

# ACADEMIA BOOKLET

## Online Academia Slovenia 'Exchange of practices'

10 - 13 May 2021



Employment Service of Slovenia, Euroguidance Slovenia



Erasmus+



Employment Service  
of Slovenia

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# Introduction

The Academia booklet aims to present guidance counsellors's methods from different European countries that participate in Academia Slovenia. These are examples of good practice the participants use in their daily work.

Academia is a network that offers training opportunities for guidance practitioners in European countries. Academia offers the participants a chance to get to know the guidance system and guidance practices in another European country.

The goals of Academia are:

- Provision of European training programs for guidance counsellors.
- Promotion of best practice exchange between guidance counsellors.
- Establishment of formal and informal networks between European guidance counsellors.

The focus of online Academia Slovenia 2021 will be on the on exchange guidance of practices among participating guidance practitioners and Slovenian experts. The participants will deepen knowledge about guidance activities in different settings as well as get overview on the world of education and work and lifelong guidance in Slovenia.

The program will introduce Slovenian education and guidance system, Slovenian labour market and Employment Service of Slovenia as well as guidance in different settings. The participants will have possibilities for discussions about various guidance related issues among guidance practitioners to exchange guidance practices among themselves and other experts.

Outcomes of online Academia Slovenia 2021 will be available at: [http://english.ess.gov.si/vicc\\_ncc/academia-slovenia-2021](http://english.ess.gov.si/vicc_ncc/academia-slovenia-2021).

# Final agenda

## Day 1: Introduction

10 May 2021, 8.45-12.00, MS Teams

8.45-9.00 Arrival of participating participants in the virtual platform. Welcome and short introduction.

9.00-9.30: National Vocational Information and Counselling Centre/Euroguidance Slovenia and online guidance program Where and how, Zlata Šlibar

9.30-10.15: The Employment Service of Slovenia and Slovenian labour market, Viljem Spruk

10.30-12.00: Exchange of good practices

- Beate Gebauer, Federal Agency for Employment Hamburg, Youth Employment Agency, Germany
- Anne Thielemann, Bundesagentur für Arbeit Leipzig, Germany
- Pille Pesti, Estonian Unemployment Fund, Estonia
- Madeleine Berkow Vernström, Sundbyberg's Adult Education, Sweden
- Lilla Kisvari, Hungarian University of Agriculture and Life Sciences (MATE) student, Hungary

## Day 2: Lifelong guidance in education

11 May 2021, 9.25-12.00, MS Teams

9.25-9.55: Education system of Slovenia and guidance in basic education at Primary school Vič, Maruša Majhen

10.00-10.55: Biotechnical Educational Centre Ljubljana, Boštjan Ozimek

11.00-12.00: Guidance at Career centre of The University of Ljubljana, Maja Dizdarević

## Day 3: Lifelong guidance in employment

12 May 2021, 9.45-12.15, ZOOM

9.45-10.30: Modular training for guidance counsellors and Workshop Differently, Peter Gabor MSc

10.30-12.15: Lifelong guidance tools and services at the Employment Service of Slovenia, Brigita Vončina

## **Day 4: Lifelong guidance in other settings**

13 May 2021, 9.00-12.00, MS Teams

9.00-9.55: Karierni Plac – Career centre for youth, Tina Mržek

10.00-10.55: Production School, Urška Opeka

11.00-11.30: The Employment Information Service and Lifelong learning centre in The Ljubljana City Library, Ana Berce

11.30-12.00: Reflection and final evaluation, Sabina Škarja MSc

# Host organisation

Your host organisation is Employment Service of Slovenia, National Vocational Information and Counselling Centre (Euroguidance Slovenia). Euroguidance Slovenia has been hosting Academia study visits since 2008 as well as sending Slovenian guidance practitioners to participate in Academia in other European countries.

Euroguidance Slovenia offers expert help for guidance practitioners in employment and education sectors as well as promote learning mobility among guidance practitioners. Euroguidance Slovenia coordinates career centres of The Employment Service of Slovenia, that are available around the country. Career centres provide information needed for planning further education or employment and need assistance in career planning decision making.

