Development of the system of lifelong guidance in Hungary

Phase I: 2008–2010

You always have a choice
Development of the system of lifelong guidance in Hungary

Lifelong Guidance

(phase I. 2008–2010)
## CONTENTS

Inaugural

Programme Leader’s Introduction

Chapter I:
Development of the system of lifelong guidance in Hungary
- Dr. Tibor Bors Borbély-Pecze – Dr. László Zachár: Establishment of regional professional career guidance networks to promote access to lifelong guidance services 5
- Dr. Tibor Bors Borbély-Pecze – Tibor Kovács – Marita Punczman – Rita Répáczki: Establishment and operation of a national lifelong guidance network 14

Chapter II
Development of the career information contents and methods for career orientation 34
- Ágnes Juhász – Tibor Kovács: Career information tools of the national LLG system 34
- Mária Kukla: Online Career Guidance Model on the National LLG Portal 40

Chapter III
Lifelong guidance in practice 49
- Petra Wolf: Report on the outreach services realised under SROP Project 2.2.2. 49
- Imre Limpár: The problem of “Where from, where to?” 52
- Renáta Rózsavölgyi-Toszeczky: Individual Case Management in Lifelong Guidance 56
- Melinda Kutranyik, Anita Göncfalvi: Preparation of human experts involved in career guidance: Experiences of one of the training groups 60

Chapter IV
Extracts from research projects related to LLG 68
- Marianna Györgyi Tajti Lesó: School choice plans of pupils and their parentsi 68
- Kiss, I.; Szabo, M.; Herczegne Kereszturi, J.; Szeman, D.; Czigany, L.: Possible indicators for analysing efficiency of career counselling (additional article as compared to the original Hungarian version) 74
- Gábor Czanik: Group guidance sessions to promote the career orientation of children with mild mental deficiency 93

Chapter V
International outlook 98
- Tibor Bors Borbély-Pecze: Career guidance organisations servicing every age group in Wales, after the reforms of 2001 98

Annexes 104
Authors in alphabetic order

BORbéLY-PecZE, TibOR Bors: PhD, social politician, employment counsellor; leader of the national development programme “Content and methodology development of career orientation”; founder and secretary of NPT, the Hungarian Lifelong Guidance Council; Hungarian correspondent of ELGPN, the European Lifelong Guidance Policy Network; as of 2010, member of the managing board of ICCDPP, the International Centre for Career Development and Public Policy.

CZANiK, GáBor: staff member of the FIT (Vocational Guidance Centre) of the Pécs Office and Service Centre of the PES Centre of the Southern Transdanubian Region.

GÖncFALVI, AniTa: psychologist, secondary-school teacher (major: psychology); skills development trainer; Miskolc-based LLG counsellor to the national programme entitled “Content and methodology development of career orientation”.

JuháSZ, ÁgneS: vocational training expert; developer/operator of training information systems (What shall I learn? How shall I learn it? Where shall I learn it? CD, TrainYourself (KépezdMagad), szakképesites.hu, palyakezdo.hu; “Palló” Adult Training Information System; DISCO European competency vocabulary etc.); author of the training programme for adult training consultants.

KováCS, Tibor: responsible for portal development; professional leader of the development of the career guidance portal under the national development programme entitled “Content and methodology development of career orientation”; co-author of the career information materials under preparation; formerly: designer/implementer of electronic systems on similar topics.

Kukla, MárIA: career and employment counsellor specialist psychologist, economist, labour expert; under the national development programme entitled “Content and methodology development of career orientation”, head of the questionnaire development group; psychologist professional chief counsellor and employment expert of the PES Centre of the Southern Great Plain Region and external professor of the University of Science of Szeged.

Limpár, Imre: psychologist, trainer; works as career counsellor in the national programme entitled “Content and methodology development of career orientation”. His professional methodology is dominated by his qualification in symbol therapy. Main areas of research: thanatology and post-traumatic growth. In his trainer activity, he pays special attention to the presentation of the LLG approach in practice.

Punctzman, Marita: counsellor special psychologist, career orientation professional executive; professional co-ordinator of the national LLG network and the completed professional training programmes under the national development programme entitled “Content and methodology development of career orientation”.

RépáCzki, RITA: counsellor specialist psychologist. Professional executive of the national development programme entitled “Content and methodology development of career orientation”. professional co-ordinator of the national LLG network; contributor to the creation/development of professional materials on career orientation.

Rózsavölgyi-Toszeczy, RenátA: general social worker; Békéscsaba-based LLG counsellor of the national programme entitled “Content and methodology development of career orientation”. She considers it her mission that her clients should weight their options and regard the solution of their difficulties/problems and their decisions as their own success.


Wolf, Petra: general social worker, mental hygiene specialisation. As of 2005, employment counsellor of the Tamási Office of the National Employment and Social Office (at that time: National Employment Office). As of 2008, at the same place, LLG counsellor of the national development programme entitled “Content and methodology development of career orientation”.

Zachár, László: engineer–teacher, PhD, high school teacher. Deputy Director for Research and Development of NSZF, the Hungarian National Institute for Vocational and Adult Training; member of the Andragogy Sub-committee of the Pedagogy Committee of MTA, the Hungarian Academy of Sciences, and of the National LLG Council.
IN AUGURAL

DEAR READER!

It is imperative for the catching up of the Hungarian economy to ensure the fast and significant increase of its rate of employment, currently well below the average of the European Union and also the corresponding rates of the neighbouring countries. To date, job creation, the re-institution of the honour of value-creating work, and assistance and support to young persons and adults who wish to (re-)enter the world of labour have become priority tasks. The project entitled “Content and methodology development of career guidance” was designed to tackle this issue, partly through the expansion of the available career orientation/information tools, and partly through the development of the Hungarian network of lifelong guidance practitioners.

The project has already had many results. In the first two years, ten thousands of clients were provided professional assistance in the framework of the already free services. In almost every case, the client wants to be an active member of the labour market, and needs targeted personalised counsel to find a job and to identify appropriate training options. Counsellors, familiar with the worlds of education and work, and capable of co-operating with the client to map his skills, play a key role in the process; they help career-starters, inactive people, persons over 50 and residents of disadvantaged areas improve their chances to enter the labour market. Members of the counsellor network are provided professional grounding and upgrading training on a continuous basis.

The complex involvement of the small and medium-sized enterprises representing the backbone of the domestic labour market has started as well. Thanks to the outreach programmes, those who are on the brink of choosing a vocation or a job could visit workshops. On such occasions, as at job fairs, they can test tools and learn about everyday activities of the given trade. In addition, short labour market training programmes available since 2010 give an opportunity to the representatives of the business sector to train their own human expert staff and to deepen their labour market knowledge, essential for the selection process.

Tools developments, launched already, will also improve the employment chances of prospective employees. The National Guidance Portal is designed to supply information to employers and employees, and it displays information on the labour demand and on the available vocational training, higher education and adult training options in combination. It is a major challenge to compile an information surface like that; in the advanced economies, similar activities took a decade of development work. The Hungarian portal, adjusted to the specifics of the country and subject to continuous development, plays a growing role in ensuring that young persons as well as adults be able to choose an occupation and a mission in possession of sound career- and self-knowledge.

Career information alone, however, is not enough for the development of an effective system of lifelong guidance counsellors: it is at least as important to provide for the systematic employment of career orientation/employment counsellors who mediate between the worlds of training and labour, because this is how work can be put in the focus of the value system of Hungarian society. One of the major tasks of the coming half a decade will be the deployment and codification of a uniform regulatory and supportive inter-branch system and institution system of lifelong guidance, based on policy information provided by the current developments.

Dr. Adrianna Soós
Acting Director General
National Employment and Social Office
Hungary is actually ahead of most EU Member States as far as the venture to deploy a branch- and sector-neutral national guidance systems based on a standardised national methodology and database is concerned. Since the second half of the 1990s, the international policy community has been urging with growing emphasis for a universal revision of the narrow interpretation of the career orientation function to adjust it to the new social and labour market needs and the, parallel, changed role of “schools”. In the industrial societies, career guidance has been the privilege of a few. It was readily applied in two cases: for talented children and, the opposite, for pupils in need of catching up. Contemporary career guidance meant (based mainly on its roots in French and German work and school psychology) skills and personality analysis, and it was often forgotten that an assessment drawn up without the involvement of the client, the user – however correct – has little chance to materialise in the absence of the individual’s identification with it.

The modern theory of career guidance – which had made its appearance in Hungary in the decades well before the systems change – puts orientation activity in the context of pedagogical and andragogical development. As a matter of fact, it undertakes to discover the world of vocational education and of occupations in collaboration with the client, whether the latter is a young person or an adult. In this facilitating work, the task of the client is to arrive at a better understanding of his personality (interests, skills, value system); to become capable of expressing his vocational training and employment/self-employment needs through the targeted development of his self-knowledge linked to the world of work. The individual action plan, the product of career guidance, to be implemented by the client and not the expert, is meant to promote the achievement of these objectives.

Career guidance (or: lifelong guidance, to use the new English term which emphasises that guidance should be provided throughout the client’s life-span) is imbued with the principles of universality and competence. That is, every young person needs orientation in the form of regular collective sessions from early school age and, today, the labour market career of adults may also follow several tracks. The atypical careers defined by Super tend to become the main trend in the labour market. Industrial society’s system of “one life-course, one workshop, one vocational education in young age, one occupation and one workplace to the age of retirement” is about to disappear.

It is no accident that Community employment and education policy responded to the new situation with the concepts of enhanced flexicurity and employee adaptability, and the concept of lifelong learning, respectively. The development of the system of lifelong guidance is key to the national as well as community-level success of both policy areas. This volume sums up the results achieved in the first two years of a priority programme co-financed by the EU to develop the Hungarian career guidance system. Chapters I and II start out from a national status analysis; they present the outcomes of regional network development over the past period, and then discuss the careers information and guidance tools developed to support the members of the network. Chapter III presents the relevant practice: the opportunities for career guidance in the outreach programmes, in the form of individual and group counselling, and in the sensitisation to career orientation of human professionals in the Regional Professional Network. Chapter IV is the terrain for the presentation of local-level analyses and research; it is not sufficient to devise national concepts; it is at least as important to introduce lifelong guidance and to make it feasible also at settlement, borough, regional and county level. Finally, for the sake of comparability, since we speak of the significant relative headway of Hungarian system development in international comparison – due to a decisive extent to the excellent Hungarian professional heritage of the 1960s, 1970s and 1980s – , Chapter V presents the already established Welsh system servicing every age group.

Dr. Tibor Bors Borbély-Pecze
Programme Leader
The establishment of a Regional Professional Network (RPN) is a crucial activity under the priority programme co-funded by the EU to develop the Hungarian career guidance system. The goal of the survey was to identify human professionals active in career guidance and delivering certain orientation task components, in order to make the persons concerned accessible to the public via a unified national system and to start at the same time the sensitisation training (30 hours) and post-graduate training of the two target groups, as well as the upgrading of their professional tools (development of career guidance tools such as folders, films, questionnaires). Web-based support, a rarity so far in the Hungarian public services, has been applied to keep together and continuously support the professional network. From the start of the specification of the functions of the National Guidance Portal (NGP), we envisaged three entry channels, to have separate entry points for users, clients and for the Virtual Community of (career) Counsellors (VCC) which will service the professionals of the field. Thanks to this arrangement, the Portal will be able to meet simultaneously the lifelong guidance demands of the end-users, i.e. the citizens and the companies, and those of the relevant professional community. In what follows, the article discusses the organisation of the professional community concerned and the servicing of its needs. This community, which gathers several competency levels, but is nevertheless uniform from the client’s perspective, should be empowered to service some 7 million potential clients in Hungary, whereas from a management point of view it belongs to several maintainers and some 6-9 different branches.

The first, grounding, period of the survey of the professional network lasted for almost a year, from July 2009 to September 2010. All in all, personal surveys were made with some 3000 persons and almost 1000 institutions. In the development programme launched in autumn 2008 and carried out in conformity with the provisions of the effective Public Procurement Act, the winner of the relevant tender was announced at the end of spring 2009. The consortia which won the tender announced for the seven regions could start the survey in summer 2009, after a month of preliminary preparations.

Methodological difficulties

The definition itself of the survey population raised a severe methodological problem, for two reasons. Firstly, although since the systems change career counselling has required a relevant degree, in some branches the legal regulations reflected that but partly. The most advanced regulatory system was that of the labour branch, but not even Minister of Economy Decree No. 30/2000 (IX.15.) applied there is totally applicable to the description of this specialist function. In public education, vocational education, higher education, the social sector, general education, on the other hand, the specification of the task and qualification requirements of this specialist function are practically non-existent. Owing to the legal/administrative context, the presumed and the actual tasks can only be delineated by making structured personal interviews with experts active in this field. Consequently, the survey method had to be fine-tuned on the basis of the initial results, and career orientation counsellors/counsel had to be separated from the tasks of human professionals delivering certain components of career guidance, i.e. partial guidance functions. The outcome was the a guidance network consisting of two circles, an inner professional circle in which the survey managed to identify hardly 500 professional guidance practitioners with the help of the snowball method, and an outer one in which it identified around 2500 primary-
and secondary-school teachers, subject teachers, tutors, mentors, social workers, employment administrators, administrators of private TWAs, coaches, personnel administrators, employees of adult trainer companies, corporate HR experts and culture organisers. The latter circle represents the primary signalling system of career guidance, while also fulfilling several partial tasks in the area of orientation.

The second methodological problem was due to the task specifications of Hungarian institutions. Whereas a client in need of support would obviously look for an expert, i.e. another individual, career guidance as such gets sort of lost, “diluted” among the many responsibilities of institutions, and neither is the use of the term itself standardised. Pursuant to the Public Education Act and the National Core Curriculum, public education feels responsible for career skills development and for orientation. However, the current system makes it impossible to investigate what system, expertise, capacity and funding is associated with these tasks (Borbély 2010). Considering education alone, neither do its various branches adopt a uniform attitude: general and vocational secondary schools and tertiary education each use different terms for orientation (student and lifelong guidance, respectively), and so does adult education. No wonder that the employment system finds it rather difficult to link to the fragmented and methodologically heterogeneous education system. Since 2000, the task performance of the internal and outsourced service providers of the labour administration has been governed by a special department-level decree. But there are no national-level requirements to ensure reliable and standardised data supply either there or in the other branches. For example, it is impossible to know whether under the title of orientation activity funding, the provider finances collective information supply, collective career orientation or intensive individual counselling in several sessions and at a relatively high per unit cost (cf. Borbély et al. Professional protocol of career counsellors, 2009). The outcome of the orientation services is measured but formally; typically, success or failure depends on the number of persons engaged in training or the number of placements over a given period. Thus there are not even attempts to measure the many other effects (key competence development, social inclusion promotion etc.) of the career guidance services. That is, no competition of merit has evolved between the internal service providers maintained by the state or the municipalities and the external service providers (NGOs and the business sector). Even in the context of client satisfaction measurement, no proposals have ever been made for the development of a modular client satisfaction measurement system variable by sector, client group and age group until now, i.e. the first phase of SROP Programme 2.2.2 (Juhász et al. 2010).
In consideration of the above methodological difficulties, we have decided to visit the professionals concerned personally, which turned out to be indispensable anyway in view of the prospective Virtual Community of Counsellors portal function and the free query function, to be initiated on the side of the guidance professionals (with their consent), the clients and the firms, respectively. Citizens do not want to address their questions to institutions (such function is accessible anyway under the law at the Magyarorszag.hu portal), but to professionals whose profile matches their personal problems and whom they find likeable and trust-inspiring at first sight. The private and corporate need can only be met if something of a “Yellow Pages on on-line career counsellors” function is developed, operated by with the help of publicly funded data collection and database operation, but in a branch and sector neutral way. The survey and then the operation of the Regional Professional Network (RPN) is meant to serve this aim.

Persons involved in the RPN have been assigned to four competence levels on the basis of the adjusted North-American FSU (Florida State University, J. Sampson) model used also in the EU-OECD (2004) volume (Borbély-Pecze 2010). The four circles cover the following:

a) The most populous level is that of career information providers, with an indication of the information area concerned (labour market, vocational training, adult training etc.); this task requires no counsellor’s degree, a short training course of 30-120 hours is sufficient (e.g. career orientation consultant, adult training consultant etc.);

b) The second level is that of professional (qualified) career orientation experts. Professionals at this level hold individual guidance interviews in 3-6 sessions, at the beginning of which they define the problem together with the client, and the series of discussions ends with an individual action plan being drawn up. In addition to individual interviews, career counsellors at this level lead collective structured sessions or development sessions of 3 or more days, which focus on the exploration of the client’s attitude to training, vocational training, adult training or labour market outcomes – based on non-directive techniques. That is, group guidance is neither self-knowledge training, nor education. Degrees which qualify for performance at this level include the following: employment counsellor, career orientation teacher, student counsellor, counsellor specialist psychologist, work and career guidance specialisation, or work and organisation psychologist, HR counsellor (MA), andragogy-employment counsellor specialisation (BA);

c) Career counsellors active at Level 3 must have an MA in psychology and also a specialist degree, if possible in career guidance or in counselling. They provide for 2–5% only of the clients, in cases where the strategy of assistance based on pedagogy/andragogy and the client’s self-exploration is not efficient.

The professional competencies of guidance practitioners active at one of the the above levels are typically applicable also at lower levels, with the exception of some special cases (e.g. school admission may require institution-specific knowledge);

d) In order to broaden the RPN and to create a human-service-provider medium around career guidance, a fourth category was introduced for human professionals who belonged to neither of the three levels listed above, but whose sensitisation in and continuous updating on career guidance was considered imperative. The persons concerned represent the majority of the primary target group of 2000 of the training programme implemented in the present phase of the programme.

Trust-inspired contact-making

In cases of need, clients can request professional support by initiating contact with a counsellor whom they find likable and who is “at hand” based on the individual profile sheets of the surveyed career counsellors. Before such contact, the client may, on the basis of his professional recommendations, view on-line the counsellor’s professional fact sheet (self-exploring professional statement, Gladding 2000, p. 156. Every vocational counsellor...
who participated in the survey can decide, in agreement with his employer, whether to make queries directed at
him public or to limit or maybe fully block them. Reasons for the latter alternatives may be that the counsellor
concerned works exclusively with persons under 18 or works in a law enforcement institution, but there may also
be spatial limits, i.e. service provision restricted to the residents of a given county or town. The system under
development will make it possible for the counsellor and the client to meet also in consideration of such criteria.

COUNSELLOR PROFILE (SAMPLE)

Human professionals with no career counselling qualification involved in the survey (n~2500) will
not be searchable on the Portal. They will be provided various tools and e.g. a knowledge base
to be able to help them provide higher quality partial career guidance functions in the context of
their respective jobs, and also to know whom to refer to their trainees and job-seekers, if necessary,
for further career counselling. It is a key objective to sensitise to career orientation human professionals
(e.g. teachers, doctors, social workers, andragogist) involved in career guidance tasks. For this purpose,
in Contractual Phase I of the SROP 2.2.2. Programme, we organise free accredited training
(2x3 days, 30 hours, residential) for 2000 persons on 10+1 topics. 1500 persons had taken part in
sensitisation training by September 2010. The training topics as well as the application details are
displayed on the website of the Hungarian PES. In addition, the operation of RPN may have the
important indirect outcome that the topical
developments and achievements of both SROP Project 2.2.2 and of the European Lifelong Guidance Policy Network
(ELPGN) will be communicated more efficiently to career orientation professionals outside the programme.

<table>
<thead>
<tr>
<th>Region</th>
<th>December 2009</th>
<th>February 2010</th>
<th>May 2010</th>
<th>July 2010</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Hungary</td>
<td>129</td>
<td>98</td>
<td>98</td>
<td>116</td>
<td>441</td>
</tr>
<tr>
<td>Northern Hungary</td>
<td>155</td>
<td>83</td>
<td>79</td>
<td>103</td>
<td>420</td>
</tr>
<tr>
<td>Northern Great Plain</td>
<td>183</td>
<td>91</td>
<td>84</td>
<td>62</td>
<td>420</td>
</tr>
<tr>
<td>Southern Great Plain</td>
<td>194</td>
<td>107</td>
<td>102</td>
<td>110</td>
<td>513</td>
</tr>
<tr>
<td>Southern Transdanubia</td>
<td>166</td>
<td>84</td>
<td>96</td>
<td>104</td>
<td>450</td>
</tr>
<tr>
<td>Central Transdanubia</td>
<td>154</td>
<td>82</td>
<td>94</td>
<td>107</td>
<td>437</td>
</tr>
<tr>
<td>Western Transdanubia</td>
<td>151</td>
<td>84</td>
<td>83</td>
<td>89</td>
<td>407</td>
</tr>
<tr>
<td>Grant total</td>
<td>1132</td>
<td>629</td>
<td>636</td>
<td>691</td>
<td>3088</td>
</tr>
</tbody>
</table>
AchEvements of the first year of network organisation

The activity started in summer 2009 with visits to the established career orientation sites and the professionals employed there, based on the databases of the training sites and the professional organisations – such as Kontakt Foundation, the only group which gathers career counsellors only, but has had hardly 100 members since 1999 –, but these failed to provide sufficient coverage. No upper limit was imposed on the data collection activity, and no target figures were set for the identification of professionals. The goal was to set up a professional diagnosis based on sound figures. Unfortunately, we could accomplish this task in part only for reasons of work organisation and regulation (e.g. Public Procurement Act). Nevertheless, thanks to the resulting database, decisions-makers can rely today, while preparing for the programme period of 2011-15, on much more reliable data than those available in the planning phase in 2007. According to data for 30 June 2010, a total of 3088 persons were registered to the network nationally. The statistical data shows that the first quarter (VII-IX 2009) was the most active period; since that time, there has been a steady increase from quarter to quarter. It is a prominent feature that there are no major gaps in the numbers of registrations in the seven regions despite the differences in the number of their inhabitants. (The widest gap is around 25% (407-513 persons); Central Hungary, on the other hand, is but third in rank order.)

Distribution of the members of the network by region, county and small region

A total of 2,834 persons supplied data on the distribution by institution type of counsellors registered to the network (national aggregate, 30 June 2010). As shown in the table (Annex 1 at the end of the volume),
– most professionals (40%) work in institutions of education; the share of primary school employees is especially high at 21%;
– the proportion of employees of adult education institutions is also significant (13%), as well as that of PES employees (10%);
– unfortunately, it was impossible to provide a more detailed breakdown to reveal the distribution by institution within the relatively large (24%) collective category of “others”;
– it is a striking feature that registration to the network from institutions of education was highest in the Southern Great Plain Region and especially from primary schools located there.

Small regional data, on the other hand, reveal relatively wide gaps as compared to the regional aggregates:
– the lowest number of professionals (one) – was recorded in the small regions of Kiskunmajsá, Sásd, Törökszentmiklós, Ibrány-Nagyhalászi and Vásárosnamény;

<table>
<thead>
<tr>
<th>Region</th>
<th>Central budget agency</th>
<th>Municipality</th>
<th>Business sector</th>
<th>Non-profit organisations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Hungary</td>
<td>92</td>
<td>121</td>
<td>80</td>
<td>131</td>
<td>424</td>
</tr>
<tr>
<td>North Hungary</td>
<td>92</td>
<td>207</td>
<td>15</td>
<td>50</td>
<td>364</td>
</tr>
<tr>
<td>Northern Great Plain</td>
<td>87</td>
<td>155</td>
<td>32</td>
<td>84</td>
<td>358</td>
</tr>
<tr>
<td>Southern Great Plain</td>
<td>94</td>
<td>283</td>
<td>51</td>
<td>45</td>
<td>473</td>
</tr>
<tr>
<td>Southern Transdanubia</td>
<td>65</td>
<td>184</td>
<td>9</td>
<td>97</td>
<td>355</td>
</tr>
<tr>
<td>Central Transdanubia</td>
<td>116</td>
<td>139</td>
<td>25</td>
<td>55</td>
<td>335</td>
</tr>
<tr>
<td>Western Transdanubia</td>
<td>57</td>
<td>80</td>
<td>34</td>
<td>68</td>
<td>239</td>
</tr>
<tr>
<td>Grand total</td>
<td>603</td>
<td>1169</td>
<td>246</td>
<td>530</td>
<td>2548</td>
</tr>
</tbody>
</table>
the highest number was recorded in the small region of Füzesabony (47 persons), but the network has a relatively high number of members in several small regions: 25–31 e.g. in that of Nagykanizsa (31 persons), Gyula (26 persons), Orosháza (25 persons) etc.;

from among the small regions including county seats – the Budapest one apart (257 persons), most experts registered from Székesfehérvár: 203 persons (!).

A total of 2 588 persons provided data on the distribution by sector of counsellors registered to the network (national aggregate, 30 June 2010).

As indicated in the table:

– most professionals are municipality employees (49%);
– the shares of central budget agencies (e.g. regional training centres) and of non-profit organisations is almost identical (24 and 21%, respectively);
– it is a tell-tale sign, on the other hand, that the share of business sector employees is less than 10% (9.65%).

A total of 2 829 persons supplied data on the distribution by educational attainment of counsellors registered to the network (national aggregate, 30 June 2010).

As indicated in the table:

– the share of degree-holders is highest: it totals 82%;
– interestingly, almost every fifth counsellor considered a secondary-level qualification to be sufficient for undertaking such activity (the workshop discussions revealed that a major part among them were actually pursuing higher-education studies, but no numerical data are available on that).
A total of 2,756 persons supplied data on the distribution by employment status of counsellors registered to the network (national aggregate, 30 June 2010). As shown in the table:
- most experts are employed on a regular basis (94.4%);
- the share of professionals among pupils/students and among the economically inactive is by and large identical and less than 1% (0.6 and 0.7%, respectively);

A total of 2,883 persons supplied data on the distribution by labour law status of counsellors registered to the network (national aggregate, 30 June 2010).

<table>
<thead>
<tr>
<th>Region</th>
<th>Employee</th>
<th>Pensioner</th>
<th>Entrepreneur</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Hungary</td>
<td>366</td>
<td>7</td>
<td>60</td>
<td>433</td>
</tr>
<tr>
<td>North Hungary</td>
<td>360</td>
<td>2</td>
<td>25</td>
<td>387</td>
</tr>
<tr>
<td>Northern Great Plain</td>
<td>342</td>
<td>12</td>
<td>29</td>
<td>383</td>
</tr>
<tr>
<td>Southern Great Plain</td>
<td>435</td>
<td>5</td>
<td>38</td>
<td>478</td>
</tr>
<tr>
<td>Southern Transdanubia</td>
<td>406</td>
<td>0</td>
<td>7</td>
<td>413</td>
</tr>
<tr>
<td>Central Transdanubia</td>
<td>403</td>
<td>3</td>
<td>17</td>
<td>423</td>
</tr>
<tr>
<td>Western Transdanubia</td>
<td>338</td>
<td>2</td>
<td>26</td>
<td>366</td>
</tr>
<tr>
<td>Grand total</td>
<td>2,650</td>
<td>31</td>
<td>202</td>
<td>2,883</td>
</tr>
</tbody>
</table>

As shown in the table:
- the overwhelming majority of registered members wants to act as counsellors while being in employee status (92%);
- some 7% of the registered members are entrepreneurs, probably employed by training/education firms;

**Summary**

A minor part of respondents (424 persons) indicated upon contact-making that they had a relevant degree, or indicated during the closing data survey based on self-declaration that they were actually employed in this profession on a full-time, part-time or voluntary basis. We have made no distinction based on the place of work (this was no selection criterion), i.e. whether the respondent worked in a school, a family support centre, a house of culture, the PES, and whether the organisation concerned was a public or a private one. The only distinctive feature was whether the respondent considered himself capable of filling such a position and actually did so according to the relevant self-declaration. However, in view of the embryonic and rather unregulated nature of the technical terminology of the area concerned, we have assigned to the narrower circle of professionals only career counsellors who could produce a degree in counselling. At the moment (and inclusive of the 45 counsellors active in 24 LLG offices under SROP 2.2.2 and the active career counselling professionals, and not on a FTE basis, but in terms of number of persons), the number of qualified career counsellors is around 500 in Hungary. Based on our professional estimate, this number is supposed to service almost 7 million potential citizen-clients. In international comparison or according to the terminology of the EU and the OECD, Hungary is very decisively underdeveloped in terms of professional staff in this area. On the basis of the relevant technical literature, assuming annual case numbers of around 170 persons (individual guidance) or around 660 persons (group
guidance), the 500 professionals can service an annual total of 85 thousand or 330 000 persons, respectively. The above capacity calculations should be compared, as a start, to the annual data for finalists in primary schools (Forms 7 and 8), and secondary school (Forms 11 and 12), and of the newly registered job-seekers, i.e. those target groups of career counselling the members of which have “no time” to wait for the capacity development of the system. In public education, and in the four forms mentioned above where continuous career guidance during the year represents “fire-fighting” rather than systematic pedagogic work, there are 177 thousand pupils in primary school and 200 thousand 17-18-year-old in secondary school about to enter the labour market or in need of planning their vocational further education. According to the relevant PES data for in 2009, newly

| Distribution of the members of the network by institution type and region |
|-----------------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| Institution type            | Central Hungary   | Northern Hungary  | Northern Great Plain | Southern Great Plain | Southern Transdanubia | Central Transdanubia | Western Transdanubia | Altogether |
| PES organisation unit       | 7                 | 31                | 34                | 23               | 36               | 72               | 78              | 281       |
| Primary school              | 29                | 88                | 63                | 136              | 93               | 102              | 83              | 594       |
| Vocational school           | 0                 | 2                 | 0                 | 2                | 17               | 9                | 2               | 32        |
| Spec. vocational school     | 0                 | 0                 | 0                 | 2                | 5                | 2                | 0               | 9         |
| General secondary school    | 14                | 20                | 15                | 41               | 39               | 14               | 1               | 144       |
| Vocational secondary school | 9                 | 37                | 31                | 56               | 21               | 39               | 23              | 216       |
| Integrated Regional Vocational Training Centre | 6 | 7 | 3 | 2 | 0 | 3 | 2 | 23 |
| University/college          | 43                | 2                 | 4                 | 20               | 3                | 9                | 10              | 91        |
| Students’ hostel            | 1                 | 0                 | 0                 | 1                | 13               | 1                | 0               | 16        |
| Institutions of education, total | 102            | 156               | 116               | 260              | 191              | 179              | 121             | 1125      |
| Adult training institution  | 59                | 59                | 56                | 42               | 44               | 43               | 54              | 357       |
| General education institution | 5              | 5                 | 17                | 36               | 5                | 0                | 2               | 70        |
| Health care institution     | 4                 | 1                 | 15                | 28               | 3                | 11               | 18              | 80        |
| Private TWA, job-broker, head-hunter, private HR adviser | 31            | 16                | 6                 | 4                | 13               | 4                | 17              | 91        |
| Production company with own HR department | 3 | 3 | 2 | 10 | 0 | 11 | 1 | 30 |
| Foundation                  | 17                | 12                | 30                | 13               | 20               | 23               | 8               | 123       |
| Other                       | 141               | 99                | 139               | 86               | 101              | 68               | 43              | 677       |
| Total                       | 369               | 382               | 415               | 502              | 413              | 411              | 342             | 2834      |
registered job-seekers represented 12%, corresponding to 99 persons, in the entire cluster of job-seekers. Professional access to these two career guidance target groups alone would mean 476 thousand clients a year, corresponding to 145% of the annual volume limit of the stock of professionals surveyed so far. All things considered, although Hungarian career counsellors generally command a sound professional/university education background and good professional qualifications, Hungary can only meet the Community requirements concerning universal career guidance with further developments and a reform of the relevant regulatory system. A total of 2 834 persons supplied data concerning the distribution by institution type of counsellors registered to the network (national aggregate, 30 June 2010).

The table shows that
– most professionals (40%) work in institutions of education, and especially in primary schools (21%);
– the proportion of professionals who work in adult education institutions and in PES is significant (13% and 10%, respectively);
– unfortunately, it was not feasible to apply a more detailed breakdown to show the distribution by institution type within the category of “other” (24%);
– it is a striking feature that the highest number of registrations from institutions of education originates from the Southern Great Plain region, and especially from primary schools there.

**REFERENCES**

BORbély-Pecze, Tibor Bors (2010: Életút-támogató pályaorientáció (Lifelong guidance) ELTE Fac. of Education and Psychology, PhD (MS))

BORbély-Pecze, Tibor Bors–Zachár, László (2009): SROP Project 2.2.2. – “Content and methodology development of career guidance” – Summary of the main features of human professionals in the Regional Network of Professionals – Q1, SROP 2.2.2. Programme Unit, NESO, Budapest

BORbély-Pecze, Tibor Bors–Zachár, László (2009): SROP PROJECT 2.2.2 – A pályaorientáció rendszerének tartalmi és módszertani fejlesztése – Summary of the main features of human professionals in the Regional Network of Professionals – Q2, SROP 2.2.2. Programme Unit, NESO, Budapest

BORbély-Pecze, Tibor Bors–Zachár, László (2009): SROP Project 2.2.2 – A pályaorientáció rendszerének tartalmi és módszertani fejlesztése – Summary of the main features of human professionals in the Regional Network of Professionals – Q3, SROP 2.2.2. Programme Unit, NESO, Budapest

Hungarian LLG Council (2008): Policy position concerning the development of a national lifelong guidance system harmonised with the EU requirements, Budapest

Juhász, Márta, Hárnórik, Balázs, Soós, Juliánnna (2010) : Customers’ satisfactory survey developed for SROP 2.2.2. Programme BME.


Council Resolution adopted on 21 November 2008 on better integrating lifelong guidance into lifelong learning strategies

Law Decree No. 21 of 1977 on the announcement of the ILO Human Resources Development Convention (C142: Convention concerning Vocational Guidance and Vocational Training in the Development of Human Resources) adopted by ILO Conference 60, 23:06:1975

Gladding, Samuel T.: Counseling A comprehensive profession – translated by Gádor János, eds: Fonyó, Ilona–Pajor, András: (Chapters on the topic of the psychology of counselling) – Bárczi G.GY.F., Budapest, 2000

Dr. Tibor Gors Borbély-Pecze – Tibor Kovács – Marita Punczman – Rita Répáczki: Establishment and Operation of a National Life-
Long Guidance Network

The idea of lifelong guidance goes back to the emergence of modern economic and social needs, of lifelong
learning and, from the individual’s point of view, of the most lively labour market environment ever. The
majority of the Community Member States set out to deploy their lifelong guidance (LLG) systems between 2000
and 2010, mainly in the second half of that decade. Strictly speaking, no Member State possesses a professional
network capable of servicing young persons as well as adults in every career-related decision-making situation.
The exceptions are Wales and Scotland in the territory of Great Britain, which have enjoyed a large degree of
autonomy since the mid-90s, whereas outside Europe, New-Zealand, also called the Anglo-Saxon “laboratory”
is the only country which has already established a system like that. The Hungarian development, the planning
of which goes back to 2007, is in the vanguard globally, and its effectiveness was confirmed by the external
professional monitoring report on Phase I of the programme (Watts 2010).

Based on focus group research carried out in summer 2008 (Kovács 2008) and on the opinions expressed by
Hungarian professionals and users, i.e. the population and the companies, we decided to avoid using the Hun-
garian equivalent of the word “career” due to its pejorative connotation in Hungarian, as well as “orientation”,
a much too widely used term “naturalised” in the past 20 years. On the basis of the results of the six focus groups,
which consisted partly of specialists and partly of laymen, we voted for the Hungarian term “életpálya-guidance”
(literally ‘life-course guidance’) for lifelong guidance (Borbély 2006). This term is meant to cover the entire pro-
fessional spectrum of lifelong guidance (Borbély 2010), from the development of career skills in school age,
through orientation to the segments of support for a first entry to the world of labour, assimilation in the labour
market, support for professional fulfilment and, later on, preparation and support of further transitions related to
jobs, job-search, changes, and vocations until retirement age. The central goal of SROP Programme 2.2.2 ent-
titled “Development of the content and methodology of career guidance” and started in autumn 2008 under the
leadership of the National Employment and Social Office was to lay the foundations of a Hungarian LLG sys-
tem. This is a priority programme co-financed by the EU European Social Fund (85%) and Hungarian public funds
(15%). The implementation of Phase I, until September 2010, cost HUF1.5 billion, and it was designed to cre-
ate or upgrade several components of the service and tool kits of the system of lifelong guidance.

One of the development components concerned was the establishment of a national LLG network in the frame-
work of the project, which went live in spring 2009. Thanks to the LLG Points (established already in 24 of the
originally envisaged 28 towns) and the almost 50 professionals working there, the supply of the available free
LLG services has increased considerably. At the time of the planning of the programme in 2007, no national data
were available to us on the number of career guidance counsellors. Before the introduction of the Bologna Sys-
tem, after the systems change, the tertiary-level education of guidance professionals was limited in Hungary to
ELTE (counsellor psychologist/vocational guidance specialisation, student counsellor), to SZIE, the University of
Gödöllő (employment counsellor), and to EKF, the Eger High-School (social pedagogue with counsellor/teacher
diploma supplement). According to the alumni data of the institutions concerned, a total of 1 500 professionals
were trained in Hungary from 1993-95 to 2008. However, no data are available on the rate of exits from the
profession. The only exception in terms of statistics is the public employment service managed within a relatively
standardised framework since the systems change. Prior to the launch of the programme, the internal and out-
sourced career counsellors of the Hungarian Public Employment Service were subjected to a questionnaire-based
survey. In October 2008, the labour administration employed a total of 488 LLG practitioners, not necessarily
on a full-time basis, who represented different professional levels. Half of the 488 persons, 253 (Borbély- Puncz-
man 2008), worked at outsourced service providers. Nationally, their daily working time devoted to LLG (based
on self-declaration) was 3.9 to 2.6 hours, that is, projected to full-time statuses (a weekly 40 hours), the entire LLG capacity of the labour administration corresponded to no more than 200 full-time employees. The situation must have changed considerably, but there is reliable follow-up survey, not even within the labour administration. In consideration of this status assessment and in line with the Hungarian government strategy for lifelong learning adopted in 2005, the consolidation of the network of lifelong guidance practitioners was considered a key goal under the programme. The legislative conditions of the selection of advisors/counsellors was provided by Minister of Economy Decree No. 30/2000. (IX. 15.). The selection procedure was refined by the introduction of a list of such qualifications to be required and taken into account which are directly related to a guidance qualification and presume also some special skills such as andragogist, social worker, employment counsellor, work and career counsellor, postgraduate degree in higher education student counselling, pedagogue specialised in learning and vocational guidance, degree in mental hygiene, LLG teacher, psychologist, work/career guidance specialist psychologist, work/organisation specialist psychologist and social pedagogue with counsellor diploma supplement. The line of development endorsed by the programme fits into the LLG development trends of the European Union. The domestic developments, however, enjoyed the benefits of the establishment of the European LLG network, devoted among other things to the dissemination of established good practice. Consequently, the Hungarian programme provided an opportunity also to learn from the European experiences.

