

Pursuant to the Article 45, item 1 of the Law on Government (“Official Journal of the Republic of Serbia”, No 55/05, 71/05- amendment, 101/07 and 65/08),

The Government adopts

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

### **1. INTRODUCTION**

Strategy of Career Guidance and Counselling in the Republic of Serbia (hereinafter: the Strategy) establishes the system of career guidance and counselling in the Republic of Serbia. The recommendations contained in this document are based on the already initiated activities of modernization and improvement of vocational education and training, adult education and reform processes in the field of employment. This Strategy is a direct result of National Employment Strategy of Serbia, Strategy for VET development in the Republic of Serbia, Strategy for Adult Education, and National Youth Strategy and the Action Plan for Implementation of the National Youth Strategy for the period 2009-2014, enacted by the Government of the Republic of Serbia.

The Strategy is also based on the reform goals defined by the strategic documents enacted by the Government: Serbian National Strategy for the Accession of Serbia and Montenegro to the European Union, Strategy for Poverty Reduction, National Strategy for Economic Development of the Republic of Serbia from 2006 to 2012, Strategy for the Development of Competitive and Innovative Small and Medium-sized Enterprises for the period 2008 – 2013, National Strategy on Aging, Strategy for the Regional Development of Serbia for the period 2007 – 2012, National Strategy for Sustainable Development and Action Plan for the Implementation of Youth Employment Policy for the Period 2009 – 2011.

During the creation of the Strategy, all the programme and strategic documents that constituted the basis for the reform processes within secondary vocational education in the Republic of Serbia starting from 2001 were taken into account, as well as the results of major international projects within this field implemented by the Ministry of Education from 2001 to 2007. Also, the results of projects implemented within the field of employment were taken into account, as well as the result of the realization of the National Employment Strategy's goals.

Taking into account the goals set by the strategic and reform documents of the Ministry of Youth and Sport, Ministry of Education and Ministry for Economy and Regional Development, as well as other key promoters of social and economic development, this strategy represents the initial step in strategic and programme conceptualization of human resources development in the Republic of Serbia.

## **2. CONTEMPORARY ECONOMIC CONTEXT OF EDUCATION AND EMPLOYMENT**

The world today, according to analysts, is in the process of transition from the industrial era into the information and communication era, often called the knowledge based society. Such a society demands different kinds of learning leading to employment. For an individual, learning for employment means developing abilities to find, keep and change job or to generate self-employment. These skills enable vertical and horizontal mobility of employees in the labour market and their adaptability to changes in technologies and new forms of work organization. From the aspect of employees' needs, learning for employment means realizing the principle of lifelong learning and individual achievement of competencies which improve mobility and job security. For companies and employers, employment skills mean that their employees are capable of addressing the changed requirements of job positions and improving the companies' competence and their development. For the government, this concept means creating labour force with adaptive abilities, which is in line with the labour market demands. Nevertheless, learning doesn't imply automatic employment, because employment will be much more dependant on the

abilities of individuals to transfer key competencies from one job to another.<sup>1</sup>

Changes in the entire economic environment, economy's needs and developmental flows of new technologies demand adequately educated and trained individuals and nation as a whole. That is a demand that each country and society encounter, whether they are a transitional economy or not. When it comes to the Republic of Serbia and its development, the reconstruction and transformation of the entire education represents one of the prerequisites of the whole social and economic development of the Republic of Serbia. The National Employment Strategy for the period 2005 – 2010 is based, amongst other, on the assumption that a population in possession of social competencies necessary for a successful participation in the society, and trained and adaptable labour force, ready to adapt to new technologies while on the job and to move through different regions, industries and professions while searching for a job, are the prerequisite, but also the condition of a social and economic transformation of the Republic of Serbia, its integration into the EU, and the adequate response to the challenges of technological development and global economy.

Globalization and “new economy” can bring higher life standards, better services and more choices, but they also require innovation of old-fashion knowledge and skills that individuals possess, i.e. that they acquired during their education or the process of previous work. Accordingly, each participant in the process of education, but also in the process of work, poses the question – what does the 21<sup>st</sup> century demand besides reading, writing and computer literacy skills? The answer would be that, first of all, it demands of the individual to know how to use knowledge and skills in the context of modern life. Successful economy requires the individuals to quickly and easily adapt to the changeable demands of the world around them, but also to know those changes and be able to manage them. In short, today's economy values and looks for broad knowledge and skills, flexibility, multidisciplinary training, teamwork, problem solving and project work.

According to the labour market analyses, employers and leaders want employees who will continually modernize and further develop their skills and who will communicate effectively and work independently. That

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<sup>1</sup> Strategy of Vocational Education Development in the Republic of Serbia (“Official Journal of the Republic of Serbia”, No 1/07).

is, the new economy needs individuals who possess a broad spectrum of high-level skills and abilities, such as critical thinking, problem solving, teamwork and decision making skills, because the world in which the modern man lives is sophisticated and diverse. People need to possess high-level skills in order to act, respond, learn and react to different changes. Success of each profession and each individual will largely depend on his/her ability to think, act, adapt and communicate creatively. In these conditions, a special place is taken by technology, given that in future it will remain the main force at the workplace, in the community and in individual lives. It is necessary that all individuals should understand how to use multimedia tools and modern technologies. These tools provide people with an effective and quality use of their time at work and in other everyday activities, and that for the set of professions such as: e-business, multimedia programmes, presenting, preparing and processing databases for research, networking and communicating with others. Given these estimates of analysts and theorists, the question arises how the educational institutions should develop or, better yet, improve relevant skills and knowledge in their students.

The problem of employing, employment and unemployment is one of the key issues in every society's and country's development. Practically, that is the segment where education and labour market meet in the most direct and visible way. Naturally, education cannot, and neither is it its role to, solve the issue of employment, i.e. unemployment, but it largely influences the processes of employing and the employment policy itself. For the countries in transition, the employment issue takes on a much more dramatic form and connotation. Nevertheless, it is equally important to consider the labour market which, especially in societies in transition, has its limitations, its complexity and aggravating characteristics. According to the recent data from the Labour Force Survey from October 2009, the unemployment rate among young people between 15 and 24 years of age amounts to 42.5%. That is visible in the following table:

### **Employment and unemployment rates by age groups<sup>2</sup>**

rates by age groups	2004	2005	2006	2007	rates by age groups	2008	2009
15-64					15-64		

<sup>2</sup> Source: Republic Institute for Statistics, Labour Force Survey

employment rate	3.4%	1.0%	9.9%	1.5%	employment rate	3.3%	0.0%
unemployment rate	9.5%	1.8%	1.6%	8.8%	unemployment rate	4.7%	7.4%
15-24					15-24		
employment rate	9.2%	8.7%	9.5%	8.7%	employment rate	1.2%	7.0%
unemployment rate	8.1%	7.7%	7.8%	3.7%	unemployment rate	7.4%	2.5%
25-34					25-34		
employment rate	4.2%	9.0%	9.4%	2.6%	employment rate	3.4%	0.6%
unemployment rate	2.9%	8.4%	6.1%	3.1%	unemployment rate	9.4%	1.9%
35-54					35-44		
employment rate	0.1%	8.6%	6.8%	9.9%	employment rate	6.4%	3.6%
unemployment rate	4.4%	6.3%	6.8%	4.6%	unemployment rate	0.5%	4.5%
55-64					45-54		
employment rate	7.3%	5.4%	2.6%	3.5%	employment rate	7.0%	4.3%
unemployment rate	9.2%	0.3%	9.5%	0.5%	unemployment rate	0.4%	3.1%
					55-64		
					employment rate	7.9%	5.0%
					unemployment rate	7.6%	10.0%

In that context, the field of career guidance and counselling becomes of a special significance and function. Since a national strategy of career guidance and counselling does not exist in the Republic of Serbia, it is necessary for the society's key factors that deal with the country's human potential to connect within one document and action plan in the context of lifelong learning. Career guidance and counselling are one of the very basic instruments of human resources development, by which both educational goals (improving the efficiency of the educational system), and economic development goals and goals of social equality and inclusion are achieved.

Career guidance and counselling contribute to:

- realization of the elementary right to work;
- more efficient investment in education and training;
- greater efficiency in the labour market, which is reflected by a greater employability and mobility of the labour force;
- human capital and labour development;
- social inclusion of each individual;
- social equality of each individual;

- active citizenship.

