

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

Country paper: Serbia [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.

Gabrijela Gruić, Ministry of Education, Science and Technological Development

Marko Banković, Foundation Tempus - Euroguidance centre

Jelena Manić Radojčić, Belgrade Open School

Jelena Kljajić, National Employment Service

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

The key aims of the national team is to obtain information on the latest developments in the field of lifelong guidance policy and practice at the international level, to get acquainted with best practice

examples from other countries and benchmark the recent developments at the national level with other countries and explore opportunities to further improve national policies.



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 legislative framework of the system of career guidance and counseling was established in 2010 with the National Career Guidance and Counseling Strategy. Since then, career guidance was recognised through numerous reforms of educational laws. The most recent initiatives include development of Standards of Career Guidance and Counseling Services (2017) as well as the most recent work in defining career guidance and counseling teams in secondary schools with dual programmes (2018).

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	job-skills mismatch
2	keeping up with the fast developing IT industry
3	lack of employees digital skills
4	high unemployment rate in the youth population
5	brain drain

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

Activities aimed at supporting the development of quality guidance services at the pre-university level can indirectly effect development of career management skills (CMS) in the young population. Also, recently set the focus of education on the development of lifelong learning skills and other key competencies can support the development of these competencies very important in the ever-changing labour market. Career guidance services provided within NES offices aimed at young people from vulnerable groups focused on the empowerment of this population through the development of their CMS is one of the measurements taken with the aim to increase participation of young people in the labour market. As a measurement for increasing job-skills mismatch and in response to the fast developing industries, especially IT, a dual model of secondary education is established nationwide and career guidance activities are recognised as important with the recent establishment of the working group dedicated to schools' teams for career guidance in schools with dual programs. Additionally, many project-based and NGOs activities aim at the development of the skills needed in this industry through different retraining programs and supporting activities, such as: <https://itobuke.rs/rs/>; <https://www.netokracija.com/tag/digitalna-karijera>; <https://startit.rs/>



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?

One of the policy aims for the career guidance programmes and services is ensuring the continuity of career guidance services throughout the all levels of education (from primary schools to higher education). This is stipulated in the National Strategy for Career Guidance and Counseling (2010) and the set of changes of the educational laws (Law on the Foundation of Education System (2017), Law on Primary Education, 2013, Law on Secondary Education, 2013, Law on Dual Education, 2017, Law on Higher Education, 2017 and Adult Education, 2013).

Promoting the quality of the career guidance services and ensuring availability of the services are the aims of the recently developed Draft of Standards of Career Guidance and Counselling services (2017).

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

According to the the Law on the Foundation of Education System (2017) and its subsidiary Laws on Primary Education (2013), Secondary Education (2013), Adult Education (2013) and Higher Education (2017) career guidance and counseling services within educational sector are available to all currently enroled students at all levels of education. The rights of all citizens (regardless of their employment status and age) to guidance services are stipulated in the Law on Employment and Assurance in Case of Unemployment (2017). However, NES implements specific measurements for long/term unemployed citizens and persons from sensitive groups as well.

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

The Draft of the Standards of Career Guidance and Counselling Services (2017), made with the aim to promote quality in the area of career guidance, provide guidelines for career guidance service providers on how to include clients' evaluation in monitoring and evaluation of the service. This includes general guidelines for the organisations providing guidance service for measuring clients satisfaction with the service. Although this document is still in the process of enacting it as a formal legal document obliging service providers to meet the standards, the document is promoted as guidelines that can support career guidance organisations in their work. Formal adoption of the document is expected in the following months.

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?

The abovementioned Draft of the Standards of Career Guidance and Counselling Services (2017) provides an ethical framework for the career guidance practitioners. The framework represents the set of key principles that every practitioner should apply in his/her practice. The principles include respect for clients personal perspectives, attitudes, wishes, needs; setting clients best interest as a main goal and prevention of conflict of interests; continuous development of the confidential relationship with a client, empowering the client to be independent and actively involved in his/her own career development. These principles are premises for all the other general and specific competencies need for the provision of different types of services.



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.

Currently, the Ministry of Education, Science and Technological Development (MoESTD), the Ministry of Labour, Employment, Veteran and Social Affairs (MoLEVSA), and Ministry of Youth and Sports (MoYS) are responsible for providing guidelines and general objectives for the career guidance in the education, employment and youth sectors, respectively.

MoESTD is responsible for developing policies and monitoring their implementation in the sector of education. Primary and secondary schools are in charge of the development and implementation of school career guidance programme as a part of a school's work programme. At the higher education institutions, career centres at universities, faculties, and since recently at colleges, provides career guidance and counseling services to students.

