

Leading career development services into an uncertain future: Ensuring access, integration and innovation

Country paper: Croatia [Insert country name]

In advance of the symposium all attending countries are asked to produce a country paper setting out the key issues for their countries in relation to the key themes of the conference.

Please use this template to enter your information. You should aim to be concise. Use bullet points and links rather than providing a lot of local detail. **The paper should be no more than 10 pages in length.**

How to submit:

- Download the Country Paper Template, save this on your computer.
- Prepare the country paper based on consultation within the country team and preferably with relevant national authorities and information sources.
- Submit the Country Paper by sending it to jmc@iccdpp.org (John Mc Carthy, director ICCDPP)
- Deadline: **31st of January**

If you have questions concerning the country paper, please contact John Mc Carthy (jmc@iccdpp.org)

Background information

1. List all of the members of your country team with their organisation.

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2. What are the key aims your country has for participating in this symposium?

Our key aims for participating in the symposium are exchange of good practices in the area of career guidance and establishing contacts with professionals from other countries working in the field of career guidance.



Theme #1 - Context and challenges for career development policy.

In your country...

3. Is the level of policy interest in career development:

- Growing?
- Shrinking?
- Staying about the same?

Comment

The rapid economic and technological changes necessitate a transition from the “job-for-life” concept to the concept of “lifelong employability”. The need to constantly match and improve competencies in a changing labour market and the growing diversification in the offer of educational programmes has increased the need for a planned career development on a national level. Besides, personal biographies of individuals today include common career changes and periods of employment and unemployment, which leads to an increasing need for the career management skills and career guidance. Individuals are facing more and more changes and challenges which affect life in general, especially in the ways of learning and working. At the same time, organizations face challenges such as: how to encourage their employees to lifelong learning and professional development to increase their competitiveness; how to deal with highly educated, more independent and mobile employees, and how to strategically provide career paths to their best employees to keep them. These challenges for individuals and organizations are seeking adaptations from society and the community to support individuals and organizations (especially employers) in adapting to change and improving the environment in terms of career development opportunities for individuals and providing the necessary workforce for employers.

4. What are the key political, social, economic and technological issues that are likely to have an impact on people’s lives and careers in your country?

Give up to five of the most important issues as you see them.

1	Rapid technological developments and digitalisation of society as well as specialization of jobs
2	Mismatch between education and labour market needs

3	Shrinking labour force, attracting migrant workers and demographic change
4	Economic crisis which affected Croatia for a longer period of time than most other countries
5	Creation of new jobs and emergence of new occupations, disappearance of some of currently existing occupations

5. What roles do career development programmes and services play in addressing these political, social, economic and technological challenges?

The share of workers in new forms of work is expected to increase in the coming years, prompted by the rapid technological developments and digitalisation of society. Technological change contributes to improving safety at work and job quality by automating unhealthy and repetitive tasks, as well as by providing greater flexibility. Nevertheless, it also leads to job losses in certain sectors. Therefore, those who are at risk of losing their jobs should be assisted, with career development services playing a key role in supporting workers in their transitions. A growing importance of specialization which arises through the interaction of some of these factors, especially through competition at a global level through constantly evolving technology, leads to a mismatch between persistent unemployment and difficulties in recruiting in certain sectors. Improving skills and competences is important to enable wider participation in the opportunities offered by new forms of work and for promoting an inclusive labour market. Robotisation is not necessarily about replacing jobs: it may mean that jobs remain but in a radically different form. This underlines the need for good labour market intelligence in order to understand changing task profiles. In turn, this will need to feed into our education and training systems, to ensure that our workforce has the right set of skills. Although career development services are primarily focused on the individual, the benefits that stem from guidance and counselling extend much further than that. By their nature, they link the individual plans of a person to the economic and societal goals of the economy. They can be utilised in companies, local communities or educational institutions for the purpose of improving learning outcomes, knowledge-transfer, productivity and innovativeness. Career development services may help individuals and organisations adapt more successfully to the circumstances and become productive in new and uncharacteristic economic and societal conditions. The economic crisis that peaked in 2009 affected the economy, made citizens increasingly susceptible to social risks and hindered their chances of employment and career development. The crisis especially affected the younger demographic. Despite the high unemployment rates in many countries, there is an evident lack of skills in STEM occupations (science, technology, engineering and mathematics). In order to tackle the problem, EU countries developed several policies aimed at reforming education, training and the labour market. Career development services play a central role in the process because of its efficiency in developing the skills and attitudes that are vital for achieving employment and a successful career. We are currently witnessing a large number of vacancies not being filled due to a shrinking labour force, and one of the possible solutions is to attract migrant workers from other countries. Career development services can assist these workers in adapting to the new working environment and provide them with advice on future career paths. Accessible, affordable and flexible learning opportunities could be used in this instance, by making learning more accessible through the use of on-line tools and by recognising the skills acquired. This needs to be accompanied by appropriate outreach and guidance to encourage individuals to participate. The skills of the future are difficult to predict and the life span of skills will shrink due to rapid technological changes. Smart