### **3. CAREER GUIDANCE AND COUNSELLING IN THE REPUBLIC OF SERBIA**

The necessity to create the Strategy comes from the fact that within the existing educational system, where reforms have only just begun, this important function, which should provide transition from school to labour market, is completely marginalized, and its importance is not comprehended.

European and extra-European practice indicates the necessity of a strong network of career guidance and counselling centres for young people who are still in the process of schooling, but also for adults (the concept of lifelong learning). Examples of best practice show that the functioning and cooperation of these centres are most efficiently coordinated when they fall within the educational system, within the labour market institutions, local youth offices and non-profit sector, which enables their equal accessibility for all the categories of population: the young, the unemployed and the employed that are in need of information and this kind of expert support.

It is unquestionable that career guidance and counselling are new to the Republic of Serbia, because in their essence, they do not fit the traditional relationship between education and labour market. This is especially evident today, when there are more and more discussions about a new concept which comprises career as a changeable category that quickly and easily changes due to the changes in employee's interests, competencies and values, but also due to the changes in work environment.

The changeable career is different from the traditional one in several elements:

1. career's goal is not just improving and raising the income, but also the psychological success, i.e. the feeling of satisfaction because of the possibility of fulfilling the individual's life goals, the private ones as well as the professional ones;
2. expectations that the employers and the employees have from each other are more partner-like, because their goals match in a greater measure. The job security is a dynamic, instead of a static category, in

which the employee and the employer use the possibilities of continual professional development and improvement of work conditions;

3. mobility within an organization is not just vertical, but also lateral;

4. responsibility for the employee's career does not belong only to the employer, but also to the employee himself/herself;

5. career becomes more flexible and more changeable, and it depends on the willingness, abilities, knowledge and skills of each individual employee;

6. employees' development gains different characteristics, relying not just on educational programmes, but also on work experience of individuals.

Within that kind of concept of career, the career guidance and counselling process itself represents:

- systematic innovation – because through this process school reaches out to social partners and turns to outcomes-based education;

- institutional innovation – because it can significantly influence the organization and position of the educational institution in the local community, but it can also change the way educational institution is managed, through new forms of work and funding;

- curriculum innovation – by introducing through specific subjects' contents or by introducing a separate subject on career guidance;

- individual innovation – as the innovation introduced by one teacher or a group of teachers in secondary vocational schools and career guidance and counselling of a certain number of students.

The principal novelty that the career guidance and counselling system brings is, first of all, greater orientation of education towards professions that students should be doing once they are employed. This directly influences the development of education based on outcomes as the principal component of evaluation within the labour market and economy. This indicates great changes within the system itself, but also within its individual parts.

The novelties and changes in the educational system are exactly the issues of the improvement of this entire system, but also of the society as a whole, as well as of including the younger generation in the economy flows.

Career guidance and counselling are only one of the aspects of connecting schools, i.e. higher education institutions with the world of work. They analytically approach the entire process of education in our country. That is why their introduction represents a great step towards the modernisation and reform of the entire system of education and its inclusion in the economic flows of the society.

Development of the career guidance and counselling system influences all the factors, actors and holders of the system of education (both formal and non-formal) and contributes to the development and reform of the entire educational system.

Career guidance and counselling management is one of the important components of the entire regional development. Investing in career is not only an individual obligation, but also an investment in the local community, regional development and entire economic progress of the country.

Career guidance and counselling development as a whole includes several basic elements that form its basis, and those are:

- including career counselling as a comprehensive educational goal at each level of education;
- providing the young as well as adults with the access to career information;
- connecting the career guidance and counselling system for adults and career system for the young and their close cooperation;
- providing high quality of individual career counselling services by introducing unique services standards;
- providing continual improvement of methods of career counselling and guidance and informational materials for individuals;
- creating a system of professional development for pedagogues, psychologists and counsellors for career guidance and counselling in schools, career centres and services;
- raising social awareness of the importance of continuing individual career planning, which would help the employability of each individual in conditions of continual changes in the labour market.

### **3.1. Activities in the field of career guidance and counselling in the Republic of Serbia so far**

National Employment Service (hereinafter: NES) has a decades-long tradition of career guidance and counselling and it plans and coordinates the work of 30 subsidiaries in the Republic of Serbia. The NES website offers information on career planning. Since 2005, professional orientation fairs have been organized in the Republic of Serbia, where immediate communication between the participants – educational institutions, students, parents, and anyone interested in information on the possible choices of adequate school can occur. Other activities also include workshops for active job search, participation in clubs for job search, trainings on self-efficiency for persons who have more difficulties finding employment, for the long-term unemployed, those who return to the labour market, surplus employees. Users of these services are mostly the unemployed and individuals who seek professional change, but also students. Services offered by the NES are providing information, counselling, selection for employment, selection for further education and training, as well as classification of the employed. Since 2007, the Centre for information and professional counselling has been working in Belgrade.

Within the system of education, professional orientation is provided at the primary and secondary school levels. It is implemented by psychologists and pedagogues, within the educational and pedagogic services organized in primary and secondary schools, and by subject teachers. Their activities include a broad spectrum of activities that include counselling, providing information, and guidance. The programme and the activities of the pedagogic-psychological service fall within the competence of the Ministry of Education.

During 2005, first activities in the field of career guidance and counselling emerged in secondary vocational schools, implemented by the Belgrade Open School within three separate programmes. The result of those activities was also the “Model for Career Guidance and Counselling in Secondary Vocational Schools”, as well as the establishment of career centres in secondary vocational schools. Within the Innovative Fund of the Programme of Reform of Secondary Vocational Education, the School for Mechanical Engineering in Belgrade established a special Career Centre for its students. Owing to these project initiatives, there is an increasing number of expert associates from primary and secondary schools that engage in professional information provision and career guidance and counselling in an organized manner.

During the past two years, apart from these activities, first centres for career guidance were established at the university or higher education institutions level. The University Centre for Career Development and Counselling at the University of Belgrade was established in 2006, as the first career development centre within the universities founded by the Republic of Serbia, and during 2007, similar centres were established at the universities founded by the Republic of Serbia in Kragujevac, Nis and Novi Sad. Career centres were established in private higher education institutions as well, during 2006 and 2007, more precisely at the Singidunum University and the Faculty for Economy, Finance and Administration in Belgrade.

The afore mentioned initiatives and activities at the secondary school level mostly include providing information to students, while at the higher education level, besides providing information to students and young graduates, career centres also provide counselling and guidance, training and activities regarding the development of practical skills and connecting with the business world (visits to employers, workshops and lectures, internship programmes, introducing professionals from different fields of work etc.).

#### **4. LEGAL FRAME FOR CAREER GUIDANCE AND COUNSELLING**

The Labour Law (“Official Journal of the RS”, No 24/05, 61/05, and 54/09) prescribes the realization of rights to education, professional training and development, as well as provision of adequate working conditions. Career guidance and counselling have a significant role in the implementation of this law.

The Law on Employment and Insurance in case of Unemployment (“Official Journal of the RS”, No 36/09) specifies the role and the activities of professional orientation and counselling in choosing the profession through employment policy, measures of active employment policy, as well as concrete services provided to clients.

The National Employment Action Plan for 2009 (“Official Journal of the RS”, No 17/09) determines the priorities of the active employment policy in the Republic of Serbia.

The Law on Secondary Education (“Official Journal of the RS”, No 50/92, 53/93, 67/93, 48/94, 24/96, 23/02, 25/02, 62/03, 64/03, 101/05,

and 72/09) provides the starting prerequisites for a comprehensive system of career guidance and counselling.

The Law on the Basic Principles of the System of Education and Upbringing (“Official Journal of the RS”, No 72/09) prescribes that career guidance and development fall within the competence of the Council for Vocational Education and Adult Education.

The Action Plan for the Implementation of the National Youth Strategy for the period 2009 – 2014 (“Official Journal of the RS”, No 7/09) plans activities that should lead to systematic solutions and establishment of a system of career guidance and counselling (developing centres for career guidance and counselling and professional informing, developing their technical and human resources for providing young people with help in active and efficient career management, developing work standards, and analysing needs).

## **5. CONCEPT, DEFINITION, AND ACTIVITIES OF CAREER GUIDANCE AND COUNSELLING**

### **5.1. Concept and Definition**

The concept of career guidance has been widely used since the early seventies, although only lately it has been insisted on a comprehensive approach of managing career during the entire lifetime. Professional orientation and career guidance represent an organized system of social and professional work on providing continuing help to the individual for the entire duration of his career development, in free choice of direction and orientation, in education and professional activity, with the goal of achieving a professional identity, in accordance with personal traits and the labour market demand for specific occupations.