Euroguidance Slovenia's activities include:

- collecting information on careers, labour market, education and employment possibilities;
- establishing and maintaining careers database, video clips about careers and information on education possibilities and financial aids;
- providing guidance tools such as Where and How online guidance program;
- organizing trainings of guidance practitioners, study visits and other exchange programs;
- active participation as hosting and sending organisation in Academia network where we enable guidance counsellors from employment and education sector the possibilities to participate in practical trainings in European Union countries;
- active participation in organizing Cross-border seminars.

# Participating experts

**Sabina Škarja MSc** is Academia and Euroguidance coordinator at Employment Service of Slovenia, focusing mainly on international cooperation since 2008. She participated in Academia mobility experience in Spain.

**Zlata Šlibar** is a psychologist and lifetime achievement award-winner for her work in the Employment Service of Slovenia. She is one of the founders of career centres in the Employment Service of Slovenia, has developed several online guidance tools and is active member in policy expert groups. She also participated in Academia mobility experience in Finland.

**Viljem Spruk** is expert specializing in labour market research and analytics at the Employment Service of Slovenia.

**Maruša Majhen** is a school psychologist at elementary school of Vič in Ljubljana, one of the biggest schools in Slovenia. She enrolls six years old children to school, follow them through elementary school, do humanitarian and ecological projects with them, help them with their problems. At the end of the elementary school, she provides career guidance for them in the eighth and ninth grade. She also participated in Academia mobility experience in Latvia.

**Boštjan Ozimek** is international cooperation coordinator at the Biotechnical Educational Centre Ljubljana. As part of European vocation skills week European Commission awarded VET innovators Award to the school in November 2020. Awards recognise excellence in vocational education and training.

**Maja Dizdarević** is Assistant Secretary General for student and alumni services, responsible for Career Centres, Alumni University of Ljubljana Network and Extracurricular activities.

**Brigita Vončina** is a senior advisor in the employment department in the Central office of the Employment Service of Slovenia. She has been responsible for the work on long-term unemployed. She also participated in Academia mobility experience in Sweden.

**Peter Gabor MSc** is a career counselor and guidance expert working at National Coordinaton Point for Lifelong Guidance. He participated in Academia several times in Germany, Luxembourg, Greece, Finland and online in Estonia.

**Tina Mržek** is a social pedagogue that dedicated her career to work with children and young people. She has been working in kindergartens, elementary schools, and other educational institutes. She is currently working at Institute for adult education Koper as head of elementary school for adults and career counsellor in the career centre for youth Karierni Plac, where she helps young people to recognise their own potentials.

**Urška Opeka** is a social worker and mentor at Production School. In here daily work with youth, she focuses on transparent communication, feedbacks and follow up in establishing and maintaining relations with youth. She has several hobbies, interests and skills, that she likes to share in here work with youth as well.

**Ana Berce** has been working in Ljubljana City Library since 2014 as librarian and since 2018 as adviser and head of the Employment Information Service in the frame of Lifelong learning centre. She provides advice and information in the fields of employment, labour market and career management. She organises, leads and coordinates trainings for clients and is cooperating in projects, that focus on health in the workplace, library promotion and online training courses.



# Methods and practices from participants

## Estonia: Wheel of Life (worksheet)

Pille Pesti, Estonian Unemployment Fund, Estonia

### Expected outcomes

The Wheel of Life provides a snapshot of your wellbeing and the level of satisfaction in your current circumstances. By scoring each category, you identify areas that need support and improvement to reach individual and overall life goals.

The process of writing down, reviewing, and agreeing upon ratings not only provides input to the goal-setting process, but also offers insights into areas of your life that are causing you difficulty.

### Target group

As it is a self-analysis tool, people who use it should have the necessary abilities of self-reflection and analysis. Mostly used with (young) adults in (career) coaching.