investments in skills, in line with current needs and future trends, are needed to support workers' employability and changes in the economy. Career development services can assist in further development of skills forecast mechanisms so as to anticipate the emergence of new jobs and changes in current jobs, and implement the necessary policies to invest in the right skills. Demographic change means that people need to expect longer periods of active employment; new forms of inter-generational cooperation will become more common, and organisations have to find creative ways of dealing with a shortage of skilled workers and young talents. In the framework of European Commission's Education and Training Monitor and EU targets for 2020, career development services at higher education institutions (HEIs) have significant role in achieving benchmark 2020 which reads: "82% of recent graduates from upper secondary to tertiary education (age group 20-34) who are no longer in education or training should be in employment.", through providing students support in gaining skills relevant for labour market , exploring the broad range of other professional options and bringing them face-to-face with potential employers.



Theme #2 - Aims for, and access to, career development

In your country...

6. What are the key policy aims for career development programmes and services?

Key policy aims for career development are set down in the Strategy for Lifelong Guidance and Career Development in the Republic of Croatia 2016-2020. There are 4 main aims: 1. Establishment of lifelong career guidance system; 2. Encouraging lifelong career guidance according to labour market and economy needs; 3. Quality assurance in lifelong career guidance services; 4. Raise awareness of the need for lifelong career guidance services and development of career management skills.

In the framework of the ESF programme, the Ministry of Science and Education has launched an open invitation to submit project proposals related to Development, improvement and implementation of professional practice in higher education. The general goal of the programme is to increase students' employability by enabling the acquisition of practical skills for work. Specific objectives include: Improving the quality of professional practice as a mandatory or elective part of a study program and strengthening the competencies of higher education staff for the development of work-based learning models; Providing students with opportunities to gain work experience by increasing the content of professional practice (work-based learning) as a mandatory or elective part of a study program.

7. What groups of people can access career development programmes and services and what groups are excluded?

Career development programmes and services in Croatia are mostly focused on primary and secondary school students, university students and unemployed persons. These services are provided by Croatian Employment Service, schools and universities. Larger companies also provide career development programmes and services for their employees. However, all people have access to career development services through the Centers for Career Information and Counseling (CISOK) which are currently established in 13 locations in Croatia. It is aimed to open 22 CISOK centers by the end of 2022 and thus have at least one center established in each county in Croatia. CISOK centers offer a variety of customized career guidance services including self-help tools, individual and group counseling and e-services that are intended for everyone (pupils, students, employed and unemployed persons), including persons who are not registered with the Croatian Employment Service. Special attention is focused on young people who are out of the education system and are unemployed. The key function of CISOK is coordination and cooperation with numerous partners (youth associations, local self-government units, schools, universities, employers, etc.) in informing and encouraging inactive young people to improve their (re)integration into the labor market, education and training or participation in other activities that will improve their employability.

8. How are the opinions of citizens and service users heard and incorporated into policy and practice?

Some of the institutions in the career guidance system conduct satisfaction surveys among their clients and use their feedback to improve their services. However, at the moment there is no systematic way in which opinions of citizens and service users are incorporated into policy and practice.

9. Is there a framework for ethical practice in career development? How does this framework balance the interests of the individual with the demands of policy and signals from the labour market?

Currently there is no single framework for ethical practice in career development in Croatia. It is planned to develop the ethical code for professional guidance counselors through the ESF funded project "Implementation of the Strategy for Lifelong Guidance and Career Development in the Republic of Croatia 2016-2020". However, the Croatian Psychological Chamber has a Code of ethics of psychological activity which applies to psychologists working in career guidance. The Croatian

Employment Service also has the Ethical Code which applies to all employees of the Croatian Employment Service, including career development counselors.