Professional orientation is a concept that has been used since the twenties, when first counselling centres were established in our country as well. During the seventies, the term career guidance and counselling started to emerge and be used simultaneously. The wider, non-professional public understood the concept of professional orientation narrowly as “helping the individual make decisions about the choice of occupation and educational paths”. In its original expert layout, this concept covers the individual’s lifetime cycle and all kinds of professional support and activities

that he needs for making well-founded decisions about his career and activities that contribute to his personal development and the society in which he lives and thrives. In countries with a tradition of professional orientation, the term “educational and professional guidance and counselling” is also used for “an organized activity that helps the individual realize his competencies and trains him to plan the appropriate steps to develop essential skills that will lead to personal, educational, economic, and social advancement for the individual, family, society and nation” (Declaration on Educational and Vocational Guidance, International Association for Educational and Vocational Guidance, Paris, 2001). The same declaration emphasizes that it is a continuing process, and not a onetime intervention, the goal of which is to avoid or shorten periods of unemployment, create equal possibilities for all, and contribute to the wider and sustainable economic development.

Professional orientation, in countries where it is institutionally well established, is regarded as systematic social and professional support to the development of human resources, in accordance with the developmental policy and plans of the country.

The concept of career guidance and counselling surpasses the initial choice of school and profession, and includes the matching of the individual’s professional and private roles, job and leisure, and mental health. It more directly leads towards the goals of this systematic activity, and emphasizes not only the benefit for the individual, but also its strong social component.

Career guidance is worldily recognized as:

- training individuals to plan their education, training and work;
- providing help to educational institutions in motivating individuals to take responsibility for their own education and work;
- providing help to companies and organizations in motivating their employees for further education, flexible professional development, career management, training and finding adequate job position, as well as professional promotion;
- contributing to the development of local, regional, and national economy through the labour force development.

The EU Council of Ministers’ Resolution on Lifelong Learning from 2004, defines career guidance as a series of activities that train individuals

of any age, at any moment of their lives, to identify their own abilities, competencies and interests, to make decisions that affect their education, work, and other areas where they might gain and apply abilities and competencies.

## **5.2. Activities of Career Guidance and Counselling**

The definition of career guidance and counselling includes the creation of information on labour market, educational options, as well as employment options and their accessibility for the interested parties, at any moment. Also, it includes the presumption that individuals can receive professional help in defining areas in which they can realize their aspirations, interests, competencies, personal traits, qualifications and abilities, and to connect them to available training and employment options. In accordance with this definition of career guidance and counselling, the activities of career guidance and counselling in the Republic of Serbia can be classified in six categories:

1) career information is all information necessary for planning, achieving, and maintaining employment and volunteering. It also includes information on occupations, skills, career pathways (pathways in career realization), trends, and situation at the labour market, educational programmes and options, educational institutions (of all kinds – formal, non-formal), government and non-governmental programmes and services, job perspectives. This information is regarded as the foundation of career guidance;

2) career education is received in educational institutions, and it is administered by professors, pedagogues, and psychologists (career counsellors). This education helps individuals understand their motives, values, and the way in which they can contribute to the society they live in. It gives them the knowledge of the labour market, skills that enable them to make choices in the field of education, work and life, and it also teaches them how to plan their career and prepare for work. That is, career education promotes understanding of the world of work through school programmes, and in different forms. Activities that include career informing and career counselling can be integrated into subject and teaching areas in school or they can be realized as special group activities for students. Unlike career counselling, career education promotes understanding of the world

of work through school curricula. That can be realized in different forms within the teaching process. Those can be different forms of career informing and career counselling that are directly integrated into subject areas by teachers, or acquiring specific skills needed for employment, organized as a special segment of the educational work, that is also included into the school curriculum. Special employment skills can include the skills of career management, transfer from school to work, etc. These school activities support the goals of career guidance and counselling;

3) career guidance (as a specialized expert activity) helps individuals understand their own goals and aspirations, their own identity, helps them make informed decisions, commit to activities, and manage changes in their career whether they are planned or not. The forms of career counselling are often themselves conditioned by the need for employment, as well as the number and types of barriers that need to be overcome in order to find the right employment or develop career. Three levels of activity within career management are commonly distinguished, and these are initial career planning, learning based on the work process, and networking activities. Initial career planning includes initial interests and competencies assessment, participation in career and work experience research, development of initial CV<sup>3</sup> or professional resume, and development of initial employment plan. Work-based learning includes direct on-job training and recognized work experience, a wide area of training for different fields of work, on-job mentoring work. Networking activities include actions that encourage employers and workers' unions to participate in career counselling activities, introducing students to work options and conditions, helping connect learning in school with learning within the very work process, connecting students, parents, employers and employment services, providing help for graduates in finding adequate job or additional training within the work process, monitoring individual's progress;

4) counselling for employment helps individuals define immediate employment goals, understand and engage in job training and gaining the needed skills and competencies, and acquire the skills needed for job searching and maintaining it.

5) job placement (mediation in employment) is organizing or placing individuals in vacant job positions. It can be organized through public

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<sup>3</sup> CV – lat. *Curriculum Vitae*, biography.

institutions or private initiative. Some secondary schools and faculties organize this kind of activities for their students (job fairs);

6) career guidance and counselling for employees represent providing them with help and support with the goal of enabling them to advance in their career, maintain their job and move through the labour market. It also represents providing support for employers in the process of professional education of employees when it is required by the work process and organization.

## **6. GOAL AND PRINCIPLES OF CAREER GUIDANCE AND COUNSELLING**

### **6. 1. Goal of Career Guidance and Counselling**

The Organization for Economic Cooperation and Development's studies have defined career guidance as a strategic social activity that does not only represent helping an individual achieve his/her aspirations and realize his/her potentials, but is also important for reaching the main goals in the field of education, labour market and social equity. According to the same source, an effective system of career guidance has to be regarded as the basis for the implementation of national lifelong learning policy and the realization of active employment policy (Council of Ministers for Education and Youth, Resolution on Lifelong Learning, 2004). According to the recent researches by the Organization for Economic Cooperation and Development and the European Training Foundation, career guidance and counselling affirm and promote their role in achieving three main social goals:

1) lifelong learning goal – by fighting against young people leaving school early, and especially those from vulnerable social groups as defined by the National Youth Strategy, and by providing an adequate base of knowledge and skills needed for facing the challenges of creating a knowledge-based society in the context of economic globalization, and by promoting the adequate connection between education, training, and the world of work;

2) labour market goal – by reducing the gap between offer and demand, by actively dealing with the unemployment issue, and improving the quality of labour force, its competitiveness and mobility in the field of work;

3) social equality and inclusion goal – by promoting reintegration of young people and adults from vulnerable social groups into education, training and employment, by including the excluded groups into general programmes of training and employment services.

Career guidance and counselling represent a service which helps an individual assess his/her own skills, interests and values, receive information on further education and employment options, position himself/herself in the labour market – in regard to the requisites of the market itself, as well as in regard to personal skills, interests and experience. Work with an individual does not end with finding an adequate job, but he/she is followed up in order to ensure continuing professional and personal development, in accordance with the labour market trends.

The educational goal of career guidance and counselling is to form mature and responsible individuals, capable of making well thought out and responsible decisions about their own professional future, and to turn them into practice. This goal is complementary and compatible with the general educational goals, which are developed from preschool education to fully professional engagement. Career guidance based on lifelong learning is founded on continuing developmental segment of the individual, who in time transforms into the manager of his/her own career. Active approach and individualization of career guidance include participation in programmes that give individuals the chance to develop and affirm themselves professionally.

Given this point of view, the goal of career guidance and counselling in the Republic of Serbia should be to provide each individual with:

- personal development so that he/she could understand himself/herself, and to influence his/her own decisions and initiatives in the field of education and professional development;
- exploration of learning and employment possibilities, that is job options;
- possibility to plan and manage changes in the field of his/her own learning and work, i.e. to manage his/her career.

