

National LLGCouncil¹

Policy statement concerning the development of a national system of lifelong guidance/counselling harmonised with EU requirements

18 June 2008, Budapest

Council position statement for policy and social circularisation

¹ The NPT functions as the Hungarian LLGForum.

COUNCIL POSITION STATEMENT

Policy statement of the National LLG Council concerning the development of a national system of lifelong guidance/counselling harmonised with EU requirements

It can be stated in general terms that in the 2000s the continuous operation and development of lifelong guidance (LLG) delivery and organisation is the declared objective of several subsystems of Hungarian education and training policies. The goal of the recently formed National Lifelong Guidance Council (LLG Council) is to initiate and co-ordinate the Hungarian LLG/career counselling activity and to monitor and assess the implementation of the relevant tasks defined by legislation.

The aim of this policy statement is to summarise the current status of LLG and the main development trends on the basis of a historical review and to lay the foundations of a medium-term action plan.

I. MAIN TASKS AT NATIONAL LEVEL

The current Hungarian system does not connect LLG service providers with each other. The *service providers of the various policy subsystems* (public education, vocational training, higher education, public culture, labour etc.) *operate separately*. Therefore, important reforms are needed to implement the relevant EU – OECD recommendations (2004, 2005²). The main focal points of the prospective reform measures can be summed up as follows:

- 1.) Gradual development of a system of a career counselling/life-course-building and support portfolio *designed to accompany the individual throughout their life course* (cf. lifelong guidance) in the foreseeable future.

The policy reason for this measure is that, in the new open and knowledge-based society and economy which has emerged since the change of the economic and political regime, the career development model as well as the traditional mobility channels have changed considerably and new ones have been formed, while the members and groups of society and the actors of the economy cannot adapt satisfactorily to these without professional assistance (career counselling).

- 2.) *The services operated in the various sub-systems* shall be reviewed and their local-level *linkages* (at individual, local community and business organisation level,

² Committee work material – Career Guidance: Manual for policy decision-makers (Pályaorientáció: Kézikönyv szakmapolitikai döntéshozók részére), 1 February 2005, EDUC 37 SOC 98 and Improving LLG policies and systems CEDEFOP 2005, and Career Guidance Policy Bridging the gap OECD 2004

respectively) shall be established. In line with that, the relevant financing system ought to be transferred from the current fragmented one, which is governed by five or six legal regulations, to a unified platform, while preserving the service forms associated with specific life situations and institutions (school, higher education, employment provision system, adult training, public education/culture, health care, etc.)

The main policy reason for this measure is that despite the codification of a high number of legal regulations to promote career choice, LLG and career counselling since the change of regime, these have not been aligned with one another and neither has the relevant competence system been clarified. The current legislation is not transparent, it is fragmented, the financing system is both defective and wasteful, there are many duplications, while local-level LLG tasks are often unaccomplished despite the existence of the necessary legislative framework. The guidance activity, which typically demands cross-policy co-ordination in the modern administration structure, can only be executed efficiently in a framework assigned to the joint competences of different policies and professionals.

- 3.) *A national network³ and co-ordination system* of Hungarian LLG/career counselling must be established.

This task follows from the two previous points which aim at establishing co-ordination between policies and institutions and co-ordinating in a unified manner the national LLG/career pathway support service potential. Therefore, and in line with the relevant EU objectives, the Hungarian LLG Council was formed in January 2008, with the support of the National Vocational and Adult Education Council (Hungarian abbreviation: NSZFT), and it has operated since mid-June 2008 under the name of National LLG Council (Hungarian name and abbreviation: Nemzeti Pályaeorientációs Tanács; NPT).

II. INTERNATIONAL AND EU POLICY BACKGROUND

In the 1970s and 1980s, an international review and mapping of the career guidance activity was undertaken in the first place by IAVEG⁴. The ILO's *Human Resources Development Convention* (1975, No. 142), which has also been ratified by Hungary, devotes a whole chapter to career choice and career guidance but does not incorporate a 'lifelong' approach yet.

From the 1990s on, guidance has become an increasingly central issue of the policy thinking of UNESCO, and then of the OECD and the EU. Since the mid-2000s, guidance has been considered a key *instrument* of EU education and employment policy – an instrument which promotes social inclusion, improved educational achievement in childhood and adulthood, as well as an informed and guided choice of a career pathway and occupation through adulthood,

³ On the basis of analogous OECD examples, the establishment of the Hungarian national network presumes the availability of some 3000-4500 professionals capable of working as counsellors at various competence levels in the specific sub-systems, in the framework of public, municipal and private employment, but *according to standardised professional criteria*. The deployment of the standardised national criteria system is promoted by the NHDP SR OP 2.2.2. special programme.