The background of the European developments was provided by ELGPN (European Lifelong Guidance Policy Network) work plans for 2007-08 and 2009-2010, adopted in the framework of two-year blanket contracts in 2007 and 2009, respectively, by the Hungarian Directorate General for Education as Contracting Party, and in line with which the Ministers of Education Council expressed its position in 2008 under the French presidency on four topics:
– priority area 1: encourage the lifelong acquisition of career management skills
– priority area 2: facilitate access by all citizens to guidance services
– priority area 3: develop quality assurance in guidance provision
– priority area 4: encourage coordination and cooperation among the various national, regional and local stakeholders

(Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on better integrating lifelong guidance into lifelong learning strategies (2008/C 319/02).

Pursuant to the decision of the Hungarian National Vocational and Adult Training Council (Hungarian abbreviation: NSZFT), the Hungarian LLG Council was set up in early 2008 to implement the above, to assist the programme through the expression of professional standpoints and through proposals submitted to the relevant administration bodies. With the establishment of a lifelong guidance network accessible to every age group and providing services free of charge, Hungary joined the international trends. The same is true in regard of the cross-policy approach to service delivery: the services are not linked exclusively either to education or to labour, and they are organised into a coherent system from the citizen’s point of view. Furthermore, the network has established counsellor contacts with guidance practitioners in the segments of adult, public, vocational, general education and the social and labour sectors, re-
spectively, and with other human professionals delivering partial LLG tasks; the latter can take part in upgrading training, and professionals from other areas but involved in lifelong guidance can participate in sensitisation training courses of 2x3 days. The direct target group as well as the circle of primary beneficiaries of the project are professionals active in LLG: social, labour and general education experts and teachers – but staff members of public organisations and of NGOs are also involved in the professional training programmes. The indirect target group is the entire adult population, the employers, school-age children and young adults, who will enjoy the benefits implied by having a more qualified professional staff.

To standardise the activity of counsellors, a Professional Protocol of Guidance Counsellors has been prepared. It covers guidance in the form of individual and collective (group) counselling, team-based development, the chairing of sessions devoted to specific topics and participation in outreach programmes. In addition to personal encounters and contact-making, the outreach programmes as well as distance counselling (chat, e-mail, Skype) provide for access to the widest possible range of clients in need of advice and to the widest possible array of guidance services. To date, we have service relationships with 30 institutions. The institutions concerned include family support centres, Integrated Regional Vocational Training Centres, primary schools, PES centres, law enforcement institutions and children’s camps.

The basic conceptual framework of lifelong learning, lifelong guidance and the counsellor network fits into Super’s Life-career Rainbow Model (1980). The model attempts to cover the entire life-cycle, of which work is but one segment. According to the model, there are nine roles altogether (child, student, leisurite, citizen, worker, pensioner, spouse, home-maker, parent), the materialisation of which is defined by a combination of external and internal factors. The relative importance of the roles changes, of course, with age. Satisfaction with one’s life depends, decisively, on the number of simultaneous roles ever and the manner and quality of “playing” them. The successive life stages present many decision-making situations, and LLG counsellors and organisations and professionals co-operating with them can help jointly in solving these.

In addition to the professional protocol to guarantee standardised work performance, the programme provided for the quality of adviser work as well as its maintenance and development in several ways. Central procurement/lending of technical literature items to introduce the domestic and international counsellor literature and many pieces of theoretical and practical information. Bi-monthly two-day-long professional days to provide for upgrading training, and the sharing of good practices applied at various guidance points in the network.

The professional days and the visits to the guidance points gave an opportunity to analyse the guidance processes and to understand and solve standstill situations in the framework of case analysis and case presentation groups. In addition to the professional days, monthly collective supervision opportunities were offered in every region, also at programme level, as a basic form of professional support to strengthen the counsellor’s identity through the analysis of the presence of his/her personality in the counselling process. The supervisors were selected by tender
 Establishment and operation of a national lifelong guidance network

and they had to be experienced supervisors in addition to being qualified counsellors. Team-building events of a few days were organised under the programme to strengthen team feeling in the counsellor network. Through the establishment of the Hungarian counsellor network, the programme wanted to remedy a deficiency in terms of the EU requirement that every citizen should have access to free LLG service, irrespective of social status: pupils, students, unemployed and employed persons. It was an advantage in this respect that part of the counsellors worked/work in offices of their own rented for this purpose, and in a certain number of hours specified by month. Their flexible time schedule is ideal for making appointments adjusted to the needs ever of the clients and the groups. Counsellors paid special attention to regular appearance at outreach programmes and events. The objectives of the network include the better understanding of the competencies of the individual on the brink of career choice or transition and of the actual and prospective features of the occupations in question; the improvement of the match between labour supply and demand in terms of quantity as well as skills; the reduction of occupational segregation, and improved access to education/training opportunities. In summary, priority programme SROP 2.2.2 lay the foundations of the Hungarian lifelong guidance system, provided for catching up with the corresponding European systems and joined the current EU trends by establishing a network-based national service addressing a very extensive target population, by creating a professional protocol to ensure standardised work performance, and by co-operating with the organisations/professionals involved in lifelong guidance.

Features and relevance of postgraduate and sensitisation training

Introduction

It is key to efficient and expedient lifelong guidance to have a unified professional network capable of meeting every user demand also in Hungary. The goal is to make quality service, i.e. service matching the age, qualifications and labour market plans of potential clients, available to all. This can only be ensured with a professional network of guidance counsellors in the background, which can provide such service because it is well-prepared and in command of professionally relevant knowledge and information. Therefore, one of the main objectives of the programme was to draw up and publish a standardised professional protocol. The protocol describes an approach to making lifelong guidance efficient, and it sums up the methods and tools needed for it. We deemed it important to introduce this approach to as broad a circle of the Hungarian professional community as possible, so as to allow them to understand and apply it; this is why the programme came to include a component designed to ensure the training and development of the members of the regional professional network.

Members of the regional professional network

The essential goal of regional professional networking was to get in touch with lifelong guidance professionals or professionals active elsewhere but interested in it who wished to acquire more information and learn about good practice in the areas of guidance theory and methodology.
The training components of the programme can be divided into two main groups depending on which members of the regional professional network they address. Members registering to the RPN had to be assigned to one of several competency levels depending on their vocational/professional qualifications (based on self-declaration), because this was the basis for the operation of the virtual counsellor surface and the counsellor query functions accessible through it on the LLG Portal. In line with the basic concept of regional professional network-building, the members of the Virtual Counsellor Community (VCC) are classified in one of following four different categories:

a) experts interested in LLG, whose main line of activity lies elsewhere, but who are in contact with LLG in their professional everyday life, are interested in it and would like to learn more about it (information, best practices);

b) experts who provide guidance-related information (on training or the world of work) as part of their professional everyday activity;

c) experts with a degree in career/employment counselling, who provide career guidance as part of their professional everyday work;

d) lifelong guidance professionals with a specialist psychologist’s degree in career or employment counselling.

Training components of the programme

Postgraduate training
SRP Programme 2.2.2 contains two major training components. One is postgraduate training, realised in co-operation with Eötvös Loránd University (ELTE) and Szent István University (SZIE). The training courses concerned were open to persons with at least BA/BSc (college) degree.

The postgraduate training programmes were announced by three different faculties of the two institutions:

1) CAREER GUIDANCE TEACHER
   Training institution: Szent István University, Faculties of Economy and Social Sciences (Gödöllő)
   Start: September 2008
   Duration: 4 terms
   Training form: correspondence training
   Admission requirements
   Any qualification/vocational qualification acquired in BA-level subject teacher training alapképzési tanár szakon szerzett, or as librarian, andragogist, special needs teacher, social pedagogue, employment adviser, career planning adviser.
   Training goal
   To mediate knowledge and develop skills which make it possible to support the career, school and work choice of the age groups in mainstream education; to prepare pupils to make a qualified choice, the recurrence of decision-making situations and for planning their career by adopting an interdisciplinary approach. In addition, trainees should be informed of the principles/basics of public administration and school management, and the operation of the school as organisation.

2. SCHOOL COUNSELLOR
   Training institution: Eötvös Loránd University, Faculty of Pedagogy and Psychology (Budapest)
   Start: September 2008
   Duration: 4 terms
   Training form: correspondence training
   Admission requirements
   BA qualification with a higher level vocational qualification of any kind in any of the training areas of arts, social sciences, law and administration, medical and health studies, teacher training, natural sciences.
   Training goal
   To train professionals who are able and capable of fulfilling individual and collective information provision and mental-hygiene guidance tasks among pupils/students in public education, vocational education or higher education.
Our goal is to train graduates who can help students find their way in the education system, help them take stock of the further education and placement options and develop their personal abilities, competencies and skills.

3. **SOCIAL INTEGRATION COUNSELLOR**
   - Training institution: Eötvös Loránd University, Faculty of Pedagogy and Psychology (Budapest)
   - Start: September 2008
   - Duration: 4 terms
   - Training form: correspondence training

**Admission requirements**
Higher level vocational qualification (diploma) in any BA/BSc major, or high-school diploma and at least medium-level C type or equivalent English language examination.

**Training goal**
The training enables/empowers the participants to explore/identify the causes of social discrimination, and to prevent and manage the latter at European level. They acquire specific skills in the areas of social intervention, organisation development, guidance, needs research, and the preparation and implementation of social programmes. Training contributes to the humanisation of the European life perspectives for the disabled, the addicts, person with psychic problems and other socially excluded groups. The goal is to train social integration professionals who can interpret the social inclusion issues in a European context, and who are familiar with the European answers/models offered to address them. It offers a further education option to the practitioners of the helping vocations.

The experts who applied for this training course – provided that they met the admission requirements – were selected in order of application. The programme target was that 50 people should acquire a degree. In the absence of a sufficient number of applicants able to communicat in English, the training of social integration counsellors was canceled. A total of 85 students have been enrolled (ELTE, SZIE), and 76 among them got a degree in the two other specialisation as school counsellor (ELTE) or career guidance teacher (SZIE).

Postgraduate training helped 76 professionals expand their professional knowledge and skills. They will most probably use what they learned there in their everyday professional activity and, as a result, more and more clients will be provided quality lifelong guidance services.

**30-hour accredited training courses**
The other training component or block of the programme offered short 30-hour accredited training courses in several forms to human professionals doing also guidance activities (primary- and secondary-school teachers, adult training professionals, general education specialists, social workers, PES administrators, private job brokers, staff members of training companies etc.). The National Employment and Social Office (NESO) was accredited by FAT, the Hungarian Adult Training Accreditation Agency in January 2010, and the first course started in end of February 2010. The syllabuses representing the bases of the training programmes were prepared for 11 topics in 2009; their FAT and cultural work professionals accreditation took place in 2009-2010. Eligible trainees included employed professionals with a degree who could put to use what they learned in their everyday work and made a statement to that effect. During the training courses, the participants acquired special knowledge and were introduced to good methodological components, to be applied when they got back to work.

The training courses covered 11 topics related to career and lifelong guidance.

1. **RELEVANCE OF THE KNOWLEDGE OF OCCUPATIONS**
   - Training goal: to make participants realise the importance of being well-informed in the world of occupations/work, and familiarise them with the dynamic relationship which can be formed between the worker and the opportunities offered by an occupation/work. Training included the clarification of basic concepts to make the trainees able to orient themselves in the classification system of the occupations; to understand the structure of the description of the occupations; and the systems of secondary-level vocational training and higher education, respectively.
2. ROLE OF SELF-KNOWLEDGE IN CAREER-BUILDING
Training goal: to introduce trainees to various psychological theories to make them able to interpret the process of career-development. Trainees are to be familiarised with those ideas of career psychology, career development and analysis which explain career choice and career development. Through the successful termination of the module, the participants get acquainted with the theory of career development underlying the idea of lifelong learning.

3. EU KEY COMPETENCIES
Training goal: to introduce career guidance professionals to the theoretical and practical reasons for the introduction of the EU key competencies; the core content and use of the latter, with special regard to the need and possibility of their application in various life situations of adults.

4. IMPORTANCE AND USE OF EUROPASS; EMPLOYMENT ABROAD AND TRAINING IN THE EU (EURES+PLOTEUS)
Training goal: to introduce guidance service provider professionals to the foreign – and especially the EU – training and employment opportunities and programmes, and help them convert such knowledge to everyday practice. By the end of the training, the professionals concerned will be able to use individually the main foreign education/training and employment portals and programmes to promote European mobility.

5. METHODS OF INFORMAL JOB-SEARCH; METHOD OF TRANSITION FROM WORK TO WORK
There are numerous job-search promotion methods and services today which help those in need, but the experience is that (potential) clients tend to focus mainly on traditional job-search, the preparation of CVs. Although such skills are indispensable for effective self-management, personal contacts and the exploitation of quasi-professional marketing methods is often more successful. The objective of the training is to introduce the participants to the formal job-search techniques and also to the effective use of the informal channels and the appropriate marketing methods. The programme itself is about the techniques of informal job-search; by mastering these, professionals active in education in the broad sense, in general education and in the social sector will certainly be able to provide higher-quality services.

6. EXPLORATION OF NEW OPPORTUNITIES. USE OF THE NEW SYSTEM OF INFORMATION MANAGEMENT TOOLS IN CAREER GUIDANCE
Training goal: to introduce the participants to the new information management options of up-top-date lifelong guidance work; the new aspects of competency development in LLG favoured by the European Union; the role of the internet and the other mass communication devices (TV, radio, street communication tools) in career-building and in the career guidance segment; the methods and mass media means of information management required for career-building, career-planning, guidance, career choice; to get practice in the preparation of their clients for the methods, procedures, techniques of information collection, analysis (screening) and application.

7. SPECIAL NEEDS
Training goal: to enable trainees to interpret the social situation of underprivileged groups; to understand the processes which define the employment and education/training options of the disabled, of people of Roma origin, of 50 plussers, and of residents of small settlements. Students must learn about the special opportunities to promote equal treatment and access, the public and NGO services, and should be able to apply their knowledge to providing support to the target groups concerned. A further objective is to familiarise students with the legal regulations to ensure equal treatment; they must learn how to process the relevant technical literature and be aware of and disseminate best practices.

8. WHAT IS “WORK” AND WHAT ARE ITS ASPECTS? ATYPICAL FORMS OF WORK
Training goal: to introduce students to the role of work at the level of society and of the individual; the motivation theories; the issues related to satisfaction at the workplace; the occupational hazards and the causes underlying a change of career, potential solutions to the latter and the main features of atypical work.
9. THE MEANING AND OPERATION OF LLG
Training goal: to introduce trainees to the importance of lifelong guidance, to its organisational framework and IT system. Grounding training is provided to empower trainees to provide support for the preparation of decisions on individual career planning, for decision-making, transition, and the specification of individual learning pathways/portfolios. They are introduced to the methodology and tool kits of LLG; they are provided useful information on how to support the preparation and implementation of individual career plans.

10. POTENTIAL SUPPORTING ORGANISATIONS
Training goal: to present the general and the most important specific options in terms of service delivery and service-provider institutions in the area of domestic career, vocational and employment counselling. Special attention is paid to the individual and social as well as labour market utilisation of the benefits offered by lifelong guidance.

11. LABOUR MARKET KNOWLEDGE
The training is designed to present the Hungarian education system and its institution systems (public education, adult training, vocational education/training); to introduce the most important concepts and correlations related to the topic. Furthermore, the trainees are introduced to the basics of the labour market, the basic occupational concepts and the domestic and international trends.

The above training programmes take place in small groups. The groups gather trainees who want to expand their guidance skills in relation to the same topic. The programme is implemented in the form of training including theory and practice. It has happened that one group contained people coming from the same institution, but it is more frequent for trainees to come from different institutions. The courses provide professional knowledge and methodological experiences and, in addition, they are ideal occasions for making professional contacts. Until September 2010, a total of almost 2 200 had applied and some 1 500 had already participated at the courses.

Summary
The main objective of the above training courses was to have a wider professional community which will share the same basic concepts, work protocol and terminology, and be defined by a clear-cut ethical approach and by well-defined competency levels. Moreover, thanks to their up-to-date knowledge and common methodology, its members will do quality work, and hence a growing number of clients seeking advice will be provided sound guidance services.

REGIONAL PROFESSIONAL NETWORK-BUILDING – 500 GUIDANCE COUNSELLORS IN THE COUNTRY
The objective of the activity implemented under SROP Project 2.2.2 was/is to organise into a network (professional) career counsellors and human professionals delivering certain guidance service components. Once established, the network will:
– make professional interest protection easier and more efficient,
– promote the joint development of a standardised methodology,
– widen access to supervision services and further training options,
– make it easier to communicate the news on the project dedicated to the development of the domestic guidance system and on the related international events and topical developments (ELGPN) to the members,
– through the active involvement of the primary target group (counsellors and professionals active in related areas), it will make the tool developments in progress more concerted and purposeful,
through the organisation of network members into an online community, it will make their communication easier and faster, and open the way for a free internet-based counsellor query function to be offered to potential clients.

In the first place, the following institution types will be involved in the network-building process:
- institutions of education (primary, secondary, tertiary and adult training institutions; general education institutions,
- PES centres,
- private TWAs, job brokers,
- trade unions, career guidance and project organisations of employers,
- social and health care institutions.

The professionals identified in connection with the establishment of the regional professional network are classified according to the three competence and competency levels of the modified Hungarian model after the EU-OECD (2004) system (Independent obtainment and processing of information; Supported self-information; Intensive support, respectively, in that terminology). These are the following:
- The most populous level is that advisors/consultants who provide career information/advice on areas of relevance (labour market, vocational training, adult training etc.). This function requires no degree specifically in counselling; qualifications based on short-term training (30-120 hours) may be sufficient (for e.g. career guidance consultants, adult training consultants etc.);
- The second level is that of career guidance experts. Professionals active at this level offer e.g. counselling in 3-6 sessions, which starts with a joint definition of the problem by counsellor and client, and ends with the drawing up of an individual action plan. In addition to individual counselling, career counsellors offer structured group sessions and collective development sessions lasting for three or more days; the groups concerned focus on the exploration, through non-directive techniques initiated on the side of the clients, on the interests of the client related to education, vocational education, adult education and labour market outcomes. Degrees associated with this level: employment counsellor, guidance teacher, student counsellor, counselling psychologist (specialised in the areas of work/guidance or work/organisation), HR counsellor (MA) with specialisation in andragogy/ employment (BA);
- Career counsellors at the third level must have an MA in psychology plus and a specialist degree if possible in work or counselling psychology. They deliver services to a mere 2-5% of clients, in whose case the strategy based on pedagogy/andragogy and on the self-exploration of the client is not efficient.

Main results of the first three quarters of network-building under the project:
- personal contacts with 2400 persons
- within the entire community (based on self-declaration), 420 (some 17%) have a relevant degree or are actually active in the area (on a full or part-time or voluntary basis)
- considering the size of the domestic target population, estimated at around 7 million, the Hungarian guidance staff is very small indeed in international comparison,
- the analysis of the database of the personal preparedness and service activities of the population concerned (information providers, career guidance experts and counsellors) projects a rather varied picture and the ratio of experts to regional populations is also rather uneven. However, the database makes it feasible to determine the respective expert development and training needs and tasks of the areas.

Throughout the project period, regional workshop discussions were held as part of the networking activity, coordinated by the career orientation contact persons appointed by region. The workshops were meant to introduce career orientation experts involved in the project to the main theoretical and practical problem areas of lifelong guidance, and to let them develop a common standpoint concerning their solution and to provide them help to select and apply the appropriate methods.
Main experiences of the workshop discussions:

– one fundamental and recurrent experience of the regional professional workshops was the participating partner institutions’ express need for organisational co-operation. It would be important for career guidance experts to be able to communicate and co-operate with one another in professional matters on a regular basis. There is a marked demand for events like the regional workshops;

– Several guidance issues requiring clarification were identified. One severe dilemma concerned competence areas, but the professional role of experts active at operational level is also a frequent problem. There is a need for a proper approach to lifelong guidance at national level. It is not clear to either the general public or in the direct professional environment of lifelong guidance (e.g. teachers,) what its goal and functions are, what experts are involved in its services and where and how the latter can be accessed. It is essential to propagate that a national service-provider system exists, since users must be aware of that. The question was raised whether potential advice-seekers were aware of the existence of such service, and our current experiences suggest that attitude-shaping has remained a basic task.. More distinct PR activity is needed, and promotion should be adjusted to the target groups ever.

– Furthermore, career guidance expectations and the relevant attitude of the sectors of labour and education should be defined. Efforts should be made to establish a generally accepted service delivery system and to continuously promote that. Currently, there is a scarcity of resources to be activated for counselling – the total capacity is well below the level required by the number of potential clients. The PES offices bear many administrative burdens; the staff feel that there is not enough time to care for the client, whereas the individual should be more important than paper work. Ample ground should be given to personal contacts between advisors and clients and it would be important that advisors be able to transfer clients to one another. Under the circumstances, system-level network-based operation may well be the pledge of efficient operation.

– Regional meetings provide a good opportunity to discuss professional dilemmas encountered day by day. Career guidance professionals in diverse institutions face rather similar problems: a frequently excessive workload and shortage of time. Given the high diversity of their clients, the advisor/counsellor staff may sometimes feel uncertain and there may also be professional uncertainties regarding the management of specific cases. The workshop participants discussed problems associated with the limits of the counsellor’s authority. They tackled the question whether the requirements set out under Decree 30/2000 were guaranteed the satisfactory filling of such positions; everyday professional experience clearly points to a negative answer. The required qualification levels are inadequate and, moreover, to provide adequate service, one must have a good syllabus and a methodology and a certain experience in professional matters and the use of the tools of the trade. Therefore, it would be essential to standardise counsellor training and the profession itself, to prepare an adequate competency matrix.

– Thanks to the above, guidance practitioners would speak a common language and the most common concepts used in everyday work would be clear and unambiguous. To achieve that, a coherent conceptual framework, technical materials and regular expert discussions are needed.

– Professional meetings and events like the Career Expos are an excellent opportunity for nurturing professional contacts. In recent years, professionals have always been “activated” in September thanks to the Expo; they carried out intensive co-operation until the end of the event, but then the contacts “flattened”, so to say. There is an urgent need for county-level professional teams and team work to discuss guidance issues and developments at regional level. At the moment, there are many simultaneous, but distinct programmes, whereas continuous communication and regular agreements would be needed to enhance efficiency. The internet has widened the communication space, but communication cannot be effective if the information does not get to the appropriate persons.

– Regional professional network-building as well as the Virtual Community of Counsellors created in its wake, which will offer a terrain for regular expert communication, represents yet another opportunity for tightening professional relationships. The new portal makes counsellors (their “profile sheets”) accessible to clients; and thanks to the query surface, clients will be able to get in touch directly with the counsellor best suited to assist them with their problems.
Tools development is a never-ending process. For the developments to be really effective, they should be addressed to the largest possible target group. It is also imperative to find or organise fora where the target groups to be reached are present. Let’s activate the institutions of education, for example. Surprisingly, the informal opinions and indications suggested that schools were not very active at the regional workshops. The experience is that form masters/mistresses are basically open, but they sometimes lack information.

The lesson of the regional meetings is that there is an acute need for professional co-operation. Many topics were raised and their discussion let the participants contemplate jointly many topical issues. Further – continuous – negotiations are needed, and the guidance counsellor workgroup actually plans to organise similar professional events in the near future, jointly with the regional PES centres.

**QUESTIONNAIRE DEVELOPMENT**

The National LLG Portal (NGP) was designed to offer functions and contents which efficiently help individuals take qualified decisions in as many typical life situations as possible. To ensure that, we have accomplished major developments in the area of the career information and also the career guidance tools.

NP displays more than 25 newly developed online questionnaires to clients and to guidance practitioners. The majority of the new survey procedures is accessible in a short and a long form, in specialised versions for the target groups of

– primary schools,
– secondary schools/school-leavers,
– adults/clients in general.

**Description of the various questionnaires**

**Employability scale**
Survey of the "readiness to undertake work "; identification of the level of employability; proposal on the labour market services/support needed; enhancement of the chances of placement through the improvement of employability.

**Competency/skills questionnaire**
To help pupils/students considering further education and occupation options take a sound decision: competency survey in the form of self-assessment; development of sound self-evaluation, enhancement of strengths and identification of weaknesses; preparation of competency development programmes and familiarisation with the circle of careers/occupations matching the skills and competencies profile.

**Questionnaire for prospective entrepreneurs**
Those who fill in the questionnaire are given an opportunity to assess whether they possess the motivation, competencies, personal resources, attitudes required for the start-up and operation of an enterprise of their own. On the basis of the survey results, feedback can be provided on the nature of assistance, support needed by the client to start the venture better prepared and with more self-confidence.

**Factors hindering employment**
Users are assisted in the identification and proper management of the factors hindering employment (limits, stressors) which they have to face during job-search, and they are provided the necessary forms of assistance to overcome the challenges concerned.
Unemployment deficit scale
The goal was to develop a self-assessment tool to see to what extent individuals can tolerate the negative consequences of job loss and unemployment; to provide feedback on whether they have a real chance to resolve the state of crisis due to unemployment and to combat the consequences of stress alone, and whether they are mentally ready for job-search. The aim is to identify the emotional processes typical of the critical state of unemployment to define the forms of assistance/counsel needed to restore the psychic resources of the individual, and to offer the necessary services to the clients to improve their chances for a second start and the more efficient use of the services.

Successful job-search/retention scale
The device aims at the identification of the characteristics of the job-search/retention behaviour; it provides feedback on whether one is sufficiently prepared for job-search, on the efficiency of his/her job-search strategies and techniques and the chances of getting and preserving a job. Through the development of a “Successful job-search scale”, we intended to create a tool the application of which will ensure that the related services be used by those who need them most, to improve the efficiency of job-search-counsel services. On the basis of the outcome of the self-assessment test, we wish to help the user identify the individual and collective job-search-counsel services through which they can upgrade their job-search techniques and adopt a more effective conduct in this area.

Competency inventory
A method for the user to check whether he/she possesses the competencies needed for effective professional performance and the fulfilment of the requirements associated with the given position. The questionnaire lets the user identify deficiencies and areas in need of development, and it may help identify a “target job”.

Work motivation and value preferences questionnaire
The questionnaire examines some key values associated with work. It helps the user get a clear picture of what values are important to him/her.

Lines of interest
The survey is meant to provide complex feedback based on the user’s lines of interest and the matching occupations to facilitate career decisions.

Work value questionnaire
The goal of the device is to make the user aware of the value factors underlying his/her innermost aspirations.

Leisure scales
The survey identifies the competency areas the exercise of which offers the respondent a flow experience during leisure activities.

Subject interest questionnaire
The aim is to provide the user an overview of the subjects he/she likes to learn. The device offers ideas and proposals concerning the matching lines of interest and potential occupational areas.

Learning resources
The test is meant to provide an overview of the user’s style of learning and it offers ideas/suggestions to optimise his/her learning strategies.

Entrepreneurial resources
The idea is to make the candidate think over, before embarking on self-employment, whether he/she possesses the personality traits needed for launching an enterprise, to improve his/her chances of success.
CAREER INFORMATION TOOLS:
DEVELOPMENT OF FILMS AND FOLDERS ON OCCUPATIONS

Both the domestic and the international experiences show that it is a precondition of efficient service-centred case administration that clients should know the basics concerning the labour market, the occupations and the job position.

To date, the compact films and folders on occupations can already be delivered efficiently, mainly online, and often integrated into other electronic applications (e.g. occupation queries, lines-of-interests questionnaires etc.) to a wide circle of users.

On the service provider side, the career information tools used mainly by the Vocational Information Centres (VICs) were made at different times, they were updated on the basis of different criteria and sometimes the content and structure of the materials are also rather varied. Therefore, their standardisation, modernisation and completion must be a key point of the development of the arsenal of domestic lifelong guidance tools.

One of the objectives of SROP Project 2.2.2 was to start the preparation of tools to present the entire range of occupations based on the Uniform Classification System of Occupations which came into force on 1 January 2011.

In the preparation phase, we have defined the guidelines which were meant to ensure the uniformity and hence efficiency of this set of tools:
– In contrast with the earlier materials, every folder will present occupations or a group of the same.
– In the present development stage, the structure of the folders will not change much; it will correspond to that of the earlier ones:
  – Tasks, activities
  – Requirements
  – Vocational training
  – Earnings and placement prospects
  – Other sources of information
– In a later stage, it would be important to arrive at a better match of the structure of the folders and that of the related occupations described on the LLG and career information home pages, so that materials designed mainly to be used in printed format and online, respectively, be able to complement and enhance one another.
– The completed materials must refer emphatically to the online tools which communicate continuously updated information, as opposed to the printed or recorded ones (e.g. vocational qualification requirements and related specific training options).
– The preparation of the folders should include a personal meeting and interview with an active representative of the given occupation, because that is what provides the basis of the information to be communicated there.
– The folders should be easy to read; they should contain as extensive information as possible and introduce the reader to the occupation by presenting its entire process. The description should be adequate for young persons on the brink of career choice as well as for adult employees who are forced to change over to a new career or persons with changed working capabilities.
– The short (6–10-minute) as well as the long (15-20-minute) films on occupations should be realised in a modern, dynamic form, i.e. up-to-date visual means, to capture the attention of the highly varied target group.
– For movies, we set the requirement that they should contain subscriptions that can be switched on and off and formats suitable for dissemination on the internet.
– A supervisor has been employed for both the folders and the films to be prepared to direct and supervise the work of the professional teams responsible for one branch of tools development each.
As a first step of the development, we took stock of the currently available folders and films; we surveyed the major labour market changes in the period since their preparation, and on the basis of the preliminary FEOR-08 versions available to us, we defined the circle of folders and films to be made or updated.

Under the project, with a coverage of 25–30% of the total supply of occupations, we set ourselves the following development targets:
– update 50 folders,
– prepare 100 new folders,
– make films on 42 new occupations.

In the selection process, we did our best to have, as a result of the development, as many occupations introduced by both folder and film as possible. If the client’s interest is raised by a folder, there will often be an updated/new film as well on the same topic.

The following updating criteria were given priority:
– Have the typical tasks and activities associated with the occupation changed since the preparation date of the item?
– Have the typical materials and tools used to exercise the given occupation changed?
– Has the typical place of work associated with the occupation changed?
– Has the circle of persons/work contacts whom the employed meets/with whom he gets in touch/co-operates while exercising the occupation changed significantly?
– Have there been major changes in regard of the following features: physical workload; environmental hazards, disadvantages; health requirements; other qualities needed for the work; line of interest representing an advantage.

