of the Community of Madrid where are collected all measures performed at regional level to achieve full integration of the population living in the region.

The Lithuanian Ministry of Social Security and Labour establishes the procedure for implementing career guidance in the labour market system, i.e. it coordinates provision of career guidance services to the job seekers, employees, individuals with special needs, individuals who do not study and are unemployed, and others. It is considered that all these individuals should have a possibility to receive services that would help them to choose a suitable job, profession; to change their qualification; to develop, assess and, if necessary, to adjust their vocational career plan; and to solve other issues of career guidance, in various structures of the labour market.

The purpose of professional orientation is the search of placement possibilities encouraging those persons to decide and start studies; to raise or change qualification; actively and independently look for a job according to the specific action plan; to be employed; to look for support and solve their own psychological and social problems, that do not let enter into societies or professional activities and participate there.

The UK has an expression of NEET, which means young people who are not in education, employment or training. Migrants, adolescents from deprived families, resettler and disabled adolescents are the existing groups of adolescents at risk of social exclusion in Germany. Austria highlights the rising poverty in families, migration, gender and handicapped people when talking about groups of social exclusion. Spain defines dropout students and immigrants as adolescents at risk. While in Lithuania Professional orientation services are for all the people in the country irrespective of their occupation, age, disability, sex, race, religious beliefs, ethnic origin and sexual orientation that means also for people of social exclusion group. Teenage groups in the risk of social exclusion:

- Older than 14 year old children being in the risk group of social exclusion and (or) left without parents;
- People who left schools early;
- Present and former pupils of foster homes and special boarding-schools (14–29 years old);
- Disabled.

In the UK local authorities are expected to their duty to encourage, enable or assist young people's participation in education or training. They are required to assist the most vulnerable young people and those at risk of disengaging with education or work. Local authorities are also expected to have arrangements in place to ensure that 16 and 17 year olds have received an offer of a suitable place in post -16 education or training, and that they are assisted to take up a place. This is increasingly important as the participation age is raised.

To enable local authorities to fulfill these duties, they will continue to track all young people's participation through the local Client Caseload Information System (CCIS) in order to identify those who are at risk of not participating post-16, or are in need of targeted support. Schools should work with local authorities to support them in recording young people's post-16 plans and the offers they receive along with their current circumstances and activities.

In Germany career guidance service providers for adolescents at risk of social exclusion are public institutions, such as Employment Agency and private organizations in public order. Meanwhile in Austria this is implemented by Vocational Training Institute Bfi, VHS and other small institutions focusing on migration, gender or handicap. Spain also has many institutions responsible for this matter: Career Guidance Educational Teams in schools and VET centers, linked classrooms, Reinforcement and school support instructors, opened

classrooms; Public Employment Service, Centers-companies of social labour insertion; Public or private universities; Unions, NGOs, foundations or associations of the third sector; Private guidance companies and local development agents offering information and territorial advice.

The General Directorate of Immigration - Community of Madrid is coordinating Centers of participation and integration of immigrants (15 Centers) providing information and training through educational and employment guidance services. Meanwhile in Lithuania quite often these services are included into the package of wider services, i.e. psychosocial rehabilitation, vocational rehabilitation, vocational training or placement through the mediator.

The UK has many special programmes and measures for adolescents at risk of social exclusion. The Department, through the Young People's Learning Agency, is making funding available for a record number of places in education and training in 2011/12 so that more young people have the opportunity to participate and to get the skills and qualifications that will help them to make a success of their lives. The formula used to allocate funding recognizes the costs of recruiting disadvantaged learners.

The Department also provides funding for services through the new Early Intervention Grant. This enables local authorities to deliver a range of activities, including their statutory duty to encourage, enable and assist young people to participate in education or training, support for vulnerable young people, and early intervention with those at risk of disengagement. The grant will also support transitional arrangements to ensure that young people have access to impartial careers guidance in advance of the all-age careers service being fully operational.

The Department has piloted two initiatives, Activity Agreements and Entry to Learning, to test different approaches to re-engaging young people who are NEET. Both pilots have been thoroughly evaluated and the findings can be found on the DfE Research and Statistics Gateway.

