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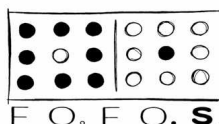
National curricula for career counsellors – comparative report

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Introduction

The present report is developed within the framework of Self-Employment project, i.e. "Guidance and counselling for self-employment", financed under EU Leonardo da Vinci Programme.

The aim of this project is to identify the location and the value of guidance and counselling services addressed to people considering self-employment. The project conducted a survey of existing guidance and counselling services in different location addressed to educated and experienced persons who wish to start their own business, how they were assisted and provided necessary guidance. The project partners are from Austria, Poland, Romania and Finland. In the whole project self-employment is defined as a one-person company.

The six-members consortium of highly professional and experienced organisations, coming from four EU and ACC, is conducting „Self-employment”. This complementary partnership represents background of counselling and guidance, academic and education, research and analysis fields strengthen by small business orientation and experience in self-employment project. They represent environments of different level of national awareness, policies and educational offer.

1. Definition and context of career counsellor profession

- 1.1. Definition of career counsellor in a given country
- 1.2. Legislation concerning career counselling
- 1.3. Elements that constitute being a counsellor –
how to become counsellor in partner country?
What is most common path?
- 1.4. What specializations / hierarchy levels can be distinguished in career counselling? Role
of work experience and education

2. Institutions providing an education&training for career counsellors in a given country:

- 2.1. Type of studies/courses
- 2.2. Field of studies/courses
- 2.3. Specializations
- 2.4. Timetable, how the courses can be useful
- 2.5. Vocational (in-service) trainings for career counsellors. Obligatory or not?; common or not?; examples of training programs
- 2.6. Self-employment or/and entrepreneur support in career counsellors curricula – existence and evaluation of their usefulness with respect to the demands of SME sector

Reports concerning carrier path of carrier advisors from the countries taking part in the project were based on the subsequently described plan. During the construction of the reports it turned out that some people engaged in the project had some difficulties in finding information concerning all the important elements, thus there is a difference in quality of the reports.

Preface

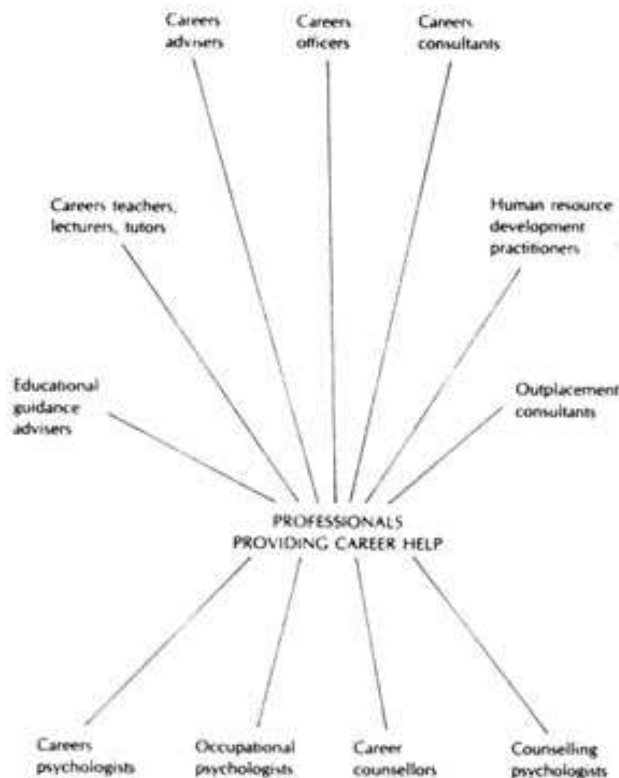
More and more people, when starting their education in secondary schools or at the universities, face a dilemma: in which professional carrier should they choose. There are also cases where people after finishing their education do not have any idea for their future work or professional carrier. In order to help such people to find their position on the labour market (either presently or in perspective) an institution of carrier advisor was created.

The general definition of a carrier advisor describes him/her as a person that advises either young or mature people on the choice of appropriate carrier, education profile or any extra vocational training. While advising, carrier advisor includes psycho-physical abilities and social background of the person, as well as labour market demand and current scholar system situation. He/she cooperates with parents and teachers in the process of carrier development for young people. Moreover, carrier advisor takes advantage of his/her knowledge about professions, labour market and technical means of providing vocational information.

Carrier advisor, together with his/her client discuss client's education, any finished vocational trainings, professional experience, interests, skills, personal features and physical abilities. For the clients, the advisor can suggest specific employers, provide help with creating application documents or help to prepare for job interviews. Carrier advisors, when necessary, can test for skills and abilities of the client.

In the following diagram different forms of carrier guidance are presented. The multitude would point to the fact to the number of different target groups who need professional guidance, as well as how many different forms of guidance are offered.

1



¹ http://www.career-counselling-services.co.uk/what_frame.htm

Recently Group of Experts of European Commission within the field of Longlife Learning created a list of common goals and rules of realization of professional career help, which in turn were accepted under the auspices of European Union Work Programme in Education and Training up to 2010. The main focus was placed on reorienting the services in order to develop vocational abilities of individuals, improving the accessibility to those services as well as quality.

Some general traits, attributes, characteristic to the „high quality” career advisors were pointed out, that in principle can be set as a guideline no matter the country in which the advisor provides the service. The advisors should be: analytical, honest, imaginative and set towards obtaining satisfactory results. Apart from that, they should present specific personal abilities – be able to document the advising process and its progress, be able to adapt to various changes, collect, process and use current information, be able to clearly communicate both in oral and written manner.

Persons that are career advisors need to possess certain knowledge and know the models of vocational counseling – the processes of change, levels of career building, career cycles, elements of career planning, main organizations and institutions involved in career advising and public resources. Not without importance is the fact that the career advisor are required to act according to Ethic Code.

The main areas of career advisor specialization include:

- Estimation
- Facilitation of group and individual training
- Career counselling
- Information and resources management
- Supporting individual's independence

Career counselors should be competent in all six of the specialization areas.

Between different members of the European Union, as within them, there are major differences in the amount and the character of training in which career advisors should participate.

Frequently, it is possible for any person to become a career advisor, provided that he/she pass a short course. Such situation negatively influences the quality and standard of the provided services. Until now, on many Universities that educate career advisors there is no separate programme for such specialization. Therefore, most people that become career advisors are psychologists, pedagogues, sociologists and even people that finished economy or marketing and management studies. Such situation would be appropriate for the situation where the advisor is to provide specialized and concrete advices. However, in many countries a person working as a career advisor is at the same time a psychologist, clerk and tax advisor. Apart from psychological support, he/she advises on bookkeeping, taxes, Tax Authority formalities, financing etc. All those skills cannot be gained during the course of non-specific studies. Moreover, it is worth to emphasize that not all people involved in career advising would like to develop their skills taking respective vocational training. Adding to that in many countries there is no appropriate forms of vocational trainings or courses that would aid career advisors to increase their qualifications.

There is a great necessity to create high quality vocational training programmes for career advisors that would join education with development of practical skills and gaining experience at the specific workplace. It is not only a matter of educating career advisors; it is

important to create international educational networks that would allow European carrier advisors to share and acquire new qualifications.²

Training programmes should include implementation of modern communication technologies, what in turn would make the training more attractive. Vocational training for carrier advisors that provide carrier help on European scale should be cyclic. The idea of creating university level studies with mobility major should be promoted by European society of advisors. Such studies should open the possibility of further, international cooperation of graduates. Moreover, the studies should be available for experienced carrier advisors who would like to increase their qualifications.³

The question arises how a carrier advisor should be treated – as an expert or as a person that helps to make the right decision. When one asks carrier advisor to help him/her choose the right carrier path, then the carrier advisor should present educational background connected to psychology and pedagogy. Apart from personality, skills and predisposition tests, a carrier advisor, after his/her contact with the client should be able to deduct carrier development for a given person. Naturally, besides knowledge and education, advisor should possess skills that allow him/her to correlate certain facts and be able to build up trust in his/her client in order to prevent the client from hiding his/her true personality.

In present times, where information seems to be the crucial and most important value, the role of carrier advisor as an expert gains considerable attention. Some skills and behaviours can be learned, and that is why the impact of results of personality tests is no longer considered as the main guideline. Carrier advisors should specialize in certain fields, such as finding institutions providing financial aid. Nevertheless, his/her knowledge should not be limited to knowing the institutions that offer such aid; the advisor should know what kind of aid is available, who is eligible, how much can be gained, and most importantly, what conditions need to be fulfilled when applying for such form of aid. The advisor should carry the responsibility to fill in the forms and applications. The knowledge about such responsibilities could be acquired by taking part in different trainings or exchanging experience with other carrier advisors, not necessarily in one country range.

Apart from the above example there should be expert advisors in tax, finance, law etc. counseling.

There are many discrepancies within vocational training programmes for carrier advisors, and they include: ability to use modern information technologies, training for helping personnel, advising in the matter of studying, knowledge about labour market, international character of advising, service organization and management.