## Films and folders on occupations

<table>
<thead>
<tr>
<th>Newly-made films</th>
<th>Updated folders</th>
<th>Newly made folders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farming of animals, animal husbandry service activities with modern technology</td>
<td>Poultry farmer and product processing (meat, eggs, feather etc.)</td>
<td>Database designer and system administrator/Database and network expert</td>
</tr>
<tr>
<td>Metal-working occupations in industry</td>
<td>Health rehabilitation occupations</td>
<td>State budget special administrator</td>
</tr>
<tr>
<td>Operator of cranes, elevators and similar handling equipment</td>
<td>Operator of cranes, elevators and similar handling equipment?</td>
<td>Application programmer/Software and application developers/analysts</td>
</tr>
<tr>
<td>IT helpdesk client contact specialist administrator</td>
<td>Maintainer of electrical equipment</td>
<td>Assistant of alternative (e.g. homeopathic) therapist</td>
</tr>
<tr>
<td>Forest and nature protection engineer/technician</td>
<td>Breeder of small domestic animals</td>
<td>Operators of machinery to produce building industrial products</td>
</tr>
<tr>
<td>Public security and law and order protection. Functions of the Hung. Police</td>
<td>Quality/technical/safety controller</td>
<td>Geodesy and space information engineer</td>
</tr>
<tr>
<td>Financial analyst and investment counsellor/Securities market expert</td>
<td>Bee-keeper</td>
<td>Graphic and multimedia designer engineer</td>
</tr>
<tr>
<td>Operators of earth-moving machines</td>
<td>Facility/building insulator</td>
<td>Film-making occupations/Film editor</td>
</tr>
<tr>
<td>Info-communications occupations</td>
<td>Forestry occupations</td>
<td>Wood- and light industrial engineer</td>
</tr>
<tr>
<td>Stylist – Fashion and style designer, Colour and style counsellor</td>
<td>Navvy, road-builder/maintainer, railroad-builder/maintainer</td>
<td>Physiotherapist, physiotherapy teacher</td>
</tr>
<tr>
<td>Environmental and occupational health related occupations</td>
<td>Optician and vendor of photo articles</td>
<td>Energy engineering equipment maintainer</td>
</tr>
<tr>
<td>Newly-made films</td>
<td>Updated folders</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Commercial outlet network organiser</td>
<td>Assessor, loss adjuster, damage assessor</td>
<td></td>
</tr>
<tr>
<td>Kitchen manager, chef</td>
<td>Metal-working occupations in industry</td>
<td></td>
</tr>
<tr>
<td>Environmental protection occupations</td>
<td>Mechanical engineering technician</td>
<td></td>
</tr>
<tr>
<td>Public area supervisor</td>
<td>Bio-technology technician</td>
<td></td>
</tr>
<tr>
<td>Interior designer, decorator (window-dresser)</td>
<td>Sweets industrial expert/producer/technician</td>
<td></td>
</tr>
<tr>
<td>Equine therapist (Special educator/trainer)</td>
<td>Electronic waste selector/processor</td>
<td></td>
</tr>
<tr>
<td>Meter-reading and similar simple occupations</td>
<td>Environmental protection occupations/Engineer of environmental protection equipment</td>
<td></td>
</tr>
<tr>
<td>Public procurement executive</td>
<td>Specialised social worker (e.g. mental hygiene, gerontology, rehabilitation counsellor)</td>
<td></td>
</tr>
<tr>
<td>Multimedia application developer</td>
<td>Facility/building tinsmith</td>
<td></td>
</tr>
<tr>
<td>Navvy, road-builder, road maintainer, railroad builder and maintainer</td>
<td>Traffic technician</td>
<td></td>
</tr>
<tr>
<td>Traffic professional manager/Air traffic manager</td>
<td>Cattle farmer and breeder and product processing (meat, milk, dairy products, leather etc.)</td>
<td></td>
</tr>
<tr>
<td>Museum pedagogue</td>
<td>Forestry and nature protection technician</td>
<td></td>
</tr>
<tr>
<td>Counter/shelf stacker</td>
<td>Wood-making and light-industrial technician</td>
<td></td>
</tr>
<tr>
<td>Bailiff</td>
<td>Philosopher, political scientist</td>
<td></td>
</tr>
<tr>
<td>Leasing executive</td>
<td>Sheep breeder and product processing (meat, milk, dairy products, leather, wool etc.)</td>
<td></td>
</tr>
<tr>
<td>Manufacturer of concrete and ferrous concrete</td>
<td>Professional foster parent, full-time mother</td>
<td></td>
</tr>
<tr>
<td>Energy engineering machinery operator</td>
<td>Realtor/Real estate agent/administrator</td>
<td></td>
</tr>
<tr>
<td>Management of renewable energy sources</td>
<td>Horse breeder and product processing (meat, milk, dairy products, leather, etc.)</td>
<td></td>
</tr>
<tr>
<td>Wood-processing and light industrial engineer</td>
<td>Disaster management</td>
<td></td>
</tr>
<tr>
<td>Film-making occupations</td>
<td>Pedagogy expert, study supervisor</td>
<td></td>
</tr>
<tr>
<td>Graphic and multimedia designer engineer</td>
<td>Policeman/woman</td>
<td></td>
</tr>
<tr>
<td>School secretary</td>
<td>Travel advisor, organiser, travel administrator</td>
<td></td>
</tr>
<tr>
<td>Quality planning, quality management, quality assurance</td>
<td>Organiser/administrator of enterprises</td>
<td></td>
</tr>
<tr>
<td>Financial institution cash and securities sales administrator/Bank investment product vendor</td>
<td>Environmental protection technician</td>
<td></td>
</tr>
<tr>
<td>Disaster management</td>
<td>Chemistry technician</td>
<td></td>
</tr>
<tr>
<td>Conference and event organiser</td>
<td>Market researcher, designer/organiser of promotion and marketing activities</td>
<td></td>
</tr>
<tr>
<td>Labour market instructor</td>
<td>Pig farmer and breeder and product processing (meat, leather etc.)</td>
<td></td>
</tr>
<tr>
<td>Market supervisor</td>
<td>Electrical technician</td>
<td></td>
</tr>
<tr>
<td>Reception clerk</td>
<td>Repairer of wire and pipe networks (water, gas, heating)</td>
<td></td>
</tr>
<tr>
<td>Travel advisor, organiser, travel administrator</td>
<td>Transport engineer</td>
<td></td>
</tr>
<tr>
<td>Pawn and money lender</td>
<td>Interior designer, decorator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agricultural technician</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multimedia application developer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Currency cashier and administrator (Cashier in post offices and banks)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hotel reception clerk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stock exchange and financial agent/broker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Client contact keeper, client information officer</td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Tax and duties office administrator</td>
<td>Social child and youth protection administrator/Social assistant</td>
<td></td>
</tr>
<tr>
<td>Specialised state budget auditor</td>
<td>Software developer/Software and applications developer/analyst</td>
<td></td>
</tr>
<tr>
<td>Alternative therapist (e.g. homeopathy)</td>
<td>Human policy/personnel manager and developer</td>
<td></td>
</tr>
<tr>
<td>Manager of automated production line</td>
<td>Info-communication Technology – ICT user-support technician</td>
<td></td>
</tr>
<tr>
<td>Carpenter</td>
<td>Precision engineer of ICT equipment</td>
<td></td>
</tr>
<tr>
<td>Energy engineering equipment controller</td>
<td>Info-structure manager</td>
<td></td>
</tr>
<tr>
<td>Joiner</td>
<td>School secretary</td>
<td></td>
</tr>
<tr>
<td>Purchaser</td>
<td>Manual packer</td>
<td></td>
</tr>
<tr>
<td>Fitness and recreation programme managers/coaches</td>
<td>Kitchen manager, chef</td>
<td></td>
</tr>
<tr>
<td>Courier (by motorbike, bike)</td>
<td>Transport professional manager/Air traffic manager</td>
<td></td>
</tr>
<tr>
<td>Social needs assistant</td>
<td>Croupier, gaming room supervisor</td>
<td></td>
</tr>
<tr>
<td>Chef, kitchen assistant of fast-food restaurant</td>
<td>Head of research and development unit</td>
<td></td>
</tr>
<tr>
<td>Hearing and speech therapist</td>
<td>Visual effects technician, pyrotechnist</td>
<td></td>
</tr>
<tr>
<td>Home care provider</td>
<td>Moulding form maker (wood, metal, plastic)</td>
<td></td>
</tr>
<tr>
<td>Info-communication Technology – ICT operation technician</td>
<td>Notary (chief notary, district notary)/(Appointed head of local self-government)</td>
<td></td>
</tr>
<tr>
<td>Network and multimedia developer/Software and application developer/analyst</td>
<td>Financial institute cash and securities sales administrator/</td>
<td></td>
</tr>
<tr>
<td>Human resources development analyst/organiser</td>
<td>Bank investment product vendor</td>
<td></td>
</tr>
<tr>
<td>Head of ICT activity unit</td>
<td>Renewable energy management technician</td>
<td></td>
</tr>
<tr>
<td>IT system administrator</td>
<td>Quality assurance engineer</td>
<td></td>
</tr>
<tr>
<td>Office assistant/General office administrator</td>
<td>Museum pedagogue</td>
<td></td>
</tr>
<tr>
<td>IT helpdesk client contact specialist administrator</td>
<td>Optometrist</td>
<td></td>
</tr>
<tr>
<td>Trade outlet network organiser</td>
<td>Car park attendant</td>
<td></td>
</tr>
<tr>
<td>Conference and event organiser</td>
<td>Market supervisor</td>
<td></td>
</tr>
<tr>
<td>Environmental and occupational health related occupations</td>
<td>Reception clerk</td>
<td></td>
</tr>
<tr>
<td>Special teacher/educator (e.g. psycho-pedagogue, equine therapist)</td>
<td>System administrator/Database and network expert</td>
<td></td>
</tr>
<tr>
<td>Public area supervisor</td>
<td>Stylist – Fashion and style designer, Colour and style advisor</td>
<td></td>
</tr>
<tr>
<td>Cultural institution’s specialised technician</td>
<td>Organisation management analyst/organiser</td>
<td></td>
</tr>
<tr>
<td>Population interviewer/censor</td>
<td>Social occupations</td>
<td></td>
</tr>
<tr>
<td>Leasing executive</td>
<td>Sociologist, demographist</td>
<td></td>
</tr>
<tr>
<td>Renewable energy resources specialist</td>
<td>Service vendor, model shop vendor, e-tradesman</td>
<td></td>
</tr>
<tr>
<td>Meter reader and similar simple occupations</td>
<td>Telecommunications engineer</td>
<td></td>
</tr>
<tr>
<td>System analyst/Software and application developer/analysts</td>
<td>Production flow engineer</td>
<td></td>
</tr>
<tr>
<td>Financial analyst and investment counsellor/Securities market expert</td>
<td>Social and pension insurance administration administrator/</td>
<td></td>
</tr>
<tr>
<td>Labour market service occupations</td>
<td>Social Security and wages specialist administrator</td>
<td></td>
</tr>
<tr>
<td>Broadcaster and audiovisual technician</td>
<td>Business policy analyst/organiser</td>
<td></td>
</tr>
<tr>
<td>Cashier (shop cashier, ticket vendor)</td>
<td>Chemist, pharmacologist</td>
<td></td>
</tr>
<tr>
<td>Counter/shelf stacker</td>
<td>Client service information supplier</td>
<td></td>
</tr>
<tr>
<td>Medical prosthesis maker/Manufacturer of medical aids</td>
<td>Pawn and money lender</td>
<td></td>
</tr>
<tr>
<td>Public procurement executive</td>
<td>Telecommunications technician</td>
<td></td>
</tr>
<tr>
<td>Computer network expert/Database and network expert</td>
<td>Street social worker</td>
<td></td>
</tr>
<tr>
<td>Social assistant/specialist care-provider</td>
<td>Seamstress</td>
<td></td>
</tr>
<tr>
<td>Landscape and garden designer engineer</td>
<td>Bailiff</td>
<td></td>
</tr>
<tr>
<td>Administrator issuing official licenses</td>
<td>Illuminator</td>
<td></td>
</tr>
<tr>
<td>Public investigator</td>
<td>Special teacher (adult teacher, private tutor)</td>
<td></td>
</tr>
<tr>
<td>Administrator issuing official licenses</td>
<td>Credit administrator, loan administrator</td>
<td></td>
</tr>
</tbody>
</table>
ONLINE TOOLS DEVELOPMENT

SROP Project 2.2.2. launched preparations for the new national portal offering career information and guidance tools. The Portal will promote:
– the career choice and planning of the youth,
– the career transitions of adults,
– the spread of lifelong learning and its linkage to lifelong guidance,
– the employers and HR experts,
– experts who work in Hungary in the area of lifelong guidance or in related areas to create a lively community the members of which can keep in touch with one another.

It was considered highly important that the output of the development should be an internet-based tool offering more content and functions than its domestic peers through the exploitation of modern technologies and the coverage of the best practices and tools of the already active domestic and international career orientation portals.

By way of preparation of the National LLG Portal (NP), in autumn 2008 we drew up a preparatory study which surveyed the official databases suitable for use/integration, and examined possible forms of co-operation with the data hosts concerned. In line with the information received and the statement of intent issued during the preparation of the SROP 2.2.2. application, in the first phase of the portal development, a co-operation agreement was concluded with the Vocational and Adult Training Institution, the Hungarian Institute for Educational research and Development and the Budapest Centre of Culture.

NP contents are communicated through three channels (World of Learning; World of Work; Virtual Community of Counsellors), and the accessible functions are classified as follows:
– online career orientation questionnaires (survey/assessment tools),
– search and browser functions (occupations, vocational qualifications, starting secondary school faculties etc.),
– searchable knowledge bases (glossary, collection of links, document warehouse etc.)
– other information (news, topical issues, articles, project presentations etc.)

Priority functions

New online self-knowledge questionnaires
The National LLG Portal hosts the more than 25 newly developed online self-knowledge questionnaires developed under SROP Project 2.2.2. The survey tools are accessible in several target-group-specific versions (primary school pupils, secondary school students/school leavers, adults), in most cases in a short and a long version. The questionnaires querying lines of interest, typical way of work and competencies have been linked to the occupations, and since their parameters correspond to those of the occupations under FEOR08, their output (reflecting the settings made by the user) is not simply a narrative evaluation, but also a recommendation for a specific occupation or a group of occupations.

Detailed presentation of occupations (FEOR08)
NGP was the first forum in the country to present in detail FEOR08, the Standard Classification System of Occupations (as the National version of the ILO developed ISCO-08), which came into force on 1 January 2011. The project has already produced the fact sheets of some 500 occupations. In addition to the main data, the presentations contain the following: short description; typical activities; work environment; health and psychic factors; expected changes; group of occupations; competency requirements (with indication of the strength of the requirement, i.e. the required competency level); method of work. The fact sheets are accessible through query functions and browsers and as the output of the online survey/assessment tools.
Presentation of vocational qualifications (NQR)
The vocational qualifications included in the National Qualification Register are shown in outstanding detail (and they are linked to the occupation data). Through the NGP tools, one can access the participation requirements, related and further vocational qualifications, official data and short description etc. of the vocations without having to browse the vocational and examination requirements.

Secondary-school faculties (KiFIR: Secondary School Admission System) and public education institutions
The database of secondary-school faculties (i.e. secondary-school curriculum + certain subjects taught more intensively) to be launched was created in collaboration with the Educational Authority. This is the first database in which young persons about to change school and their parents and teachers can find the school and faculty best suited to their needs in a fast and efficient way. In addition to the general filtering options (location, type of school), the query function makes it possible to narrow the hits by priority subject, bilingual training, a preparatory form for foreign language studies, or a special curriculum.

Counsellor search
We have adhered to the most progressive international examples when we started to create a national counsellor base and a query function over it on the basis of the data of regional professional network-building. Users visiting the website will hopefully be able to find the professional best suited to their needs (their type of problem) quickly and precisely. The Virtual Community of Counsellors who work “behind” that function are authorised to maintain and expand their own data.

Folders and films
The National LLG Portal is the primary form of access to the occupation folders and films adjusted already to the new classification system of occupations. Both the new career information materials prepared under the project, and the old ones (created e.g. under the Vocational School Development Programme) are accessible from the respective fact sheets of the occupations.

Structured collection of links
The integration of the adult training link collection maintained by the “Palló” (Plank) adult training information service of Budapest Centre for Culture gave access to a collection of references including hundreds of classified and categorised links which could provide a good starting point for guidance experts and clients alike to the information they needed. This data warehouse is complemented by the knowledge base, glossary base and document warehouse which are also accessible from the portal.
MEASUREMENT OF SATISFACTION WITH THE LIFELONG GUIDANCE SERVICE

Introduction
It was deemed important under SROP Priority Programme 2.2.2: “Development of the content and methodology of the career guidance” to measure client satisfaction with the services concerned, to be able to rely on the relevant feedback and constantly improve the programme components from the users’ point of view. The main objective of the satisfaction survey is to assess whether the users of the career guidance programmes – i.e. the clients themselves – are satisfied with the guidance services and how satisfied they are with individual areas. The questionnaire designed for this purpose – based on the structure of the guidance services – is modular, so as to be applicable to clients involved in individual or group guidance, personal or distance guidance, personal or distance outreach programmes. Furthermore, the development target was a questionnaire which could be filled in on paper or online, and its compilation was governed by the idea that it should be easy and relatively fast to complete.

The questionnaire development process
Version 1.0 was designed on the basis of the developers’ survey of the opinions of guidance experts concerning the clients’ concepts of “satisfying” service, i.e. the features on the basis of which they rated a guidance service as good (or bad). The developers met with the guidance practitioners from the LLG Programme Units in Győr and in Budapest; then specified the factors of the questionnaire and the related items and statements. The completion of Version 1.0 was followed by a test period. On the basis of data collected during the tests, the developers checked the validity and reliability of the tool, to arrive at a “cleared”, simpler and more user-friendly version.

Theoretical bases of the questionnaire
The guideline was Herzberg’s two-factor theory, which states that satisfaction is the product of the interaction of individual factors and the environment. Satisfaction at the workplace is determined by hygienic features and motivators. This model considered it a motivator if the client was satisfied with the professional activity of the guidance provider and felt that it has led to the development of his/her personality. Because of its focus on the measurement of the hygienic features, however, the measurement of satisfaction of this kind was not an objective of our device.

The questionnaires were modularised on the basis of the types of career guidance activities:

- individual guidance;
- personal;
- distance: phone, email, chat;
- group guidance;
- group development;
- Outreach programmes: personal; distance: phone, email, chat, forum; contact-keeping with institutions;

Versions of the questionnaire:
- questionnaire on individual personal guidance;
- questionnaire on individual distance guidance;
- questionnaire on group guidance;
- questionnaire on group development;
- questionnaire on personal outreach programmes;
- questionnaire on reaching distance service programmes;
- questionnaire on contact-keeping with institutions

Version 1 of the questionnaires
In Version 1, every module measured satisfaction with the guidance services via 4 main factors, which contained further scales in the various modules of the questionnaires. The Contact factor covers scales (atmosphere of trust, climate, active listening, openness) which are indicative of the relationship between the client and the counsellor as rated by the client. The factors Counsellor’s accessibility and Service circumstances sum up statements which refer to the hygienic factors of the service: preparation, organisation and access (e.g. has easy access been provided to the place of guidance; state of the premises etc.), for these, too, affect one’s feeling of comfort. The Service quality factor queries how the client perceived and experienced co-operation with the guidance provider and felt that it has led to the development of his/her personality.
counsellor – whether he/she received valid and reliable information and orientation to solve the problem; whether the counsellor was helpful etc. van.

Version 2 of the questionnaires
In view of the results of the reliability and validity tests, many scale items were deleted, re-written or modified. The redundancies were eliminated, and Version 2 became much shorter than its predecessor.

**Table 1: Total Satisfaction Results Based on the Developed Questionnaire**

<table>
<thead>
<tr>
<th>Totalised average satisfaction</th>
<th>Individual personal guidance questionnaire*</th>
<th>Group guidance questionnaire**</th>
<th>Group development questionnaire***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>5,00</td>
<td>3,68</td>
<td>3,16</td>
</tr>
<tr>
<td>Maximum</td>
<td>6,00</td>
<td>6,00</td>
<td>6,00</td>
</tr>
<tr>
<td>Scatter</td>
<td>0,16</td>
<td>0,46</td>
<td>0,585</td>
</tr>
<tr>
<td>Average</td>
<td>5,90</td>
<td>5,46</td>
<td>5,36</td>
</tr>
<tr>
<td>%</td>
<td>98,37</td>
<td>90,98</td>
<td>89,37</td>
</tr>
</tbody>
</table>

Total average satisfaction with lifelong guidance:
Total average satisfaction with LLG is the average of the satisfaction values received in answer to the Individual personal guidance, Group guidance and Group development questionnaires, respectively:
Total average satisfaction (%) = 92,91%

**Summary**

Satisfaction with the services of the programme is an essential criterion: satisfaction measurement gives feedback on whether the users are satisfied with the upgraded service, and what is needed to enhance their satisfaction, if that is necessary. We believe that the satisfaction questionnaires provide for useful feedback on, and continuous control of, the development of the career guidance programme components.

**References**

BORBÉLY-PECZE, TIBOR BORS (2010): Életút-támogató pályaorientáció (Lifelong guidance) – ELTE PPK, PhD. 2010 (MS)
JUHÁSZ, M.–HÁMORNIK, B.–SOÓS, J. (2010): Customers’ satisfactory survey developed for SROP 2.2.2. Programme BME

*Individual personal guidance questionnaire, totalised satisfaction (N=103)
**Group guidance questionnaire, totalised satisfaction (N=283)
***Group development questionnaire, totalised satisfaction (N=34)
The National LLG Portal is dedicated mainly to self-knowledge development to promote the choice of vocational training and success in one’s career, and also to information supply and the expansion of knowledge needed for effective learning. Information is supplied in three forms:

- searchable databases,
- searchable knowledge bases (glossaries, link collection, FAQs, document warehouse),
- information displayed on the pages.

Some information sources (e.g. collection of links, glossary) are accessible from the entire Portal; others are connected to certain channels, but most are accessible directly from a decision-making point. The sources provide information on the following:

- occupations (occupation query and fact sheet)
- available vocational qualifications, qualifications (NQR query, topic query)
- subsidised and market-based adult training/education options (training course query)
- further education options in secondary schools (KIFIR query, fact sheets on job groups) and, partly, further education options in higher education (topic query)

I. Sources of information

The Portal was designed to make official data/information related to lifelong learning available in a user-friendly way. To do so, at the start of the project, we surveyed in a paper1 the available data sources of the various areas and institutions, and how these could be used on the Portal, and we got in touch with the data owners to propose co-operation.

The following sources were used during the development:

- Relevant databases of the Educational Authority: Public Education Information System, Core Data on Institutions (KIR), Admission Information System of Public Education Institutions (KIFIR),
- databases of the National Institute for Vocational and Adult Education: databases related to the National Qualification Register, assignment of old vocational qualifications to the NQR modules,
- Educatio Non-profit Co.: Fact sheets of higher education programmes,
- Central Statistical Office,: new FEOR, KEOR standard classification of training areas and its annex on the classification of vocational qualifications,
- Databases owned by Budapest Cultural Centre, “Palló” Information Service (collection of adult-training links).

The fact that the Portal is organically adjusted to the information system/portal structure of the National Employment and Social Office represents considerable added value. It does not only use the databases which are important for the visitors (register of adult training institutions, records of subsidised training events, register of training programmes), but aims at deeper co-ordination: every database used on the PES Portal is based on a so-called etalon and on the PES Integrated System (IS). This is what will make it feasible in the future for portals addressing different social groups and different topics to use each other’s developments and data, and will make the identification of education/training or work opportunities based on the job-seekers’ data easier and more efficient.

Thanks to the co-operation agreements, in addition to the PES data sources, the Portal provides direct access also to the above-mentioned databases of the Educational Authority and the Budapest Centre for Culture. To make public data intelligible and suitable for queries, special developments had to be realised in several cases.

1 ADATTÉRKÉP – A TÁMOP 2.2.2. projekt keretében megvalósítandó internetes pályaoorientációs rendszer adatforrásai. FSZH, 2008
Special applications had to be developed:
– to retrieve and put into a searchable database the participation and examination criteria contained in the decrees on the vocational and examination requirements of NQR-based vocational qualifications and the specifics of the related training programmes,
– to create the institutional fact sheets from the KIR Core Data on Institutions database,
– to transform the KIFIR educational areas list into a searchable database.

Where no source was available for the information we wished to provide, it had to be created by the experts involved in the project, who worked out the following:
– the presentation/features of the occupations required for career orientation/guidance (typical activities, circumstances, expected changes, assignment to job groups, competence requirements, typical way of work, related occupations)
– linkage of vocational qualifications occupations under the new FEOR (old and new NQR qualifications and qualifications for skilled workers, technicians and qualifications that can be obtained in vocational secondary schools)
– assignment of vocational qualifications and HIE majors to study areas
– short presentation of the NQR-based vocational qualifications; indication of vocational qualifications of a similar content or representing progress relative to one another
– collection of the vocational qualifications included in the old registers from the relevant legal regulations and their systematic presentation.

A 100 new and 50 updated occupation folders have been created, as well as 42 new films on occupations. Some 800 “curio” features were described in connection with the occupations, mainly to capture the interest of those who browse the page, rather than to provide information in the strict sense. In addition to the above, a glossary and a list of frequently asked questions were created, as well as a help function to support the use of the system on the technical/content side. The materials concerned provide an explanation to every notion which occurs on the website, and they are meant to provide assistance to every circle of its users. In addition to providing direct help to visitors, the Portal makes it possible for those who cannot find what they want or are in need of personal guidance to address an information supplier/counsellor expert. This is the function of the counsellor database and the counsellor query tool. During the project and its RPN-building phase, we have established contacts with qualified counsellors active in the lifelong guidance, whose data were entered into the counsellor database. Those among them who consented to making their data public are now accessible also to the visitors of the Portal who seek advice or information. A counsellor who lives nearby, or whose expertise matches the client’s life situation can be found with the help of the query application. Data displayed on the Portal makes it possible to establish personal contact by phone call or e-mail. Counsellors represent a special group of Portal visitors. We have developed a dedicated portal for them, the Virtual Community of Counsellors (VCC). The information content on VCC is maintained by the counsellors themselves. We did the initial loading of the glossary, document warehouse and knowledge base (links to publications and useful sites) shown there. In the future, every registered visitor of VCC will have the authorisation to expand and modify these. Counsellors will also maintain their own data and hence the counsellor database accessible to NP, the National LLG Portal.

II. INFORMATION CONTENT

1. Occupations
The experts processed a total of around 500 occupations. The occupations concerned figure in the new FEOR in effect from 2011 on. No fact sheet has been made for occupations assigned to Major Group 1 (branch/administration/interest representation managers, legislators) and those in Major Group 9 (simple occupations requiring no vocational qualification). The occupations in Major Groups 2–8 have been processed with only a few exceptions. In some cases, where one occupation covers job positions which are markedly different from the career guidance point of view, the position itself has also been processed.
The fact sheets of the occupations contain the following pieces of information:
- name; FEOR code; position in the FEOR hierarchy; short description; typical activities;
- work environment; health and psychic factors; expected changes; career group; competencies required;
- including the specification of the required level; method of work (in %, in terms of work methods arranged in pairs)
- vocational qualifications required for the occupation (current and previous NQR; current and former HIE majors, skilled worker’s, technician’s, vocational-secondary-school-level vocations which figured in previous registers); related occupations

From the fact sheets, one can access the folders, films and “curios” on related occupations. A simple query of occupations is carried out by browsing on the basis of the name, or FEOR number, or FEOR hierarchy position; in addition, one can also make free-text queries in certain fields of the fact sheets of the occupation (activities, future tendencies, curios, typical work environment, health factors, psychic effects). There are also various other queries depending on the life situation: occupations can be queried by line of interest/career group, method of work or competency requirements. In addition to the query of occupations, the output of the assessment surveys completed by the visitors, the so-called career guidance profile, can also lead one to an occupation. The logic of such queries is identical with that of the combined queries, but instead of providing the values of the variables, the user can only set the variables to be taken into account to narrow the hit list. The values of the variables are provided by the career guidance profile.

2. Accessible information on vocational qualifications under the NQR
- NQR basic data (name, number, type, job group etc.); short description of the vocational qualification,
- participation requirements (school qualification, vocational grounding, input competencies etc.),
- examination requirements, conditions of exemption from exams; requirement modules and their weight in vocational qualification,
- shortage vocational qualifications based on the resolutions of the Regional Development and Training Committees (Hungarian abbreviation: RFKB); option to get extra points for admission in HIE; related occupations, job positions,
- similar vocational qualifications or vocational qualifications representing relative progress,
- relationship with obsolete vocational qualifications.

One can browse among the NQR-based vocational qualifications by name and study area. (For branching vocational qualifications, the study area indicated in digits 3–5 of the NQR do not always correspond to the actual study area. In such cases, we use what is the correct study area in terms of content. Where one vocational qualification can be assigned to several areas, it will be indicated in addition to the officially specified area also under the other study areas.) Simple queries can be made by name (name part) or NQR number; complex queries by the choice of job group or study area, level/school qualification, allowed training systems; choice between theoretical/practical nature, +/- foreign language exam; +/-vocational grounding, +/-shortage vocation or +/-requirement to take part in vocational education previously. From the fact sheets which contain the pieces of information listed above, one can proceed to the fact sheets of related occupations, related vocational qualifications, related job group, respectively, or to the decrees on the relevant vocational and examination requirements. Hits can
be saved under Favourites; if one logs in as registered user, the fact sheets can be viewed any time and one can query the related training options with the help of the training query application.

3. Other obtainable qualifications

Every vocational qualification, other qualification, training topic which can be accessed has been assigned to a study area. This has opened the way for visitors to find and see simultaneously the training options matching their lines of interest, irrespective of the qualifications they offer or the form of training. Hence, for example, if someone wants to acquire a vocational qualification in the wood-working area, he will see the NQR-based vocational qualifications together with the relevant degrees obtainable in higher education, and if someone intends to expand his/her knowledge in economics, he will see, together with the NQR-based vocational qualifications, training options in the same area which provide no vocational qualification, as well as the BA and MA programmes offered in higher education and the relevant further training options. Fact sheets have been made for NQR-based vocational qualifications and also training regulated by the public authorities and master’s exams. The data of the higher education programmes can be found by “jumping” from the hit list to the appropriate fact sheet of felvi.hu.

The following pieces of information are displayed on training regulated by the public authorities: name; related occupation; required school qualification; responsible authority; legal regulation

Data of master’s examinations: name; Chamber; legal regulation

Training topics can be searched by name, type, study area, school qualification requirements. In addition to education/training options having their own fact sheets (NQR-based vocational qualifications, training regulated by the public authorities, master’s examinations, relevant vocational further training, cancelled/no longer obtainable vocational qualifications), the query function is applicable for the following training topics and qualifications:
– other vocational training in the register of the adult training institutions,
– foreign language trainings in the register,
– general purpose trainings in the register.

To find the training which matches the hit list elements, one has to use the training query tool.

4. Job groups

Those who want to continue their studies in a vocational training school must be familiar with the job groups. To do so, they can browse among the job groups. Job group fact sheets contain the following pieces of information:
– short presentation of the job group; list of currently obtainable qualifications in the job group (it is possible to proceed from the name of the vocational qualification to the corresponding fact sheet),
– names of education areas where vocational qualification in the job group may imply extra points; input competencies.

5. Terminated (no longer obtainable) vocational qualifications

These include the following:
– vocational qualifications deleted from the current modular NQR (or the name or number of which has changed),
– vocational qualifications included in the National Qualifications Registers before 2006,
– vocations included in the skilled worker training lists (Hungarian abbreviation: OSZJ) after 1959,
– technician’s qualifications; vocational secondary school subjects.

For vocational qualifications deleted after 2006, the fact sheet contains every datum which figures in the relevant NQR decree and allows to proceed to the decree concerned which specifies the vocational and examination requirements. In regard of vocational qualifications dating from before the 2006 NQR, in addition to information provided in the
NQR decree, several other pieces of information are also supplied to get the user acquainted with the vocational qualification (short description of the qualification, typical activities etc.) Furthermore, it is possible to trace the changes of the vocational qualifications (changes of names and numbers, mergers, etc.) For those who possess the vocational qualifications concerned, the overlapping new NQR-based vocational qualifications are provided as well. For vocational qualifications in the old registers (skilled worker, technician, vocational secondary school), the fact sheet provides the number of the vocational qualification, the name and number changes, the mergers and de-mergers, and it contains a link to the legal regulation containing the vocational qualifications register. The vocational qualifications are linked to the current FEOR occupations, and they are classified by study area. For part of the vocational qualifications, there is also an indication as to those among the new NQR requirement modules, the contents of which overlap with knowledge acquired under the old vocational qualification.

6. Further education in secondary schools – database of schools and study areas

The searchable databases contain every institution of secondary-level education which figures in the Public Education Information System, as well as their prospective classes/study areas in the following academic year. Data on institutions are updated daily, on the basis of the KIR core data on institutions. The classes to be launched are entered from the KIFIR list of study areas after the closure of the latter. The current database was based on the list for the academic year of 2010/2011; it is expected to be updated on the basis of that for 2011/2012 in November. Schools can be queried by name, OM (Ministry of Education) identifier, address, type of maintainer (municipality, church, foundation etc.) and type. Their fact sheets contain the institution’s OM identifier, access data, name and type of maintainer, name of principal and the name and access data of related task performance sites (member schools). From the fact sheet, one can jump to the institution documents on the Educational Authority website to read e.g. the foundation permit of the school. Simple query yields training programmes to be started by name/OM identifier of the institution (site), and/or the county or settlement where it is located.

The announced classes and study areas can be queried by various criteria, or a combination thereof chosen at one’s discretion:
- Type (within the category of general secondary schools, it is possible to look for 4-, 6- and 8-year training; within that of vocational schools for advanced vocational training, bridging training and within the category of special vocational schools for skills development and grounding vocational training);
- Location; Type of maintainer (state/municipality, Church, foundation/private); Job group;
- Vocational qualifications obtainable by advanced vocational training and vocational training to be launched in subsequent vocational training forms; Subjects/talent-nurturing area taught at higher level
- Foreign language training, grounding preparation year, bilingual education, national, ethnic curriculum
- Education of pupils with special needs; Entrance examination; Other features (alternative curriculum, Arany János Programme...)
- Text part, word, word part figuring in the description

From the hit list, one can move on to the fact sheets of the envisaged classes/study areas, which contain every piece of information included in the relevant registers.

7. Training options

The databases accessible from the Portal contain thousands of training options, of which we command information broken down to different degrees. We know most of the training options which enjoy some sort of support from the Public Employment Service. These include the following:
- training recommended by the various regional PES centres,
- training launched by the Regional Training Centres,
- training launched under PES projects (e.g. “Take a step forward” programme),
- market-based training programmes, if the PES Centre provides subsidy to one of the participants by individual decision.
As for the other training options, we only know that the training institution concerned is licensed to organise/start such training. These include:
– vocational/foreign language/general purpose training announced by an institution in the adult training register,
– vocational training envisaged to be launched after general purpose courses, indicated in the KIFIR register,
– relevant further training in higher education.

Those who look for training should first query the PES database, that is, the training programmes of which it is known for certain that they would be launched in the near future (or are in progress already, but open for joining.) Upon request, we make queries in the adult training register and in KIFIR, among the training options included in the database of relevant further education. Albeit it is not certain that the programmes concerned would actually be launched in the near future, much more data are available there than in the first database, and that widens the selection options. As for the actual start of the programme and the specific training data, the visitor can obtain precise information from the institution associated with the training. One can make simple queries among the training options on the basis of the name (part of the name), county or training system of the training/the qualification to be obtained, if our interest is limited to subsidised training. In complex queries, several criteria can be used in combination: the name and type of the training (vocational training/NQR, regulated by public authority, other vocational, relevant further training, foreign language training, general purpose training), the study area concerned, the qualification to be obtained, the training system, the school qualification requirements, the maximum duration of the training, the starting date, and we can also indicate whether we are interested exclusively in subsidised/free training. The hit list will show the name, institution, location, training system, starting date, responsible PES centre of the training and whether it is subsidised or not. The list can be arranged according to any of these data. The training fact sheets contain every piece of information accessible on the training programme and from the training course database. As for the qualifications to be obtained, it is worth moving on to the fact sheet of the given vocational qualification (training subject). Data concerning the institution can be obtained from the fact sheet of the institution (school). The training fact sheets contain the following data:
The following pieces of information are provided for every training, irrespective of its database:
– name of the training
– name of the training institution
– training site (settlement)
– qualification(s) to be obtained
– training type
– training system

For queries originating from the PES training course database, the following pieces of information are provided as well:
– Initial and closing date of the training
– Number of hours of the various training parts (NQR, foreign language etc.)
– Intensity of the training
– Participation requirements (school qualifications, vocational grounding, medical examination etc.), and method of recognition of informally acquired knowledge
– Target group of the subsidy
– Information concerning the training programme
– Training status: envisaged/in progress.

REFERENCES

BORBÉLY–PECZE TIBOR BORS–JUHÁSZ ÁGNES–KOVÁCS TIBOR–KÚNOS MÓNKA: Pályaorientációs portálok szerkezeti és tartalmi vizsgálata (Evaluation of the main services and functions of websites offering career guidance), FSZH, 2008
Within the framework of SROP Project 2.2.2 “Development of the content and methodology of career guidance”, a new national LLG (Lifelong Guidance) portal will be created for developing online self-assessment procedures assisting career decisions. The number of online career planning systems grew in the last 20 years parallel with an increase in internet use, but these systems focused mainly on supporting young people in their career decisions related to education; at the same time, there were very few computerised self-assessment procedures in Hungary focusing on adults and career decisions related to employment.

In order to support lifelong guidance/career-building, we needed an “online career guidance model”, which helped various age groups make independent decisions on the crucial issues of training, transition from training to employment, and employment, respectively. We developed the online self-assessment procedures with a focus on assistance in individual career decisions; strengthening of resources required for successful professional career, and the design of a new set of questionnaires for identifying the areas of development, and on the understanding of careers and jobs that suited best the personal profile which resulted from the self-assessment process. In the course of development, we relied on career development theories and research results, and took into account the experiences of online career guidance systems available in Hungary and abroad, and put a lot of emphasis on developing completely new self-assessment procedures related to employment, which helped users in making qualified decisions in relation to the changes taking place in their adult careers.

First we highlighted the main phases of a professional career and identified the relevant decision-making points, and then we planned and assigned to them various self-assessment procedures that may assist both young people and adults to plan their lifelong career and to successfully achieve their objectives.

I. DEFINITION OF MAIN CAREER TRANSITIONS

Fundamental changes have occurred in career development in recent decades. The traditional career model, which was practically an unbroken professional career from school studies through employment to retirement, was replaced by a new, fragmented, model, full of interruptions, changes and transitions, while the former training/vocational training model preparing for specific occupations was replaced by “the need for lifelong learning” approach.

According to Campbell (1983): “The theory according to which over the age of 25 career is static, is changing significantly. There are numerous fundamental transitions and related important decisions in adulthood. People do not stay at the same place as they did in the past, but discover that life continues even over the age of 40 or even 70. Many complete at least two, if not three or more careers.”

The career model is scientifically based on Super’s career development theory, which captures career development based on the series of life phases from childhood to retirement, identifying the following phases: growing, exploration, settling down or integration, maintenance, decline
According to Super, a career requires a characteristic structure of capabilities, interest and personality features. Even so, each person is suitable for numerous occupations, and each profession may suit a large number of people, therefore, each person can perform effectively in several professions. Research focusing on the development of professional career shows close correlation between the quality and consequences of the decisions on career transitions and unemployment. The following events and changes were identified as key factors in a lifelong career:

– first career decision, failure,
– interruption of studies, dropout,
– experiences of unemployment at the start of career,
– circumstances of job, employment loss,
– durable unemployment,
– change of working ability.

Naturally, we make numerous decisions in our careers, and not all of them could be taken into account in the development of the “online lifelong guidance model”. Based on the research results and counselling experiences, we highlighted the following phases and transitions:

1. Shorter or longer training periods in lifelong learning,
2. Employment phases for an employee, entrepreneur or person in other atypical employment,
3. Voluntary or forced career changes triggered by changes in the labour market, devaluation of the acquired vocational skills, or reduction of working ability,
4. Potential multiple unemployment transitions caused by redundancies and layoffs,
5. Durable absence from employment due to health damage or other reasons.

II. IDENTIFICATION AND SHORT DESCRIPTION OF DECISION-MAKING POINTS RELATED TO CAREER PHASES

Application for secondary school studies

The first career decision, which is typically made in the 8th form in relation to the application for further studies, is extremely important in terms of career development. We all understand that because of the degree of maturity, independent and wise decisions are made rarely at this age. A certain job, potentially good wages, and fast financial return are short-term objectives and requirements in relation to the studies, but these days none of the educational institutions can provide any guarantee for them. However, at the turning points of the career, primarily in relation to the loss of employment, the outcome of the first choice (to what extent the career decision was individual and successfully completed) seems a critical point in becoming unemployed and managing the unemployment status.

Decisions made during studies at secondary school

Apart from the failure of the first choice, the interruption of studies and dropping out from schools is another frequent breaking point in people’s lifelong career. Most explanations referred to the lack of success in studies, but this is more a consequence than a cause. “Dropouts” tend to refer to major events of their life (loss of relatives, divorce of parents, illnesses, pregnancy, negative changes in the financial position), or to external circumstances (hostel conditions, commuting difficulties, resentment by teachers, fellow students, etc.), while they very rarely recognise or accept their own responsibility and role in the interruption of their studies. At the most, they are personally involved in this decision to the extent that they consider the completion of studies sooner a consequence of a bad career decision. Irrespective of the actual cause of dropping out, all dropouts are completely lost in this decision-making situation, and although they would need assistance, they do not know where to turn, and are usually alone.
First vocational qualification

The choice of the vocational course, finding the right training place, successful employment socialisation, and decisions made to avoid “forced careers” or unemployment at the start of the career determine the future of the career. With the transformation of the educational system, vocational qualifications are acquired at a later stage in life, which also means that instead of studying a trade, students tend to opt for higher education or adult training courses. These days, the “study instead of work” tendency is rather strong in the field of vocational qualifications, as it involves shorter or longer transition periods between the completion of basic education and the first job.

Application for higher educational studies

In higher education, the transformation of the admission-selection system, the state-financed and privately-financed positions, access to student loans, the Bologna system, and the introduction of the credit points increased the chance of gaining a diploma, and created a completely new basis for decisions related to higher educational studies.

Decisions made during higher educational studies

Students need to make a lot of important decisions while studying at higher educational institutions. They must plan for their own progress in studies, sign up for courses and decide on how to obtain the credit points required for having access to the various levels (Bachelor, Master, PhD) and decide on the form of gaining professional training.

Change of career, exit

The feeling of “working in a forced career”, the burn-out phenomenon, the violation or lack of professional identity, dissatisfaction with the job or progress in employment forces people to reconsider their first or previous career decisions, irrespective of their age, which may lead to the modification or change of career, or even the exit from it.

Adult learning

It is difficult to envisage flexible adjustment to rapidly changing labour market needs and requirements without the “lifelong learning” theory. Continuous self-training and further training and development of professional competencies are indispensable for satisfying the requirements of employers and jobs. Irrespective of age, many young and elder people feel that it is too late to study. Even if they went back to school, they would not be able to complete a satisfactory career. Often, the memory of failure in studies prevents them from taking part in re-training. Another deterring factor is that qualifications obtained in the framework of adult training are not as widely recognised as qualifications obtained during daytime courses. For such people, lack of experience is a hindrance that is more difficult to overcome because the older an employee is, the more professional work is expected from him by the employer.