⁴ International Association for Educational and Vocational Guidance <http://www.iaevg.org/IAEVG/>

thereby contributing to the emergence of a more open society. In addition to its set of tasks in education and public education, counselling has become a time-tested instrument in matching labour demand and supply in advanced economies.

International experience has shown that the following functions should be distinguished in the context of counselling supporting LLG: information provision (information counselling), interpersonal counselling, development services geared to individual needs, and support in entering the labour market.

Currently, no Hungarian firm specialising in counselling is capable of delivering the complex counselling activity outlined above. Information provision, a task undertaken by every national actor, is hardly co-ordinated. Developmental activities are assigned to the competence of schools and training institutions, while counselling to PES and institutes of pedagogy. Employment outlooks and labour market opportunities are shaped primarily by competencies and applicable knowledge/skills acquired in training. In this respect, theoretical knowledge transferred in the context of a school/academic career as opposed to competencies representing complex practical knowledge (skills, abilities, attitudes) are different in quality.

In order to exploit existing conditions and synergies, it is imperative to monitor the changes of the LLG process in terms of contents and needs on a regular basis and to support with research the activity of professionals working in practice. This issue has remained unresolved to date.

The Hungarian LLG activity to be established should incorporate advocacy for counselling clients, which would provide an opportunity for genuine dialogue between guidance experts and service users.

In the LLG process, decision-making should be based on competencies possessed by the citizen. On the basis of competency preferences, it is possible to compile the individual portfolio of a young person and with its help it is possible to delineate the professional areas and training forms to be recommended to him. The personal portfolio will be extended throughout the process of lifelong learning. It could represent a criterion of increasing relevance in the context of job search as part of the process of the European-level mobilisation of individuals.

In line with relevant Western practice, employers looking for workers attach a growing importance to transferable competencies in addition to certificates of education/training. Special emphasis is laid on the *recognition of prior learning*⁵ and on increased accuracy in identifying and assessing what is known as *transferable abilities, skills, knowledge and competencies* with respect to vocational training, adult education and work. Counselling/LLG is one of the instruments taken into account for the establishment of system-level measurement.

⁵ APEL Accreditation of Prior Experiential Learning

III. HUNGARY: AN OVERVIEW OF THE RECENT PAST

Career counselling has long-standing traditions in the Hungarian education system, going back to before the change of the economic and social regime. In the socialist era, a national career counselling network was instituted by Government Resolutions No. 2029/1967 and No. 1029/1971 (VII.3.). In line with the resolutions, a National Career Counselling Institute (Hungarian abbreviation: OPTI) and a National Career Counselling Council (later Committee) were formed, under supervision of the Ministry of Labour. Service delivery was provided by County Career Counselling Institutes. In the early 1980s, the system gradually lost its autonomy with the county institutes merging with institutes of pedagogy. At the same time, in schools the responsible career counselling 'institution' kept on operating on a mandatory basis. Teachers who were responsible for this task were exempted from a certain number of their regular lessons.

In 1987, the institution of professional supervision was terminated. On average 1 or 2 career counselling staff were left per county in the institutes of pedagogy, which were transferred to county jurisdiction. The Budapest Career Counselling Office was the only county-level counselling institution which 'survived' the change of regime (founded: 1967; re-organised from 1988; remained independent until 2007).

By the time of the change of regime, the independent network of institutions with professionals dedicated exclusively to career counselling ceased to exist in Hungary.

At the time of the change of regime, in 1988-1993, career counselling functions had no owner, which has left its mark on the Hungarian system to date. The two competent human policy ministries failed to conclude a long-term strategic agreement concerning the deployment, operation and evaluation of career counselling services.

The PES established under the Employment Act of 1991 initially employed many experts who had worked in career counselling and considered the preservation of their profession and the relevant tasks their personal mission. Later on the employment legislation also specified career counselling tasks as the functions of the PES.

However, this division of tasks between the education and employment sectors has never been worded in writing (as opposed, for example, to what happened in Finland or Ireland and Scotland, etc.) and has retained its ad hoc nature until the present day. The PES has adopted mainly the German BIZ (Berufe Information Zentrum) model in the form of Vocational Guidance Centres and the associated service contents (career presentation films, folders, self-assessment methods) in an effort to satisfy the needs of schools.