Taking into consideration the increasing importance of carrier guidance together with advance of teleinformatic services it is worth to pay attention to recent development of carrier advisors network. Such term is used to describe the formal agreements based on partnership, which are made between the advisors in order to offer the most efficient services. A network of advisors is usually comprised of people that provide services within different organizations. Such people:

- Have common fields of interests
- Have common goals and tasks
- Have a desire to improve their services by exchanging information and experience
- Make new professional contacts with organizations that might have been not known to them previously

² http://www.ergoinnet.net/doc/kit2_pl.pdf

³ http://www.ergoinnet.net/doc/kit2_pl.pdf

A characteristic trait for advisors' network is that its existence would lead to development of more efficient methods of providing services, which can be used both by individual advisors and those working for various organizations.

In an international perspective, the network allows for building a database of professional contacts, either formal or non-formal, throughout the whole Europe, with the benefit to the final user of the services in form of:

- exchange actual, reliable, and significant information concern labor market, trainings and education possibility
- define European carrier counsellor identity – common subject area, common experience and potential
- development of suitable approach to the international reality and specificity of individual countries
- exchange of good practice and innovative experiences
- obtaining the crucial access to other country-based networks⁴

At the moment education of carrier advisors varies in each country, and is performed at different levels. Therefore, it is worth to examine the educational process in different European countries.

⁴ http://www.ergoinnet.net/doc/kit_networking_pl.pdf

I. Austria

1. Definition and context of career counsellor profession

1.1. Definition of career counsellor in Austria

As in Austria there is no legal regulation governing the professional qualifications of educational and vocational counsellors, career counselling as well as career counsellors are characterised in the following, by describing the fields where career counselling and guidance services take place.

In general career counselling is asked to respond to all the pathways that young people are provided with through education to working life and afterwards through their lifelong professional or academical career. In Austria, choices for education must be made at an early age and the several pathways are highly differentiated due to different school types. Those choices on education that young people in Austria have to make in school, have major implications for later work and study options.

Guidance services between education and labour market portfolios in Austria are also very fragmented and they do not constitute an integrated system.

According to the OECD reports on career counselling in Austria, the existence of many data bases on course information must be seen as a duplication of effort and resources, and the Ministry of Education, the Arts and Culture (BMUKK) should play a stronger role in producing a single co-ordinated course guide.

As a main actor in the labour market, the Austrian Public Employment Office (AMS) is organised on an integrated three-tier model of service delivery in information on self-service, personal advice and intensive career counselling.

In general career counselling can be seen as a broad field of actors from professional consultants to – in a certain way – partners, friends and colleagues as well. The branch of professional coaches i.e. can also be in touch with matters of career development. Besides there are many non personal ways of information about possible career developments provided by specialized editors in newspapers, magazines, books etc.

Returning to the professional actors in career counselling, recent reports of the OECD state that in general, systematic approaches to quality development and quality assurance seem to be under-developed in Austria and must be regarded as an area for further development.

It is still a matter of fact in Austria, that there exists no common standard or requirements of an education for those persons (career counsellors) whose job it is to bring others in suited education and jobs.

1.2. Legislation concerning career counselling

In Austria no legal regulation governing the professional qualifications of educational and vocational counsellors exist so far. Summarized, the OECD report "Review of policies for career information, guidance and counselling services" (March 2002) rates the professionalism of educational and vocational counselling in Austria as relatively low and of especially low quality in the field of adult counselling.

However, schools in Austria are required to provide career lessons to all students in grades 7 and 8. This is a strength of the Austrian system, particularly when compared to other countries in which career assistance is not mandated, though the actual quality of the integrated, cross-subject implementation is uncertain.

1.3. Elements that constitute being a counsellor – how to become counsellor in Austria? What is most common path?

There is no generally valid legal regulation governing the skills and professional qualifications of educational and vocational counsellors in Austria.

In the secondary school sector, in particular teachers with a compulsory further training as school and educational counsellors, vocational guidance teachers with a related training, and school psychologists (psychologists with an additional training) fulfil tasks in connection with guidance, counselling and orientation.

In the tertiary sector, in the career planning centres at universities, mainly university-level graduates with individual additional qualifications are employed; and within the scope of the Austrian Students' Union, students pass on their experiences.

The majority of counsellors of the Public Employment Service Austria boast the "Reifeprüfung"-Certificate; after taking up their work, they attend a standardised basic training programme followed by in-house further training courses.

In the institutions of the employer and employee representatives and in further training establishments, staff with functions in the field of guidance and counselling usually take part in in-house training programmes before starting their work there; although their previous education and training qualifications may vary, most of them are university graduates (mainly in the field of psychology, pedagogic, vocational or economic pedagogic or sociology). Within the broad range of institutions and scopes of activity that may be counted among adult education facilities, educational and training counselling is provided by persons with widely differing qualification backgrounds (see LdV project Translational Vocational Counselling, Country Report Austria).

Interviews with trainers and institutes in the field of career guidance within the LdV project RiPeRiJo in 2004 showed that an estimated share of 10-15 % of the trainers working in the career guidance field have a special training. Most of the trainers working in the public institutions in the field of vocational orientation and counselling have never worked in the private business sector (see LdV project RiPeRiJo: Evaluation of Existing Train-the-Trainer Courses in Vocational Orientation & Career Guidance, Country Report Austria, 2004).

Public institutions are the Vocational Information Centres ("Berufsinformationszentren") initiated by the Public Employment Service (AMS), public institutions of the social partnership (Chamber of Commerce, Chamber of Labour and the Austrian Trade Union Federation), bfi (Vocational Training Institution of the Chamber of Labour and Austrian Trade Union Federation) and Wifi (Vocational Training Institution of the Chamber of Commerce).

What specializations / hierarchy levels can be distinguished in career counselling? Role of work experience and education

1.4. What specializations / hierarchy levels can be distinguished in career counselling? Role of work experience and education

Career counselling can be distinguished according to target groups, e.g. for persons during schooling: pupils, students; for persons after schooling: job orientation after graduation, unemployed adolescents, women, migrants, persons with specific needs (e.g. disabled persons).

2. Institutions providing an education&training for career counsellors in Austria

2.1. Type of studies/courses

In-house training is organized e.g. by: ⁵

Institution	Description
Federal Ministry for Education, the Arts and Culture (BMUKK): Training and further training of educational counsellors	The training and further training for educational counsellors ("BildungsberaterIn") at secondary TVE schools and colleges is regulated by an Ordinance of the Federal Ministry of Education and Arts of 29 September 1994. Further training for educational counsellors is held in the framework of further training programs designed according to a standardised curriculum.
Austrian Public Employment Service (AMS)	Basic training for AMS employees begins with taking up employment at a definite workplace in a specific AMS office, which means that the training content can be tailored specifically to the employee's tasks and activities. Staff working in the AMS counselling and placement service must have at least their "Reifeprüfung"-Certificate. Further training measures provide not only subject-related know-how but also working techniques specific to the organisation; they also encourage the development of social and communicative skills. Further training is provided at both the regional and supra-regional levels. Regional further training covers the special needs of the individual regions or Laender (the Austrian federal provinces) while supra-regional further training is geared towards the AMS's overall needs and guarantees general standards.
Social Partner Organisations: Chamber of Economics (WKÖ), Chambers of Labour (AK)	In-house training for educational and vocational counsellors who work in the employer and employee representations as well as in their further training institutions is partly held jointly by, and in co-operation with, other institutions. The educational counsellors meet in regular working groups to exchange experiences and to attend further training events on specific topics.

⁵ The information on in-house training programs is taken from LdV project Transnational Vocational Counselling, Country Report Austria

General training in the field of career counselling is offered by:

Institution	Description
University of Klagenfurt: Academic training course MAS Career Management (Laufbahnberatung)	<p>Practical oriented, international and multidisciplinary training course which is addressed to persons already working in career counselling.</p> <p>There are two possibilities to complete the training course:</p> <ul style="list-style-type: none"> • with the degree "Academic Career Counsellor" (3 semesters) or • with the degree "MAS Career Management" (4 Semester). <p>Prerequisites for attending the training course are a completed apprenticeship or school leaving examination (Matura) and appropriate work experience (Academic career counsellor) or a university degree or similar qualification and appropriate work experience (MAS Career Management)</p>
Federal Institute for Adult Education, Strobl (bifeb): Academic training course education and career counselling	<p>The training course addresses to counsellors in the field of educational and/or vocational counselling, having one or more years of practical experience and/or appropriate further education. The training course completes with the diploma "Academic Educational and Vocational Counsellor".</p>
Economic Promotion Institute Vienna (WIFI Wien): Training course for career and educational counselling	<p>The training course is addressed to persons older than 25 years, with a graduation or nearly finished graduation in a social, psychological, pedagogical or similar field, e.g. life or social counselling, teaching.</p>
Vocational Training Institute Vienna (bfi Wien): Diploma training course for occupational orientation – in-service training course	<p>The training course addresses to persons older than 25 with social, pedagogical or psychological basic education (e.g. social worker, life and social counsellors, coaches, youth counsellors, personnel consultants) but also to persons with other professional background interested in becoming a trainer in the field of occupational orientation.</p>