One of the priorities of the European Social Fund (ESF) is to support projects for young people who are NEET. A range of activities, funded through ESF, are now available and local authorities should have details of projects in their area.

Young people, or their parents, who have questions about what is on offer in their area can speak to their local authority Children's Services to discuss options. The Connexions Direct website is also a helpful source of information.

At national level, the Department for Education works closely with the Department for Work and Pensions (DWP) and the Department for Business, Innovation and Skills (BIS). BIS has a key role in raising skills levels and reducing the proportion of 18-to 24-year-olds who are NEET, while DWP leads on support to help unemployed 18-to 24-year-olds get back into work.

Germany implements "Perspektive Berufsabschluss" – Perspective Vocational Qualification programme of the Federal Ministry of Education and Research





which aims at reducing the number of adolescents without graduation. At the moment there are 97 different projects with two different foci of support: Regional Change Management – to assist young people facing the transition from schooling to work life (55 locations) and Graduation geared modular further qualification – aims to assist young persons without graduation (employed and unemployed) to get a training qualification (42 projects).

Another measure is National Plan for Integration of the Federal Government enhanced to National Action Plan Integration (2011). According to this programme, education, vocational training and continuing education are critical prerequisites for career success. The following goals have been agreed for this:

- Optimise underlying conditions for equal opportunities for participation and access to education, vocational training and general continuing education;
- Arrange transitions in the education, vocational training and continuing education system and ensure access; increase permeability of the education system;
- Intensify individual advancement; recognize and pro-mote the potential of children, youth and (young) adults with immigrant backgrounds;
- Continue quality assurance and development of media coverage of education in Germany.

The bigger part of these supporting measures is not only intended for young migrants but for all young persons with special need for support.

In Austria special programs like MELDA and others, financed by the AMS, try to close the gap of the drop out rate for adolescents ending school too early and not going into a VET college or school. One of the main points of the program is to work also with the parents and build up confidence, that especially girls can follow further programs to get into the Jobmarket.

Spain also has several special programmes and measures for adolescents at risk:

- Programmes on Prevention and control of absenteeism from school, after school programmes
- Initial professional training programme, orientation, training and labour insertion workshops and courses on technical capacity in personal and professional skills and social insertion techniques
- Educational compensation Performances and Initial Vocational Training Programmes
- Regional Centre of Innovation and Training "Las Acacias" (CRIF)
- Educational and Vocational Guidance Teams (EOEP)
- Educational technology platform in the CM ([www.educa.madrid.org](http://www.educa.madrid.org)), virtual classroom and digital magazine
- Linked Classrooms Programme (138 classrooms with 1656 participants in 2010-2011)

- Itinerant Support Service to foreign students (SAI)
- Translators and Interpreters Service (SETI)
- Specific single groups (1 and 2 level of secondary school)
- Educational compensation classrooms
- Diversity Attention Programme to students, where students are being evaluated by psycho-educational counseling team
- Curriculum Differentiation Programme for students with special needs
- Reinforcement and educational support measures
- Initial Vocational Qualification Programme (PCPI), alternative of the mandatory education
- Educational Compensation Programme (through call for grants to non-profit associations)
- PROA Plan for reinforcement, guidance and support. They are accompanying measures
- Support school units in hospital institutions
- House Educational Support Service (SAED)
- External compensation Performances
- Opened classrooms
- Programmes on prevention and control of absenteeism from school
- 4th (last year) of secondary school + company
- Job Training in working centers (FCT)
- Implementation of teachings LOE: national catalogue of professional qualifications. In 2010-2011 were introduced 5 new Vocational Trainings cycles
- European techniques Classrooms. Since 2007, when were made agreements between Coeducation and Chamber of Commerce, is offered professional language training to the students in the CM
- Adult education, classroom or at a distance
- Collaboration Programme of local corporations.

In Lithuania the means of active labour market politics are as follows:

- Subsidizing placement - here persons who are up to age of 29 are able to participate, despite the group of social risk or exclusion they are classified to; disabled people, people released from the custodial places, single mothers or fathers who nurture children up to age of 8, long-time jobless people and people of social risk can also participate;
- Support of gaining vocational skills – here all the people belonging to the groups of social risk or social exclusion can participate if they have just gained the profession but still haven't got any experience, and because of that they can be ignored by the employers; also here are able to participate long-time jobless people, that have a profession, but haven't worked in that sphere and have lost vocational skills.