By the mid-1990s, the PES service had become the main employer of career and job counsellors with college degrees obtained as part of a World Bank-funded programme. Schools, on the other hand, responded with a few years' delay and started hiring career counsellor teachers only in the second half of the 1990s.

Within the education system, an amendment in 1990 to Act I of 1985 on Education gave the green light to the transformation of the previous 8+4-year (8-year elementary school + 4-year secondary school) institutional setting of the public education system. 8- and 6-year general

secondary schools (grammar schools) have emerged, where the number is growing slowly compared to the traditional 4-year grammar school. The restructuring of the institutional system was accompanied by an increase in the number of school operators, as the Municipality Act of 1990 transferred the institutions concerned to thousands of operators (financiers) (i.e. local and county municipalities).

The first new education acts following the regime change were adopted in 1993. In accordance with the Constitution, the Acts on public education, vocational education and higher education, respectively, guarantee the possibility of free choice of jobs/careers to pupils/students and their parents. The ‘possibilities’ referred to in the acts concerned, however, often meant no more than a single briefing session.

The First National Core Curriculum (Hungarian abbreviation: NAT) released in 1995 specified pedagogical development tasks in grades 1-10 broken down into ten fields of culture. One of the ten fields was ‘life and practical skills’, including LLG. The rate of life and practical skills studies was defined at 4-7% in grades 1-4, 5-9% in grades 5-6, 6-10% in grades 7-8 and 5-9% in grades 9-10 by the first NAT. At the same time that the first NAT was released teaching staffs were facing a new challenge: they had to prepare local curricula. The cultural field of ‘life and practical skills’ contained three subjects: technical skills, household studies and LLG.

The term ‘career counselling’ in use before the change of regime was replaced by LLG. Its general objective was described by NAT as follows.

The objective of LLG is to help pupils in choosing a career. Its components include the following: self-knowledge development based on understanding one’s own talents and skills; familiarisation with the contents and requirements of the most important careers, occupations as well as pathways, options and alternatives leading to them through activities and experience; matching possibilities and desires with reality. The pupil must be made aware of the fact that they may have to change their careers several times during their lifetime. Schools must provide a comprehensive picture of the world of work, to the extent allowed by the age of the pupil and their own possibilities. To do so, they must provide such conditions and activities as may help pupils test their capabilities, study the areas of interest for them in depth, and thereby to develop their self-knowledge and career knowledge. For it to be successful, lifelong guidance must be a long-term process and based on the harmonisation of various subjects, lessons and extra-curricular areas and activities. (NAT 1995)

So the first version of the core curriculum demonstrated sufficient sensitivity to both the life-course approach and the illustration of the possibility/necessity of repeated decision-making during the pupil’s future lifetime/career. In terms of methodology, on the other hand, it expressed the necessity of framework curriculum development for the *school as a standardised service-providing organisation for the local community*.

The LLG component of the cultural field of ‘life and practical skills’ comprises three sets of requirements. These are: 1) psychic components of successful career choice, 2.) career knowledge, and 3) orientation in the labour market.

In 1998, a framework curriculum was inserted between NAT and local curricula on grounds that the development of local curricula imposed excessive burdens on schools and deepened the gaps between the institutions concerned. The framework curriculum introduced in 2000 made LLG guidance optional for vocational schools (Framework Curricula A and B, 74 lessons/year, Grade 9).

Apart from the introduction of the framework curriculum, no significant breakthrough occurred in other secondary schools with regard to the adoption of LLG. There was no unity in the use of terminology, not even at management level. For example, the Ministry of Education published a teachers' manual in 2000 entitled 'Life-course building'. Its editors were members of the Working Committee on Career and Employment Counselling, who kept referring to 'secondary-school counselling' throughout the book (Hámoriné Váczy Zsuzsa, 2000).

Inadequate personnel conditions, a shortage of specialised LLG teachers in schools and the different professional socialisation of a significant number of active teachers have led to the loss of LLG lessons to technical skills teachers, who often spent the extra lessons on developing pupils' manual skills and on material studies. A significant part of teachers and school principals considered LLG built into the curriculum a luxury even at the end of the 1990s (Borbély 1999), or reduced its role to decision-making on further education, school choice or completion of application forms.

In 2007, the Hungarian Government approved the revised NAT which is now in compliance with the relevant EU objectives (Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning (2006/962/EC)), since it provides for the development of key competencies. The key competencies include the following:

- communication in the mother tongue,
- foreign-language communication,
- mathematical competency,
- natural sciences competency,
- digital competency,
- efficient learning, self-study
- social and citizenship competencies
- initiative-taking and entrepreneurial competencies
- aesthetic/artistic consciousness and expressiveness.