First employment

Career-starters come across the following most frequent employment barriers:
– they have no definite target job (career concept) in mind,
– they do not understand what jobs they can perform with their acquired qualifications,
– they wish to gain assurance of the adequacy of their choice (whether it was a really good choice), or
– they do not wish to work in the field which is in line with their acquired vocational qualifications; they leave their career,
– many do not possess the capabilities and skills required for the selected occupation, and they also find it difficult to explain the skills and competencies they possess,
– they do not know what to write into their CV-s or what to say during a recruitment interview.
– they are not informed on the current situation of the labour market, or the job vacancies.

Consequently, the acquisition of school or vocational qualifications and the skills required for the selected occupation does not mean that the preparation for a lifelong career has ended. The next step to employment is to learn and acquire job-seeking and retaining techniques.

**Loss of employment, unemployment**

The most severe breaking point in a career is the loss of a job or employment. Redundancy is an unexpected, unplanned and non-voluntary event that brings such a change that a considerable number of unemployed find it difficult to cope with alone. The unemployment or employment crisis is the complexity of emotional reactions to unemployment, which is an unexpected and unintended change in life, during which the psychological resources and fighting skills may prove to be insufficient in managing the psycho-social consequences of unemployment. In relation to the loss of a job or employment, the previous career failures also come to the surface, which make it even more difficult to face the challenge of unemployment.

**Change of employment/job search**

The loss of job security and the threat of becoming unemployed are present in our everyday life. Nobody can be certain that his work will be needed for a long time, and naturally, this affects everyday work.

Accommodation at the workplace is becoming increasingly important, while professional development or interest validations are being pushed into the background. Professional objectives are short-term goals, and innovative activities are held back, because there is a risk that the invested efforts will not bring any return. There is limited scope for professional development, employees rarely receive support for further training, for completing further studies or further training. Employers abuse their monopoly position on the labour market, which is often reflected in depressed wages, or in unilateral settlements of employment conflicts. In the boss–employees hierarchy, employees are becoming increasingly exposed. Acceptance of additional work beyond the actual capacity, the avoidance of sick pay in case of an illness, avoidance of wage and professional disputes, and acceptance of unfavourable working conditions are compromises that are made by employees in order to keep their jobs. The lack of job security has a negative impact on the atmosphere at work; everyone fears for his own job and is rather hostile than helpful towards the others; unhealthy rivalry is thriving. The various forms of “psycho terror” at the workplace weaken or even exhaust the psychological resources.

All these factors force people to change jobs but, these days, job search is a process full of failures. Job-seekers often have to compete with many others for a vacant position, and their job applications are often rejected. The regular rejections are experienced as personal failure and humiliation. People lose their self-confidence, enthusiasm and belief in success, and finally they give up the job search and many become inactive.

**Return to employment**

One of the almost inevitable consequences of durable absence from the labour market is the potential threat of final exclusion from employment. The longer the status prevails, the more hopeless, often irreversible, the fate of people forced into inactivity becomes. Such people do not practice their original profession; the acquired knowledge becomes obsolete; work experience disappears, and working abilities erode. The lost years, for which unemployed people cannot account, represent a major obstacle of employment for employers. Employers feel (often with good reason) that in such cases professional knowledge is inadequate, because very few unemployed train themselves regularly and, therefore, their knowledge is no longer up-to-date and they get out of practice.
In a paradox way, the job-searching process inhibits even more the psychological and social resources that support employment. Each new job-searching effort confirms that they will not find a job, such attempts will definitely lead to failure, and they give up search before having a chance for finding a job. They find it difficult to part with substituting activities, and feel that life would stop around them, if they got a job (what would happen to the household, the garden, the children, ill relatives, who would take care of matters, etc.). They are concerned that they would not be able to fulfil a dual role. Many find it difficult to accept limitations, and that they can no longer freely spend their time, e.g., they must appear at the workplace on time every day. People returning from inactivity often found themselves exposed to employers, and they extend this feeling to all potential employers. They have an outright negative attitude to their future bosses, fellow employees and the job, which, often coupled with unnecessary fear and anxiety, often proves to be a major barrier in job retention.

The lifestyle developed during inactivity works against mobility. Generally, people living in small villages or even in towns within a relatively short distance from county seats are reluctant to commute from their home town or village. The scope of their physical mobility is limited, and commuting every day is unimaginable even if transport is provided. Apart from the high transport costs, they find it a considerable limitation that they must adjust to the departure times of the transport means, not to mention the time spent travelling. However, the local job opportunities are so limited that they have no other choice but to continue to be inactive.

### Becoming an entrepreneur

Many ideas are considered before someone decides to launch an enterprise. Some people create a business for implementing an idea or a business concept. Others would like to become “their own masters”, and this is the main motive of becoming independent. Some people are forced to become an entrepreneur having lost their jobs. The motivation may be completely different, yet all entrepreneurs share the same objective: to be successful and earn as much profit as possible. In order to achieve this, several factors are required: a marketable concept, an idea, a life situation with sufficient energy, time and personal resources. It is disputed whether there are certain capabilities, skills and personality features based on which someone can become a successful entrepreneur, but no one doubts that personal resources and entrepreneurial competencies have a major role in efficiency.

### III. DEVELOPMENT OF ONLINE SELF-ASSESSMENT TOOLS AND THEIR ASSIGNMENT TO CAREER DECISION MAKING POINTS

By developing internet-based or online self-assessment procedures supporting career decisions, a new career guidance service will become available for a large number of users, integrating the face-to-face counselling methods and experiences required for independent and confident career decisions of applicants in any phase of their career. The new career guidance system to promote decision-making also improves the quality of counselling, as the websites available on the internet may also be used and integrated into the counselling process by the counsellors, and various functions (completion, evaluation and interpretation of questionnaires) become accessible. Depending on computer capacity, more than one user can complete questionnaires concurrently, and the results and interpretation are available within a few seconds, which saves time and energy.

The use of a computer software for data entry and scoring and questionnaire results for research purposes are further advantages. Based on the large number of collected data, the psychometric characteristics of the specific questionnaire may also be monitored and developed. Various standards may be defined according to the samples of the user population, and they can be regularly updated reflecting the latest results. An important aspect of the design of the online self-assessment procedure types was to assign a questionnaire to each key career decision-making point that is suitable for assessing the personality features which influence most the particular decision. One group of the assessment procedures was represented by the traditional questionnaires that are used
most frequently in career guidance. Maturity for, and interest in, a career, capabilities, skills, competencies, working methods, values and motivation can be measured with several tools, but we thought that we could make progress in this field by developing new age-based versions in line with the above categories by integrating our experiences related to the existing methods. We highlighted three age categories:
- the primary school age group,
- secondary school students and career-starters, and
- adults.

Apart from the career decision making points and the age groups, a further factor in development was to enhance the questionnaires, primarily designed for training (application for secondary school, higher education institution or an adult training course) with completely new assessment procedures related to employment. The degree of employability and establishment of “ready for employment status”, identification of factors hindering employment, the losses (“deficit”) caused by unemployment, the employment crisis, understanding of the characteristics of job-search and retention conduct, elimination of difficulties related to return to employment, and review of entrepreneurial competencies or transferable capabilities are critically important in most career decisions. At the same time, the measuring tools required for capturing the above characteristics are usually missing in our national practice.

In the course of designing the assessment procedures, we also set an objective to prepare a short and a long version of the same questionnaire. The short (or “flash”) version can be used for the quick assessment of a specific characteristic feature. It may arouse the user’s interest in the “topic”, and it also provides feedback or whether a more extensive assessment is required. The long or detailed version of the questionnaires gives a more diversified overview of the assessed characteristic feature.

On the basis of the key criteria indicated above (career decision-making points, age groups, specific procedures related to employment and short and long versions of questionnaires), we designed the following questionnaires in the current phase of development:

**ASSESSMENT PROCEDURES RELATED TO TRAINING:**
- Career interest questionnaire; primary school, secondary school and adult versions, short and long versions.
- Capability questionnaire; primary school, secondary school and adult versions, short and long versions.
- Working method questionnaire; primary school, secondary school and adult versions, short and long versions.
- Career maturity questionnaire; primary school version, short version.
- Competency inventory; career-starter and adult versions, short version.
- Value preference and motivation questionnaire; primary school, career-starter and adult versions, short version.
- Leisure-time interest questionnaire; primary school and second school versions, short version.
- Subject interest; primary and secondary school versions, short version.
- Learning resources questionnaire; primary, secondary school and adult versions, short version.

**ASSESSMENT PROCEDURES RELATED TO WORK:**
- Employability Scale; career-starter and adult versions, long and short versions.
- Checklist of factors hindering employment; career-starter and adult versions, long and short versions.
- Unemployment deficit scale; career-starter and adult versions, short version.
- Job-search and -retention conduct scale; career-starter and adult versions, short version.
- Starting entrepreneurs’ test; career-starter and adult versions, short version.
- Professional identity questionnaire; career-starter and adult versions, short version.
- Transferable skills questionnaire; career-starter and adult versions, short version.
- Mobility questionnaire; career-starter and adult versions, short version.
- Managerial skills questionnaire; career-starter and adult versions, short version.
Employability scale

The most important issue in relation to a job loss or change of employment is the degree and improvement of employability, and reaching a ready-for-employment status in order to be able to find a job and employment, to be in demand on the labour market and to comply with the requirements of employers for successful employment and job retention. A job-seeker/employee may be employed if he is capable of finding, obtaining and gaining a job that is more suitable for him with very little or no external assistance; if he can successfully perform the tasks of his job and keep his job; and if the person can maintain the continuity of career-building, and manage the necessary transitions and changes that are required in a new job.

“Readiness for employment” occurs when the following requirements are met:
- The job-seeker/employee knows what kind of a job he should be looking for and would be suitable for him, and there is a good chance that he will find a job in the area targeted by him on the labour market. (“Career decision”)
- The employee possesses the education, vocational qualification and job-specific and general competencies (communication, co-operation with others, problem-solving, conflict management) and/or professional experience that are required in the targeted employment (“Professional competency”)
- The employee has learned and effectively applies the techniques required for successful job search (CV, labour market marketing, recruitment interview), and he is actively looking for a job (“Job search”)
- The employee is capable of performing well for a long time and of adjusting to others during work, based on which there is high probability that he will be able to keep his job (“Job retention”)
- The continuity of career-building was not broken despite unemployment. The client has maintained or developed his working competencies; has not lost his interest in work or professional identity, and has high motivation for work. He also possesses relatively recent and positive working experience (“Career-building”)
- No or very few employment hindering factors (“Limitations”).

The purpose of the employability scale is to assess the “ready-for-employment status” and degree of employability, and to assist job-seekers and people returning to the labour market after a long absence (people with changed working abilities, mothers returning to work after child-raising benefit and child-raising allowance, etc.), in reaching the ready-for-employment status, in their job-seeking efforts / in returning to employment.

Factors hindering employment

Most employment limitations are known to us, but it is more difficult to answer the question of how many and what type of employment hindering factors occur in relation to a particular client. How many people do not take employment because of a psychological illness or because they look after a relative requiring care or because of transport difficulties? The most frequent factors hindering employment can be classified into one of the following categories:
- Lack of education, skills and work experience
- Health (physical and psychological) and dependence problems
- Dissatisfaction of fundamental requirements of life (housing, meals, indebtedness)
- Demographic changes (age, being a member of an ethnic minority)
- Transportation
- Care for children or ill relatives
- Labour market situation
- Support / training opportunities promoting employment (a temporary hindrance)
- Limitations imposed by the workplace
- Job-search knowledge and skills (inadequacy of job-search techniques)
- Lack of private life and employment outlook, future prospects, career planning
- Lack of social support (support from family and friends)
- Limitations of the service systems
- Limitation of the interest representation systems
- Personal hindrances (attitudes, conduct)
The employment-hindering factors are personal, environmental and social limitation and challenges which may influence how we find our place in the world and see our opportunities, to what extent we are able to use our capabilities and expertise, whether we are ready for employment and can work successfully, or have a chance to find employment or the job that is most suitable for us.

The employment-hindering factors are physical, behavioural and attitude inhibitions and stressors of the individual, the environment and the society, and represent a hindrance in finding or keeping a job.

**Unemployment deficit scale**

A person who becomes unemployed may have psychological and emotional reactions, such as increasing dissatisfaction with life, hopeless future, depression and increasing anxiety, apathy, resignation, low self-esteem, or self-image, change of identity, lack of self-confidence and problem of cognitive functions.

Unemployment causes changes also in the lifestyle and the way of life: the living space is shrinking, time organisation deteriorates, disintegration increases, the person intends to stay out at night and becomes lazy, the level of activity is falling and smoking and alcohol consumption are rising.

The financial and existential losses triggered by unemployment are also significant: they include an income loss, deterioration of the standard of life, use of reserves, debt accumulation, changes in the consumption basket, limited mobility because of the high travel expenses. In addition, socialisation decreases and social isolation develops: there are conflicts in a family, which may lead to a divorce, friends and acquaintances stay away, there is no more contact from colleagues, declining position in social relations, prestige and social status.

Unemployment may have an unfavourable impact on physical and psychological health: leading to psychosomatic problems, increasing risks of stress illnesses, lower defence capacity of the body, physical illnesses, application for disability, depression and addictions.

The “Unemployment deficit scale” is a self-assessment procedure, with which one can reveal to what extent they can manage the negative consequences of becoming or being unemployed, and may receive feedback on whether or not they have a chance of finding a solution to their unemployment crisis independently, without any external assistance, and effectively cope with the consequences of stress and whether or not they are psychologically ready for job search. By identifying the emotional processes typical in an unemployment crisis, our intention is to identify the assistance/counselling forms that are required for restoring the psychological resources, and by providing and offering them, we wish to improve the chance for making a new start, and the efficiency of the use of the services.

**Successful job-search and retention conduct scale**

Parallel with an increase in unemployment, the identification of factors affecting successful job-search has become increasingly important. In the middle of the 1980s Nathan Azrin developed a so-called JOB CLUB programme (its Hungarian adaptation was prepared with Canadian support, with the involvement of Arthur Mills), which aimed at assisting the long-term unemployed to return to the labour market. The programme identifies the most important variables that have key influence on the efficiency of finding a job. It focuses on the job-search conduct, more specifically the activity for finding and obtaining a job. A job-seeker must intensively look for a job in order to find one that is more suitable for him in the shortest time.

The job-search, labour market marketing and self-management strategies used by the job-seeker also determine the efficiency of the job-search activity. The research of habits confirms the experience that employee recommendations and recruitment from acquaintances are in first place. On the other hand, the majority of job-seekers look for a job on the open labour market and apply for jobs found in advertisements or reported to job centres.
In terms of the efficiency of the job search, it is of key importance whether the job-seeker understands and is capable of adequately using the job-search techniques. The job-search techniques include the use of all tools required for finding, obtaining and gaining the job (CV, motivation letter, orientation interview, contact building, recruitment interview, etc.). The job-search techniques may be developed with individual or group job-search techniques training, or in the form of participation in Job Search Club programmes.

The outcome of a successful job-search process is the achievement of the targeted job, which gives an opportunity for the individual to use and develop his professional competencies, strengthen his professional identity, retain the job and, last but not least, earn an income. All depends on how he can integrate in the new workplace, and how fast and individually he can learn his tasks to be performed in the job, and on the relationship developed with his superiors and colleagues. Effective job-retaining conduct is one of the key prerequisites of long-term employment. The resources and limitations related to the retention of the job should be assessed as early as in the job-searching phase, and preparations must be made for employment accordingly.

The purpose of the successful job-search and retention conduct scale is to identify the characteristic features of job-search and retention conduct, based on which the user can conclude whether or not he is duly prepared for the job search; the efficiency of his job-search strategy and techniques, and the chance of gaining and maintaining the job. By developing a successful job-search scale, we wish to create a tool that enables those to use the related services who most need them, through which we can improve the efficiency of the job-search guidance type services. With the results of self-assessment, our intention is to assist the users to recognise the necessary individual and group job-search guidance services, with the help of which the job-search techniques can be developed and the job-search conduct may become more effective.

**Starting entrepreneurs’ test**
The starting entrepreneurs’ test was developed based on the summary and analysis of the experiences of various foreign assessment procedures (12 methods), and some Hungarian efforts to assess the entrepreneurial potential and personal resources, while we also took into account the characteristics of successful entrepreneurs. An entrepreneurial potential (resources) is a complex category requiring a complex approach, and comprising the following main factors: autonomous decision-making, initiative skill, positive reaction to changes, willingness to take risk, competitive attitude, stress-enduring capability, innovative problem-solving, creativity, negotiation technique, managerial (management) skills, responsibility, determination, internal motivation, diligence, persistence, cooperation, self-confidence, positive self-assessment.

The starting entrepreneurs’ test is a simple individual test, measuring entrepreneurial motivation, competences and attitudes and identifying the characteristics of an entrepreneurial conduct, and it can be used to identify and select potential entrepreneurs, plan face-to-face counselling and training needs and support requirements, and to assist self-understanding which is required for making a wise decision on the launch of an enterprise.

The individuals completing the questionnaire can conclude whether they possess the motivation, competencies, personal resources and attitude required for the launch and successful operation of an enterprise. The results of the survey also give them feedback on the type of assistance and support they will need to have more self-confidence and be better prepared for starting their own enterprise.

Not all self-assessment procedures can be presented in detail in this article, but we hope that we have managed to create a complex career guidance system on the National LLG Portal, which will become an indispensable tool for interested individuals and counsellors in making independent and wise career decisions in order to have a successful professional career.
PETRA WOLF: REPORT ON THE OUTREACH SERVICES REALISED UNDER SROP PROJECT 2.2.2.

SROP Project 2.2.2. entitled “Development of the content and methodology of career guidance” is a priority programme of the European Union. The main goal of the project is to make free career guidance accessible to all, instead of its being the privilege of a few. To ensure that, in addition to the delivery of guidance proper, the programme developed a so-called outreach service as well, one of the main components of which is to make the opportunities offered by SROP Project 2.2.2. known to the widest possible public. The users of the service are not restricted to job-seekers: the growing number of our clients includes employed persons, people contemplating a change of career or in need of reinforcement to continue with their career and also pupils and parents.

One of our main objectives is to make our career orientations services accessible to all, irrespective of labour market status or place of residence. For this reason, our career guidance activity is not limited to the office premises, but embraces various extramural sites as well: schools, career offices, family support centres etc. In our capacity as counsellors – thanks to our flexible working time – we can easily adjust to the needs of the secondary target group (see below), that is, the clients: we are accessible e.g. late in the afternoon, so employed clients can come after their working time and use the guidance services then.

The programme highlights two target groups. The primary target group of SROP Project 2.2.2. consists of professionals involved in some form in career guidance. That is, are target persons whom the programme wants to help first and foremost in contact-keeping and co-operation with one another. This is an essential pillar of our work, since the people concerned are in direct contact with a major part of the users of the service, and hence they are in a position to refer them to the experts of our network. The members of the primary target group are PES, NESO, REC, adult training and general education experts and institutions, private career service providers and coaches, public education employees, people involved in career guidance/choice, career offices and experts active in private TWA or brokerage activity.

Members of the secondary target group of SROP Project 2.2.2. can take part in individual guidance, group guidance, collective development and also distance guidance (by msn, e-mail, Skype), a way to expand the circle of service users. Of course, clients in the last category are people who have no career guidance counsellor nearby, and for whom travel would be impossible or very difficult and costly.

The project gives special emphasis to the so-called outreach programmes. As part of that programme, we appear at career expos, career and job fairs, form master’s lessons, in plants or other events of relevance for career guidance, and at various cultural events to address the professionals representing the primary target group. Work in the context of the outreach service is rather complex, since this area includes many activities, from ad hoc presentations to the organisation of plant visits of several days.

Note that the outreach service is essentially different from guidance in the general sense. On the one hand, we get in touch with both target groups and, on the other, the main goal is not career guidance in the strict sense, but rather the widest possible propagation of the SROP 2.2.2. career guidance system. This is highly important, since the service is still unknown to many. I believe that we must take part in as many events where the expert members of the primary target group are present as possible, for the latter will be able to hand on the information we provide them. Special mention should be made of presence at cultural events and festivals, also as part of the outreach programme, where we can introduce the programme to young persons who are about to choose a career or who may be school-leavers/career-starters who failed to find a place in the labour market. Guidance is usually provided elsewhere, not at the events concerned, where we make appointments and occasionally arrange first interviews, to be followed by individual guidance at the counsellor’s office.
The outreach services include form master’s lessons held by the career guidance counsellors. On such occasions, I introduce the pupils to the career guidance options (individual guidance, self-knowledge questionnaires, films and folders on occupations), which they can then use themselves. In my opinion, these presentations are an excellent initiative: such occasions are always followed by group guidance in around 4 sessions, which goes much deeper into the topic of vocational orientation. The sessions concerned cover not only the occupations, but also the importance of individual decisions, and of one of the key points of lifelong guidance: the significance of lifelong learning. Instead of the traditional “teacher-to-student” type frontal teaching, guidance is realised in the form of interactive sessions, and hence it provides the pupils with new and useful pieces of information via practice-oriented methods and assignments. Furthermore, it gives us a chance to exchange ideas with the teaching staff.

On 24-25 February 2010, a two-day teachers’ meeting was held at Iregszemcse, in County Tolna, Hungary. The specialty of the event was that teachers invited there worked in the so-called “Springboard” (Dobbantó) programme, linked at several points to the concept of SROP 2.2.2., and actually the participants paid special attention to vocational guidance. One of the main objectives of the programme is to help pupils who drop-outs get back to school or move on to the world of labour. The pupils concerned are in need of support essentially in the areas of communication, learning, social interaction and basic employment and career-building skills. In addition, their specific work-related skills are also low, and they are provided help to improve them.

As career orientation counsellor, I consider it useful that under “Springboard”, the pupils master in a modular system not only the subjects, but also the competencies that are indispensable for successful career-building. My work experience so far has been that a drop-out or a person with low school qualification faces very high risks from a labour market point of view. The chances of placement are reduced even further among socially disadvantaged pupils and children with special needs. They have a lower-than-average chance for a posteriori correction, for exploiting a second or third chance, since their underprivileged status prevents them from taking part in vocational training at a tuition fee. Accelerating development, knowledge-based economy and society and changes due to globalisation have a major impact on the individuals’ options and possible career-ways. I think that it is a priority task of career guidance counsellors to reduce the negative effects concerned.

I was invited myself to the teachers’ meeting indicated above by the Principal of Göllesz Viktor Primary School and Special Vocational School of Iregszemcse to hold two presentations. This was not my first meeting with the school where I have already held several vocational orientation sessions. The event was attended by teachers from Budapest, Kecskemét and Tatabánya, who emphasised the importance of competency-based education, and the invited lecturers included coaches, family support and child welfare experts and other counsellors.

On Day 1, I made a presentation to the managers and school principals on the labour market; on Day 2 to teachers and counsellors on the possibilities offered by career orientation. The interactive nature of the presentations made it possible to ask questions and share experiences.

My presentation analysed in the first place the inter-relationship between the labour market and the education system, and touched upon the situation of the unemployed and the job-seekers. I am firmly convinced that job losers need our special attention, since in addition to the financial losses, they tend to be affected by several negative psychic factors which, in turn, have a negative effect on their career in general. I emphasised the importance of competitive vocational training, with special regard to the shortage vocations. There is still a gap between the labour demand and the supply, which could be eliminated among other things if the experts/institutions involved in vocational training realised how important it is to provide marketable qualifications. Although our career guidance activity covers also career transition guidance, I think that prevention should be emphasised in that area as well. If people choosing an occupation/a career decide on one that conforms to their lines of interest and competencies and is relevant from a labour market point of view,
they stand a better chance of being successful than those who decide in a flash, on an ad hoc basis. In the context of the outreach activities, so close to my heart, and also in school-based career guidance work, I have often noticed that, as far as the compulsory subjects are concerned, the quality of education is excellent. However, in addition to the quality teaching of the special subjects, sufficient emphasis should be given to the development of competencies the mastering and application of which is imperative for the individual to have a successful career. Our task as career counsellors is to help teachers among other things by visiting as many schools as possible and by starting the development of the (key) competencies in as early age as possible. It is essential that career and self-knowledge development should start in early school age. In this regard, it is a must to provide support to the teachers and experts who are in daily contact with the pupils. Phase 1 of SROP Project 2.2.2. has already taken the first steps to change the view that career guidance is synonymous with the career choice and to make its wider and deeper implications discernible.

My second lecture was about SROP Project 2.2.2., and I presented in detail the services we offered. The public was most interested, and actually several schools invited me to hold career orientation lessons there and teachers from other towns indicated that they would get in touch with career orientation experts at their place of residence. The importance and necessity of the outreach programmes is confirmed also by the fact that, for several persons, this was the first occasion to hear about SROP Project 2.2.2. and the possibilities offered by the programme. The possibilities of accredited teacher training events of 2x3 days and of plant visits for pupils raised the most interest. Several members of the public applied for training right after the lecture, and later on they deemed it very useful. Since I have already organised and led plant visits, I was willing to answer the relevant questions, too. I think this is the most complex one of our outreach services. The work begins by surveying the lines of interest and other needs of the schools and pupils.

Then appointments are made with various plants, companies, enterprises. I think that, from a vocational point of view, it is of outstanding importance that the participants should get first-hand experience of certain vocations, take its typical tools and equipment in their hands and address questions to those who work there and hence receive authentic information on the given vocation. Our service activity does not end there: there is a discussion after every visit. This pillar of the outreach service can be regarded also as prevention: the pupils are given an opportunity to acquire in-depth knowledge of the given occupation. As a consequence, they either become more committed to it or, on the contrary, they realise – before taking a career decision – that the occupation they were interested in actually has a different content in reality.

I am convinced that, in addition to our counsellor activity under SROP Project 2.2.2., more emphasis should be given in the future to the outreach services, since its results are visible, sometimes tangible and they are even reflected by the relevant statistical figures.
Introduction

In collective guidance sessions with young career-starters, a basic dilemma is reiterated at the discussions, the solution of which cannot be bypassed, only postponed to some extent: “What have I been learning for years, is that my subject or my vocation? Have I chosen an occupation, or shall I “only” have a qualification with the help of which I will do some work, some time, somewhere? Do I lay the professional foundations of my work career during these years, a must to reach my goals, or have I always considered this to be my mission, a foreordained one, or do I just wish to be committed according to my choice, decision or my talents? In what follows, I shall present a group guidance process in which the above questions carry central weight and which tightly fits into the professional targets of the priority EU programme entitled “SROP Project 2.2.2 – Content and methodology development of the system of career guidance”, in line with the principles and context identified in the professional protocol of guidance counsellors (Borbély-Pecze et al., 2009). The paper sums up the experiences of 5 training programmes realised in the academic year of 2009/2010 as ELTE university courses. The title of the courses was “Career management training”. They were announced as a general education study unit or as module to be chosen on a compulsory basis. In 3 courses, the groups were homogeneous, made up of third-year BA psychology students; in 2 study units, the public was heterogeneous, and consisted mainly of Arts and Humanities students. (The courses were announced in blocks of 3x1 days, so they can be regarded as trainings of 3x1 days.)

Training objective

I chose the two notions of Profession and Career as the subtitle of the courses. The primary objective was to reinforce the career identity of the students. First of all, we surveyed the career antecedents of the participants, with a focus on their own experiences in relation to the (two) major(s) they chose, to depict the career development course they had covered already. Thanks to the emphasis on the self-knowledge of the students and its expansion, more distant career goals, well beyond the horizon of the university years, have become discernible. In addition, we touched upon the need for the experiences offered by the chosen career, a must for the person to deem his own fulfilment, self-realisation efficient, i.e. to be content with his life and its progress. All in all, the objective was to promote identification with the chosen profession, a considerable asset for the development of one’s sense of mission and the way in which he thinks about himself (Ritoók, 2008). In addition to the predefined objectives, of course, in the first phase of the formation of the group, at the time of the clarification of the framework setting, the participants have always raised some topical issues which could complement the main issue. What they wanted, in one word (if it is possible to describe this in one word at all), is “applicability”. Instead of theoretical information, they wanted knowledge, skills, competencies they could actually start using the day after they entered the labour market, degree in hand, and in their quarter life crisis.

The future and beyond

At the training sessions, the career-starters expressed fears from the future which could be assigned to three distinct groups. The issues of competency and efficiency in relation to their professional future played a key role. Firstly, “Am I fit for the profession I chose? How can I become a competent expert? What shall make me good in my work and when and where shall I learn about that?” A similarly central issue was the sometimes over-explicit question of everyday living: “How much shall I earn after university? How shall I find a job in the middle...
of the crisis, at the time of over-education?” Thirdly, the issue of the work-life balance was raised: “Do I have to sacrifice everything for my profession?” That is, preparation for the concerns, difficulties and possible pitfalls came up as an important criterion in connection with the development of one’s professional career. By defining, expressing and describing such fears, we could arrive at a problem definition shared by the group members, which then allowed us to make headway with our common thinking, the natural givens due to individual differences notwithstanding.

**Careers and Time**

Throughout the common target-setting procedure, we had to preserve a past/present/future axe. During the three sessions, every participant could view his career choice and its antecedents and consequences, with their respective negative and positive aspects, from three points of view. This was illustrated during the training as shown in Figure 1. My experience is that by looking at the same problem area from several points of view (whether in the form of individual or collective guidance), the essentials of each aspect get juxtaposed, their effects multiply and in a Gestalt framework, so to say (see Figure 2), they become much more than the simple product of individual points. This is especially true if the time axe is included in our thinking, because that serves as a direct link to the lifelong guidance approach. As a result, by the end of the training, the participants had a much more complex view of their own career, its past, present and possible futures. Most participants associated the words “consciousness” and “awareness-raising” with the lessons learned at the sessions. The self-reflection tendency was really a prominent experience in the group. During the various group exercises (once the group dynamic started to work, and an adequate atmosphere of trust has evolved) most members dared reveal their personality, character traits more openly and decisively.

**Self-reflection**

By way of illustration, let’s have a look at some examples, notions, to which the individual must relate personally in the process of career management of planning.

To be independent and self-sustaining, to stand on one’s own feet – or is that mere self-delusion, an illusion, at the start of one’s career, when even separation from the parents conceals special issues? Do I dare face the contents or, by the way, the raison d’être, of criticism and especially self-criticism? Do I contradict myself to protect the boundaries of my sometimes self-conscious, self-conceited, sometimes complacent, hardly formed or forming ego, or do I exercise self-control, learn from my own mistakes and exercise self-discipline and undertake the burdens of planning, whether for the purpose of more abstract, distant future objectives or tangible direct actions, such as the writing of a CV. Finally, from the point of view of our topic, the triad of self-evaluation, self-confidence and self-esteem is essential, as a combined indicator of the person’s healthy self-love, i.e. his attitude to himself, whether it concerns his outside appearance, body image, or internal attitudes, traits and character.
In my opinion, if a person manages to adopt a healthy attitude to himself in regard of such and similar matters, then he will relate to the objectives he embraces and chooses with commitment and, in addition, also a constant sense of challenge, and feel and be more in control, that is, be what Kobasa calls a hardy personality (Kobasa, Maddi, 1984), i.e., an individual in charge of his fate instead of being driven by it. This, of course, is a major step in the direction of self-realisation and self-fulfilment.

**Professional identity**

This is another issue for self-reflection which, however, must be discussed in a section of its own. The participants showed considerable scatter in their answers to questions querying the major(s) they studied. A simple question asked almost every day (“What’s your occupation?”) divided the group. Some said “I’m a student”, others anticipated their degree and said “teacher” or “archaeologist” etc. without further reflection. Most, however, defined themselves by the transition in between the two states: “I will be a historian”, “I am a student of andragogy”. When does the moment come when someone regards a chosen major as part of his full identity without further reflection? And does that turn come at all? For, in regard of one’s professional career, it is not indifferent what one thinks of his own professional status: in terms of content, “I’m a special needs teacher” or “I studied as teacher of special needs” are identical, but there is a quality difference between the two.

To return to the expression of “awareness raising”: throughout the group process, there was a possibility for the self-complexity (Linville, 1987) of the personality to come to light, with special emphasis, in addition, on how an established or developing professional self-identity affects the individuals various roles or, more precisely, the system of the latter. With that, we get back to the issue of competency: How does a competent professional’s identity evolve, especially in the beginning of the career? Is it enough to put all one’s heart in the matter, as Bakó (2005) says?

**Success vs failure**

This is a critical issue in the career-starter’s thinking of themselves: Who is in control? Is my professional progress or maybe the job itself due to my talent? Or to my efforts, or maybe to blind chance, or was it some external factor that brought me up or down from where I used to be? There is no objective answer to such questions. The lesson of the training was that, generally speaking, the participants would like to feel (Rotter, 1966/1988) to be in control, but once the group process has started, they dared admit their underlying thoughts and emotions, and then the contrary tendency appeared, namely that they felt rather vulnerable, and took up positions more towards the other end of the line, if we approach the issue socio-metrically.

**Career management vs lifespan planning**

The effects of a given approach vary by professional area and by individual. For a marked segment, the word “career” (in Hungarian) generates absolute refusal, antipathy and has absolutely no positive connotations. Most people like to use “lifespan” (Super, 1980) instead, even if they had hardly heard it before. One wonders whether the difference between the two notions stops at this point or goes further.

In my opinion (in the Hungarian terminology), “lifespan planning” implies for most people the desired feeling of being in charge: they can plan and decide what to do with their lives, whereas “career planning” and especially “career management” gives the impression that the student exiting the university gates is vulnerable and has little influence on the development of his successes or failures.
SPREAD OF THE LIFELONG GUIDANCE APPROACH

As mentioned already, the topics of the training have been chosen so as to examine the attitude of a person to his professional career from different points of view and through different exercises, that is, as shown also in Figure 3, a narrow cross-section was provided during the training on how the individual relates to himself, his profession, career, to “important others”, i.e. to life. This cross-section snapshot can be repeated in function of the inner needs of the individual and for any phase of life, depending on the needs ever. It is possible to carry out a structured analysis based on the criteria provided for the past up to the present moment. As for the future, on the other hand, the same criteria allow to carry out a complex target-setting procedure and – as is known, no wind is good for a ship without aim – if the targets are formulated in a manifest way, the way there, that is, the answer to the recurrent question asked by the group members, “How?”, will also get closer and closer. Speaking of career planning or future planning, whether in individual or collective form, the more precisely a person can describe the course of his desired professional development, the more efficiently he will mobilise his inner resources, taking into account both the motivation factors and the time and energy demands.

DISCUSSION

Finally, here is hypothesis H0 based on the experiences of the training course outlined above and of its peers: Participation in training of this kind makes career-starters more competitive in the areas of placement and career management. (Obviously, empirical surveys should follow to test that.) For, such group processes provide them with a clearer view of themselves and enhances their capacity to view themselves from several aspects, whether that of the direct environment or the system of the broader social medium. In addition to mutual reinforcement by the group members, as in any group guidance process, their communication skills improve and, an essential point: the students (the Hungarian word “listeners” is rather apt in this context) master their courage to ask questions and to act, that is, their passive attitude is replaced by an active one. Enhanced personal activity, on the other hand, is a key factor in many areas of life – suffice it to mention the processes of formal and informal job-search. All in all, the novelty of these training programmes lies in their offering a novel context and approach, and in their emphasis not only on the cross-sectional view, but also the longitudinal “straps” provided to the individual to help his self-fulfilment in his professional as well as private career. Of course, it is easy to understand that a collective guidance situation like the one depicted above will only be a first step, a kind of first impetus. The way people will use the experiences of the training sessions and with knowledge acquired there depends on the individual, his sense of responsibility.

REFERENCES

BAKÓ, T. (2005): Töréspontok mentén (Along the fault lines), Psycho Art, Budapest.
Katalin phoned me and asked for an appointment for career advice. Our telephone conversation revealed specific knowledge and expectations concerning the contents of the consultation. Her voice seemed determined and decisive on the phone and we agreed to meet a few days later.

First session

Katalin arrived on time. Based on our telephone conversation, I expected to meet a decisive young girl, contrary to which she knocked quietly, and entered the room worried. She is a pretty, specifically intellectual and neat young girl, with glasses and beautiful hair, which especially may attract attention. Following the introduction and the clarification of the counselling framework, she began to talk immediately. I felt that she had wanted to share her problems and the main events of the recent years of her life with someone for a long time.

Katalin was born in 1985. She had an average childhood, and finished her primary school studies with excellent results, therefore it was clear that she would continue her studies in one of the strongest and best recognised grammar schools of our town. The school was chosen upon pressure from her parents, and contemporaries, as Katalin said: “I saw the others, and this is why I attended the same school.” However, “her popularity” changed at the secondary school because the popular student of the primary school quickly became “one of the many”. Her educational results also deteriorated significantly, which contributed a great deal to going through the grammar school years with a lot of anxiety. The only subject that she liked studying was the English language, where she was successful, and she was especially proud of her intermediate English language certificate.