Theme #3 – Integrating career development into wider society.

In your country...

10. Which ministries or jurisdictions are responsible for career development programmes and services? Clarify what programmes and services each ministry or jurisdiction has responsibility for.

One of the most important career guidance systems is established within the Croatian Employment Service (CES). CES acts as a “labour market mediator” by developing high quality services in line with the needs of clients. It has been identified as the main holder of systematically organised activities of information, guidance and counselling aimed at different users – from pupils and students in their finishing years of basic and secondary school to different groups of adults, the unemployed persons and job seekers, as well as the employers. Employment preparation in CES includes lifelong career guidance, learning methods and techniques of active job seeking, training for employment and professional rehabilitation. The education system in cooperation with the CES starts implementing career guidance activities for eight-grade primary school pupils, as well as third-grade and often again for fourth-grade secondary school pupils. With its activities, the CES is also trying to increase the level of employability of the unemployed persons by matching the competences of the unemployed with the competences needed in the labour market. The most frequent activities are group informing, self-informing and using on-line tools (all the relevant information on choosing educational programmes, better planning of career, job finding, setting and accomplishing career goals in one place and make them easily attainable), education programs, financial support and services of other education / employment institutions, information and counseling for the purpose of identifying individual professional plans for active job search and increase employability, assessment of competencies, determination of areas for improvement, career and active job search. A smaller group of clients attend individual and group counselling on career management skills development and improvement of active job seeking skills. Finally, an individual multidisciplinary approach is followed through individual informing and counselling services, which could (if needed) include the entire procedure of psychological and medical evaluation and counselling for persons with disabilities, persons “hard to place” and other disadvantaged groups. Special attention is given on identifying at an early stage students with health difficulties as well as those facing social exclusion. The purpose is to develop individual career plans aimed for the active job seeking and increasing employability. The emphasis is on individual and holistic approaches to the person.

In addition to the CES, key players in the career development area include the Ministry of Labour and Pension System, the Ministry of Science and Education and agencies such as the Education and Teacher Training Agency, Agency for Science and Higher Education and Agency for Mobility and EU Programmes, as well as primary and secondary schools and universities.

The Ministry of Labour and Pension System is in charge of overall coordination of the implementation of the Strategy for Lifelong Guidance and Career Development in the Republic of Croatia 2016-2020, as well as the institution coordinating the work of the Forum for lifelong career guidance and career development of the Republic of Croatia.

The Ministry of Science and Education has an overall responsibility of drafting and implementing laws and by-laws which regulate system of pre-school, primary school, secondary school and higher education, including regulations related to delivery of career development services in schools and universities.

Career development services in schools are most often provided by professional associates (psychologists, pedagogues and education and rehabilitation professionals) and teaching staff. Principals, especially in secondary schools, who are mainly involved in planning activities and realizing co-operation with the CES, have an important role in providing professional information and counseling services. Activities in primary and secondary schools are usually linked to informing or introducing students with opportunities to continue education, facilitating decision-making on the choice of occupations, information and counseling of vulnerable groups, and to a lesser extent on the development of skills and examination of educational intentions and interests. Individual counseling is most often carried out with students from vulnerable groups, undecided students and parents, while group activities often include workshops, parental meetings related to the topic of career choice/continuation of education, and presentation of enterprises and educational institutions to students. The topic of career development is more significant in the final grades of primary and secondary schools when educational institutions mainly organize activities in co-operation with the CES, where students are provided with information on continuing education and/or employment opportunities. In cooperation with professional counselors and vocational guidance counselors of the CES, the procedures of examining the career intentions of the pupils, career information and career counseling are applied.

In the field of higher education career guidance services are provided within the Career Centers at universities. Centers most often provide students with information and counseling services related to the proper selection of studies, study programs, employment planning and career management skills development. Some of them also provide counseling services in the process of recognition of knowledge acquired through an informal and/or informal way, allowing students to be exempted from a specific part of the study program. Support services for students including career development services are part of the internal quality system at higher education institutions whose continued improvement Agency for Science and Higher Education (ASHE) is promoting through training and consulting services as well as through the implementation of quality assurance external evaluation processes (initial accreditation, re-accreditation, audit, etc.). Related to this, Agency for Science and Higher Education conducted a survey among higher education institutions with a view to get an insight into the needs of career guidance services for students and staff at the higher education institutions. This survey is a starting point for planning and implementing educational

activities for career counselors and staff of higher education institutions that provide support to students, for planning employability of graduates, as well as for developing and implementing curricula. In addition to the survey, the ASHE organizes regular learning activities in a form of workshops, seminars, etc. for career counsellors and teachers at universities with the aim of strengthening their professional capacities in career guidance, exchange of innovative practices and maintaining a cohesion within a network of professionals all committed to increase students' employability skills and facilitate their adjustment to labour market or further education.