The necessary knowledge, skills and attitudes are listed under each key competency, associated with the relevant developmental tasks.

Among the developmental tasks included in NAT, LLG has been retained, but in the context of several other tasks where the LLG principle is already present. Hence it is to be feared that this school-based function might lose its importance. It gives rise to serious concern as to how LLG present in various forms in Hungarian schools over the past 10 years can hold its ground in an excessively busy school life once its legislative backing is lost. Co-ordinated LLG activity as expressed by NAT is controversial in the sense that the LLG phase aimed at deepening general knowledge 'starts in Grades 11 or 12, and ends at the end of Grade 12 or 13'. The optional aspect implied in the wording certainly does not favour a positive attitude to LLG and LLL.

In the second half of the 1990s, several NGOs also appeared on the LLG market. Decree No. 30/2000 GM of the Minister of Economy enables PES to conclude contracts with private service providers. This makes it possible for tasks other than civil servants'/public employees' activities along with LLG to be provided by external parties.

Act CI of 2001 on Adult Education and its Executive Order 24/2004 FMM issued by the Minister of Employment Policy and Labour make it compulsory – with respect to more than 1.5 thousand existing accredited adult training institutions – to provide, in addition to a preliminary knowledge survey, services related to LLG and employment, which implies mainly counselling tasks.

Act CXXXIX of 2005 on Higher education provides that higher education institutions shall assist students with learning and life-course counselling free of charge. To date, LLG and career planning services are provided in almost 80 higher education institutions in some form, albeit with differing contents.

Counselling provided by non-psychologists was professionalised with the launch of employment counsellor training with World Bank support at the University of Gödöllő in 1992. The first graduates from a three-year college course took up work in 1995. So far some 500 have acquired this qualification. LLG teacher training in the form of postgraduate studies started in 1999. In the meantime, further training in LLG studies linked to higher/public/vocational education in 4 semesters has become accessible as a triple specialisation at ELTE. The modernisation of specialised psychologist training resulted in the development of career/job counsellor training at ELTE PPK in five semesters. The contents of graduate training have been modernised and extended in recent years with the change-over of higher education to the Bologna system.

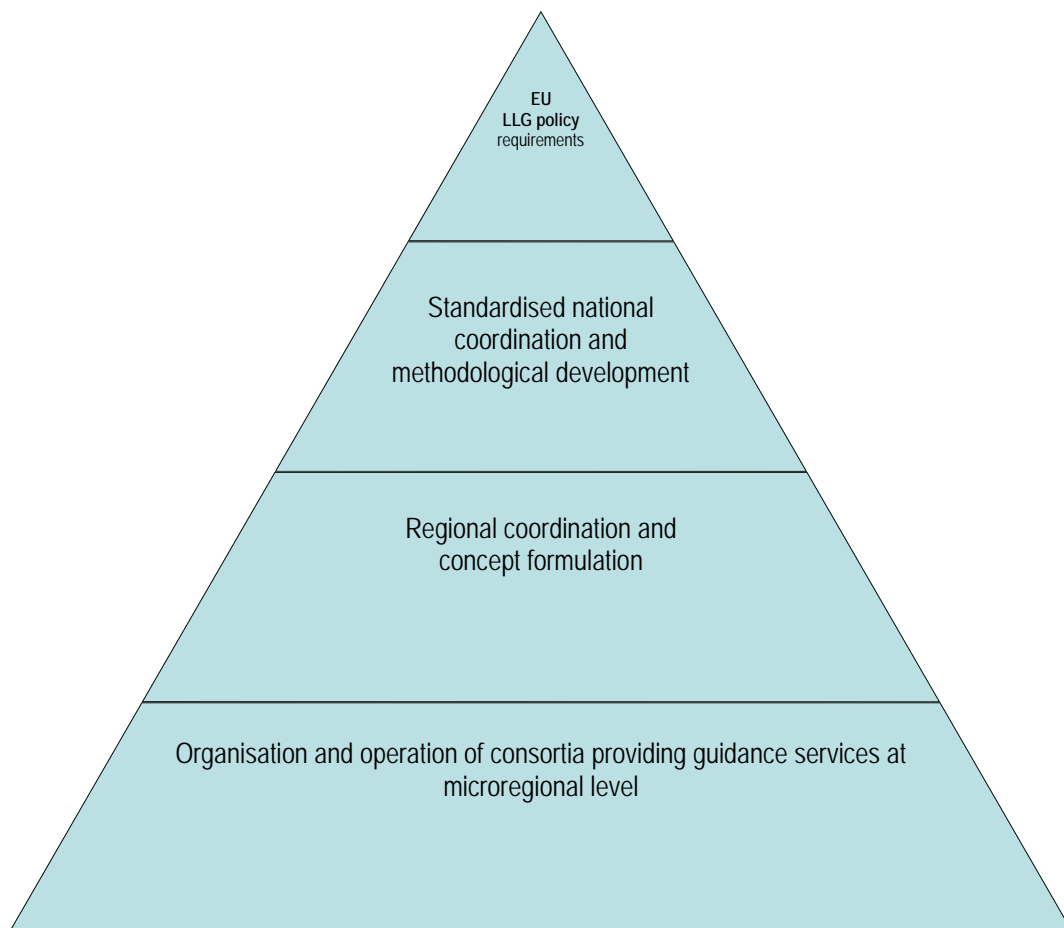
Despite all the above efforts, there are not enough professionals with adequate training for the operation of a Hungarian information counselling and development system.

