

Appendix 1

Country Name: SLOVENIA

Country team (names, positions, email addresses, telephone numbers):

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Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)
	<p>Geography</p> <p>The Republic of Slovenia is a country in Central and Southeastern Europe touching the Alps and bordering the Mediterranean. Slovenia borders Italy, Croatia, Hungary and Austria, and also has a small portion of coastline along the Adriatic Sea. It covers an area of 20,273 square kilometers. The capital and largest city is Ljubljana. Slovenia gained independence in 2001 and joined European Union on 1 May 2004.</p> <p>Demography</p> <p>Slovenia has a population of 2.05 million.</p> <p>Labour market</p> <p>The number on employed persons in December 2010 was 747.194. The number of unemployed in the same period was 110.021 (unemployment rate was 10.7%).</p> <p>Education</p> <p>Compulsory education in Slovenia lasts 9 years (age 6-14). It is followed by short and medium vocational upper secondary education (15-17) or upper secondary education (15-18) which can be general (gymnasia) or vocational.</p> <p>Main national career guidance services</p> <p>The main providers of career guidance services in Slovenia are schools and Employment Service of Slovenia (ESS). In both settings professional counsellors are employed. <u>Guidance in schools</u> is provided by school counsellors who work in school</p>

counselling services. Guidance counsellors are employed in primary schools (age 6-15) and secondary schools (age 15-19). They provide broad range of guidance services (personal, educational, social, vocational) therefore career guidance takes just a small percentage of their working time.

Career guidance in ESS is carried out by career counsellors working in local and regional ESS offices throughout Slovenia and is co-ordinated by the department for vocational guidance at central office. First Vocational Information and Counselling Centre (CIPS) was established 1999. Nowadays four CIPS and another 20 small career information points operate within ESS. They employ career counsellors, usually psychologists. CIPS provide guidance service for unemployed and students. Services include individual and groups information activities, career library and website, individual and group counselling, job-search seminars and other forms of guidance activities. In principle, guidance service is offered also to other adults (employed) but the number of employed clients is very low.

After 2000 adult educational guidance centres (ISIO) started to spread. They are located in adult training centres and co-ordinated by Slovene Institute for Adult Education (SIAE which is also responsible for the training of professional staff employed in ISIO centres.

There are some other organisations operating in the field of guidance. The Centre for Vocational Educational and Training (CPI) provides information materials on occupations and vocational training and maintain the website (<http://www.mojaizbira.si/>). CPI also carries out a number of guidance projects. Chamber of Craft also cooperates in some guidance activities related to the craft vocational training (information materials, promotion of crafts, fairs, etc.).

In 2010 the development of the university career centres intensified due to special project financed by European Social Fund.

Section 2	<p>Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).</p>	
<p>Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies</p>		
Strength 1	Weakness 1	
<p>Spreading of new concept of career guidance</p> <p>Societal changes require development of the role of guidance and guidance practitioners, which is different to the traditional one. The advantage is that the new concept of career guidance is to the certain extent spread among counsellors and relevant institutions which provide or finance guidance services. It should also be stressed that provision of career related information (information materials, information web-sites) is quite developed due to the investment in recent years.</p>	<p>Lack of the awareness that career management skills can help individual and society to cope with these changes</p> <p>Though the new concept is spreading, the main weakness is lack of awareness of individuals, organisations and some policy makers (particularly in education sector) about the new concept of career guidance which envisage that an individual should learn career management skills in order to cope with the uncertain situation on the labour market.</p>	
Strength 2	Weakness 2	
<p>In 2010 the new labour act has been adopted, which states that lifelong career guidance is one of key activities which has to be provided by public employment service and private employment agencies which will work under the new law (starting in 2012). Different kinds of services had been also defined in this act (information, basic career advising, career counselling etc.). Though this act covers only one part of guidance provision (providers in employment sector), we see it as a strength which can serve as an example how to change the legislation in education sector.</p>	<p><u>Small community</u></p> <p>One of the main weaknesses of career guidance in Slovenia is, that the number of practitioners, who provide career guidance as their main task, is rather small. Other factors of this “weakness” is lack of guidance related research, lack of university personnel specialised in guidance and lack of university level training for career counsellors.</p>	

Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities

Strength 1	Weakness 1
<p>Integration of career guidance into the ESF Operational Plan for HR development</p> <p>Perhaps the most important mechanism for the integration of LL guidance policy into HR policies is National Operational Plan for the Human Resource Development within European Social Fund (produced in Slovenia in 2007 for the 7 year period). This plan contains several career guidance projects which were selected on the basis of previous analysis of existing career guidance services. Projects were proposed by the Slovenian National Guidance Policy Forums which operated in the period 2005-2006. Many projects, but not all, have been accepted by relevant ministries, and included in before-mentioned Operational Plan. Projects which were accepted aimed to achieve following goals:</p> <p>1) <u>To improve common guidance mechanisms</u></p> <p>Within this aim following tasks have been carried out or are in the process of implementation:</p> <ul style="list-style-type: none"> -Re-establishment¹ of National working group for career guidance (re-established in 2008) and establishing financial, professional and technical support for the work of this group. -Development of Career Guidance Glossary (first version finalised in 2011) which is common for all providers of career guidance regardless the sector. -Development of the qualification and university study course for career guidance (beginning in 2011). 	<p>European Social Fund resources could be used more</p> <p>Though Slovenia made an important step by including career guidance into LL and HR strategies and operational documents (this refers mostly to ESF Operational Plan 2007-2013), and by implementing some important guidance projects, more could have been done. “More” refers to quantity of the resources used for guidance projects and to outcomes of some project activities (not all).</p> <p>More could be done in education sector (refers to primary level of education, age 6-14 and secondary level, age 15-18).</p>

¹ First such group was called National Guidance Policy Forum which operated in the period 2005-2006.

<p>-Development of Career Guidance Quality standards (beginning in 2012).</p> <p>2) <u>To establish career guidance services in the areas where guidance did not exist before</u></p> <p>-One of ESF projects provided financial resources for establishment of career centres within Slovenian state Universities (beginning in 2010). -Another project plans to provide career guidance services for the employed.</p> <p>3) <u>Strengthening the existing guidance services</u></p> <p>-Development of career guidance services in Employment Service of Slovenia (ESS) -Counselling centres in adult education -Development of career guidance website for students entering secondary education</p> <p>In 2007 Slovenia managed to include career guidance into national HR strategy and its implementation in the period 2007-2013) though the implementation could be stronger.</p>	
Strength 2	Weakness 2
<p>Existence of National working group for career guidance</p> <p>In 2008 Ministry of Education and Sport established the National working group for career guidance with the aim to promote coordination and cooperation of guidance policies and operations between different sectors. Many relevant educational and employment institutions are represented in this group. Group was quite active in last three years and achieved some results but did not manage to provide stronger impact on the educational policy (for reasons see Weakness 2). Though the influence of the group was lower than some expected, it gained some experience and we consider</p>	<p>Low position of guidance in the policy agenda of education sector</p> <p>In education sector some improvements were made:</p> <ul style="list-style-type: none"> -Development of counselling centre in adult education -Establishing the National working group for career guidance -Development of career website “My Choice” (moja izbira) by the Institute of the Republic of Slovenia for Vocational Education and Training. <p>However much more should be done on the level of primary school and secondary school (general and vocational). Schools counsellors are overburdened with other</p>

this group as a potential strength for future integration of career guidance into lifelong learning and HR policies.

activities to provide intensive career counselling to students. Position of career education in school curriculum is very modest.

Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners

Strength 1	Weakness 1
<p>Level of initial education of guidance practitioners</p> <p>Counsellors who provide career guidance in Slovenia hold university degree (in most cases equivalent to second level in Bologna system). Though high level of education itself is not sufficient, it helps practitioners to acquire specialised career guidance competences in short time.</p>	<p>Lack of specialised qualifications and formal career guidance education</p> <p>Career guidance qualification and specialised career guidance HE education programmes still do not exist. Situation will change in near future since such study course is under development within one ESF funded project.</p>
Strength 2	Weakness 2
<p>Developed internal training for counsellors</p> <p>Career guidance practitioners in some organisations, this particularly refers to Employment Service (and CIPS) of Slovenia and ISIO centres in adult education, have access to system of internal training which is on relatively high level. In 2010 the Institute of the Republic of Slovenia for Vocational Education and Training started to offer training on selected career guidance topics to schools counsellors and this continues in 2011.</p>	<p>Lack of specialised internal training in some sectors</p> <p>In general, school counsellors have much less opportunities to participate relevant career guidance training.</p>

Theme 4: Evidence-based practice; evidence-based policies

Strength 1	Weakness 1
<p><u>Research</u></p> <p>Only examples of good practice can be mentioned here. One of them is focused on measuring the impact of guidance programme on the level of participants' career management skills. This study was done in the frame of ICTEM project (Integrated Counselling, Training and Employment Method). The project was financed by the EU Leonardo da Vinci programme in 2004. The results of the study showed that the level of participants' career management skills was higher at the end of the four months guidance programme compared to the beginning of the programme.</p>	<p>In the Slovenian education sector there is a lack of studies, research and reporting procedures which would provide some evidence on the impact of guidance services. We only have few studies which are mostly trying to find out to what extent is guidance provided in school rather than what are the effects of guidance programmes and services.</p> <p>Government should launch relevant research to get more information on these issues.</p> <p>Situation in the employment sector is little better but evaluations do not capture all aspects of guidance impact (see Weakness 2).</p>
Strength 2	Weakness 2
<p>Collecting feedback (users satisfaction) is quite common practice in the delivery of guidance services in employment offices and centres of adult education. Employment Service of Slovenia delivers, in cooperation with external private providers, diverse training and career guidance programmes and workshops for unemployed. At the end of these programmes providers usually collect feedback from participants on their satisfaction with the programmes). This could be seen as a modest example of good practice. However, providers usually do not ask participants to specify other outcomes of these programmes (what did they learn, how do they rate learning outcomes and other potential benefits).</p>	<p>In Employment sector effectiveness of guidance programmes is much higher on the agenda compared to education sector. However, mostly two indicators of the impact are used:</p> <ul style="list-style-type: none"> • the number of unemployed persons which find jobs as a result of guidance, • the number of unemployed person which enrol in vocational training. <p>Career counsellors argue that other important aspects are not included: learning outcomes, client satisfaction, and different preventive aspects: personal support, keeping unemployed active, motivation, enhancing employability skills etc.</p>

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Political, economic and social changes and the changing role of career guidance and career guidance policies	Priority 1 2 3 4
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	Priority 1 2 3 4
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	Priority 1 2 3 4
Evidence-based practice; evidence-based policies	Priority 1 2 3 4

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.
High-level key public policy/practice initiative 1 <i>Reducing unemployment and lack of positive perspective</i>	
Linked most closely to Theme 1.	
High-level key public policy/practice initiative 2 <i>Increasing enrolment in general education – decreasing in vocational education</i>	
Linked most closely to Theme 3	
High-level key public policy/practice initiative 3 <i>Lack of the knowledge and skills for hi-tech and other industries with high added value</i>	
Linked most closely to Theme 2	

Section 5	Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).
<p>Most important elements for success of career policy and practice in our policy are:</p> <ul style="list-style-type: none">• More active involvement of educational authorities in the national career guidance policy.• Development of specialised career guidance qualification and university career guidance training.• Including career guidance into school curriculum and stronger position of career guidance in the school work-plan.• Further operationalization of career guidance policy through national project (European Social Fund and others)	