Katalin told me all this almost in one breath, which confirmed my feeling that the withheld words had been accumulating inside for a long time. She placed trust in me and in the counselling process so fast that sometimes I felt that we had known each other for a long time. However, I felt that there was still something else she would not or could not talk about yet. After the grammar school, she applied for higher studies in English and social pedagogy. The English was an obvious choice for me, but social pedagogy was not, and therefore, I asked her to explain this choice. Her answer made me think again that in many cases Katalin was driven by the events rather than taking action based on well-thought and deliberate decisions. However, she denied it when I asked her how she made her decisions. She answered that she made independent decisions. She answered that she made independent decisions, but a few seconds later, she added that “it is the case these days... but at least I have my own dreams”. Naturally, I did not leave it like that. Katalin dreams of folk dance and English, and these two things are the most important in her life. She began folk dancing at a very young age, but she would not like to be a professional dancer, and dances only for pleasures, because then she can be herself. She is especially fond of English, but at the same time, she also feels some hatred about it, because she thinks that the development and appearance of her illness is closely related to the unbelievably intensive English studies. When she talked about it, her face changed, showing sadness and bitterness, she became silent and looked into the distance. I felt that we had to close our first session then, because I learned a lot about Katalin and the topic which was briefly mentioned and which should have been discussed at the next session. I drew the same consequence from Katalin’s non-verbal signals, and when I suggested closing the session, she looked at me gratefully, and thanked me for it. We agreed to meet one week later.
SECOND SESSION

Katalin arrived on time again, and began to talk with the same enthusiasm as on the first occasion. I decided to remain in the background and let her carry on with her ventilation, therefore, I asked occasional questions to guide the session. Soon, Katalin referred to the previous meeting, and began to talk about her illness. The illness developed while she was studying at the college from the anxiety which accompanied her years at the grammar school. She was afraid of almost everything that happens to her at school and in her private life. She became uncertain in each decision, and gradually became introverted, began to cry regularly without any reason, and isolated herself from her fellow students increasingly, almost cutting off any communication with them. During most days, she was depressed and she was unable to be happy about anything. Then everything turned around: she was full of energy, and became aggressive and demanding, she wanted to have and solve everything immediately. Once she fell so ill that an ambulance had to be called out. This is when her Calvary began. She was prescribed drugs and she was diagnosed with bipolar affective disorder.

Katalin found it very difficult to accept that at the age of 20 she was diagnosed with such a serious psychiatric illness, especially because she hardly knew anything about it. She had to take very strong medication regularly, and it was important to have a quiet atmosphere around her both at school and in the family. Her family supported her all the time, and they still support her. This is when she first talked about her mother, father and older brother. Her mother is a very strong woman, who has an own enterprise, operating a shoe shop. Her mother wanted to study and attend the same grammar school as Katalin, but due to financial difficulties she was unable to continue her studies. She still regrets it and therefore she would not like to see her daughter making the same mistake (Katalin referred to this several times). She has a very good relationship with her mother and she can rely on her in everything. Her mother supports her in every decision, although earlier it seemed that she wished to control her (e.g., in the choice of the secondary school). She described her relationship with her father as neutral, because they hardly ever talked to each other, and this was all she revealed about this relationship. Her older brother is 33 years old, an economist with two diplomas, and he has never had any problem with studying or integration. He is getting on well in life, and they have a harmonic relationship. In summary, Katalin’s biggest support is her mother, who supports her in everything and in all her decisions. She has no friends, and ended a rather long relationship recently. Due to her illness she was unable to complete her studies in English and social pedagogy, therefore she obtained the basic diploma in religious teaching. By now, she reached a point that she would like to study something that she can also complete, but she does not yet know what it should be.

I thought that this was the point when we reached the present. Katalin had to share also her past with me in order to enable me to help her effectively with her current problems and the rationalisation of her career ideas. I set a homework for her to write down the occupations she was interested in and she found attractive. We agreed to have the next session one week later.

THIRD SESSION

Katalin arrived in a good mood, full of enthusiasm and with many questions. She prepared a list of the occupations she was interested in. The list contained the following:

- social worker
- social pedagogue
- kindergarten teacher
- teacher
- return to the college studies in English to complete them and become an English teacher
- to obtain a master’s degree, based on her basic diploma as a religious teacher
- Pilates yoga trainer
I was most surprised by the Pilates yoga trainer in the list, because Katalin never mentioned this line before. Katalin told me that she had started a Pilates–yoga trainer course, which she liked a lot, but she was afraid of taking the exam. The course costs HUF300 000 and the examination fee would be HUF70 000. She is afraid of the exam, and she is not really studying for it, because she thinks she will never take it as she is afraid of the failure or that her illness will reappear due to intensive studying (Katalin has not showed any symptoms for years, and she no longer needs to take medication either. She thinks that this is due to deliberate rest and paying attention to herself and she would not like this balance to be broken again.) She liked the yoga course a lot and she would like to do it in the future, too, but for the time being, she is afraid of anything that could put any burden on her. Her mother supported the idea and she would like her to take also the exam. Katalin repeated several times that she was pressured by the exam, and that she felt that she had given this up just like she gave up all the previously started studies. At that point, I thought it was important to point out that there was a huge difference between giving something up uncompleted or interrupting something due to an illness. Katalin also felt this, but she found it difficult to accept that at the age of 25 she still did not have any qualifications based on which she could find a job that she would be happy to do day after day.

In the second half of the session, we looked at some of the future opportunities. We discussed the completion of the English studies and becoming a teacher and the master’s degree based on the religious teacher’s diploma. Katalin had some doubt as to whether it was time to start studying English again, and whether she was strong enough to overcome the hindrances. In this context, we agreed that she would consult her doctor and ask him what he thought about the continuation of her studies, whether Katalin could cope with such a burden and what was the probability that the illness would return again in the same environment, and because of the study requirements.

In relation to additional studies as a religious teacher, Katalin herself said that she felt it would be unnecessary because she would not like to do that job. Once it was clear, we looked at the social worker, social pedagogue and kindergarten teacher. Katalin would have liked to gain assurance that she could be successful in these occupations based on her capabilities, skills and interest. This is why she completed the work interest questionnaire, the occupation interest questionnaire and the work value questionnaire, which I evaluated by the next session when we discussed it. I also asked her to prepare a list about herself containing the following factors, and to ask also her mother about the first two categories:

- Strengths (things that I am good at)
- Weaknesses (things that I would like to change)
- My objectives (short-term and long-term)
- Things that I do in order to achieve my objectives

I promised to find out from a kindergarten teacher the capabilities and skills that are required in that profession.

**Fourth session**

Katalin arrived at the fourth session with decisive steps, a smile and with enthusiasm. Her whole behaviour and non-verbal communication changed during the counselling: she opened up and I saw a young girl full of plans and objectives sitting in front of me, who looked at her tasks with some natural caution. During the session we evaluated the questionnaire, which clearly revealed Katalin’s social sensitivity, altruism and willingness to help others. She scored the highest points in these questionnaires. Then I talked to her about my conversation with the kindergarten teacher and the schoolteacher. It made her a little bit sad that the teacher had “to be at the top” in each subject because usually they swap each other teaching mathematics and Hungarian, and the related subjects. However, she found the experiences of a kindergarten teacher very appealing, and felt that they would suit her. Then I requested my colleague, who is a qualified social educator,
to say few words about the college, where she graduated from, the studies, the job opportunities, the target
group, the main tasks, the necessary capabilities and skills, and then I talked about the same as a qualified
social worker. She liked both occupations, especially because she could work with children also in this job.
However, the possibility of dealing with other target groups, too (addicts, old people, homeless people) made
her slightly uncertain. Then we looked at the Felvi Tájoló (Higher Education Orientation) publication, which
contains descriptions of almost all specialisations and contains a list of the institutions organising courses in
the specific specialisation in an order established by students.

Katalin began to see more clearly that she would apply first to a place to become a kindergarten teacher.

Moving on to the other tasks, we looked at her answers to the four questions, and how she was seen by her mother.
Their opinion was the same in many aspects. Her mother looked at her daughter as a diligent, honest, reliable, clever
and skilful person, who is very reliable and wishes the best for everyone. In her opinion, Katalin should be more decisive
and should let the injuries of the past go (her mother put English in brackets), she should take life more easily, and she
should have more patience. Her mother highlighted especially that Katalin should pay more attention to her health.
The daughter set an objective of completing the school selected by her, and defined a long-term objective of refreshing
her English skills and developing them to higher level. She had not consulted with her doctor yet because she felt that
it would be too early for her to make a new start, and first she had to put things and fears right first.

We agreed to discuss the application during the last session and that Katalin would attend the last session with
a final order of her school applications.

FIFTH SESSION

Katalin arrived with a smile, holding the higher education orientation booklet and the order of applications in
her hand. She thought a lot in the previous days, and made important decisions. She would go for the Pilates
exam, and she also defined the order: first she would apply to Szarvas and second to Szeged to become a
kindergarten teacher. She did not put Juhász Gyula College in the first place, because she would be afraid of
going to Szeged due to her previous bad experience.

During the session, she sent her application through e-felvi, and she relied on my assistance as she did not know
the system at all. When she sent her application, I saw happiness on her face, which she confirmed upon request.
She said she was happy with this decision, because she made it alone, and she felt she could complete her stud-
ies with her mother’s background support in both plans.

We agreed that she would contact me as soon as she received some notification from the Education Office or
the higher educational institutions.

COUNSELLOR’S CONCLUSION

Katalin worked a lot on herself and to define her own objectives. She did most of it alone, with some guidance
and support from me. She had a lot of questions, collected information, and it was clear that she wanted to
make a wise decision. In my opinion, she managed to do that. I am especially happy that she did not feel that
she was worth less than other people due to her previous illness. Despite the illness, she wants and can live a full
life. According to my previous professional experience, if someone comes across a psychiatric illness, they tend
to give up and play the role of a sick person, and often even hide behind the sickness. Katalin wishes to lead a
full life and does everything she can to do so, aiming to achieve her objectives.
Objective of the structured group session:
To bring about changes in the approach and attitude of the participants in regard of the topics of informal job-search and manner of transition from work to work; experience exchange to make group members more efficient in their own work. Standardisation of the terminology/views concerning lifelong guidance in a circle of experts active in this field.

**SESSION SCENARIO**

Day 1 of the training started on Monday afternoon. First of all, we told the essentials concerning the training with my trainer colleague, with emphasis on the nature and goal of the training session. This was followed by a round of introductions. Then the trainers themselves also told the group members in 2-3 sentences where, from which institution they came. The composition of the group was quite interesting. There were 11 members, of which 5 had already taken part at an earlier training also held by us. They recruited another 4 people, and we had 2 more members who knew no one there. In terms of age group, they were 30–55 year-old, and there was only one man in the group.

The programme continued with a short exercise in the context of which the group members could tell what happened to them in the morning, when they started out for the training, and what thoughts they had concerning the 2x3-day training programme. This is a useful exercise, because the participants speak about their feelings upon their arrival, the difficulties concerning the organisation of their participation at the training and sometimes they also mention individual, family, problems, which serves as a kind of ventilation. Once they had spoken about these things, they find it easier to concentrate on the tasks.

Then came the formulation of the expectations and needs concerning the training. It is important to know what questions they want to be answered and what expectations they have. When they were ready, we provided feedback on what could and could not be achieved of the items concerned during the training. Of course, we are always flexible and as far as the syllabus allows it, we are ready to alter the subject matters. This was followed by a clarification of the context and the contracting process. We lay down both technical and group rules, and the group members nodded to indicate their acceptance of these for the six days concerned.

In the second half of the afternoon, the introductions followed, in the context of individual and interactive assignments. In addition, attunement to the topic started as well. We learned in which way and to what extent the participants’ work was related to career-building and to guidance, and we set out to work with the world of labour based on individual recollections and experiences. A pleasant group atmosphere evolved already on the first day, and the new members were also received with warmth by the old ones. Almost everyone knew what to expect during the training and no one had any objection to the training method, and hence there was no tension due to uncertainty, which is a typical feature of most first days.
On Day 2, after the warming-up game, the participants were given the task to form small groups and collect the job-search forms, techniques and institutions, and to rank them by efficiency. When all three groups prepared and presented their list, we discussed the similarities and differences and compiled a common list of the group. Group members quoted an outstanding number of personal examples and experiences, they argued for and against one another, so the task took more than an hour.

This was followed by the detailed processing of the topic of formal and informal job search. First we worked out jointly the definitions of the two concepts, collected the typical features of each type and discussed the process of formal and informal job search, respectively. The figure was projected also in power point, to underline the difference between the two terms in the dimension of activity. We have assigned the techniques collected in the previous assignment to the categories of formal and informal job search. It was quite clear that the methods deemed most efficient belonged to the category of informal job search. This assignment mobilised many personal experiences on the part of the participants, which they shared with the group.

In the second half of the morning we examined job search from the employer’s point of view. We prepared a task list from the table in the students’ notes, which the group members had to complete individually. They had to think about the advantages and disadvantages of recruitment methods. The task revealed very clearly that if a vacancy is filled via personal contacts, that implies low costs and a high rate of satisfaction, whereas for vacancies filled via advertising, the opposite is true: it costs a lot of money, and it is not at all certain that the hired person will be ideal for the post in the long term.

After lunch, the group members were given the assignment to make a poster-size job ad. The small groups had to address different target groups in their ads: students, skilled workers and degree-holders. The results were of high quality; each group made an ad which was adequate for its target group. In connection with the assignment, we discussed the types of good and bad vacancy advertisements, the content of relevance for the employer and the employed person, respectively, to be included in the ad.

By way of relaxation, there followed a task to strengthen non-verbal communication which introduced at the same time our following topic: spontaneous job search. With the help of situation games, we discussed the forms of efficient communication and conduct in phone calls or personal visits to co-operative, hair-splitter and aggressive employers, respectively.

The day ended with a major assignment: the group members had to collect the services offered by the labour market institutions/organisations, and they had to have a brainstorming session to find out how the operation of the former could be made more effective. We consciously made the groups so that no one got their employer organisation, to start experience exchange between the groups thereby. They could work on the assignment freely during the evening.

On Wednesday morning, after the energising game, the results of their work on the previous night were presented. They proved to be excellent and quite detailed. After the list of the services of the organisations, we heard good ideas as to how their array could be expanded. Where some pieces of information concerning the organisation concerned were missing, they were supplemented by the other group members or by ourselves. In the second half of the morning, we inserted a loose team-building exercise, which demonstrated very well the operation of the group as a result of the three days. At the end of the day, there was a closing circle, where the participants could share with us their experiences and feelings concerning the previous 3 days. In addition, we asked them to provide written feedback on what they expected form the next three days, to be able to prepare for that to meet their demands.

The second block followed after two weeks. We were happy to hear in the opening circle how much the participants awaited the three days that were to follow. The warming-up game was followed by a more serious task. We brought some invented cases, and the small groups had to work out a plan as to what they would do if a
client like that turned up at their place. They had to think over in what direction they would start, what they would
ask the client and what alternatives existed. They outlined their ideas on the flip chart, and presented them to the
big group, and the others could add ideas. The cases were selected (e.g. long-term unemployed past 50, mother
returning from child-care leave) so as to allow the group members to supply to as many pieces of new informa-
tion to each other as possible. In the second half of the afternoon, we held a methodological brainstorming ses-
son, looked at questionnaires and asked the participants to fill in the one Work Interests. The discussions showed
that the results were typical of the individuals concerned, who were provided reinforcement this way. They said
they would like to use the questionnaire later on in their own clientele.

Day 5 started with the usual warming-up session, and then the participants were asked to play a decision-making
game, in which they were on the brink of taking a career-building decision. We mentioned problems matching
their age, and they enjoyed that very much. This was followed by another situation game, where group members
could try an “assertive” workplace-change live. Of course, we have clarified the notion of assertiveness and the
associated behavioural traits. In the rest of the morning, we discussed career-building at the workplace. We
interpreted the concepts of horizontal and vertical career-building, and looked at the different interests of the
employer and the employee.

After lunch break, the small groups prepared action plans to prepare a possible workplace change. In the rest
of the afternoon, closing assignments followed. First they had to make a statue group to sum up our topic. This
was followed by “gift-presentation”, i.e. feedback to one another. At this point they asked us to stand in the line
because they wanted to write messages to us as well. This was a very nice gesture, not to speak of the many pos-
itive opinions we received.

In the closing circle, the participants could sum up their experiences and opinion concerning the five days
altogether. On Day 6, there was only the exam left, and everybody passed that.

Experiences

Thanks to the varied composition of the group, we could investigate the topics of job-search and transition from
work to work from many sides – family support centre, child protection centre, career office, schools. This provided
an excellent basis for experience exchange, an essential component of the training objective. It was very good to
have at least one male person in the group. He came with a rather different approach, and he was often the person
who provoked the debates during the discussions. The group included several members employed in managerial
position. It was interesting to see how much they enjoyed getting rid of their manager’s role and being present in
the group as equal members. Of course, as the dynamic of the group progressed, we got a clear picture of the fact
that the majority were very strong personalities. Everyone wanted to express his opinion, and so we had to remind
them several times of the rule that they are supposed to listen attentively to what the others say. I had already held
group sessions on the same topic, so the assignments presented here were upgraded ones, and of course minor
amendments were made to the original syllabus to adjust it to the group. It was easy to work again with people
we knew from an earlier training, but it was also a special task. On the one hand, the introductory and energising
exercises had to be modified, lest we should repeat what they had already done before and, on the other hand,
it is always a problem in such cases to bring even more colourful exercises lest they should be disappointed after
their earlier positive experiences.

I found the fact that we were two to lead the group very effective. I could pay more attention to the group members
and we could prepare the assignments better. A most pleasant group atmosphere has evolved, they could co-oper-
ate very well and were most active. On several occasions, they were carried away by the discussion to such extent
that they did not realise it was time for lunch or supper. We had to signal them that they had to end the session.
OUTCOMES

Group work ended with good results; we have kept to the syllabus throughout the six days and realised our objective.

The group members provided very positive feedback. They were happy they could take part in the training programme; they said they have learned a lot from each other’s experiences and they would be able to integrate that into their work. They managed to brush up their knowledge, to restructure it and to expand it with more modern elements. Some members actually came back to Block 2 saying they had already tested their new knowledge, exercises included, in their work. In addition, several members reported an expansion of their self-knowledge and said they had been reinforced by the group members which would give their subsequent work a big impetus.

The group members were grateful that we took their needs into consideration and tackled also the topics they proposed. They have become welded together, so to say: they established professional contacts and discussed how they could help each other, e.g. by lending books or materials.

OPINIONS OF THE PARTICIPANTS

Éva Borza, Head of Adult Training at the Child Protection Centre of County B.A.Z said the following about the trainings:

“The key feature of the training was communication-based information exchange to learn the opinion of the others on a topic, that is, experience-exchange-based learning. The composition of the group covered a wide array of employers: there were representatives from several institutions, from primary school through family support centre to the University Student Office. Thus we have examined the labour market situation, the chances for placement, return to a vocation from different points of view – the side of elementary and vocational education and higher education. There were also school principals in the group who approached the topics from the side of the employer. I think that, during the training, we have managed to identify with the job-seekers’ position, which improved our sense of empathy, and by the end of the training, the participants’ sense of responsibility for the counsellor’s work was reinforced. I am glad I could learn professional things in such a playful form, in a pleasant environment and a friendly atmosphere. We have also established very important contacts during the six days, so now I know whom I can turn to for help in the region with certain questions. I recommend the training to everyone who exercises the employers’ rights, to have a stronger feeling of their responsibility”.

Ms Kottman Zsuzsa Bárány, family assistant and counsellor of the Family Support Centre of Miskolc reported on her experiences in the following way:

“I am so glad I could get away from my usual workplace environment and take part in the training in a pleasant environment. We learned under regulated conditions, in a directed way, yet playfully, so it was not tiring at all, and it proved exceptionally useful to me. I would like to put to use the exercises I tried there during my group guidance sessions, and I will hand on the newly acquired pieces of information to my job-seeker clients. I became aware of the fact that, in today’s world, we have a chance to find placement in the labour market via informal job search, so I will strongly suggest to those who address me that they should go and get in touch with employers personally or on the phone. They should be active and independent in job search, instead of expecting my help only. I can only show them the way. I liked the colourfulness of the group; it was good to hear the opinions on the topics of people working in other areas. I think it is important to address the job-search issue from the points of view of others also and to master new methods in addition to the ingrained ones.

Thanks for this opportunity to take part in the training a second time!”
<table>
<thead>
<tr>
<th>time span</th>
<th>content</th>
<th>method</th>
<th>tools</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>4x45’</td>
<td><strong>DAY I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 20’      | 1. INTRODUCTION, DOCUMENTATION  
– people take their seats in the room  
– short introduction of the trainers  
– trainers tell what should be known about the trainings  
– attendance sheet – signing  
– short introduction of the group members (name, place of residence, workplace etc.) | Big circle | Pens, Attendance, Sheet |          |
| 10’      | 2. MATCH-BURNING  
– until the match burns down, people tell what happened to them in the morning, when they left for the training, what thoughts they had concerning the 2x3-day training sessions. | Individually | Matches |          |
| 15’      | 3. COLLECTION OF DESIRES, EXPECTATIONS  
– individually written list of expectations/fears concerning the training  
– Feedback!!! | In a circle, individually | Post It, Flip-Chart, Felt-Tip Pen |          |
| 10’      | 4. CLARIFICATION OF THE LIMITS, CONTRACTING  
– technical rules (session time, breaks)  
– group rules | Projector, Laptop |          |          |
| 40’      | 5. PERSONAL MAP  
– group members fill in the task sheet individually  
– 2+2-minute fast discussions to share one topic with another group member  
Big circle:  
– which was easy/difficult to fill in and why?  
– feedback in 1 sentence: What was most interesting? | Individually, In pairs, Big circle | Task Sheet, Pens |          |
| BREAK    |                                                                                                                                                                                                                                                                                                                                         |          |       |          |
| 20’      | 6. VIRTUAL LINE  
Group members stand along a virtual line, each person tells why he/she stood there.  
– For how many years have you been working?  
– To what extent does your work relate to career orientation/lifelong guidance?  
– How often do you meet job-seekers in your work? | Big circle |          |          |
| 40’      | 7. MY COAT OF ARMS  
– Members prepare their coats of arms  
– Topics: this is where I came from, here I am, this is where I am heading, this is where I got/get help from | Individually Big circle | Paper, Pen |          |
| 20’      | 8. BALL BEARING  
Discussions of the topics in changing pairs:  
– my first job interview…  
– best workplace…  
– a boss I’ll never forget… | Work in pairs | Chairs |          |
| 10’      | 9. CLOSING CIRCLE  
– What time have you had? | Big circle |          |          |
### Training topics

**Methods of informal job search; manner of transition from work to work**

<table>
<thead>
<tr>
<th>Time span</th>
<th>Content</th>
<th>Method</th>
<th>Tools</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>8x45’</td>
<td><strong>DAY II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20’</td>
<td><strong>1. WARMING-UP</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– How do you feel now?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Game: Continue with the motion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70’</td>
<td><strong>2. JOB-SEARCH FORMS, TECHNIQUES</strong></td>
<td>Brainstorming, Small group Big circle</td>
<td>Flip chart</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– What job-search forms, techniques, institutions etc. do you know? Collect and arrange them by order of efficiency + justify your choices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– make list on flipchart, then present it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– common list</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– personal experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BREAK</td>
<td></td>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45’</td>
<td><strong>3. FORMAL-INFORMAL JOB SEARCH</strong></td>
<td>Big group</td>
<td>Laptop, projektor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– create definitions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– figure projected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– process of formal and informal job search, respectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– classification of the collected techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45’</td>
<td><strong>4. ADVANTAGES/DISADVANTAGES OF RECRUITMENT METHODS</strong></td>
<td>Individually Big circle</td>
<td>Table</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Table filled in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Common discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LUNCH BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15’</td>
<td><strong>5. ENERGISING</strong></td>
<td></td>
<td>Chairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Game: slow-motion robots</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60’</td>
<td><strong>6. MAKE A JOB AD!</strong></td>
<td>Small group work</td>
<td>Flip chart, laptop, projektor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make job ad on the specified subjects (poster)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– features of good/bad job ads</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– what is important to include in the ad from the employer’s point of view</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– what is important for the employee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15’</td>
<td><strong>7. ITALIAN PRISON</strong></td>
<td></td>
<td>Work in pairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>development of non-verbal communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45’</td>
<td><strong>8. SELF-MANAGEMENT, SPONTANEOUS JOB SEARCH</strong></td>
<td>Situation exercise</td>
<td>Situation roles on pieces of paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Situation games with 2-2 actors; the others are observers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– How to behave in the given situation?:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Good techniques, conducts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Experience-sharing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30’</td>
<td><strong>9. ORGANISATIONS, SERVICES</strong></td>
<td></td>
<td>Work in small groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collection of services of labour market institutions, organisations; how could their operation be made more efficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Private TWAs, head-hunter agencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– PES centres</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Civil organisations, foundations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Family help centres, career offices</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Training topics

Methods of informal job search; manner of transition from work to work

<table>
<thead>
<tr>
<th>Time span</th>
<th>Content</th>
<th>Method</th>
<th>Tools</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY III</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3x45'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15'</td>
<td>1. WARMING-UP</td>
<td>Game: Slam or slide</td>
<td>Table, Coin</td>
<td></td>
</tr>
</tbody>
</table>
| 70' | 2. ORGANISATIONS, SERVICES | – Presentation of the prepared materials  
– Discussion, brainstorming | Big circle | Flip chart |
| **BREAK** | | | attendance | |
| 35' | 3. BLIND PUZZLE | Exercise to promote co-operation | In big group | Puzzle pieces |
| 15' | 4. CLOSING CIRCLE | Feedback by the group members:  
– verbally: What I liked most in the past 3 days,…  
– in writing: What I expect of the coming 3 days…  
+ Distribution of the notes! | In big circle | Paper |
| **DAY IV** | | | | |
| 4x45' | | | | |
| 30' | 1. WARMING-UP | – What happened in the past two weeks?  
– What will our topic be in the next 2 days  
Game: I have never… | Big circle | Chairs |
| 60' | 2. PEOPLE AT A DISADVANTAGE IN THE LABOUR MARKET | – ATYPICAL EMPLOYMENT – Case analysis  
– Career-starter  
– Mother back from child-care leave  
– Woman above 50  
– Long-term unemployed man  
– What would you ask the client about, in which direction would you start, what alternatives come up  
Presentation to the big group; ideas proposed by the others | Small group work  
Discussion in big circle | Flip chart |
| **BREAK** | | | Attendance | |
| 75' | 3. QUESTIONNAIRES, TESTS IN GUIDANCE | What questionnaires do you know?  
– Work Interest Questionnaire (MÉK) filled in, discussion (Questionnaires collected!)  
– My skills/competencies – presentation of the questionnaire  
– Super Value-questionnaire – presentation  
– Questionnaires under development (slide!) | Individual work  
In big group | Questionnaires  
Laptop  
Projector |
| 15' | 4. CLOSING CIRCLE | | In big circle | |
| **DAY V** | | | | |
| 8x45' | | | | |
| 20' | 1. WARMING-UP, ENERGISING | Game: Where are you going, little Johnny? | | |
| 70' | 2. DEVIL AND ANGEL | In groups of 3, according to the assigned roles (decision-maker, pro/contra reasoning), the participants must list arguments concerning career orientation decisions to a member who is about to take a decision. The game ends when the decision maker declares that he has come to a decision.  
Discussion:  
– What was it like to present arguments in favour of the topic?  
To what extent could you identify with your role? What was it like for the decision-maker party? How did he weight the arguments? Has he ever been in a similar situation? | Role-playing |
## Training topics
### Methods of informal job search; manner of transition from work to work

<table>
<thead>
<tr>
<th>Time span</th>
<th>Content</th>
<th>Method</th>
<th>Tools</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>8x45'</td>
<td>DAY V</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45'</td>
<td>3. ASSERTIVE WORKPLACE CHANGE</td>
<td>Situation game with two 2-2 actors + observers</td>
<td>Pieces of paper describing the situation</td>
<td></td>
</tr>
<tr>
<td>45'</td>
<td>4. CAREER-BUILDING AT THE WORKPLACE</td>
<td>Discussion in big circle</td>
<td>Laptop, projector</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LUNCH BREAK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15'</td>
<td>5. ACTION PLAN</td>
<td>Make action plan to prepare a possible change of workplace</td>
<td>Pyramid figure</td>
<td></td>
</tr>
<tr>
<td>60'</td>
<td>6. GROUP STATUE</td>
<td>Composition of a statue group associated with the topic of the training</td>
<td>Work in big group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BREAK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60'</td>
<td>7. GIFT</td>
<td>– personal message on the back of the other group members.</td>
<td>Slips of hard paper, Felt-tip pen</td>
<td></td>
</tr>
<tr>
<td>30'</td>
<td>8. CLOSING</td>
<td>– Feedback on the training</td>
<td>Satisfaction questionnaire</td>
<td></td>
</tr>
<tr>
<td>3x45'</td>
<td>DAY VI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXAM</td>
<td></td>
<td></td>
<td>Exam sheets</td>
</tr>
</tbody>
</table>
Our experience shows that career guidance work among primary-school pupils is rather deficient, and teachers face many difficulties as they are not trained adequately to assist the processes of career orientation and the relevant decision-making. The information base and knowledge of the parents and the teachers is rather limited and in some cases even obsolete. Children graduating from primary school are supposed to opt for a certain job group or career, but the choice they actually make is whether to continue their education in a general secondary school, a vocational secondary school or a vocational school. Parents are at a loss even though they start to consider the issue of selecting a secondary school ahead of their children. The Office of Education, Culture, Sports and Youth of the Municipality of the City of Eger with County Status has recognised the problem and commissioned our Municipal Institute for Educational Counselling, Vocational Orientation and Speech Therapy to conduct a study on this topic. (For a more detailed summary of the study see: http://www.eger.hu/Fooldal/Oktatas/tabid/271/Default.aspx)

Our research reviewed the school choice plans of pupils in 7th and 8th form and of their parents. Parents have been included, because we considered it important to learning about the information and plans they have concerning their children’s further education. We wanted to know what the most influential factors in their choice of school type were. Where and how do pupils and parents collect information? Does the qualification of the parents, and of the mothers in particular, have an impact on their children’s choice of school type? Do boys and girls have different options and intentions regarding the school type to be chosen and do they have different job-group options at the vocational secondary school and vocational school levels as well? Views differ on what role the school and the parents should play in the children’s education. There is general consensus, however, that both are necessary to enable the child to fit into society as an adult, to adapt and perform at the workplace and in other hierarchical organizations.

‘What am I like?’, ‘How do others see me?’, ‘What am I able to do?’: these are all very interesting and complex questions. Self-knowledge has multiple layers and the obvious starting point is the family, the parents. ‘Where do I come from?’ ‘What country, community, family was I born to?’ ‘What basic principles, thinking patterns, traditions, beliefs and behaviours do I carry with me?’ ‘Is there a tradition of certain professions, occupations in my family?’ Having answered these questions one can start thinking about the questions of ‘Where am I heading?’, ‘What do I want?’, ‘What are my goals and objectives and are they realistic and attainable for me?’, or ‘Can I, and do I want to make sacrifices for such goals?’ (Szilágyi, 2002)

According to Mollenhauer’s (1996) study, the value preferences of parents reflected in their style of parenting strongly determine the value preferences and school performance of their children, the way they relate to studying and their further education. He found that the children of present-oriented parents with lower levels of education tend to have worse results at school and to opt for continuing their education at institutions which provide brief vocational training. Individualistic and more future-oriented parenting is more typical of the members of the middle class. In general, the children of such families have better school results and maintaining or raising their status is a dominant factor in their further education. Accordingly, these parenting styles function as value transfer mechanisms in the socialization process.

‘Our set of values is a trait constituting the basis for selecting from our environment the things, objects and persons of significance to us.’ (Kenderfi, 2007) Although value preferences have an influence on the pupils’ behaviour, they do not determine it, as behaviour is continuously altered by the knowledge, interests and emotions of the individual.

The knowledge, experience and school qualification of the parents may all have an impact on the individual’s choice of career. We need to emphasize that the school qualification of parents is not just a piece of paper, but also a capital fund for their children, as the social, economic and cultural capital of the family largely influence
The career of the child. The uneven distribution of such forms of capital leads to social inequalities, but cultural capital has the strongest impact of the three capital types. Cultural capital serves as a means for the social layers, especially the privileged ones, to differentiate themselves from the others. The best measurement of cultural capital is the amount of time invested in its acquisition (study period) (Bourdieu, 1999).

The challenges for the education system have expanded following the systems change. They include providing high quality education, training a flexible and competitive workforce, preparing for lifelong learning, managing cultural diversity, integration, competency development, gap closure, development and talent management. Despite all these requirements, the conclusion reached by Gazsó, Pataki and Várhegyi (1971), namely that schools were only concerned with transferring lexical knowledge and ignored the task of conscious character-building is still valid, albeit the most important function of the school would be to develop the child’s personality. Giving marks is a one-dimensional way of evaluation, and does not cover personality as a whole, while children tend to read marks as the evaluation of their entire personality. That is why it is so dangerous to have only a few extra-curricular activities that are in line with the child’s individual abilities and interests, as it can result in one-dimensional personality types with a restricted way of life (Bagdy, 1999). When they are to make a career choice, pupils with such personality traits may find themselves in a markedly disadvantaged position.

Although the Hungarian National Curriculum (NAT) requires development to be focused on career-building, schools still concentrate their development efforts on academic subjects. Career-centred development is characterised by habituating to group and project work and independence. In subject-oriented development, knowledge is not synthesised; school subjects are dealt separately, and children are handled as passive, highly controlled recipients without decision-making opportunities. They do not link textbook information to the real world surrounding them, and neither are they able to translate the knowledge they have about themselves to the world of work. If teachers were enabled to link various subject matters to certain occupations, textbooks could be used to expand the pupils’ knowledge about different careers. This also supports the suggestion that career guidance should become part of teacher training. In theory, factory visits, discussions about jobs and transferring knowledge on the labour market are part of the career-building curriculum. Are children to learn all these activities in forms 1 to 12 at school?!

The three dimensions of school-related gender differences are the following:
– progress within the school system and the available or selected pathways to learning,
– school results,
– the socialization effects of education.

**Research findings**

The study population included 2,306 people, and we sent questionnaires to all of them. The number of returned pupil questionnaires was 979, and 783 questionnaires have been received from parents. The 84.9% rate of return of pupils’ questionnaires is extremely high. The willingness of parents of children in 7th form to respond was 94.76%, demonstrating that both parents and pupils were highly concerned with the issue of further education. The high willingness of parents to respond shows that they could be involved in issues, activities and programmes related to the further education of their children.

As for the answers given by the pupils, it is astonishing that 20% of them were unable to tell the school qualification of their parents, and of their father, in particular. 19.8% of the pupils could not give their father’s qualification while, ‘only’ 16.4% of them were ignorant of their mother’s qualification. If pupils only ask their parents about their school qualifications and work activities as part of the ‘school-choosing campaign’, and these topics are not discussed regularly at home, this piece of information will remain meaningless to them and they will forget it at once. The parents’ responsibility concerning the process of career guidance is quite obvious in this regard.
The gender distribution of career plans reveals a significant difference between the intentions of the boys and the girls. While 57% of girls wish to continue their education in a general secondary school, only 34% of the boys opt for that school type. Secondary vocational school is favoured by 32% of the girls and 43% of the boys. Their intentions concerning school type choices differ more markedly when it comes to vocational school options: 14% of the boys and only a mere 5% of the girls have indicated some vocational school as the place of their future studies. (see Figure 1.) There is a close correlation between the gender of the pupils and the type of school they wish to choose. The chance of girls opting to go to a general secondary school instead of a vocational school is 4.3 times greater than with the boys. There is also a marked difference between vocational secondary and general secondary schools, as girls are 2.3 times more likely to choose a general secondary school than boys. As regards vocational secondary school and vocational school training, the extremely high number of boys is not as surprising as it might seem at first glance if we consider that there are three times more job groups and jobs available to boys than to girls “to select from”. The training supply for girls is somewhat ‘larger’ in case of vocational secondary schools but it is still more limited than the options available to boys. When it comes to choosing general secondary school education, the tendency is reversed and there are almost twice as many girls as boys intending to go to general secondary school. And as our study revealed, the majority of them do have the required school results. These ratios and school choice tendencies are in line with the changes in the line-of-education trends which started in the 1970s. The willingness of girls to choose general secondary school education continues to be high and the secondary vocational school choice of boys has not changed (Andorka, 1982; Bukodi, 2002).

According to Parsons’ (2000) theory, one can only select from the range of goals allowed by the valid normative regime of the given society. The type of specializations and faculties launched or terminated by the schools is determined by political and economic processes and it is beyond the control of the individual, although it has a major impact on his career.

Another issue hence raised is that reviewing shortage vocations promoted by the availability of scholarships, one can hardly find any “girlish occupations” in the list; out of the 23 items, there are only 3 such jobs. And this number is even lower in the Northern Hungarian region.

Among the reasons for selecting a certain type of school only a few pupils indicated ‘playing for time’, hence we can reject the suggestion that those intending to continue their education in a general secondary school would only do so to gain time. Interestingly enough, it is rather the parents who want to let their children have more time to make a career decision, and not the pupils themselves. The distribution of the parents’ responses indicates that school choice is determined by the idea of ‘investment’. Our research has confirmed that the primary intention of pupils selecting a general secondary school is to have further education at an institution where they expect higher educational standards and higher training levels. According to the responses of both pupils and parents, 2 'Girlish and boyish occupations' were determined by the frequency of the pupils' choices. These categories were not labelled by the researchers.
foreign language trainings and schools providing 4-year general education are the ‘most wanted’. A higher percentage of pupils than parents would opt for training in the arts. Except for specialization in sciences, the willingness of girls to enrol is higher for all types of training.