IV. DEVELOPMENT PROPOSALS FOR BUILDING A STANDARDISED NATIONAL LLG SYSTEM

IV. 1. A SYSTEMS VIEW OF DEVELOPMENT

Development objectives *should be attained as part of a nationally coordinated system, which handles counselling service development in each sector in a uniform manner*, in line with the Government's solution proposed in 2007 and with EU objectives.

The description of the NHDP SROP (New Hungary Development Plan – Social Renewal Operative Programme) 2.2.2. priority programme reflects an existing administrative position, whereby guidance tasks should be divided into three national levels and one European level.



Meaning and contents of each organisational level:

0. European Union level

- EUROPASS framework
- European Ministers of Education Resolution on LLG 2004
- Additional EU technical documents such as National Reform Programme, integrated employment guidelines, Social Inclusion Programme, Education and Training 2010 and other documents.

1. National level

Standardised national coordination and methodological development, data collection (regular evaluation of the system's performance)

2. Regional level

Regional coordination and concept formulation in line with

- Public education development
- Vocational training development and
- Regional development (RDOP) concepts

3. Microregional level

- Organisation and operation of multiprofessional and
- cross-sectoral consortia providing guidance services

Besides geographical levels the above-outlined system also takes into account the coordination of human resource development components relevant to LLG at the national, regional and local levels alike. Thus SROP/SIOP (Social Renewal Operative Programme/Social Infrastructure Operative Programme, in Hungarian: TÁMOP/TIOP) within the NHDP (New Hungary Development Plan, in Hungarian: ÚMFT) and RDOP (Regional Development Operative Programme, in Hungarian: ROP) together with EDOP (Economic Development Operative Programme, in Hungarian: GOP) are also built on horizontal policy coordination. Within the structure of SROP/SIOP the professional contents of LLG linked to Priorities 1 and 2 in labour policy, Priorities 3 and 4 in education policy, as well as Priority 5 in social policy development need to be agreed and synergised.

IV.2. DEVELOPMENT TASKS IN ORDER TO ACHIEVE THE SET GOALS

The three main objectives laid out in the Policy Statement involve the following development tasks:

- Provide assistance in the compulsory choice of institutions operated by society (3-18 years of age – choice of kindergarten, schools, vocational schools and higher education institutes).
Result: Increased socialisation of youths and possible need for information with regard to the acceptance of support systems.
- Build key competencies for efficient self-study in the period of training and development in the chosen institutions via support and development services. Establish generally accepted pathways of choosing schools and changing careers, suited to individual needs.

Result: Emergence of high-performing and success-driven thinking in the schooling period.

- Maintain the need for key competency development in young age groups even after their obtaining vocational qualifications.

Result: Need for continued learning established.

- Support labour mobility to enable adaptation to changing labour market needs.

Result: Increased chance of avoiding unemployment.

- Support those exiting the labour market (retired workers) and excluded groups and establish new competencies.

Result: Intellectual capital and experience are exploited.

Institutional background:

There is a need to operate at least three public institutional systems:

- Counselling systems of school-based and non-school-based training institutions;
- System supporting labour-market-oriented jobseeker behaviour (PES); and
- Municipal support systems with a neighbourhood and regional focus.

It is required that the personnel of the institutional systems is made up of registered LLG experts and that qualification levels are built on each other. Cooperation links between support systems operated under different administrations need to be regulated, which can be strengthened by a system of compulsory upskilling.