2.2. Field of studies/courses

Institution	Field of course
Federal Ministry for Education, the Arts and Culture (BMUKK): Training and further training of educational counsellors	<p>contents: fundamentals and tasks of educational counselling - self-conception of educational counsellors - behaviour of counsellors - special aspects of educational counselling at TVE schools and colleges - co-operation with institutions - crisis situations - the work of educational counsellors in the system of schools and colleges - counselling activities in case of learning and behavioural problems - identity and psychological hygiene of educational counsellors - process reflection of counselling work</p> <p>special-focus seminars: e.g. aggression, violence; vocational guidance; European integration, internationalisation; integration of students with non-German mother tongue and of physically handicapped students; interaction, communication, motivation; today's youth; conflicts and crises; contacts to the labour market and the economy; learning to learn; personal growth at school;</p>

	school partnerships; behavioural difficulties.
Austrian Public Employment Service (AMS)	Basic training: Service for job-seekers and measures - occupational medicine - EDP for the AMS counselling and placement service - theory of profession - Rhetoric and communication with job-seekers - rhetoric and communication with enterprises - service for employers - employment of foreign workers - interface and communication - unemployment insurance - counselling and placement service Further training: eg. counselling models - interviewing and intervention techniques - drawing up contracts and reaching agreements - work organisation - customer orientation - quality of services and its measurability - psychological and sociological aspects of personal behaviour patterns - systemic aspects of organisation
Social Partner Organisations: Chamber of Economics (WKÖ), Chambers of Labour (AK)	Counsellors' Training Centre of the Chamber of Labour Vienna: Contents: successful counselling talks: specialist guidance face-to-face and on the phone - individual coaching at the workplace - conflict management for counsellors - general specialist training - department-specific specialist training
University of Klagenfurt: Academic training course MAS Career Management (Laufbahnberatung)	main topics: scientific basics - information management in career counselling - conceptions and methods of counselling - management and organization of career counselling
Federal Institute for Adult Education, Strobl (bifeb): Academic training course education and career counselling	topics: occupational area of career and educational counsellors – Austrian educational system – conceptions and methods of counselling – information management – labour market – support programs – counselling with groups – gender in counselling – distance counselling – practices in diagnostics – quality assurance in career and educational counselling
Economic Promotion Institute Vienna (WIFI Wien): Training course for career and educational counselling	topics: introduction to career and educational counselling – quality assurance – work and society – gender mainstreaming – diversity – career management – advisory skills – self-reflection – crisis intervention – motivation – coaching techniques – decision making – techniques of investigation – support programs – the Public Employment Service (AMS) – future occupational images and labour market – training competence – work-life balance – outplacement – job application training – distance counselling - business start-up counselling
Vocational Training Institute Vienna (bfi Wien): Diploma training course for occupational orientation – in-service training course	topics: Learning in adult education – management of groups – job orientation, tools and methods – individual and group coaching, conflict management, communication and negotiation – jobfinding, application training – gender mainstreaming, diversity, intercultural work – labour market policy, support programs, Public Employment Service (AMS), regional labour market – project management – working in adult education

2.3. Specializations

The in-house training courses are adapted on the specific needs and requirements of the institutions.

The mentioned general training courses offer general education and training in the field of career counselling, no specific specializations.

2.4. Timetable, how the courses can be useful

Institution	Timetable
Federal Ministry for Education, the Arts and Culture (BMUKK): Training and further training of educational counsellors	Three basic seminars, two advanced seminars, seminars with special focuses, and events organised by regional working groups. Participation in the seminars is compulsory.
Austrian Public Employment Service (AMS)	The basic training comprises eight seminar weeks, eight weeks of practical tuition including one week of work-placement, and one week for the final exam. The further training is structured into a basic level (five modules, complemented by practical counselling sessions) and an add-on level (to be chosen among 18 seminar days of attendance).
Social Partner Organisations: Chamber of Economics (WKÖ), Chambers of Labour (AK)	Counsellors' Training Centre of the Chamber of Labour Vienna: target group are employees of the Chamber of Labour whose standard duties include specialist counselling Consists of several modules with a total of 39 course days; lasts for approx. 18 months; graduates are awarded a final certificate for successful attendance.

The programs of the general training courses mentioned above are structured in modules dealing with different topics and key aspects.

Institution	Timetable
University of Klagenfurt: Academic training course MAS Career Management (Laufbahnberatung)	The training sessions are assigned to 3 topics: <ul style="list-style-type: none"> • basic: basic skills and competences • depending: specialized knowledge and technique skills • process: active shaping of the learning processes in the training course Face-to-face sessions and individual learning sessions, online-training courses, peer-group learning. Finishes with written project report and oral examination.
Federal Institute for Adult Education, Strobl (bifeb): Academic training course education and career counselling	Structured in 11 modules, 3-5 days each. The training sessions are assigned to 3 topics: <ul style="list-style-type: none"> • counselling • specialized knowledge • learning and portfolio Face-to-face sessions and distance learning, accomplishing of counselling, supervision, portfolios

Economic Promotion Institute Vienna (WIFI Wien): Training course for career and educational counselling	Structured in 9 modules, 17 workshops and 2 lectures. Finishes with project thesis and oral examination. Individual work and small group work, keynote presentations, exchange of experience, simulation of counselling and training situations, peer-group learning
Vocational Training Institute Vienna (bfi Wien): Diploma training course for occupational orientation – in-service training course	Structured in 10 modules with 200 practical face-to-face sessions and about 160 e-learning sessions. Finishes with diploma thesis and oral examination.

2.5. Vocational (in-service) trainings for career counsellors. Obligatory or not?; common or not?; examples of training programs

The public institutions offer in-house training for their staff with functions in the field of guidance and counselling. This training is part of job and therefore obligatory. Usually there is a basic and a further training as well as regular events.

The above mentioned general training courses in career counselling are addressed to persons already working as career counsellors or at least as counsellors in a similar field. They are offered in modules so that they can be attended in addition to the current occupation. They are to be seen as further training for career counsellors.

Quality certifications and transparency in quality assurance and quality development has become very important in the field of education and training, so has continuing education. Looking at curriculum vitae of career counsellors in different fields of activity (public and non-public), beside the above mentioned training courses they often show continuing participation in further education like e.g. training courses in adult education, communication, mediation, negotiation, diagnostics, human resource development, labour legislation and social law.

Example of initial job training program of the Economic Promotion Institute Vienna (WIFI Wien): A practical training in educational counselling for career and businesses is offered for graduates of the training course for career and educational counselling of the WIFI Vienna (see 2.2), to get in contact with the practical tasks of a career and educational counsellor. The participation in counselling and discussion of their experience is to prepare the trainees for their counselling career.

2.6. Self-employment or/and entrepreneur support in career counsellors curricula – existence and evaluation of their usefulness with respect to the demands of SME sector

In the training course for career and educational counselling of the Economic Promotion Institute Vienna (WIFI Wien) 1 of 17 workshops deals with the topic of counselling for business start-ups. Topics: types of enterprises, business plan, AMS-programme for business start-ups.

Besides, looking at the topics and contents in the curricula of the different provider of education and training for career counsellors there is no evidence for a specific focus on self-employment or entrepreneur support in career counsellors curricula.

3. Summary and conclusions

In Austria there is no generally valid legal regulation governing the skills and professional qualifications of educational and vocational counsellors.

There is no common way and no special educational pathway to become a career counsellor in Austria. Previous education and training qualifications of counsellors are varied.

Within the public sector (public employment service, social partner organizations) education and training for career counselling is offered in in-house training courses. Usually the counsellors in the field of vocational and educational guidance take part in in-house training programmes before starting their work there. There are basic trainings which are capable for jobstarters, with university degree or at least "Reifeprüfungs"-Certificate.

General training courses are addressed mainly or exclusively to people with work experience in the field of career counselling and can therefore be seen as further training for career counsellors, not as a possibility to gather basic vocational training.

Self-employment and/or entrepreneurship support is no special significance in the curricula for career counsellors.

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II. FINLAND

1. Introduction

The present report is developed within the framework of Self-Employment project, i.e. "Guidance and counselling for self-employment", financed under EU Leonardo da Vinci Programme.

This report provides information on the Finnish National curricula for career counsellors (milestone on WP5 i.e. work package 5).

The aim of the whole project is to identify the location and the value of guidance and counselling services addressed to people considering self-employment. The project conducted a survey of existing guidance and counselling services in different location addressed to self-employed for maximum 1 year and who considered such occupation as the main employment and how they were assisted and provided necessary guidance. The project partners are from Austria, Poland, Romania and Finland. In the whole project self-employment is defined as a one-person company.

The five-members consortium of highly professional and experienced organisations, coming from four EU and ACC, is conducting „Self-employment”. This complementary partnership represents background of counselling and guidance, academic and education, research and analysis fields strengthen by small business orientation and experience in self-employment project. They represent environments of different level of national awareness, policies and educational offer.

One-person-enterprises are creatively and dynamically managed. Counselling on high quality level addressed to them could bring a synergy effect and reinforce this companies their doubtless strengths significantly.