The vast majority of pupils intending to choose a vocational secondary school prefers this type of education because these institutions provide not only GCSE, but a job qualification as well; some said they would only need a GCSE, but many intended to learn a trade there. Another important factor for pupils choosing a vocational secondary school was the prospect of higher vocational education, and to have school results which exempt you from having to pay tuition fee. The key reason for selecting a certain institution among those who intended to go on to a vocational school was free education (!), while personal interest and learning a trade were only of secondary importance. 21.3% of pupils and 16.6% of parents would opt for alternative vocational education starting at an earlier date.

It is remarkable that for 108 pupils an influential factor in their choice of secondary school was if education was free of charge or not. The decision of 24.8% of the parents (194 respondents) was influenced by the maintainer of the school and the expected costs of education. A somewhat lower percentage – 15.8% (124 respondents) – stated, however, that they had no information on the maintainer of schools, that is, they were probably not familiar with the cost implications of their children’s secondary school education either!

We have established that the higher the mother’s school qualification is, the more likely that the child will choose a vocational secondary school or a general secondary school. The chance of children of mothers with low school qualification to choose a vocational school instead of a general secondary school is 7.8 higher than that of children whose mother has skilled worker qualification; forty times higher as compared to mothers with GCSE; and a hundred and twenty-five times higher as compared to mothers with a college or university degree. It means that the children of mothers holding a college or university degree would opt a hundred and twenty-
five times more often for general secondary school education than for a vocational school (see Figure 2.) Hence we may conclude that the chance of children selecting general secondary education increases in line with the school qualification of the mother. The question is what role do school results play in this tendency? Reviewing the impact of school result averages, we can see that families where studying appears as a value are more likely to send their children to an institution which offers higher training types even if their school results are worse than the families of children with better academic performance where studying is not appreciated.
Children whose parents have lower school qualifications need to achieve much better results at school in order to make their parents fund their prolonged education than the children of better educated parents. Right up to mediocre school results, the number of these two groups of children choosing general secondary education goes hand in hand, regardless of the school qualification the mother (see Figure 3). As school result averages improve, however, there is a massive rise in the number of children of mothers with higher qualification levels opting for a general secondary school, while the willingness of the other group shows only a slight increase. Mothers with high school qualification levels would send their children to bilingual training and forms specialised in some foreign languages or sciences. Our findings demonstrate how deeply the aspects of family background, the financial status of the family and the pupils’ school results are interwoven in the school choice process.

In 7th form, collecting general information is more typical, especially from informal sources such as parents, friends and acquaintances. Then in 8th form there is a shift towards opportunities to obtain specific information including open days at schools, vocational guidance sessions and publications aiming at facilitating school choice. Parents make definitely greater use of informal sources of information. Perhaps that is the reason why they often give incorrect information to their children. Parents’ evenings concerning vocational orientation are usually held during the first term of the 8th form, where the administrative issues of career choice are discussed. Parents, however, seem to be more willing to participate in such an event in the 7th form. Their responses indicate that they start earlier to deal with further education issues than the pupils themselves.

**SKILLS/ABILITIES AND WORK-RELATED VALUE PREFERENCES**

Boys typically rate their abilities and skills higher regarding physical endurance, counting, depth perception and spatial visualisation, while girls tend to give better rates for their verbal expressivity, inventiveness-creativity and communication skills. Among the different skills areas, counting and language abilities showed the largest overlaps of responses by parents and pupils. This phenomenon is even more interesting as these are the two areas that can be linked to specific school subjects and it leads us to the conclusion that parents are aware of the abilities of their children only if the school provides a feedback on them in the form of marks. The danger of such approach might be that neither the parents nor the children realize the importance of skills which are not rated at school, but are crucial to many jobs. Accordingly, the parents are unable to provide feedback to their children in order to enhance their self-knowledge. Obviously, if teachers gave not only marks but a verbal or a more comprehensible written evaluation, it might improve the self-knowledge of adolescents to a great degree. The boys’ responses show that for them it is much more important to find a job which ensures financial stability and it is also key, though to a lesser degree, to work in a managerial position. A significantly higher portion of the girls opted for an occupation where they can help others. Both groups rated pleasant workplace atmosphere as an important factor, while flexible work was the least attractive issue.

The higher the school qualification of the mother, the more the parents prefer their offsprings to perform intellectual jobs, and the lower the mother’s school qualification, the less important this type of job becomes. As regard the values related to financial issues, the lower the school qualification of the mother, the more she prefers her child to have a job that provides financial stability. Furthermore, regardless of school qualification, the majority of parents prefers their children to have jobs where they are appreciated.

**SUMMARY**

It is a tell-tale sign that 20% of pupils did not know the school qualification of their parents, even though they identified them as important sources of information, and the family and family relations issue is discussed not only in career guidance, but also at the form masters’ lessons, and even in the upper forms of the primary school. Our findings show that parents often give incorrect information to their children and that teachers are
not necessarily better informed than parents. That is also evidenced by our research finding that teachers are not among the 3 top sources of information in the pupils’ priority list. This situation hampers to a great degree the career decisions of children, as the adults around them do not have more correct information on the jobs, schools, opportunities and requirements than they do. The flood of information characterising our life, on the other hand, would require experts to help the children process and integrate the information they receive.

Processing such information could also be facilitated if career-building and preparation for adult roles were not only listed in the National Curriculum, but formed part of the actual school activities, and career guidance were integrated into school curricula as well. It is important to note, however, that school teachers cannot be expected to teach something they have never been taught. The presence of career guidance teachers at every school from primary levels to higher education would be justified as the work carried out by such professionals and the staff members actually responsible for career choice may contribute to the provision of the information that parents as well as pupils lack concerning the improvement of self-knowledge, the system of education, career opportunities and the world of work.

Parents need to be involved in the career orientation process from 5th form on. As our study has demonstrated, it would be possible to involve parents in career guidance activities. Their attention should be drawn to the importance of extra-curricular activities and the utilization of family resources in order to enhance the career awareness of their children. Educators, on the other hand, should provide a detailed written evaluation of the pupils’ performance, diligence and work style.

My basic conclusion, however, is that it would already lead to significant improvement if the tasks and development efforts related to career guidance outlined in the National Curriculum were actually implemented at the school level.

**References**


BAGDY EMŐKE (1999): Családi szocializáció és személyiség zavarok (Family socialisation and personality disorders). Budapest: Nemzeti Tankönyvkiadó


BOURDIEU, PIERRE (1999): Gazdasági tőke, kulturális tőke, társadalmi tőke (Cultural, social and economic capital)


SZILÁGYI, KLÁRA (2002): Pályaorientáció (Career orientation) – Kollégium
The nationwide life long guidance counsellors’ network was launched in spring 2009 as part of the TÁMOP 2.2.2. project. Through the almost 50 experts working at consulting-sites set up in 24 towns of 7 regions throughout Hungary, freely available career orientation services on offer increased significantly (individual and group counselling, group trainings, reach-out programmes).

As a part of the programme a professional protocol for lifelong guidance counsellors was designed in June 2009. Through individual and group counselling, in the form of personal and distance counselling, group training, thematic courses, reach-out programmes counsellors aim to reach as wide an advice-seeking audience as possible and also address the needs of those seeking advice on career orientation. A total of 26692 individuals were dealt with within the network. The number of those who took part in individual counselling was 3809, while clients receiving group counselling were 3442 in number. Distance counselling was used in the case of 268 individuals. The number of those who attended group events and reach-out programmes was 19173. (Data on 2009, based on the report about the developments for the first 18 months.)

The customer satisfaction survey and the satisfaction review was designed and carried out by the Department of Ergonomics and Psychology at the Budapest University of Technology and Economics. The opinion of primary (institutions) and secondary target groups (users of on-line or traditional career orientation programmes and those seeking advice) was measured using a survey designed by taking into account Herzberg’s two-factor motivational theory and based on hygienic factors. Satisfaction of career orientation services was measured by focusing on four key factors. The ‘relation’ factor of the questionnaire was a scale characterising the nature of the relationship through the dimensions of atmosphere, mood, attention and openness. ‘Availability of counsellor’ and ‘circumstances of service’ (like availability, organising and preparation) refer to satisfaction of service availability. Finally, ‘quality of service’ analyses whether the person seeking advice received authentic information and whether the counsellor was helpful. Overall satisfaction rate of the service was high: in case of individual clients 98.37%, in case of group counselling 90.98%, while in case of various group events 89.37% were satisfied. The average satisfaction rate of all clients was 92.91%.

Analysis of Efficiency of Counselling

Study of efficiency or impact analysis is an evaluative process designed to provide scientifically credible information to legitimise the existence of a service or use of an intervention. Impact analysis highlights the direct benefits and effects of an intervention which would otherwise not have been reached without it.

Various outcome variables or indicators can be determined for impact analysis. These are of interest to decision makers and the professional community with regard to whether the given service (CEDEFOP, 2005)\(^4\) – is appropriate for achieving given professional objectives and can be regarded as an economical intervention; – is capable of achieving set objectives (social, organisational and individual); – represents real value for participants (users) and holds the prospect of individual development; – represents real value in relation to investment.

In the present study we have set out to describe the effects of career counselling on individuals. We aimed at identifying and empirically analysing the indicators related to those factors which proved beneficial in the development of participants of the counselling process.

**Theoretical background – overview of recent fundamental theoretical models on career counselling**

**Social-cognitive career theory (SCCT)**

SCCT describes career development as a progressive process. It provides an integrated framework for using self-efficacy, abilities, values, motifs and personality traits in describing the decision making process (Lent, Brown, Hackett, 2000)\(^5\).

In connection with decisions related to career development SCCT takes into account, from the individual’s personal input factors, his/her sex, ethnic characteristics, health, attributes of abilities and various limitations, as well as possibilities and limitations arising from the social-economic background. These personal input and environmental factors collectively determine what learning opportunities the individual might encounter during his/her career. These opportunities, as variables then affect the individual’s self-efficacy expectations-system and have a direct effect on the expectations-system of outcomes for various challenges.

![Fig. 2.: SCCT – based on Lent et al.](image)

Both personal self-efficacy and characteristics of outcome expectations have a strong effect on the individual’s interests, how (s)he determines various objectives and how career related choices and decisions are actually put into practice. The source of self-efficacy tends to be a combination of directly experiencing the consequences of one’s actions, observing the recognition or punishment of role-models’ behaviour, reactions of immediate social environment and characteristics of the individual’s personal emotional-vegetative state (Bandura, 1995)\(^5\).


The intrapersonal career decision making process, which is affected by external, situational factors, depends greatly on anticipated opportunities about the future. Counselling successfully assisting career development can be defined within the SCCT model as a process of choosing the activities best suited to enhance experiencing maximum self-efficacy together with deliberating on contextual conditions. Its efficiency can be measured by performance and the amount of related ideas and knowledge. The SCCT model is circular, the decision making process can be repeated. Any change in any of the structural elements (e.g. worse prospects for employment, shift in the individual’s interest, it being an input factor) can lead to a re-evaluation and review of decisions.

The role of coincidence in career development related decisions
According to Mitchell and Krumboltz (1996) the social-cognitive career theory is suitable for describing the various factors influencing a given decision. However, the model needs to be augmented, if guidelines for counsellors are to be drawn up as to how they should support their clients’ career development. Such elements inevitably have to be incorporated into LLG that support the acquirement of strategies for leading a healthy life. These might include the prevention of burnout, or treating stress and crises related to changes in one’s career. In might happen that work itself is a problem, when the client failed to reconcile various roles. In such cases the counsellor should provide assistance.

According to Mitchell and Krumboltz (1996) four trends need to be taken into account for counselling in a globalising social environment. The first requirement is to assess the competencies and interests of clients as thoroughly as possible. Not only previously successful actions should be discussed during the counselling sessions. Clients must also be made aware that rapid changes in work-related tasks require life-long learning. The counsellor must play an important part in dealing with anxiety and minimising stress. By undertaking the decisions of clients, especially because of its effect on close, personal relationships, counsellors are expected to be highly supportive. Otherwise putting decisions made during the counselling process into practice will only be delayed. Counsellors are to play the role of mentors in the life-long learning of clients. Information gained through previous aptitude tests or methods focusing on how the individual fits into his/her environment should be made use of during the learning process. Based on Krumboltz’s LTCCC (Learning theory of careers choice and counselling) the key indicator is the effectiveness of the counselling in inspiring a new learning process, whether the counsellor’s interventions helped the client understand better the constantly changing world of employment, and finally whether the client became able to independently create an adequate lifestyle thanks to the counselling.

The constructivist model of career development
According to Savickas’ constructivist model career development needs to be supported by using narrative techniques. In contrast to previous models, this one does not view the client as somebody who has to fit into the world of employment, but rather seeks to reconcile work or paid activity with the individual’s complete life plan. One’s life story is regarded as a story waiting to be written. The model identifies key issues, and by analysing repeated patterns it tries to reveal how the individual can best work to achieve self-fulfilment and self-expression. Savickas emphasises four key factors: concern about career planning, positive attitude towards opportunities, experience of internal control related to planning and belief in one’s effectiveness. The constructivist approach can be linked with previously discussed social-cognitive models of learning theory through the construct of self-efficacy. Savickas (2008) tries to collect the most important decisive models with the help of career style interview (SCI, presented by Rehfuss, 2009). He investigates about the characteristics of role models who had an effect on an early age, and asks the individual being interviewed to give an explanation for the success and appeal of these role models. During the interview he helps the individual recognise his/her goals in life by revealing the hidden motivational effect of favourite readings (books, journals, web-pages), pastime activities, subjects and mottos. According to the constructivist approach the efficiency of counselling can be determined by considering the development of plans about the future and the degree of improvement in skills needed for conscious analysis.


76
Systems approach

In our research we think of career development from a systems approach perspective. The individual is viewed as somebody affected by his/her social surrounding and environment, the given social-economical system and network of individual connections, yet is capable of actively changing these systems as an agent. As part of the analysis we looked at the theoretical aspects of the Heidelberg career counselling model’s and the effect of counselling services on the career development activity of clients. We analysed the relation of clients and the work of counsellors from a systems approach perspective. We compared the effect of those 8 key principles that typify counselling and the opinion of clients in connection with the efficiency of counselling.

The Heidelberg model on counselling defines the requirements for quality assurance of counselling by taking into account the direct relationship of client and counsellor, the institutional surroundings of the service and social context. In relation to the interaction between counsellor and client the following steps should be observed as prerequisites for a successful counselling process as proposed by Haken-Schiepek (2006) and presented by Schiersmann, Bachmann, Dauner and Weber (2008):

1. creating an environment that provides stability (creating an environment that ensures security to deal with questions and problems of clients. It is the task of the counsellor to create the right circumstances for cooperation and self-help, to stabilise the self-evaluation of the client and to clearly distinguish between the various features of the counselling process.)

2. studying the operable system of the client, identifying the patterns of homeostatic situation – counselling, during its early stages, can be based on these patterns

3. enabling the client to relate to the problem situation and find the personal meaning, drawing attention to the need of having to modify life plan

4. energising client – strengthening motivational basis for change, identifying and activating resources

5. discovering new operational forms that show a marked difference to the previous patterns of client’s operable system, promoting the realisation of alternatives, strengthening fluctuation tendencies of system functions (by relying on cognitive-emotional-behavioural levels)

Fig. 3.: The Heidelberg model on counselling. Source: Schiersmann et al., 2008.
6. synchronising client and counsellor in the counselling procedure; carrying out interventions and steps suited to the rate of client’s development and degree of change
7. directed shift in the functioning of client, motivating the use of newly discovered modes and patterns in operating personal system, selective support (e.g. role play)
8. assistance during re-stabilisation phase, creating identification to utilise new operational patterns and cognitive-emotional-behavioural elements

**INDICATORS FOR MEASURING EFFICIENCY OF COUNSELLING**

In their study Hughes, Bosely, Bowes and Bysshe (2002), in relation to information service, career guidance and counselling, suggest using an indicator system based on direct output variables, middle-term variables and long-term variables applicable to both personal and social levels for measuring efficiency of interventions:

- **INDICATORS MEASURABLE AS DIRECT OUTPUT VARIABLES:**
  - **Knowledge and skills** – these include identifying opportunities, ability to design an action plan, abilities required for finding a job and improvement of decision making abilities
  - **Attitude and motivation** – these include ever stronger optimism, decrease of stress and anxiety, occurrence and consolidation of positive attitude towards learning and work

- **MIDDLE-TERM OUTPUT VARIABLES:**
  - **Research strategies** – using extensive research strategies beyond the early stages, finding information and discovering further was of improvement
  - **Decision making** – includes continuing with action plans, applying for jobs, training or longer programmes, overcoming early disappointment, planning further steps

- **LONG-TERM RESULTS (PERSONAL LEVEL):**
  - **Trainings and programmes** – these include taking given opportunities, successfully completing trainings, increasing willingness to participate
  - **Employment** – includes returning to the labour market, changing working situation or roles, promotion, increasing salary

- **LONG-TERM RESULTS (SOCIAL LEVEL):**
  - **For employers and providers of training:** increased productivity, flexibility; increasing number of applications, continual participation and achievement motivation
  - **Level of economy** – increased GDP, decrease in the lack of skills and abilities, lower unemployment and rising savings

For grouping indicators, experts at the Warwick Institute suggest considering the four evaluation levels of Kirkpatrick’s model (2009)\(^\text{(12)}\) of efficiency-survey related to human resource development.

In connection with measuring the efficiency of human resource development programmes in the late 1950s Kirkpatrick (2009) had already proposed using four key terms.

If one is to assess the efficiency of a training programme or method for development, it is of primary importance to monitor direct reactions. Kirkpatrick considers looking at user satisfaction suitable for this purpose. The second level for measuring efficiency is by evaluating the various quantifiable elements of learning. Different elements of the curriculum can be verified and certain skills or knowledge can also be surveyed.

The third level of the learning process can be revealed through investigating the degree to which acquired knowledge integrates into everyday behaviour. During the evaluation feedback on whether acquired skills are used during work can be gathered not only from the individual, but also his/her social surroundings.

\(^{12}\)Kirkpatrick, 2009: Are you really using the four levels? source: http://www.kirkpatrickpartners.com/LinkClick.aspx?fileticket=dZhY1PUSrug%3d&tabid=56&mid=415
\(^{13}\)Lisznyai, S., Ritoók, M.; Puskás-Vajda, Zs.(2009): LLG indikátorok. Magyar és nemzetközi háttérkutatások alapján. manuscript
\(^{14}\)Kiss, I. (2009): Életrendezési kompetencia. PhD disszertáció, ELTE, Budapest, manuscript
The fourth level of measuring efficiency of development programmes involves looking at the anticipated effect and expected direct result. For example, it investigates the overall increase in the enterprise’s productivity in relation to the intervention. The author points out that the fourth level of measurement is the most complex, due to the fact that in the majority of cases the direct effects of development programmes cannot be isolated from other personal and environmental variables. Therefore, it is essential in such cases when setting original objectives to have indicators as exact as possible in identifying what effects of the intervention are taken into account.

Based on suggestions, a model on effective career guidance can be designed on the basis that on the first level the individual is satisfied with what the service offers. On the second level (s)he has a significantly increased amount of information, e.g. (s)he knows more about employment and job opportunities. On the third level the individual is capable of illustrate the expected behaviour at a job interview, for example. In connection with the fourth level the individual is capable of identifying the strategic steps required for developing his/her career, and actually carries out necessary steps on the long run.

Therefore, the following indicators for the efficiency of counselling can be suggested: satisfaction, increased factual knowledge, abilities and the degree of consciousness in career development, together with the level of related meta-cognition.

Suggested indicators and measuring instruments based on Hungarian research

Lisznyai, Ritoók and Puskás-Vajda (2009) suggest considering six indicator dimensions based on results of Hungarian and international research. Inability to decide, struggle, control, self-guidance and career management skills (Kiss, 2009) correlate with the first three levels of the previously described model of Kirkpatrick (2009). The fourth level of how conscious career development is can be compared with career maturity and competency of career management (Kiss, 2009).

Facilitated ability to decide is regarded as one of the most substantial factors of the LLG approach. This can be measured by surveys designed to evaluate processes of decision making and related abilities, like Frost and Shows’ (1993) scale of inability to decide, or Shouwenberg’s time management questionnaire (Hungarian version – Lisznyai, 2006). These tools – according to the means of dealing with emotions connected to decision making, complexity of strategies employed when making decisions – make it possible to carry out investigations belonging to the third level of Kirkpatrick’s (2009) model.

In connection with struggle the authors draw our attention to the importance of differentiating between short-term abilities and long-term strategies. The former can be identified as variables of the second and third levels of Kirkpatrick’s (2009) model, while the latter as variables of the third and fourth level. Lisznyai, Ritoók and Puskás-Vajda (2009) suggest considering variables connected to struggle as ones related to the fourth level and long-term factors enhancing personality integration during the investigation. They propose employing Attila Oláh’s coping test.

Based on Kiss (2009) and Ritoók (2008) the authors define life management skills as quantifiable abilities suitable for solving problems, which can be connected to the third level of Kirkpatrick’s model (2009). Goal-orientedness, self-confidence, communication skills and those needed for managing personal relationships (Ritoók, 2008), together with fundamental skills required to fulfil basic needs in an intrapersonal ability-dimension, learning abilities and strategies, ability to determine and reconsider values and objectives and skills needed for self-management – like problem solving, time management, planning – (Kiss, 2009) are all necessary for the success of life guidance. Suggested indicators can be determined on the level of communication skills, close personal relations and the ability to join bigger social communities, all being a part of the interpersonal ability-dimension. The ability to manage the various skills, life guidance competence (Kiss, 2009) and to what extent it is conscious can be classified under the fourth level of Kirkpatrick’s model (2009), and can be regarded as a general indi-

---

indicator. It can be related to Bandura’s (1993) self-efficacy, and can be interpreted as the group of variables split into dimensions of the self-efficacy module in the social-cognitive career theory (c.f. diagram 2.). When employing self-efficacy as an indicator it is worth considering a profile of place specific self-efficacy experience, rather than a global index, the former correlating adequately with life satisfaction and the differentiatedness of career maturity and decisions. Furthermore, it has a good forecasting potential (Kiss, 2003, 2009). In the longitudinal study about the success rate of career development Ritoók (2008) emphasises the importance of socialisation, attitude towards work, sociability, regulation, energy background, impact of family, emotional stability and motivation, which can be grouped within a social relation management dimension. The role of a general ability factor, the importance of being able to meet the requirements of career aptitude, and the absence of health and psychological problems is further stressed.

Both Ritoók (2008) and Pulkkinen (2003) – referred to by Lisznyai, Ritoók and Puskás-Vajda (2009) – consider factors related to emotional and behavioural regulation of great importance during career development: namely, that the individual should be able to react with positive emotional and behavioural patterns, take into consideration the opinion of others when making decisions, and employ suitable strategies for handling conflicts. As a result it is advised to determine variables as indicators to evaluate the success of the counselling process that apply to monitoring social environment, skills for managing relationships (third level of Kirkpatrick’s 2009 model), and the group of related meta-cognitive variables, like realising the importance of relationships and making use of networking (forth level of Kirkpatrick’s 2009 model). Self-evaluation is the most explicit indicator of the success of the counselling process. The importance of its role is further supported by the fact that it stands in relation with other indicators. Furthermore, it is one the most easily apprehensible aspects in measuring to what extent the process contributed to the client’s improved self-evaluation (Lisznyai, Ritoók and Puskás-Vajda, 2009). In practice using Rosenberg’s well-tried self-evaluation questionnaire is suggested for such surveys.

Career maturity and identity are closely interrelated in the process of career development. Among the elements of career development continuous consciousness, realising opportunities related to one’s career, performing duties, self-instruction and lifelong learning are closely related to career maturity. According to Lisznyai, Ritoók and Puskás-Vajda (2009) career maturity primarily depends on motivational factors, and the individuals’ state of qualification and career-actualisation, and it influences one’s attitude towards lifelong learning. For those who have achieved greater career maturity, lifelong guidance can be more effective. This is why career maturity can be considered as both an input and output indicator.

Crites’ career maturity survey can be regarded as a suitable tool for investigating this, however, in its present form, reliability-wise it needs to be altered (Kiss, 2009). Most importantly, meta-cognitive statements within the survey could prove a starting point for further development (Lisznyai, 2007). Career identification is another key term in relation to career development (Ritoók, 2008). In measuring the individual’s identification with his/her career, the extent of self-fulfilment, career achievements as personal experience, and connection to career and workplace satisfaction might be taken into consideration.

In his study, Hárs (2009) discussed and analysed the opportunities of investigating lifelong economical gain in relation to counselling services. The advantage is that the right decision made as a result of counselling leads to a higher salary. Calculating indicators of remuneration directly leads to complicated methodological problems. According to scientific evidence on the effects of counselling, it is the cause of economical gain (e.g. shorter job-hunting period, employment, macro-economical effects), positive change in behaviour or learning results (changes in motivation and attitude, learning results, involvement in education) which is well measurable. Economical consequences are affected by other, unpredictable factors; therefore, calculating future output is complicated and unreliable.

---

Indicators related to the Heidelberg model on counselling

The integrated Heidelberg model on counselling, with a systems approach, (Schiersmann, Bachmann, Dauner, Weber, 2008)\(^{19}\) provides a suitable system of classification for indicators of a survey on the efficiency of counselling. Researchers at Heidelberg University identified the support of clients’ self-organisation ability as the most important effect of counselling. We can determine the general model of counselling as a process based on a synergy (Schiersmann, 2009\(^{20}\)). Individuals, as “systems” directing the process of self-organisation, are in a mutual and concentric relationship with each other. Their thoughts, emotions and the way these change can create new (even spontaneous) organisational patterns, and can give rise to new roles, emotional climate and important issues (Haken and Schiepek, 2006 – quoted by Schiersmann, 2009).

Control parameters affecting the system (e.g. directing motivation related to change) can regulate the process, but internal and external factors, so-called attractors, like knowledge about a given situation or available financial resources, can also affect the outcome.

If the change in the way the system functions happens spontaneously, then the structure-forming effect of self-organisation emerges, which might make it difficult to define the hierarchical model of the process (Erpenbeck and Heyse, 1999, quoted by Schiersmann, 2009). Based on the synergic model on counselling with a systems approach the purpose of counselling can be determined as an intervention fostering and encouraging self-organisation.

This intervention, with the help of the system’s feedback, serves to strengthen the internal tendencies of the system. These could be an increased confidence in change, or activating inner resources. Patterns that are different from the habitual state of equilibrium that led to previous problems and other attractions (e.g. new way of thinking, emotions or behaviour) can increase the effect of factors responsible for change. As a result of fairly insignificant intervention, provided it enhances the system’s change through positive feedback, can induce long-term changes (Schiersmann, 2009). Interrelated systems can be interpreted in the context of individuals (e.g. counsellor and client), organisations and social sub-categories.

Indicators suitable for policy making can measure the effect of counselling within the social context (e.g. decrease in unemployment, a favourable effect on how resources for provisions are distributed sensibly). For the institutional level cost-effectiveness and satisfaction of users can be, among others, good indicators of efficiency. On the individual level, from a psychological point of view, the characteristics of the interactions between client and consultant, or the special effects on individual career development can prove to be good indicators.

Of course, these three levels are not independent of each other. On the individual level, whatever happens during the counselling process, objectives and instructions of the counsellor in fact lead to the effect or result measurable on an institutional or social level. At the same time, the effect can be traced from having its origin in the outer layers of the model: the effect of professional decisions on the functioning of the supply system and features of services available for the individual can also be quite significant. By analysing various theoretical approaches about counselling for individuals and institutions, Gräwe (2000)\(^{21}\) concluded that although theories on counselling all have their own specific terminology, there are basically three important psychological-like factors that underlie every successful counselling process.

The first factor is establishing the relationship between client and counsellor. This involves defining the problem, revealing possible resources in order to continue the counselling. The second crucial factor is to clarify the problem, and change intentions in order to achieve objectives. The third factor is active support when tackling the problem, which process serves to realise the intentions.

---

21 Gräwe, Klaus (2000): Psychologische Therapie. Göttingen u.a.: Hogrefe-Verlag
The Heidelberg model on counselling, correlating with CEDEFOP (2005) European Reference Tools, determines four factors of quality assurance in counselling as it follows below:

– The most important factors of quality counselling regarding quality assurance are the client’s objectivity, his/her willingness in problem solving, and the ability of reaching stated goals.
– The quality assurance of counselling highly depends on the latest professional standards (based on the relating ethical rules) used by the counsellor as aiming the highest level of comfort level of the client. By this, the counsellor guarantees professionally justifiable goals based on social norms.
– Organisations that providing counselling the most important criteria of quality assurance are setting and reaching aims on organisation level, optimally managing finances, ongoing growth, and stabilizing the position on the market.
– Regarding social and political aims, the indicators of the quality assurance are the social goal setting, managing the required transformation procedures, and optimally using the invested recourses.

The above characterised four objects’ views on quality assurance in counselling are connected to the standards of the Heidelberg model that was edited by the Heidelberg work team (see Fig. 3.). Based on the aspects of the research, three phases of quality assurance were distinguished, regarding the counselling procedure between the client and the counsellor. (P as Phase)

Quality assurance – Phases
The characteristics of the first phase (P1) of the counselling procedure are managing the client’s emotional status, developing the motivational base for problem solving, improvement of the client’s self-realisation, and developing self-esteem. These features have positive impact both on the client and the problem solving procedure. During the second phase (P2) the counsellor undertakes to clarify the client’s goals and needs. Furthermore, the counsellor helps to adapt experiences to problem-solving situations on cognitive-emotional-behavioural levels. The third phase (P3) focuses to the problem solving. The counsellor adapts encroachment for better emotional status and helps the client to organize and experience his or her thoughts, emotions, behaviours. In case, the counsellor conveys advice and information during the procedure.

Two important requirements are stated in the Heidelberg model of counselling concerning the counsellor (B as Berater). A professional counsellor is thoroughbred based on an accepted competency-profile and continuously partakes in professional trainings. Moreover, (s)he is able to manage professional intervention both on the fields of education and career-counselling. Among the quality assurance conditions of counselling, organisational requirements include a well-characterised service profile, service philosophy, and an appropriate organisational culture are also key features. As far ad the social framework of counselling is concerned, it is important to highlight that aspect of counselling, which aims to develop the client’s competency to face even more complex social requirements as experiencing ambiguous effects of life and work conditions.

A given social-economical environment has great impact both on the client and the available counselling services. This can appoint important social goals for example assuring equality to all that also can influence the organisation of the framework for counselling and also affect the counselling procedure itself. Moreover, the legal background of the counselling is also very important as it sets the frame for the counselling organisations for their operation. Finally, counselling services have to provide the needed information for the client on the organisation and counselling.

Regarding the entire model, the Heidelberg work team stated, that the counselling procedure, the counselling organisations, and the legal decisions are all have to be adapted to the client’s needs and resources in order to take actions (Ü1). So, a client is a competent person having resources who is able and motivated to learn and realise his or her to dos for career-development. Moreover, he or she is able to reflect for and act according to these realisations. This idea can be transmitted the counselling level (B), the organisation level (O), and the social level as were stated guide-lines acting upon the references in CEDEFOP 2005

---

22 European Reference Tools, Cedefop 2005, p 13
Summary of theoretical background
Based on the relevant literature we regard the following system of indicators necessary in order to analyse quality requirements for counselling and investigate the efficiency of counselling:

– Based on the career style analysis related to the constructivist career development model (Savickas, 2005) we assumed that counselling can lead to long-lasting results, in as much as it improves the meta-cognitive abilities of clients to develop their career, together with critical thinking about themselves and their situation, and the ability to create and implement action plans.

– An important element of the connection between life-long learning and career development is whether clients realise the need to modify their career and what reactions they show in connection with this change. Are they given enough support during counselling to deal with the situation and a sufficient number of opportunities to analyse problems?

– It is assumed that successful counselling results in the significant decrease of the complexity of the problem by the end of the counselling process. Counselling should increase the number of possible solutions to any given situation besides improving their quality and diversifying potential means to reach the same objective.

– It is a basic requirement of any successful counselling that it should help the individual choosing the service achieve targets set and integrate goals.

– Bearing in mind what is written in related resources it can further be expected of the counsellor to provide support in discovering the client’s resources, contribute to the development of certain competencies and initiate a process of meta-cognitive change. As a result the client will be able to observe his/her situation from a different vantage point and change previous cognitive, emotional and behavioural patterns in order to achieve goals set.

– The fact that the client will have greater independence in handling any future tendencies and autonomy in monitoring and dealing with environmental variables (e.g. information on professions, trainings and workforce) can be regarded as the most important effect for the client and also an indicator of the quality of counselling. As a result of counselling, awareness of career development increases together with the efficiency of career planning.

– Predominance of principles identifiable during the counselling relationship and the quality of counselling support are of significant importance.

– Within the emotionally secure environment of counselling the following factors identified as a part of the systems approach model of the counselling process must take place: identifying fault in the system, realising a need for change, energising, confirmation of previously employed and potentially successful solutions, or developing new problem solving methods. For this client and counsellor must be on the same wavelength, which enables the right intervention in order to support the client’s self-organizational task. Furthermore, it is essential to test new problem solving strategies and strengthening alternatives aimed at change, together with confirming new problem solving methods outside of the counselling.

– Successful counselling is capable of strengthening the experience of self-efficacy in connection with career development, and fosters a better self-evaluation of the individual.

Methodology
In the course of the research we used the content analysis of 45 in-depth interviews to identify the input, process and output indicators applicable for measuring the effect of the counselling process. We used the results of the qualitative interviews to compose a questionnaire for quantitative analysis. We analysed the questionnaire on a sample of 302 persons with the help of the statistics programme package SPSS 13.0. The results produced can be used to formulate basic conclusions in order to help measuring the effects of the counselling process, as well as to serve as a framework for a long-term follow up survey.

Results of the Qualitative Research

Sample
45 persons participated in the in-depth interview survey. 86.7% of the cases was a closed counselling process. The number of counselling sessions was 4.4 on average (dispersion: 1.5 sessions). Every client has already participated in at least one session; the maximum number of sessions is 8. Eighty percent of clients is female which characterizes the gender proportions of people requesting the service well. Regarding age the average is 28.7 (dispersion: 10.5). The youngest client is 17, the oldest is 57 years old. In terms of levels of education persons with A-levels (matura exam, GCSE) (37.8%) and higher education degrees (35.5%) represent the biggest proportion. In terms of occupation we endeavoured to represent the most characteristic life situations, therefore people still in education, currently employed and seeking employment (to some extent persons changing careers) were included in the sample. We selected clients from each region of the Hungarian Careers Guidance Network into the sample.

Methodology and Tools
Counsellors asked their clients personally to participate. This method poses limits in terms of the representativity of the sample and the extent to which the results can be generalised. However, its implementation was justified by a number of imperative circumstances. We chose this data collection method primarily due to ethical considerations, namely the proximity of the problem to the self and in order to protect the confidential nature of the relationship between the counsellor and the client. Since we wanted to utilize the sample to research features of effective counselling relationships, therefore clients’ loyalty, helpfulness and willingness to participate in the research can be interpreted as an indicator in itself regarding the quality of counselling work. Questions of the structured in-depth interview were assembled based on the generalised model of the counselling process, also presented in the theoretical introduction (Haken-Schiepek 2006; Schiersmann Sr. 2009) and the Heidelberg model of career counselling (Schiersmann, C.; Bachmann, M.; Dauner, A.; Weber, P.; 2008) respectively, taking the recommendation of Savickas (2005) into account. In the framework of the interview we wished to grasp the success of a counselling procedure along the following lines:
- The quality of counsellor relationship
- The possibility of analysing problems in the framework of the counselling relationship
- Exploring personal meaning in connection with change
- Exploring resources and competences necessary for coping with change
- Reinterpreting and reframing the situation in life
- Needs met in the course of the counselling and open questions

Overview the results of qualitative research

In connection with the theme of change the majority of clients was aware of and felt the necessity of change before referring to a counsellor. Clients interpreted change in a quarter of the researched interviews as a good opportunity for development. Change was most often induced by external variables and force primarily. Anxiety, being afraid of change and at the same time the mentioning of hope appeared in the interviews. Individual remarks included attaching the experience of expectation, unexpected realization or pressure to change.

The quality of counselling relationship is an important precursor of the success of the counselling process. In responses to the set of questions the choice of words alluded to the appropriate quality of the relationship almost without exception. Clients felt the counselling situation created and controlled by the career counsellors was good, supportive and safe. Clients declared the consultants to be helpful and approachable. An informal relationship, approximating „friendship“ on occasions, was forged between them (10% frequency of references). Clients emphasized consultants’ professionalism and fairness.
Problem analysis, the overview of the evolution of the problem situation and developing possible solutions is an indispensable part of a successful counselling career. The topics of problems analysed most often during interviews are the opportunities related to the education, training and degree obtained. In over 50% of the interviews clients signal that they have considered in detail what and how they should do to achieve the solution. They listed how they balanced the options and what action points they produced. They used also the results of tests to make the decision. They considered steps of looking for employment, professional and technical questions. The social background linked to the problem, as well as the facilitation of the decision and the identification of interests was mentioned.

Exploring the personal meaning of change helps clients to define their personal relationship to the problem. This is an important factor of the counselling process, for which it is absolutely necessary to develop a deep and synchronized phase in the cooperation with the counsellor. It is methodologically difficult to research this factor as the diverse network of personal meanings is hard to grasp statistically.

In connection with exploring resources and competences we investigated whether certain strengths and resources occurred in the course of the counselling that clients perhaps only formulated for themselves in this environment or experienced here in the course of role plays, for example. Almost every single client mentions that a list of competences was made at least verbally. Competences, skills and personality traits were included in drafting plans for the future. Occasionally psychodiagnostical work was done in order to explore skills resources. The range of options the client may strive to realize was clarified and made conscious.