Strengths of professional orientation and the inclusion of adolescents at risk of social exclusion stated by the UK are that all schools have to provide relevant information about pupils to local authority support services and from 2013 schools will be under a duty to notify local authorities whenever a 16 or 17 year old leaves education. Germany as strengths defines a lot of different offers and possibilities, also low threshold and at no charge. Austria's strong part is programmes which accompanier the adolescents to and into the workplace and programmes which build up confidence that parents also support the young people to start a VET. The main strengths indicated by Spain are the free education from 6 to 16 years, the 15 CEPI – centres of participation and integration of immigrants in the Madrid region, the diversity of services and educational and leisure resources, educational/professional support programmes. Strong point of Lithuania is individual consultations in employment exchange agencies and different methods used there.

Whereas weaknesses of the system in the UK as in many other countries are funding and budget cuts, bureaucracy, lack of communication between different agencies that young people are involved. Also there are too many targets that are impossible to achieve, especially by those that are most in need. Services need to be bespoke rather than on-size-fits-all and only surface level or distractionary or too short term. In addition to the budget cuttings and administrative bureaucracy, Spain indicates as weaknesses the expensive school books and materials for compulsory education and not enough scholarships. In Germany one of the weaknesses is that there should be more efforts to reach target group. Also there are some doubts about the different quality of career guidance and qualification of career counsellors. This was as well mentioned by Lithuania.

## 5. Findings

1. The basic tasks and aims of professional guidance are represented in many European countries in nearly the same way, although under quite different conditions. Therefore, it is very difficult to make any generalizations on the strategies as there are numerous differences among European countries in the concepts.
2. Countries which due to their education traditions differentiate at a quite early stage in the education process face quite different questions of guidance than those which have later integration of professional guidance. That is why it is very important to be aware of different characteristics and come to terms with them, drawing conclusions and deducing strategies that meet not only to the European obligations but also those conditions on a national and regional level.
3. In all European countries profession guidance should meet up-to-date requirements of job market. A process leading from one system to the next system should be able to be set up all the more effectively, the better the information, communication, and cooperation between the functions of the systems.
4. Special attention should be paid on development of VET system as in most countries it is oriented on an occupational concept but too little on competence development. Orientation and guidance have to be connected to strengthening the skills and willingness of youth to be able to feel their way in a new environment, to progress independently, to learn to take actions and decisions.
5. The degree of professionalism and qualification of profession counselors who perform profession guidance in schools and vocational institutions is greatly varied. Along with the teaching and educating processes professional guidance subsists on the relevant environment of youth and their goal of entering the professional and working world. Teaching staff can organize and guide them but not without having particular competences.
6. The problems with young people who leave school much too soon, with drop-outs whose situation is to be considered differently, and with those so-called social deviants or young people facing any other difficulties are quite complicated in different characteristics in most European countries and are taken up on a national or regional level or by specific programmes. Yet, more innovative measures should be promoted in order to help young people that are at risk of social exclusion.

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### USEFUL LINKS and WEBSITES:

<http://www.berufsberater.at>

VBB-Verband der BildungsberaterInnen, association of career counsellors (chairman Mag. Andreas Wolf)

<http://www.bib-infonet.at>

Platform for Career counsellors, homepage of Projektverbund Bildungsberatung, financially supported by the European Social Funds

<http://www.bib-atlas.at>

An atlas of career guidance in Austria

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Information on the foundation of an Austrian Association for education and career guidance Violoncello, „Österreichische Vereinigung für Bildungs-, Berufs-, und LaufbahnberaterInnen“, there is no proper website yet, but an email address: [barbara@oberwasserlechner.at](mailto:barbara@oberwasserlechner.at)

<http://www.ams.at/>

Website of AMS, the Austrian public employment service

<http://www.erwachsenenbildung.at>

[www.erwachsenenbildung.at](http://www.erwachsenenbildung.at) is developed in cooperation by the Austrian ministry of education, art and culture (bm:ukk), the national institute for adult education (Bundesinstitut für Erwachsenenbildung, short: bifeb) and the EDUCON institute.

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