The Education and Teacher Training Agency is responsible for the organization and implementation of vocational training of educational workers and principals, including the training of professional associates for career guidance in primary and secondary schools, and counselors for career guidance in pupils' homes.

The Euroguidance Centre that operates within the Agency for Mobility and EU Programmes, monitors the current state of career guidance in Croatia, on the basis of which it generates promotional and educational activities aimed at people who are engaged in professional orientation in education or employment, provides information on novelties and examples of good practices in this area, and encourages cooperation and mobility of professionals at national and European level. Operating as part of the National Agency for the implementation of the Erasmus+ Programme in Croatia, Euroguidance Croatia strongly supports a more active involvement of guidance practitioners in European learning mobilities through Erasmus+ and through Euroguidance's own funding. In this respect, Euroguidance Croatia has supported competence development of career counsellors in the higher education sector through its annual job shadowing and study visits to leading European higher education institutions. Career counsellors in higher education have also had the opportunity to participate in education, training and networking activities which brought together members of the academic community and the business sector aiming to provide a platform for mutual learning and cooperation. In addition, counsellors from all education sectors can participate in Cross Border Seminars, transnational education and networking events organised annually by one or more national Euroguidance centres on a relevant topic in the field of lifelong guidance. Euroguidance Croatia also organises seminars on career guidance that are intended for subject teachers and expert associates - pedagogues and psychologists in primary and secondary schools, for the purpose of expanding the knowledge of counsellors relating to the provision of support to pupils in developing skills and work habits in order to develop future career and long-term employability, i.e. improving psychologists' knowledge required for the career guidance and counselling of pupils and the provision of support to teachers and parents in developing pupils' skills and work habits in order to develop work values, career management skills and lifelong employability.

A Network of Career Advisers in Higher Education was established by the HR Human Resource Management Association - HR Center, with the support of the Agency for Mobility and EU Programs, with the aim of providing effective and systematic programmes of education for the development of competencies of career counselors, providing support in work, exchanging experiences and encouraging co-operation on joint projects of the Career Counseling Centers.

11. What leadership, co-ordination and collaboration approaches exist within the career development system to ensure collaboration across different sectors and different types of clients.

For example, how are career development systems within the education system connected to those within employment, health and youth work?

Co-ordination and collaboration between different stakeholders is achieved through the Forum for lifelong career guidance and career development of the Republic of Croatia. The Forum was established in 2014 by the Decision of the Minister of Labour and Pension System for the purpose of more effective development of career guidance policies, measures and activities and more consistent delivery of career guidance services. The activities of the Forum are focused on co-ordination of activities and co-operation among stakeholders in the Lifelong Career Guidance system to ensure the required level of cooperation and connectivity among the various stakeholders in the labour market and the improvement of the career development services for the most diverse groups of users. The Forum is also the coordinating body responsible for the full monitoring of the implementation of activities of the Strategy for Lifelong Guidance and Career Development in the Republic of Croatia 2016-2020. Members of the Forum are representatives of the Ministry of Labour and Pension System; Ministry of Economy, Entrepreneurship and Crafts; Ministry of Science and Education; Ministry for Demography, Family, Youth and Social Policy; Croatian Employment Service; Agency for Vocational Education and Adult Education; Agency for Education and Training; Agency for Science and Higher Education; Agency for Mobility and EU Programmes; Institute for Expert Evaluation, Professional Rehabilitation and Employment of Persons with Disabilities; Croatian Employers' Association; Independent Croatian Trade Unions; Alliance of Independent Trade Unions of Croatia; Croatian trade unions; Croatian Chamber of Trades and Crafts; Croatian Chamber of Commerce; University of Rijeka and Professional Human Resource Management Association - HR Center.