Change and reframing of evaluation pertaining to situations – relating to this topic we researched whether the counselling process contributed to the restructuring of the client’s previous problem solving patterns (on a cognitive, emotional and behavioural level). Interpreting the problem situation from a new aspect and reframing it signifies the point in the counselling process which, according to the Heidelberg model, has the counsellor trying to introduce an at least minimal new impulse into the system of the client. The interviews portray the counsellor as a leader who helped clients to see previous events, either professional or personal aspects, differently. The counsellor made certain steps possible from different aspects and using certain techniques, and they cast light on new opportunities. They contributed to the client thinking of themselves based on a new perspective.

Redesigning one’s vision of the future is seen as an important indicator with regard to the long term efficiency of the counselling process. A significant proportion of clients mention that the counsellor helped them to develop a possible plan for the future. Individual differences are significant but clients say univocally that they managed to form concrete ideas and in certain cases have taken concrete steps in order to realise plans since the counselling process was closed. It was important for them to experience the approval of their plans from counsellors. We also received feedback in connection with counselling cases already closed that the vision of the future formulated in the course of the counselling process had already been realised by the time of the interview. The majority of clients use and apply what they learned about themselves in the counselling process. In cases still in process or perhaps recently closed counselling cases insecurity can still be found, but interviewees mention the clarification of their vision of the future. The vision helps them to confirm with their environment what needs to be done. Clients consider short term obstacles and hindering elements: they are able to cope with realising the plan. They also signal that they will request counselling assistance in the event of future problems. Replies include formulations that prove the development of the client’s metacognition – they know what they do for what purpose in order to build their careers. It is also worth noting as a positive gain that along with the development of problem solving skills the trend has appeared that clients wish to apply what they learned in other areas separable from career building (for example settling problems in private life). Clients also say what they learned in counselling has become part of their personality and they try to use it to assist others and relay it to them.

Needs met in the course of counselling and open questions – to analyse this we used an estimating scale. We asked clients to mark on a subjective value scale of ten how useful they felt the counselling process was. Following this we also asked them what aspects would contribute to their increasing the scale value by one point (thus minimally). With
the help of this question we aimed at gaining information regarding the necessities, desires and needs unmet during the counselling. The overwhelming majority of clients chose the highest score on the scale (ten or close to ten). They said the counselling process was definitely useful and effective for them. It helped to achieve their goals. One fifth of the replies entailed that not only the client but also their social environment benefited from the counselling process. Their active participation in the counselling process transposed clients in a more creative resolved and emotionally stabilised state. An increased score on the scale could have been achieved via actions that result in an actual employment output (such as gaining a direct employment offer in the course of the counselling).

Individual accounts featured that the number of sessions is limited. Clients said they would have preferred participating in consultations more times. It was formulated that the workload of counsellors decreases the share of attention available for one client (even in this event the client gave ten points in the evaluation). A further need listed was the more in-depth processing of test results and their incorporation into the counselling process. Clients in some instances demanded a more direct relationship with a further member of the service system where they would have access to the job seeking and job centre services. They would have required being referred to educational institutions.

Besides counselling relationships clients mark family support as an effect facilitating change. The score given to this is typically between the effect of five and eight on an estimation scale of ten. Summarising the results of the qualitative survey four typical groups of clients can be identified.
1. The group of conscious career builders needs counselling support to fine-tune their plans.
2. A group characterised by a tendency to seek security who hope to gain experts’ approval of their less resolved plans.
3. Clients requiring increased emotional support need to be considered as a separate group. They can use career counselling as a starting point to settle their general mental hygiene status.
4. Furthermore, the group of reluctant, originally resistant, so called „referred‟ users can be identified. They can be characterised with few expectations, low levels of motivation but can be won over in the course of the counselling process and can be enriched with realisations unexpected even for themselves in connection with career building.

QUANTITATIVE RESEARCH PHASE

Sample
302 people participated in the questionnaire survey in total. The average age of respondents is 25.8 years (dispersion: 9.1 years). A significant proportion of the sample is made up of females again (74.2%). According to education persons with A-levels, (completed secondary school education, matura GCSE) make up the largest proportion, 38.2% and people with higher education degrees constitute 31%. 20.2% of the sample is made up of clients with completed primary education and 4.5% of them has completed vocational training.

Method
Clients were given both opportunities of filling in the questionnaire online or in a paper based version. To access clients we relied on career counsellors again. Selecting the sample did not guarantee entirely representative and randomised data recording in the questionnaire survey phase either. Similarly to the qualitative research phase client data was not allowed to go outside the Career Counselling Network for research ethical reasons. Further limits to sampling could be the information technology skills of clients and the opportunity to access the Internet. The problem can be solved by a longer research phase with the help of the general routine-like recording linked to the counselling service. The set of questions, based on the results of the qualitative research phase, takes stock of the complexity of problems brought by clients – it asks about characteristic problem types as input variables.
Among the process variables of counselling it surveys the need for information appearing in connection with career building as well as the progress in information acquiring strategies. It surveys the extent of the intra-personal development experienced in the counselling procedure, for example in problem solving, decision making and in coping with emotions. It asks about the development of interpersonal skills related to career building. It investigates whether the client has discovered the context in which the problem situation evolved and if they can handle the important connections. It analyses whether the client has developed more possible solutions to settle the problem. As an important aspect it also asks about whether the client has been enabled to coordinate their goals. The set of questions also includes items pertaining to general self-efficiency (Schwarzer and Jerusalem, 1995) and self esteem (Rosenberg, 1967, Grey at al. 1997) in relation to life management, which can be used as output indicators of the counselling.

**RESULTS OF QUANTITATIVE RESEARCH**

The results of the reliability checks of the questionnaire’s scales are included in the table below. All of the scales proved to be reliable and their use for investigating further results can be justified.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Cronbach-alpha value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Complexity</td>
<td>0.80</td>
</tr>
<tr>
<td>Gaining Information in the Course of Counselling</td>
<td>0.64</td>
</tr>
<tr>
<td>Intrapersonal Positive Experience, Development</td>
<td>0.84</td>
</tr>
<tr>
<td>Interpersonal Positive Experience, Development</td>
<td>0.78</td>
</tr>
<tr>
<td>Development in Handling Context</td>
<td>0.81</td>
</tr>
<tr>
<td>Growth of Number of Options in Career Building</td>
<td>0.85</td>
</tr>
<tr>
<td>Commitment to Goals, Integration of Goals</td>
<td>0.83</td>
</tr>
<tr>
<td>Self-Assessment Scale</td>
<td>0.86</td>
</tr>
<tr>
<td>Self-Efficiency Scale</td>
<td>0.93</td>
</tr>
</tbody>
</table>

On the whole, the questions pertaining to the problem types make up a coherent subscale that can be interpreted well. Its reliability indicator matches the usual expectations (cf. Cronbach alpha value, 0.80). On the whole, the more points the client scored on this scale, the more complex, compound set of problems including the more problem areas they arrive bring to the counselling session. The different types of problems connected to each other are organized in four well separable factors. The first group of problems signifies the demand related to emotional support, in the case of the second group of problems different topics of the demand for obtaining information can be identified. The third factor collects items connected to personal resources. The fourth factor carries the statements connected to planning and the requirements of the future success of job seeking. Based on these four main factors of problem types we created groups of questions of the subscale items and we analysed the relationship of these with the process variables of counselling as well as the output variables, self-efficiency and self esteem.
Investigating the factors of problem types in relation with the indicators pertaining to the counselling process we got the following results:

We find the most correlations with the changes experienced in counselling process in the group of clients signalling demand for emotional support. In the event that the counselling process ensures the appropriate, accepting, supportive atmosphere, clients may rate the possibility of development pertaining to their own personality and skills higher ($r=0.485$, $p \leq 0.001$). They consider the relationship with the counsellor important and are able to appreciate the significance of interpersonal relationships development in connection with the problem solving processes. They signal that the degree of integration of their goals, as well as commitment to their goals has increased. They are able to see the source of career planning difficulty in context and its possible solutions. It is an interesting result that in the case of clients demanding emotional support providing information and using information in the course of career planning is gradually played down. In the case of clients demanding information, taking part in a good counselling mostly results in the increase of career options. In the case of clients with the need to explore personal resources we find a relation in the topics of an increased number of career building options and in gathering important information pertaining to decision-making, which can be justified logically. In the case of clients arriving with the need to develop job seeking skills the efficiency of counselling is connected with the increase in the number of career building options. All the rest of the indicators can be considered irrelevant. Development of job seeking skills only is therefore not enough to achieve change measurable on all recommended process indicators. There is no strong correlation to be demonstrated between the self esteem and general self efficacy output variables and the individual problem types. Self esteem shows medium correlation with one indicator, handling context pertaining to the evolution of career building problems. The current research arrangement does not allow for explaining this correlation. The general experience of self efficacy is more strongly correlated with obtaining information, positive intrapersonal relationship, higher self esteem, the experience of development in handling context and commitment to goals.

| Fig. 6.: Correlation of problem types with indicators of the counselling process |
|---------------------------------|----------------|----------------|----------------|----------------|
| Obtaining information in the course of the counselling process | Emotional Support $0.316(**)$ | Obtaining Information $0.362(**)$ | Personal Resources $0.424(**)$ | Jobseeking $0.295(**)$ |
| Interpersonal positive experience, development | Emotional Support $0.442(**)$ | Obtaining Information $0.375(**)$ | Personal Resources $0.275(**)$ | Jobseeking $0.179$ |
| Intrapersonal positive experience, development | Emotional Support $0.485(**)$ | Obtaining Information $0.346(**)$ | Personal Resources $0.306(**)$ | Jobseeking $0.241(**)$ |
| Development in handling context | Emotional Support $0.410(**)$ | Obtaining Information $0.327(**)$ | Personal Resources $0.351(**)$ | Jobseeking $0.283(**)$ |
| Increase of numbers of career building options | Emotional Support $0.432(**)$ | Obtaining Information $0.457(**)$ | Personal Resources $0.434(**)$ | Jobseeking $0.348(**)$ |
| Commitment to goals, integrating goals | Emotional Support $0.441(**)$ | Obtaining Information $0.371(**)$ | Personal Resources $0.330(**)$ | Jobseeking $0.291(**)$ |

| (*) $0.001 \leq p \leq 0.05$  
| (**) $p \leq 0.001$ |

| Fig. 7. Correlation of Self Esteem and Self Efficiency |
|---------------------------------|--------------|---------------|
| Self Esteem & Self Efficiency |
| Self esteem & Self Efficiency |
| Complexity of Problem | Self Esteem $0.496(**)$ | Self Efficiency $0.191$ |
| Obtaining information in the course of the counseling process | Self Esteem $0.334(**)$ | Self Efficiency $0.556(**)$ |
| Interpersonal positive experience, development | Self Esteem $0.119$ | Self Efficiency $0.290(**)$ |
| Intrapersonal positive experience, development | Self Esteem $0.369(**)$ | Self Efficiency $0.523(**)$ |
| Development in handling context | Self Esteem $0.416(**)$ | Self Efficiency $0.495(**)$ |
| Increase of numbers of career building options | Self Esteem $0.252(*)$ | Self Efficiency $0.397(**)$ |
| Commitment to goals, integrating goals | Self Esteem $0.333(**)$ | Self Efficiency $0.441(**)$ |
GROUPS OF CLIENTS BASED ON CHARACTERISTIC PROBLEM TYPES

The four problem areas previously identified as factors were used for categorisation. Cluster analysis methods were used, which allows for separating a previously set number of groups with the tools of intragroup similarities and marked intergroup differences. The statistical model described the clients characterised by various intentions using four groups the most accurately.

It can be seen in the chart that the group of “reluctant” clients is the one that is separated from the other three types of clients. This difference is also statistically significant with respect to all of the scales except for one point, with regard to information seeking, where there is no significant difference from clients primarily seeking emotional support. (Values of variance analysis per scale: For information seeking F=4.1 p=0.00, for interpersonal development F=5.2, p=0.00, for intrapersonal development F=5.2, p=0.00, for handling context F=4.9, p=0.00, for complexity F=10.3, p=0.00, for commitment to goals F=4.6, p=0.00)

To conclude, it can be established that the basic difference among clients separable based on the basic problem types is primarily the difference among the attitudes of how many previous expectations and goals they have regarding the counselling process.

PATH ANALYSIS OF INDICATOR VARIABLES RELATIONSHIPS

From the path diagram summarizing the indicators which signal the efficiency of counselling it can be seen that in terms of efficiency the intrapersonal experience received in the course of counselling achieves the biggest effect. This is followed by the ability to handle the context that leads to the evolution of the problem situation. Based on the regression weights the third place is taken by the coordination of career related goals and the interventions aiding concentration at achieving goals. The fourth important decisive factor is the richness and diversity of opportunities and options for career planning. Information and information handling strategies pertaining to career planning or

---

27 In the case of path analysis models different indicators can be used to evaluate the matching of the theoretical model and the empirical data. The first is the χ² index, the level of significance of which shows whether there is a significant divergence between the theoretical model and the empirical data (Rózsa 2006). This indicator is sensitive to the number of components and the complexity of the factor structure, therefore in the case of a significant χ² value it is not yet necessary to discard our hypothesis regarding the null hypothesis of the similarity of the two models. Rather it is worth considering further indicators when judging the model (Bentler 1990). The most important among these are the CFI indicator, where a value above 0.90 shows that the data are a good match with the theoretical model. The NFI indicator, which also takes sample size into account and which shows a good match above the value 0.95 and the RMSEA indicator, which can be considered good below a value of 0.08 and the model is still acceptable between 0.08–0.10.
decision making regarding careers only take the fifth place. Finally, the indicator featuring with the smallest regression weight among factors defining efficiency is the set of interpersonal experiences and skills. It can also be seen well in the figure that the complexity of the career building problems has a strong negative effect on self-esteem (regression weight -0.62). The complexity of the problem situation may result in a decreased level of self-esteem. There is a weak/medium correlation between self-esteem and self-efficiency. The effect of counselling on self-esteem is stronger than the effect of problem complexity. Based on the theoretical model, general self-efficiency correlates with both counselling efficiency (it can be both a cause factor and an effect due to the circular nature of the construct). It is an interesting result that the self-efficiency and the problem complexity are also correlated positively. It is possible that persons who can be characterized by a higher self-efficiency are able to formulate their demands more accurately. However, the assumption is likewise justified that persons formulating their demands more accurately can be characterized with higher self-efficiency.

**DISCUSSION**

For conscious career building it is indispensable for clients to feel the imperative of changing careers, and to initiate adequate actions in connection with the change. The lifelong career guidance counselling view (LLG) serves to support them. For this view to be implemented it is required that clients have access to counselling services appropriate for the type of problem.

A career counselling service can be considered efficient in the event that

- it contributes to the significant decrease of the complexity of the client’s problem by the time the counselling relationship is closed
- it assists the increase of solution method numbers applicable in the situation
- it leads to quality improvements in the applied coping strategies and career plans as well as to the increase of the diversity of paths serving to reach the goal
- it contributes to the client’s goal coordination and to achieving the goals they set
- it assists in exploring the client’s resources and in developing career building and personal competences
- it assists in launching a metacognitive change procedure, which may help to rearrange and develop career building patterns.

As a result of appropriate counselling, clients will be able to view their situation from a different aspect based on the criteria listed above. They are able to alter previous thinking, emotional and behavioural patterns proactively in the future in order to achieve their personal goals. They achieve more independence in coping with change and a higher level of autonomy in monitoring and handling environmental variables (such as employment, education, training information and the job market situation). The consciousness of career building and career planning increases as a result of counselling. The fulfilment of these requirements contributes to the realisation of the CEDEFOP (2005) guidelines at an individual level.

As an input indicator in the course of the counselling relationship, the investigation of clients’ problem complexity can be recommended. With the help of the indicator client needs can be mapped and demand for the appropriate service can be identified. As counselling process indicators the following can be recommended:

- the extent of client development via information necessary for career building and via information handling strategies
- clients’ development in intrapersonal dimensions (eg. in handling emotions, problem solving, decision making)
- development experienced in interpersonal skills
- acknowledgement of environmental factors related to the evolution of the career building problem, realisation of the personal significance of career building
- the extension of opportunities related to career building tasks and the appearance of diverse options
- development of career building goals identification and integration
As an output indicator connected to the counselling situation the measurement of self effectiveness experience and self esteem is recommended.

Based on the results of the pilot study clients apply four characteristic strategies when making use of counselling services. Based on experiences, conscious career developers request counselling to fine-tune their plans. In their case an increased demand for information counselling can be expected.

Less resolute clients with a tendency towards seeking security who request counselling demand confirmation for developing their plans. Besides supplying information, decision support skills are also necessary counsellor competences in their case.

Clients demanding increased emotional support need personalised care and to a great extent mental hygiene support.

Finally, in the case of reluctant, initially resistant users personal meaning and the support of intrinsic motivation can be identified as the counsellor’s task. The questionnaire, used in the research with its 94 items at present, is already appropriate for working with clients taking part in counselling. It can be filled in and evaluated in approximately twenty minutes.

The questionnaire is appropriate for collecting and summarizing indicators identifiable when entering the counselling process, closing it and in the follow-up phase. Irrespective of the specifics of methodological approaches used by the counsellors it can be applied universally.

With the help of the scale that serves to measure input indicators, it is possible to take stock of incoming clients’ characteristic problem types and problem complexity. Using the set of questions is a good way to filter clients’ counselling needs.

Confirming measurements validated the applicability of the indicators used in the questionnaire. Based on clients’ evaluation, career counselling provided them with a lot of new inspiration, ideas and opportunities for planning their future. They received concrete recommendations, pieces of advice and information. They were able to produce possible solutions pertaining to current and future tasks with the help of their counsellor.

The present research, as a pilot survey for developing a system of indicators, has contributed to devising a new method via its measurement tool efficiently applicable in the practice of career counselling.

Linked to counsellors’ activities, with the help of the measurement tool developed in the pilot project it is necessary to conduct regular data recording and to apply domestic and international samples as well as a longer term study to check the applicability of the indicators.

**REFERENCES**


European Reference Tools, Cedefop 2005, p 13


Éltes Mátyás Primary, Vocational and Boarding School based in the town of Pécs, Hungary, realised its project entitled “We are all different” under HROP Tender 2.1.2 in 2004–2006. Let us note that the programme won the title of “Project of the year”. Under the tender, the special needs teachers of the institution provided assistance to Pécs-based pupils whose pace of mental development deviated from the average and to their teachers. All in all, they coordinated the personalised development of 160 pupils of pre-school and primary school age during the two-year programme. One pillar of the tender was a vocational orientation programme. The Regional Training Centre of Pécs (PRKK) was commissioned to work out the syllabus of a career orientation training programme for pupils with special needs, and to implement it. I was invited to do the work by a staff member of PRKK, who knew about my primary school teacher’s past and my activity as career guidance special administrator at the Vocational Guidance Centre of the PES centre. I did not say yes at once, because I had no knowledge of special needs pedagogy and no experience in working with children with other than average needs. Finally, after several multilateral discussions, I accepted the assignment. During the training, the children were active and cooperative, and they obviously enjoyed the sessions. At the end of the course, they filled in the satisfaction measurement questionnaire of the Training Centre, and it turned out that they were satisfied with everything. According to their teachers, they talked with affection of the sessions even months after. I was very happy to receive positive feedback also from the managers and teachers of Éltes Mátyás School, and it is considered a positive indirect result of the programme that the form masters of the finishing 8th forms of the school have had recourse to the services of the Vocational Guidance Centre every year since then.

I think that the development and implementation of the career orientation training series is worth a paper. Since four years have passed since the sessions, pupils in 7th form at the time are probably in forms 10-11 of a secondary school by now. I decided it was worth looking them up, to trace what happened to them, whether the session series had any effect on their choice of school and vocation.

**Career choice, vocational orientation and lifelong guidance**

At group sessions held for adults, we often discussed why work was important to them. In the first minute, almost everyone spoke of earnings, and they only came to express slowly, in most cases with some help, what other effects work might have in addition to those implied by earning a salary.

In an over-simplified way, in addition to the acquisition of material goods, here is what work may mean for the worker:
- capacity development
- satisfaction of interests
- satisfaction of the need for action
- work joy and work success opportunities
- the feeling of having a profession (Kiss 2009)
For someone to find the most suitable occupation, he must have, among other things, an adequate vocational qualification. The selection of the appropriate vocation and later on the “locking in” on a career course are decisive issues of one’s life. This decision or series of decisions and the process which precedes the choice are commonly called “career choice”, and the relevant assistance is “career guidance”. In the last decades, the notions of vocational orientation and of lifelong guidance have appeared as well. The subject matter of the present paper is a complex, multi-faceted experiment designed to impact on the prospective successful career choice and placement of the youth through their introduction to the basics of self-knowledge, occupations and job search.

**VOCATIONAL ORIENTATION TRAINING: ITS OBJECTIVE AND MISSION**

The vocational orientation experiment realised in 2006 was not based on pupils with average intelligence and diligence or on talented pupils, put on young persons aged 13–16 with learning difficulties and mild mental deficiency, who at that time were pupils in form 7, and who had already experienced numberless fiascos during their school career. Therefore, adequate selection, carried out by the teachers of Éltes Mátyás School, was an essential element of the programme. The first criterion was to give an opportunity to those among the pupils with weak abilities who had a chance to master a vocation, to continue their studies. We had to find a possible way to provide them guidance to promote their future welfare and successful placement. The key issue, therefore, was where the place of these young people would be in a labour market where the future does not look very promising even for career-starters with better givens; where young persons are forced to accept jobs requiring lower qualifications than theirs and, in general, placement and job retention are a problem. My judgement is that in this case the stake of taking qualified career decisions as well as the responsibility of the counsellor are even higher than usual, since we cannot relay on the oft-mentioned principle of lifelong learning here: in all probability, future studies and retraining can hardly correct an occasional bad decision in the present for the young persons concerned. These criteria had to be taken into account during the planning of the experimental sessions, as well as the special methods which fitted them. The training programme could not undertake more, but in the selection of the occupations to be introduced and the activities to be tried out, we attributed a key role to the local labour market values.

**SPECIFICS OF VOCATIONAL ORIENTATION TRAINING FOR YOUNG PERSONS WITH MENTAL DEFICIENCY**

Throughout the compilation of the syllabus and the methodological instruments of the training, I had to adjust to the fact that we would be dealing with young persons with mild mental deficiency, in a special situation. I had to take into account the personality traits and abilities of the pupils. From a pedagogical point of view, I had to take into account the following characteristics of young persons with mild mental deficiency:

– they have difficulties in understanding and carrying out instructions
– their attention in not lasting, it is easily diverted
– they are hyperactive, impulsive
– they have difficulties in writing and in the fine motor activities
– their visual and auditory memory is weak
– they find it difficult to organise their work and time
– they are unmotivated to do more complex activities
– they find it difficult to segment words into phonemes and vice versa
– their reading comprehension is weak, although their capacities of hearing and speech are OK
– they apply learning strategies in the wrong way
– in tasks demanding observation, thinking, they depend more on their environment; they are more likely to show impulsive reactions (Illyés 2000)
Since the pupils concerned cannot concentrate for a long time, instead of the usual approximately 30-minute units, I broke down the syllabus into units of 8-10 minutes, and I paid attention to having successive units which demanded activities of different types. Attention concentration was helped by the fact that we could work in a small group in a comfortable room.

Because of their reading comprehension problems, I could not use assignments which required independent information collection. I replaced that with the projection of films showing occupations. We always viewed the films on the basis of some observation criterion. Normally, children can keep in mind two or three different criteria, but in this case, one was enough. I avoided tasks of the type where they ought to have written or worded their thoughts, on the ground that this level of abstraction might be a problem. I tried to give as many tasks requiring manual activities as possible. Motivation and experience-based learning are important for pupils with normal abilities, too, and in our case, own experiences played an even more marked part. I had to make my best to impact on the children’s emotions. As in every learning activity, certain facts must be learned in vocational orientation sessions, too (e.g. knowledge of occupations). Planning had to focus on the identification of the most essential terms that had to be remembered. In later phases of the preparation and during implementation, I took care to make these terms recur several times, if possible in different contexts. One of the most typical examples is the self-knowledge of the pupils. This was a priority topic on the first day, but we returned to it while introducing specific occupations: we discussed, reinforced and tested the “strengths” of each pupil.

I think it is important to note that we have never dealt with “weaknesses”, but stressed their capabilities instead. It is well known that every person needs reinforcement, the feeling of success. It was especially important that these pupils, who had already met with so many fiascos during their short life, experience success during the training. The participants of the sessions were different in many respects from a major part of their peers, but they were teenagers the same as any other young adolescent. This had to be kept in mind both during the preparation of the sessions and during their implementation. The syllabus had to be worked out so as to have a programme which took into account, in addition to their mental capacities, also their age-specific features. I found it important to make them feel that although they were pupils still, they stood on the threshold of adulthood.

**Composition of the Training Syllabus**

I set self-knowledge and career knowledge development as the primary objectives of the training programme. In order to familiarise the children with a given occupation, they had to examine it from several aspects. The preliminary knowledge of the children, a number of films and descriptions of occupations and the Training Centre workshops were all available to us. So in a given case the children could watch a film on an occupation, then the subject teacher in the workshop showed it to them and let the children try out certain work phases. This was always followed by a synthesising discussion. To work out the syllabus, the occupations to be introduced to the pupils had to be selected in advance, because I deemed it important that they should be oriented towards vocations which they could probably learn and which could be learned in the neighbourhood. I surveyed the vocations taught by special vocational schools in County Baranya. I was happy to learn that even young persons with learning difficulties could choose from 29 vocations. The next question was how to orient the children
indirectly towards the vocations concerned so that they could feel that the choice was their own. I made a large-size spreadsheet of the 29 vocations referred to above, which I posted on the wall of the room, and at the end of the day the children were asked to mark which of them they would choose. Of course, they could also supplement the table. In view of the givens, I compiled a list of 19 vocations to be the topics of the training.

**IMPLEMENTATION OF THE TRAINING**

We spent three mornings with groups of 7 in an ideal environment, a spacious and well-equipped training room. We tried to adhere to the framework of lessons of 45 minute, as is usual in schools, although it was presumed that the children’s concentration span was shorter. In function of the syllabus, we could have breaks earlier or have longer sessions than 45 minutes if necessary. On Day 1, the main topic was self-knowledge development. In the rest of the time, the primary objective was the expansion of knowledge on occupations. We tried to present occupations from several sides, in a complex way. The various methods alternated: topic discussions, projection of films on occupations, visit to the workshop, occupations tested in practice. The sessions were interspersed with frequent games and playful assignments. The scope of this publication does not allow to present every session devoted to the introduction of occupations, and I think that a compact summary would not reflect their experience-based nature. So I chose instead the introduction of a single, specific, occupation instead of many, to demonstrate complex topic processing through it.

**PROCESSING OF AN OCCUPATION: GROCERY SHOP ASSISTANT**

Introduction to the occupation of grocery shop assistant started with a short competition: “Who can list more occupations related to trade?” The children realised gradually and together that there are many other tradesmen beside those who sell basic clothing and food industrial articles (florist, petrol station attendant, motorcar dealer etc.). After “collection work”, we summed up the common features of these occupations and the characteristics of trade activities.

This was followed by a situation game. Groups of 2 or 3 were formed, and each was given an interesting object (pocket light, nut-cracker, pocket knife). The group members had a few minutes to study the object and then they had to offer it to the others for sale as interestingly as possible. After the group presentations, we evaluated them collectively. The children understood the basics of good tradesmanship, the importance of having an adequate knowledge of the products and an adequate way of presenting them through their own experiences. They prepared for the presentation of the objects with pleasure. They tried to copy the tele-shop presenters known from TV. They sensed how difficult it was to speak fluently to an audience. It was important to be familiar with the object to be able to sell it. They had to find value, usefulness in apparently simply objects, and had to communicate that so that the audience feel an urge to acquire them. The more distant objective of this assignment was to make the pupils realise that when they would look for a job, i.e. when they would have to “sell” themselves in the labour market, they would have to collect and communicate their own inner values and usefulness in a similar way. This is where the complexity of the task lies. Then came the common viewing of a film and its processing, followed by a visit to the grocery shop assistant’s room. The layout of this special teaching room resembles in part that of a school classrooms, and in part that of a stylised shop, with scales, cash registers and a “stock of goods”.

The teacher presented to the pupils the shop assistant’s occupation through the eyes of a competent expert. The children could try out the slicing machine; every one of them cut a few slices of sausage of a width set by them. They improvised a competition with the electric scales as to who could guess best the weight of the slices they cut. They could each weight theirs, and also set a unit price on the scales. This was followed by packaging. The children were surprised to see that the few motions they see every day in the shops are not as simple as they seem: their routine performance requires much practice. Fortunately, the “shop” “sold” fresh bread-rolls as well, so when they learned how to cut a bread-roll in two safely, they could make sandwiches for themselves. After a
short break, the pupils tried out the cash register; two or three of them used one. They were alternately buyers and cashiers. We ended the session in their own classroom, were we reviewed what they experienced in the special classroom. The children got acquainted with what they thought was a familiar world for them from a new perspective. They experienced that it was very different to act as shop assistant instead of being the customer. They could try out everything. They understood that there were some dangerous instruments and, therefore, the safety rules had to be observed. They also realised that, to understand this occupation, they had to learn and practice a lot. They acquired all these pieces of information while having a very good time. I was surprised to see how perseveringly they occupied themselves with the cash register. They did not find the apparently monotonous work boring. My conviction that it is possible to find adequate work for everyone has been reinforced. These children have their place and role in the world, despite their relatively weaker abilities, and they will be happy to fulfil tasks that the majority of people would not like to do.

**Follow-up**

Four years have passed since spring 2006, the implementation of the training series. I wondered what became of the children who were in form 7 then. The participants of the trainings must have finished primary school and are probably studying at some vocational school. Therefore, I compiled a questionnaire and delivered it to the young people concerned, to learn what they were actually doing and whether they remembered the training. While compiling the questionnaire, I paid special attention to wording it clearly, to avoid that the process of completing it in should imply too much of a burden for them. The questionnaire contained a total of 15 questions. Part of these queried their current status, others asked what they remembered of the training, and I mapped what and who helped them in 8th form to choose a school and a vocation. 28 pupils took part in the training, and I could reach 20 of them, who were all students of special vocational schools by that time. In addition, we know of three ex-pupils: two girls have already given birth, and had to give up their studies for that reason, and the third left the school and signed out almost at once when he came of age. I was glad to see that every respondent was happy to remember the training. Their answers showed that, when the time for choice came, 7 of the 20 pupils (more than 30%) chose a vocation which was identical or similar to what he planned at the time a training. What I consider a real success is that every student feels all right in the secondary school where they study and they like their prospective vocation.

These young people are at a good place, in good hands now. Nevertheless, I think that they would need further assistance to enter the labour market and to retain their jobs. I can only hope that they would be able to find appropriate assistance or an adequate helper will find them, if they get stuck because, sometimes,... “you cannot do it on your own”

**References**

Kiss, I.: ELTE Pályatervezési tanácadás előadás prezentáció (ELTE Career Guidance presentation), 2009
TIBOR BORS BORBÉLY-PECZE: CAREER GUIDANCE ORGANISATIONS SERVICING EVERY AGE GROUP IN WALES, AFTER THE REFORMS OF 2001

Under SROP Programme 2.2.2. executing the content and methodology development of the Hungarian system of career guidance, the second study trip, after the one to Denmark, took place in Wales, Great Britain. The Welsh system became globally known in the 2000s, when the Welsh Administration which became independent at that time (National Assembly for Wales) unified the funding and professional management of what had been six or seven independent vocational guidance organisations. To date, adults represent 15% of clients of these organisations, designed originally to support young people who dropped out from the school system (Watts, 2009).

The 7-strong Hungarian delegation consisted of the leader of the programme, Tibor Bors Borbély-Pecze; the vocational counsellors of the programme, Andrea Ritzl, Dóra Koronczi, Mónika Ilok, Judit Nyirati, Deputy Division Head of the Adult Training Division of NESO, implementer of the priority programme, Ms Sum, Mária Galambos, and the delegate of National LLG Council, the professional supervisor of the programme, Szilvia Borbély.

STRUCTURE OF CAREERS WALES; ITS POSITION IN THE ADMINISTRATION

The organisation was formed in 2001. Currently, Career Wales (CW) is made of six independent not-for-profit entities, in contractual relationship with the Government of Wales. CW co-operates with individuals, employers, schools, adult training institutions, various social service provider organisations and the municipalities, and every unit and activity is subject to standardised methodological and quality assurance requirements. CW’s qualified staff have post-graduate counsellor (career advisor) qualification. In addition to the 200 main-job-holder employees, there are several part-time workers who work of the organisation, some 800–1000 persons in all.

Around half of the CW staff has vocational qualification, i.e. there are 500 qualified counsellors in Wales. The various activities carried out with the clients make up 70% of work done by the organisation. In terms of qualification, it is a bottleneck that, as opposed to Scotland, where vocational counsellor training is offered by four universities, in Wales, there is only one such institution (the University of Glamorgan). This is the reason why a significant part of the CW staff has a so-called Qualification in Career Guidance (QCG), and not a post-graduate specialist degree. The annual salary of the help-desk staff is a gross GBP 18–20 000, and that of the counsellors is around GBP 23 000. The British average salary is a gross GBP 20 000. CW carries out its activity on the basis of the so-called “Skills that work for Wales” strategy. One of its main functions is to help teachers adjust to the requirements of the new curricula introduced in the education system in 2008.

The objective is to link the employers and the schools by involving the employers in the development of school life. This is usually achieved in two ways:
– plant visits arranged for secondary school students
– 1-2-week workplace training to acquire work experience (not by student contracts, and not necessarily in the chosen occupation)

Every secondary school has a vocational counsellor placed there, and one counsellor works with several institutions. In recent years, the emphasis on work with adults among CW’s activities has grown among. Adult guidance is provided by staff members specialised in that, who spend a weekly one or two days at the JCP (Job Centre Plus) offices of the British PES.
The government of Wales defined the following adult target groups as potential CW clients: registered unemployed people; unemployed people who return to the register; people with low school qualification; drop-outs from school (NEET=Not in Education, Employment or Training); active-age economically inactive persons.

The objective of sessions with clients is to raise their qualification level, so that they can enter the labour market and remain active there in a longer perspective once they possess the competencies required by the employers. In order realise that, CW co-operates closely with several employers. CW is also the member of Team Wales, an inter-organisational workgroup, where training centres, major companies, JCP and other organisations are represented, which evaluate the labour market as well as the re-training situation and needs jointly. That is, Careers Wales (CW) is actually a brand, consisting of 6 companies, a website and standardised services. The organisation receives an annual GBP40 million from the Welsh administration (they use 2.6% of the educational budget of Wales). CW’s annual budget is calculated on the basis of the target groups to be serviced and the tasks. For example the number of potential clients, how far away they live, how difficult the cases concerned are etc. No adult can receive re-training support before a discussion with a CW staff member concerning his objectives, and before the signing of the support declaration by the latter. In January 2010, the Minister of Education of Wales announced further changes, but it has not been decided so far in what direction CW would be modified.

CONTACT WITH SCHOOLS AND EMPLOYERS

The main objective of common work with the institutions of education is to support the realistic career choice of young persons. According to the new requirements, every 14–19 year-old must have an individual learning plan. In 2009, the Welsh administration transformed the British ‘learning and skill pathways’ 14–19 initiative to its own image. Students can freely choose 3–4 areas in secondary school in addition to the compulsory ones, which they learn in a schedule of A-B weeks in 2-2 hours a week. The students must fill in their own learning plan, and choose between the proposed areas. For the schools, this means that the students may take part at courses organised by other schools to study the selected areas. Choices are supported by an on-line surface which operates like ETR-NEPTUN in Hungary. At ages 13-14 (9th form), the children only choose subjects, not vocational training. They can choose between 14–19 study lines (job groups). The task of the CW staff is to support and assist the students in getting to the point of the selection of an occupation by the end of secondary school, unless they continue their studies in higher education. CW delegates school counsellors to every secondary institution of education, but not to primary schools. Every secondary school student must do two weeks of workplace practice as part of the secondary school curriculum (not only that of vocational institutions) – the goal is to have a general view of the world of labour. For teachers, one further training area is that of career guidance, when the CW staff visit the school for one day, there is no teaching, and they present the career orientation activity through situation exercises. The trainings concerned qualify as accredited further training for teachers.

ANNUAL PERFORMANCE OF THE CW COMPANY GROUP IN 2008/2009

According to the statistics for 2008/2009, there were 13 406 (one-session) interviews; 1884 group guidance sessions; 36 000 pupils/students took part in role-playing, enterprise development and career orientation sessions; 6500 children participated in workplace practice and the database contains 3000 employers. Interviews are made on a regular basis with pupils in forms 9 and 11 concerning their plans for the future. These are usually interviews of 30–40 minutes between the counsellor and the child, and they are deemed extraordinarily important and enjoy support. In the practice of CW, one-off 50-minute interviews are posted as career guidance. In the academic year of 2007/08, 138 000 interviews were made by the staff members of the organisation with young persons aged 14–19; based on that number (some 40 000 young persons are studying in Wales per secondary school form), from 9th form to the finishing year, a secondary school student will get in touch personally with the staff of Career Wales on 3.5 occasions on average.
CAREERSWALES.COM

The bilingual website www.careerswales.com was activated six years ago. The main page of the site opens several channels by age groups: “My future” for SNI youth, with simple language, many pictures; students in Form 9 (ages 13/14); students in Forms 11-12 (ages 14/16); ages 16/19; adults. The other entry channel group is that of: parents; employers; experts. The opening page furthermore contains an instruments and resources list: CV wizard; job interview and school admission interview games; my study and career portfolio; learning options – with green numbers, including also 1-2-day adult training courses; world of work (descriptions of occupations/professions, general aids, link collection, vacancies for under-21s, voluntary work); document-warehouse. Since 2009, the so-called CWOL (Careers Wales On-Line) system has made it possible to save and modify online the student’s career choice plan, that is, the development of a student e-portfolio, but to date the same can also be done in the traditional way as yet.