IV. 3. STEPS TO BE TAKEN IN SPECIFIC AREAS

A) PES

The career information and occupational information systems need to be strengthened along with the set-up of a mechanism of regularly updating them. The structure and analytical basis of occupational information files need to be revised in view of significant and rapid changes in vocational courses, jobs and activities and the introduction of the new qualification system (National Training Register).

There needs to be a concept regarding the specific delivery of PES services (and also regarding the standardised contents of PES and contracted-out services). Linked to this should be the development of a human service monitoring system besides the ethical and quality standards of counselling.

B) Higher education

With special regard to deferred career choice and career identification in the Bologna system career offices will have a special role to play at the institutional level, just as the role of Educatio-OFIK (Hungarian Higher Education Information Centre) will appreciate in supporting orientation between undergraduate (Ba/Sc), graduate (Ma/Sc) and postgraduate (PhD) training levels and in the provision by the State of reliable information.

LLG activities will be needed also in relation to forming and choosing internal specialisations. Again, the emphasis needs to be laid on aptitude testing and presenting a career picture. Self-assessment supported by measurement results plays a major role in EU guidelines.

Career offices need to be made suitable for maintaining contact with each other and with extra-institutional organisations, which can be accessed by those students who are in need of their services. In higher education the obtainment of work experience on the basis of a related institutional system should be made standard practice.

C) Public education

In accordance with the contents of NAT and the development work launched under HRDOP (Human Resource Development Operative Programme, in Hungarian: HEFOP) and VSDP (Vocational School Development Programme, in Hungarian: SZFP), training and upskilling courses in LLG should be provided for teachers in grades 1-12, based either on the concept of (at least) ‘1 or 2 LLG specialists among teachers’ or on that of ‘all teachers are LLG specialists’.

The organisational needs and tasks of general training and youth vocational training need to be separated, just as it is necessary to distinguish between LLG-related pedagogical activities by age group (e.g. in school-based adult training).

In the case of all public education institutions it is necessary that active working relationships are established and maintained with other actors providing LLG. The network of relationships should be able to seek and provide help in dealing with the specific problems related to the student’s or parent’s specific career guidance or career choice, relying on other actors in the national network. There has to be a system of engaging parents in LLG for students.

D) Vocational training

In the vocational training field the professional contents of LLG activity have to be developed by the addition of specific occupational information within each occupational cluster. In the vocational training institutional system equal value should be attached to world of work studies and related skills. An incentive system should be in place for adult training institutions in order for them to integrate these studies in their programmes.

E) Public culture

The new type of public culture is becoming a key area of ongoing lifelong as well as ‘lifewide’ self-study, and through its function is able to embrace and provide counselling services reaching out to those adult target groups who do not partake in structured training.

F) Adult education

In the case of adults pursuing studies in non-school-based adult training programmes the Adult Training Act makes career support and counselling a statutory obligation. However, in the vocational training branches of adult education LLG is difficult to implement, while career pathway and career decision support along with mentoring can be successfully applied.

G) Health care

Linked to the launch of occupational rehabilitation and on the basis of holistic curation it is important that in institutions specialising in these types of activities there should be trained career counsellors and rehabilitation counsellors as part of multiprofessional teams. (E.g. addiction treatment counselling, support of career adjustment in case of occupational health problems etc..)

H) Social and child protection system

Linkages between the social provision system in a broad sense and counselling go far beyond service provision aimed to help working-age benefit claimants re-enter the labour market. Rather, the emphasis should be laid on prevention-type counselling within the scope of family care and child protection etc..

I) Counselling for those in employment

Provision of career counselling, mentoring and LLG services to those in employment has been an unresolved issue ever since the regime change, while in the case of this group the importance of lifelong learning (LLL) has increased significantly. Close to 4m people in employment have no or only indirect access, through other systems, to services supporting LLG, career building and career management.

Although businesses can use the 1.5% vocational training contribution for training purposes, they cannot spend it on purely counselling services, while micro and small businesses as well as self-employed persons have no access whatever to counselling services. In their case, cooperation with Regional Labour Centres can create ways to organise services to meet small organisations' counselling needs.

Considering and discussing these proposals at professional fora and establishing different forms of cooperation will make it possible to build LLG activities on up-to-date foundations in the future.