### Description

Explanation for filling out the worksheet:

#### 1. Evaluate each area of the Wheel of Life

In your life, you likely experience times when more attention has to be devoted to certain areas or roles than others. The concept behind the wheel of life is that you can find fulfillment and happiness if you can find the right balance between each dimension.

Go through each category and assess how much attention you're currently devoting to it on a scale of 0 to 10, with 0 being the lowest and 10 being the highest. Once you determine a category's score, write it down and then mark it in the corresponding spoke.

#### 2. Connect the dots

After you have gone through each category and marked your score on your wheel of life, connect each mark around the circle. By connecting the dots, you can see just how each area compares and decide whether your wheel looks and feels balanced.

#### 3. Compare the results to your ideal levels

Different areas of your life require different amounts of attention, specifically in various seasons. In other words, achieving a balanced life doesn't have to mean that you are giving an equal amount of focus to each category. Consider what your ideal attention level is for each category and then plot those scores on your wheel of life in a different color.

**4. Take steps to address the areas you'd like to improve**

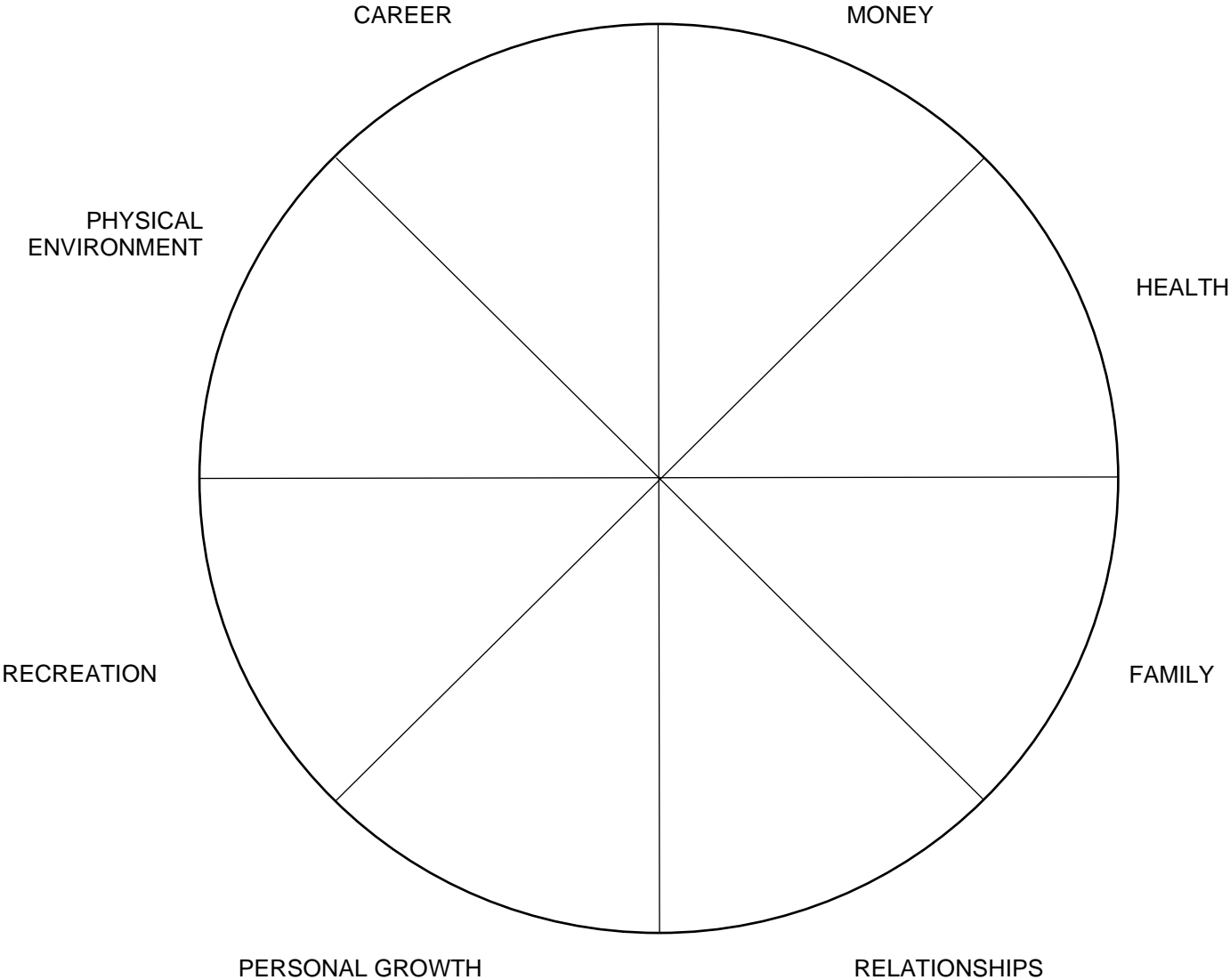
Assess any gaps that exist between your current and ideal life balance. There could be areas where you feel you're unable to devote your desired amount of attention because you are too focused on another dimension. Using this visual tool, you can identify the gaps and decide what you need to do to establish balance.