2. Definition and context of career counsellor profession

2.1. Definition of career counselling and career counsellors in Finland

In Finland the goal of the guidance and counselling services is to help individuals make *choices concerning their education, training and career planning at different stages of their lives*. All citizens have a chance of receiving guidance and counselling whether they are students, at work, unemployed or outside the labour market. (Ministry of Labour et al. 2003)

Finland is implementing lifelong learning strategies, as well as policies to encourage the development of the citizens' employability. Career guidance and counselling is seen as having a key role in implementing these strategies and policies. (OECD 2004).

In Finland careers information, guidance and counselling services are provided mainly by two established public service systems: *student counselling within the public school system*, and the *information, guidance and counselling services run by the public labour administration*. There is a clear division of labour between these two systems. Schools have the main responsibility for student counselling, with the guidance and counselling services of the employment offices complementing school-based services, being mainly targeted at clients outside the education and training institutions.

However, in addition to the extensive public services there are also available services offered by private and third sector. Employers are the most important group utilizing private services. Different kind of special groups utilize the services of third sector.

The following table (Table 1) includes information about the different organisations involved in career counselling and guidance services in Finland. It includes information about the sector, location, number, curricula, content of counselling and target groups of the career counselling and guidance organisations.

Table 1C
The main counselling and guidance organizations in Finland

Organisation	Sector	Location	N	Curricula	Counselling/Guidance	Target groups
Comprehensive schools	Public	All over the country	3570	Goals for guidance and counseling for forms 1-2, 3-6, and 7-9	Covers study skills, self-knowledge, further education and training options, occupations, working life	Pupils (7-16 years old)
Upper secondary schools	Public	All over the country	430	Includes one compulsory and one specialisation course (optional) devoted to guidance each consisting of 38 hrs	Covers learning techniques, self-knowledge, issues related to career choice, planning for the future, studies at other educational institutes	Pupils (over 16 years old)
Vocational schools	Public	All over the country	196		Provides students with individual support in studies, career planning and employment as well as in further education	Pupils (over 16 years old)

Polytechnics	Public	All over the country	29		Comprehensive guidance and counselling system (e.g. planning of studies, international exchange opportunities, student financial aid issues), career services and information about careers, recruitment and job exchange	Students and employers
Universities	Public	All over the country	20		General student counselling, special office for student guidance (information about studies, practical training, open university courses), career and recruitment services	Students and employers
Employment offices	Public	All over the country	147		Vocational guidance and career planning, educational and vocational information services, employment exchange services	Young and adult clients and employers
ALSO OFFERING						
CIMO	Public	Helsinki	1		Euroguidance Finland	Guidance counsellors in education and employment sectors dealing with studying and training opportunities abroad
Consultancy companies	Private	All over the country			Recruitment services, outplacement and career counselling	Employers, special groups (e.g. returning expatriates and "rising stars")
Trade organisations and associations	Third sector	All over the country			Career and recruitment services	Special groups (e.g. special occupational groups, disabled)

2.2. Legislation concerning career counselling

Legislation is the main instrument for steering the guidance services in Finland. Its role is very important since it guarantees both the provision of guidance services within the labour administration and the main co-operation activities with other public agencies and service providers. The legislation also establishes the main guidelines for guidance services, the rights of clients regarding access to services and the more precise demands on the administration concerning the provision of providing these services. (Kasurinen & Vuorinen 2002)

The Basic Education Act states that every pupil must be provided with adequate counselling services. Counselling services in vocational schools and upper secondary general education are similarly prescribed by law. The legislation on labour market services and the Employment Services Decree provide detailed instructions concerning the purposes and principles underpinning the information, guidance and counselling services offered by the employment offices. (Kasurinen & Vuorinen 2002)

2.3. Elements that constitute being a counsellor – how to become counsellor in Finland?

Here we will focus on the two most important forms of counselling as described in chapter 2.1:

- 1) student counselling within the public school system
- 2) the information, guidance and counselling services run by the public labour administration

How to become a counsellor within the public school system?

The school system has different categories and systems:

- In comprehensive schools counsellors are responsible for guidance and counselling services (including career counselling and individual counselling). Moreover, *all teachers* advise students in studying-related issues.
- In upper secondary general education counsellors bear the main responsibility for delivering counselling services. Group teachers monitor their students' school achievement and counsel them on issues involved in studying in upper secondary school. Moreover, every teacher advises students in study techniques.
- In vocational schools study counsellors bear the main responsibility for counselling, but every teacher takes part in counselling activities as a part of their teaching duties.
- In polytechnics study counsellors are responsible for guidance and counselling services. Tutor teachers and other teachers together with peer tutors take part in counselling as agreed on in the polytechnic's counselling plan. Polytechnics have recently improved their career and recruitment services.
- In universities, counselling services are delivered in a variety of ways. In general, the student affairs office is the place where students can ask about things linked with their studies, work practice, and student grants. In faculties there are student affairs secretaries who are responsible for students' study plans and for planning, developing and coordinating counselling services.

In different educational institutions counsellors are often called **masters of student or study counselling**. Study counsellors can counsel full-time or work part-time as counsellors and part-time as teachers. In comprehensive schools most counsellors (84 %) work full-time, but in polytechnics for example only 11 per cent of the counsellors are employed full-time. (Lairio & al. 1999)

So, many of the counselors within the school system are also teachers and they have qualified to this job by taking some specific lectures in the teacher education or later on as continuous education.

The full time counsellors have usually studied career counsellor studies given e.g. by University of Jyväskylä, Institute for Educational Research. These studies are available nowadays also on the Internet. Many fulltime masters of study counselling are also psychologists.

How to become a counsellor within the public labour administration?

In the labour administration (employment offices): vocational guidance psychologists, educational advisers, employment consultants specialized either in special needs clients or in job clubs. The following guidance services available in employment offices and individual job-seeking services are delivered by the following customer-service officials:

- In all, about 280 vocational guidance psychologists are responsible for vocational guidance and career planning services and services related to vocational rehabilitation. In the labour administration, staff in charge of vocational guidance and career planning services have from the first been **required to have a psychologist's qualifications**. This requirement is included in the Employment Agencies Act.
- 150 full-time educational advisers are in charge of the educational and vocational information service. There are also 150 part-time employment consultants (advisers) responsible for advice on training and vocational information. **There are no formal qualification requirements for educational advisers and employment consultants.**
- Specialized employment consultants are in charge of job-seeking services linked with vocational rehabilitation. Also, job-seeking services for young people often include counsellors specialized in services for young people. The tasks of these consultants are by nature guidance-related. **No formal qualifications are required.**
- The qualifications required of labour counsellors responsible for guided, mainly group- based job-seeking services or personal employment services are as in item two above.

2.4. What specializations or hierarchy levels can be distinguished in career counselling?

There can be distinguished the levels related to the institutions and the school levels, namely:

- comprehensive schools
- upper secondary general education
- vocational schools
- polytechnics
- the labour administration

3. Institutions providing education and training for career counsellors in Finland

The following information on the course selection offered by the institutions was tried to be gathered by all partner countries in this project:

- Type of studies/courses
- Field of studies/courses
- Specializations
- Timetable, how the courses can be useful
- Vocational (in-service) trainings for career counsellors. Obligatory or not?; common or not?; examples of training programs

- Self-employment or/and entrepreneur support in career counsellors curricula – existence and evaluation of their usefulness with respect to the demands of SME sector

However, it was not easy to find the information. So, we have put here all the information we could find in Finland and would like to emphasize that this information may include gaps. The main emphasize is on the institutions providing the education and training.

Table 2 Institutions providing education & training for career counsellors in Finland

Organisations providing counselling	Sector	Location	N	The main institutions providing education & training for the people working in this counselling organisation
Comprehensive schools	Public	All over the country	3570	Departments of Teacher Education in Universities and e.g. Jyväskylä Institute for Educational Research
Upper secondary schools	Public	All over the country	430	Departments of Teacher Education in Universities and e.g. Jyväskylä Institute for Educational Research
Vocational schools	Public	All over the country	196	Departments of Teacher Education in Universities and vocational schools and e.g. Jyväskylä Institute for Educational Research
Polytechnics	Public	All over the country	29	Departments of Teacher Education in Universities and Polytechnics and e.g. Jyväskylä Institute for Educational Research
Universities	Public	All over the country	20	Departments of Teacher Education in Universities and e.g. Jyväskylä Institute for Educational Research
Employment offices	Public	All over the country	147	Psychology Departments in Universities and e.g. Jyväskylä Institute for Educational Research

4. Summary and conclusions

In Finland the goal of the guidance and counselling services is to help individuals make choices concerning their education, training and career planning at different stages of their lives. All citizens have a chance of receiving guidance and counselling whether they are students, at work, unemployed or outside the labour market. Finland is implementing lifelong learning strategies, as well as policies to encourage the development of the citizens' employability. Career guidance and counselling is seen as having a key role in implementing these strategies and policies

In Finland careers information, guidance and counselling services are provided mainly by two established public service systems: student counselling within the public school system, and the information, guidance and counselling services run by the public labour administration. The qualification requirements are not very strict in most cases. The full time counsellors at schools have usually studied career counsellor studies given e.g. by University of Jyväskylä, Institute for Educational Research. Many are working part-time (as counsellors and as teachers). At labour administration vocational guidance psychologists are required to have a psychologist's qualifications, and for the educational advisers and the specialized employment consultants no formal qualifications are required.