The Law on Youth (2011) recognizes Local Youth Offices as a mechanism for increasing access and establishment of targeted career guidance services to all young people at local level. Youth offices are especially important for targeting young people who dropped-out of school and/or belong to the NEET category.

In the employment sector, the Law on Employment and Assurance in Case of Unemployment (2017) defines the role of the National Employment Service and employment agencies and their responsibilities within Active Measures of Employment Policies and concrete services provided to clients. NES and employment agencies implements numerate activities that support employment such as: providing information about employment opportunities and conditions, intermediation in employment, professional orientation and counselling etc.

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?

The basis for coordination and cooperation within the national system of career guidance and counselling was established in 2010 by enacting the national Strategy for Career Guidance and Counselling which provided the legislative framework of the national system. The Strategy was

proposed by the Ministry of Youth and Sports and was approved by the Government of the Republic of Serbia. It included a detailed Action plan for the implementation of the Strategy for the period 2010-2014. The Strategy was developed by a multi-sectorial working group which included experts from the Ministry of Youth and Sports (MoYS), the Ministry of Education, Science and Technological Development (MoESTD), the former Ministry of Economy and Regional Development, the National Employment Service (NES), the Chamber of Commerce and Industry (CCI) as well as NGO sector, led by NGO BOŠ. Although presently such a working group or a similar body with formal legal authority to coordinate the development of guidance system does not exist anymore, similar approach continues to be used in drafting new policies and monitoring their implementation. One such example was the new Youth Strategy enacted in 2015, for the period 2015-2025. It was developed by a multi-sectorial working group with representatives of all key stakeholders and it includes one specific aim which relates to the development of functioning and sustainable system of career guidance and counselling. Another example is establishment of working group dedicated to the development of Career Guidance Quality Standards which consisted of representatives of all relevant ministries (MoESTD, MoYS, MoLEVSA), NES, CCI, partners such as Euroguidance centre, Belgrade Open School, GIZ, as well as career guidance experts from schools, university, employers' union and others.

On the the practical level, local cooperation is often established between schools and NES offices providing pupils excess to psychological testing and career counseling, as well as schools and local youth offices and NGOs that have more nonformal approach to career guidance with interactive workshops dedicated to selfevaluation, career information and other career development related topics.

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

Effective collaboration and coordination of the whole system of career guidance and counselling services were achieved with the first Action plan that was established together with the National strategy in 2010. Based on the experience with the implementation of this Action plan, the development of another Action plan could be an effective way of collaboration between sectors. Other than current discontinuity of the implementation of national strategy goals, the main challenge to effective cooperation of all sectors involved in the provision of career guidance activities is heteronomy of activities, target groups that these activities are dedicated to, service providers, career guidance practitioners etc. In response to this challenge, the Standards of career guidance services were established in 2017 with the aim to provide guidelines for the quality of services in all sectors and levels of activities.

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?

Firstly, as mentioned before, representatives of different ministries, institutions, chamber of commerce, NES, professional organisations, NGOs etc. were actively included in development and

piloting of all relevant policies in the area of career guidance and counselling services in the last decade. Before voting, all drafts of policy documents are available for public debate as well, so this is another way of participating in policy development in the area.

Already-mentioned stakeholders are recognised as important actors in relevant policy documents and those policies clearly stipulate the importance of cooperation between schools and NES offices, employers, NGOs etc in the provision of quality and diverse guidance activities to their students.

Furthermore, trade unions are seen as a crucial partner in dual education at the local level and they are also envisaged as active participants in the guidance teams for dual education.

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

Career guidance services in Serbia are provided by psychologists, pedagogues, andragogues, teachers, youth workers and many others. On the national level there is still no specific study programme or a course at university level for career guidance practitioners, but there are courses in related disciplines, such as psychology, andragogy, etc. mainly at the Faculty of Philosophy and the Faculty of Teachers Education. Although there is a lack of content related to career guidance within the initial training of teachers in the education sector, there are several, usually project-led, initiatives to provide training for guidance practitioners. These training programs focus on the competencies that are considered relevant for practitioners including competencies for different types of services - career information, career counseling and career education, programing activities, networking and cooperation with relevant actors, working with sensitive groups, etc. Good basis for creating and improving these training programs was given by abovementioned Draft of Standards of Career Guidance and Counseling services (2017). This document put focus on career guidance practitioners' competencies for communication and cooperation with individuals and organisations among other competencies.