18 June 2008, Budapest

Irodalom:

Borbély Tibor Bors Pályaorientáció szolgáltatások a magyar közoktatási és szakképzési rendszerben, 2008 április (*LLG services in the Hungarian public education and vocational training systems*)

Farkas László ÉLETPÁLYA-ÉPÍTÉS KOMPETENCIATERÜLET SULINOVA / EDUCATIO Kht. HEFOP 3.1.1. (*Life-course building as a competency area*)

DECISION No 1720/2006/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 November 2006 establishing an action programme in the field of lifelong learning

Schottner Péterné Az egész életen át tartó tanulás alapozása az iskolarendszerben, Oktatási Hivatal, jelentés a magyar LLG Tanács számára 2008. március (*Laying the foundations of lifelong learning in the schooling system – Report to the Hungarian LLG Council*)

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Kiss István (szerk.) Szemelvények a Felsőoktatási Tanácsadás Egyesület gondozásában megjelent írásokból, áttekintése jelentés a magyar LLG Tanács számára 2008. március (*A compilation of articles on LLG published by the Association of Higher Education Counselling - Report to the Hungarian LLG Council*)

NPK éves munkaterv, 2008 (*Annual workplan of NPK*)

Ritoókné Ádám Magda (2008) Pályafejlődés- pályafejlődési tanácsadás ELTE (*Career development – career counselling*)

Den Boer, Peter – Mittendorff, Kariene – Scheerens, Jaap – Sjenitzer, Titia – Wageningen /Twente Study on 'Indicators and benchmarks for Lifelong Guidance' CEDEFOP draft final report, January 2005

Annex 1
Proposal for developing LLG activities

Age	Goals:	Required competencies (core and key competencies)	Current practice	Task	Organisation	Specialists owning task	Possible location	
Compulsory schooling	Elementary education	Core competency development	Self-knowledge, career knowledge, basic skills (literacy, numeracy, comprehension)	Selection, low level of basic skills, gaps in knowledge	Use of personality development and cooperative techniques, teaching to learn, practical education/sessions, project method, portfolio, coaching	Parenting Counselling Service, Career Counselling Service, FIT, employers, Expert and Rehabilitation Committee	Teaching staff, developmental teacher	Elementary school
			Verbal communication competency, cooperation, arguing skills, ability to make consensus, sense of responsibility	Little time for communication or cooperation, outdated teaching methods			Career choice counsellor	
			Manual skills, work experience	Their development is limited to lower classes				Elementary school, vocational school, central workshop
	Secondary education	Core and key competency development	Analytical skills, citizenship competencies, compliance behaviour, composition	They work at the level of knowledge rather than skills	Cooperative techniques, practice-oriented training	Parenting Counselling Service, Career Counselling Service, FIT, employers, Expert and Rehabilitation Committee	Teaching staff, Developmental teacher, mental health professional, Career choice counsellor	School
			Understanding/listening skills, assertiveness	Lack of practice				
			Social competencies, people skills	Lack of practice				

			Problem solving and conflict resolution skills	Lack of practice			
			Manual skills, work experience	Vocational school, secondary vocational school	Practice and activity-based education, portfolio		Vocational school, secondary vocational school, Central workshop
			Career knowledge	Narrative information, film presentation	Obtaining experience, personalised counselling		Central workshop
			Occupational and labour market information	Scarce			
Post compulsory schooling	Higher education studies	Development and maintenance of key competencies	Occupational and labour market information	Job Exchange, Students' Self-Government, career counselling	Job search and personality development training and skills		
	School-based adult learning		Analytical and strategy-making skills		Obtaining work experience		
			Key competencies needed to start vocational training	As part of school-based adult education system (grammar school, secondary vocational school)	Introduction of LLG studies also covering world of work studies		Teaching staff, LLG counsellor

Non-school-based training		Key competencies needed to start vocational training, Basic LLG and world of work studies	Non-school-based training institutions (Regional Training Centres, public and higher education institutions, private training providers)	As part of non-school-based adult training (remedial courses, job search training)	PES counselling service, FIT, employers, Expert and Rehabilitation Committee		
NGOs							

Az LLG szolgáltatások és intézkedések keretrendszere (CEDEFOP 2005 11p.)

szolgáltatásnyújtó	Szolgáltatás típusa	Célcsoportok			
		Képzésben résztvevő fiatalok	Képzésben résztvevő felnőttek	munkanélküliek	foglalkoztatottak
<i>Iskola / képző</i>	Információnyújtás, személyi tanácsadás, karrier menedzsment és karrierfejlesztési kompetenciák fejlesztése				
<i>Vállalkozás/ vállalat</i>	Információnyújtás, személyi tanácsadás, karrier menedzsment és karrierfejlesztési kompetenciák fejlesztése				
<i>Munkaügyi ügynökség (állami vagy magán)</i>	Információnyújtás, személyi tanácsadás, karrier menedzsment és karrierfejlesztési kompetenciák fejlesztése				
<i>Specializált szervezet centruma</i>	Információnyújtás, személyi tanácsadás, karrier menedzsment és karrierfejlesztési kompetenciák fejlesztése				
<i>(Közösségi) önkormányzati jóléti szervezet</i>	Információnyújtás, személyi tanácsadás, karrier menedzsment és karrierfejlesztési kompetenciák fejlesztése				

Az LLG szolgáltatások és intézkedések keretrendszere (CEDEFOP 2005 12p.)