**Links for further information**

There are many materials and resources about the method as it is used widely:  
<https://www.indeed.com/career-advice/career-development/wheel-of-life>  
<https://positivepsychology.com/wheel-of-life-coaching>

The worksheet can be viewed below.

**LIFE WHEEL**



## **Germany: Card Sort**

Beate Gebauer, Federal Agency for Employment Hamburg, Youth Employment Agency, Germany

### **Expected outcomes**

Counsellor gets a good impression on clients' skills, which are often required in the working area:

- Clients show how to manage an unknown situation, it becomes visible if the client is working in a structured / creative / chaotic way while clustering. Also, the method shows whether the client takes time thinking things through or is acting spontaneously.
- During the conversation about clustering the clients also show their verbal skills and reflect their own situation.
- Card Sort is a helpful method to receive a valuable outcome in a short time. Counsellor gets to know the clients and their situation.
- The clients develop their own individual career planning. Counsellor only assists with questions and knowledge about education opportunities.

### **Target group**

Students at middle school (from age of 16) and young adults (up to age of 25).

### **Description**

Card Sort method is being used in my daily practise if clients (e.g.):

- have no idea about which job education could suit them,
- cannot name their interests,
- are convinced about not having any valuable talents,
- only seem to know what they are not good at (according to teachers/parents),
- appear to be very shy,
- do just reply in short sentences or „yes“/„no“,
- are present, not at online consultation.

Card Sort contains of small cards, each printed with an activity or noun.

Client takes each card and decides between three choices:

- interesting,
- not sure yet or
- not interesting.

Client organizes each card regarding the choices. When done, the choice „not interesting“ is taken away. Usually 40-60% of cards are then left. Client now has to cluster all definitions according to what client thinks could fit together. There are no wrong choices. After the open

conversation about all clusters counsellor and clients do have a look on possible education opportunities.



Regarding the example this could be as follows:

- Vocational training and education at a lab (Bio Tech Assistant, Chemical Tech Assistant, Medical Lab Assistant)
- Studies at university (Chemistry, a huge variety of other related studies).

Client can then take a photo of the own clustering to memorize it. Information on possible opportunities is given to the client in paper or online version so that the client has a variety of information to work with. An appointment for a second consultation is planned to reflect the outcome and to plan further steps.

## Germany: Which job suits best?

Anne Thielemann, Bundesagentur für Arbeit Leipzig, Germany

In the sector of vocational education there are a lot of methods and different practices to ease the access for young persons to job orientation. The following best practice example has been proved for many times and worked well with different school classes. The title of the method is »Which job suits best?« and it is one part of an excursion whenever a school class comes to Job Information Center.

**Expected outcomes** include easy access to vocational education and professional orientation and knowlegde about conditions of apprenticeship and career paths.

The **target group** are students in the age from 14 to 15 years - one year before they finish secondary school. Through playing the game participants shall deal with their professional dreams and they can get suggestions, which apprenticeship would fit with their plans. It will support them to prepare the career choices because in Germany application process starts in some branches very early – for example in public administration persons have to apply for apprenticeship 1-1,5 years in advance.