## **6. 2. Principles of Career Guidance and Counselling**

The development of career guidance and counselling in the Republic of Serbia is based on the application of the following principles:

- equal possibilities for all – promotion and provision of equal possibilities for all categories of users, and overcoming of possible barriers (that emerge as the result of prejudice, stereotypes and discrimination) in reaching personal achievement for individuals, while special attention should be paid to young talents and young people from vulnerable social groups;

- accessibility – promotion and provision of accessibility of career guidance and counselling services for all the categories of users in ways that are acceptable and adequate for them;

- freedom of choice of profession and occupation for each individual;

- trust and confidentiality – respect and consideration for every individual's privacy;

- objectivity – unbiased approach in work with all users;

- visibility and flexibility – process of career guidance and counselling should respect its users' needs and recognize their rights and responsibilities;

- innovative ways and forms of work of centres and services so as to respond to diverse users' needs in the area of career guidance and counselling;

- permanently provided adequate access to information in the field of education, employment, labour market;

- active connecting and inclusion of social partners – career guidance and counselling relies on the basic principles of social partnership, and strongly connects every educational institution with the wider social community.

Active connecting and inclusion of social partners includes connections with local community (management, investment policy, additional forms of work, financing, planning, etc.), with local and regional labour market, with companies, with professional associations, with entrepreneurs and their associations, and with institutions and forms of non-formal education.

## **7. SYSTEM OF CAREER GUIDANCE AND COUNSELLING**

### **7. 1. Organization of the System of Career Guidance and Counselling**

System of career guidance and counselling is a unique system, implemented in the areas of education and employment, and it is based on common standards.

In the field of education, the system of career guidance and counselling is realized in primary and secondary schools, in higher education institutions, and other institutions that deal with education according to extracurricular regulations.

The Law on the Basic Principles of the System of Education defines basic elements for the establishment of career guidance and counselling in primary and secondary schools. In regard to secondary vocational schools, the Council for Vocational Education and Adult Education has competencies defined by law.

University career centres and career centres within higher education institutions are founded by university and faculty organs decision. Within the universities founded by the Republic of Serbia, normative acts give a closer definition of and regulate the work of career centres within universities that also coordinate the work of all other centres within the faculties that are members of those universities.

Not regarding the area in which a career centre is established and works (education or employment), its work is founded on common standards. The standards are defined and regulated by the special National Career Guidance and Counselling Programme.

In order to ensure the overall coordination and development of the system of career guidance and counselling, it is necessary to work on the creation of conditions for the formation of a national resource centre for career guidance and counselling, which would coordinate and be responsible for the development of the entire system of career guidance and counselling, and would represent the permanent connection between the fields of education and employment within career guidance and counselling. Simultaneously, that centre would represent the link between career centres, labour market, employers, and ministries responsible for the functioning of career guidance and counselling.

The afore mentioned centre would monitor the implementation of the standards, and coordinate all the career guidance and counselling programmes being realized in schools, faculties, universities, and higher education institutions, NES subsidiaries, other institutions and companies. The centre would also monitor the pedagogical, psychological and

professional adequacy of the programmes being used by all the career centres and services in the field of education.

The activities and results of the work of the national resource centre would be evaluated by the competent ministries, National Educational Council, Council for Vocational Education and Training, and National Council for Higher Education. The resource centre at the national level would, in the programming and implementing of the career guidance and counselling system, cooperate directly with the Institute for the Improvement of Education and Upbringing, the Chamber of Commerce of Serbia, representative employers' associations for the territory of the Republic of Serbia, the Employers' Union, local self-government units etc.

## **7. 2. Organizational Forms of Career Guidance and Counselling**

Career guidance and counselling is realized in educational institutions (schools, higher education institutions, career centres and services, and non-governmental organizations).

Organizational forms in the field of education and employment can be:

- career centres within primary or secondary schools;
- career centres within higher education institutions;
- career centres at the university level;
- career centres or services within institutions and organizations that provide non-formal education;
- career centres or services within institutions that provide training and courses within non-formal education;
- career centres for adult education within centres for adult education and regional centres for adult education and training;
- different common centres for career guidance and counselling for young people and adults within educational institutions at the local community level;
- career centres within youth offices;
- different types of services for career guidance and counselling of adults – employed and unemployed individuals within companies;
- centres for informing and professional counselling within the National Employment Service subsidiaries.

One of the organizational forms of career guidance and counselling shall be the Centre for Career Guidance and Counselling of Young Talents, which will provide career counselling and guidance services to the students that have been awarded a scholarship by the Fund for Young Talents of the Republic of Serbia.

### **7. 3. Career Guidance and Counselling Users and Services**

#### **7. 3. 1. Career Guidance and Counselling Users**

The principal users of career guidance and counselling services are students, the unemployed, employees, and employers.

The principal users in the educational field are students, on their way towards employers. Special attention has to be paid to the members of vulnerable groups, the young ones as well as those older than 45.

In the field of employment (in employment services and agencies), the job seekers, i.e. the unemployed and those in search of a job change, should be prepared for the inclusion in the world of work in a quality manner, in the shortest time period – by means of direct employment or through additional education and training programmes. Coordination between the fields of education and employment is necessary in order to provide competent employees for the employers.

The end users of career guidance and counselling service are the employers. It is desirable that the road to the employer should be as short as possible and that, after gaining adequate education, the right people should receive employment at the right positions.

#### **7. 3. 2. Career Guidance and Counselling Services**

Career guidance and counselling services are informing, psychological assessment of work potentials, counselling, selection, and classification.

Informing. The goal of informing is preventing the wrong choice of educational pathway or occupational selection. Realistic career planning affects the reduction of unemployment rate. The information refers to educational institutions' network, duration of studies, educational profiles, study curricula and programmes, updated information on the world of work – occupations, employment options and perspectives, and career

development. It is provided directly and indirectly via different media (dialogue, workshops, brochures, manuals, internet, presentations, public media, education fairs, professional orientation fairs, job fairs, etc.);

Psychological assessment of work potentials. The process of psychological assessment is realized through measuring instruments – tests and questionnaires. Data obtained in that manner can be invaluable during counselling sessions, selection, and classification. Psychological assessment of work potentials includes, apart from what has already been mentioned, dialogue (exploratory diagnostic interview) with the scope of defining goals and resolving doubts, i.e. problems regarding career;

Counselling. The goal is to empower the individual and motivate him/her to make well founded decisions during career planning (choosing the appropriate occupation, job position, school, faculty, additional education and training). During psychological counselling, the individual is presented with the ways of making decisions by considering real possibilities with regard to his/her abilities, personal characteristics, interests, etc. Counselling sessions can be alternated with trainings with the goal of embracing the active role in the career planning process more efficiently;

Selection. The goal is to examine and assess candidates for employment or inclusion in education and training programmes. Psychological assessment of candidates refers to their competencies, personality characteristics, motivation, and other aspects that are important for quality work, knowledge and skills acquisition. Assessment is realized on the basis of job descriptions and work environment, that is education and training programmes. It is eliminatory, which means that only the candidates who meet the defined selection criteria get recommended;

Classification. The goal of classification is to improve the quality of employers' work. It is not eliminatory, because clients that are already employed, upon the completion of psychological assessment of work potentials, are administered to adequate job positions in accordance with their competencies, personal characteristics, and other aspects relevant to quality work.

## **8. CAREER GUIDANCE AND COUNSELLING PROGRAMME MODELS AND ORGANIZATION**

## **8. 1. National Career Guidance and Counselling Programme**

According to analyses, the labour market is becoming increasingly more complex and dynamic, and the employers are increasingly looking for employees who will continually modernize and perfect their skills and knowledge, and who will be able to move through education, training, and employment during their entire lifetime. Career guidance and counselling are becoming one of the instruments and tools in that process. In order for the system of career guidance and counselling to be equally accessible to all individuals and to have equal quality, it is suggested that a National Career Guidance and Counselling Programme should be adopted, as a framework programme that will define the basic principles and standards for all categories of career guidance and counselling.

The National Career Guidance and Counselling Programme would include three key elements – informing, counselling, and guidance, and it would establish basic standards for the following career guidance activities: career informing; career education; career counselling; employment counselling; job placement; career guidance and counselling of employees.

The National Career Guidance and Counselling Programme would include four programmes – for children and students under 14; for young people between 15 and 18 years of age; for young people between 19 and 30 years of age, and for persons above 30.

Each of these programmes contains the standards upon which the programme of career guidance and counselling for a particular participants category is established and implemented. Each programme's standards should include outcomes for each age group, within the following four elements:

- personal development of the individual;
- research of options that each individual has for studies and employment;
- planning and managing one's career;
- researching the employers' needs and training and professional development options for employees based on the needs of the employer they work for or in order to improve options of becoming employed by different employers.

## **8. 2. Career Guidance and Counselling Programme for Children and Students under 14**

Career guidance and counselling programme for children and students under 14 years of age would include their initial informing on profession and career. Well-timed informing about occupations and the world of work can begin very early, already at the preschool level. That period is especially interesting and sensitive because of the characteristics of developmental phases (curiosity, idealization, etc.).