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III. POLAND

1. Legislation concerning career counselling

Vocational guidance in Poland (also called career guidance or counselling) “is based on the theoretical perspective that the process of a human being’s career planning and development starts in early childhood and lasts for the whole life period”⁶. The main goal of vocational counselling is to **render support to individuals in preparing themselves for carrying out their tasks in the world of labour**.

Vocational counselling in Poland falls under the jurisdiction of two government departments:

- education department – the Ministry of National Education and Sport – guidance for school children.
 - labour department – the Ministry of Labour and Social Policy – guidance for adults.
- There are also commercial organisations in Poland that provide services in the field of personnel consulting, i.e. services related to selecting highly qualified personnel that meet the needs of employers.

Legal acts regulating vocational guidance under the Ministry of Education

- The Education System Act of 7 September 1991 (Dz. U. /Journal of Laws/ of 1996 No. 67, item 329 and No. 106, item 496) as amended
- The Directive of the Minister of National Education of 15 January 2001 concerning the rules for granting and organising psychological and pedagogic assistance (Dz. U. /Journal of Laws/ No. 13, item 110)
- The Directive of the Minister of National Education of 15 January 2001 concerning the detailed rules regulating the functioning of public psychological and pedagogic counselling centres and other specialised public counselling centres and the framework statute for these centres (Dz. U. /Journal of Laws/ No. 13, item 109)

Legal acts regulating vocational guidance under the Ministry of Labour

- the Employment and Anti-Unemployment Act of 14 December 1994 (Dz. U. /Journal of Laws/ of 1997 No. 25, item 128, as amended)
- and the related Directive issued by the Minister of Labour and Social Policy on 9 February 2000 concerning the detailed rules for conducting employment agencies, vocational guidance, organising training for the unemployed, establishing methodological support for the needs of information and vocational guidance and organising and financing job clubs (Dz. U. /Journal of Laws/ No. 12, item 146, art. 36).
- the Act of 20 December 2003 amending the Employment and Anti-Unemployment Act and the Education System Act (Dz. U. /Journal of Laws/ of 22 January 2003)
- the Employment and Anti-Unemployment Act of 14 December 1994 (Dz. U. /Journal of Laws/ of 1995 No. 1, item 1).
- the Employment and Labour Market Institutions Promotion Act of 20 April 2004 (Dz. U. /Journal of Laws/ No. 99, item 100).
- the Directive of the Minister of Labour and Social Policy of 20 October 2004 concerning the procedure for granting job licences to employment agents and vocational counsellors.
- the Directive of the Minister of Labour and Social Policy of 1 December 2004 concerning employment agencies register.

⁶ W. Trzeciak, W. Kreft, *Review of career guidance policies in 11 acceding and candidate countries - synthesis report*, July 2003, www.praca.gov.pl/nczpz/dokumenty.html

- The National Strategy for Employment and Human Resources Development 2000-2006 – a document adopted by the Council of Ministers on the 4 January 2000.

The tasks involved in career counselling in Poland are carried out by:

- 1) career counsellor trainee;
- 2) career counsellor;
- 3) career counsellor of the first grade;
- 4) career counsellor of the second grade.

A person may become a career counsellor after obtaining the applicable licence, provided that he or she has full legal capacity to perform acts in law, does not have a criminal record, has completed higher education, and either has Polish citizenship or demonstrates his or her knowledge of the Polish language to be sufficient to carry out the tasks involved. Furthermore, this person should also have carried out tasks related to career counselling for at least 12 months in public employment services or have completed a training course, validated by pertinent documents, preparing that person to render career counselling services, within two years prior to the date of licence application submission. A worker who does not meet these requirements may act as a career counsellor trainee under the surveillance of a career counsellor or after having completed a training course preparing for rendering career counselling services and validated by applicable documents.

In order to become a career counsellor of the first grade one must meet the above mentioned requirements and additionally have worked for at least 24 months as a career counsellor trainee in public employment services and also have a master's degree (or an at least 12-month traineeship as a career counsellor in public employment services and completed master's degree in either psychology or career guidance or completed training course in career counselling, validated by pertinent documents).

Furthermore, a career counsellor of the second grade must (in addition to the requirements applicable to regular career counsellors) have completed post-graduate studies in career guidance and have worked for at least 36 months as a career counsellor of the first grade⁷.

2. Institutions providing an education & training for career counsellors in a given country

Career guidance has not existed in Poland as a separate course of study for a long time. It has only recently started to be introduced.

Three-year courses leading to a bachelor's degree in this very field have been initiated for example by Lublin Academy for Social Sciences. The main objective of its students' education is to prepare them for acting as: career counsellors for young people who are about to take decisions about their future occupations, schools or academies/universities as well as persons who are looking for a job or wish to change their vocational qualifications; job advisors in public and private agencies for career guidance; and human resources counsellor for companies which are looking for employees with the aid of human resources counselling agencies (called 'career offices').

So far career counselling has appeared mainly as a speciality or specialization in such fields of studies as pedagogy or psychology.

Since higher schools in Poland differ both with respect to their staff, subjects taught and approach to social reality, it is interesting to have a closer look at the degree of differences between the specializations depending on the field of study and the school where the courses take place. In the first place we will portray the profile of a graduate and the job finding possibilities of persons who have completed pedagogy studies with specialization in career

⁷ Dziennik Ustaw (Journal of Laws) 2004 No. 99 / 6849 — Pos. 1001

counselling. In the table – for the purpose of comparison – we will present specialized subjects, taught at four Polish higher schools in Bydgoszcz, Gdańsk, Lublin and Poznań.

2.1. Career counselling as a specialisation/specialty of pedagogy studies

The primary objective of the career counselling specialty, which uses the achievements of contemporary pedagogy, psychology of small social groups, psychology of education and social pedagogy and psychology is to prepare its graduates for a wide range of roles dealing with:

- education, vocational and social development,
- preparation and realisation of programmes concerning social aid and humanisation of life,
- activation and organisation of local communities, self-government societies and social organisations, especially those working against unemployment and social pathologies,
- animation of social, educational and self-help activities, by means of acting towards execution of the social policy of government organisations, social institutions, foundations and associations,
- evaluation of programmes concerning training, motivation and integration, as an increasingly more popular procedure for their improvement, of important social function.

Graduates of the career counselling specialisation receive thorough education in general, basic, pedagogical, principal and specialised subjects. They gather knowledge essential for understanding the social and cultural context of upbringing, education, as well as vital for planning one's own career development and making it possible to appropriately carry out the tasks expected of the individual jobs. The graduates obtain skills concerning social communication, the use of diagnostic techniques, expanding one's knowledge and competencies as well as building up and developing one's applied methodology. Furthermore, many of the schools offer subjects concerning labour market issues pertaining to the disabled, the unemployed, the socially excluded. Thanks to those subjects, the graduate will have skills at professional aid rendered to children, young people and adults who are choosing a school or an occupation, as well as possibility of moving capably within the labour market.

A graduate of this specialisation may be employed as:

- a school counsellor or a career counsellor
- a specialist in psychological and pedagogical counselling services
- a teacher of entrepreneurship classes
- an organiser of various forms of re-skilling for the unemployed and the people at risk of losing their jobs
- an organiser of vocational improvement and continuous education courses
- a human resources specialist at a company
- a counsellor at employment offices, career planning and information centres
- a specialist at employment and social matters at a company
- a counsellor at Welfare Centres, Family Aid Centres
- a human resources or staff manager,
- a job training specialist,

Item No.	Subject	FACULTY: pedagogy, specialisation: <i>career counselling and entrepreneurship</i>			
		Kazimierz Wielki University (Bydgoszcz)	Gdańsk Higher School of Liberal Arts (Gdańsk)	Higher School of Economics and Innovation (Lublin)	College of Communications and Management (Poznań)
1.	Introduction to specialty	X			
2.	Sociology of work	X	X		
3.	Psychology of work	X	X		
4.	Occupation studies	X	X		X
5.	Labour market	X		X	X
6.	Praxeology	X			
7.	Labour law	X	X		X
8.	Mid-year work experience	X			X
9.	Practical counselling	X			
10.	Rehabilitation counselling	X			
11.	Career orientation, counselling and guidance	X	X	X	X
12.	Methodology of career orientation, counselling and guidance	X	X		X
13.	Interpersonal communication workshop	X			
14.	Elementary economics	X			
15.	Economic law	X			
16.	Finances	X			
17.	Marketing and management				
18.	European education	X			
19.	Methodology of enterprise teaching	X			
20.	Guided career development		X		X
21.	Ethics of job counsellor		X		
22.	Elementary work medicine		X		
23.	Computer system for aiding a career counsellor		X		
24.	Job seeking training		X		
25.	Psychological and pedagogical counselling		X		X
26.	Career counselling in Poland and in the world		X		X

27.	Pedagogical diagnostics of the job adaptation process		X		
28.	Diagnostics of vocational competencies and qualifications		X		
29.	Career counsellor's techniques		X	X	X
30.	Graduate seminar		X	X	
31.	Social policy			X	
32.	Social pathologies			X	
33.	Pedagogy of social work			X	
34.	Prophylaxis and therapy in social work			X	
35.	Diagnostics of social needs			X	
36.	Social aid			X	
37.	Methodology of working with a family			X	
38.	Theoretical elements of career and personal counselling				X
39.	Diagnostics in career and personal counselling				X
40.	Work experience by observation				X
41.	Career counselling for the unemployed and the disabled				X
42.	Human resources management				X
43.	Culture of organisation and corporate image development				X

Subjects taught in at least three of the above mentioned schools were: occupation studies, labour law, career orientation, counselling and guidance, methodology of career orientation, counselling and guidance, and career counsellor's techniques.