SZINTEK	BEMENET	FOLYAMAT	KIMENET	KONTEXTUS
Az egyén szintjén	1.1. a résztvevők száma és jellemzői	2.1. a szolgáltatás tartalma	3.1. a felhasználók elégedettsége 3.2. személyes fejlődésük 3.3. szakpolitikával kapcsolatos kimenetek	4.1. a felhasználók jellemzői
A szervezet szintjén	1.2 a szolgáltatásnyújtó személyzet minősége 1.3. A szolgáltatás minősége	2.2. minőségbiztosítás és kivitelezés		4.2 a vállalkozások klímája a mobilitásra
Nemzeti szinten	1.4. finanszírozás 1.5. szakpolitika	2.3. minőségbiztosítás és kivitelezés 2.4. koherencia		4.3. infrastruktúra 4.4. társadalmi-kulturális és munkaerő-piaci körülmények, lehetőségek

Lehetséges indikátorok (CEDEFOP 2005 13 p.)

SZINTEK	BEMENET	FOLYAMAT	KIMENET
Egyén	<p>1.1. a résztvevők száma és jellemzői</p> <p>1. Összetétel</p> <p>2. a felhasználók összetétele: Szocio-ökonómiai státusz szerint</p> <ul style="list-style-type: none"> - életkor szerint - nem szerint - etnikum alapján <p>3. célcsoportok szerint</p> <p>4. a személyzet képzettsége</p> <p>A képzésükre fordított idő (hónapban)</p>	<p>A szolgáltatás tartalma</p> <p>14. egy felhasználóra jutó átlagos szolgáltatási időkeret</p> <p>15. A szolgáltatás fókusza (problémamegoldás, karrier kompetenciák tanítása...)</p> <p>16. tanácsadási tevékenységek (pl. információnyújtás, mentorálás, kiválasztás, munkában nyújtott támogatás...)</p> <p>17. csatorna (négy szemközti, telefonos, elérő, on-line)</p>	<p>Felhasználói elégedettség</p> <p>5. felhasználói elégedettség szintje a szolgáltatásnyújtó szervezettel szemben</p> <p>Személyi fejlődés</p> <p>6. tanulás- képzés és a személyes karrier- menedzselési képességek elsajátítása</p> <p>7. elégedettség a munkával, munkakörrel, vagy a választott tanulmányokkal</p> <p>Szakpolitika által érintett kimenetek</p> <p>8. A felhasználók %-os aránya, akik új állásra pályáztak</p> <p>9. A felhasználók %-os aránya, akik képzésre/ tréningre pályáztak</p> <p>10. felhasználók %-os aránya, akik sikeresen befejezték a képzést</p>
Szervezet	<p>Tanácsadásra rendelkezésre álló pénz és idő</p> <p>11 személyes tanácsadásra rendelkezésre álló idő</p> <p>12 tanácsadási eszközökre fordított összeg</p> <p>13 szakértők / szaktanácsadók alkalmazásának, kölcsönzésének ára</p>	<p>Minőségbiztosítás és szolgáltatásnyújtás</p> <p>18. adatok elérhetősége és felhasználása:</p> <ul style="list-style-type: none"> - a menedzsment minősége - a szolgáltatásnyújtás minősége - monitoring és a felhasználók véleményének visszacsatolása 	
Nemzeti	<p>Finanszírozás</p> <p>19 tanácsadásra allokált források (ide értve a kiszervezéseket is, minden minisztériumot összeszámítva)</p> <p>Szakpolitika</p> <p>20. Tanácsadásra fordított figyelem (jogalkotás, monitoring, mérés, kezdeményezések)</p>	<p>Koherencia</p> <p>21. koherencia a nemzeti politikan belül és az 5 féle szolgáltatásnyújtó típus között</p> <p>22. szektorok közötti koordinációs szervezetek száma és feladata</p>	