Due to emotional and physiological immaturity, childhood interests are very seldom realized during adulthood. It is evident that in certain fields such as art and sports, children's professional interests can be recognized, and then closely monitored and supported.

Informing of children at the preschool level can be performed in various ways, and the most appealing ones are those that motivate attention, encourage them to actively participate – visits, imitating, role playing, video games, drawing etc.

Primary school is, besides the family, the first institution that informs students about the world of work and their possible professional career. Career informing programme at this age is a part of educational programme, and is realized as a separate school activity or as a part of primary school's curriculum. Career informing can be performed by pedagogues, psychologists or teachers.

The standards of the programme for career guidance and counselling for children and students under 14 refer to several areas.

### **a) Students' personal development:**

- understanding oneself and the influence on one's own development (realistic assessment of one's own achievements, qualities, attitudes, and abilities);

- recognizing stereotypical representations of professions, people and fields of work, and creating a positive attitude towards all occupations and fields of work;

- building a positive image of oneself and self-respect;

- developing the ability of making realistic decisions about educational and career path.

### **b) Researching options for studying and employment:**

- using adequate terms and organizing information on the world of work;

- recognizing that work is more than just a paid job;

- using the acquired information on career, and in accordance with the student's needs.

c) Planning and managing one's own career – developing a realistic attitude towards career options after primary school.

### **8. 3. Career Guidance and Counselling Programme for Young People between the Ages of 15 and 18**

Career guidance and counselling programme for young people between the ages of 15 and 18 would include informing, counselling, guidance, and making decisions about profession. The goal of the programme is to help young people understand and interpret information on the world of work and the future career, to be able to clear any doubts they might have regarding professions or jobs, to understand their competencies and define their attitudes in relation to offered or desired options. Career counselling and guidance should help young people to better understand themselves and their needs, to overcome possible barriers in studying, advancing in future professions.

Career guidance and counselling programme aimed at young talents and young people from vulnerable social groups should, within the basic standards, take into account the specific characteristics of these youth groups.

The standards of the career guidance and counselling programme for students between the ages of 15 and 18 refer to the following areas:

a) Personal development of the individual:

- understanding of one's own development, achievements, and abilities regarding the educational and professional choices and options;

- establishing and analysing personal goals and plans in the career field;

- understanding of educational and professional choices, and making decisions according to those.

b) Exploring the options for studying and employment – identification, choice, and usage of copious information on

professions, career, further studies and education, and objective distinction and formation of one's own attitude regarding those.

c) Planning and managing one's own career:

- training for adequate usage of proper techniques for making decisions about further studies and professional career;
- understanding of and training for the application procedures for the world of work, as well as for further education;
- understanding of the employers' needs in terms of knowledge, skills, and abilities of the employees.

#### **8. 4. Career Guidance and Counselling Programme for Young People between the Ages of 19 and 30**

The career guidance and counselling programme for young people between the ages of 19 and 30 would include informing, counselling, guidance, and making career decisions.

At this age, the career guidance and counselling programme should provide young people with the ability of making realistic decisions about their future plans, choices, and professional pathways. The programme should provide high quality informing, counselling, and guidance to young people, in order for them to overcome potential barriers that could endanger their progress, professional development, and future career. Young people should be prepared and trained to take responsibility for their plans, actions, choices, and development.

The career guidance and counselling programme for young talents and young people from vulnerable social groups should, within the basic standards, take into account the specific characteristics of these youth groups.

The standards of the career guidance and counselling programme for young people between the ages of 19 and 30 refer to several areas.

a) Personal development of the individual:

- using different techniques for the assessment of one's own short-term and long-term goals in professional development and further education;
- taking actions towards further training and gaining of skills and knowledge needed for further personal and professional development;

- identifying advantages and disadvantages of potential professional options and offers.
- b) Exploring studying and employment options:
  - identifying the advantages and disadvantages of future professional plans and potential implications on personal development;
  - creating a critical relationship with different resources of information in the career field;
  - collecting relevant information, in accordance with the individual's personal needs;
  - training in differentiating potential implications that would cause changes in studying or work, and financial options planning.

### **8. 5. Career Guidance and Counselling Programme for Persons above the Age of 30**

In every phase of career development, the decision that enables each individual to realize himself/herself privately and professionally, and therefore become a socially useful being, can be made. This is very important because of the trend of elongating the life expectancy and active aging. The labour market is dynamic, changes should be accepted as inevitable. From the individual's point of view, these changes can be seen as a challenge, and not as a danger. Employers, during the improvement of the quality of work, besides investing in equipment and work conditions, invest significant resources in employees' training.

For successful career guidance and counselling of persons above the age of 30, it is necessary to include the following components: identifying previous experience, interests, and skills for working in adequate jobs. Also, it is very important to clarify the system of values in order to identify potentials and possible weaknesses of the individual considering the information on the labour market requirements. Planning the education and training for refreshing the old and gaining new, changeable skills and knowledge is of great importance for career development, and is closely related to the concept of lifelong learning.

The career guidance and counselling programme for persons above the age of 30 would include identifying experience, identifying interests,

identifying skills, identifying life style, information on education and training, professional planning, and lifelong learning planning.

The standards of the career guidance and counselling programme for persons above the age of 30 refer to:

- identifying experience – evaluation of previous experience with regard to its usability in the choice of profession, which means that the individual's experience is compared to his interests, job requirements, and other prerequisites of a certain job;
- identifying interests – enables a wide and stimulating exploration of career options for adults;
- identifying skills – includes skills that the individual has gained while working, volunteering, participating in humanitarian and social activities, and engaging in hobbies. Identification of the individual's skills enables a quicker and better understanding of the requirements of a certain job, and, at the same time, enables a more realistic assessment of the individual's future goals;
- identifying life style – this means and enables the individual's ability to differentiate and define his/her values and needs;
- information on education and training – enable and help the individual to make easier and better decisions on his/her future education or training;
- professional planning – enables helping the individual to successfully and efficiently use the information on professions;
- lifelong learning planning – training the individual to continually develop planned strategies in order to respond to technological changes, to establish a realistic attitude towards the “informational explosion”, to develop his/her skills, and to reduce the possibilities of potential limitations and difficulties.

## **9. PROVIDING CAREER GUIDANCE SERVICES AT THE LOCAL LEVEL**

One of the ways to make the access to career guidance and counselling services easier is to bring the services closer to users at the level, i.e. place where they receive education, live or work. Bringing the services closer to users is one of the prerequisites of their improved quality

and efficiency, by creating a network of service providers and taking into account the characteristics of each local community. That is achieved by implementing several different processes, which have in common the fact that a part of career guidance and counselling services are provided by youth offices at the local level, by organizations, services and agencies that work in the field of employment and mediation in employment etc.

The mechanisms of coordination that will make the access to career guidance and counselling services easier should exist at all the levels. Users do not need to distinguish between different services and organizations that provide these services. For users, these services need to be transparent and clear. Youth offices should play a major role in the development of career guidance and counselling at the local level.

## **10. SYSTEM OF FINANCING CAREER GUIDANCE AND COUNSELLING**

Considering the significance of the career guidance and counselling system for the creation of the necessary human capital that is a long-term necessity for the realization of a series of national strategies, and the fact that it is positioned in four nationally relevant sectors – youth, education, labour, and employment, it is necessary to allocate funds within the budget of the Republic of Serbia for the implementation of strategic goals defined by this strategy.

At the National Employment Service, and within the existing budgetary financing of active employment policy measures, greater funds need to be allocated for the needs of financing the system of career guidance and counselling, with the goal of establishing centres for informing and professional counselling within each subsidiary of the NES.

The Budget System Law of the Republic of Serbia for the year 2010 provides funds for the activities planned to be realized in 2010 in the amount of 11,000,000.00 dinars, and 7,000,000.00 dinars from other sources (European Union funds, donator funds, etc.). These funds are allocated to the Ministry of Youth and Sport, the Ministry for Economy and Regional Development, and the Ministry of Education.

The funds necessary for the realization of the activities planned for 2011, 2012, 2013 and 2014, in the amount of 29,560,000.00 dinars, will be applied for through propositions of financial plans of the Ministry of Youth

and Sport, the Ministry of Education, and the Ministry for Economy and Regional Development.