To a person who wishes to start his or her own business, the following subjects may prove to be the most useful: labour market, labour law, interpersonal communication workshop, psychological counselling, and culture of organisation and corporate image development.

2.2. Career counselling in post-graduate studies

To achieve the title of a career counsellor of the second grade in Poland it is necessary to have completed post-graduate studies. Many such studies are being created with the intent to organise a network of career counsellors in regions affected by unemployment or restructuring.

Post-graduate studies in Poland are in most cases fully paid. However, recently there have appeared many opportunities for free-of-charge studies, for example by co-funding the studies from the European Social Fund.

The post-graduate studies of career guidance usually take 3 semesters (about 400 hours of courses) and are aimed at individuals who have completed their studies with a master's degree in any given faculty, wish to do career counselling, dealing with both young persons and adults. The curriculum includes lectures, seminars and practical workshops, including work experience, during which the students will become acquainted with such issues as: career counselling and orientation, psychological diagnostics, elements of labour law, occupation studies, job-related information, methodology of career advising and active job seeking, counselling for the unemployed etc. Below we present offers of post-graduate counselling studies provided by two higher schools operating in Poland, chosen as an example. They will serve as an illustration of the possibilities offered by such courses.

The Faculty of Teacher Education and Psychology of the University in Białystok⁸ has started post-graduate studies for teachers at secondary and tertiary schools who have completed vocational studies or have a master's degree, including pedagogical education. The aim of these studies is to prepare the teachers to render psychological and pedagogical aid which consists in supporting students while they are choosing the path of their further education, occupation and career planning, and providing relevant information; supporting other teachers in organising, within the school system, counselling and courses helping with the choice of educational and occupational path; preparing for the use of information technology in accomplishing the tasks of a career counsellor; and improving one's foreign language skills.

Apart from the University of Białystok, the studies are carried out within five regions connected with the leading universities in Lublin, Zielona Góra, Cracow and the Tricity.

The project is financed from the means of the European Union as a part of the European Social Fund and the state budget.

The Psychological Post-Graduate Study of Career and Personal Counselling exists at the **Institute of Psychology at the Adam Mickiewicz University in Poznań⁹**. The objective of the study is to: prepare for acting professionally as a career counsellor by expanding and acquiring methodical knowledge concerning psychological, social, ethical, economic and legal processes connected with job adaptation, guidance, vocational education and labour market in Poland and in the European Union, acquiring practical skills connected with the counselling process. As a part of the study the participants will be prepared for acting as a career counsellor, helping all age or occupational groups to take the right decisions about their careers and to achieve the best possible level of job adaptation. Particular emphasis is put on the role of job ethics and social responsibility. The participants will also become acquainted with the procedures and techniques required to learn the crucial counselling skills.

The knowledge which may in future be used to give help to people who wish to become self-employed (or already are running a one-person business) includes:

- **Methodology of career counselling**, or diagnosing the interests, goals and job preferences. This subject includes the skill of preparing tests in career counselling, both individual and group counselling.
 - Considering the increasing computerisation, the subject also includes computer aid for clients and counsellors as well as virtual counselling
- **Organisation of vocational education**, which means occupational education and improvement in Poland in the light of market economy requirements, vocational education and improvement systems in chosen EU countries. The knowledge provided pertains to: international organisations which support vocational education and improvement,

⁸ <http://pip.uwb.edu.pl/>

⁹ <http://www.psychologia.amu.edu.pl/>

international support programmes for economic and education system transformations in the Central and Eastern Europe, with particular consideration given to projects with the participation of Poland.

- **Labour market**, models of controlling labour-related problems, basic concepts and terminology, typology related to the labour market both in Poland and in the world, labour market programmes, legal basis, social and cultural aspects, methods and techniques of work.
- **Career counselling in EU programmes**, European Union's regional policy, including basic information about the structural funds and, what is more important, the principles of how to use them. The students have the opportunity to prepare a draft project co-financed by the European Social Fund and learn how to fill out an application for project funding as well as possibilities of other project financing sources in the European Union, e.g. the Leonardo da Vinci programme.

Item No.	Subject	THE NAME OF THE UNIVERSITY, THE FACULTY			
		The Faculty of Management (University of Silesia)	The Faculty of Teacher Education and Psychology (University of Białystok)	The Institute of Psychology (University in Poznań)	The Institute of Sociology (University of Szczecin)
		Number of hours per duration of the studies			
1.	Diagnostics of human competencies	25		10	
2.	Labour market economics	15	12	18	20
3.	Elements of occupational health care	10			
4.	Elements of occupational pedagogy	10			
5.	Elements of labour law	10	8	16	
6.	Elements of occupational psychology	20		6	
7.	Elements of educational psychology	10		14	
8.	Job information	10		10	
9.	Methods of active job seeking – entrepreneurship	20	12	20	
10.	Methodology of career advising	20		14	80
11.	Career counselling and orientation	20	8		
12.	Career counselling for the disabled	15			20
13.	Non-economic costs of transformation	10			
14.	Work experience/practice	50			25
15.	Problems of psychopathology	10			
16.	Individual difference	15			
17.	Graduate seminar	20		24	25

18.	Sociological aspects of career counselling	10			
19.	System and non-system forms of vocational education	5			
20.	Competence workshops and trainings	40	16	10	
21.	The use of multimedia in career counsellor's work	10			
22.	Requirements for career counselling in the European Union	5			25
23.	Human resources management and the occupational development of an individual	20			
24.	Occupation studies	20		8	20
25.	Psychology of work and organisation		8		
26.	Psychology of development		12		
27.	Social psychology		8		
28.	Social communication psychology		12		
29.	Foreign languages		60		
30.	Subject teaching		90		
31.	Modern information technology		100		
32.	Health and safety at work		8		
33.	Job ethics		8	12	
34.	Self-presentation		8	10	
35.	Career planning		12		20
36.	Recruitment and selection		12		
37.	Market study and active job seeking		8	10	
38.	Manager's psychology		8		
39.	Career and career counselling theories			10	40
40.	Contemporary trends in occupational education			10	
41.	Economising conceptions of human nature and their organisational implications			12	
42.	Elements of psychological diagnostics			16	
43.	The use of psychological tests in career and personal counselling			20	
44.	Motivation systems and tools			10	
45.	Psychological help for			8	

	the unemployed				
46.	Human resources counselling			26	
47.	Counselling for young people from environments threatened by pathology			6	
48.	Psychological aspects of interpersonal communication			10	
49.	Psychological aspects of career and personal counselling			12	
50.	Techniques of crisis counselling			10	
51.	Methodology of working with groups			10	
52.	Institutional forms of career counselling				20
53.	Organisation of vocational education				10
54.	Supervision in career counselling				30

Subjects taught in at least three of the universities listed above were: labour market economics, elements of labour law, methods of active job seeking with elements of entrepreneurship, competence workshops and training, and occupation studies.

To a person who wishes to start his or her own business, the following subjects may prove to be the most useful: (elements of) labour market economics, elements of labour law, competence workshops and training.

2.3. Courses

There are many courses organised in Poland with the aim to expand the skills and knowledge of career counsellors or persons who wish to become one. They are offered by various institutions or companies and financed for the most part by the participants themselves or their employers.

Below we present a few examples of such courses organised in Poland.

2.3.1. Career counsellor course' offered by the Cuiavian and Pomeranian Division of PROPON (Polish Organisation of Disabled Persons' Employers)¹⁰

Persons who participate in the course can learn how to write Rehabilitation Programmes. The training curriculum provides for interactive nature of the course. The classes cover such issues as: the role of a career counsellor in an Individual Rehabilitation Programme committee, formulation of Individual Rehabilitation Programme's goals or basics of career counselling and employment agency for disabled persons. The training also brings up such issues as: Methods of diagnosing an employee's potential, planning of individual development path, career development motivation for disabled persons. The third day of the course is allotted to practical training: specific examples of IRP development by the course

¹⁰ <http://www.popon.zpchr.pl>

participants in groups (practical learning of how to fill out applications and logically plot an IRP) and discussion about problem examples occurring during a career counsellor's work.

2.3.2. 'Career counsellor's job techniques' offered by the Psychological and Career Counselling Centre ABBA¹¹

The course includes lectures, exercises and workshops. The course is conducted by an expert practitioner and the participants are given a set of teaching materials. The classes include lectures and presentations as well as workshops: simulations and practical exercises. The course presents tools for working with persons with job experience and for checking the preferences and interests of young people: questionnaires, spreadsheets, diagnostic instructions and other tools useful in a career counsellor's job. Moreover, the participants become acquainted with the counselling interview form and the schedule form for work with the client, the possibility of creating a 'career portfolio', and auxiliary tools. They also learn how to solve problems while working with different clients.