## **Description**

Before playing the game students get some general information about the Job Information Center and about different career paths they can start after school. Sometimes there is a little discussion about advantages of higher (theoretical) education versus vocational (practical) training.

The game focusses on the second. Everybody can stay on his seat and every student gets one gaming pad (4 coloured fields printed on one piece of paper) and one token. The token has to be placed in the middle of the field. The game is supported by a power point presentation. It starts when the presenter reads out the first statement. Every student has to think about it on his own and has to decide: Do I want to work like the people do it in this example? If the answer is yes, the token has to be moved one step in the given direction (up, down, left or right). If the answer is no, the token remains at the same place.

This process will be repeated for 29 times until all questions are read out. Afterwards the gamers are asked to check, which colour they have reached now. If someone ended up between two colours, he can choose. In the next step the 4 coloured fields will be explained and related to 4 vocational branches (red=social, yellow=commercial, green=craftsman and blue=technical). Students can reflect now whether their interests go with the achieved result. After that job titles are given (matching to the reached branches).

Every participant has to decide for one profession and has to do research on the computer in the next part of the excursion to Job Information Center. At the end the results are collected and there is a conclusion. This method has been chosen because of its advantages like flexibility of target groups, mix of individual results and group exercise, concrete results in vocational education and independence from budget, group size, preparation and material.

## **Evaluation**

- playful approach to vocational education,
- support in career choice,
- mix of group – and individual exercise,
- concrete and individual result,
- free of charge, simple preparation / material,
- adaption to different target groups.

## **Sweden: Sundbyberg's adult education**

Madeleine Berkow Vernström, Sundbyberg's Adult Education, Sweden

### **Background**

I am working as a career counsellor in a school for adults in Sundbyberg just 8 km from the town centre of Stockholm. In 2010 the municipality had 38.000 inhabitants and in 2018, the number of inhabitants has grown to 50.000. It is rather popular to move here because of its location. We also have a lot of green areas and a lake. It is a segregated society with some areas with high socio-economic standard and some areas with low.

The school offers Swedish as a second language from beginners up to upper secondary level, and other courses in maths, English and social studies. But most students are studying Swedish as a second language.

In the year 2015 there was a record of number of asylum seekers in Sweden. 162.877 persons applied for asylum in Sweden that year, many came from Syria. We had a lot of young people coming from Afghanistan, mostly young boys who came without their families. Those who came from July to the end of September 2018 whose application for asylum had been refused were able to apply for a temporary residence permits for studies at upper secondary level (17-24 years old). The condition was that their application must have been submitted before the 24th of November 2015 and that they had waited for more than 15 months for a decision. Those were granted a residence permit for upper secondary education with the possibility to extend the permit.

When the boys turned 20, they could not continue at upper secondary education. We were not prepared for it, so suddenly we had a lot of young boys (with unfinished studies) who came from upper secondary school with permits to stay if they were studying on a high school level. When we tested their knowledge of Swedish, they could not study on a high school level, their level was much lower to take part of our courses. We had to change our courses to meet up the level of these boys. Otherwise, they would lose their permits to stay in Sweden.

Another thing was that their studies must lead to a permanent employment 6 months after finishing their studies. We created a course/package of Swedish and nurse assistant course which we knew would give them the highest job opportunities. The nurse assistant course is on a high school level, but their Swedish was at an elementary level, so this was a challenge for us. The boys were really struggling with their studies.

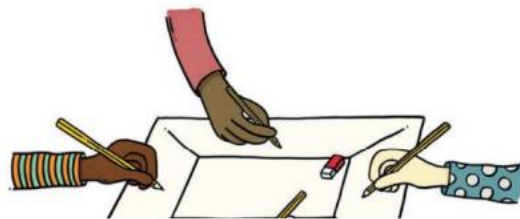
As a career counsellor it all felt a bit wrong, I had some of the boys who rather wanted to become a builder, but they did not have any choice, as the labour market for builders was not as good as for nurse assistants. I just had to tell them that if you take this course and find a job you can get permits to stay and then you can study what you really want.