The amounts of funds for financing the activities are displayed in the Action Plan for the Implementation of the Strategy of Career Guidance and Counselling in the Republic of Serbia, classified by the ministries and organizations involved in the implementation of this strategy, separately for the year 2010, and separately for the remaining years of this strategy's implementation.

Besides the funds in the budget of the Republic of Serbia, institutions and participants in the system of career guidance and counselling can apply for funds for the development of the system of career guidance and counselling from the budget of local self-government units, from different funds of the Republic of Serbia, from economic subjects, help and donator programmes of international institutions, as well as for additional funds from the donations of the European Union or certain countries that have programmes for financing the infrastructural development of countries with the status of pre-candidates or candidates for the accession to the European Union.

The establishment of a resource centre at the national level is predicted for late 2014, which will create conditions for the definition of standards of needed work conditions and standards of career guidance and counselling services in the country. In the period from 2010 until 2012, the international initial team for the establishment of this centre will be formed. Analysis and assessment of financing possibilities and availability shall be made, as well as of possibilities for the transformation of one of the existing centres for career guidance and counselling into the national resource centre. That centre's capacities will be built with the goal of its transformation (employees training, establishment of information base, etc.). The functioning of the resource centre at the national level will be financed from the funds received from projects and donations.

## **11. IMPLEMENTATION OF THE STRATEGY**

The system of career guidance and counselling in primary and vocational education in the Republic of Serbia shall be progressively developed, and its primary duty is to provide help to students and clients to work, i.e. continue their education. The counselling system should provide

students and clients with the orientation on economic development and labour market demands, demographic changes in the population's structure and influences over those changes, on the implementation of the lifelong learning concept, which contributes to the permanent development of human resources and monitoring of developmental economic needs.

The Action Plan for the Implementation of the Strategy of Career Guidance and Counselling in the Republic of Serbia for the period 2010 – 2014 (hereinafter: Action Plan) defines the activities that should provide the realization of the main goal of the Strategy – to establish and develop the system of career guidance and counselling. The realization of this goal requires the achievement of four objectives, that should enable the achievement of desired results. The four objectives in the implementation of the Strategy include:

- a) establishment of the system of career guidance and counselling;
- b) development of the system of career guidance and counselling in education;
- c) development of the system of career guidance and counselling in employment;
- d) continuing promotion of career guidance and counselling.

The proposed activities in all four areas include key elements of the establishment and development of the system of career guidance and counselling, as well as all the holders of that development.

## **12. ACTION PLAN**

The Action Plan for the Implementation of the Strategy is published attached to this strategy and represents its integral part.

This strategy includes:

- 1) Glossary, Appendix 1
- 2) Abbreviations, Appendix 2

that are published with the Strategy and represent its integral part.

## **13. CONCLUSION**

This strategy is to be published in the “Official Journal of the Republic of Serbia”.

## ACTION PLAN

### Goal:

#### 1. Establishing and Developing the System of Career Guidance and Counselling

Objective: 1.1. Establishing the system of career guidance and counselling		Indicator A sustainable system of career guidance and counselling established							
Activities	Deadlines	Expected result	Indicator	Holders and participants in the activity	Financial resources in 2010		Projection of financial resources for the period 2011 – 2014		Total 2010 - 2014
					From the budget	Other sources	From the budget	Other sources	Total
1.1.1. Realization of the pilot project “Establishing the Centre for Career Guidance and Counselling for students who have been awarded a scholarship by the Fund for Young Talents of the Republic of Serbia”	2010	Pilot project realized and the Centre for Career Guidance and Counselling for the students who have been awarded a scholarship by the Fund for Young Talents of the Republic of Serbia established	Decision on the funding of the pilot project for the establishment of the Centre for Career Guidance and Counselling for students who have been awarded a scholarship by the Fund for Young Talents of the Republic of Serbia is adopted	- MYS; - NES; - NGOs (Belgrade Open School)	3,000,000.00 (MYS)	1,750,000.00 (MYS)	0.00	0.00	4,750,000.00

1.1.2. Creating protocols on cooperation between key actors in the development of the system of career guidance and counselling	2010-2011	Protocols on cooperation between key actors in the development of the system of career guidance and counselling created	Extent of the implementation of the activities defined by the protocols	<ul style="list-style-type: none"> <li>- MYS;</li> <li>- ME;</li> <li>- MERD;</li> <li>- NES;</li> <li>- CCS;</li> <li>- LSGU;</li> <li>- university and other career centres;</li> <li>- NGOs.</li> </ul>	50,000.00 (MYS)	100,000.00 (MYS)	50,000.00 (MYS)	100,000.00 (MYS)	300,000.00
1.1.3. Creating conditions for the establishment and functioning of the Centre for Career Guidance and Counselling for students who have been awarded a scholarship by the Fund for Young Talents of the Republic of Serbia and developing a model for the monitoring of career guidance and	2010 and onwards	Centre for Career Guidance and Counselling for students who have been awarded a scholarship by the Fund for Young Talents of the Republic of Serbia	<ul style="list-style-type: none"> <li>- Decision to establish the Centre adopted, on the basis of the pilot project's results;</li> <li>- Number of users of the Centre's services.</li> </ul>	<ul style="list-style-type: none"> <li>- Government;</li> <li>- MYS;</li> <li>- ME;</li> <li>- MERD;</li> <li>- NES;</li> <li>- CCS;</li> <li>- NGOs.</li> </ul>	1,000,000.00 (MYS)	0.00	3,000,000.00 (MYS)	4,000,000.00 (MYS)	8,000,000.00

counselling of students who have been awarded a scholarship by the Fund for Young Talents of the Republic of Serbia									
1.1.4. Including career information in info-points in LYO	2010 and onwards	Youth informed on career development options, internships and employment options	- Number of LYO with info-points; - Yearly number of users of centres' services.	- MYS; - ME; - NES; - LSGU; - RSSY; - universities; - NGOs.	500,000.00 (MYS) 100,000.00 (MERD, NES) 100,000.00 (ME)	510,000.00 (MYS)	1,500,000.00 (MYS) 400,000.00 (MERD, NES) 400,000.00 (ME)	4,490,000.00 (MYS)	8,000,000.00
1.1.5. Building capacities and professional resources for the functioning of career guidance and counselling centres and improving the functioning of the existing centres and identifying the technically most suitable	2010 and onwards	Work of career centres is improved and of better quality	- Number of trainings for the career centres' staff; - New equipment provided and work conditions improved.	- MYS; - MERD; - ME; - NES; - CVE; - NCHE; - LSGU; - universities; - higher education institutions; - NGOs.	0.00	800,000.00 (MYS) 200,000.00 (ME)	0.00	700,000.00 (MERD, NES) 650,000.00 (MYS) 650,000.00 (ME)	3,000,000.00

centre to be transformed into the national resource centre									
1.1.6. Creating conditions for the forming of the initial team for the establishment of the national resource centre for career counselling and guidance (identifying the technically most suitable centre that could be transformed into that centre)	2010 – 2012	Initial team formed	Decision on the forming of the initial team adopted	- Government; - MYS; - ME; - MERD; - NES; - CVE; - university and other career centres; - NGOs.	50,000.00 (MYS)	100,000.00 (MYS)	50,000.00 (MYS)	100,000.00 (MYS)	300,000.00
1.1.7. Creating conditions for the establishment and work of a national resource centre for career	2013 and onwards	National resource centre for carer guidance and counselling established within 2014	- Decision on the establishment of the centre adopted; - Application for the database defined.	- Government; - MYS; - MERD; - ME; - NES; - university and other career centres;		0.00	1,400,000.00 (MERD, NES) 1,300,000.00 (MYS) 1,300,000.00 (ME)	1,400,000.00 (MERD, NES) 1,300,000.00 (MYS) 1,300,000.00 (ME)	8,000,000.00

guidance and counselling and the establishment of an information base				- NGOs.					
1.1.8. Creation of the National Programme for Career Guidance and Counselling pursuant to the Strategy	2013	- National Programme for Career Guidance and Counselling adopted; - Standards of career guidance and counselling adopted.	Decision on the adoption of the Programme adopted	- Government; - MYS; - MERD; - ME.	0.00	0.00	150,000.00 (MYS) 150,000.00 (MERD, NES)	350,000.00 (ME) 350,000.00 (MERD, NES)	1,000,000.00
1.1.9. Implementation of the Programme for Career Guidance and Counselling pursuant to the Strategy	2014 and onwards	Standards of career guidance and counselling implemented	Number of provided standardized services	- MERD; - NES; - ME; - MYS; - CVE; - LSGU; - university and other career centres; - NGOs.	0.00	0.00	200,000.00 (MYS) 200,000.00 (MERD, NES) 100,000.00 (ME)	0.00	500,000.00
<b>PROJECTION OF THE FUNDS NEEDED FOR THE IMPLEMENTATION OF THE ACTION PLAN FOR THE FIRST OBJECTIVE</b>					<b>4,800,000.00</b>	<b>3,460,000.00</b>	<b>10,200,000.00</b>	<b>15,390,000.00</b>	<b>33,850,000.00</b>