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

The qualifications of practitioners providing career guidance services in different sectors vary substantially. As mentioned above, guidance services are provided by psychologists, pedagogues, andragogues, teachers, youth workers and many others. Competencies of primary and secondary school teachers who are providing guidance services to students depend mostly on CPD programs delivered by different NGOs and nonprofit organisations such as Euroguidance centre, Belgrade Open School, GIZ, and many others. Currently, 10 CPD programmes for guidance practitioners in schools have been accredited by the Institute for Development of Education for the 2018-2021 accreditation period.

The general framework for the self-assessment of guidance competencies as well as the guidelines for development and improvement of CPD programs has been given by The Draft of the Standards for Career Guidance and Counselling Services (2017). This document defines general and specific

competencies of career guidance practitioners. The Draft recognises the following competencies as key competencies of guidance practitioners: 1) general, organisational competences, 2) competences related to career counselling services, 3) competences related to career information service, 4) competences related to career education service.



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.

Policy changes that started 10 years ago resulted in many changes on the ground level. The role of primary and secondary schools in career guidance of students increased with the establishment of career guidance teams in schools. For primary schools, this change was assisted with the project “Professional orientation in primary schools” which provided teachers and professional associates (pedagogues/psychologists) additional training in professional orientation. Materials developed through this project is still available on <http://profesionalnaorijentacija.org/>. Similar initiatives for secondary schools, initiated by Euroguidance centre and Belgrade Open School provided training programs for teachers as well as materials that they can use in a classroom.

At the same time, the development of the university career guidance centres was intensified by the joint European Tempus project “Development of Career Guidance aimed at Improving Higher Education in Serbia – CareerS”. This project developed information tools for students, improved cooperation with the academic and business community, improved capacities of career centres and contributed to the development of the national programme and methodology for career guidance of young people aged 19-30. In the latest changes of the Law on Higher Education (2017) university career centres were recognized in policy documents as an important part of higher education institutions.

During the last decade, several online tools were developed as well. These portals include, among others, “BOŠ Karijera” (BOŠ Career) - portal for secondary students, [Obrazovanje.rs](http://obrazovanje.rs) (Education.rs) – learning opportunities database, websites of university career centres (eg. <http://www.razvojkarijere.bg.ac.rs/> with information on internships programs and job opportunities available for University students, online counselling service and Profil+ tool for self-assessment with a short interpretation of results) as well as private websites such as poslovi.infostud.com which advertises vacancies, but also provide career information and advice. In the employment sector, National Employment Service (NES) has a portal <http://www.nsz.gov.rs/> for job seekers which provide information on vacancies, but also provides career advice for adult job-seekers. In addition to that, NES operates a separate website for primary school students as a guide for enrolment in secondary education <http://www.vodiczaosnovce.nsz.gov.rs/> with information on all occupations and online questionnaires about professional interests, skills and personality traits.

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

Currently the main promoter of career guidance system as a whole is a recently developed Draft of Standards of Career Guidance and Counselling Service (2017). This document provides guidelines for development of quality career guidance programs, focusing on online services as well as the "in-person" ones. The document presents key elements of quality guidance programs, key competencies of guidance practitioners, sets standards for the organisations providing services. The central part of the document is Framework of CMS which presents key outcomes of guidance services.

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?

Teachers and professional associates in schools are continuously developing new career guidance activities and programs which can be noticed by looking at an increasing number and quality of examples of good practice that are shared and recognized in several national initiatives such as Belgrade Open School Teams Fair where schools' guidance teams apply with their yearly school activities as well as the National Euroguidance Career Guidance Awards where providers of career guidance services in the sector of education, employment and youth can apply with their programs and services. Additionally, there is an ongoing project called VIVET, "Virtual Internships for Vocational Education and Training" aiming to develop model for virtual internships in VET and promote strategic cooperation between educational institutions and business sector. Project is funded with support from the European Commission and implemented by Belgrade Open School, non-governmental organization from Serbia, Technical School from Užice, Serbia and Interprojects, consulting and training provider from Bulgaria.

Work on the development of national model of student internships was announced in October 2017. As announced, the model will be based on the good practice implemented by The Career Centre of the University of Belgrade in cooperation with the city government and other employers. At the same time, in addition to University and Faculty career centres established a decade ago, representatives from colleges in 2017 initiated idea to develop similar centres and the colleges around the country.

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?

CPD programs developed mainly for the career guidance practitioners in schools focus on the key competencies needed for the contemporary guidance services as defined by the Draft of Standards of Career Guidance and Counselling Service (2017). Organisations which are providing CPD programs to this target group are taking into account changes in technology and labour market and they are trying to encourage awareness of practitioners regarding the contemporary conditions on the labour

market and trends for the future. The focus of CPD programs is preparing practitioners for uncertainty and flexibility as well as setting focus f career guidance services on the development of CMS rather than a choosing certain specific profession.

Final reflections

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