2.3.3. 'Cooperation between a psychological and pedagogical counselling service and a school career counsellor' offered by the National Centre for Supporting Vocational and Continuing Education¹²

The aim of the course is to prepare career counsellors from psychological and pedagogical counselling services for supporting the career counsellors at secondary and tertiary schools and to acquaint the participants with the latest systemic solutions recommended by the Ministry of National Education.

The course curriculum includes such issues as: school career counsellor – presentation of a project developed at the Career Counselling Department of the National Centre for Supporting Vocational and Continuing Education, legal basis for providing career counselling and orientation at schools, career counselling systems in schools and educational institutions, standard workplace equipment of a career counsellor, job information desk at a school library, cooperation between a psychological and pedagogical counselling service and school career counsellors, career counsellors in European Union states. Experience of the NCFSVCE, information resources of the EU countries and the possibilities of their application.

3. Summary

In order to become a career counsellor in Poland one must have completed the applicable courses. If one wishes to improve one's qualifications, one needs to get an education in counselling at vocational, graduate or post-graduate studies.

In Poland it is possible to study career counselling as a specialisation at many various universities and faculties. It can be found both in the offers of private and public schools. Depending on the type of school and its teaching capabilities, the specialisation in career counselling can be studied on both a full-time and extramural basis. Most of those studies, especially at private schools, take five years. Students who have completed three-year vocational studies at such faculties as pedagogy, psychology or sociology can study career counselling as a specialisation of pedagogy (two-year complementary studies leading to a master's degree).

¹¹ http://www.cppz-abba.home.pl/cppz/index.php?option=com_content&task=blogsection&id=8&Itemid=40

¹² http://www.koweziu.edu.pl/komunikaty/kurs_dosk_doradcy.htm

Career counselling often appears as one of the most commonly offered degree courses at post-graduate studies. The offers of individual schools are very similar; what differentiates them is mostly the time of duration (from 2 to 4 semesters) and the price.

Schools try in many ways to persuade the potential students to use their offers. However, the offers presented are very similar, irrespective of whether the school in question specialises in economics, sociology or psychology.

All subjects taught refer only to the basics of the job; none of the analysed faculties has created subject blocks which would pertain to strictly defined issues.

The didactic offers of schools providing education of career counsellors, regardless of the grade and level of the education, do not include subjects which could in future result in support aimed at persons who wish to become self-employed. The schools' offer also lacks subjects which would provide knowledge required to start one's own business. None of the researched schools (including those whose offers we did obtain, but have not presented in this report) had, for example, courses in business plan writing or business start-up procedures. The offer concerning potential sources of financing for one's burgeoning business isn't well developed, either.

Career counsellors who in future are going to help their clients with choosing a suitable career, but also with finding a way to accomplish that career, do not actually have sufficient knowledge about starting one's own company. Taking a closer look at the schools' offers one may come to the conclusion that any and all information the career counsellors possess with regard to enterprise are gained at other faculties and specialisations or are a result of self-education of those individuals who are interested in providing the best help they can.

Perhaps it is due to these very reasons that there are some gaps in the support system for persons who wish to establish their own business in Poland. As can be seen, these gaps come into existence already at the stage of educating the future career counsellors.

Therefore, a new post-graduate degree course or a new specialisation should be created, which would combine elements of career counselling with elements of marketing and management as well as labour law. Career counsellors should themselves play the role of potential entrepreneurs founding their own businesses. This way they could better comprehend the problems, doubts and difficulties involved in starting one's own company.

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IV. ROMANIA

1. Law that is in force in the context of becoming a vocational counsellor

Information, guidance and counselling are identified as priority tasks in the Communication from the Commission "Making a European Area of Lifelong Learning a Reality" (2001) and in the Copenhagen Declaration (2002). Guidance services should be accessible to all citizens, especially those at risk of exclusion, and tailored to their needs through systems that are coherent, cohesive, transparent, and impartial and of high quality.

1.1. Legal definition of counselling in Romania

The Romanian system of information, guidance and counselling services is composed of many networks, centres and services under the supervision of several Ministries (The Ministry of Education -MoE-, the Ministry of Labour and Social Solidarity – MoLSS - the National Agency for Supporting Youth Initiatives. The three state institutions above-mentioned have their own network of counselling services (educational / vocational). All of these institutions are funded by the state budget.

1. **Ministry of Education and Research** has a main objective providing educational and vocational guidance to young people enrolled in general compulsory education.
2. **EUROGUIDANCE ROMANIA** - *The National Resources Centre for Vocational Guidance* exists as part of the EU programme Leonardo da Vinci. It acts like a resource centre that collects information regarding education and vocational training and it is disseminating it in the national network of guidance and other similar centres from Europe.
3. **Consulting Departments for Choosing Professional Route and for Placement in the Labour Market** were set up in 1998 within higher education institutions. The main goal of these departments is to offer information about the existent curriculum and study programmes and also to offer support for the undergraduates in their contact with the labour market.
4. **The National Agency for Employment** was established to contribute at decreasing the unemployment rate and to improve the impact that market economy have on the population. The specialised network of Information and Counselling Centres performs different kinds of guidance services such as: advice, jobclub, consulting for self-employment, information giving about training and retraining programmes to unemployed adults. It must be mentioned that besides these guidance activities, the Agencies develop some other programmes, of professional training, mediating between potential employees and unemployed people, facilitating the access to the existent jobs through professional good quality information; counselling and vocational guidance for the unemployed people.
6. **The Information and Guidance Centres** are structures of the National Agency for Occupation and Vocational Training and of the Youth & Sports County Departments. Their goal is to provide information about the local and the wider labour market and potential educational routes but also to offer support in (self)assessment for the youngsters.
7. **The Resource and Psycho-Pedagogical Assistance Centers (CRAE)**: is an unit for the public pre-university education, under the Ministry of Education and Research, coordinated by the school inspectorates residing in all counties. (CJRAE) including the capital city of Bucharest. CRAE's mission is to coordinate and monitor the specific educational services offered to pupils, teachers, parents and community members in order to assure the access for all to education and psycho-pedagogical assistance.
8. **The Centers for Psycho-Pedagogical Assistance** are structures under the school inspectorates and / or the Teaching Authorities in each county, including Bucharest. Its activities consist of coordinating the Offices of Psycho-Pedagogical Assistance from schools

in their territories and mediating between them and other educational and vocational guidance institutions. The centre may provide also specialised training services for teachers.

9. **The Psycho-Pedagogical School Offices** provide information, guidance and counselling services to students in pre-university education as well as to teachers and parents for reaching the educational objectives of the school, in the benefit of the individual and his smooth vocational integration.

10. **Infotin Centres within the Youth Agency** provide information and advice on study, leisure and training activities to youngsters between 16 - 26 years old.

11. **Centres for Educational Resources and Inclusive Education** is a newly created structure to integrate the Psycho-pedagogical Assistance Centres, the Speech Centres, and the Centres for Inclusive Education at the county level.

1.2. Changes in that definition throughout recent years

In Romania the national structure for information, guidance, and counselling services began to emerge during 1935 – 1949 and this represented the first important period in the field of vocational guidance. The development of agricultural and industrial production led to the need of scientific organization of labour and of the need to link technical change with human factors. During this period, big enterprises organized psycho-technical laboratories with the purpose of: improving labour organization and production reorganization on a scientific basis, creating a process of vocational selection, guidance and reorientation of personnel. In the same period Psycho-Technical Institutes and Vocational Guidance Offices that were subordinated to the Labour Ministry.

After the Second World War, the interest regarding psychology and pedagogy applications in vocational selection and guidance declined for about two decades. However, during 1960 – 1980, a gradual increase of interest in this field emerged, but then declined again until the December 1989 Revolution.

In 1991, at county level, (according to Ministry of Education Order no. 7895/18.09.1991) Psycho-Pedagogical Assistance Centres for teachers were created, and were subordinated to County School Inspectorates, and the School Inspectorate Bucharest.

In 1992 – 1993 the World Bank evaluated career guidance in Romania and pointed out the necessity of creating a national coherent system for information and vocational counselling to provide information to individuals on changes in the labour market. After this evaluation the **"Information and Career Counselling"** project was implemented in the middle of 1995 and co-financed by the Romanian Government and the World Bank. An important milestone of this project was the common approval (by MoE, MoLSS and MoY) in 1997 of the national network of **Information and Career Counselling Centres**, working in the labour, education and youth field.

2. Institutions providing training for counsellors in Romania

There is a **great deal of variety within and between ACCs** in terms of the level and nature of qualifications and training required of those who provide career guidance. This ranges from no specific requirements at all, other than a few hours' in-service training (e.g. PES staff in Malta), to the stipulation of high levels of training, including a Master's degree for practitioners in the area, as in the case of Poland and Romania. Most ACCs require career guidance staff to have a first degree, often in psychology, pedagogy, sociology or social work. **Entry into the career guidance field** in the education sector, where requirements tend to be more clearly stipulated, is often accomplished on the basis of what the authorities consider to be a relevant degree, together with experience in schools. Some in-service

courses are generally offered. Most ACCs do not offer a specific university level degree or diploma in career guidance.