Objective:	Indicator
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1.2. Development of the career guidance and counselling system in education		Career guidance and counselling system in education developed							
Activities	Deadlines	Expected result	Indicator	Holders and participants in the activity	Financial resources in 2010		Projection of financial resources for the period 2011 – 2014		Total 2010 - 2014
					From the budget	Other sources	From the budget	Other sources	Total
1.2.1. Assessing the needs of young people for professional information, career guidance and counselling	2010	Report on the needs of young people for information, career guidance and counselling created	Ratio of the number of expressed needs and the number of information, career guidance and counselling services provided	- ME; - MYS; - MERD; - NES; - scientific research organizations; - NGOs.	1,500,000.00 (MYS)  1,000,000.00 (ME)	0.00	0.00	0.00	2,500,000.00
1.2.2. Opening of experimental career guidance and counselling centres in primary, high schools and higher education institutions where those centres don't exist	2010-2011 and onwards	Experimental career guidance and counselling centres in primary, high schools and higher education institutions opened	Number of experimental centres opened	- ME; - MYS; - CVE; - RSE; - CCS; - NGOs.	100,000.00 (ME)	0.00	2,900,000.00 (ME)	1,500,000.00 (ME)	4,500,000.00

1.2.3. Professional development and training of teachers, pedagogues and psychologists from primary and high schools in career guidance and counselling	2010 and onwards	Teachers, pedagogues and psychologists trained in career guidance and counselling	Number of trainings and number of participants	- ME; - IIEU; - NES; - university and other career centres; - NGOs.	0.00	500,000.00 (ME)	0.00	3,500,000.00 (ME)	4,000,000.00
1.2.4. Professional development and training in career guidance and counselling for teaching staff in universities and higher education institutions	2010 and onwards	- Teaching staff trained in providing career guidance and counselling services at the faculty level; - Successful dispersion of information at the faculty level.	Number of trainings organized and number of participants	- ME; - NES; - university and other career centres; - NGOs.	0.00	0.00	0.00	1,000,000.00 (ME)	1,000,000.00
1.2.5. Training high school and university students for active and efficient career management	2010-2014 and onwards	Held trainings for high school and university students on active and efficient career management	Number of trainings organized and number of participants	- ME; - MYS; - IIEU; - CCS; - career development centres; - NGOs.	200,000.00 (ME)	0.00	800,000.00 (ME)	2,500,000.00 (ME)	3,500,000.00

1.2.6. Improving the existing university career centres	2010 and onwards	Improved quality of services, development of new information and education programmes	- Number of new programmes; - Number of new team members; - Number of courses and trainings attended by the career centres staff.	- ME; - MYS; - NES; - CCS; - universities; - NGOs.	0.00	0.00	0.00	2,000,000.00 (ME)	2,000,000.00
1.2.7. Monitoring and evaluation of the work of experimental and existing career guidance and counselling centres	2011 and onwards	Implementation of the career guidance and counselling programme standards	Number of realized activities in the Programme	- ME; - MYS; - MERD; - NES; - IEQE; - CVE; - NGOs.	0.00	40,000.00 (ME)	2,960,000.00 (ME)	0.00	3,000,000.00
PROJECTION OF THE FUNDS NEEDED FOR THE IMPLEMENTATION OF THE ACTION PLAN FOR THE SECOND OBJECTIVE					<b>2,800,000.00</b>	<b>540,000.00</b>	<b>6,660,000.00</b>	<b>10,500,000.00</b>	<b>20,500,000.00</b>

Objective: 1.3. Developing the system of career guidance and counselling in employment		Indicator - Number of newly opened career guidance and counselling centres; - Improved quality of services (number of trainings in career guidance and counselling jobs held for employees and number of participants in these trainings).							
Activities	Deadlines	Expected result	Indicator	Holders and participants in the activity	<b>Financial resources in 2010</b>	<b>Projection of financial resources for the period 2011 – 2014</b>	<b>Total 2010 - 2014</b>		

					From the budget	Other sources	From the budget	Other sources	Total
1.3.1. Development of the existing and opening of new centres for professional information and professional counselling for all the users of NES services	2010 and onwards	- New centres opened; - Network of the existing and new centres improved.	- Number of newly opened centres; - Number of clients categories; - Number of services provided.	- NES; - MERD.	500,000.00 (MERD, NES)	0.00	3,000,000.00 (MERD, NES)	1,500,000.00 (MERD, NES)	5,000,000.00
1.3.2. Development of centres' staff competencies for providing services to vulnerable groups	2010-2011 and onwards	Improved quality of the work of career counsellors	- Number of successfully finished trainings; - Number of participants.	- NES; - MERD; - ME; - MLSP; - NGOs.	0.00	1,000,000.00 (MERD, NES)	0.00	4,000,000.00 (MERD, NES)	5,000,000.00
1.3.3. Definition and implementation of measures for including the unemployed into the process of additional education and training with the goal of finding employment	2010 and onwards	Defined and implemented measures for working with the unemployed on including them into the process of further education and training with the goal of finding employment	- Number of persons included in the measures of further education and training; - Number of persons employed upon having received training.	- NES; - MERD; - MYS; - MLSP; - CCS; - NGOs.	500,000.00 (MERD, NES)	1,000,000.00 (MERD, NES)	2,000,000.00 (MERD, NES)	1,500,000.0 (MERD, NES)	5,000,000.00

1.3.4. Following modern methodology in career guidance and its implementation in the NES system	2010-2012 and onwards	Implementation of modern methods of work in the field of career guidance and counselling	- Number of services provided in accordance with modern working methods; - Number of clients.	- NES; - MERD.	0.00	0.00	0.00	2,000,000.00 (MERD, NES)	2,000,000.00
1.3.5. Establishment and work of mobile centres for rural areas far away from NES' centres	2011 and onwards	Mobile units formed	Number of mobile units	- NES; - MERD; - MAFWM; - regional centres for rural development.	0.00	0.00	3,000,000.00 (MERD, NES)	1,000,000.00 (MERD, NES)	4,000,000.00
PROJECTION OF THE FUNDS NEEDED FOR THE IMPLEMENTATION OF THE ACTION PLAN FOR THE THIRD OBJECTIVE					<b>1,000,000.00</b>	<b>2,000,000.00</b>	<b>8,000,000.00</b>	<b>10,000,000.00</b>	<b>21,000,000.00</b>

Objective: 1.4. Continuing promotion of career guidance and counselling		Indicator							
		- Number of clients that seek and use career guidance and counselling services; - Number of informative/promotional events; - Number of published materials on youth career guidance and counselling.							
Activities	Deadlines	Expected result	Indicator	Holders and participants in the activity	Financial resources in 2010		Projection of financial resources for the period 2011 – 2014		Total 2010 - 2014
					From the budget	Other sources	From the budget	Other sources	Total

1.4.1. Innovation and modernization of websites for career guidance and counselling	2009- 2011 and onwards	Greater accessibility to information on further education and professional development options	- Number of website users; - Website users' evaluation.	- NES; - ME; - MERD; - MYS; - CCS; - LSGU; - university and other career centres; - NGOs.	100,000.00 (MERD, NES)  100,000.00 (ME)  100,000.00 (MYS)	0.00	400,000.00 (MERD, NES)  300,000.00 (ME)	0.00	1,000,000.00
1.4.2. Mutual promotion and support between university and other career centres' websites and the websites of ME, MERD, MYS, NES, CCS, NGOs	2010 and onwards	- Better information on career guidance and counselling at all levels; - Better connection between the participants in the career guidance and counselling system.	- Increased number of websites visits; - Increased number of participants and applicants in different programmes .	- ME; - MYS; - MERD; - MES; - Universitie s of Belgrade, Nis, Kragujevac, Novi Sad; - NGOs.	200,000.00 (MYS)  50,000.00 (MERD, NES)  50,000.00 (ME)	0.00	0.00	900,000.00 (MERD, NES)  850,000.00 (MYS)  850,000.00 (ME)	2,900,000.00