12. What are the main challenges to leadership in the field and the main obstacles to effective collaboration?

Main challenge in Croatia is coordination of different stakeholders that are engaged in providing career development services, as well as lack of systematic legal framework that would regulate responsibilities and delivery of career development services by various institutions, since currently this field is regulated by a number of different laws and by-laws. Analysis of the existing legal basis of the system for providing lifelong career guidance services in Croatia has been finalized in December 2018, which will provide a basis for making improvements in the current legislation.

13. What kind of cooperation (if any) is there between the career development services and stakeholders like employers, trade unions, the media, NGOs, professional organisations etc?

Cooperation with employers, trade unions, NGO's is accomplished through the work of Forum for lifelong career guidance and career development of the Republic of Croatia. In the higher education sector, career centres operating at higher education institutions (HEIs) establishes and maintain their own data bases of employers as well as communication channels with employers which have several key roles: a) providers of work based learning for students, b) providers of internships or employment to the students and alumniees, c) providers of input to the regular proces of revision of

the study programmes, d) providers of elective classes with focus on specific skills and competencies needed on labour market. Apart from its cooperation with the members of the Forum, Euroguidance Croatia holds regular bilateral and multilateral partner meetings with stakeholders in guidance, education and employment – universities, research institutes (the University of Zagreb; the Institute for Social Research; the “Ivo Pilar” Institute of Social Sciences) and a number of other stakeholders from the employment and NGO sector. The purpose of such partner meetings is to plan and deliver a more comprehensive set of activities and events for guidance practitioners through quality exchange of information on relevant new developments in lifelong guidance.

14. How is the professionalism of career development workers developed and maintained whilst working with other professionals?

By exchanging ideas and information with professionals working in different fields that can be applied to career development, career development workers can improve their own work providing their clients with up-to-date information (e.g. by maintaining contacts with professionals in the field of labour market they can have the current data regarding needs of employers for different occupations, also by engaging in discussion with professionals in any field they can gather information on what kind of new tools are being used in different occupations and how different occupations are changing with development of new technologies). In addition, professional associations such as the Croatian Psychological Association and the Croatian Psychological Chamber have associations of experts in professional guidance. During regular meetings they exchange good practices. Croatian Psychological Chamber defines the process of introduction into the work of psychologists who are working in career guidance field. Euroguidance Croatia offers a number of learning opportunities for counsellors to learn from their peers, at national and international level. In the field of primary and secondary education, Euroguidance Croatia promotes the involvement of school counsellors in international Erasmus+ projects on guidance-related topics together with their peers from different European countries. In the field of higher education, Euroguidance Croatia organises annual study visits and job shadowing mobilities to career centres operating within leading higher education institutions in European countries (so far, visits have been organised to institutions in Germany, the Czech Republic, Ireland and Denmark). Higher education career counsellors can also participate in education, training and networking activities with their peers from other HEIs and members of the academic community.

15. Do other types of professionals (e.g. teachers and social workers) deliver career development? How is a professional service ensured?

Career development services in schools are most often provided by professional associates (psychologists, pedagogues and education and rehabilitation professionals) and teaching staff. In the field of higher education career guidance services are provided within the Career Centers at universities. However, quality standards in providing career development services in the education system, which will define key competencies of service providers and compulsory education programs, are still not developed. This is also contributed by the fact that legal regulations have not yet clearly defined the role of individual service providers in career development. It is planned to

develop the quality standards for career development counselors through the ESF funded project "Implementation of the Strategy for Lifelong Guidance and Career Development in the Republic of Croatia 2016-2020".



Theme #4 - Leading innovative change for the future.

In your country...

16. What are the key innovations or ways that career development programmes and services have changed over the last 10 years? This could include changes relating to technology, practice, management and governance and the use of new theories and evidence.

The main innovation that had impact on delivery of career development programmes and services are technological advancements particularly those related to delivery of career services through different web based tools and platforms, which has enabled the accessibility of those services to wider number of users. Also, the development of AI translating services makes it possible to have these tools available to non-native speakers as well. In Croatia, through the establishment of CISOK centres, the paradigm of professional guidance has also changed, i.e. there was a shift from a pure psychological to a more pedagogical approach with a primary focus to helping an individual develop his career management skills. The new approach is based on three basic components: providing career information, counselling and education for career development and includes: the availability of professional guidance to individuals throughout their lives to support lifelong learning and career development; view of career guidance as a learning experience; strengthening individual autonomy by helping the individuals to develop their knowledge and skills that they need in order to manage career decisions and career transition.