Generally speaking, as has been noted in a review of practice in 23 countries, there is no mutual recognition of guidance qualifications between the education and labour market sectors. Staff providing career guidance in labour offices often have a psychology degree, but some have degrees in law, economics and engineering (e.g. in Romania).

2.1. Example of each level

2.1.1. Type of studies

Long-term university studies in psychology, pedagogy, sociology and social work are required for all categories of information, guidance and counselling staff. In most cases graduate studies are followed by training / preparation / specialisation courses through Master level or other specialised courses organised by universities or within various programs and there are graduates from other specialisations, taking a Master's degree in Counselling and Guidance aspiring to obtain a counsellor position.

The majority of the staff employed by the specialised institutions of the MoE network providing information, guidance and counselling services in the education field are psychologists, pedagogues, sociologists and social workers. They are employed in positions such as teacher-psychologist/pedagogue/sociologist. Their basic training is ensured by courses offered by the Faculty of Psychology and Educational Sciences and the Faculty of Sociology and Social Work. Many graduates followed postgraduate training modules (Advanced Studies or Master degrees) specialising in counselling and guidance, psychotherapy, management and school administration. Attending post-graduate courses is not a prerequisite of obtaining a counsellor position in pre-university education.

The specialists in the MoL network offering information, guidance and counselling services for placement are people with a higher education background: sociologists, legal experts, economists, engineers, but also psychologists, pedagogues and social workers. Some of them attended the Public Policy Master courses within the Career Information and Guidance project and specialised in Career Counselling.

All the career guidance counsellors (trained within the World Bank project mentioned above) from the MoLSS/NAE network attended the Master degree in Public Policies and Public Administration specialised in Career Counselling at the University of Bucharest, Faculty of Philosophy.

Nevertheless, one of the main problems confronted by decision makers regarding information, guidance and counselling policies is the lack of adequate pre-service training in counselling and guidance in Romanian universities.

In Romanian universities there are no faculties / departments for training / specialisation in counselling and guidance. The students from psychology and educational sciences, sociology and social work faculties attend counselling and guidance training modules. It is not necessary to have a Master degree in Counselling and Guidance in order to become school counsellors.

The faculties decide on the content of initial training modules in counselling and guidance offered to students in psychology and educational sciences, sociology and social work etc. Based on the university autonomy principle, each faculty decides on what curricula it will offer, however taking into account: the analysis of services required from practitioner counsellors, employers' requirements, suggestions from experts in the field, the experience of other countries, requests from professional or employers' associations.

2.1.2. Comparison of universities, their programmes, what is the position of vocational counselling for creating and supporting SMEs

A **Master degree in *Counselling and Guidance*** is offered at the University of Bucharest, Faculty of Psychology and Educational Sciences, starting with university year 1996-1997.

In the university years 1999-2001 and 2000-2002 a **Master degree in *Public Policies and Public Administration*** was offered at the University of Bucharest, Faculty of Philosophy, with about 900 graduates majoring in **Information and Career Counselling** (project co-funded by the Romanian Government and the World Bank).

The graduates are from the network belonging to the Ministry of Labour and Social Solidarity, Ministry of Education and Research and Ministry of Youth and Sport, involved in the "Information and Career Counselling" Project.

Since 1999 a **Master degree in *Psychological Counselling*** has also been offered at the Babes-Bolyai University in Cluj, Faculty of Psychology and Educational Sciences.

A PhD. or Master degree in Counselling and Guidance or special continuous education courses organised by educational institutions accredited by the ministries or professional associations in the field - such as the Psychologists' Association or the National Centre for Secondary Teachers Training (NCSTT) - are also assets helping career promotion or access to a management position.

Romania also participates in the **ACADEMIA project** - a transnational exchange programme for the training of guidance staff, funded by the Leonardo da Vinci programme and administered by the National Resource Centres for Vocational Guidance (NRCVG)

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SUMMARY

The professional development of a carrier advisor is strongly determined by the place in which the advisor lives, educates and works. Nevertheless, no matter in which country people becoming carrier advisors were educated as psychologists, pedagogues, sociologists and correlated studies. Moreover, they can increase the qualifications by taking part in various courses, studies or vocational trainings. In the course of learning, carrier advisors have a possibility of broadening their knowledge about labour market, basics of economy, organization of work, carrier counseling (both for students and older people), business plan writing etc.

In the countries taking part in „Self–employment” project the level of carrier advising varies. And so, in Austria, a country that would appear to be well prepared for supporting young people in establishing their own companies, the report published by OECD in March 2002 gives the carrier and educational counseling a relative low note. The report states that in the field of advising mature people the courses available for carrier advisors are scarce. Moreover, the report emphasizes that the system of quality providing is generally poor, and there is a necessity of developing new quality criteria. In Poland the programme of courses aimed for carrier advisors differs in great extent. Many advisors were trained during old political system, and thus, they have no sufficient knowledge about present labour market. In turn, in Romania there are no specifications as to the quality of carrier counselling services¹³.

The European Union¹⁴ presents a huge range of opportunities for SMEs. But there are many factors which may discourage you from exploring these possibilities. To help people, who want run their own businesses The European Commission has established a number of support services in the EU, seeking to help firms – SMEs in particular – benefit from the many opportunities available in the Single Market. Among the networks with offices based in regions across Europe, the Euro Info Centres should be an SME's first point of call, since they can provide information to SMEs on any aspect of EU policies, programmes and legislation. Other networks focus on more specialist tasks, for example the Innovation Relay Centres help firms and research organisations match up offers and requests to enable technology transfers between enterprises in different countries. From 2008, these two networks will be combined to form a single point of access for SME support. In addition, there are services which are offered through a central on-line and/or telephone help desk. Whilst SMEs are the primary target for most of these support services, some are also able to help larger firms and organisations which wish to enter into partnership with enterprises. Here are some examples:

■ Euro Info Centres

The Euro Info Centres network has over 300 local offices in over 40 countries, housed in chambers of commerce, business-support services and similar organisations at the heart of their local/regional economy. EICs help SMEs identify and understand information on EU policies, programmes and legislation relevant to their business, and can also help them make contact with potential partners across Europe.

■ Your Europe - Business

Practical information and advice on doing business in another country within the European Union. Includes information on registration, public procurement, taxes,

¹³ http://www.mevoc.net/PO/htm/proj_info.htm

¹⁴ http://ec.europa.eu/enterprise/sme/support_en.htm#

business directories, funding and employment law in the different Member States. Via the site, visitors are able to browse useful links and addresses by country and language, including information specifically for SMEs.

■ **Network of National Contact Points (NCPs) for SMEs**

The SME Techweb site lists National Contact Points to allow SMEs to find direct local assistance and advice in EU Member States and a number of third countries.

■ **CORDIS Incubators Service**

A single entry point for all business incubators in Europe. The service aims to provide interested parties with information on all business incubators in Europe, regardless of type (virtual or with a physical presence), business sector or location. Its objectives are to: assist entrepreneurs with new business ideas, find the incubators, develop these ideas into commercially and technically viable products and/or services, facilitate networking among business incubators in Europe, and help national, regional and local authorities to access information on more than 950 business incubators spread throughout Europe today.

It is important to notice that the path of becoming a carrier advisor is considerably difficult. Despite numerous available courses, vocational trainings or studies (very often with tuition fees) the level of education in this field still requires elevation of standards and introduction of new elements. Such situation cannot be carried over all the countries; however with a high level of labour mobility carrier advising becomes a universal profession that is not limited to one country. The advisor should also be able to provide services not only to a person from his/her own country, but also to all foreigners that would like to establish a business in given country.

The knowledge and quality of service of future carrier advisor does not depend only on the availability of various courses of studies, but also on other factors, most importantly on the teaching personnel. In reality the most important factor for a professional carrier advisor is his/her experience. It is experience that allows the advisor to conclude, analyze situations, and correlate them to analogical events. Experience allows the advisor to base not only on theoretical knowledge, but to approach the problem from the practical point of view, an outstanding person, that can solve the problem with empathy, providing the most professional advice at the same time. Carrier advisor can estimate the predisposition of the future entrepreneur not only basing on tests, but mainly through direct contact with the client. In such way the advisor gets to know the true goals, abilities, strong and weak points of the entrepreneur. A professional advisor will not be afraid to tell the client that he/she shows no skills to be an entrepreneur, but at the same time the advisor will show a suitable alternative.

That is why it is important to develop, support and promote carrier advisors' networks. Apart from exchanging experience, the advisors will have the ability to get up to date with carrier advising within the country or even Europe wide. Being a part of the network is also a good opportunity for the advisor to develop own skills. By means of Internet forums there is a possibility to rapidly exchange experience and supplement information. Implementing such solution would not only be beneficial for the advisors, which would have the opportunity of becoming more professional, but also, and mainly, for the future entrepreneurs.

Apart from abovementioned networks, an educational offer should be developed, aimed for the people that would like to become professional in a specific subject, such as financial aid or psychological support.

Companies or entrepreneurs that experienced troubles and faced problems by themselves can also be considered as valuable advisors. Having a possibility to share their own experience they would be able to provide most competent and trustworthy information.

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