When the boys had started to study at our school, they had to give the migrations officer a new application, the application should include a study plan from the career counsellors. We were told that the study plan was the most important key for their residence of permit. This was very stressful for us that the boys' future would depend on us and how we write their study plan.

The migrations officer could not give us any information about what the study plans should look like and what they should contain. We were really left alone, we tried to seek information, but nobody could help us.

I contacted the communications departments in the municipality to get help to create a study plan. It involved information about their school background, goal, the courses they should study and the length of the course and their possibilities on the labour market in our area. We also wrote clearly what courses that involved work placement.

After a few months, the boys got their extended temporary residence permit of studying upper secondary school, and I was so grateful! These boys are studying their last semester now and they will finish their studies in June and hopefully they will find a job, I know that many of them are already working extra together with their studies.



Counselling for all adults in Sundbyberg including career choice, study planning, counselling to higher education, upper secondary education, informing about the labour market, study grants and the Swedish educational system, helping students (adults) to plan for a upper secondary diploma and approval of applications to all adult education on an elementary, upper secondary level within Sundbyberg municipality.



## **Hungary: ‘Career Aperitif’ online group coaching for jobseekers**

Lilla Kisvari, Hungarian University of Agriculture and Life Sciences (MATE) student, Hungary

### **Expected outcomes**

Over the course of 5x2-hour sessions, participants can:

- Uncover and share with one another their problems, difficulties and hindrances arising in relation to the loss of jobs and job-seeking.
- Gain experience on themselves and how their fellow participants’ function.
- Create the possibility of elaborating – by utilising their insights – innovative and creative solutions, and the steps to realise them.
- Reinforce their self-confidence and motivation, to recover focus and to play a role in the development of other group members.
- Recognise the significance of empathy, understanding, acceptance and cooperation.

### **Target group**

Those who have become jobseekers due to COVID-19 and have thus lost motivation and enthusiasm and cannot find a way out after losing their focus.

### **Description**

‘Career Aperitif’ is a small-group, free of charge online course consisting of 5 sessions in which – with the help of a moderator – four-person groups can discuss and process various individual problems collectively, guided by open-ended questions. These include issues that are extremely topical for participants in the ‘here and now’, relating to their job search, due to which they have lost motivation and enthusiasm and cannot find a way out having lost their focus.

The method applied is ‘Team coaching’ – or ‘Action Learning’, which is based on empirical learning, and as such, participants learn and develop through the resolution of specific problems. The method brings participants closer to the problem, allowing them to come up with a solution in a short period of time, one that can be immediately adapted in their everyday lives during their job search.

### **Impact assessment**

6 months after the online sessions, a single-session discussion where participants report on how they are doing as far as the job search is concerned, how they can integrate the best practices acquired during the programme, and where they stand in terms of setting objectives/accomplishing objectives.

### **Further information**

The creative mind behind this idea: Angelika Hajzer

- LinkedIn: <https://www.linkedin.com/in/hajzer-angelika>
- Facebook: <https://www.facebook.com/karriermenedzser>

## Results

There were 3 group sessions held between March 2020 and July 2020, with a total of 16 participants, of whom 6 found jobs, and 2 continued their careers as entrepreneurs.

Thanks to the Career Aperitif programme, participants wished to continue this initiative and help others left without jobs, as a result of which several volunteers from these groups established [ÉNPROJEKT \(PROJECT ME\)](#), which remains active to this day.

Some feedback on the Career Aperitif programme:

- *“It was very substantial.”*
- *“It was mentally elevating.”*
- *“People selflessly cared for me.”*
- *“It energized me in my job search.”*
- *“You shared a lot of really useful ideas.”*
- *“I learned a lot about myself through the constructive feedback.”*
- *“People weren’t playing games with each other.”*
- *“I received a lot of impulses.”*
- *“I didn’t experience the disadvantages of the virtual space, but rather it felt like the world opened up to me.”*



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