1.4.3. Initiate media campaigns with the goal of raising awareness of young people of the importance of continuing individual career planning (television and radio shows, promotional videos...)	2010 and onwards	Increased number of young people that are familiar with the concept of career guidance and counselling	<ul style="list-style-type: none"> <li>- Number of television and radio shows;</li> <li>- Number of promotional videos showed.</li> </ul>	<ul style="list-style-type: none"> <li>- MYS;</li> <li>- MERD;</li> <li>- ME;</li> <li>- CCS;</li> <li>- NES;</li> <li>- university and other career centres;</li> <li>- NGOs.</li> </ul>	<p>700,000.00 (MYS)</p> <p>100,000.00 (MERD, NES)</p> <p>100,000.00 (ME)</p>	0.00	<p>800,000.00 (MERD, NES)</p> <p>800,000.00 (MYS)</p> <p>400,000.00 (ME)</p>	<p>700,000.00 (MERD, NES)</p> <p>650,000.00 (MYS)</p> <p>650,000.00 (ME)</p>	4,900,000.00
1.4.4. Organizing an international conference on career guidance and counselling	2010	Raising the importance of career guidance and counselling in Serbia	<ul style="list-style-type: none"> <li>- Number of participants from the country and from abroad;</li> <li>- Number of submitted papers.</li> </ul>	<ul style="list-style-type: none"> <li>- MYS;</li> <li>- ME;</li> <li>- MERD;</li> <li>- NES;</li> <li>- CCS;</li> <li>- university and other career centres;</li> <li>- NGOs.</li> </ul>	0.00	1,000,000.00 (MYS)	0.00	0.00	1,000,000.00

1.4.5. Supporting the creation of brochures, manuals, internet and other presentations, and informative materials on career guidance and counselling services and distributing them through the network of centres and youth offices	2010- 2011 and onwards	Created and distributed brochures, presentations, informative material	Number of published brochures, presentation s and informative materials	- MYS; - ME; - MERD; - NES; - university and other career centres; - NGOs.	800,000.00 (MYS)  100,000.00 (MERD, NES)  100,000.00 (ME)	0.00	700,000.00 (MERD, NES)  650,000.00 (MYS)  650,000.00 (ME)	1,000,000.00 (MERD, NES)  1,000,000.00 (MYS)  1,000,000.00 (ME)	6,000,000.00
<b>PROJECTION OF THE FUNDS NEEDED FOR THE IMPLEMENTATION OF THE ACTION PLAN FOR THE FOURTH OBJECTIVE</b>					<b>2,500,000.00</b>	<b>1,000,000.00</b>	<b>4,700,000.00</b>	<b>7,600,000.00</b>	<b>15,800,000.00</b>
<b>PROJECTIONS OF THE TOTAL FUNDS NEEDED FOR THE IMPLEMENTATION OF THE ACTION PLAN BY THE FUNDS' SOURCES</b>					<b>11,100,000.00</b>	<b>7,000,000.00</b>	<b>29,560,000.00</b>	<b>43,490,000.00</b>	<b>91,150,000.00</b>



### Glossary

**Accreditation** – process of assessing whether an institution or programme fulfils the predefined general quality standards. Assessment is performed by an authorized and independent commission or agency.

**Active measures in the labour market** – all active measures and programmes that an unemployed person registered with the NES is legally entitled to, and which are oriented towards improving employment, i.e. achieving full, productive, and freely chosen employment.

**Career guidance** – a range of activities that train individuals of any age, at any point in their lives, to identify their own abilities, competencies and interests, to make decisions regarding their education, training and profession, and to manage their lives in the field of learning, work and other fields in which they can acquire and use their abilities and competencies (Council of Ministers, Resolution on Lifelong Learning, May 2004).

**Career guidance and counselling** – an organized system of social and professional work on providing an individual with continuing help during his entire career development, in freely choosing direction and orientation, in education and professional activity, with the goal of achieving professional quality, in accordance with his personal traits and the labour market demand for specific occupations.

**Centre for Information and Professional Counselling** – service that helps the unemployed, the employees in need of a career change, and students in career planning by providing information on occupations, employment options, and participation in further education and training programmes, as well as through counselling in occupational choice and change. The Centre also offers to employers the possibility of being informed about the choice of quality candidates for internships or employment, as well the possibility of receiving advice on candidate selection.

**Competence** – functionally integrated knowledge and skills that can be used in new situations and different contexts. Competencies include different abilities of practical implementation of knowledge, cognitive and manual skills, attitudes and values, and motivation.

**Continuing education and training** – refers to programmes and processes of education realized after required education, i.e. for some categories, after initial education and training or after entering the world of work, with the goal of improving or developing competencies, acquiring new competencies, further personal and professional development.

**Educational outcomes** – clear and measurable indicators of learning results achieved by the student, which show what the student knows and can do after a period of learning.

**Educational standards** – clearly define what a student needs to know, understand and be able to do at the end of a specific learning cycle in the educational process.

**Employment rate** – share of employed persons between the ages of 15 and 64 in total population of the same age.

**European Qualifications Framework** – Represents one of the main pillars of the European education. It requires that each qualification is described by learning outcomes, expressed by competencies, levels, profiles, workload, and credits. It helps recognition and mutual comparison of national qualifications frameworks.

**Formal education** – education taking place within school system, from primary school up to postgraduate studies at university, based on selected educational programmes that lead to a certificate, i.e. national recognitions of gained qualifications, competencies, and educational levels, and which is funded from public funds.

**General competencies** – knowledge, skills and abilities that an individual should possess at a certain level of education, disregarding the profession or scientific field in which he/she engages.

**Initial education** – includes all educational programmes taking place before entering the world of work, i.e. before the first employment.

**Know-how** – abilities of efficiently using knowledge in context.

**Lifelong learning** – process of learning that takes place during the entire lifetime with the scope of personal development, acquiring new competencies, adapting more efficiently to new living circumstances, new technologies, discoveries and achievements of the human society. Includes all forms of learning, and not just formal learning within educational institutions.

**National Qualifications Framework** – unique description of principal qualifications in the country's educational system. The term 'principal qualification' refers to a general qualification at given level disregarding the field for which the qualification is acquired. Qualifications framework enables simple comparison between different qualifications present within the system, horizontal and vertical mobility through the educational system, recognition of acquired knowledge and skills, and transparency of the educational system for individuals, as well as for employers, labour market representatives, and educational institutions.

**Non-formal education** – educational and learning programmes and activities outside of school system. They are organized, planned, and systematized programmes that do not end with a social verification of acquired knowledge and achievements in the sense of assessment of what has been learnt, grades, and certificates.

**Passive measures in the labour market** – form of financial and other help to an unemployed individual registered with the NES, who is legally entitled to that help.

**Persons with disabilities** – persons with innate or acquired physical, sensorial, intellectual or emotional disability who, due to social or other barriers, have no possibilities or have reduced possibilities of participating

in the society's activities at the same level as others, disregarding whether they engage in those activities by using technical aids or support services.

**Qualification** – formal recognition of acquired competencies, based on successful completion of a programme. Confirmation is released by the competent and authorized institution.

**Skill** – ability of successfully completing an activity.

**Socially responsible business** – a modern concept of managing a company with the goal of creating a better quality life standard for the employees, consumers, and other members of the local community, without endangering the profitability of the company.

**Sustainable development** – balanced relationship between ecology and economy, so as to maintain our planet's natural wealth for future generations; to create a better world by balancing social, economic, and environmental factors.

**Unemployment rate** – share of unemployed persons between the age of 15 and 64 in total population of the same age.

**Vulnerable social groups** – include all categories of population that are impaired or unable to realize their rights.

### Abbreviations

IEQE	Institute for Education Quality and Evaluation
IIEU	Institute for the Improvement of Education and Upbringing
LSGU	Local Self-Government Unit
CVE	Council for Vocational Education and Adult Education
EU	European Union
LYO	Local Youth Offices
MAFWM	Ministry of Agriculture, Forestry and Water Management
ME	Ministry of Education
MERD	Ministry for Economy and Regional Development
MLSP	Ministry for Labour and Social Policy
MYS	Ministry of Youth and Sport
NAPE	National Action Plan for Employment
NCHE	National Council for Higher Education
NEC	National Educational Council
NES	National Employment Service
RIS	Republic Institute for Statistics of the Republic of Serbia
RSE	Regional Secretariat for Education
RSSY	Regional Secretariat for Sport and Youth
CCS	Chamber of Commerce of Serbia