CAREER CENTRE

In the career centre, work is done at three service levels: self-information area: computers, databases and internet are available to the visiting clients. Information desk: the information advisor on duty helps the clients orient themselves in the system and solve their problems. Career orientation: the client can discuss his problems with the career counsellor in a face-to-face interview, in a separate room, on several occasions, if necessary.

CAREER LINE, WALES

The call centre receives calls from 9:00–20:00 on work-days and on Saturday morning; in England, it is active also during the weekend and in the evening. In 2009/10, 35 000 calls and 1400 e-mail queries have been received so far; the summer months are the busiest. Topics to be answered: employment; content of a given occupation voluntary work; employment abroad; structure and content of the NQR. The phone operators have GCSE and they have to take part in a one-year training course. One fifth of the calls is analysed by experts; the operators encourage the callers to provide feedback; the service is promoted by TV ads. There are 46 000 courses loaded in the database underlying the answers on the phone lines, the continuous loading and updating of which is carried out by three main-job-holder colleagues. The average call time is 4.5 minutes, including contracting with the calling party. If the call exceeds half an hour, the client is transferred to a career counsellor, on the phone, if necessary.

CW’S SECONDARY SCHOOL WORK

Together with the preparation for adult sexual life and other areas, career development becomes a compulsory “subject” in ages 14–19. (In ages 7–19, there are several compulsory subjects where no mark is given, and which essentially consist of processing in small groups. There is no special lesson number defined for these subjects; the development of the competencies related to them must be realised in the framework of the other subjects/lessons/sessions.) At age 16, “faculties” can be chosen more freely, but actual vocational training typically starts after the age of 19. Occupations which require low qualification are an exception, but preparation for these, too, can only start after age 16. In 2008, the basic curriculum of Wales was transformed, and the
competencies and skills were assigned central place. Schools educating children aged 11–19 must conclude a co-operation agreement with CW, in which CW and the school divide the tasks which include mentoring, school sessions, support to teachers to hold the latter, and individual consultation.

**QUALITY ASSURANCE AND PARTNER CONTRACTS AT CW**

Quality assurance focuses on the following objectives: every client should receive the best possible service; the service should promote the development of the life conduct skills of clients, not only the solution of their actual life situation; client satisfaction (feel-good factor); implementation of the framework curricula defined by the administration. Measurable service outputs: development of career-building skills; understanding of own possibilities and limits (expansion of self-knowledge and knowledge of occupations); placement; commencement of training; more knowledge concerning the labour market. There is also continuous internal quality assurance within CW (e.g. in the call centre, the call must be answered by the 6th ringing tone at the latest). There are special standards for career guidance within CW: Careers Wales Guidance Standards, Hambly (2006). The model relies on three steps: 1. contact-making and clarification of expectation, needs; 2. joint work; 3. closure — action. One session typically lasts for 45–50 minutes; if necessary, the client is recalled for a second and (seldom) a third session. Every guidance process ends with the client’s action plan. The counsellors must record two cases a year for the purpose of processing. The performance of the groups is measured by the benchmarking technique. In quality assurance, the change is similar to what happened in regard of the teachers, i.e. the measurement of the activity focuses on the effectiveness of the student, not the teacher. Furthermore, the supervisory body of the Welsh government consisting of independent experts audits the service on a mandatory basis every six years on the basis of a predefined framework system. The evaluation lasts for a week, in the course of which the supervisors speak with the personnel, the management and the end-users, analyse the situation and express recommendations. The report is made public on the government’s website, so everyone can learn its contents.

**ACT – CONTRACTED SERVICE PROVIDER**

ACT, the Academy of Competencies and Skills NGO is the contracted partner of CW. The training centre was opened two years ago, to deal with young drop-outs, young people hanging around, suffering from problems, whom they teach occupations through practice-oriented activities (around 250 persons). Positive feedback and the preservation of motivation are key factors. In addition to the teaching of occupations, the training centre helps the youth find a job and monitors their life-course. ACT keeps up regular contacts with employers, and organises employer interviews in function of the progress of the youth. They look for personal contacts at the employer for the career-starter young person, someone who assumes responsibility for that person after he takes up work, so that the latter should have more than just formal contact with the HR department.

**SERVICES TO ADULTS**

Adult counsellors accept clients over 19 only, and among the employed, they focus on those with low qualification. The more qualified clients are entitled to no more than information supply in 30 minutes; for them, the Welsh government does not reimburse the 50-minute career guidance interviews.

**Integrated Employment Scheme**

The new doctrine in Wales assigns an important role to allowing the adults to return to their counsellors several times, and special emphasis is given to client monitoring. That is, CW financial support scheme already permits a client to return several times, or to request help on several occasions during his/her life.
JOB CENTRE PLUS (JCP) – CO-OPERATION OF THE BRITISH PES AND CW

The entire JCP system is based on self-service and on the balance of sanctions and benefits. According to the statistics, 16-17% of registered job-seekers manage to find a job on their own in the first 13 weeks following unemployment.

CLIENT CATEGORIES:

**Level 1: 0–13 weeks**

As part of the first interview, the basic skills incl. reading are tested (for the latter, cards are used during the waiting time). At the so-called “back to work” group sessions, the targeted jobs are clarified. In Phase 1, after the first interview, the administrators meet the registered job-seekers every other week, and on such occasions the client reports on his job-search activity in 4-6 minutes. If they do not seek intensively enough, that will have an effect on their benefits.

**Level 2: 13–26 weeks**

Every client is invited for a 40-minute personal interview, and the job-search plan is collated with their activity that far and their methods of job search. Before the conclusion of the job-search plan, the Careers Wales for Skills Health Check questionnaire is taken. From that time on, clients must return every week to report on their job-search activity. Recalls are carried out by the information desk people, not those who make the interviews.

**Level 3: 6–12 months**

At this level, every prescribed activity is compulsory for the client. If someone had already been in the register in the previous 12 months, he will move to this level at once. Every client is entitled to another three hours individually over a six-week period, where they are given personalised help to be able to move on. Support is provided for those who launch an individual enterprise: the new entrepreneur/former unemployed is provided a weekly maximum of 50 pounds of support for six months, but not more than the benefits. They never receive more than what their benefits would be.

**Level 4: 12 months <**

If the unemployed person finds a job, the employer who employs him receives wage subsidy after 13 and 26 weeks of employment, respectively. In this phase, a new employee must do work that is close to the job he was looking for at four weeks. Clients must report every other week to JCP in this case, too, except for the four-week period of work. If the client does not co-operate, his benefits will be cancelled for 2/4/16 weeks, and the benefits concerned will be lost to him. The highest penalty is the cancellation of benefits for 26 weeks.

People aged 18–24 are supported by student work, temporary work and work experience acquisition which lasts for 2 weeks on average (hotels, health care, care for the elderly). There is also in-job training for them, i.e. short-term training job-shadowing? realised with the co-operation of local employers. Given the steep rise of client numbers due to the economic crisis, new people came with fixed-term contracts of 12–18 months and fast training of 4–6 weeks. The office hours were extended, the offices are open 9–17 every day and they receive clients on Saturdays as well.

**SOURCES**

**WATTS (2009):** Careers Wales: A review in an International Perspective
**Department for Children, Education, Lifelong Learning and Skills (2008)**
Career and the world of work: a framework for 11 to 19-years-old in Wales
**Department for Children, Education, Lifelong Learning and Skills (2008) Personal and social education framework for 7 to 19-years-olds in Wales**
Expert presentations held during the 3-days professional study tour
*eCLIPS Full leaflet V 07 Careers guidance work*

Annex 1: Comparative table of career guidance organisations servicing every age group (based on the figure of Tony Watts, supplemented by Borbély)

*In Hungary, SROP Priority Programme 2.2.2. is responsible also for the deployment of the national and regional network of career counsellors; in that context, by spring 2010, personal interviews had been made with 2 500 counsellors and other human experts, including 300–400 qualified vocational counsellors; the 4-term relevant counsellor further training of another 83 persons is underway (student counsellor, ELTE; career orientation teacher, SZIE), and the short, 30-hour, career orientation further training of 2000 persons is envisaged, of which around 500 had already been trained.*
<table>
<thead>
<tr>
<th>criteria</th>
<th>Careers Wales</th>
<th>Careers Scotland (Skills Scotland)</th>
<th>Northern Irish administration</th>
<th>New Zealand – Career Services</th>
<th>SROP 2.2.2. AT1 – NESO</th>
</tr>
</thead>
<tbody>
<tr>
<td>annual funding, central</td>
<td>£40.2m</td>
<td>£50.2m</td>
<td>£5.4m</td>
<td>NZS 18.2m</td>
<td>800m HUF</td>
</tr>
<tr>
<td>extra-budgetary resources</td>
<td>10%</td>
<td>0</td>
<td>0</td>
<td>8-9%</td>
<td>0</td>
</tr>
<tr>
<td>headcount (persons, full-time jobs)</td>
<td>1004</td>
<td>1065</td>
<td>153</td>
<td>168</td>
<td>80*</td>
</tr>
<tr>
<td>of which: qualified vocational counsellor</td>
<td>444</td>
<td>455</td>
<td>90</td>
<td>84</td>
<td>52</td>
</tr>
<tr>
<td>operation specified by legal regulation</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>no. of persons provided personal service/year</td>
<td>272 692</td>
<td>180 500</td>
<td>34 698</td>
<td>7000</td>
<td>6400</td>
</tr>
<tr>
<td>of which: secondary school student</td>
<td>227 787</td>
<td>154 000</td>
<td>32 127</td>
<td>1750</td>
<td>na</td>
</tr>
<tr>
<td>of which: adult</td>
<td>44 905</td>
<td>26 500</td>
<td>2571</td>
<td>5250</td>
<td>na</td>
</tr>
<tr>
<td>outreach to finishing sec. school students</td>
<td>90%</td>
<td>na</td>
<td>74%</td>
<td>not responsible for it</td>
<td>not responsible for it</td>
</tr>
<tr>
<td>no. of offices</td>
<td>48</td>
<td>92</td>
<td>27</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>call center/web center</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>none</td>
</tr>
<tr>
<td>no. of calls/year</td>
<td>35 000</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>x</td>
</tr>
<tr>
<td>no. of e-mails</td>
<td>3500</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>300</td>
</tr>
<tr>
<td>no. of individual web visitors</td>
<td>na</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>300 000</td>
</tr>
<tr>
<td>outreach programmes (expos, plant visits)</td>
<td>na</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>24 000</td>
</tr>
<tr>
<td>1-2-week work testing for young people</td>
<td>6500</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>x</td>
</tr>
<tr>
<td>group sessions, role-playing</td>
<td>36 000</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>3600</td>
</tr>
<tr>
<td>relationship with PES</td>
<td>contractual</td>
<td>contractual</td>
<td>contractual</td>
<td>contractual</td>
<td>protocol (2010)</td>
</tr>
<tr>
<td>relationship with secondary schools</td>
<td>contractual</td>
<td>?</td>
<td>contractual</td>
<td>only teacher training</td>
<td>by ad hoc contracts,</td>
</tr>
<tr>
<td>relationship with primary schools</td>
<td>only teacher training</td>
<td>?</td>
<td>only teacher training</td>
<td>ad hoc contracts</td>
<td>with schools, children’s</td>
</tr>
<tr>
<td>role in further training for teachers</td>
<td>further training organised in schools</td>
<td>?</td>
<td>?</td>
<td>further trainings held in school</td>
<td>other organisations (26 db effective contracts)</td>
</tr>
<tr>
<td>role in admission to higher education</td>
<td>ad hoc</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>ad hoc</td>
</tr>
<tr>
<td>population count (persons)</td>
<td>2 900 000</td>
<td>5 100 000</td>
<td>1 800 000</td>
<td>4 100 000</td>
<td>10 000 000</td>
</tr>
<tr>
<td>personnel/population ratio</td>
<td>2888</td>
<td>4789</td>
<td>11 765</td>
<td>24 405</td>
<td>125 000</td>
</tr>
<tr>
<td>citizens/1 qualified staff member</td>
<td>6532</td>
<td>11 209</td>
<td>20 000</td>
<td>48 810</td>
<td>192 308</td>
</tr>
<tr>
<td>single organisation/network</td>
<td>network (6 firms)</td>
<td>from 2002: single organisation, previously 80 small org.</td>
<td>partly independent organisations/ partly in PES offices</td>
<td>New Zealand’s government agency</td>
<td>SROP priority programme; 85% ESF+15% national funds</td>
</tr>
</tbody>
</table>
## Annexes

### Members of the regional professional career guidance networks by micro region and population

<table>
<thead>
<tr>
<th>Region</th>
<th>County</th>
<th>Micro region</th>
<th>Number of professionals</th>
<th>Population</th>
<th>Professionals per 1000 citizens</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Southern Great Plain</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bács-Kiskun</td>
<td>Bacsalmásai</td>
<td>3</td>
<td>495</td>
<td>1,325,527</td>
<td>0.38</td>
</tr>
<tr>
<td>Bács-Kiskun</td>
<td>Balai</td>
<td>15</td>
<td></td>
<td>74,282</td>
<td>0.20</td>
</tr>
<tr>
<td>Bács-Kiskun</td>
<td>Jánoshalomai</td>
<td>16</td>
<td></td>
<td>16,562</td>
<td>0.97</td>
</tr>
<tr>
<td>Bács-Kiskun</td>
<td>Kalocsaiai</td>
<td>14</td>
<td></td>
<td>52,733</td>
<td>0.27</td>
</tr>
<tr>
<td>Bács-Kiskun</td>
<td>Kecskeméti</td>
<td>109</td>
<td></td>
<td>171,840</td>
<td>0.63</td>
</tr>
<tr>
<td>Bács-Kiskun</td>
<td>Kisfőrjeszeti</td>
<td>31</td>
<td></td>
<td>56,139</td>
<td>0.55</td>
</tr>
<tr>
<td>Bács-Kiskun</td>
<td>Kisfaludyföldi</td>
<td>3</td>
<td></td>
<td>45,861</td>
<td>0.07</td>
</tr>
<tr>
<td>Bács-Kiskun</td>
<td>Kiskunhelyesi</td>
<td>9</td>
<td></td>
<td>45,367</td>
<td>0.20</td>
</tr>
<tr>
<td>Bács-Kiskun</td>
<td>Kisszentmiklósi</td>
<td>1</td>
<td></td>
<td>19,649</td>
<td>0.05</td>
</tr>
<tr>
<td>Bács-Kiskun</td>
<td>Kunszentmiklósi</td>
<td>2</td>
<td></td>
<td>30,839</td>
<td>0.06</td>
</tr>
<tr>
<td><strong>Bács-Kiskun Total</strong></td>
<td></td>
<td></td>
<td><strong>203</strong></td>
<td><strong>530,379</strong></td>
<td>0.38</td>
</tr>
<tr>
<td>Békés</td>
<td>Békácsbocskói</td>
<td>57</td>
<td></td>
<td>76,479</td>
<td>0.75</td>
</tr>
<tr>
<td>Békés</td>
<td>Békési</td>
<td>11</td>
<td></td>
<td>43,496</td>
<td>0.25</td>
</tr>
<tr>
<td>Békés</td>
<td>Gyulai</td>
<td>26</td>
<td></td>
<td>43,168</td>
<td>0.60</td>
</tr>
<tr>
<td>Békés</td>
<td>Mészösvárosai</td>
<td>13</td>
<td></td>
<td>40,529</td>
<td>0.32</td>
</tr>
<tr>
<td>Békés</td>
<td>Oroszlányai</td>
<td>25</td>
<td></td>
<td>59,701</td>
<td>0.42</td>
</tr>
<tr>
<td>Békés</td>
<td>Sárospatai</td>
<td>6</td>
<td></td>
<td>23,371</td>
<td>0.26</td>
</tr>
<tr>
<td>Békés</td>
<td>Szarvasi</td>
<td>4</td>
<td></td>
<td>44,040</td>
<td>0.09</td>
</tr>
<tr>
<td>Békés</td>
<td>Szeghalom</td>
<td>3</td>
<td></td>
<td>39,738</td>
<td>0.08</td>
</tr>
<tr>
<td><strong>Békés Total</strong></td>
<td></td>
<td></td>
<td><strong>145</strong></td>
<td><strong>371,322</strong></td>
<td>0.39</td>
</tr>
<tr>
<td>Csongrád</td>
<td>Csongrád</td>
<td>3</td>
<td></td>
<td>23,694</td>
<td>0.13</td>
</tr>
<tr>
<td>Csongrád</td>
<td>Hómezővásárhely</td>
<td>2</td>
<td></td>
<td>57,957</td>
<td>0.03</td>
</tr>
<tr>
<td>Csongrád</td>
<td>Kismarosi</td>
<td>0</td>
<td></td>
<td>185,03</td>
<td>0.03</td>
</tr>
<tr>
<td>Csongrád</td>
<td>Makóvárosi</td>
<td>14</td>
<td></td>
<td>47,342</td>
<td>0.30</td>
</tr>
<tr>
<td>Csongrád</td>
<td>Maroshalom</td>
<td>2</td>
<td></td>
<td>26,191</td>
<td>0.08</td>
</tr>
<tr>
<td>Csongrád</td>
<td>Szegedi</td>
<td>123</td>
<td></td>
<td>207,862</td>
<td>0.59</td>
</tr>
<tr>
<td>Csongrád</td>
<td>Szentlőrdi</td>
<td>3</td>
<td></td>
<td>42,277</td>
<td>0.07</td>
</tr>
<tr>
<td><strong>Csongrád Total</strong></td>
<td></td>
<td></td>
<td><strong>147</strong></td>
<td><strong>423,826</strong></td>
<td>0.36</td>
</tr>
<tr>
<td><strong>Southern Transdanubia</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baranya</td>
<td>Komlói</td>
<td>21</td>
<td><strong>416</strong></td>
<td><strong>941,594</strong></td>
<td>0.49</td>
</tr>
<tr>
<td>Baranya</td>
<td>Mohács</td>
<td>8</td>
<td></td>
<td>50,062</td>
<td>0.16</td>
</tr>
<tr>
<td>Baranya</td>
<td>Pécs</td>
<td>195</td>
<td></td>
<td>185,800</td>
<td>1.05</td>
</tr>
<tr>
<td>Baranya</td>
<td>Pécsvárad</td>
<td>0</td>
<td></td>
<td>125,44</td>
<td></td>
</tr>
<tr>
<td>Baranya</td>
<td>Sósdi</td>
<td>1</td>
<td></td>
<td>14,331</td>
<td>0.07</td>
</tr>
<tr>
<td>Baranya</td>
<td>Sellyesi</td>
<td>17</td>
<td></td>
<td>13,576</td>
<td>1.25</td>
</tr>
<tr>
<td>Baranya</td>
<td>Siklós</td>
<td>6</td>
<td></td>
<td>37,121</td>
<td>0.16</td>
</tr>
<tr>
<td>Baranya</td>
<td>Szentlőrdi</td>
<td>21</td>
<td></td>
<td>15,231</td>
<td>1.38</td>
</tr>
<tr>
<td>Baranya</td>
<td>Szigetvári</td>
<td>21</td>
<td></td>
<td>26,459</td>
<td>0.79</td>
</tr>
<tr>
<td><strong>Baranya Total</strong></td>
<td></td>
<td></td>
<td><strong>290</strong></td>
<td><strong>394,911</strong></td>
<td>0.76</td>
</tr>
</tbody>
</table>
## ANNEXES – Members of the regional professional career guidance networks by micro region and population

<table>
<thead>
<tr>
<th>Somogy</th>
<th>Balatonföldvár</th>
<th>0</th>
<th>11388</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somogy</td>
<td>Barcs</td>
<td>0</td>
<td>24639</td>
</tr>
<tr>
<td>Somogy</td>
<td>Csongrád</td>
<td>3</td>
<td>17274</td>
</tr>
<tr>
<td>Somogy</td>
<td>Fonyód</td>
<td>4</td>
<td>23914</td>
</tr>
<tr>
<td>Somogy</td>
<td>Kecskeméti</td>
<td>0</td>
<td>20606</td>
</tr>
<tr>
<td>Somogy</td>
<td>Kaposvár</td>
<td>7</td>
<td>100131</td>
</tr>
<tr>
<td>Somogy</td>
<td>Lengyelhöllöd</td>
<td>0</td>
<td>11310</td>
</tr>
<tr>
<td>Somogy</td>
<td>Marcali</td>
<td>3</td>
<td>35438</td>
</tr>
<tr>
<td>Somogy</td>
<td>Nagykőrösi</td>
<td>17</td>
<td>26757</td>
</tr>
<tr>
<td>Somogy</td>
<td>Súlfalaki</td>
<td>2</td>
<td>38146</td>
</tr>
<tr>
<td>Somogy</td>
<td>Tápió</td>
<td>0</td>
<td>13294</td>
</tr>
<tr>
<td><strong>Somogy Total</strong></td>
<td><strong>44</strong></td>
<td>310809</td>
<td>0.17</td>
</tr>
<tr>
<td>Tolna</td>
<td>Bonyhád</td>
<td>7</td>
<td>28588</td>
</tr>
<tr>
<td>Tolna</td>
<td>Dombóvár</td>
<td>0</td>
<td>33615</td>
</tr>
<tr>
<td>Tolna</td>
<td>Paksi</td>
<td>9</td>
<td>48143</td>
</tr>
<tr>
<td>Tolna</td>
<td>Szekszárd</td>
<td>53</td>
<td>85689</td>
</tr>
<tr>
<td>Tolna</td>
<td>Tanács</td>
<td>13</td>
<td>39840</td>
</tr>
<tr>
<td><strong>Tolna Total</strong></td>
<td><strong>82</strong></td>
<td>235874</td>
<td>0.41</td>
</tr>
</tbody>
</table>

### Northern Great Plain

<table>
<thead>
<tr>
<th>Hajdú-Bihar</th>
<th>Balnája-városi</th>
<th>7</th>
<th>28904</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hajdú-Bihar</td>
<td>Berettyőújfalú</td>
<td>39</td>
<td>50696</td>
</tr>
<tr>
<td>Hajdú-Bihar</td>
<td>Debreceni</td>
<td>125</td>
<td>210402</td>
</tr>
<tr>
<td>Hajdú-Bihar</td>
<td>Derecska-Látavárta</td>
<td>13</td>
<td>35520</td>
</tr>
<tr>
<td>Hajdú-Bihar</td>
<td>Hajósnéhermányi</td>
<td>10</td>
<td>58361</td>
</tr>
<tr>
<td>Hajdú-Bihar</td>
<td>Hajdúhadházó</td>
<td>8</td>
<td>60937</td>
</tr>
<tr>
<td>Hajdú-Bihar</td>
<td>Hajdúszabolcséi</td>
<td>2</td>
<td>33542</td>
</tr>
<tr>
<td>Hajdú-Bihar</td>
<td>Polgár</td>
<td>10</td>
<td>14063</td>
</tr>
<tr>
<td>Hajdú-Bihar</td>
<td>Puspacladányi</td>
<td>4</td>
<td>49767</td>
</tr>
<tr>
<td><strong>Hajdú-Bihar Total</strong></td>
<td><strong>218</strong></td>
<td><strong>542192</strong></td>
<td><strong>0.40</strong></td>
</tr>
<tr>
<td>Jász-Nagykun-Szolnok</td>
<td>Jászberényi</td>
<td>2</td>
<td>85618</td>
</tr>
<tr>
<td>Jász-Nagykun-Szolnok</td>
<td>Koncani</td>
<td>12</td>
<td>43990</td>
</tr>
<tr>
<td>Jász-Nagykun-Szolnok</td>
<td>Kunszentmártoni</td>
<td>2</td>
<td>36742</td>
</tr>
<tr>
<td>Jász-Nagykun-Szolnok</td>
<td>Mezőtúm</td>
<td>0</td>
<td>29152</td>
</tr>
<tr>
<td>Jász-Nagykun-Szolnok</td>
<td>Szolnoki</td>
<td>33</td>
<td>121583</td>
</tr>
<tr>
<td>Jász-Nagykun-Szolnok</td>
<td>Tiszafüred</td>
<td>5</td>
<td>37900</td>
</tr>
<tr>
<td>Jász-Nagykun-Szolnok</td>
<td>Törökszentmiklós</td>
<td>1</td>
<td>39906</td>
</tr>
<tr>
<td><strong>Jász-Nagykun-Szolnok Total</strong></td>
<td><strong>55</strong></td>
<td><strong>394891</strong></td>
<td><strong>0.15</strong></td>
</tr>
</tbody>
</table>
ANNEXES – Members of the regional professional career guidance networks by micro region and population

<table>
<thead>
<tr>
<th>Region</th>
<th>Professional Network</th>
<th>Members</th>
<th>Population</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Szabolcs-Szatmár-Bereg</td>
<td>Boktalórántúz</td>
<td>15</td>
<td>34,703</td>
<td>0,43</td>
</tr>
<tr>
<td></td>
<td>Csongor</td>
<td>0</td>
<td>13,312</td>
<td>0,08</td>
</tr>
<tr>
<td></td>
<td>Fejérgevő</td>
<td>3</td>
<td>37,559</td>
<td>0,02</td>
</tr>
<tr>
<td></td>
<td>Ibolya-Nagyhalas</td>
<td>1</td>
<td>44,752</td>
<td>0,02</td>
</tr>
<tr>
<td></td>
<td>Kisvárda</td>
<td>4</td>
<td>52,592</td>
<td>0,08</td>
</tr>
<tr>
<td></td>
<td>Mártonhely</td>
<td>1</td>
<td>64,486</td>
<td>0,02</td>
</tr>
<tr>
<td></td>
<td>Nagyhalász</td>
<td>3</td>
<td>44,594</td>
<td>0,07</td>
</tr>
<tr>
<td></td>
<td>Nyírbátori</td>
<td>3</td>
<td>43,528</td>
<td>0,07</td>
</tr>
<tr>
<td></td>
<td>Nyíregyháza</td>
<td>114</td>
<td>143,542</td>
<td>0,79</td>
</tr>
<tr>
<td></td>
<td>Tiszavasvári</td>
<td>0</td>
<td>36,511</td>
<td>0,03</td>
</tr>
<tr>
<td></td>
<td>Vásárosladány</td>
<td>1</td>
<td>30,099</td>
<td>0,03</td>
</tr>
<tr>
<td></td>
<td>Zólyomi</td>
<td>0</td>
<td>19,640</td>
<td>0,03</td>
</tr>
<tr>
<td><strong>Szabolcs-Szatmár-Bereg Total</strong></td>
<td></td>
<td>145</td>
<td>565,326</td>
<td>0,29</td>
</tr>
<tr>
<td>Northern Hungary</td>
<td></td>
<td>372</td>
<td>1,223,238</td>
<td>0,36</td>
</tr>
<tr>
<td>Borsod-Abaúj-Zemplén</td>
<td>Abaúj Hegykőz</td>
<td>3</td>
<td>14,504</td>
<td>0,21</td>
</tr>
<tr>
<td></td>
<td>Borsod-Abaúj-Zemplén</td>
<td>Borsodköz</td>
<td>0</td>
<td>16,972</td>
</tr>
<tr>
<td></td>
<td>Borsod-Abaúj-Zemplén</td>
<td>Edelényi</td>
<td>4</td>
<td>34,837</td>
</tr>
<tr>
<td></td>
<td>Borsod-Abaúj-Zemplén</td>
<td>Encei</td>
<td>3</td>
<td>23,746</td>
</tr>
<tr>
<td></td>
<td>Borsod-Abaúj-Zemplén</td>
<td>Kazincbarcika</td>
<td>1</td>
<td>60,332</td>
</tr>
<tr>
<td></td>
<td>Borsod-Abaúj-Zemplén</td>
<td>Mezőcsári</td>
<td>6</td>
<td>14,273</td>
</tr>
<tr>
<td></td>
<td>Borsod-Abaúj-Zemplén</td>
<td>Mezőkövesd</td>
<td>0</td>
<td>42,751</td>
</tr>
<tr>
<td></td>
<td>Borsod-Abaúj-Zemplén</td>
<td>Miskolc</td>
<td>137</td>
<td>267,582</td>
</tr>
<tr>
<td></td>
<td>Borsod-Abaúj-Zemplén</td>
<td>Özd</td>
<td>18</td>
<td>69,400</td>
</tr>
<tr>
<td></td>
<td>Borsod-Abaúj-Zemplén</td>
<td>Sárospataki</td>
<td>5</td>
<td>25,491</td>
</tr>
<tr>
<td></td>
<td>Borsod-Abaúj-Zemplén</td>
<td>Szerencséshegy</td>
<td>10</td>
<td>22,942</td>
</tr>
<tr>
<td>Area</td>
<td>Suburb</td>
<td>Members</td>
<td>Population</td>
<td>Ratio</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------</td>
<td>---------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>Borsod-Abaúj-Zemplén</td>
<td>Szegrecesi</td>
<td>5</td>
<td>42,658</td>
<td>0,12</td>
</tr>
<tr>
<td>Borsod-Abaúj-Zemplén</td>
<td>Szakszó</td>
<td>12</td>
<td>18,661</td>
<td>0,64</td>
</tr>
<tr>
<td>Borsod-Abaúj-Zemplén</td>
<td>Tiszajvárosi</td>
<td>0</td>
<td>33039</td>
<td></td>
</tr>
<tr>
<td>Borsod-Abaúj-Zemplén</td>
<td>Tokaji</td>
<td>1</td>
<td>13,762</td>
<td>0,07</td>
</tr>
<tr>
<td><strong>Borsod-Abaúj-Zemplén Total</strong></td>
<td></td>
<td>205</td>
<td>701,160</td>
<td>0,34</td>
</tr>
<tr>
<td>Heves</td>
<td>Bélapátfalva</td>
<td>1</td>
<td>12,854</td>
<td>0,06</td>
</tr>
<tr>
<td>Heves</td>
<td>Egri</td>
<td>56</td>
<td>85,020</td>
<td>0,66</td>
</tr>
<tr>
<td>Heves</td>
<td>Füzesszabóyi</td>
<td>47</td>
<td>31,162</td>
<td>1,51</td>
</tr>
<tr>
<td>Heves</td>
<td>Gyergyési</td>
<td>2</td>
<td>76,226</td>
<td>0,03</td>
</tr>
<tr>
<td>Heves</td>
<td>Holvani</td>
<td>4</td>
<td>52,624</td>
<td>0,08</td>
</tr>
<tr>
<td>Heves</td>
<td>Hevesi</td>
<td>3</td>
<td>34,922</td>
<td>0,09</td>
</tr>
<tr>
<td>Heves</td>
<td>Pátervásárádi</td>
<td>0</td>
<td>21633</td>
<td></td>
</tr>
<tr>
<td><strong>Heves Total</strong></td>
<td></td>
<td>113</td>
<td>314,441</td>
<td>0,39</td>
</tr>
<tr>
<td>Nógrád</td>
<td>Balassagyarmat</td>
<td>12</td>
<td>41,044</td>
<td>0,29</td>
</tr>
<tr>
<td>Nógrád</td>
<td>Balatonfüred</td>
<td>0</td>
<td>24905</td>
<td></td>
</tr>
<tr>
<td>Nógrád</td>
<td>Pázmáni</td>
<td>0</td>
<td>32538</td>
<td></td>
</tr>
<tr>
<td>Nógrád</td>
<td>Rétsági</td>
<td>0</td>
<td>25426</td>
<td></td>
</tr>
<tr>
<td>Nógrád</td>
<td>Salgótarjáni</td>
<td>31</td>
<td>64,571</td>
<td>0,48</td>
</tr>
<tr>
<td>Nógrád</td>
<td>Szécsényi</td>
<td>11</td>
<td>19,253</td>
<td>0,57</td>
</tr>
<tr>
<td><strong>Nógrád Total</strong></td>
<td></td>
<td>54</td>
<td>207,637</td>
<td>0,42</td>
</tr>
<tr>
<td>Central Transdanubia</td>
<td></td>
<td>424</td>
<td>1,206,624</td>
<td>0,40</td>
</tr>
<tr>
<td>Felérsö</td>
<td>Alsó</td>
<td>10</td>
<td>24,610</td>
<td>0,42</td>
</tr>
<tr>
<td>Felérsö</td>
<td>Adonyi</td>
<td>0</td>
<td>24969</td>
<td></td>
</tr>
<tr>
<td>Felérsö</td>
<td>Bicskai</td>
<td>1</td>
<td>38,911</td>
<td>0,03</td>
</tr>
<tr>
<td>Felérsö</td>
<td>Dunaújvárosi</td>
<td>7</td>
<td>72,416</td>
<td>0,10</td>
</tr>
<tr>
<td>Felérsö</td>
<td>Enyingi</td>
<td>1</td>
<td>20,946</td>
<td>0,05</td>
</tr>
<tr>
<td>Felérsö</td>
<td>Ercsi</td>
<td>12</td>
<td>23,434</td>
<td>0,51</td>
</tr>
<tr>
<td>Felérsö</td>
<td>Gödönyi</td>
<td>13</td>
<td>26,513</td>
<td>0,49</td>
</tr>
<tr>
<td>Felérsö</td>
<td>Móni</td>
<td>6</td>
<td>34,681</td>
<td>0,17</td>
</tr>
<tr>
<td>Felérsö</td>
<td>Sórbogardó</td>
<td>3</td>
<td>25,247</td>
<td>0,12</td>
</tr>
<tr>
<td>Felérsö</td>
<td>Székesfehérvári</td>
<td>207</td>
<td>137,439</td>
<td>1,51</td>
</tr>
<tr>
<td>Győr-Moson-Sopron</td>
<td>Csomai</td>
<td>0</td>
<td>34449</td>
<td></td>
</tr>
<tr>
<td><strong>Felérsö Total</strong></td>
<td></td>
<td>260</td>
<td>462,744</td>
<td>0,64</td>
</tr>
<tr>
<td>Komárom-Esztergom</td>
<td>Dobogó</td>
<td>2</td>
<td>40,158</td>
<td>0,05</td>
</tr>
<tr>
<td>Komárom-Esztergom</td>
<td>Esztergom</td>
<td>9</td>
<td>58,840</td>
<td>0,16</td>
</tr>
<tr>
<td>Komárom-Esztergom</td>
<td>Kiskőrösi</td>
<td>3</td>
<td>20,607</td>
<td>0,15</td>
</tr>
<tr>
<td>Komárom-Esztergom</td>
<td>Komárom</td>
<td>1</td>
<td>40,862</td>
<td>0,02</td>
</tr>
<tr>
<td>Komárom-Esztergom</td>
<td>Oroszlányi</td>
<td>3</td>
<td>27,036</td>
<td>0,11</td>
</tr>
</tbody>
</table>
### Annexes – Members of the regional professional career guidance networks by micro region and population

<table>
<thead>
<tr>
<th>Organisation/institution type</th>
<th>Central Hungary</th>
<th>Northern Great Plain</th>
<th>Southern Great Plain</th>
<th>Southern Transdanubia</th>
<th>Central Transdanubia</th>
<th>Western Transdanubia</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NES organisation units</td>
<td>7</td>
<td>31</td>
<td>34</td>
<td>23</td>
<td>36</td>
<td>77</td>
<td>78</td>
</tr>
<tr>
<td>Primary school</td>
<td>29</td>
<td>88</td>
<td>63</td>
<td>136</td>
<td>93</td>
<td>102</td>
<td>83</td>
</tr>
<tr>
<td>Vocational school</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>4</td>
<td>17</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Special vocational school</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>General secondary school</td>
<td>14</td>
<td>20</td>
<td>15</td>
<td>41</td>
<td>39</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Vocational secondary school</td>
<td>9</td>
<td>37</td>
<td>31</td>
<td>56</td>
<td>21</td>
<td>39</td>
<td>33</td>
</tr>
<tr>
<td>University/college</td>
<td>43</td>
<td>2</td>
<td>4</td>
<td>20</td>
<td>3</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Students’ hostel</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Institutions of education, total</td>
<td>102</td>
<td>156</td>
<td>116</td>
<td>260</td>
<td>191</td>
<td>179</td>
<td>121</td>
</tr>
<tr>
<td>Adult training institution</td>
<td>59</td>
<td>59</td>
<td>55</td>
<td>42</td>
<td>44</td>
<td>43</td>
<td>34</td>
</tr>
<tr>
<td>General education institution</td>
<td>5</td>
<td>5</td>
<td>17</td>
<td>36</td>
<td>5</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Health care institution</td>
<td>4</td>
<td>1</td>
<td>15</td>
<td>28</td>
<td>3</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Private TWA, job broker, head-hunter, private HR adviser</td>
<td>31</td>
<td>16</td>
<td>5</td>
<td>4</td>
<td>13</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Production company with own HR department</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Foundation</td>
<td>17</td>
<td>12</td>
<td>30</td>
<td>13</td>
<td>20</td>
<td>23</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>141</td>
<td>99</td>
<td>139</td>
<td>86</td>
<td>101</td>
<td>68</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>369</td>
<td>382</td>
<td>415</td>
<td>502</td>
<td>413</td>
<td>451</td>
<td>342</td>
</tr>
</tbody>
</table>

Branch distribution of professional counsellors
Professional counsellors, by OECD classification level

LLG counsellors in Hungary
Ratio of professional and other LLG counsellors and advisers

Members of the network by qualification level

- With qualification
- Without qualification
Development of the system of lifelong guidance in Hungary

Phase I: 2008–2010

You always have a choice

Investing in your future

New Hungary Development Plan