17. How do national policies and initiatives, where they exist, ensure and support the development of innovation in career development services provision?

The Strategy for Lifelong Guidance and Career Development in the Republic of Croatia 2016-2020 stresses the need for use of innovative tools in the delivery of career development services, and especially in the dissemination of information between various stakeholders.

18. What new, innovative and promising interventions in career development programmes and services is your country planning for the future? How are such innovations making the most of open data initiatives, online technologies, artificial intelligence and other forms of innovation?

In order to improve the exchange of information between the members of the Forum for lifelong career guidance and career development, the The Ministry of Labour and Pension System through the implementation of project "Improving the system of lifelong career guidance and career development by strengthening the role of the Forum for lifelong career guidance and career development in the Republic of Croatia" has established a web platform for e-learning with

information and educational content related to career development for Forum members. This platform will be enlarged through the project "Implementation of the Strategy for Lifelong Guidance and Career Development in the Republic of Croatia 2016-2020" and it will be made available to all career development counsellors working in various institutions. Through this project, Human Potential Development Records will also be established for the purpose of lifelong career guidance and career development which will combine data from databases of various public institutions and provide information on skills, education and employment for each citizen of Croatia below the age of retirement.

The Ministry of Labour and Pension System has also developed a web platform with information about labour market situation in Croatia, which provides users with information about labour trends in all counties in Croatia, such as occupations which are in demand as well as those which are not sought after by the employers, available training and educational programmes in each county, and general labour market statistics. This data base uses and combines data from several institutions, including Croatian Employment Service, Croatian Pension Institute, Ministry of Science and Education and Croatian Bureau of Statistics.

19. How is the training and continuing professional development (CPD) of careers professionals encouraging innovation and taking account of new evidence as well as changes in technology and the labour market?

To embrace innovation, all career practitioners should also engage in continuous professional development and lifelong learning. Guidance and counselling is undergoing gradual change, resulting from the complex demands placed by the society on career development practitioners, their working environments, and client groups becoming more diverse. In the coming years, we may expect career development practitioners to become more deeply involved in new areas such as validation of non-formal and informal learning, accreditation of prior learning and prior experiential learning. Career development services need to be both widely available and able to contribute to a range of client needs from supported self-help through to intensive personalised support. This requires a diverse workforce, frequently operating through devolved and dispersed networks, as well as the use of new technologies. A range of training options must be matched to various professional and non-professional roles. There is a need for a cadre of professional career development practitioners in every country who are able to guide, develop and support diversified delivery networks. In Croatia, employers and education system in general are increasingly aware of the need for networking in the field of career development. There is also a need for some career specialists educated at the second and third levels of higher education, to deliver higher-level training courses, undertake research and evaluation nationally, and engage with the international academic community. Increased understanding of the career management skills needed by individual citizens, permits a move towards a purposeful design of diverse types of service and methods of delivery to meet varied individual needs, allowing the career development professionals to use innovative approaches in their work. In Croatia, HR Center, professional association of human resources experts has over the years, through network of its members, developed various programmes aimed at either professional development of existing HR professionals (through workshops, round tables and mentorship programme) or development of career management skills

of students via development of specific educational programmes. HR Center members have contributed to labour market innovation system development in Croatia by development of innovative job search technological platforms. Few of the initiatives are Career Boot Camp, JazavacApp (eng. BadgerApp), Mentoring program for HR professionals by HR professionals. Career Boot Camp: Intensive 4-day program, aimed at preparing final year students for entry into the labour market through various activities with HR experts, such as mock job interviews, lectures on career management and job search preparation. JazavacApp : Job search engine via mobile application enabling students and pupils to find student/high-school jobs and praxis, and employers posting their available student/high-school job and praxis vacancies. Mentoring program for HR professionals by HR professionals: Transfer of concrete and specific knowledge related to Human resource management area, thus increasing skills and competences of HR professionals. Counselling is provided by HR Center members, competent experts who use their experience and knowledge to guide colleagues who find themselves at a challenging point of their professional careers. Mentorship programmes are designed as one-on-one counselling sessions.

Final reflections

20. Is there anything else that you could like to address through participating in this symposium?